



INTERNATIONAL PSYCHOLOGY BULLETIN

Volume 19 No. 3 Summer 2015



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Message from the President

Mid-Year Presidential Report: Where Does the Time Go? (*Mark D. Terjesen*) 5

Division 52 News and Updates

Division 52 - International Psychology 2015 APA Convention Program 6

Division 52 - International Psychology Hospitality Suite program 2015 APA Convention 9

Division 52 2015 Election Results (*Senel Poyrazli*) 11

IAP-Division 52 Launches Its International Psychology Book Series (*Uwe Gilen*) 11

Gratitude to current associate editors of IPB and introducing incoming associate editors (*Vaishali Raval*) 12

APA Council of Representatives Report (*Harold Takooshian*) 13

D52 at Western Psychological Association, Las Vegas, NV 2015 (*Lynette Bikos*) 14

Obituaries

Gloria Behar Gottsegen (1930-2015) (*John Hogan*) 16

The Most Peaceful Man in the World Dies in a Terrorist Attack: Farewell to Jasem M. A. Al-Khawajah (1954-2015) (*Ramandan Ahmed*) 18

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.

Guidelines for submission to peer-reviewed research article or theoretical review sections, please see the next page.

Book Reviews, Current Issues Around the Globe, Division 52 News, and Peer-Reviewed

Research Articles: Vaishali V. Raval ravalvv@miamioh.edu

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Submission Deadlines:

Spring issue March 31st

Summer issue June 30th

Fall issue September 15th

Winter issue December 15th

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

United Nations Activities

- The Eighth Annual Psychology Day at the United Nations: Impacting the Global Agenda (*Neal S. Rubin*) 20
- Psychology Day 2015 convened in the United Nations (*David S. Marcotte*) 22

Peer Reviewed Articles

- "A woman is always to blame:" Community sanctioned violence in a Sudanese refugee woman's experience (*Deborah Johnson, Marsha Carolan, & Laura Bates*) 24
- An Explorative Parenting Patterns Study in Sweden: Is There a Swedish Style? (*Kari Trost, Bassam El-Khoury, & Knut Sundell*) 30

ECP Column

- National Identity and Intercultural Conflict (*Cynthia Grguric*) 37

Submission Guidelines for Peer-reviewed Research Articles & Theoretical Reviews *International Psychology Bulletin*

The *IPB* publishes peer-reviewed research articles and theoretical reviews that focus on important issues related to international psychology. The review process takes approximately two months.

Please submit the following three documents in Microsoft Word format to Dr. Vaishali Raval at ravalvv@miamioh.edu:

- A cover letter
- A title page with the title of the manuscript, author names and institutional affiliations, and an author note that includes name and contact information of corresponding author
- A blinded manuscript that does not include authors' names or any identifying information

Cover letter

- In your cover letter be sure to include the author's postal address, e-mail address, and telephone number for future correspondence
- State that the manuscript is original, not previously published, and not under concurrent consideration elsewhere
- State that the manuscript adheres to APA Ethical Principles ([Ethical Principles of Psychologists and Code of Conduct](#)), and all co-authors are in agreement about the content of the manuscript
- Inform the journal editor of the existence of any published manuscripts written by the author that is sufficiently similar to the one submitted (e.g., uses the same dataset).

Blinded Manuscript

- Prepare manuscripts according to the [Publication Manual of the American Psychological Association \(6th edition\)](#).
- Check [APA Journals Manuscript Submission Instructions for All Authors](#)
- The entire manuscript should be formatted in 12-point Times New Roman font, 1 inch margins, and double-spaced submitted as Microsoft Word document. The entire manuscript should be up to 4000 words.
- The first page of the manuscript should include a title of the manuscript (no more than 12 words)
- The second page of the manuscript should include an abstract containing a maximum of 250 words, followed by up to five keywords brief phrases
- The remaining pages should include the text of the manuscript. For research articles, include introduction, method, results, and discussion. The format of a review paper will vary, and may include a brief introduction to the topic, review of the literature, and conclusions and future directions.
- Provide a full reference list as per the [Publication Manual of the American Psychological Association \(6th edition\)](#).
- Present tables and figures as per the *Manual*, if you have any, at the end of the manuscript.
- Review APA's [Checklist for Manuscript Submission](#) before submitting your article.

Upon acceptance

- Please note that if your article is accepted for publication in *International Psychology Bulletin*, you will be asked to download the copyright transfer form, complete and sign it, and return to the editor (ravalvv@miamioh.edu) before the manuscript can be published.

Student Column

- Advancing Student Research in International Psychology: The Stories of the 2015 Winners of the Graduate Student Award (*Daria Diakonova-Curtis*) 42
- Explorations in Cultures, Religions, Families, and Mental Health in India: What We Learned from Short – Term Study Abroad (*Tasse Hammond, Nikhitha Kakarala, Marlee Kayes, Timothy Ovia, & Vaishali V. Raval*) 44

Experiences of Students around the World

- The PhD Experience in Italy: Impressions and Suggestions from the Centre of Europe (*Nicolò Maria Iannello*) 48
- PhD Experience in Poland: Local and International Inspirations for Students and Young Scholars (*Justyna Michalek*) 49
- Clinical Psychology in Greece: High Quality Practice but Missing Research (*Stefanos Mastrotheodoros*) 50
- Advantages of Completing your Master’s Thesis in Psychology in the Netherlands (*Natasja van Cittert*) 52

Travels in the History of International Psychology

- Sigmund Freud in London: His Final Home (*John D. Hogan and Nate Frishberg*) 54

Book Review

- Watters, E. (2010). *Crazy like us: The globalization of the American psyche.* (*Eve Markowitz Preston*) 56

Current Issues Around the Globe

- The Current Humanitarian Crisis in Iraqi Kurdistan: Challenges of Humanitarian Guidelines for Minority Populations (*Kyle Msall*) 58
- New York psychologists saluted "Dr. Jerome Bruner @ 100!" (*Harold Takooshian*) 60
- Nadine Kaslow speaks in New York City (*Harold Takooshian*) 61
- Positive Psychology: A view from Russia (*Harold Takooshian*) 61
- APS funded a new workshop for teachers in Moscow (*Alexander Ya. Voronov, Irina A. Novikova, Maria V. Falikman, & Harold Takooshian*) 62
- Upcoming conferences of interest to international psychologists 66
- Call for Proposals: Conference Theme: Promoting Peace for Children and Adults 67
- Call for proposals: The Society for the Study of Human Development 68

Board Members

Officers / Committee Chairs



Mid-Year Presidential Report: Where Does the Time Go?

Mark D. Terjesen, Ph.D.
APA 2015 Division 52 President
terjesem@stjohns.edu

Looking at the calendar it is hard to believe that I am already having completed half of my Presidential term. Somehow time seemed to really go much slower when I was in grade school and now it seems like you blink and so much has happened. Perhaps this can be attributed to perspective and age but I also like to think that it related to activity. Maybe my grade school years were filled with many similar types of experiences (i.e., same class seat for 9 months/year; same breakfast cereal with my brother) and as such they seemed to drag while current activities are exciting and unique and the time seems to go fast because so many things are happening in our professional and personal lives.

Given that, I am happy to share with you many great accomplishments and activities that took place in our division since January. As I mentioned in my last Presidential article, our board held its midyear conference in January 2015 and this marked our first participation in the National Multicultural Conference Summit held in Atlanta. The international psychology program was very strong and it was a great opportunity to meet and interact with a number of related and diverse colleagues. Next year's midyear meeting will be held in New York City at the Eastern Psychological Association's Annual Meeting next March 4 – March 7, 2016. Dr. David Livert will be coordinating the programming and I hope to see many of you there. David also coordinated the international programming as part of the EPA's annual meeting in Philadelphia, PA this spring. In a few short weeks we will have our APA conference in Toronto. Much thanks needs to go to Drs. Bill Pfohl and Monica Thielking who coordinated the programming and the hospitality suite. Please also remember to stop by our hospitality suite to meet people in the division and enjoy light refreshments. The suite program will continue until noon on Sunday August 9th. There are many fine collaborative programs and they both are listed on the Division webpage. While I am still not finished with my presidential address, I promise to have it done in time for the convention. The talk is entitled: "Going Back to School: Developing Education and School-Based Research Internationally" and is scheduled for Saturday at 10:00AM in the Convention Centre/Room 715A South Building. Hope to see you there!

In June, our past-president, Dr. Senel Porazli shared the result of the 2015 elections. Thanks to all who ran for office and are committed to being part of the leadership within the division. I would like to welcome the new officers to our division (President Elect, Craig Shealy, Member-at-large: Mercedes McCormick; ECP Member-at-large: Cidna Valentin and Representative to Council: Neal Rubin. I look

forward to working with them to serve our division.

I am excited about a number of the new initiatives that the division has begun and just wanted to spend a moment mentioning a few of them. The Division held its first webinar this past May and if success is measured by the number of attendees and the buzz created by this event, it was a glowing success. Dr. Larry Beutler presented on "An Integrative Psychotherapy Model" and I really enjoyed the presentation and the e-discussion. Tanya Ozbey oversaw the committee that organizes the webinars and we expect a number of new events in the near future. I would like to thank Tanya and her committee and encourage you to attend one and perhaps send the webinar information on to other interested parties.

Two areas of synergistic growth that I have been fortunate to observe is the further development and enhancement of our webpage by Ji-Yeon Lee and the activities of membership and establishing important international partnerships by Amanda Clinton and Laure Reid Marks. A division is only as strong as its members and their efforts will hopefully not only continue to grow our division but also help make our division webpage THE place people will go when considering international psychology.

In a related vein, one of my other presidential initiatives was to more closely associate the division as a resource for international education. We created a 2-year position of Education Clearing House Coordinator and Dr. Robyn Kurasaki is overseeing this and we hope to launch this on the division webpage in October. So stay tuned!

I look forward to seeing many of you at the APA convention this August and encourage you to take advantage of the number of terrific international psychology presentations that the convention has to offer. I also ask you to continue to promote international psychology and the division whenever you have the opportunity. Maybe time does go faster now...but hopefully I can slow down and enjoy the conference.





**Division 52 - International Psychology 2015 APA Convention Program—
 Toronto, Canada**

	Wednesday August 5th	Thursday August 6th	Friday August 7th	Saturday August 8th	Sunday August 9th
8:00 – 8:50		<i>Symposium</i> with D 12, 29, 35, 56; Sex, Consumers and Trafficking – Integrative Therapeutic Approaches	<i>Symposium: Refugees in International Settings – Interventions, Support, and Group Work</i>	<i>Collaborative Symposium</i> with D2 & 46: Using Technology to Foster Connections in Education, Research, and Training Around the World (to 8:50) <i>And</i> <i>Collaborative Symposium</i> with D 9, 24, 26, 45,48; Undocumented Migration in N. America – Developing Interdisciplinary Research and Perspectives (to 9:50)	
9:00 – 9:50		<i>Symposium</i> with D 5, 12, 29; Adaptation of Psychological Assessment of Children Internationally – Implications for Practice	<i>Symposium: Telepsychology in Japan – Challenges and Promises</i>	Division 52 – Business Meeting Convention Centre 715A	<i>Collaborative Symposium with D 9, 35, 48; The Psychology of Human Rights – Three Contemporary Examples</i> <i>And</i> <i>Symposium</i> with D 1, 8, 9, 29, 34, 39, 45; Is Psychology Enough? Multidimensional Paradigms Toward Social Justice and Global Peace



**Division 52 - International Psychology 2015 APA Convention Program—
Toronto, Canada**

	Wednesday August 5 th	Thursday August 6 th	Friday August 7 th	Saturday August 8 th	Sunday August 9 th
10:00 – 10:50			<i>Symposium</i> with D 3, 8, 9, 14; International Research in Women – Current Research and Questions for Future Inquiry (to 11:50)	Presidential Address: Going Back to School: developing Education and School Based research Internationally. Dr. Mark Terjesen Convention Centre 715A <i>And</i> <i>Skill-Building with D1, APA CIRP: Psychology without Borders – Internationalizing your Psychology Teaching, Research, and Service (to 11:50)</i>	<i>Collaborative Symposium</i> with D 29, 36, 42, 45; Spirituality in Global Society – Fostering Culturally Competency across Diverse Traditions <i>And</i> <i>Symposium</i> with D 8, 39, 45, 48; Split in Two – Identity Struggle of International Scholars between home and Foreign Identities (to 11:50)
11:00 – 11:50		<i>Symposium</i> with D 12, 39, 45; Demonstration of Two Psychotherapy Approaches with One International Client (to 12:50)		<i>Poster Session: Taking Psychology Global II</i> Exhibit Halls D & E	<i>Symposium</i> with D 14, 34, 39; Using Media Technology for the Benefits of Collaboration among Divisions and Associations
12:00 – 12:50				<i>Symposium</i> with D 8, 12, 29, 45; New Developments in Cross-Cultural and Multicultural Psychology	<i>Symposium</i> with D 5, 12, 29, 34, 45, 48, 56; Understanding Indigenous and Refugee Peoples – Experiences of Posttraumatic Growth and Resilience



**Division 52 - International Psychology 2015 APA Convention Program—
 Toronto, Canada**

	Wednesday August 5th	Thursday August 6th	Friday August 7th	Saturday August 8th	Sunday August 9th
1:00 – 1:50		<i>Symposium</i> with D 1, 8, 9, 14, 35, 45; Leadership Training for Global & Diverse Leaders (to 2:50)	<i>Poster Session:</i> Taking Psychology Global I. Exhibit Halls D & E	<i>Symposium</i> with D 7, 12, 29, 39, 45; International Students and Immigrants' Acclimation, Identity, and Mental Health	
2:00 – 2:50		<i>Collaborative Symposium</i> with D 1; Skill-Building: Culturally Sensitive Psychological Evaluations for Immigrants from Central America			
3:00 – 3:50					
4:00 – 4:50	<i>Executive Committee Meeting</i> 4:00 - 7:00 PM Royal York Hotel; Hotel Quebec Room		<i>Collaborative Symposium</i> with D 1, 27, 3; The ACT Violence Prevention Program around the Globe – Applications to Diverse Contexts		
5:00 – 5:50					

For questions, please email Bill Pfohl at billispa@gmail.com or Monica Thielking at mthielking@swin.edu.au



**Division 52 - International Psychology Hospitality Suite Program
2015 APA Convention Vice Regal Suite, Westin Harbour**



	Wednesday August 5	Thursday August 6	Friday August 7	Saturday August 8	Sunday August 9
8:00 a.m.					D52 Fellows Breakfast meeting Contact: Ani Kalayjian
9:00 a.m.			Living an Undocumented Life: A Developmental and Family Systems Approach Contact: Mihaela Dranoff, Suzana Adams	D52 Business meeting (CC/715A)	
10:00 a.m.		D52 International Committee for Women Contact: Irene Frieze	Living an undocumented Life cont'd	D52 Presidential Address (CC/715A)	
11:00 a.m.			ECP Board Meeting Contact: Suzana Adams	Curriculum and Training Opportunities for International Psychology and Psychologists Contact: Craig Shealy	
12:00 p.m.		Disaster Mitigation and Violence Prevention Contact: Ani Kalayjian	Building Bridges Contact: Mercedes McCormick	Student Meeting/ Mentoring Contact: Laura Reid Marks	
1:00 p.m.					
2:00 p.m.			Heritage Mentoring Project Contact: Neal Rubin	Recidivism Risk Assessment Training Presenter: Jay Singh	Suite Closed End

Division 52 News and Updates



Division 52 - International Psychology Hospitality Suite Program 2015 APA Convention Vice Regal Suite, Westin Harbour



	Wednesday August 5	Thursday August 6	Friday August 7	Saturday August 8	Sunday August 9
3:00 p.m.		<i>APA International Reception</i> (Fairmont Royal York Hotel, Imperial Room)	Meet D52 Open social All welcome. Meet leaders, other members and find out about membership.	D52 Awards Ceremony Contact: Senel Poyrazli	Suite Closed End
4:00 p.m.	D52 Exec Committee Meeting (Fairmont Royal York Quebec Room)	Fast-Connect Social Contact: Suzana Adams Hector Torres, LeAnn DeHoff		D52 ECP International Psychology Award Ceremony Contact: Suzana Adams	
5:00 to 7:00 p.m.		<i>APA opening session</i> (MTCC South Building–Level 800, Exhibit Halls F and G)	<i>Division 1 70th Anniversary Social</i> (Fairmont Royal York Hotel Salon A)	D52 & D52 ECP Social Contact: Monica Thielking, LeAnn Dehoff, and Satoko Kimpara	

NOTE: Light grey blank cells are D52 sessions in the MTCC. Four dark grey cells are suite sessions that clash with a D52 session in MTCC. Orange cells notify significant APA events. For any program questions, please email: Monica Thielking: mthielking@swin.edu.au or Bill Pfohl at billispa@gmail.com

Division 52 2015 Election Results

Senel Poyrazli
2015 APA Div. 52 Past-President
poyrazli@psu.edu

We are pleased to share our division's 2015 election results with you. We had a strong pool of candidates that ran for office and we thank them for being committed to serve our division. Please join us in congratulating our newly Elects:

President-Elect: Craig Shealy (2016)

Member-at-Large: Mercedes McCormick (2016-2018)

Early Career Psychologist, Member-at-Large: Cidna Valentin (2016-2018)

Council Representative: Neal Rubin (2016-2018)

IAP-Division 52 Launches Its International Psychology Book Series

Uwe P. Gielen
*Institute for International and Cross-Cultural
Psychology,
St. Francis College*

During the last few decades the internationalization of psychology has made steady progress, with APA Division 52 playing an important role in turning psychology into a more globally oriented basic and applied science. Conceiving and publishing internationally oriented books are important ways of supporting this process. In this context, the division's new book series is about to be launched with Grant Rich and Uwe P. Gielen's newly edited volume, *Pathfinders in International Psychology*. With luck, this inaugural volume will appear in time for the 2015 APA convention in Toronto. This is in cooperation with Information Age Publishers (IAP), a leading publisher of international books.

Pathfinders in International Psychology represents a new way of looking at the history of our field. Composed by a team of prominent psychologists from 9 nations, its 16 chapters introduce the reader to the lives and main ideas of 17 psychologists, psychiatrists, and healers that helped shape the history and present status of psychology as an international discipline; however, most of these figures are only rarely if ever discussed in standard historical accounts of the field. Following an introductory chapter tracing "the rise of modern psychology from Western intellectual

ancestry to global practice," the book shifts to a discussion of the late 18th/early 19th century healers Franz Anton Mesmer and Armand-Marie Jacques de Chastenet, Marquis de Puységur. Altogether, this unique overview covers about 250 years and ends by discussing several still active leaders such as the South African psychologist Saths Cooper who currently serves as the first African president of the International Union of Psychological Science (IUPsyS).

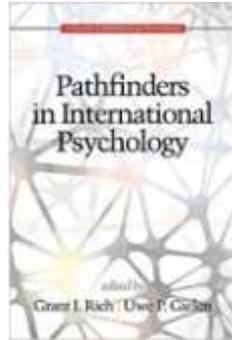
The three series editors, Uwe P. Gielen, Senel Poyrazli, and Harold Takooshian, encourage you to consider publishing an internationally oriented volume as part of the series. The series now seeks more volumes across all areas of psychology: (a) Psychology as an international science, (b) the international practice of psychology, (c) teaching psychology in different cultural and international settings, (d) psychologists as consultants to companies, international organizations, NGOs, and educational organizations, (e) advocating psychology across the globe and in a variety of cultural settings. A description of the series goals, instructions, and a model book proposal appear on-line at: <http://intpsychbookseries.weebly.com/contact.html>

To submit a book proposal, simply send a two-page summary soon to the Senior Editor, for quick and friendly feedback from the Editors: Uwe P. Gielen ugielen@hotmail.com.



On July 6 in Milan, Italy, Saths Cooper, the President of the International Union of Psychological Science, receives his biography hand-delivered by chapter co-author Judy Kuriansky, as part of the new APA Division 52 volume on *Pathfinders in International Psychology*.

Pathfinders in International Psychology



Edited by

Grant J. Rich, *Consulting Psychologist, Juneau, Alaska*

and Uwe P. Gielen, *St. Francis College*
A volume in International Psychology

Series Editors: Uwe P. Gielen, Senel Poyrazli, and Harold Takooshian (sponsored by APA International Psychology Division, Division 52)

This book provides a global overview of pioneers in international psychology with contributions from distinguished authors from representative nations around the world. Chapters offer biographical profiles describing the personal histories and professional contributions of leading figures in psychology from across the globe that represent the diversity of psychology. This volume can serve as a core or supplemental text for a broad range of courses in Psychology, International Studies, and Education, with particular interest to those teaching international psychology, cross-cultural psychology, and history of psychology.

CONTENTS

Foreword, *Florence L. Denmark*. Preface. The Rise of Modern Psychology: From Western Intellectual Ancestry to Global Practice, *Grant Rich and Uwe P. Gielen*

Part I: Psychological Healing and the Emergence of Psychiatry. The Curious Birth of Psychological Healing in the Western World (1775–1825): From Gafner to Mesmer to Puysegur, *Uwe P. Gielen and Jeannette Raymond*. Pierre Janet: French Psychiatrist, Psychologist, and Philosopher, *Isabelle Saillot and Onno van der Hart*. Emil Kraepelin: Experimental Psychology as an Auxiliary Science in Psychiatry and Clinical Empirical Psychiatry as the Foundation of Modern Psychiatry, *Holger Steinberg*.

Part II: Psychology as a Growing International European Science. Maria Montessori: The Worldwide Impact of an Italian Educator and Child Psychologist, *Grant J. Rich*. Lev S. Vygotsky: A Hamletian Spirit With Marxist Dispositions, *Uwe P. Gielen and Samvel Jeshmaridian*. Alexander R. Luria: A Brief Biography, *Tatiana V. Akhutina and Gary Shereshevsky*.

Part III: Two American Ambassadors of International Psychology. Otto Klineberg: International Social Psychologist, *Edwin P. Hollander*. Charles D. Spielberger: Ambassador for Scientific Psychology, *Ann M. O’Roark*.

Part IV: The Worldwide Expansion of Psychology. Mustapha Soueif: An Intellectual Portrait of the Father of Arab Clinical Psychology, *Ramadan A. Ahmed*. Rogelio Díaz-Guerrero: Pioneer of Latin American Psychology, *Rolando Díaz-Loving*. Durganand Sinha: The Pioneering Work of an Indian Psychologist, *Dinesh Sharma*. Kuo-Shu Yang: Scholar, Leader, Activist, *William K. Gabrenya, Jr. and Chien-Ru Sun*. Geert Hofstede: Worldwide Psychological Comparisons of Societies, *Peter B. Smith*.

Part V: Overcoming Africa’s Colonial Heritage and Racism. Frantz Fanon: Architect of a Psychology of Oppression and Liberation, *Chalmer E. Thompson*. Saths Cooper: Post-Apartheid Psychologist, Activist, and Leader in South Africa and Beyond, *Grant J. Rich and Judy Kuriansky*

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<http://www.infoagepub.com/products/Pathfinders-in-International-Psychology>

Gratitude to current associate editors of IPB and introducing incoming associate editors

Vaishali Raval
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Our current associate editors Dr. Richard Velayo and Dr. Harold Takooshian have provided exemplary service to *International Psychology Bulletin* for over a decade. They have supported the work of four editors of IPB starting with Dr. Ivan Kos and subsequently, Dr. Senel Poyrazli, Dr. Grant Rich, and myself. We express our deepest gratitude to Harold and Richard for their invaluable devotion to IPB.

As per the discussions in Division 52 board in fall of 2014, a search committee was formed to select new associate editors. The search committee members were Harold Takooshian, and Cidna Valentin, and I chaired the committee. We had a strong pool of applicants with diverse set of skills, and through a series of steps of the search process, we selected Dr. Radosveta Dimitrova and Dr. Genomary Krigbaum. It is my pleasure to introduce them as the incoming associate editors for IPB.



Radosveta Dimitrova, PhD
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Radosveta Dimitrova is a COFAS Marie Curie Fellow at the Department of Psychology at Stockholm University, Sweden. Her scholarly research interests regard migration, identity, acculturation, positive youth development, ethnic minority (Roma) youth and families. She holds a PhD in Developmental Psychology (Trieste University, Italy award-

-ed the Best Doctoral Thesis by the Italian Psychological Association in 2009) and a PhD in Cross-Cultural Psychology (Tilburg University, the Netherlands received the 2012 Student and Early Career Council Dissertation Award of the Society for Research in Child Development, SRCD). Since 2010 she is actively involved in Div. 52 and other professional organizations as the president of the Early Researchers Union (ERU) at European Association of Developmental Psychology, representative of the Student and Early Career Council (SECC) and Ethnic & Racial Issues Committee at the SRCD, the Society for the Study of Human Development (SSHD) Emerging Scholars Committee, SecNet committee at the European Association for Research on Adolescence (EARA), the Society for Research on Adolescence's (SRA) Innovative Grants Committee, the Society for the Study of Emerging Adulthood (SSEA), Advisory Board of the Global Network for Human Development Intervention and the Network for Romani Studies at the European Union.



Genomary Krigbaum, Psy.D.,
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Dr. Krigbaum received her Psy.D. in Clinical Psychology from the Arizona School of Professional Psychology and is an active member of Division 52, where she participates in the ECP committee, chairs the publishing subcommittee and is the Psi Chi committee liaison. Her research and professional interests are related (yet not limited) to cross-cultural neuroscience, body-mind feedback loops (including biofeedback), methodology and protocols, multicultural as well as systemic dynamics; her primary languages are Spanish and English, in which she conducts most of her research.

APA Council of Representatives report

Harold Takooshian



For six years, I have been our elected Representative of Division 52 to the 160-member APA Council of Representatives (COR), from 2010-2015. The "cost" for each of the 160 Reps is dear: Several days of unpaid service, to actively participate in the semi-annual Council meetings for three full days each February, and two days each August--voting on diverse items in Council's 500-page agenda books. It also includes hours to preview and follow up on the agenda items and, through our Bulletin, serve as a two-way bridge between APA and its 54 divisions and 50 state associations. The "benefit" is to serve APA, helping shape positive policies that, in my case, benefit international and U.S. psychology.

Looking back, as D52 Rep, I successfully spearheaded two New Business Items (NBIs) in Council. (1) ECPs. As the elected chair of the COR Caucus on the Optimal Use of new Talent (COUNT), I proposed a new "asterisk" method to promote the election of Early Career Psychologists (ECPs) and others new to governance. After three long years of deliberation by many committees, this finally came to a vote by COR, and passed by a hefty 94% majority. Long-time APA Election Officer Garnett Coad does superb work monitoring APA elections, and his data found that the percentage of asterisked new-to-governance candidates almost doubled the first year. (2) International. Following our D52 board meeting in February of 2014 in Charleston SC, I introduced a NBI to "help international colleagues with DORA" (the 2012 Declaration on Research Assessment). This DORA petition is designed to 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, Danny Wedding, and me--to be voted at the Council meeting in February of 2015. Under President Barry Anton, this D52 proposal was passed by a rare majority of 100% (with 1 abstention).

Past. During my six years representing Division 52 on Council, the primary focus by far has been the "restructuring" of Council into a hopefully more lean and focused body. There is 100% agreement on these two points: (1) As elected reps of APA membership, Council alone is the ultimate authority of all APA policy. The smaller Board of Directors reports to Council, and derives its authority from Council. (2) Plans are now being implemented to split somehow this authority on a trial basis, so the Board will have primary authority over internal APA issues, and a restructured Council will have primary authority over external issues of psychology policy. The "somehow" here has been turbulent. It is fair to say that as APA President in 2014, Nadine Kaslow did an absolutely brilliant job of finding consensus among 160 diverse voices, never missing a beat to use straw polls and other democratic processes to keep Council from falling off its upward path to restructuring--always with respect for minorities and grace for all.

Current. In 2015, one other simmering "hot issue" has now come to a boil, rapidly eclipsing restructuring on the COR agenda. This is past APA policy on psychologists' role in national security. What was initially labeled "enhanced interrogation" after 2001 is now recognized as "torture." [Note 1 below.] After mounting criticism through 2014, the APA Board appointed an "independent investigation" by Chicago attorney Joseph Hoffman, to review APA's past role in national security. In July of 2015, stakes were raised, as the Board is now viewing this report before (rather than simultaneous with) Council. The Council meeting in Toronto expects to look at the content of this report as well as the way it was received, to minimize any damage to the reputation of the Association.

APA wisely limits the terms of COR reps to six years. Based on the 2015 elections, Division 52 past-President Neal S. Rubin will now serve as our Council rep for 2016-2018. I once again thank here the membership of Division 52 for the chance to serve our Division as Council rep these past six years. May C.S. Lewis be correct when he tells us "There are far, far better things ahead than any we leave behind."

Note: Like other surveys, a 2002 survey of public responses to terrorism (Abdolian & Takooshian, 2003) soon after the 9-11-2001 attack on the World Trade Center found that the U.S. public was absolutely riven, with intensely mixed feelings. Over 40% of Americans were seeking to develop new "enhanced" methods to root out terrorists, while an equally large 40+% stressed the now-greater importance for us Americans to embrace (and not compromise) our democratic values.

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D52 at Western Psychological Association,
Las Vegas, NV 2015

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International Psychology was well-represented at the Western Psychological Association (April 30 - May 3) including a distinguished speaker, 2 symposia, 7 papers, and 46 posters with international content.

An annual highlight is the poster contest. Eligible posters (i.e., the poster must be student first-authored and must have an international focus) at the Psi-Chi/Psi-Beta and International poster sessions were interview-judged. On behalf of Division 52/International Psychology, 12 entries were awarded poster certificates; these were delivered by e-mail.

Receiving first placings were:

SUBSTANCE USE IN MUSLIM CULTURE: SOCIAL & GENERATIONAL CHANGES IN ACCEPTANCE AND PRACTICE, Noël Clark, Fiona Kurtz (Seattle Pacific University), Kira Mauseth, Jordancron Skalisky & Ray Kaffer (Seattle University)

THE RELATIONSHIP BETWEEN ACCULTURATIVE STRESS AND AFFECT IN AN ARAB AMERICAN SAMPLE, Katherine Y. Cuellar & Sawssan Ahmed (California State University, Fullerton)

ACCULTURATION: ANALYZING LATINO FAMILIES' ASSIMILATION THROUGH THEIR CHILDREN'S NAMES, Victor Lopez, Alicia Frausto & Tomoe Kanaya (Claremont McKenna College)

Receiving second placings were:

SOCIAL SUPPORT AND REENTRY SHOCK IN STUDY ABROAD STUDENTS, Samantha M. Skinner & Emily R. Miller (Whitworth University)

CROSS-CULTURAL GLOBALIZATION OF ADVERTISEMENTS, Julian Allen, Kimberly Lee & Elena Escalera (Saint Mary's College of California)

JAMAICAN TRAUMA CONFERENCE INFORMS DEVELOPMENT OF SUSTAINABLE MENTAL HEALTH VOLUNTEER SERVICES, Claudine Campbell, Jessica A. Carlile, John W. Thoburn & David Stewart (Seattle Pacific University)

Receiving third placings were:

INFLUENCES ON ATTITUDES TOWARDS REPARATION FOR GENOCIDE, Lachlan K Johnson (Whitman

College)

INFIDELITY AND HIV IN SOUTH AFRICA, Kamalpreet Kaur & Kelly Campbell (California State University, San Bernardino)

TESTING FIVE-FACTOR MODEL OF ZTPI IN US AND CHINESE SAMPLE, Lilian Cabrera (California State University, Sacramento), Xiuyan Guo (East China Normal University), Leanne M. Stanley (Ohio State University), Jianjian Qin & Lawrence S. Meyers (California State University, Sacramento)

NERVIOS AND ATAQUES: A SYSTEMATIC REVIEW OF METHODOLOGY AND FINDINGS, Juan Peña (San Diego State University), Luz Garcini, Angela P. Gutierrez & Elizabeth A. Klonoff (SDSU/UCSD Joint Doctoral Program in Clinical Psychology)

Receiving honorable mentions were:

CULTURE, CONTEXT AND DRINKING: PLURALISTIC IGNORANCE ACROSS CULTURES, David Adler & Tim Beyer (University of Puget Sound)

HIV STATUS AND SUBJECTIVE QUALITY OF LIFE IN SOUTH AFRICA, Shaylyn Gulickson & Hayley Osretkar (California State University, San Bernardino)

Many thanks to our poster judges who included Steve Barney, Ph.D. at Southern Utah University; Greg Kim-Ju, California State University, Sacramento; Shani Habibi, Mount Saint Mary's University; Jennifer Harris, Ph.D., University of Washington – Tacoma/Seattle Pacific University; Satoko Kimpara, Ph.D., Palo Alto University; Bob Levine, Ph.D., California State University, Fresno; and Zana Smith, Ph.D., LifeWork Unlimited, Seattle, WA;

The 96th Annual Convention of the Western Psychological Association will be held on April 28 – May 1, 2016, in Long Beach, CA. If you are interested in presenting as part of the international program, please use the WPA Call-for-Paper submission process and select International Psychology from one of the "topic" areas listed within the on-line submission process. The submission deadline is November 15, 2015. Instructions for on-line submission can be found at the WPA website (<http://westernpsych.org/convention/>).

As we round up presenters for international symposia we are especially interested proposing internationally focused symposia. If you are interested in participating and/or would like assistance in locating other international co-presenters, please contact Lynette Bikos, Ph.D. (lhbikos@spu.edu), D52's Western Outreach Chair and Chair for International Programs at WPA.

Gloria Behar Gottsegen (1930-2015)



John D. Hogan
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APA Division 52 President, 2011
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Gloria Behar Gottsegen, an educator, school psychologist, and self-described "APA groupie," who contributed in immeasurable ways to the American Psychological Association (APA), died on April 21, 2015, in Boca Raton, Florida. Gloria was a member of eighteen divisions of APA and a fellow of fourteen of them. She was a particularly active member of APA Division 52 (International Psychology), serving as its president in 2001 and representative to the APA Council (2004-2006). She helped draft the original bylaws for the Division.

Gloria Behar was born in New York City and received her PhD degree in educational psychology from New York University in 1967. At the time of her death, she was professor emerita of Lehman College, City University of New York, where she had been a professor in the Division of Special Services. She is survived by her children, Abby and Paul, and four grandchildren. (Abby Gottsegen is a psychologist and a member of APA.) Gloria's marriage to Monroe Gottsegen, also a psychologist, ended in divorce. She is also survived by the partner of her last twelve years, Barnett Singer, as well as her brother, Maury Behar.

In addition to her work at Lehman, Gloria had been in the private practice of psychotherapy and acted as a consultant. She published twelve books, monographs and proceedings, including three with her former husband: *Professional School Psychology* (1960), Vol. 2 (1963), and Vol. 3 (1969), and one with her daughter, *Humanistic Psychology: A Guide to Information Services* (1980). In 1982, she and P. D. Park were editors of a special issue of *Psychotherapy: Theory, Research & Practice* devoted to "Psychotherapy in Later Life." Despite all her other activity, she is probably best known through her work with APA.

Gloria was president of four APA divisions – 32 (Humanistic), 42 (Independent Practice), 49 (Group), and 52 (International), as well as Section 4 (Women) of Division 12 (Clinical). She served on the fellows committee of eight divisions; as representative to APA Council (Div. 12, Clinical Psychology, and Div. 49, Group Psychology); as member-at-large (Div. 1, General Psychology, Div. 29, Psychotherapy, and Div. 49, Group Psychology); and as Psychology). She was also a member of the Committee on Divisions/ APA Relations (CODOPAR). An expert on bylaws, she was frequently called on for her know-how by various divisions. She served on five major APA boards and committees, four of which she chaired. And this is only a partial listing.

Gloria retained her zest for life well into retirement. She loved outdoor activities and was an avid tennis player. At age 80, she fulfilled her dream to skydive. She volunteered for several organizations in Florida, including the League of Women Voters and the Special Olympics. We will miss the expertise that Gloria brought to the Division, as well as her vitality and sparkle. But most of all, we will miss her friendship.

Tributes to Gloria

Gloria welcomed me to Div. 52 with friendliness and good humor. She often gave me a tidbit of wisdom about being involved in Div. 52. Gloria was amazing in how she served APA in various leadership roles. We are all blessed from knowing her as strong leader and a wonderful human being. **Mercedes McCormick, PhD, APA Division 52 President, 2013**

Gloria was a diminutive dynamo. Always a glint in her eye and quick to laugh, she could also be disarmingly frank, but without a trace of venom (as when she insisted, like an attentive mother, that I take off my sweater because it smelled of camphor!). Gloria was a true friend of international psychology, dedicated to the preservation and enhancement of organizations whose missions are to advance the field. Her advice – solicited or not – was almost invariably spot-on. She had great political acumen; she also had a generous heart, always willing to support anyone, from psychology undergraduates to senior colleagues, in matters personal and professional. She was a gift to psychology and to me. **Michael Stevens, PhD, DHC, APA Division 52 President, 2007**

Gloria was a delight! She was everywhere at the Annual Convention, always available to help with division activities, that is, the activities of MANY divisions. She contributed to the good works of so many parts of APA, leaving a hole in the Association that will be hard to fill. **Frank Farley, PhD, APA Division 52 President, 2000, APA President, 1993**

I first met Gloria during her New York years. She was a friend and colleague as well as a leader in the field of school psychology. A clear thinker and a quick study, she was someone who knew her own mind. Gloria was also an expert on all things APA. On more than one occasion, she provided me with valuable advice on governance issues. She was unstinting in her helpfulness and generous with her knowledge. But more than anything else, I always thought of her as intrepid. This was reinforced when she informed me in 2003 that she had both knees replaced and intended to play tennis again. Moreover, she said she had embarked on a new relationship along with the new set of knees. Bravo Gloria!
Lawrence Balter, PhD, Professor Emeritus of Applied Psychology, New York University

Gloria was a cherished friend who was quick to corner me at various APA events, most often to remind me that my dues were delinquent in one group or another. She loved psychology, and she was especially devoted to Division 52 (International Psychology). Gloria was consistently cheerful, and she was especially happy when her daughter Abby married psychologist Leonard Haas. She often traveled to APA events with her partner, Barnett. They were a devoted couple, and I had the good fortune to spend considerable time with the two of them at the APA convention in Honolulu. I'll miss my friend.
Danny Wedding, PhD, APA Division 52 President, 2010

Gloria was a delightful colleague who inspired many of us with her dedication to Division 52. I feel fortunate to have met her and enjoyed her love of life and learning.
Sandra Foster, PhD, Division 52 Member



The three things I most vividly recall about Gloria are her radiant smile, how much energy per cubic inch was packed in her petit frame, and that she was always in the center of things.
Harold Takooshian, APA Division 52 President, 2003

I remember Gloria, "GG," well: Condensed, concentrated. Bright eyed, energy loaded. People and psychology fascinated. Feisty when goaded. Thoughtful in little ways. Always caring for others. Someone who could be counted on to do her duty and go beyond. Sensational at getting members for APA International. Sure to know the "ins and outs" of Boards & Committees. Gloria was my APA Convention roommate for a decade: Working meetings and gatherings from morning to night. Bringing me treats. Negotiating her room cost portion to nearly zero. She holds a spot in my heart as a favorite APA HERO. I will miss our always happy and enjoyable APA moments. And, of course, her astute and humorous comments.
Ann Marie O'Roark, PhD, ABAP, Leadership & Management Development Consultant, St. Augustine, Florida

The Most Peaceful Man in the World Dies in a Terrorist Attack: Farewell to Jasem M. A. Al-Khawajah (1954-2015)



Ramandan A. Ahmed

Former Professor of Psychology, Kuwait University

Dr. Jasem M. A. Al-Khawajah, Associate Professor, Department of Psychology, College of Social Sciences, Kuwait University, Kuwait, passed away on Friday, June 26, 2015, while fasting and conducting his Friday prayers at a Shi'ah mosque in Kuwait. Besides him, an additional 26 persons were killed (including Jasem's younger brother Ali), and more than 200 wounded due to an explosion set off by a suicide bomber. Dr. Jasem died immediately. Some of the wounded persons remain in critical condition.

In Arab countries, a man who dies fasting during the month of Ramadan, or during Friday prayer, or in a mosque, is considered a *Shahid* (martyr) who is very close to God. Dr. Jasem M. A. Al-Khawajah died during his Friday prayer while he was fasting during Ramadan, and he died in a mosque. He was a true Muslim man who leaves behind his wife as well as four daughters and two sons.

Dr. Al-Khawajah obtained his Ph.D. in social psychology from the University of Surrey, UK, in 1988, and was subsequently appointed assistant professor of psychology at the (then) Faculty of Arts, Kuwait University, Kuwait. In 1997, he was promoted to associate professor of psychology, College of Social Sciences. In the 1990s, after receiving considerable additional training, he also became a psychological counselor. Having found his true calling, he devoted his life, career and activities to psychological counseling in Kuwait. Practicing psychological counseling for more than 20 years, he offered counseling services at several institutions and official places in Kuwait, and recently had opened his own office and clinic. He served as Chair of the Department of Psychology, College of Social Sciences for a good six years (2002-2007). In this position, he did his best to raise the educational standards in the department while chairing it in a

very democratic manner. His aim was to do what he could to serve the department and his colleagues without prejudice or unfair procedures. I consider this period to represent the Golden Age of Kuwait University's Department of Psychology. Moreover, due to his sustained efforts, the department gained scientific accreditation from the APA in 2006. Dr. Al-Khawajah's efforts were supported by site visits and reports written by three well known professors from the United States, Uwe P. Gielen, Juris G. Draguns, and Harold Takooshian. In May 2008, he served as a visiting scholar at Fordham University and was also an honored guest at the Institute for International and Cross-Cultural Psychology, St. Francis College, both located in New York City, USA.

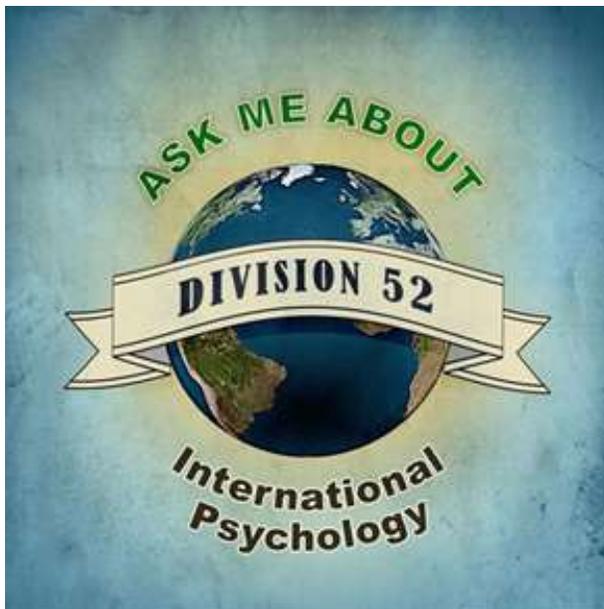
Dr. Al-Khawajah wrote several books on psychological counseling, the impact of war on children, depression, and how we can best attempt to eradicate or ameliorate ensuing psychological problems. In collaboration with Uwe P. Gielen, he wrote a chapter on counseling in Kuwait, and in collaboration with Ramadan A. Ahmed, he wrote several articles on gender-roles, I.-E. Locus of Control, Kuwaiti values before and after the country's invasion by Iraq in 1990, and common psychological disturbances among Kuwaitis. He also contributed two valuable chapters respectively on "Counseling in the Arab Countries" and "I.-E. Locus of Control" to Ramadan A. Ahmed and Uwe P. Gielen's edited handbook, *Psychology in the Arab Countries* (1998/2006). Moreover, he published several articles on divorce, abused women/wives, and suicide that were shaped in part by his activities as a counselor. As a professor he supervised several master's theses on topics such the effectiveness and impact of interventions and counseling programs on modifying children's and adolescents' behavior, and on religiosity and values.



At University of Kuwait in 2006, Psychology Department Chair Jasem Al-Khawajah (far left) convened with administrators and colleagues

Dr. Jasem M. A. Al-Khawajah was widely known for his sincerity, kindness, charity, and generosity. Many of his colleagues – among them this writer --consider him to have been one of the best psychologists in recent decades not only in Kuwait and the Gulf Region but also in the larger Arab world.

I first met Dr. Jasem Al-Khawajah in 1989. Soon, we became the closest of friends. Throughout the entire period of our friendship I never heard him say anything negative about any person, even about individuals who perhaps hurt him badly. For me as well as for his many colleagues, friends, and students, the tragic death of our brother, friend, and colleague Jasem M. A. Al-Khawajah is a great loss. He will not be forgotten.



The Eighth Annual Psychology Day at the United Nations: Impacting the Global Agenda

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On April 30, 2015 the Eighth Annual Psychology Day at the United Nations illustrated the growing visibility of our field at the UN and celebrated the inclusion of Psychology in the emerging Sustainable Development Goals which constitute the UN's Post-2015 Global Agenda. Titled, "Reducing Health Inequalities Within and Among Countries: Psychology's Contributions to the United Nations' Post-2015 Global Agenda," the program was sponsored by the Permanent Missions of the nations of El Salvador and Palau. A filled conference room of approximately 400 attendees represented the participation of UN Missions, agencies and staff, along with representatives of numerous non-governmental organizations (NGO's), psychologists and students. The conference was also webcast worldwide on UNWEBTV.

The Psychology Day Planning Committee collaborated closely with the sponsoring missions in envisioning and crafting the structure of the program. The committee consisted of representatives of several psychological NGO's that have consultative status with the UN's Economic and Social Council (ECOSOC) and/or the UN's Department of Public Information (DPI). Among these organizations are the American Psychological Association (APA), the Society for the Psychological Study of Social Issues (SPSSI), the International Council of Psychologists (ICP), the International Association of Applied Psychology (IAAP), and the International Union of Psychological Science (IUPsyS). Additionally, twenty psychological organizations co-sponsored this event by providing financial support.

From the Millennium Development Goals to Sustainable Development

At the beginning of the 21st century, the United Nations established eight Millennium Development Goals (MDG's) to focus the world community on addressing the suffering of those living in circumstances of dire poverty (UN, 2015a). Targets were defined to be attained for each goal by the year 2015 and outcomes were monitored carefully around the globe (e.g., poverty rates, maternal mortality, universal primary education; gender equality). Results document that significant progress has been achieved. Since the turn of the century, six hundred million people have been lifted out of abject poverty; near gender equality has been reached in primary school education; 90% of the world community has clean water; and fourteen million people are

receiving anti-retroviral drugs. However, progress has been uneven within and among countries and some countries have seen little progress at all (UN, 2015b).

It was this observation of inequality that was the starting point for envisioning this year's Psychology Day program. An additional impetus for a focus on health inequalities, in particular, was the emergence of the tragic Ebola epidemic in western Africa last year. The evident disparities in the spread of disease among persons living in places with limited health care infrastructure were compelling. Given that 2015 also marked the beginning of the UN's International Decade for People of African Descent (UN, 2015c), the committee was all the more convinced that addressing the psychological and psychosocial impact of health inequality must become the theme of Psychology Day. As Secretary General Ban Ki-moon has observed, "We must remember that people of African descent are among those most affected by racism. Too often, they face denial of basic rights such as quality health services and education." (UN News Centre, 2010).

Currently, the Post-2015 Global Agenda on Sustainable Development is emerging at the UN (UN, 2015d). Seventeen goals have been proposed to drive additional progress to enhance the quality of life and to secure the human rights of all persons. Psychologists at the UN recognize that while inequality is the focus of proposed sustainable development goal #10 (SDG's), that inequality might also be interpreted as a cross cutting issue, highly integrated with the majority of these emerging goals. Additionally, these psychologists are in concert with the Secretary General on the need to articulate the social determinants of health and of health inequities worldwide. In fact, the growing impact of psychological perspectives on the global agenda is evident in SDG #3 which for the first time in a UN document commits nations to promote "mental health and well-being."

The Program Emerges

The Psychology Day program, therefore, was designed to weave together these threads of social determinants, and mental health and well-being with sustainable development and the emerging post-2015 global agenda. The program consisted of opening remarks, a keynote, a panel of psychologists and a discussant before opening the floor to a period of questions and answers. His Excellency Ruben Ignacio Zamora, Permanent Representative to the United Nations of El Salvador provided opening remarks. He stressed the significance of the mind-body connection and articulated the value of psychological perspectives for attaining success with the SDG's. He provided several examples of global circumstances as well as from the history of his own country illustrating how the psychological impacts of human tragedy and suffering reverberate over generations.

The keynote was presented by Brian Smedley, Ph.D., Executive Director of the National Collaborative on Health Equity. Dr. Smedley set the stage for the conference by articulating how health equity might be advanced by

addressing the social determinants of health. Among the issues he addressed were racism, education, socio-economic status, and real estate location as they contribute to health disparities. For example, in outlining the impact of racial segregation on health, he presented research on life expectancy in the city of New Orleans which indicated that when it comes to predicting longevity, your zip code may be more significant than your genetic code. In other words, given the array of factors associated with comparative privilege and racism (including segregation, poverty, lack of access to healthcare, etc.) in certain neighborhoods when compared with others, your community setting appears to be robust predictor of life expectancy.

The panel consisted of four psychologists addressing different aspects of health disparities. Barbara Wallace, Ph.D. a professor at Teacher's College at Columbia University outlined the need for healing from the trauma of racism and oppression via a new, unified health psychology aligned with African and indigenous perspectives on health. She described the way in which western models of health and dysfunction establish a hierarchy of authority that tends to discriminate against minorities. Dr. Wallace charted the history of the establishment of these models of inequality which were influenced by Catholic Church doctrine.

Tahereh Ziaian, Ph.D., a Professor of Health Sciences at the University of South Australia, presented her research detailing the impact of inequality on the mental health of migrant and refugee populations in Australia. She illustrated how mental health services are underutilized by these populations and provided potential solutions to more extensively engage those in need. Dr. Ziaian's vision is to engender a better informed population regarding the services available to them and to design more proactive methods, then, for engaging minority populations within the health delivery system. Her program of intervention is gaining increased support in Australia enhancing the promise of reducing disparities among these vulnerable populations.

Bonnie Nastasi, Ph.D., a Professor at Tulane University was the third speaker on the panel. Her research has been cross cultural and has focused on children, youth, and families. Dr. Nastasi's findings have emphasized the importance of valuing the local culture and existing community resources in ameliorating the stresses faced by traumatized communities. In this way, her recommendations integrate cultural sensitivity and community awareness in partnering with local populations to address the mental health and well-being of children, youth and families.

The final panel speaker was George Ayala, Psy.D., Executive Director of the Global Forum on MSM and HIV (MSMGF). His cutting edge presentation described the structural violence men having sex with men encounter in accessing healthcare, especially regarding HIV. Dr. Ayala's program is engaged worldwide in evaluating and addressing the effects of homophobia on achieving the UNAID's accelerated HIV targets. Among the challenges structural violence poses is, for example, the criminalization of homosexuality in over eighty countries. He pointed out how these

factors effect the availability of funding for health services, leading to health inequities, both nationally and internationally, for men having sex with men.

His Excellency Dr. Caleb Otto, Permanent Representative of Palau to the United Nations, served as the panel's discussant. Dr. Otto is a physician who has been a major force in supporting the role of psychology and the importance of mental health at the UN. In his commentary, Dr. Otto invoked the history of his own nation's pathway to independence in clarifying how hierarchical systems tend to contribute to discrimination and how establishing more egalitarian systems might address health disparities. He noted the irony that in spite of our increasingly sophisticated technological medical environment that we see such profound health inequality today.

Conclusion

From healing from the trauma of racism and oppression via a new, unified health psychology aligned with African and Indigenous perspectives to overcoming the impact of inequality on the mental health of migrant populations in Australia; from engaging local communities to promote the psychological health and well-being of children, youth and families to identifying how structural violence impacts the efficacy of achieving UNAID's HIV targets among men who have sex with men, the Psychology Day program presented the significance of the social determinants of health and how these social and psychosocial factors contribute to health inequities. Additionally, our experts described how research informs policy and how policy may inform interventions on the ground as we envision progress toward the UN's post-2015 global agenda on sustainable development.

For more information on the Eighth Annual Psychology Day Program, visit: www.unpsychologyday.org.

To view the webcast, visit: <http://webtv.un.org/watch/eighth-annual-psychology-day-at-the-united-nations/4208943952001>.

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Psychology Day 2015 convened in the United Nations



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The 8th annual, Psychology Day at the United Nations convened on Thursday, April 30, 2015 at United Nations headquarters in New York City, sponsored by the Permanent Missions of El Salvador and Palau. Nearly 400 people filled UN Conference Room 3, to focus on the theme for 2015, "*Reducing Health Inequalities Within and Among Countries: Psychology's Contributions to the United Nations Post-2015 Global Agenda*." These diverse participants included the diplomatic community, officers of the American Psychological Association, professors, psychologists, students, and others.

Opening remarks by H. E. Ambassador Rubén I. Zamora, Permanent Representative of the Permanent Mission of El Salvador to the UN, connected the challenge of reducing health inequalities to the 2015 Global Agenda and its 17 goals. He emphasized that sustainable development must attend to social and political as well as economic concerns to care not only for health of the body, but for the mind as well. Gradual recognition that mental health significantly impacts broad issues, such as sustainable development, has resulted in its appearance in official documents of the United Nations. It is urgent for governments to recognize the essential relationship between mental health and overall health.

The keynote speaker, Brian Smedley, Ph.D., emphasized the potential contributions of psychology to understanding health inequalities. For example, poor health across the life span for people of color in the United States is one far-reaching result of racism, even when controlling for other factors of socioeconomic status, such as education and income. Effects are seen in consequences like increased rates of infant mortality for minority mothers 20 years of age, even among African American women with a college degree. Segregation from mainstream resources like education and opportunities to build wealth, the absence of supermarkets in poor communities replaced by vendors selling foods with high salt and fat content, exposure to toxic waste and diminished physical safety are only some of the challenges created by inequality faced daily by minority communities.

A multi-level framework is needed to understand the effects of these problems because racism has negative health consequences at multiple levels. Dr. Smedley proposed two strategies to counter the lack of political will for resolving these inequalities: "place-based strategies" that involve investing in local communities and "people-based strategies" that include support for early childhood education and improvement of housing options. Effective interventions are essential not only to relieve suffering but because health inequalities ultimately affect everyone, not just the poor.

Following Dr. Smedley's keynote, a panel of four psychologists presented on diverse aspects of health inequality. H.E. Ambassador Dr. Caleb Otto was the discussant.

Barbara Wallace, Ph.D., spoke about *African and Global Indigenous Perspectives on Health and Psychological Well-Being: Toward a Health-Psychological Science for Healing from the Trauma of Racism and/or Oppression*. Dr. Wallace called for a substantive paradigm shift rooted in values of creating community and sustaining equality, respect, and freedom of expression that moves away from hierarchical domination to new models of non-hierarchical equality. The shift is essential for dealing with key issues addressed by the United Nations, including disaster reduction, sustainable development, financial growth and climate change. Further, a model of psychological well-being that includes physical, emotional, mental and spiritual health is essential for this effort. A new science for healing from racism and oppression must reflect global diversity and the role of social structures.

Tahereh Ziaian, Ph.D., discussed *The Impacts of Inequality on the Efficacy of Health Care Among Underserved Populations: Migrant and Refugee mental Health in Australia*. Dr. Ziaian emphasized that research can have a significant influence on health care policy and practice and presented findings from recent studies on mental health issues influencing Australian refugees. Higher levels of mental health problems than those identified in the general population or significant differences between three separate groups of refugees were not found but, overall, females were more resilient than males and adolescents were able to cope well with the challenges of migration. Stigma, poor mental health knowledge, and the influence of mental health issues on other aspects of life influenced the low rate of health service utilization. Key aspects of mental health provision should include assessment, guidelines for implementation, and availability of information and resources.

Bonnie Nastasi, Ph.D., talked about *Promoting Psychological Health and Well-Being of Children, Youth, and Families Under Stressful Conditions: Engaging Local Communities in Cultural Construction of Programs*. Dr. Nastasi called for an approach that is capable of responding to the psychological effects of global forces and can imagine cultural solutions that include partnerships with local stakeholders. One example is the Participatory Culture-Specific Intervention Model. It is based in an ecological systems theory that factors the role of economic, social, cultural, civic and political forces in responding to the psychological

United Nations Activities



Nearly 400 participants fill UN Conference Room 3 on April 30

needs of children and adolescents.

Finally, George Ayala, Psy.D., focused on *Structural Violence and Its Impact on Achieving UNAIDS' Accelerated HIV Targets Among Men Who Have Sex with Men (MSM) Worldwide*. Psychologists can make an essential contribution to the worldwide challenge of HIV-AIDS among MSM. This cohort shares a disproportionate burden of the disease. Working to reduce structural sources of violence can significantly impact threats that have been identified in recent studies, including low rates of HIV testing, politically and economically embedded structural violence, and the effects of sexual stigma.

In response to these presentations, H.E. Ambassador Dr. Otto highlighted the lasting impact of traumatic experience, especially torture, and mental health consequences. In addition, the unequal distribution of wealth has become an international problem that demands attention because 1% of the people own 40% of the world's assets. Efforts to address this problem cannot begin soon enough.

In the final discussion, Dr. Wallace agreed with the urgency of the inequality problem and argued the best way to influence the imbalance is by writing and publishing on the topic, collaborating in areas of shared interest and training people at all levels. To decrease structural violence, Dr. Ayala suggested that psychologists and policy makers first become comfortable in speaking about difficult issues such as violence, stigma, transgendered people, sex workers and injection drug users. This conversation cannot overlook the social nature of HIV and its disproportionate affect on a discrete sector of the society.

Everyone agreed that sustainable development requires capacity building. The 17 sustainable development goals of the United Nations provide a focus for this effort and a way to respond to the voice of the oppressed. Using psychological science, partnering with locale stakeholders to empower the community, building capacity for data collection, and engaging in collaborative, evidence based advocacy with community members are ways individual psychologists can contribute to the reduction of health inequalities and work for sustainable development.

Barry Anton, Ph.D., President of the American Psychological Association, participated in Psychology Day. President Anton noted: "Psychology Day at the UN reinforces the importance of discussing global approaches to integrated care, which will be highlighted in APA's upcoming 'Global

Summit on Integrated Care,' on November 2-4, 2015 in Washington DC. This summit will feature international experts discussing topics such as health disparities, technology, education and training, and demographics among other timely topics. It will focus on strengthening collaboration across disciplines, providers, and settings to identify best practices for integrated health care delivery." Early details on this APA summit appear at www.apa.org/about/governance/president/summit.aspx



APA President Barry S. Anton (center) participated in UN Psychology Day.

The 2015 UN Psychology Day was organized by a 33-person committee. Neal S. Rubin, Ph.D., moderated the afternoon forum. This was followed by a reception at a nearby restaurant. Details on the Day appear at <http://unpsychologyday.jimdo.com/>

Note: **David P. Marcotte, SJ, PhD**, is a Jesuit priest and clinical psychologist on the faculty of Fordham University, who is a teacher and researcher on psychological foundations of sustainable development.

“A woman is always to blame:”
Community-sanctioned violence in a Sudanese refugee woman’s experience

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Abstract

Sudanese refugee women resettled in the U.S. during adolescence occupy a unique space in the sphere of interpersonal violence (IV). Their statuses cross boundaries of childhood, war, singlehood, parental separation and loss, and African origins. The full intersectionality of gender, development, singlehood, refugee and African immigrant experience (i.e., Southern Sudanese) have not been studied, though some segments have been explored. In particular, more needs to be known about the role of the community in their abuse. To highlight these issues, the paper presents a brief case study of a 28-year-old single Sudanese woman resettled in the U.S. at age 17. Central in her experience was “community sanctioned violence” whereby community members provided tacit support for interpersonal violence committed by a known community member(s) or elder and participate in endorsing this behavior through silent awareness and explicit victim-blaming. We recommend further systematic research and greater attention to the development of legal and immigrant policies protecting women and girls.

Keywords: African refugee women, South Sudanese, interpersonal violence, intersectionality, immigrant youth, gender, mental health, adolescence, community violence

Among South Sudanese women resettled as unaccompanied minors in the U.S., the intersectionality of their unique statuses (i.e., African, adolescent female and woman, low-income, war refugee, and unmarried) in the research on interpersonal violence demands more attention. Immigrant women may experience many different forms of violence from intimate partners, extended family and community members. However, community-based violence has gone largely undetected in the literature. In this paper, we provide an abbreviated case study to illustrate these experiences, to unearth the invisibility of community sanctioned violence and its relation to mental health risks, and to press for systematic study of this issue. In particular, the unique context of this victimization is heightened by the interplay of these statuses

and factors. For our purposes, intersectionality is defined as the confluence of social locations that heighten the influence on oppression (Anthias, 2013). The intersections of immigrant/refugee status, female of African descent, developmental stage, and singlehood in the experiences of interpersonal violence (IV) among South Sudanese refugee women and girls are central in this work.

Though varying by culture and economics, most adolescents are involved in some form of education. They are also provided some nurturance and protection from adults in their families and communities. These factors promote resilience, whereas their absence may be a risk factor for victimization. Our sole participant fits the integrative definition of resilience and development in terms of her capacity for overcoming adversity (Masten, 2014). Her early experience was complicated by the imperatives of violent national conflict and displacement. Protective factors at work include her own tenacity, cognitive and emotional skills, and community sup-

Author note: Correspondence should be directed to Deborah J. Johnson, 552 W. Circle Drive, Department of Human Development and Family Studies, Michigan State University, East Lansing, MI, 48824, EM: john1442@msu.edu. Our gratitude to the South Sudanese refugee youth who have shared their stories with us over many years. We also appreciate the efforts of many interviewers who patiently and painstakingly worked in every phase of the larger study.

port from key adults and institutions. Ironically, aspects of her community, in this case, also contribute as risk factors.

Intimate Partner Violence among Immigrant Women

A significant body of work exists describing domestic violence, particularly intimate partner violence (IPV), including the experiences of immigrant women in the U.S. (Raj & Silverman, 2002) and women internationally (Boyle, Georgiades, Cullen, & Racine, 2009; Shirwadkar, 2004). This is less true for women from countries in Africa. Research about immigrant women in other countries asserts that they experience enhanced risks and vulnerability for IPV because of certain social and structural factors (Abraham, 2000; Erez, Adelman, & Gregory, 2008). Social factors include a lack of social support, low language/literacy skills, and isolation. Structural factors include gender-stratified roles, underemployment, and a general lack of independent resources such as a driver's license or transportation (Elabor-Idemudia, 1999; Menjivar & Salcido, 2002). As in studies of violence involving African American women, there is evidence that poverty and lack of resources play pivotal roles in IPV (Crenshaw, 1995; West, 2004).

Refugee women are an understudied subcategory of immigrant experience. Okpewho, Davies, & Mazrui (1999) found that refugee women from Sudan and Uganda coped with gender violence in their homes after having endured war atrocities in their countries. One study of Cambodian women refugees demonstrated that women resettling with recent histories and experiences in the atrocities of war are at greater risk than other refugees for IPV (Bhuyan, Mell, Senturia, Sullivan, & Shiu-Thornton, 2005). Abducted from conflict zones, girls can become child soldiers, servants, and sex slaves (Adepoju, 2005; Tiefenbrun, 2007). Adolescent refugees relocated with these pre-migration experiences may have additional vulnerabilities. Pre-migration stressors, including post-traumatic stress, have an impact on post-migration adjustment difficulties (Khawaja, White, Schweitzer, & Greenslade, 2008).

Research on women who have immigrated to the U.S. and other nations has speculated that cultural and spiritual belief systems play a role in maintaining closed communities (Bhuyan, et al 2005) and contributing to the invisibility of the violence in some societies. The violence itself may not be specific to a group's cultural values and practices; however, the existence of patriarchal beliefs regarding gender inequality is likely to influence the extent to which the victimization of women is regarded as acceptable by family, the woman herself, and the community (Ahmad, Riaz, Barata, & Stewart, 2004; Ang, 1995; Yount, Halim, Schuler, & Head, 2013). Reports of IPV can extend to violence perpetrated by extended family, generally household members and parents of the male spouse (Raj, Livramento, Santana, Gupta, & Silverman, 2006). Recent research from Australia and Canada identify factors related to IPV towards South Sudanese refugee women (Runner, Novick, & Yoshihama, 2009; Shakespeare-Finch & Wickham, 2010) that included a childhood history of abuse in the context of war and increased vulnerability to abuse

associated with isolation by doctrine, poverty and language. Some of these studies recognize that community belief systems contribute to refugee women's vulnerability in IPV, but none seem to address IV by non-partner community members.

Missing among these emerging studies are concerted efforts to systematically study the violence experience of immigrant and refugee women from countries in Africa. Immigrating to a western country often means facing discrimination and racism as well as an increased likelihood of living in poverty (Khawaja et al., 2008; Shakespeare-Finch & Wickham, 2010). At the intersection of refugee status and adolescence are exceptional risks for violence and psychological damage, given pre-migration experiences and the cognitive limitations of the developing child. Finally, the literature focuses on IPV contexts but provides little information about community-based IV by a known perpetrator(s) with whom no romantic relationship exists. Among South Sudanese refugee girls, two additional risk factors exist: missing parents and the limited protections of foster care.

South Sudanese Refugee Women's and Girls' Experiences in the U.S.

We have followed a group of South Sudanese unaccompanied refugee youth since they resettled in the United States nearly 15 years ago (2000-2001). Our research has mostly addressed the adjustment and life circumstances of the males. Among those resettled in the U.S., males were much more numerous (about 3800) and accessible. Girls made up only about 3% (n=89) of all Sudanese unaccompanied refugee youth who resettled in the U.S. Until now, most of their stories, their plights, and their adjustments have been largely folded into the experiences of male youth, unexamined, or simply excluded.

Our previous work among South Sudanese refugee youth addresses some adjustment gaps mentioned, (i.e., the intersection of refugee, immigrant, adolescent female, and single), for instance, language/literacy slowing girls' educational attainment (Luster, Johnson, & Bates, 2008), but has not addressed interpersonal violence. There are several other layers of invisibility and victimization that render South Sudanese refugee women and adolescent girls as uniquely vulnerable and exposed, such as the developmental stage at resettlement, the transience of foster homes, missing biological parents and cultural context. In Sudan, prostitution and trafficking are among the limited options for Sudanese girls who lose their cultural value after early voluntary or involuntary premarital sexual encounters (Stark, 2003). Immigration presented new opportunities other than the more dichotomous options in Sudan. In the scant documentation of immigrant adjustment among unaccompanied Sudanese female adolescents, nothing is known about abuses experienced in the U.S. or their perpetrators outside of relationally based violence.

Method

Participant

The qualitative data for this study come from a

larger longitudinal study of South Sudanese refugee youth that focused on adjustment and cultural adaptation of 117 resettled participants (105 boys, 12 girls) from a small Mid-western city beginning in 2001-2002. To gauge change over time, a series of interviews with portions of the sample were conducted. In 2007, interviews were conducted with 19 participants, 2 of whom were adolescent girls. In 2014-15, 13 of these participants, including the 2 women, were interviewed again as emerging adults. In the current study we provide a single case study of one woman. We extracted this case from the 2014-15 interviews for illustration from a comparative case study analysis of the two women focused on the challenges of motherhood (Johnson, Yoon, Bates, & Rana, 2014).

Interview Procedures and Protocol

The participant was interviewed for two hours in her home. The interview was audio recorded and then transcribed verbatim. The interview protocol focused on the broad question of ongoing adjustment of Sudanese refugees in this phase of the larger study. Topics addressed in the open-ended protocol included goal attainment and readjustment, stress, cultural identity development, support, and family. There were no specific questions about IPV in the protocol. Discussions about interpersonal violence emerged in two places, in the opening question, "How have things been going since our last interview?" and in discussions about achieving personal goals and significant stressors.

Analytic Approach

In the sub-analysis of the two women, we applied a comparative case study approach. The purpose of a comparative case study is to look closely at one individual case and understand or compare the experience of the individual with what is normative (Yin, 2013). We selected one illustrative case to highlight the need to study the intersectionality and community sanctioned violence among young Sudanese women. Her case is illustrative because she experienced the most violent abuse (Johnson et al., 2014) and she was living with other Sudanese girls who had similar experiences. The key protective factor seemed to be length of time in foster care, as foster families were positively involved in both cases. To interpret the data, we used thematic analysis (Braun & Clarke, 2006) a similar analysis protocol derived from grounded theory that uses multi-level coding (Strauss, Corbin, & others, 1990).

Results

Nyadeng is a South Sudanese woman who is 28-years-old and has 3 children. She was resettled in the U.S. as an unaccompanied minor more than 13 years earlier. Having moved from her foster home at age 19, she first recounted the precipitating circumstances of her experiences; she then described the progression of the community-sanctioned violence. First, the themes of lack of community support, unpredictable episodes of violence, giving up and submission are presented. Next the community role in sanctioning violence through silence is discussed.

Progression of Community-sanctioned Violence Lack of community Support

After leaving foster care, Nyadeng was only able to find menial night shift work, and unfortunately, her shift ended past the time of operation for public transportation in her town. This left her continually searching for rides from male members of the community late at night. Living on her own, Nyadeng describes the lack of support:

Here is your relative; they're not taking responsibility to help you out. Like, I'm working. Why couldn't they help me? I'm paying my own bills, and I'm going to school full time, too, and I'm working 48 hours. They should be helping me. They're not helping me. But when somebody help me, [people say] I'm sleeping with that person.

Nyadeng stated that the community perceived her "rides home" as inappropriate and charges of promiscuity emerged. However, her violations were really "transgressions" against expected gendered behaviors. She goes against a number of cultural conventions by supporting herself and attempting to maintain her independence. This violation of community norms enhances the risk of violence for Nyadeng. In reaching out to male community members (young men or adolescent males who have resources like cars), she opened herself to the scrutiny of the South Sudanese community at large and increased her vulnerability to social control through negative labeling about her actions. A feature of community-sanctioned violence is the public "talk" about the woman. She recalls, "They would say, 'Nyadeng is sleeping with blah blah blah', because I am getting a ride from him."

Unpredictable Episodes of Violence and Random Abuse

This social labeling left her vulnerable. She uses the euphemism "fighting" to describe the physical abuse:

They [The men and adolescent boys] get drunk, and then they fight at night, and I can't even do my homework because I would be in my room and they would come there, they just wanna smack me and [sighs] – it's too much. It happened a lot. Or hitting me with anything they grab, they throw it at me.

Nyadeng's 'cousin' appears to be the main perpetrator of the physical violence. Nyadeng points to her predicament and the false accusations against her, "...they're accusing me with other people, I'm like, it's fighting all the time". Nyadeng describes multiple episodes over several years, while she lived with other single girls to pool resources and garner support. The other girls were also victims of this violence from time to time.

Giving up and Submission

The pressure of the community labeling and the regularity of the abuse send her into a destructive depression that leads to an unsuccessful suicide attempt. She explains, "... It just became a whole disaster. So I quit my job. I cry all the time. I try to commit suicide; that didn't work...it was

miserable.”

Following this suicide attempt, Nyadeng relinquishes her independent lifestyle and submits to the more gendered expectations of her behavior. Her solution was to give in to the protection of a relationship and “traditional” marriage before she really wanted this lifestyle in order to stop her victimization. She said, “So I – that’s what forced me to getting together with somebody too, ‘cause I just couldn’t do it [face the social and physical abuse].”

Community Role in Violence Sanctioning and Silence

The community role is one in which the violence is intensified by the intra-community talk and unspoken awareness of the violence taking place toward the girls. Although there is community awareness, it results in no efforts to informally or officially intervene on behalf of the victim. There is an unspoken agreement with this form of social control. Her alleged “bad behavior” brings shame upon the community, the sanctioning and the violence are perpetrated to restore control. Nyadeng says, “My family would come [to beat me]. Outside people would talk, but then I don’t know...” The violence is sanctioned by both actions and inaction on the part of the community.

Under the press of the community even the victim becomes unwilling to break the silence. Relationships, culture, identity and community are intertwined in her resolve to maintain silence. In the following excerpt, Nyadeng explains her reluctance to report any of the incidences to the authorities given the constraints of family and community ties:

And [foster] Mom went there and she’s like, “You know, I could have them arrested.” I don’t want – I didn’t want her to because, first, my cousin, especially the one that want to beat me up all the time, his mom is [a relative], and she’s a good woman. She took care of me before she died. And, um, a lot – you know, like, when we came, we had gathering – family gathering with a lot of people. And they said, “You don’t ever do this” – you know, like, they said a lot of things *not* to do to your family members. They said, “In America, girls do this and they do this, and when the cousin or family member say something, they just put them, uh, in jail.” So I just don’t wanna do that. I don’t wanna –

Nyadeng moves from working hard and trying to be independent, to being helpless in the face of abuse, becoming despondent, and finally, left with no choice, conforming. She has been instructed by family and community members regarding how she should behave, including silencing her by warning her that if she complains she puts her perpetrator at risk of jail time.

There are many cultural contexts in which violence is considered private family business (Asbury, 1987). Here “family” becomes community. As a refugee and immigrant, and as a young person dependent on others for support, she felt uncertain of her rights and also believed that she could not defend her rights without losing the support of family and

community. We should also remember that the community, in particular male members, may feel that cultural traditions are threatened. Independent living, mobility, building of wealth and success in higher education might be viewed as moving away from culture, and the violence helps to maintain cultural alignment.

Discussion

From this brief case study, two critical issues of significance emerge that need to be explored further. The first point is that violence against adolescent girls often has a subtle association to sexual violence (Decker, Raj, & Silverman, 2007) that can be an unspoken component of family and community violence. The second point of importance is that these IV events occurred as girls are emerging from foster care at 17-19 years old, still adjusting to life in the U.S. and now on their own. As such, they are more vulnerable to community sanctioned violence without parental or marital protection.

For these young women, family and extended family within the context of the community can be a source of silencing and pain. Some studies have pointed to other groups where relatives such as mother-in-laws and paternal grandparents perpetrate control and violence towards wives (Ang, 1995; Menjivar & Salicido, 2002). Community level violence is sometimes public violence as illustrated in the recent stoning incident of a women in Syria in October 2014, as reported in the New York Post (Greene, 2014). In our example, the sanctioning is public but the violence is not and represents a form of social control. There are some discussions of cultural acceptance in the literature (Ahmad et al., 2004), but these are controversial and also focus on how the violence is interpreted or misinterpreted by victims.

Young women like Nyadeng arrived in the U.S. without parental protection, having already suffered numerous traumas in the escape from a war torn country and sojourn through refugee camps. Some leave the protection of foster care prematurely, either because of perceived expectations of early independence or other (male) family members moving into independent living (Bates et al., 2005). Her attempts to move outside of gendered expectations by achieving success in education, developing resources, and finding the means to make independent decisions seems to intensify efforts at community-based social control. According to Asbury (1987), violence is more likely to be a consequence to women when their behaviors or attitudes are viewed as retreating or rebelling from traditional cultural views and rituals.

The invisible code for a female is that she will comply with patriarchal expectations for women. She is subject to the social control of her community, as she realistically has few others to depend on. Female adolescents born in this country and in the foster care system may also be victimized, but they have knowledge of how the local and legal systems operate, and some sense of who they can turn to and/or what rights they may have or who might champion or defend them from harm. Interestingly, so powerful were the community-based controls that when Nyadeng’s foster mother informed her of her rights, she was reluctant to act on her own behalf. Other

immigrants to the U.S. may fear that they cannot complain or seek redress or they will be deported, but also, like Nyadeng, they may be more concerned about being ostracized from the community thus, assuring silence. Sadly, young women like Nyadeng may feel marriage and suicide are the extent of their options and thereby perpetuate community expectations.

Conclusions and Implications

As IV and IPV are a significant and understudied child and human rights issue, research, policy and legal efforts should be “better formulated to assist these young women (Stark, 2003). Moreover, the brand of social control that permeates the lives of these young women has rarely been described and documented in the literature.

IPV and community-sanctioned IV are distinct in the experiences of South Sudanese refugee women. Though some overlap exists, this distinction clearly contributes new insights to our understanding and social construction of IV and thus to the confluence of vulnerability factors uniquely associated with their violence experiences. Little has been said about what it means to have been traumatized by war, transported to a “safe place” only to be traumatized further by interpersonal violence. Certainly, some of these areas have been addressed in ways that are critical, but there are also substantial and crucial gaps in the research and policy work in these areas.

Further systematic research with single refugee women and girls at varying developmental stages would serve to illuminate the obscurity of their situations. Research among a range of African immigrant women would fill important gaps in the literature. In providing services to these women, it is essential to address unique forms of victimization that extend beyond IPV. Developing strategies for discovery and intervention early in the lives of adolescent girls and single women would be optimal for improving long-term health and mental health outcomes. Extended foster care for girls might be helpful against violence, as we have seen the protective effect of foster care in the lives of these young women (Johnson et al., 2014). Supportive tools are needed to address the crushing psychological pressure levied by cultural communities tacitly sanctioning violence toward girls who attempt to adapt to the demands of resettlement by becoming more educated and independent. Intervention and treatment recommendations would necessarily need to accommodate these patterns. Research and service development focusing on their special needs would help to create a more equitable and welcoming immigrant resettlement process for women, particularly South Sudanese and other African women.

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An Explorative Study on Parenting in Sweden: Is There a Swedish Style?

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Abstract

In the psychological literature pertaining to parenting, parents' warmth, control, and communication are vital for positive adjustment of adolescents where high levels are considered to be the most prevalent and beneficial. Previous cross-cultural studies have however found the effects of other parenting patterns during adolescence to be equally prevalent as well as beneficial for adolescent adjustment which puts into question whether high on all three aspects of parenting could be more represented in some cultures than in others. In the present study, we question the representativeness of the pattern in the Swedish context. In the present study, we examined 888 adolescents' reports on parenting. For boys, a neglecting, average but low communication, average but low control, average, average with warmth and authoritative patterns of parenting was found. For girls, a neglecting, average but low communication, average but high control, average, and authoritative patterns of parenting was found. The most prevalent parenting pattern found for both girls and boys was marked by moderate levels of parental control, warmth, and communication followed by authoritative (high levels of control, warmth, and communication). Of the 456 girls, the vast majority (41%) reported their parents as being average on parental warmth, control, and communication. Of the 432 boys, nearly half (46%) reported their parents as being average on parental warmth, control, and communication. Future directions on parenting research in Sweden are discussed.

Keywords: parenting patterns, Sweden, parental warmth, parental control, parental communication, culture

The parenting of adolescents is a unique area of developmental research. Parenting patterns have been a key area of research in understanding the relationship between parents and their adolescents. Based on Maccoby and Martin's classic classification (1983), researchers have illustrated the benefits and risks of a certain, well represented parenting patterns. More specifically, the authoritative parenting patterns with marked by high control and warmth has been considered to be the most prevalent general way of parenting during the adolescent years in middle class families in western countries (Darling, 1999; Dornbusch, Ritter, Leiderman, Roberts, & Fraleigh, 1987; Eastin et al., 2006; Kaufmann, Gesten, Lucia, Salcedo, Rendina-Gobioff, & Gadd, 2000; Rosen, 2008). Darling and Steinberg (1993) have defined parenting style as an overall climate of parent-child relationship. Although various parenting patterns have been applied to other cultures like Brazil (Paiva, Bastos, & Ronzani, 2012), China (Wang, 2014), there have been variations. One reason

could be that open communication as a transparent marker of parenting (Trost et al, 2007; Yu, 2014). Indeed, Kerr and colleagues noted that open communication based in adolescent reports was an important factor in building trust and for parental monitoring from Swedish adolescents (Kerr, Stattin, & Trost, 1999).

The other patterns are authoritarian, permissive and neglecting. The authoritarian parents are high on restrictiveness and control and low on warmth. The permissive parents are high on warmth but low on control. The neglecting parents are low on both warmth and control. For example, an authoritative parent is warm, nurturing, involved in their adolescents life with clear communication of expectations where authoritarian parents can be characterized as being rigid, have many rules and more punitive. Authoritarian, permissive and neglecting forms of parenting patterns tend to reflect lower open communication have been consistently linked with negative outcomes for the offspring. Both permissive and author-

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itarian parenting have been positively associated with internalizing and externalizing problems, including anxiety, conduct problems, and delinquent behavior in children (e.g., Querido et al. 2002; Steinberg, Blatt-Eisengart, & Cauffman, 2006; Thompson, Hollis, & Richards, 2003). Moreover, just as an authoritative parenting may reduce the risks associated with various child characteristics and problem behaviors, non-authoritative parenting patterns may heighten the risks for children with extreme temperaments (Propper & Moore, 2006).

It is assumed that by more authority afforded to adolescents as they age, the more internalized control and decision making ability is gained (Laursen & Collins, 1994; Smetana, 2000). Both parents and their adolescents try to find a balance between negotiating control and maintaining a positive relationship. Whether one is studying sleep patterns (Brand, Hatziner, Beck & Holsboer-Trachsler, 2009) to eating patterns (Berge, Wall, Loth, & Newmark-Sztainer, 2010) to externalizing behaviors (Williams et al., 2009; Hastings et al., 2005) to even internet use (Valcke, Bonte, De Wever, & Rots, 2010), it is the authoritative parenting pattern that is still reported to be linked to more positive outcomes and less negative outcomes for adolescents. These findings led Steinberg (2001), a well-known scholar in the parenting domain, to state "We can stop asking what type of parenting most positively affects adolescent development. We know the answer to this" (p. 13). Indeed, it has been lifted in the west as being a predominant parenting pattern.

Parenting, Culture, and Sweden

We argue that there are two key aspects that may have overshadowed by the authoritative view of parenting. First, one must consider that theoretically, Maccoby and Martin's (1983) classic four-fold classification of parenting patterns stems from the idea that parents use control strategies so that children and adolescents eventually have the ability to self-regulate or control themselves. Thus, they argue that warm parents with clear rules and regulations will have children who abide by societies laws and their parents' expectations of them. Indeed adolescence is a unique developmental time. Indeed, one would expect adolescents spending less than an hour interacting with parents daily to exercise internalized control and have less of a need for external parental behavioural control.

Secondly, there are cultural differences which may be reflected in parenting patterns. For example, Dwairy and Menshar (2006) reported that the authoritarian pattern was the most prevalent in the collectivist culture of Egypt. This is consistent with other studies which have shown that the authoritarian parenting pattern was correlated with higher assertiveness and competence in African American teenagers (Baumrind, 1972; Baldwin, Baldwin & Cole, 1990), and better adjustment and academic performance for Asian American youth (Steinberg, Lamborn, Dornbusch, and Darling, 1994; Chao 2001) and Chinese youth (Leung, Lau, & Lam, 1998).

There are many reasons that parenting may vary based on culture. Parents may have different values and goals

which in turn can impact their parenting behaviors. Frameworks on emotion socialization in a cultural context by Cole and Tan (2007) as well as Keller and Otto (2009) illustrate how goals within the socialization process form the parent-child relationship daily and in turn influence both the parents and the child's socialization behaviors. Moreover, the dichotomous individualism-collectivism reasoning of why parenting differs may be an oversimplification as within culture variations are evident. Indeed, a plethora of other aspects within the culture can influence parenting. Religion, social class, ethnicity, and nationality can have a functional role in parental differences. By studying parents goals and values, Tamis-Lemonda and colleagues (2007) report that cultural value and goal systems of individualistic and collectivistic cultures are not dichotomous but very much co-existing in cultures and in individuals. Indeed, individuals and cultures are complex and can contribute to the diversity of parenting within and across cultures.

Along similar lines, although Sweden is considered an individualistic culture, it may not easily fit into either cultural category when looking at parenting effects. Previous findings on the beneficial properties of high parental control may not reflect the Scandinavian family for several reasons. First, from a cultural level, Sweden is an individualistic society where there is a high preference for individuals in society to care for themselves and their immediate family. That being said, at the individual level, a strong interdependence of family exists. Second, adolescents in Sweden have opportunities and responsibilities that may be different from youth in other countries (Trost, 2007). For example, it is not unusual for a Swedish adolescent to receive the governmental child allowance (issued to parents) from their parents and in turn expected to use it responsibly. Third, there is also a liberal view on sex education and sexual behaviors for youth. Adolescent sexuality is considered natural and normative as long as it is monogamous. Although there are liberal views on monogamous sexual relations, on average, youths have their first sexual debut at 16.4 years for girls and 16.9 years for boys (Helmius, 1998) and early sexual encounters have been linked to negative outcomes (Magnusson & Trost, 2006), much like other countries. Fourth, the pattern of parenting with high control and high warmth may be beneficial for children but for adolescents, theoretically internalization of control should be in function, and in turn, less external parental control and regulation would be needed and as a result, parents may be more likely to show less control towards adolescents. This may very likely be the case for adolescents of individualistic cultures but it may be even more so for Swedish adolescents who may view certain behaviors as more normative in adolescence than other individualistic societies. As child matures into adolescence, parental rules and regulations may not be desirable and may give a feeling of over-control but a sense of open communication may be particularly important. Trost and colleagues (2007) studied 1,057 adolescents, their parents, and their teachers in Sweden and reported that not wanting parents' involvement was a sign of an unhealthy move toward independence. Interestingly, in their study, parental

regulatory behavior was not linked to positive adolescent pathways for most adolescents and most adolescents did not seem to report higher levels of control in general. However, there is no published study to date that specifically examines the prevalence of parental regulatory control in relation to parental warmth and parental communication in a representative cohort of Swedish adolescents from this perspective. In the present study, we investigate whether the authoritative parenting style marked by high levels of control, warmth, and communication is a normative parenting pattern in the Swedish context.

Method

General Approach in the Study

There is an ongoing issue of whether boys and girls have different views on parenting characteristics. This is not a new idea. A decade ago, Ohannessian and colleagues (1995) argued that mixed results remain in the literature on parenting since gender is usually not addressed before analyses are conducted. A decade later, Shek (2005) reported that the situation had not changed and that this issue should be addressed by researchers early on where he encourages initial analyses to be conducted and thereafter, separate analysis conducted if needed. With respect to past literature, we examined whether boys and girls should be studied separately at an empirical and theoretical level. Based on previous findings, there is reasoning to study boys and girls separately as their socialization process within the family may differ. Previous research indicates that boys and girls expect and are given different behavioural autonomy from their parents (Fuligni, 1998; Ruble & Martin, 1998; Shek, 2007), boys and girls perceive discipline differently (Sorbring, Rödholm-Funnemark, & Palmérus, 2002), and parents trust non-delinquent girls somewhat more than non-delinquent boys (Kerr, Stattin, & Trost, 1999). Since gender differences in perceived parenting characteristics may exist, we will examine boys and girls separately in the present study. In addition, we utilize a person-oriented approach to examining parenting styles. Parenting patterns are considered to be typical patterns of families (Baumrind, 1991; Steinberg, 2001) but most studies have focused on variable-oriented approaches focusing on the association between different parenting variables and adolescent outcome variables. Since we are considering both Baumrind's approach which has more nuanced dimensions and non-overlapping constructs) and approaches by others it seems it seems appropriate to use a person-oriented approach for investigating parenting patterns. By doing so, we focus on identifying homogenous subgroups that share similar patterns of parenting characteristics. Thus, a person-oriented analytic approach was used in the present study to identify different parenting patterns.

Participants

The adolescents were part of a three-year longitudinal project called the 21 Swedish Junior High School Study (also known as SPAN). The project includes 21 schools from rural and urban areas of Sweden. A total of 1236 adolescent boys and girls were part of the project which represented 65% study participation rate. Various reasons account for the lack of participation which include parents not consenting (n=560), parents declining participation (n=111), adolescents not giving consent (n=61), adolescents requiring special education (n=23), and adolescents not taking the survey seriously (n=5). At baseline, the SPAN participants in their fall term of 7th grade (approximately 13 years of age). After the baseline assessments, youth assessments were conducted in the spring term of 7th, 8th, and 9th grade for all participants.

In the present study, a sub-cohort of 888 adolescents (boys=432; girls=456) at baseline with full information about parenting was selected from the project in order to study parenting patterns based on parenting behaviors in a Scandinavian climate. Of those participating in the present study, approximately 61% had at least one sibling and 12% spoke Swedish and another language in the home as well as 1.7% spoke another language entirely in the home.

Procedure

All information gathered was based on adolescent reports. Informed consent was obtained within the project and the authors followed the legal requirements of the Swedish ethics council. Questionnaires were provided in Swedish. The SPAN project was based on a government-funded research initiative aiming to evaluate the effects of implementing evidence-based programs for primary prevention of substance use and misuse. Eleven schools across the country participated as intervention schools and 10 schools, matched by demographic variables, were selected to act as controls. The intervention schools received information about evidence-based prevention programs, and were free to choose between any of the evidence-based programs. The control schools received no special instructions about prevention programs, and conducted "business as usual" in this respect. None of the programs focused on parenting.

Measures

Questions posed treat parents as a unit. Parental warmth refers to parents' expressions of emotional warmth toward their adolescent. The scale consisted of four items rated on 5-point Likert type scales from "never" to "almost always". The questions posed were, "Do your parents give you praise when you do something well", "Do your parents encourage you and give you support", "Do your parents show with words and gestures that they like you", "Do your parents notice when you do something well". Cronbach's alpha reliability was .84 for these items.

Parental control refers to parental regulations and constraints of their adolescent's free time and in the home. The scale consists of four items rated on 5-point Likert type scales from "never" to "very often, always". The questions

posed were, “Must you have permission from your parents to be out late on a weekday evening”, “Do you know what rules you have at home?”, “Do your parents react when you have broken one or several of their rules?”, “If you go out on a Saturday night, must you tell your parents where you are going and who you will be meeting up with?” and “If you come home late an evening, do your parents require that you tell them what you did and who you were with?” Cronbach’s alpha reliability was .61 for these items.

Open communication between adolescent and parent refers to the open communication between the parent and adolescent as a marker of an open and communicative parenting climate. The scale consists of four items rated on 5-point Likert type scales from “never” to “very often, always”. The questions posed were, “Do your parents let you participate in the decision-making when something needs to be decided on for the family?”, “Do you feel like you can influence the family and that you are a part of what happens in the family”, and “Do you feel like you can speak freely when you have discussions at home”. Cronbach’s alpha reliability was .70 for these items.

These constructs and questions have been widely used in the field of parenting both nationally and internationally (see Kerr & Stattin, 2000; Keijsers, Branje, VanderValk, & Meeus, 2010; Trost et al, 2007; Shapka & Law, 2013).

Results

Firstly, multivariate outliers were studied using the residue module of SLEIPNER (Bergman & El-Khoury, 1998). No outliers were found. Thereafter, we examined gender differences in adolescents’ reports of parental warmth, parental control and open communication between the parent and adolescent. The results appear in Table 1.

Table 1
Descriptive Statistics for Parenting Variables (standardized values) as a function of Adolescent Gender

	Boys	Girls	<i>t</i>	<i>df</i>	<i>p</i>
Warm	.09 (.74)	.15 (.83)	1.31	967	n.s.
Control	-.08 (.78)	.10 (.67)	3.78	967	***
Communication	.01 (.83)	.02 (.81)	.10	967	n.s.

*** $p < .001$

As shown in Table 1, boys and girls do report differently on parental control but no differences were found for warmth or open communication. Boys reported less parental control in 7th grade than their female counterparts. Consequently, parenting variables for boys and for girls were analyzed separately, and in turn, will be reported separately since gender differ-

ences seem to be apparent.

In order to identify homogeneous groups of adolescents according to their reports on parenting, a clustering procedure was carried out using parental warmth, control, and open communication as criteria variables. Only those with complete data were included in the analyses ($n=888$) and no imputation was conducted. Selecting squared Euclidian distance as a similarity measure and using Ward’s method to form the initial clusters without restricting the number was used. After examining the dendograms based on the distance between the clusters, cluster solutions were found based on statistical and theoretical reasoning. Before finding the homogeneous cluster groups, it is important to mention that the data was standardized to avoid standard deviation effects in the resulting groups (Aldenderfer & Blashfield, 1984). Additional cluster analyses by using k-means with the cluster centroids from the Ward clusters as start values. Throughout the process, the natural clusters were considered as well as preserving the hierarchical nature of the clusters.

On the basis of these procedures, a six cluster solution was found to fit theoretically and statistically for boys and a five cluster solution for girls. For boys, a neglecting, average but low communication, average but low control, average, average with warmth and authoritative patterns of parenting was found. For girls, a neglecting, average but low communication, average but high control, average, and authoritative patterns of parenting was found. Cluster means for boys and girls are presented in Table 2 for parental warmth, parental control, and open communication. For both boys and girls the authoritative pattern and a warm but average control and communication pattern of parenting was represented by the vast majority of 7th graders. Although the authoritative group was the second most common pattern clearly represented for boys and girls, the largest groups represented were those reporting the parenting pattern represented by average warmth, control and communication (cluster 4 for girls and cluster 5 for boys).

Discussion

The present study examined Swedish adolescents’ reports of normative or most frequent parenting patterns using a person-oriented approach. Cluster analysis showed several patterns of parenting that extended the four-field classification proposed by Maccoby and Martin (1983). Based on preliminary analyses, the clusters were examined separately for boys and girls. On average, girls report more parental control across the clusters in comparison to boys. For boys, generally with the exception of one cluster, boys reported equal likelihood of warmth and control. The findings indicated five clusters for girls and six clusters for boys. For boys, a neglecting, average but low communication, average but low control, average, average with warmth and authoritative patterns of parenting was found. For girls, a neglecting, average but low communication, average but high control, average, and authoritative patterns of parenting was found. These findings suggest a more diverse view of parenting needs to be

Table 2
Cluster Means for Parental Warmth, Parental Control and Open Communication for Boys and for Girls

Parenting pattern (n)	Warmth	Control	Open communication
Girls			
Neglecting (7)	-2.83	-2.77	-2.79
Low warmth and Communication (16)	-2.18	.06	-2.27
Average (78)	-.56	-.37	-.63
Warm average (188)	.29	.07	.07
Authoritative (167)	.68	.49	.60
Boys			
Neglecting (9)	-2.59	-2.55	-2.67
Average, low Communication (45)	-.56	-.23	-1.70
Average, low control (50)	.01	-1.53	.09
Average (89)	-.64	-.25	-.10
Average, warm (198)	.32	.10	.15
Authoritative (122)	.71	.60	.67

considered for adolescents in their early teenage years in Sweden where communication is included in the understanding parenting patterns. One is reminded that the theory initially was used to understand the parent-child relationship and not the parent-adolescent one.

Gender difference was also found. Specifically, boys and girls do clearly seem to view parental control differently. This is consistent with past research indicating that boys and girls expect and receive different parental regulations and rules in the home (Dishion & McMahon, 1998; Kiesner, Dishion, Poulin, & Pastore, 2009).

Some limitations of the present study should be noted. One is that adolescent reports were used only. We believe this to be both a weakness and a strength since adolescents have a unique perspective on how they view the parenting they receive. Parents, however, also have a unique perspective to offer which lacks in the present study. Secondly, we used perceived parental control behaviors, parental warmth behaviors, and open communication as parenting climate measures. Other measures would have aided to the parenting climate like how adolescents perceive being viewed by their parents (Elliot, 2009; Marshall, 2004) or disregard for rules/disobeying parents purposefully (Maggs, Almeida, & Galambos, 1995) would have given more information to

the parenting climate. We are aware even that there are many forms of communication between parent and child besides open communication in the manner we measured. A third limitation is that we did not measure other family aspects that could be as important as parental warmth, control and communication. For example, we do not attempt to look at attachment behaviors in the family. A fourth limitation is that our measure did not differentiate between maternal parenting pattern and paternal parenting pattern. Indeed research has found that gender difference may exist (Litovsky & Dusek, 1985; Aunola, 1999).

Despite these limitations, this study brings forth one important novel idea that adolescents in Sweden may not have parents that parent authoritatively but rather the prominent pattern has moderate levels of control, warmth, and communication. To our knowledge, this is the first study to date that specifically examines the prevalence of parenting styles in Sweden from a person-oriented perspective. Future studies are needed in order to examine whether this prominent form of parenting is the most beneficial for Swedish adolescents in comparison to other forms.

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National Identity and Intercultural Conflict

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Abstract

This article addresses the critical aspect of not just the individual identity, but explores the perceptual implications of one's national identity within and without in intercultural conflicts such as in Syria. In a multicultural pluralistic society, interpersonal relationships carry preconceived views of the political, religious, and historical roles that the individual's nation represents. A psychologist's assessment is enriched to look beyond individual identities in their assessments to account for the components of national identities that contribute to hostile and/or congenial international working relationships between nations and individuals. As Syrians flood into Turkey, the nations are challenged to cohabit. These two national identities with their perceptual construct of politics, historical role in international affairs, and economic influence carry deep meanings in their interactions with one another. A particular individual can represent a negative perceptual interpretation of that nation depending on the nation of the interpreter. The purpose of this exploration is to examine interventions in complicated situations of intercultural cohabitation such as the Syrian immigrants in Turkey that affect peace, nation building, and resolution.

National Identity and Mental Health

In the call for a more international focus in psychology that embraces cultural norms and subculture ecological systems, it is imperative as psychologists to be aware of the national as well as individual identity in our clinical work. Western (Canadian, United States, and European) psychology has typically explored the individual development of identity. However, in our modern world of multiculturalism that forces interactions with other cultural norms and preconceived notions of a nation's identity it is important to be aware of the implications of this identity.

Evaluating mental health by ethnicity, migration status, and race is essential in making psychosocial and health assessments (Bhopol, 2014). Bhopol notes the importance of identifying the race, ethnic, and migration status in the growing multicultural world and its impact on their mental and physical health. Being cognizant of these factors, along with the immigrant perception of host culture, and host culture's immigrant perception/reception and available resources are imperative for migrants to thrive.

Perceived national identifiers such as political motivations, intelligence, social customs, and religious views between a host country and immigrant impact intercultural cohesiveness and cohabitation. How these perceptual cues become established and engrained is of interest to understanding how to bridge the divides. Erickson (2001) asserts in his article on Ethnic Identity, National Identity, and Intergroup Conflict, that it is not so much ethnicity but shared experience that binds a group identity. He notes that ethnicity is relational and situational. It is not a property of a group that establishes it, but it is extinguished through its association of difference from others. It is not within, but in the relational dynamic, that sets it apart. There is also an aspect of an external threat that bonds a group against it.

Hence, an emerging analysis of political identity has evolved from a cultural cause to a subconscious building of their reputation on aspects of national chauvinism, ethnic hostility, and enemy images (Eriksen, 2001). This can be seen in using religion as a means to access power or control. These identity clashes can have a long lasting and engrained historical impact as we see in the complicated dynamics engrained in the conflicts in the Middle East, Serbia-Bosnia, and Albania-Turkey.

As this article focuses on the Syrian refugee's reception or any refugee's reception into another country, these national identity cues are key to thriving or decompensation. A decompensation burdens the host country if the immigrant does not thrive, and is therefore, unable to work, becomes aggressive, or drains the social, economic, and health resources. This can be seen with the Turkish government investment of approximately \$1.5 billion since May 2013, where Syrian refugees are draining them to the point of seeking international support (Saez, 2014).

If the immigrant thrives by being able to fit into and be accepted into the host country culture they can help strengthen the host nation. The views of ethnicity and nationality, which encompass both political and social factors, have a huge impact on the immigrant and the host country. It is not just the host nation's view of the immigrant, but the immigrant's view of their own nation, in light of the conflict that in this case (Syria) caused them to flee. One's self perceived view of their nationality, along with the immigrating group's reputation to the world, will play a role in how well they thrive and survive. Immigrants coming to the U.S. in the late 1800s and early 1900s rejected their country of origin identity in order to identify with the U.S. identity. Immigrants who are not accepted by a host country can become less involved

politically or may be less likely to identify as “American” (mainstream USA) (Jasinskaja-Lahti et al., 2009; Percontino, 2013).

Violence and Cohabitation

Barnett (1999) identifies two conditions for conflict to occur. One is when there are two different perceptions calling for a different kind of action. This is evident in the Israel-Palestinian conflict over who has possession of the Gaza Strip and West Bank. Second is when there is a change on a national or international level that changes the definition of the ‘collective self.’ This can be seen with Russia and Greece, as economic and political positions changed their national identities. Understanding culture within its history, perception in the world arena, motives, and role in international relationships impact conflict.

Individual, group, and national identity are important as it pertains to cultural history, victim-perpetrator roles, and group harm. A study done in the Walungu region of the Democratic Republic of Congo, focused on collective shame and war rape found that the lack of central support or national identity and strong feelings of victimhood indicate vulnerability to the victim-perpetrator cycle (Grguric, 2015). These victimhood attitudes could be an extension of historical oppression and colonial domination. This is significant as a cultural group cycles from victim-perpetrator to perpetrator-victim patterns. These patterns are known by social learning theorists to be attributed to the cycle of violence. Helping societies recover from oppression and shame towards empowerment without the use of oppressing another would eliminate this pattern. An emphasis on localized community and intercommunity identity and support in the absence of a strong national identity could be an empowering tool building community collaboration, resources, and security.

Historical cultural violence can be unpacked to look at these perpetrator – victim cycles. How it affects national identities’ perspectives fighting for redemption from defeat, powerlessness, or shame may seek to overpower or oppress another to compensate. How the world sees a nation as an oppressor or oppressed-victim or perpetrator influences interpersonal actions and foreign policy. These national identity roles carry forth an ongoing perception of threat or safety for self and others. Understanding cultural history of perpetrator-victim roles and national (collective) identity becomes important in developing interventions.

With the modern impact of real time of media access into intercultural violence these national identities can be formed more readily. Much of a country, of a nation’s image, is formed through historical events and the media. Collective shame can develop by a group or nation that has been part of violence in the past or present. This image shame—how the world sees one’s group or nation’s behavior—can affect intercultural relations. Since image shame positively influences behavior, media coverage may positively affect image shame through international knowledge, which can influence increased efforts for reparation with

harmed groups.

National Identity vs Individual Identity

There is a fine dance between a stable national and individual identity. A healthy national identity can strengthen a national empowerment (decrease victim feelings) and security making it less threatening to acknowledge wrongdoing and able to take meaningful steps toward reparation with harmed groups. However, becoming so nationalistic that such an attitude becomes prideful superiority can threaten being able to recognize humanity and the ability to empathize with the outside groups (Cehajic-Clancy et al., 2011; Gausel et al., 2012). Moderate nationalism, according to studies, can help to overcome moral shame and lead to confidence in reparation between groups (Gausel et al., 2012; Zagefka, Pehrson, Mole, & Chan, 2010).

Research indicates that too high of a national identity is identified by the inability to accept criticism, to acknowledging harmful behavior, and openness to accepting other nations. Having a lower collective identity can lead to a more open attitude to reunification with the harmed group (Páez, Marques, Valencia, & Vincze, 2006). When a superior attitude exists there is defensiveness to acknowledging harm. This dynamic is seen in individual and national identity. Research confirms that the threat to self-perception is positively influenced in a highly collective identity when acknowledging group harm. Secure national and individual identity rests on a delicate balance of secure sense of self and group identity that can acknowledge the value of others and the corrective action of self. This appears to translate to a healthy humility and esteem of self, group, and other.

Understanding identity it is not only defined by personal, psychological attributes but relational and social attributes as well (Barnett, 1999). It is the relational piece and the comparison of our actions to others that form the concept of identity. Hence this is the case with a nation’s identity as well. Barnett explains that national identity is formed by both the nation’s relationship with another nation and the relationship between the political figures of each nation. We see how these national relationship changes with leadership changes (i.e. United States Presidents Ronald Reagan, George W. Bush, Barak Obama; Egypt’s Anwar Sadat; Iran’s Supreme Leader Ayatollah Ruhollah Khomeini, and Israel’s Prime Minister Menachem Begin).

This understanding brings into discussion state identity versus national identity. State identity can affect the state leverage and political power while national identity encompasses the people who create a history, homeland, or shared experience. It is constantly evolving and changing on the international and national level. As one nation reacts, it affects others such as Russia, Israel, U.S., etc. it is the relational aspect that makes the identity fluid and changing to perceptions of relational, historical, and political actions. Foreign policy, state identity, and national ideology (belief system, ideals) appear to be interdependent molding national identity.

Syrian National Identity

Syria was established as a nation in 1943, after achieving independence from France. However, it struggled to obtain cohesion with its many sects. Prior to its statehood, Syria was divided into six zones, each of which had its own sect and religion (Kaplan, 1993). These zones covered parts of northern Turkey, Lebanon, the Syrian desert, and Palestine. Although its territory has been cut, these regions retained diverse groups of Kurds, Arab Christians, Armenians, Circassians, and Jews, with Damascus as the center with the Arab Sunni majority (Haj-Saleh, 2006).

After several leadership coups, it was Ba'athism that helped smooth over religious differences and lead Syria to see itself as the center of modern civilization, resulting in a strong unified Arab nation (Evers, 2012; Kaplan, 1993). Syria still thrives on identifying itself as the Arabian center, which causes friction with the various other religions it represents- Kurds, Muslim, Christian, and Jewish. Haj-Saleh asserts in his article Political Reform and the Reconfiguration of National Identity of Syria, that Syria sought to overpower the different tribes, sects, and religions identifying itself as Arabian, instead of enhancing its diversity by defining itself through them not over them (Haj-Saleh, 2006). It was the coup of 1970 that brought Syrian solidarity through President Hafez al-Assad.

Through his reign Syrian identity became established in the 1980s and 1990s (Evers, 2012). It was Assad who built Syria's economic and political identity. Since gaining power through a coup in the 1970s, he defined Syria as a nation and international player. After being crushed by Israel's taking of the Golan Heights in 1967, Assad was set on being a strong military power to secure itself in the Arab world. Syria continues to spend most of its GNP on military power to ensure this. Since all foreign and state decisions are made by Assad, he has been the controller of the Syrian state and its national identity.

Syrian national identity is largely formed by its foreign policy, influenced by economic motives and the balance of power in the Arab region (Evers, 2012), all of which are controlled through Assad. Assad has been set to show itself a strong nation in the Arab world. He is knowledgeable of its vulnerability to surrounding Lebanon, Israel, and Iraq. Syrian hate of the Israelis is an important part of their national identity. Assad has tried to engage in peace talks with Israel only for the ability to reclaim the Golan Heights he felt so stripped of. It is the Syrian foreign policy led by Assad's pragmatic approach that designates their identity. Since all political power resides with Assad it is fair to say it is he who sets Syrian national identity. He sets the state identity and national identity so they appear inseparable from him (Evers, 2012).

Taking a closer look at the characteristics of the Syrian profile, according to Hofstede Cultural Dimensions, reveals a hierarchal, collective, and uncertainty avoidance society ("The Hofstede Centre: Strategy, culture, change", n.d.). This means Syria accepts a hierarchical order, emphasizes commitment to a group opposed to individual, and does

not sit well with ambiguity. Instead Syrians are more comfortable with rigid rules and guidelines. They also showed a great respect for tradition and an absolute truth. This helps to understand their perspectives and adjustments to countercultural ideas.

Given these attributes, the fact that the majority of the country's life span has been ruled and dominated by one man, and the complex constellation of religions, sects and tribes Syria's struggles make sense. Syria is more ethnically diverse than Egypt, Saudi Arabia, The United Arab Emirates, Yemen or Libya (Haj-Saleh, 2006). The need for rigid rules, structure, guidelines, and to identify collectively appear to clash as the various groups attempt solidarity that extinguishes them from a national security. Haj-Saleh (2006) makes some excellent points about forming a Syrian identity that does not threaten any of its various groups but helps all of them to be recognized and embraced into a unique Syrian national identity.

Bridging Group/National Identity

Means of helping to eliminate the threat of others and build on shared experience as Eriksen (Eriksen, 2001) could help lessen the insecurity of the "other". One interesting attempt at embracing two cultures (Syria and Turkey) came through two Syrian and Turkish book lovers. They decided to help the Arab cultures residing in Istanbul understand each other better by opening a bookshop as a "cultural oasis". (<http://www.npr.org/sections/parallels/2015/06/18/415002688/istanbul-bookstore-caters-to-syrian-refugees-in-need-of-a-good-read>).

Educational groups integrated into school curriculums can humanize outside groups and build national pride that help circumvent a perpetrator-victim cycle of violence. Helping children begin to empathize with other groups and appreciate the differences of others could have long lasting effects that results in adulthood tolerance. Integrated respect for other outside groups, while building healthy national pride, can help increase the ability to empathize and decrease threat to national identity. Eriksen also notes that the kind of group that emerges depends on the perceived pressures from within (Eriksen, 2001, p. 63).

Another example of noble attempts to assimilate and empower immigrant refugees is Turkey and Qatar's partnering to create a university for about 50,000 university-age Syrian refugees. The mission is job skills training and language acquisition of English and Arab, which will benefit them if they choose to return to Syria or stay in Turkey (Tokyay, 2015).

After conflicts, new governmental systems often attempt to integrate the various groups that represent the nation in order to equalize power dynamics between them. Some examples include Afghanistan incorporating women in politics, Iraq attempting to involve Shiite and Sunnis into the Council of Representatives of Iraqi, and the African National Congress. Continued multiparty involvement in developing solutions and overseeing their development would be essential to community pride (countering a victimized

group) and empowerment. Resiliency building through proactive systems of community self-defense, justice systems for crimes, and collaboration when threatened could be developed. Increased conflicts can be seen in countries throughout Africa and the Middle East where smaller local tribal communities based on kinship group identity opposed to a larger national identity can facilitate more complicated conflicts. Several isolated smaller groups formulate their own national identities. Their small number sets up vulnerabilities due to being threatened by larger outside groups and lacking cross-group bonding through shared resources which enhance protection.

Doosje, Branscombe, Spears, and Manstead (2006) concluded that too much nationalism can build pride or arrogance of being better or superior to another, especially when combined with a low self-identity or confidence. In fact, the lower the national identity and stronger the individual identity, the greater ability to repatriate and acknowledge guilt and forgiveness in cases of past colonial group harm. There is less defensiveness to acknowledging group harm as it appears too threatening to the core identity. Organizationally, factions thrive on localized tribal groups and broken infractions of militia power, which causes a decentralizing effect, making it more challenging to form a more solidified identity strengthened by a holistic nation and government. This was seen in pre-Ba'athists party Syria where solidarity and common shared experience, as noted earlier, was missing to create unification. With the breakdown of national identity, power and control is sought through other means. After all, a nation's ability to acknowledge wrongdoing, humanness of the other, ability to empathize all appeared to relate to national and cultural history of gender, national and personal identity, and power would put it in a better position to help its people.

Conclusion

National identity or group solidarity appears to be developed through a relational context. This concurs much the same with individual identity- it is through relating with others that our true individualization is formed. Both our individual and national/group identity needs assessment in order to understand ourselves and others. It is the differences that are noted through relational experience that bring its definition. As Erickson (2001) noted it is through shared experience and bonding over the external threat that creates groups. The aim is to embrace and acknowledge the unique aspects of a group without having to make it threatening to another group. Empathizing, education, and interexchange are noted means to bridge group divides.

The current war terrorizing Syria since 2011 appears to exemplify this crisis of national identity for Syria. The assentation of Assad's leadership for an Arab nation and domination over its foreign, state, and national policies leave little room for the diverse groups that it attempts to control. As Syrians flood into other refugee countries, understanding their collective and national identity as it pertains to themselves and to the world watching the media unfold

could create further clashes. It appears important as Syrians or any immigrant or as one immigrates to become aware of where their own sense of national identity lies but how these national identities play a part in preconceived conceptions of self and others.

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Amanda Long, MA

“‘Be Proud of Who You Are’: Negotiating Colorism and Identity Among Black Women”

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Advancing Student Research in International Psychology: The Stories of the 2015 Winners of the Graduate Student Award

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Every year Division 52 advances its mission to recognize burgeoning scientists in the field of international psychology by selecting several students for the International Research Award for Graduate Students. Because conducting an international research study is no easy task for a graduate student, I am proud that our division puts emphasis on supporting such successful and impactful projects. I hope that more students are inspired by the stories of this year’s four awardees so that we may see an increased inclusion of international issues in the study of psychology.

For the last five years, Dr. Sheila Henderson has done an exceptional job as the Chair of the award committee. I would like to thank her wholeheartedly for this service, and am humbled to follow in her wise footsteps as the next Chair. The award committee selects winners through successive levels of blind review. Once the finalists are determined, they each complete a questionnaire from which this annual article is written.

This year’s awardees’ projects span several continents and truly add to our understanding of the complexity of human experiences across cultures. Students speak about the challenges they encountered while undertaking international studies, many of which stem from translation issues or the difficulty of establishing construct validity across cultures. Their findings, however, show us where there are similarities in certain experiences and where phenomena look different. Without further ado, let me introduce this year’s four awardees.

Amanda has always been interested in the experiences of Black women globally because she believes that it is important to offer insight into the shared experiences of Black women while highlighting subtle and unique cultural differences. Amanda became involved with her international project through her mentor, Dr. Helen Neville, who collected a large amount of data for a transnational racial identity project examining racial life narratives. Amanda mentioned her idea to examine the colorism construct among the female participants. Amanda says that she has always been interested in how colorism is perpetuated among women of different cultures, and thought this project would be a great opportunity to highlight these differences. On a personal note, Amanda has had profound experiences with colorism throughout her life, which she attributes to her desire to educate professionals within the field who may serve women of color. She hopes that a deeper understanding of the construct can help clinicians become more conscious of the phenomenon and empowered to advocate for women who struggle with complexion issues. In fact, Amanda’s results confirmed that colorism is still very prevalent within the lives of Black women not only in the United States, but also in Bermuda, South Africa, and Australia. Amanda says that she was surprised to hear how similar the participants’ experiences were, despite being from very different cultural backgrounds and environmental contexts. She believes that this research is important in order to foster dialogue among professionals about issues of colorism, hopefully sparking advocacy and encouraging more research that focuses on examining the mental health effects of this phenomenon. During the project, Amanda’s biggest obstacle was being objective during the data analysis procedures. Because of this she consulted regularly with Dr. Neville and others, and took the necessary precautions to make sure results reflected the actual data and were not influenced by her own personal experiences or beliefs.

Congratulations, Amanda! As for tips for students new to psychology, Amanda wrote: “I would encourage students to get involved in international research in order to give a voice to individuals that are often overlooked. Also, use your research to advocate for those individuals by highlighting and foster an appreciation for their diverse backgrounds among professionals.”



Erin Yiqing Lu

“Bicultural Identity Integration Predicts Well-Being Outcomes: The Mediating Role of Self-Efficacy”

Advisor: Sylvia Xiaohua Chen, PhD

Department of Applied Social Sciences, Hong Kong Polytechnic University, Hong Kong

Erin became interested in international research because, coming from Hong Kong, an intersection of East Asian and Western cultures, she experienced cultural diversity and biculturalism every day. Erin explains that she considers herself a bicultural individual and thus she developed her research interest in bicultural identity integration (BII). She says, “My idea was mainly inspired by my advisor, Dr. Chen’s research. Part of my research was to fulfill the requirement of my bachelor degree, and I conducted further studies with Dr. Chen’s help when I started my PhD study.” Erin’s biggest challenge in conducting this project was the translation (adaptation?) of scales developed in a Western context. In order to ensure the equivalence between original scales and her translation, Erin consulted with many people who were speakers of English and Chinese, and went through back translation. Erin found that BII works through the mechanisms of self-efficacy to impact one’s well-being. She hopes that these findings will contribute to our understanding of the ways in which one’s bicultural identity impacts well-being.

Congratulations, Erin! As for words of encouragement to new students interested in international research, Erin writes: “I think it’s good to investigate research questions that are related to your own daily life so that you can work on your research out of curiosity and it is intrinsically rewarding.”



Minjie Lu

“Culture and Group-based Emotion: Examining Group-Based Emotional Complexity among Chinese and Dutch”

Advisor: Helen H. Fung, PhD
Department of Psychology
Chinese University of Hong Kong,
Hong Kong

Minjie was born and grew up in China. She went to the Netherlands for a Master’s program in 2009 and stayed in Amsterdam for two years. During that period, Minjie observed many cross-cultural differences in people’s daily life behaviors, and in order to explain these differences, she became interested in cross-cultural research of individuals’ psychological processes. Minjie mentions that while many international studies compare the cultural differences in individuals’ emotional experiences, they examine

emotions at the intrapersonal and interpersonal levels. Instead, for her project, Minjie wondered if culture may also shape collective emotions and behaviors that occur in intergroup interactions. Minjie hoped that her project would help us better understand how individuals cope with intergroup relationships under their own cultural systems. She found that during intergroup interactions, dialectical individuals experienced more complex and less extreme emotions on behalf of their group than did non-dialectical individuals. She was surprised to find that a few participants in her study perceived out-group members who said something insulting as holding positive attitudes towards the in-group. Minjie found it challenging to find an emotional intergroup event that was equivalent for both cultures, and therefore needed to fabricate hypothetical intergroup events, then invited a few participants from the two cultures to validate the stimuli. Overall, Minjie hopes that her research will advance our understanding of intergroup processes and relationships in different cultures.

Congratulations, Minjie! For students considering international research, Minjie shares, “To conduct international research, having international collaborations is very important. Therefore, I would recommend for students who are interested in doing international research to try their best to build international connections and collaborations.”



Destiny Peterson, MS

“Evaluating Clinicians’ Differential Diagnostic Decisions for ICD-11 Psychotic Disorders”

Advisor: Jared Keeley, PhD
Department of Psychology
Mississippi State University, Mississippi

Destiny was interested in the major revisions that were occurring in the *International Classification of Diseases* (ICD-11) for psychotic disorder diagnostic criteria and how those diagnostic guidelines can be applied on a global level. She would like to engage in both clinical practice and research in the future, and therefore believes that it is important to ensure that the diagnostic guidelines used by professionals can be applied in an accurate and reliable manner. Destiny became involved with her project through her advisor who was already working on the ICD-11 electronic field trials and was able to provide her with the opportunity to be part of the psychotic disorders field trial process. Destiny’s findings indicated that professionals using both ICD-10 and ICD-11 were fairly accurate in diagnosing psychotic disorders with some specific improvements found for ICD-11 revised diagnostic guidelines. Destiny concluded that the diagnostic guidelines that are currently being used appear to work well

and some of the specific changes that are occurring from ICD-10 to ICD-11 seem to aid in increasing diagnostic accuracy. Overall, Destiny stated that the diagnostic guidelines used by mental health professionals around the world need to be accurate representations of what is seen in clinical practice, and that the ICD-11 electronic field trial process is the first step to ensuring that the changes being made to the diagnostic guidelines can be appropriately utilized by mental health professionals around the world.

Congratulations, Destiny! In terms of words of encouragement for fellow students, Destiny writes, “International research can be challenging but it is also very rewarding. If you have an interest in international research and the opportunity to engage in that research, I would definitely recommend doing so.”

Explorations in Cultures, Religions, Families, and Mental Health in India: What We Learned from Short-Term Study Abroad

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Many colleges and universities in the United States recognize the critical relevance of study abroad experiences in developing global citizens who demonstrate awareness and acceptance of new ways of thinking, skills to critically evaluate global issues from multiple perspectives, and the ability to sensitively communicate with diverse individuals. Literature suggests that where one studies abroad matters significantly in developing the skills for intercultural competence (Douglas & Jones-Rikkens, 2001). In particular, it is recommended that students travel to cultures that are significantly different from their own to derive maximum benefits. Literature also suggests that the duration of the time spent abroad also matters (Dwyer, 2004) and traditionally, students spend a semester or even a year abroad. More recently, short-term study abroad programs have become common and they can have a positive

impact on students' cultural sensitivity, particularly on acceptance and adaptability to cultural differences (Anderson, Lawton, Rexeisen, & Hubbard, 2006). These short-term programs are most effective in impacting students' intercultural competence if they are carefully planned and involve pre-departure preparation, rigorous academic activities, meaningful experiences within the country, and post-departure reflection (Wiese & Wickline, 2014).

In this article, we describe our experiences of a short-term interdisciplinary study abroad program that focused on families, religion, and well-being in India from the perspective of the students who participated in the program. Prior to travelling, we read scholarly literature focusing on cultural and cross-cultural perspectives on family relationships, gender, emotion, child rearing, and mental health in India, and critically evaluated the limited applicability of psychological theories to international populations. We also began to explore our own cultural identities, who we are in the context of our families, communities, and cultures. The two-week study abroad program included four cities across South and North India (Bangalore, Mysore, New Delhi, and Agra) that were carefully chosen so that we could experience the tremendous cultural diversity within India. Across these cities, we visited Non-Governmental Organizations that work to support women's rights; counseling centers that train lay people to provide emotional support services to individuals and families; the National Institute of Mental Health and Neuro Sciences (NIMHANS) that is Asia's largest center for mental health research, training, and clinical services; and private and public universities in India. We also visited religious sites (e.g., Hindu temples, a Jain pilgrim site, a Catholic church, a Sikh Gurudwara, and a Mosque), historic monuments (e.g., the Mysore Palace, Taj Mahal) and political monuments (e.g., India Gate, memorial to Mahatma Gandhi). We met and interacted with a wide range of people such as college students, mental health professionals, writers, and people in rural and urban areas.

Even though the actual time that we spent in India was short, each of us experienced tremendous growth in personal and professional domains. At a personal level, our assumptions about ourselves and other cultures were challenged. We thought through questions of authenticity, identity, and respect in a cultural context. For example, is it okay to pray with the local community members when visiting a Hindu temple, a Mosque, or a Sikh Gurudwara if it feels authentic or could this action be experienced as disrespectful by local individuals? At a professional level, our assumptions about the role of culture in the study of psychology were challenged: Can there be a universalist psychological science that describes, explains, and predicts the behavior of people all around the world, or does this science need to be culture-specific? Our experiences in India definitely suggested that culture plays a central role in individual psychological processes.

Below we summarize our specific experiences that led us to this conclusion and the areas in which each of us changed the most through this study abroad experience.



Marlee Kayes

Psychology and Comparative Religion double major, Miami University, Class of 2015

The India study abroad was my first real international expedition and I was slightly apprehensive but very excited about what the experience would teach me. I have always had an interest in and love for the beauty of other cultures. Until this trip though, I don't think I ever really understood exactly what "different culture" entailed. So yeah, the food is different, the language is foreign to me, and the currency requires a good bit of mental math when trying to exchange and convert, but I never really realized the little mannerisms, practices and tendencies that can make one culture so different from the next. Traveling to India showed me this and I will be forever changed. This was a lesson I could not have learned without an experience like the one I had in India. I now have more respect for different cultures and understand that to fully immerse yourself in another culture, you must first respectfully watch and listen and then have the courage to go with the flow and appreciate the beauty of each experience as it hits you. My time in India, while shorter than I would have desired, taught me more about myself than any other experience I have ever had. It completely dissolved my sense of what is "normal" or "correct" and opened my eyes to how big the world around me actually is.

Tasse Hammond

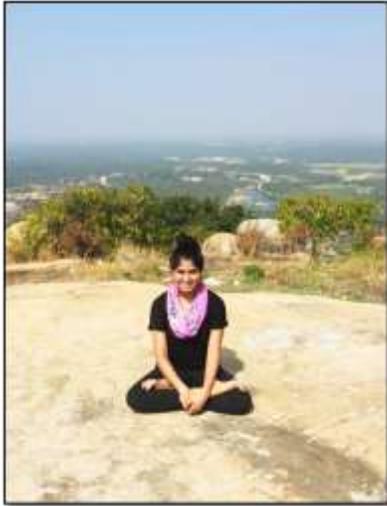
Psychology and Biology double major, Junior at Miami University

After arriving at the Bangalore airport, as our bus was taking us to our hotel, I was quite frankly horrified. There was trash everywhere. The smell was potent. The air was thick and polluted. The streets were filled with people who looked very different from me. The traffic had no obvious rules; cars just went everywhere and honked constantly. I was



afraid, yet curious. A few days went by and I became less afraid of my new surroundings and far more fascinated. At one point in those first few days, I couldn't help but look around and notice that the streets didn't seem so dirty anymore, the smell didn't seem as noticeable, and the air was more breathable. The people didn't seem so different from me, and despite the lack of consistent compliance with the traffic laws, we always managed to get to our desired location without a scratch. India is obviously different compared to what I was used to in the U.S., but regardless, it works. India works. I did not once feel in danger while I was in India; in fact, I felt welcomed by everyone I came in contact with and eventually I even felt at home. The people of India really helped in that process; the level of hospitality shown by them was unmatched by anything I have ever seen. There is such a noticeable presence of community and family in India, a phenomenon that seems rather foreign to Americans.

As a psychology major, I have high hopes of pursuing a career in the mental health field. Prior to my trip to India, I had learned and understood that culture played a role in people's lives but never to the extent that I now know it does. Culture forms who we are at the core of us and the only way to help someone is to understand them at a core level, thus understand their culture. One must understand what is culturally normal to understand what is abnormal. Culture then must be incorporated and respected when treatment is applied, so the needs of the patients are specifically targeted. It's really amazing to see how different the cultural norms of India are from the cultural norms of the U.S. Being able to compare those differences allows you to see that diagnostic procedures and treatments should not be universal, but rather culturally specific. This trip and the research we conducted while in India have taught me far more than I could have ever learned in the confines of a classroom. This experience has forever impacted my life and goals for the future. I am so driven to help fight mental illness and I know that what I learned in India will help me every step of the way.



Nikhitha Kakarala

Psychology major and Neuroscience minor, Miami University, Class of 2015

As an undergraduate student with a major in psychology and an overall interest in pursuing a career in the medical field, psychiatry has always been a specialty I have wanted to expand my knowledge in. After spending two weeks studying abroad in various regions of India, I returned to the U.S. with a broadened perspective on how various fields of mental health are progressing. My experiences abroad were the ones that exposed me to different approaches one can assume in psychology and the overall study of mental health. We visited places such as St. Johns National Academy of Health Sciences and Christ University where I learned about the importance of community health and its approach towards reducing the stigma of mental illness, and enhancing the cultural competence of medical students. It was in Bangalore that I grasped the concept that although the phenotype for a mental illness, for example depression, may be the same, the pathways and subjective experiences differ by sociocultural factors. Being aware of this cultural component is an important tool in reaching valid and reliable diagnoses, and providing culturally sensitive care.

A visit to the National Institute of Mental Health and Neurosciences was an experience that will benefit me as I pursue a career in psychiatry as well. The psychiatrist at NIMHANS who spoke to us emphasized that pharmacological interventions were typically secondary to behavioral and psychosocial interventions, and were used cautiously at their institution. I learned about preventative and curative care provided at NIMHANS, including community-based child psychiatric projects, such as the one in childcare centers known as *anganwadi*. Traveling to India has been an invaluable experience that has left me more interested in the mental health field and even more determined to play a positive role in it. Speaking first-hand to the physicians, professors, and

counselors in India has given me access to tools that I can use in the future to be an effective psychiatrist and more generally, a culturally conscious human. It was truly a trip that I will hold close to my heart forever with experiences that I will continually draw from.



Timothy Ovia

Psychology major, Miami University class of 2015, graduate student in Clinical Psychology at University of Cincinnati beginning Fall 2015

As I prepare to begin my graduate clinical training, I look back on my study abroad experience and am humbled by the knowledge I have acquired regarding the relationship between cultural awareness and mental health assessment/treatment. When I made the decision to study abroad in India, my main objective was to capture Indian professionals' perception of cultural diversity, and whether modifications in diagnostic assessments and therapeutic practices were needed. The results were beyond what I had expected. What I witnessed was an understanding amongst the whole spectrum of mental health professionals (psychologists, psychiatrists, counselors) of the necessity for modifications in both the training, and the practice of therapy within Indian culture. The same level of understanding and awareness is needed among mental health researchers and practitioners in the U.S. Scholars have claimed that psychology research focuses too much on Americans, 5% of the world's population (Arnett, 2008), and pays less attention to the other 95%. With increasing awareness of cultural diversity and how it shapes the way an individual views themselves and the world around them, I hope there will be more research with diverse populations that can inform clinical practice.

Learning about mental health at the global level was also helpful. The World Health Organization 2011 Mental Health Atlas estimates that “four out of five people with serious mental disorders living in low and middle income countries do not receive mental health services that they need” (2011, p. 5). Utilizing this study abroad program allowed me to see this first-hand as we travelled to many hospitals, educational institutions, and counseling organizations. We were also able to do a research project that assessed training needs of students and mental health professionals, and the results showed a clear need with respect to available resources (e.g., for training, provision of clinical services), a regulatory body for the profession of clinical and counseling psychology, and more trained professionals.

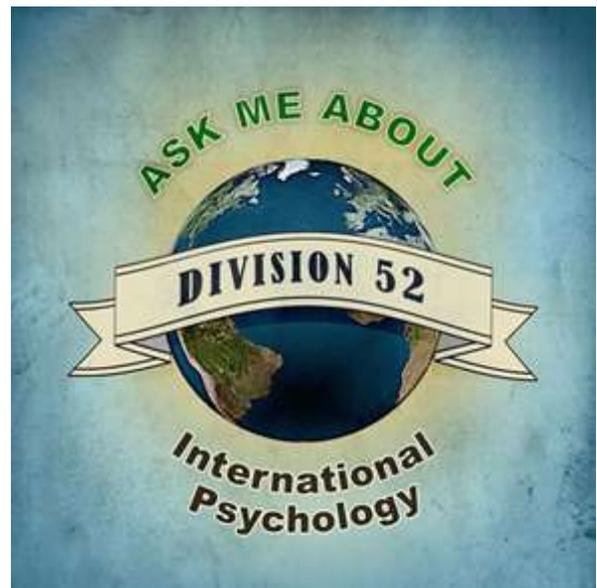
As I reflect on what I learned through this experience and how it will benefit me in graduate school, a few things come to mind. What I believe I benefited most from was working with people from vastly different backgrounds. Having time to speak with various community members and mental health professionals really helped me value the importance of understanding one’s cultural background before applying your own “cultural-framework” to someone else’s life story. I can only hope that I will be able to apply these same concepts to my future work within the field.

Conclusion

As evident from these reflections, the two weeks we spent in India were substantially more impactful to our personal and professional growth than the time we would have spent inside the college classrooms. We strongly encourage undergraduate students around the globe to take advantage of study abroad or exchange opportunities and experience life in a culture dramatically different from their own. Insights drawn from these experiences are invaluable in today’s world where people from around the world interact through a variety of different mediums.

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The PhD Experience in Italy: Impressions and Suggestions from the Centre of Europe



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I want to share my experience with students and colleagues from APA Division 52 International Psychology about what a PhD in Italy is and to describe my specific doctoral studies in psychology. Technically defining an Italian PhD seemed to me the easiest way to begin: PhD is the highest level of degree that a student can achieve. It lasts three years and it aims at developing skills for academic research. In Italy, the selection process for PhD candidates requires them to hold a Masters degree and pass both written and verbal evaluation. The successful candidates may be allowed to attend PhD courses with and without a fellowship depending on the quality of their projects, recommendations, and English language proficiency.

Currently, I am a second year PhD student at the Department of Psychology, Educational and Training Sciences at the University of Palermo. My field of research regards religion and spirituality in adolescent development. I am interested in the effects of adolescents' sense of religion and spirituality on their psychological well-being, ability of taking another person's ethno-cultural perspective (i.e., ethno-cultural empathy), and attitudes towards immigration. I use the theoretical framework of Positive Youth Development (Lerner, Lerner, von Eye, Bowers, & Lewin-Bizan, 2011) with a focus on religion and spirituality as relevant features for healthy and positive human growth (Dowling et al., 2004; Lerner, Alberts, Anderson, & Dowling, 2006).

My courses cover various topics including, prevention, health promotion, well-being, human relations, innovation and social behaviours in an interdisciplinary perspective (i.e., psychological, social and cultural psychology). During the first year of the PhD program, we are required to attend classes on anthropology, qualitative and quantitative methods, socio-psychological research as well as English language, academic and scientific writing. The third and last

year is dedicated to a study abroad visit for 6 to 9 months, and writing up the thesis and disseminating the results. My doctoral courses also provide classes focused on presentation skills.

After this short course overview, I would like to share what a PhD means to me. First of all, I think that it is an *intercultural experience* that gives me the opportunity to go beyond any provincialism, Sicily and Palermo, the Southern region of Italy where I live. In fact, together with my colleagues I have the opportunity to meet professors and researchers from different countries in workshops promoted by our department (e.g., on global research network and organizations; how to be productive in terms of publications; techniques and practices of academic writing, concepts and methodology in developmental psychology, and etcetera). These training events have given me the opportunity to learn how researchers from all over the world conduct their studies and about new and sophisticated methodologies in my field of study. These opportunities have also allowed me to share my project with young scholars and my views on topics of interest during engaging discussions.

I would also like to define a PhD as a profound *human experience*. In particular, what I draw from this training is not only sharing my research interests with other fellows and PhD students around the world, but also talking about my PhD difficulties with writing and publishing a paper. The lesson I learned by listening to stories of my foreign colleagues is that it is important to be persistent, in spite of the economic crisis causing mass emigration of Italian researchers abroad. In fact, what strikes me is the incredible willingness of researchers in Italy to stay in the country while they keep moving forward despite lack of opportunities for research. I believe that one of the most relevant characteristics of Italian researchers is that their professionalism is always connected to passion.

Finally, my unique Italian experience of PhD training consists of two main aspects, which I would like to share in case some of you are interested in coming to Italy. The first aspect relates to the good learning opportunities in our doctoral courses, which help us master many subjects through lectures delivered by Italian and foreign professors. The second aspect relates to the human and cultural resources of Italy. In my country, there is a long tradition of artistic, philosophical and scientific movements that our PhD students are passionate about. They are fascinated by the past which encourages them to prepare for the future by answering new demands of the society. In Italy, progress and tradition are interconnected. All above considered, if I had to give some advice on how to go through a PhD course, I would suggest living it as a "rite of passage". It is a very delicate and pivotal moment in which it is necessary to trust your supervisors and yourself in order to become a highly knowledgeable researcher.

In conclusion, there is another year left and my PhD program will be over. In the meanwhile, a lot of challenges are yet to come: Studying abroad for one year and a visit to the United States, improving my methodological and

theoretical skills, and writing my PhD thesis. What about the future? I am sure that my remaining PhD experience will be very fertile and will change me not only as a scholar, but also as a person.

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PhD Experience in Poland: Local and International Inspirations for Students and Young Scholars



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I am very pleased and honored to have been given the opportunity to write about my PhD student experience in Poland - a country in East-Central Europe, that I hope could be known for such famous people as Nicolaus Copernicus (aka Mikołaj Kopernik), Maria Skłodowska-Curie, Frederic Chopin, or Pope John Paul II.

Preparing to write this text, I was wondering whether PhD studies are the same in different countries. Does every PhD student go through a similar path around the world? Are there any differences? Speaking with my colleagues from different countries, I noticed that there are many similarities

in getting a PhD degree, but obviously there are also some cultural and individual differences. In describing the current higher education situation in Poland, it is worth mentioning the recent history, especially the experience of the more than 40 years of communism, which caused, among other things, the poor economic situation. After the end of communism in 1989 and regaining independence with the Solidarity movement, social and economic changes began. Higher education in Poland also changed dramatically as new laws concerning higher education, easy communication and access to European as well as international education and research programs, made higher education more accessible. Moreover, the admission to the European Union in 2004 opened even more possibilities for Polish students and researchers.

Recently it has become very popular in Poland to continue education in PhD programs. There has been an increase in graduates of master studies and obtaining a PhD provides a chance for gaining better qualifications, which are necessary in the context of growing unemployment among college graduates. Some data show that there are approximately 40 thousand PhD students here, but only 5 thousand will obtain a doctorate (citation add here). For example, in my cohort only four of approximately 30 PhD students obtained their doctorates. Among the most popular PhD studies are in the fields of humanities and art, social sciences, business and law. Less popular ones are in the fields of engineering, manufacturing and construction, science, and mathematics. Based on my observation, there are four types of PhD students in Poland: (1) PhD students in engineering, science, mathematics, and related sciences with realistic prospective for obtaining a job post-graduation (at universities as well as businesses), (2) PhD students in social sciences and humanities with poor prospective for obtaining good jobs post-graduation because of the high proportion of graduates in these areas. Therefore, they are trying to gain better qualifications for job applications by getting a PhD, (3) PhD students who have been working and decide to research some practical issue. A PhD for them is a prestigious title and proof of being an expert in their field, and (4) PhD students for whom science is the way of life, who want to work as researchers and do everything to achieve this goal.

I believe that I am the fourth type of PhD student. I graduated from the University of Gdańsk, Poland, where I received a MA degree in Psychology in 2008. After graduation, I decided to start a four-year PhD program at the University of Gdańsk, because what I really wanted to do after my graduation was to become a researcher. The PhD program was structured with a range of research training courses and a wide range of courses on current trends in psychology, such as clinical psychology, developmental psychology, social psychology, family psychology and health psychology. In addition, regular meetings with supervisors (mine was professor Teresa Rostowska, one of the Polish leading scholars in the fields of family and developmental psychology) had been a big part of this program. The program was designed to help us (PhD students) make the most out of our experience, and to take our research in the direction that we chose, with huge

emphasis on helping us become very independent and self-motivated individuals.

In 2013, I obtained my doctorate with a dissertation on family factors and personal identity in adolescents from transnational families. The aim of my study was to analyze the situation of adolescents who experience separation from their fathers caused by labor migration, especially how temporary absence of the fathers is associated with the adolescents' personal identity. The most important finding was that, especially for boys, it is a difficult situation to grow up without daily contact with the father. Girls stayed with their mothers, and so had a female model, as well as more possibilities to become more responsible. Boys growing up without a male model showed difficulties in identity development, especially in the domain of interpersonal relationships. I believe the results of my study would help increase understanding of adolescents' identity development in the family context and can be used by youth service professionals to support adolescents' personal identity development by taking family background into account. Further research could explore the development of identity among adolescents who have absent parents due to other reasons such as divorce or the death of a parent.

I think that during each step of my PhD, including preparing research projects, searching literature, collecting and analyzing data, and finally writing, I experienced a lot of exhaustion, hope, and frustration. Today, I think that the most difficult moment was when I started collecting data. Potential participants from transnational families and their parents (for underage students) were provided with written information about the research and asked for their consent. Unfortunately, approximately 50% of the parents' did not give consent, which I suppose was for many different reasons. It was a huge crisis for me, but I dealt with this problem by the help of great support from my supervisor as well as from the heads of schools who gave me opportunities to collect data. I learned that even when there are some problems, there is always a chance to solve them and that such situations are important because they give us valuable experience. Moreover, after my PhD program, I am convinced that research provides me high satisfaction and that I want to continue this work.

How does one obtain a doctorate? First, based on my experience, during your PhD training the most important task is to identify your passion and find a niche of research, which was relatively easy for me as a result of my masters research. I was interested in the family in the migration context, especially because the migration movements took on a new character after the admission of Poland to the EU and the opening of borders for the Polish workers. The topic was considered important and I was supported by the fellowship from the European Social Fund as a part of the project "Educators for the Elite – Integrated Training Program for PhD students, Post-Docs and Professors as Academic Teachers at the University of Gdansk" (I should mention that many grants and scholarships are available for young researchers in Poland). Second, knowing yourself better should be a main goal, especially the professional strengths and weaknesses

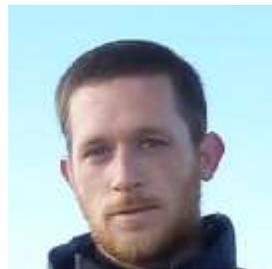
you possess. PhD students should try to develop skills such as patience and persistence, which are necessary to deal with obstacles and crises during the research process. Third, what really helped me during my PhD training were meetings with my friends and colleagues who very often assisted me with developing different perspectives on my scientific ideas. Last, but not the least important advice, it is important to use your time effectively and try to get a good balance between work and life, which I am still working on.

What is next after obtaining a PhD?

In my opinion, earning a PhD in psychology can open up a whole new world of career opportunities. I decided to continue my research path and have had the opportunity to join the Department of Psychology of Development and Education (University of Warmia and Mazury in Olsztyn, Poland) as Assistant Professor. This year when I completed my PhD, I became a member of professional international societies such as the Early Researchers Union European Association of Developmental Psychology (ERU/EADP) and The International Society for the Study of Behavioural Development (ISSBD), where I have been gaining valuable professional experience as I learn from prominent as well as young researchers and find support for my new scientific ideas.

I can say that I feel fortunate because I do what is meaningful and hopefully what makes a difference to the lives of others. It is important to find the real purpose of starting PhD study, whether it is because you want to have such a title or because you really enjoy research. In my opinion, when someone feels that scientific work could be or is his/her passion, it is a great reason for starting and obtaining a doctorate degree. I believe that completing a PhD degree opens many different possibilities for future fascinating jobs, not only academic ones.

Clinical Psychology in Greece: High Quality Practice but Missing Research



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The main aim of this short article is to share my personal experience as a young clinical psychologist in Greece, who strives to combine research with clinical practice. Greece is a small country in South-Eastern Europe and has been a member-state of the European Union since June 28th, 1979. Since 2009, Greece has been coping with a deep economic recession, which has caused turmoil to the financial and social life of the country. During this six year period, the country has often been on the news worldwide, with 2015 being the year of peak of international interest, since negotiations revolve around the country running bankrupt and being isolated by the rest of Europe.

First, I give some basic information regarding the legal framework of professional licensing in Greece in order to sketch out the background of psychology as a profession. Then, I describe the route I pursued to gain a degree in clinical psychology as well as the main attributes of the profession of clinical psychology in the country. Third, I describe the status of research within the field of clinical psychology.

The Legal Framework

The legal framework for the profession of Psychology in Greece has been quite complicated. During the last 4 decades, different presidential decrees have been issued with the goal of clarifying who can be claimed a psychologist, a clinical psychologist, or a psychotherapist, and how the respective professional rights should be defined. Even after the more than 35 years since 1979, when the current law regarding psychology licensure was voted, no official recognition of specializations in the field exist (there is only the general license of "Psychologist") and even today a 4-year bachelor study is enough to grant the professional license to work officially as a psychologist. The professional rights of specific domains of psychology (e.g., clinical, educational/school, and organizational) have not been officially and legally validated yet. Therefore, there is no official way to ascertain whether one is indeed a specialized psychologist or holds merely a bachelor's degree.

In 2010, a group of young clinical psychologists was formed with the aim of founding an association of clinical psychologists. We managed to form a legal entity in 2010, the Greek Association of Clinical Psychologists, aiming to promote criteria for professional clinical psychology in the country. This act gave rise to a relevant debate in Greece, which revolves around the question of whether there should be only a "general" license of psychology (the existing state of affairs), or an official recognition of the different specializations (e.g., clinical psychology, educational, organizational, forensic, etc.) that should have their respective professional licenses.

Education

In sharp contrast to the vague and inadequate legal framework described above, there exist two highly competitive master's programs which offer quality specialization in Clinical Psychology at two public universities in the country: The National and Kapodistrian University of Athens offers a

three-year full-time Master's program in Clinical Psychology, and the Aristotle University of Thessaloniki offers a similar two-and-a-half-year, full-time Social Clinical Psychology program.

In 2006, I managed to take one of the 19 positions offered biennially by the Clinical Psychology Master's program at the University of Athens, Greece. It consists of 36 taught courses, 2,500 hours of externship, and a thesis of roughly 30,000 words and leads to the title of Master of Science (MSc).

Following the scientist-practitioner model, this program consists of four pillars: Many hours of taught courses and externship on assessment, diagnosis, and therapeutic skills make up the "practitioner" part, while an extensive research thesis makes up the "scientist" part.

Regarding assessment, students get extensive education and practice methods of intelligence and personality measurement such as the Wechsler scales, projective tests (e.g., Rorschach, TAT), the MMPI etc. With regard to diagnosis, students receive many hours of training including application of the DSM criteria, with relevant assignments included. Roughly, in each of the three years, students deepen their knowledge and expertise in three different therapeutic approaches: cognitive-behavioral, psychoanalytic/ psychodynamic, and family/systemic. Finally, during this three-year program there are both research-related courses (e.g., multivariate statistics and time-series; reviewing scientific articles from a conceptually, methodologically, and analytically critical stance, etc.) and completion of a research thesis.

Research

Although a good background in both conducting and reviewing research exists, it is my opinion that research in Greece does not have the place it ought to in clinical psychologists' mind. It seems to me that, among other things, this is also a matter of mentality: Most trainees in clinical psychology that I have encountered think of the field as an entirely applied field, where research has no special meaning.

Conducting research in Greece, especially in the social sciences, is a difficult task. Funding is almost non-existent while good scientific supervision is also difficult to find. Publishing articles is something rare as in my experience most people do not recognize the importance of having internationally peer-reviewed and published research. This seems to be more true in the social sciences than other fields, as in general, Greece is ranked 27th in the world regarding publication of citable documents (Thomson Reuters Journal Citation Reports, 2014), a fairly good rank considering the country's small size and bad financial situation.

In clinical settings, the role of a clinical psychologist is to provide assessment, take part in group meetings in order to reach diagnosis and form therapy plans, and provide clinical supervision where appropriate. The only cases where clinical research is conducted is under the supervision of well-established psychiatrists (not psychologists). Young people do not usually find a place there and therefore the research background of young clinical psychologists goes almost al-

marginally better. Some psychology students try to conduct research following international standards, but this rarely finds its way out there. My experience has been that a PhD is more often seen as an addition to one's CV, in order to have better job opportunities, and not something scientifically meaningful in its own sense.

Personal Experience with Research

Research and statistics have always been highly appealing to me. This is why I decided to pursue a PhD after completing the above-mentioned master's program. I really felt research (basic and applied) is important if the field of clinical psychology is to prove itself scientific. This holds even truer in my country, where most psychologists, by and large, are afraid of methods and statistics.

However, one consequence of the state of affairs regarding research is that a young clinical psychologist cannot make a living depending only on research. This has led me to try to hit the point of my personal balance between research and clinical work. This balance is difficult to find, whereas the shift between research and practice is sometimes tiring. One faces the danger of being mediocre in both research and practice.

It is my personal belief that in difficult eras like the one my country is experiencing in the latest years, one of the ways out is by increasing quality of work. In my opinion this could be achieved, in the case of clinical psychology, by incorporating more research, either basic or applied, which would likely lead to better practice.

Nonetheless, I completed this thesis and published the study in an edited book.

As a former student in the Netherlands, I believe that conducting scientific research is an important part of our educational system. Tilburg University is one of the 11 universities in the Netherlands where you can obtain a Psychology degree with a main focus on statistical analysis. Even in our first year, the most important courses were statistics-based, where we were taught about study design, development of research questions and hypotheses, as well as the practicalities of conducting research. Although statistics can sometimes be a tough cookie, I believe that it is a huge advantage for ensuring a good quality study. However, there are also other reasons to complete your Master's thesis in the Netherlands. In this article, I would like to encourage foreign students with a Psychology background to complete their Master's thesis in the Netherlands to broaden their view and knowledge and the advantages of writing a Master's thesis in this country.

One thing that helps writing a paper in the Netherlands is the openness of Dutch people to other cultures and backgrounds (Breugelmans, Van De Vijver, & Schalk-Soekar, 2009). This may also explain another helpful thing, which is the popularity of international exchange students in the Netherlands. Our universities welcome more than 2,000 students from different parts of the world every year. For most people in the Netherlands, English is their second language. By interacting with many international students during our studies, we have mastered the English language. This helps us to think, speak and write in English, which makes communicating in scientific language fairly straight forward. Another advantage is our multicultural society. For example, bigger cities such as Rotterdam, the Hague and Amsterdam are ethnically and culturally diverse, which means that building in a cross-cultural element in your study would be quite easy. In my Bachelor's thesis, I examined different expressions of pride among interdependent and dependent cultures in Dutch and Dutch-Chinese children. Currently, I work as an independent research collaborator on a study on inclusive identity and how it is associated with well-being, academic performance, and social functioning in adolescents from different nationalities both in the Netherlands and abroad. Diverse participants for both studies were not hard to find.

The Netherlands is a very egalitarian society (Hofstede, Hofstede, & Minkov, 1997), which is another advantage of completing your Master's thesis in the Netherlands. It scores low on power distance (Hofstede, 1983), which means that people strive to equalize the distribution of power, demand justification for inequalities of power and have a decentralized way of working (Hofstede, 1994). Even as a student you are consulted on your thoughts and ideas, and you are able to negotiate with your supervisor about your own research topic, methodology, and sample requirements. This truly makes it your own research project and not simply a study prepared for a thesis. According to the model of Hofstede and colleagues (1997) about power distance, attitudes towards managers are informal and on first name basis.

Advantages of Completing your Master's Thesis in Psychology in the Netherlands



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After completing two Master's degrees, I finally started enjoying data analysis and writing up my studies. This process did not come easily to me, especially with my thesis, my first study, in Work & Organizational Psychology on collective identity and well-being in Dutch and Italian adolescents. I found the topic to be very abstract, which made it challenging to structure the introduction and hypotheses.

Communication is direct and participative and superiors are accessible. In line with this model, professors in the Netherlands do not mind when you knock on their door if you have a question about your research. Most of the time, they even prefer when you just pass by rather than communicating by e-mail or making an appointment. When I wrote my first thesis with my supervisor, I faced many challenges and I was happy that I could ask any questions on the spot. I was lucky to have the support from a supervisor who allowed me to both structure my thinking and writing.

As you probably may know, conducting research is not always fun and exciting. Although Dutch people are well-known for their high tolerance (Buruma, 2007), even we could lose ourselves in frustration when writing a thesis. From my own experience and the stories of classmates, you might face different obstacles. The biggest obstruction is the deadline. Dutch people, love rules, structure and punctuality (Vellnagel, 2011). Most of the time a deadline is real, unless you provide a good reason for missing it. What is important is that you as a student in the Netherlands understand that conducting research takes a lot of time and energy and leads to unexpected situations; finding your population, data collection, data entry, writing, analyses, and etcetera. There might be a good chance that something might go wrong during this process. So, when you write your thesis in the Netherlands start on time and keep track of your process.

After reading my own experience, I hope that you feel enthusiastic and might want to consider writing a Master's thesis in the Netherlands. I will definitely encourage students with a Psychology background to see what the possibilities are. I think it might be a great learning experience and you might end up with a successful thesis.

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Section Editor

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Sigmund Freud in London: His Final Home

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The name of Sigmund Freud is indelibly linked to Vienna, Austria. It was in Vienna that Freud went to school, raised his family, and developed the theory and method of psychoanalysis that made him an international celebrity and cultural icon. But Freud did not die in Vienna, nor are his most important artifacts located there.



When the Nazis annexed Austria, Freud's life was threatened, not only because he was a Jew, but also because of his invention of psychoanalysis, which the new regime considered a corrupt and dangerous pseudo-science. Already suffering from the cancer that would eventually kill him, Freud was reluctant to leave Vienna despite encouragement from his family and friends. However, when the Nazis arrested his daughter Anna and held her for several hours, he was finally persuaded to leave.

Freud's choice of a location for his new home was not in doubt -- it was either England or the United States, the two Western nations where psychoanalysis was most accepted, and where he could live and practice freely. Freud had visited the U.S. only once, in 1909, and despite his positive reception, there were many aspects of the trip that he found unappealing, including the food and cultural informality. On the other hand, several members of his family, including his half-brothers, had already relocated to England. And so he chose England.

On June 6, 1938, Freud arrived in London by way of Paris. After living in temporary quarters for several months, he moved to 20 Maresfield Gardens, a large brick house in Hampstead, Greater London. His son, Ernst, an architect, had redesigned some parts of the house to meet Freud's special needs, notably enclosing an area in the back of the house to give Freud a better view of the gardens. Freud lived in the house for the final year of his life, tended to by his wife Martha, his daughter Anna, and his physician Max Schur. After Freud's death on September 23, 1939, his daughter Anna remained in the house until her death in 1982.

Anna Freud had long planned that the home would become a museum and research center, but the transition proved difficult. Neighbors were resistant to the idea of having a museum in their very upscale neighborhood. As a result, for many years visitors' hours were severely limited. However, the restrictions were eventually eased, and now Freud's final home has become a full-fledged accessible museum.

Unlike the Freud apartment in Vienna, now also a museum, the London home contains most of the important artifacts from Freud's life and work. Visitors to the London Museum are likely to find the ground floor rooms to be the most interesting, particularly the library and study. Freud died in his study, with a bed prepared for him there in the final weeks of his life. It is said that after his death, Anna simply shut the doors to the study and library, opening them only to allow the occasional curious visitor to peek inside.



Visitors will see the rooms much as they were at Freud's death. His iconic couch is there with a green tub chair at its head, the latter in Freud's chosen spot. He said he didn't want to be looking at people's faces all day long. The famous couch actually originated in London, and was shipped to Vienna, a gift from one of Freud's patients. The study also contains Freud's desk, many pictures of friends, and his large collection of antiquities -- he possessed more than 2,000 in all, from Rome and Greece and other ancient sites, but most of them purchased from dealers in Vienna.

Travels in the History of Psychology

The library, adjoining the study, is surprising for its variety of subjects published in several different languages and ranging from art and philosophy to history, medicine, and popular literature. Indeed, as a young man, Freud had considered becoming a novelist. There is a portrait of Freud on display on a nearby landing, drawn by Salvador Dali. While visiting Freud, Dali sketched the portrait surreptitiously, completing it later. However, he never showed it to Freud. Dali later commented that he had kept it to himself because he felt it was too suggestive of Freud's impending death.



Other areas of interest in the house include the Anna Freud room on an upper level, with some artifacts from her life, including her original furniture and a loom (She was very fond of weaving). On the same floor is a room that houses rotating exhibitions. There is a shop in the rear of the house and gardens open to visitors in good weather. Freud particularly enjoyed his gardens – and many of the plants and flowers remain from his time there.



After his death, Freud's body was taken to the Golders Green Crematorium and Mausoleum a few miles away from his home in Maresfield Gardens. There, his cremated remains, and later, those of his wife Martha, were deposited in an ancient Greek urn that was placed atop a dark pedestal in a niche reserved for the family. The urn was a gift from Princess Maria Bonaparte, a great-grandniece of Napoleon, and a psychoanalyst. On the shelves on each side of the niche are metal boxes containing the cremated remains of five of his six children, as well as other family members and associates. Unfortunately, the urn was damaged in an attempted theft early in 2014 and security arrangements have changed. Individuals wishing to visit the Golders Green site should check with personnel at the museum to determine current access to Freud's remains.



Freud Museum Visiting Details:

Hours: Wednesday – Sunday (12 PM – 5 PM)

Admission: £7.00 (adults), £5.00 (senior), £4.00 (concessions), free (children under 12)

Address: 20 Maresfield Gardens, London, NW3 5SX

Transportation:

Underground: Jubilee or Metropolitan Line to Finchley Road station

Train: Take overland train to Finchley Road and Frognal station

Bus: Lines 13, 82, 113, 187, and 268 stop near Finchley Road station

Accessibility: The ground floor is wheelchair accessible, but there are currently no elevators providing wheelchair access upstairs. There are currently no accessible restrooms.

Phone: +44 (0)20 7435 2002

Website: www.freud.org.uk

Email: info@freud.org.uk

Watters, E. (2010). *Crazy like us: The globalization of the American psyche*. New York: Free Press. 307 pp., ISBN 978-1-4165-8709-5

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People in countries other than the United States may line up for Big Macs, watch American TV reruns, and take their fashion cues from Hollywood, but should they also adopt Western conceptions of mental illness? American journalist Ethan Watters takes aim at a “homogenizing [of] the way the world goes mad” (p. 2) in a provocative book that may interest both clinicians and researchers.

Watters suggests that, just as unique animal or plant species may risk extinction as humans encroach upon the rain forest, a one-size-fits-all approach to mental health could work to the detriment of sufferers in diverse cultures. Yet, “over the past thirty years, we Americans have been industriously exporting our ideas about mental illness” (p. 2).

I was eager to read this book, because, as a US-born psychologist, I enjoy sharing my clinical interests whenever I travel. For several years now, I have given talks on topics like aging well or anger management in places such as libraries and community centers whenever I head to destinations like the U.S. Virgin Islands or Iceland. *Crazy Like Us* has sensitized me to the dangers of making assumptions about the psychological wants or needs of my listeners – and increased my awareness toward my work in general, as every patient brings a complex cultural framework into treatment.

Other nations and places have developed unique ways of viewing and treating disorders of the mind, and it’s “not that they necessarily have it right – only that they have it different” (p. 254), Watters argues. He notes that cultures may be more receptive to Western beliefs about mental disorders during times of upheaval and social unrest.

Watch the news any night, and all of the tumult you’ll encounter suggests that times are ripe for such a cultural exchange. But that should be approached with caution, the book suggests.

After the devastating tsunami that struck Asia in 2004, ultimately claiming more than 230,000 lives, many well-meaning, Western-trained clinicians headed to the Indian Ocean region to help. Watters interviewed physicians and others in the receiving areas who questioned whether such efforts were optimally therapeutic. “Seldom considered in our rush to help treat the psychic wounds of traumatized people was the question of whether PTSD [post-traumatic stress disorder] was a diagnosis that could be usefully applied in all human cultures” (p. 71), he writes.

A Western model posits that offering trauma survi-

vors an opportunity to “process” their experiences can help them to avoid PTSD. However, Watters interviewed a World Health Organization official who saw an uneasy disconnect unfolding in devastated parts of Sri Lanka. “He pointed out that sending mental health workers who didn’t speak the local language or understand the culture was as useless as sending the wrong medicines” (p. 78).

Watters writes of an email memo that circulated among University of Colombo faculty members within days of the brutal tidal wave. “The professors acknowledged that ‘disaster zones attract ‘trauma’ and ‘counseling projects,’ but they pleaded with the arriving army of counselors not to reduce survivors’ experiences ‘to a question of mental trauma’ and the survivors themselves to ‘psychological casualties’” (p. 76).

Many Sri Lankans reportedly experienced predominantly physical complaints, voicing distress over the disruption of social-support systems – in contrast with an intrapsychic-oriented PTSD profile more familiar in the West, marked by “anxiety, fear, numbing” (p. 91). Other endemic factors that potentially worked to help with coping included religious beliefs about pain acceptance and reincarnation.

Crazy Like Us offers the reader a considerable amount to ponder. Yet, it is quite focused in its scope. Along with examining post-disaster effects in South Asia, Watters takes a look at eating disorders in China; schizophrenia in Zanzibar, and the marketing of depression medications in Japan – considering along the way how Western notions of mental-health problems can vary greatly from their counterparts in diverse places around the world – even as the *Diagnostic and Statistical Manual of Mental Disorders* is fast “becoming the world’s diagnostic manual for mental illness” (p. 19).

Such trends raise concerns, Watters writes, because each culture tends to generate symptoms unique to itself. Yet, once symptom clusters listed in the *DSM* become the official standard, local doctors may stop recognizing signs of illness peculiar to their own communities. What’s more, as various kinds of publicity promulgate the *DSM*’s brand of disorders, more Western-resembling cases arrive in clinicians’ consulting rooms – in effect, seeming to increase the frequency of the condition!

“It turns out that the West may indeed be culpable for the rise in eating disorders in Asia...” (p. 12), Watters writes. He described cases of an anorexia-type disorder in Hong Kong and China that differed from counterparts in the West. Experts in China noticed the ailment affected poorer, less urban, lower-achieving young women, which was in contrast with the United States, where anorexia is typically seen in more advantaged sectors. Chinese sufferers did not evince the fat phobia often cited by those diagnosed with anorexia in the U.S. . Though they indeed restricted their food intake, it wasn’t linked to body-image misperceptions, but rather to perceptions of bloating or throat blockages. After media reports “that depicted anorexia as a valid and dramatic expression of mental distress” (p. 49), the symptoms and complaints reported to doctors started to change –

conforming to a profile seen more frequently in Western countries.

“... The unthinking adoption of the *DSM* diagnosis of anorexia threatened to turn the very act of disease labeling into a meaningless abstraction, one that could harm the doctor-patient relationship by blinding them both to the more subtle and complex realities of the patient’s history and her local experience of culture.” (p. 47).

In turning his gaze toward schizophrenia, Watters mentions a striking research finding -- that schizophrenic patients often appear to fare better over time in less-developed countries [for example, by experiencing “longer periods of remission and higher levels of social functioning”] (p. 137) -- than in more industrialized nations. What might one make of that?

On the island of Zanzibar, Watters discovered a culture in which family members often greet mental-illness and other major life stressors with more tolerance and less intrusion or confrontation than may typically be encountered in the West. A belief in spirit possession might contribute to less blaming of the patient for disordered behavior. (This contrast recalls a line from the US-made documentary *No Kidding, Me Too!* -- “Mental illness is the only disease you can be diagnosed with, and get yelled at for having.”)

Crazy Like Us can go into voluminous detail and lengthy tangents. I most enjoyed Watters’s writing when he described specific patients. Take, for example, the case of a young woman named Kimwana who “was allowed to drift back and forth from illness to relative health without much monitoring or comment by the rest of the family. Periods of troubled behavior were not greeted with expressions of concern or alarm, and neither were times of wellness celebrated. As such, Kimwana felt little pressure to self-identify as someone with a permanent mental illness” (p. 151).

I was reminded of Western notions about cultivating gratitude in reading about how Kimwana’s mother conceptualized the young woman’s symptomology: “I take it as one of God’s mercies, one of God’s wishes” (p. 149). Relatedly, an anthropologist who has studied the family notes that “the steady care given to Kimwana and especially Hemed [her schizophrenic father] seemed to come out of the family’s religious desire to prove worthy of the burden God had given them” (p. 155).

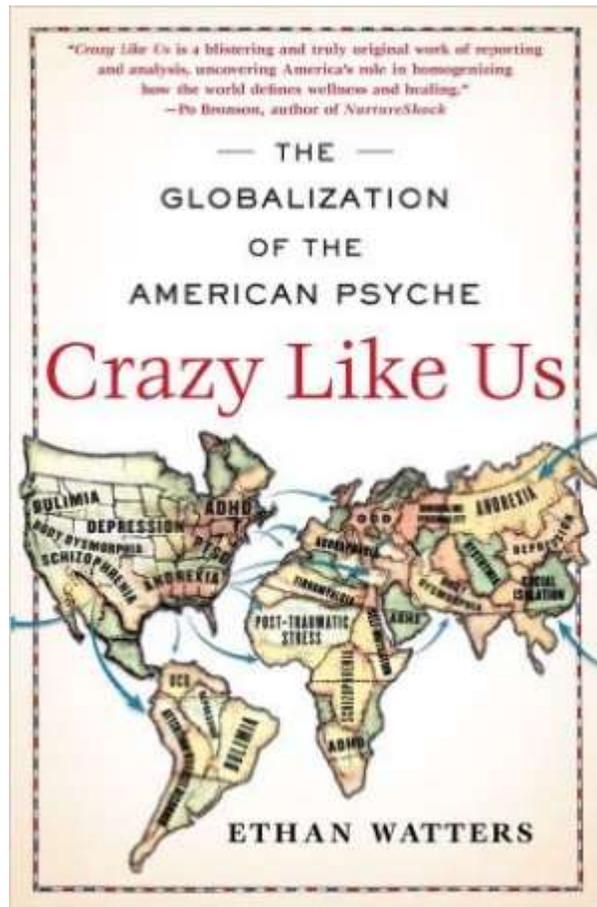
I have realized that I don’t have to travel far to be able to apply some of the insights in this book. Recently, I happened upon the “Random Sample” column in an issue of *Monitor on Psychology* this past spring, in which Alyssa Kaying Vang, PsyD, was interviewed about her work with Hmong patients in Minnesota. She reported, “Mental illness is not a concept that translates directly into the Hmong culture . . . Mental illness is conceived by the Hmong as a spiritual suffering, a mandate in life or a curse from an ancestor.”

The San Francisco-based Watters is married to a psychiatrist, and he confides in his conclusion that his wife had worried “this book would unfairly disparage the mental health profession, a group of people, including herself, who

are doing their best to heal troubled minds” (p. 253). I don’t think that it does. Rather, I think this book makes a worthy contribution toward raising awareness.

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Articles

The current humanitarian crisis in Iraqi Kurdistan: Challenges of humanitarian guidelines for minority populations

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Abstract

The current crisis in Iraq with the Islamic State of Iraq and al-Sham (ISIS) started roughly a year ago and has spawned one of the worst humanitarian crises in history. There are many international and local humanitarian organizations working in Iraqi Kurdistan that are attempting to bring as much help and relief to those affected as possible. However, because the displaced population has a large minority group within it, called Yezidis, it highlights the issue of culturally relevant humanitarian programs and guidelines for minority populations. The current paper discusses three major guidelines for humanitarian organizations with regards to their lack of policies regarding minority culture and rights.

Key words: human rights; minority populations; humanitarianism; culture

The Islamic State of Iraq and al-Sham (ISIS) continues to wage war and terror on the people living in Iraq and Syria. Their spread into Iraq from Syria started abruptly in early to mid-2014, forcing over a million people to flee their homes and seek refuge in Iraqi Kurdistan. Recent reports from the UNHCR (2014) estimate the total number of refugees and internally displaced persons (IDPs) around 1.8 million, which is about a third of the total population of Iraqi Kurdistan. Among this wave of IDPs is the large group known as the Yezidis. This particular group were forced to flee due to the ISIS decree to partake in genocide of this group because of their religious beliefs. The barbaric acts of ISIS have been well documented, which include public beheadings, marching men and boys to their death, raping women and children, mass murder, and kidnapping women and girls to be sold or given as gifts (Watson & Botelho, 2014). The events that the Yezidi people have faced are horrific and have caused a great deal of pain, suffering, and trauma among this population of IDPs that are now inside Kurdistan.

Several camps in the Dohuk Governorate in Kurdistan have been erected for these refugees and IDPs. Although these camps hold several thousand people at once, it is still not enough to give the majority shelter. The Kurdish authorities and nongovernmental organizations (NGOs) that are working there have had to relocate many refugees and IDPs in local schools, abandoned buildings, and churches in

order to provide shelter to as many individuals as possible. The lack of proper housing for this population is a major issue along with medical supplies diminishing, the Kurdistan Regional Government's (KRG) inability to get supplies from Baghdad due to political strife, and the KRG's decreasing financial support. Most humanitarian aid destined for Kurdistan travels through Baghdad and the central Iraqi government prior to arriving in Kurdistan because there are political disputes between the Iraqi central government and the KRG (Kurdistan Regional Government, 2014). This feud has made getting financial and humanitarian support to Kurdistan difficult as the Iraqi Government has even refused to pay the KRG their portion of the Iraqi national budget. This in turn makes it difficult for the KRG to obtain resources needed to help the IDPs and refugees in their region.

The Issue

Although the KRG and NGOs are unable to obtain the amount of resources needed to help the displaced population, this is not the only problem in the situation. In addition to this, the vast diversity within this population make it difficult to provide culturally relevant programs and services to minority IDP populations such as the Yezidis. Not only is the Yezidi culture different from the Arab and Kurdish cultures (which most of the IDPs and refugees consist of), the recent events and background with ISIS that the Yezidis have faced also differentiates their needs in the camps. Whereas many refugees fled Syria because of fighting between the Assad regime, ISIS, and Syrian opposition groups, the Yezidis were threatened by ISIS to either flee, convert to Islam, or be killed in an attempt to demonstrate ethnic cleansing. Additionally, the sheer lack of academic research and information about the Yezidis limits the ability of humanitarian organizations to effectively modify their programs and services toward being more sensitive to the Yezidi population. This lack of sufficient data is also relevant to the cultural sensitivity training that humanitarian organizations provide international aid workers. Unfortunately, the whole field of humanitarianism is lacking literature regarding culturally relevant humanitarian programs geared toward minority refugee/IDP populations. However, there are a few organizations and initiatives that seek to engage the development of guidelines for modifying programs to be more sensitive to minority populations, which are discussed below.

Guidelines and Projects for Humanitarian Organizations Cultural Relevance

The cultural relevance in the humanitarian field is a relatively new concept that has really only been studied and implemented in the past couple of decades. It is usually assumed by humanitarian and community organizations that if they meet linguistic and geographic needs of the minority target population and they have ethnic minority staff working with them in the field, then the minority culture is represented in their program (Barrio, 2000). However, there are many other aspects that these organizations need to consider in order to become culturally relevant to the population they are serving. These aspects include understanding and honoring

the population's attitudes, values, and behaviors with regards to the categories of food, shelter, water, sanitation, hygiene, non-food items, communication, and primary and mental health (Abramowitz & Kleiman, 2008). The Inter-Agency Standing Committee (IASC) (2007) has several guidelines pertaining to the abovementioned categories regarding training humanitarian staff to be culturally appropriate when working with different populations. However, the IASC guidelines (2007) fall short with regards to minority populations within a larger refugee or IDP population, such as the current crisis in Iraq. The basic aspects of the IASC guidelines concerning culture fall into three categories: basic knowledge about the crisis and world views of targeted population, basic information about cultural attitudes, practices, rituals, traditions, and systems of social organization, and basic knowledge of possible offensive behaviors the humanitarian workers might use (IASC, 2007). Because the Yezidi population in Iraq (and other minority populations) often get labeled as Kurdish or Arab and therefore fall under those cultures, these guidelines will not help this minority population.

The Sphere Project

The Sphere Project is another program aimed at providing guidelines for humanitarian workers and organizations when working with populations that are different than the western cultural background. Unlike the IASC guidelines, the Sphere Project was developed by a group representing several major international humanitarian NGOs with the main goal being to increase the quality of humanitarian assistance given to those affected by conflict or disaster (Sphere Project). The minimum standards that the Sphere Project sets for humanitarian response are similar to those discussed in the IASC guidelines involving categories of water, sanitation, health care, shelter, etc. However, the Sphere Project seems to go further about how humanitarian organizations should enable community members to strengthen community self-help and social support. Furthermore, the Sphere Project goes on to specifically point out that marginalized individuals also should be a part of this process in order to have a holistic community support network. This briefly includes minority populations within those affected by disaster or conflict, however it still does not take into consideration the cultures, values, and traditions that those minority populations may demonstrate differently than the majority population and how humanitarian organizations can and should take those aspects into consideration when planning programs and services for those affected individuals.

Core Humanitarian Standard on Quality and Accountability

The Core Humanitarian Standard on Quality and Accountability (CHS) (2014) is the newest form of guidelines created for the use of humanitarian organizations. The development team consisted of three major groups including the Sphere Project and consulted over 2,000 humanitarian workers from all over the world in order to obtain the needed ma-

terial for the harmonization of humanitarian standards (CHS, 2014). The goal of the CHS (2014) is to promote respect for affected people's fundamental human rights and to describe the critical aspects of principled, accountable, and high-quality humanitarian action. It describes the guidelines through nine criteria in which each criteria is broken down in further Key Actions and Organizational Responsibilities that can be used by humanitarian organizations when working with populations affected by war, natural disaster, or other crises. Although the CHS puts emphasis on having the community at the center of the development process of humanitarian programs, there is little mention to minority populations throughout the document. In fact, the only Key Actions that mentioned culture of the target population and/or minority populations were found in criteria 1 and 3. Having the local community involved in the process is essential, but when working with a population which has one or more minority populations within it, this will not be enough to efficiently develop and modify programs which are culturally relevant to those populations because the minority needs and values are more likely to be overshadowed by the majority needs and values.

Conclusion and Future Direction

Although the three humanitarian guidelines discussed in this chapter provide sound details and direction for humanitarian organizations working with people effected by war, conflict, and disaster, the current guidelines tend to disregard minority populations and culture altogether. This could lead to the minority cultural group's values, beliefs, and needs to be overshadowed by the majority culture, which will make it more difficult for the minority group, such as the Yezidis, to deal with their current situation. More research should be done in this field so that the minority rights and cultures can be a tool in implementing culturally relevant humanitarian programs for these minority populations. A positive aspect of the CHS is that organizations and individuals can submit suggestions and ideas for the betterment of the CHS which could include future Key Actions to be developed regarding culturally relevant programs for minority populations. This is a great opportunity for academics focusing in international, global, or cross-cultural psychology to develop a network with humanitarian organizations to shares knowledge, ideas, and research on best practices for developing culturally relevant humanitarian programs for displaced minority populations.

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Reports

New York psychologists saluted "Dr. Jerome Bruner @ 100!"

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How many of us have had the pleasure to celebrate in person a 100th birthday? On June 30 at Fordham University, over 75 students and colleagues were given that rare pleasure by the legendary international psychologist **Jerome Bruner**, at a gathering to celebrate his long-awaited centenary.

The two-part evening began at 5 pm with an illustrated lecture and forum on "Psychology in Manhattan-its fascinating history," featuring a panel of 8 experts, four of them past-Presidents of the APA International Division: **Frank Farley** (leaders in psychology), **Florence Denmark** (gender), **Uwe Gielen** (international), **Harold Takooshian** (moderator), as well as **Sharon Brennan** (psychoanalysis), **Leonard Davidman** (NYSPA), **Henry Solomon** (social), and **Rafael Javier** (forensic).

What great joy filled the room at 6:30, when Dr. Bruner entered to a standing ovation. Despite the challenges of a wheel chair and rush-hour traffic, Dr. Bruner arrived safely with help from his dear friends **Eleanor**, **Loren** and **Patricia**, for this first and long-awaited centenary celebration of the City's pre-eminent psychologist.

For 90 minutes, over 75 people from as far as Russia heard some of Dr. Bruner's friends briefly share their favorite Bruner story--**Daniel Rose**, **Oliver Sacks**, **Frank Farley**, and **Dmitry Leontiev** from Moscow. The

air was still as Dr. Bruner shared his own stories, including his memorable first day as an undergraduate in William McDougall's intro psychology class at Duke in 1937, then his time at Harvard, Oxford, and NYU. When Dr. Bruner was presented with a huge 100th birthday cake, he shared this cake and himself for an hour, with many who welcomed this rare chance to speak with him individually. The evening included a sumptuous Italian buffet provided by Tino's Deli in Little Italy, www.tinosdeli.com

A video with 60 minutes of this three-hour fete now appears on Youtube, at <https://youtu.be/C3EkFEH8bIA>. Its first 35 minutes feature the 8 learned panelists speaking about psychology in New York, then 25 minutes with three of Dr. Bruner's friends speaking about him.

For more details, check the Manhattan Psychological Association website, www.mpapsych.org or contact



International psychologists flanking Dr. Bruner (photo by Ed English)

MPA President Harold Takooshian at takoosh@aol.com



Dr. Bruner receives good wishes and a 100th birthday cake (photo by Uwe Gielen)

Nadine Kaslow speaks in New York City

Harold Takooshian
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On February 13, over 20 colleagues and students at Fordham University gathered to hear Professor Nadine Kaslow of Emory University offer a conversation hour on "Where is U.S. psychology headed?" Despite her hectic schedule as the recent President of the 82,000-member American Psychological Association in 2014, Dr. Kaslow spoke of many trends in U.S. and world psychology during her Presidential year 2014: Increasing "integrated health care," analysis of "big data," APA outreach to world psychology, need for more psychology internships, restructuring of APA governance, creative careers for psychologists, and APA responses to timely issues like terrorism and human rights. Dr. Kaslow also spoke in personal terms about her "other life" as a dancer during her doctoral studies at the University of Pennsylvania, and her on-going efforts to link psychological science and practice with the creative arts--such as her consulting work with the Atlanta Ballet.

Two discussants also participated in this conversation hour: Dean James Hennessy of the Fordham Graduate School of Education, and Dr. Leonard Davidman, President of the NYS Psychological Association.

Earlier that Friday, Dr. Kaslow met with students in a dance classroom at the Ailey School, where her colleague Dr. Linda Hamilton, the Wellness Consultant for the Ailey School and NYC Ballet, offers a weekly workshop on occupational stress for Ailey/Fordham BFA dancers.

PHOTOS: Nadine Kaslow visited Fordham University and the Ailey School in New York



Positive Psychology: A view from Russia

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On June 30, 2015, over 35 colleagues and students filled room 910 of Fordham University in New York, to hear Professors **Dmitry Leontiev** and **Evgeny Osin** from Moscow speak on their research on "Meaningful Living: Positive psychology beyond affective balance." They head the Positive Psychology Laboratory of the Russian School of Higher Economics, where they cooperate with the United Nations on the conceptual and statistical validity of attempts to assess human happiness across nations.

This forum was welcomed by **Judith Kuriansky**, Chair of the Psychology Coalition at the United Nations (PCUN), and **Uwe Gielen**, Director of the Institute for International and Cross-Cultural Psychology. It was chaired by His Excellency **Hamid Al-Bayati**, the recent Representative of Iraq to the UN. Dr. Al-Bayati was a key UN architect in 2012 of the annual International Day of Happiness (IDOH) on March 20 of each year, who screened a brief video of IDOH 2015 at the UN, where he was the keynote speaker on March 20. The two discussants for this forum were **Michael Ivanov**, Director of www.nycpsychological.com, and Professor **Yuliya Komarova** of Fordham Gabelli School of Business.

Dr. Leontiev, an officer of the Moscow Psychological Society, noted the large number of Russian-speaking psychologists now living in NYC. With MPA President **Harold Takooshian**, he suggested the possibility of some affiliation of his MPS with MPA.

This forum immediately followed a joyous celebration of "Jerome Bruner @ 100!" in the same building that evening. This forum was hosted by Fordham University Psi Chi, in cooperation with several local groups: APA Division

52 in NY, Manhattan Psychological Association (MPA), the NY Society for Psychological Study of Social Issues (SPSSI-NY), International Association of Applied Psychology (IAPP), and the PCUN. For any details on this forum, contact the MPA President at takoosh@aol.com

Notes:

UN Psychology Coalition (PCUN): <http://psychologycoalitionun.org/>

IDOH: <http://www.dayofhappiness.net/#happiness>

UN IDOH: <http://www.un.org/en/events/happinessday/>

UN Resolution on IDOH: http://www.un.org/en/ga/search/view_doc.asp?symbol=%20A/RES/66/281



PHOTO (l to r): Drs Leontiev, Komarova, Ivanov, Osin (seated)

APS funded a new workshop for teachers in Moscow

Alexander Ya. Voronov, Irina A. Novikova, Maria V. Falikman, Harold Takooshian
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Since the Association for Psychological Science (APS) was formed in 1988, it has promoted excellence in the teaching of psychological science in many ways--its APS Teaching Institutes, APS Teaching Fund, teaching website, Teaching Tips Online, and an edited three-book series on *Lessons learned* (Perlman, McCann, & McFadden, 2004). These efforts have been appreciated by teachers world-wide, including Russia, where over 40 scientists and students have joined APS since 2013.

The first APS regional teaching workshop in Moscow was held on April 20, 2015 at the department of psychology of the National Research University Higher School of Economics (NRU HSE). This was titled "Improving Psychology Teaching Techniques," and appeared online at [http://](http://social.hse.ru/psy/announcements/147021240.html)

social.hse.ru/psy/announcements/147021240.html This all-day workshop gathered 14 Russian experts in teaching and reporting of psychology, to share their experiences and suggestions with 33 other participating teachers and students. Participants had access to the three-volume APS book series on *Lessons Learned* -- a 969-page collection of 108 essays by master teachers. Participants were also referred to Russian writings on teaching since the 1980s, and to the proceedings of a 2001 teaching conference in Russia chaired by Victor N. Karandashev to promote international cooperation in teaching psychology.

This APS workshop was made possible by a mini-grant from the "APS Fund for Teaching and Public Understanding of Psychological Science" to Professors Alexander Voronov and Harold Takooshian, to encourage leading Russian educators to share their methods across universities. Besides APS, this workshop also benefited from the cooperation with the Moscow branch of the Society for the Psychological Study of Social Issues (www.spssi.org/moscow), and the new Psi Chi chapter at the Peoples' Friendship University of Russia (<http://vk.com/public59276139>)

The day-long workshop featured six 80-minute sessions, each with a chair and a rapporteur.

1. OPENING

Ana Perelygina, *PFUR* (Ann.perelygin@gmail.com)

This session was chaired by Alexander Ya. Voronov, and warmly opened by Vasily A. Klucharev, Dean of the NRU HSE School of Psychology (dekpsy@hse.ru). Welcomes were made by Alexander Ya. Voronov (Head of the SPSSI in Russia), Maria Falikman (MSU and NRU HSE, maria.falikman@gmail.com), and Elena Ju. Chebotareva (PFUR and NRU HSE, advisor of PFUR Psi Chi, chebotarevy@yandex.ru).

Further, Olga V. Mitina of MSU (omitina@inbox.ru) spoke of her participation in the APS *International Convention of Psychological Science (ICPS)* in Amsterdam in March of 2015 (<http://icps.psychologicalscience.org/>). The format for this ICPS conference was an unusual one for Russians, where almost all symposia were "invited," so individual scientists could present their research only in posters. Olga Mitina noted the large audiences, and the many sessions devoted to quantitative methods (Bayesian analysis, "big data," new statistical methods, and new information technologies). Since a key mission of the ICPS was to promote skill-building in integrative psychological science, the ICPS program included 15 free workshops by some of the field's leading experts on various cutting-edge methodologies. Sadly, Olga Mitina and her colleagues could not attend all ICPS sessions, since many ran simultaneously. This ICPS featured a pre-conference Institute on *Teaching Integrative Psychological*

Science http://www.psychologicalscience.org/convention/icps_program/search/ti.cfm

This opening workshop ended with screening of a 12-minute video of a powerful speech, *Psychological Science is Important*, delivered by Alan Kraut at the 2012 APS meeting in Washington DC. This video included a Russian voice-over by interpreter Evgeniya G. Evpak, a student at NRU HSE (eevpak@moz-art.pro), and her Russian translation of all of text boxes.

2. THE EDUCATIONAL PROCESS AS A FIELD OF RESEARCH FOR THE TEACHER

Alena S. Negoda, PFUR (elenangelen@mail.ru)

This session was chaired by Olga V. Mitina, and included three reports.

Alexander Ya. Voronov shared his experience in teaching first-year students. This report was titled *Carrying out in the Classroom of the Author's Remake of the Solomon Asch's Classic Experiment on Conformity (Design of the Social Influence Continuum)*. His active method immerses students into the atmosphere of Solomon Asch conformity experiments. Every student becomes a participant of the real experiment (at start as a subject and later as a confederate), where s/he feels and sees how social pressure can make us conformist and obedient. This approach has generated several objections, particularly about the ethical part of the experiment.

Regina V. Ershova of MGOSGI (erchovareg@mail.ru) presented a report on *Two Field Studies of the Educational Process*, replicating an earlier experiment by Arthur Poskocil to test if students would obey absurd instructions from their professor. The experiment was conducted twice: at first, in 2009, test subjects were only students; in 2014 Regina added a group of professors, who were receiving refresher training. She devised a test with preposterous questions, which were not connected at all with her course, and gave it as an examination-paper in the end of semester. Only one person out of 113 in 2009 and one person out of 180 in 2014 refused to fill in the test. Regina also told about her latest investigation, which focused on Internet addiction.

Elena Ju. Chebotareva of PFUR spoke on *Students' Intercultural Adaptation: Research and Practice*. Her team studies multilateral adaptation of foreign students in her Russian university. PFUR is a unique international university with students from over 140 countries. Elena is a professor of psychology, familiar with problems of international students. The study presented in the talk has revealed that the most difficult problems they face are: 1) dealing with university bureaucracy; 2) understanding the Russian system of values; 3) the lack of understanding from the receiving country; 4)

religious and cultural norms; 5) interactions with administration. A high level of nostalgia and a low level of satisfaction are common features of cross-cultural adaptation of foreign students. The most harmonious style of adaptation was shown by students from Middle-East and South America, the most unbalanced by students from China. Elena gave some useful recommendations on how to prevent ethnic conflicts and to help foreigners to study more effectively.

3. STUDENTS' RESEARCH AS PART OF THE EDUCATIONAL PROCESS

Anna A. Ogannisyan, PFUR (Anna093@mail.ru)

This session was chaired by Regina V. Ershova of MGOSGI and included two reports.

The problems and attitudes of students to the scientific research were discussed at this workshop. These issues are very relevant for students of the 21st century. Many of today's students do not like to work hard and they get scared when hear the word "research". Often students believe that they are not able to carry out any research.

Raisa Akifyeva of NRU HSE–St. Petersburg (akifyeva@mail.ru) titled her report as *Planning and Conducting Experiments by Students during the Course "Social Psychology"* and talked about the organization of the independent project work of students. She considers that one of the solutions to this problem is the students' empirical research they perform while mastering *Social Psychology* course. This is the way to solve one of the major problems of the educational process, which is associated with the formation of the students' research competence. As a result, students not only acquire skills to interpret everyday situations scientifically and to predict the behavior of people, but also learn to test hypotheses and predictions.

Olga V. Mitina in her report *Involvement Students into Research as the Way to Strengthen of their Motivation Studying Quantitative Methods in Psychology* supported this idea. During the discussion the speakers received a lot of positive reviews and opinions. Also, some participants proposed a number of new and creative ideas for future research students might perform within the educational process.

4. EXTRACURRICULAR STUDENT ACTIVITIES AT CONFERENCES, SEMINARS, AND IN COMMUNITIES

Nadiezhdha I. Anfimova Miranda, PFUR (miraesperanz@gmail.com)

This session was chaired by Raisa Akifyeva of St. Petersburg, and included two reports. The first speaker was Valeriia S. Tarkhova, President of Psi Chi chapter in PFUR (valeria.tarkhova@gmail.com). The theme of her report was *The First Russian Chapter of the International Honor Society in Psychology Psi Chi at*

.the Peoples' Friendship University of Russia. She spoke on the history of Psi Chi, its aims and activities. Some advantages of Psi Chi membership are: the international recognition of scientific activity; awards and grants to do scientific research; possibilities to publish in the international journals, as well as to read its journals covering current issues in psychological science. Also Tarkhova referred to the honorable members of the society such as Zimbardo, Bandura, and Skinner. She explained: "To join the honorary international psychological community is to promote scientific achievements through research activities." This is why the PFUR faculty has done everything necessary to establish the first chapter of Psi Chi in Russia. The department of psychology in PFUR cares about opportunities for students to turn professionals. Tarkhova shared her experience of PFUR Psi Chi, such as interaction with the American "ambassadors" like Harold Takooshian (takoosh@aol.com) and Martha Zlokovich (zlokovich@psichi.org). Psi Chi in Russia began on October 11, 2013 (<http://www.youtube.com/watch?v=ggtdPVAPjJY>, <http://filfak.com/novosti/torzhestve-0>). Tarkhova told also about the structure of the existing chapter of Psi Chi in Russia.

The second report was on the role of *Student Scientific Societies* by Aram A. Fomichev (fomichev.aram@gmail.com) and Galina A. Yatsyk (yatsyk.galina@gmail.com) from NRU HSE. They discussed the growth of student science groups. Fomichev noted: "It is important to show to students that science it isn't so scary!". The speaker emphasized that any student who wishes to be involved in scientific activity has an opportunity to be admitted into the community even if not for credit. Schools should promote student scientific groups from the first to the final year, to actively involve students in their own education.

5. PSYCHOLOGY POPULARIZATION PROBLEMS

Victoria Pankratova, *PFUR* (Pankratova.v@list.ru)

This session was chaired by Alexander Ye. Voiskounsky of MSU (vaemsu@gmail.com). It explored psychology in the mass media, communication with journalists, and science journalism.

Maria Falikman discussed the important issue of *Popularizing Science and Dealing with Journalists*. Psychologists face such challenges as the common myths about mind, behavior, and mental phenomena (memory, attention etc.). The main thing is to explain to the public that psychological knowledge goes beyond everyday experience. The principles of communication with journalists should include: 1) "respect but suspect" – after an interview or a comment, a scientist should scrutinize all the information (terminology in particular) to be published; 2) do not comment on issues out of the psychologist's competence; 3) always ask for the opportunity to revise the interview which could be shortened (leading to the loss and thus misinterpretation of infor-

mation), and to add necessary details.

Andrey V. Konstantinov (akonsta@gmail.com), an alumnus of the Faculty of Psychology of MSU, and the scientific editor of the Russian journal *Russian Reporter* («Русский Репортёр») and *Schrödinger's cat* («Кот Шрёдингера»), emphasized the importance of science journalism. To his opinion, the science journalist's job is to be aware of the most recent trends in the domain and to provide accurate and timely news on the latest concepts and discoveries.

Stanislav V. Nekhoroshkov (nekhorooshkovz@gmail.com) is a videographer, and a student at Moscow State University of Psychology and Education. He shared his experience on *Videotaping Social Psychology Experiments on Streets of Moscow and St. Petersburg in the Fall of 2013*. This involved students of NRU HSE and other schools (Takooshian & Voronov, 2014). As noted by Stanley Milgram, the addition of video to field research adds greater precision in collecting data, and greater power in sharing the results with students and others. It is ideal to have a microphone and three cameras, two of which should be hidden, to allow a contextual picture of complex interactions.

6. EXCHANGE OF EXPERIENCE IN TEACHING PSYCHOLOGY

Ankhubayar Tegshjargal, *PFUR* (Tegshee_0926@mail.ru)

Maria V. Falikman chaired the day's final session, on "Experiences of teaching psychology," with three reports.

Alexander N. Poddiakov of NRU HSE (apoddiakov@gmail.com) discussed *Features of Teaching Psychology of Thinking*. A central idea of his *Psychology of Thinking* course is that the thinker is trying to comprehend and change a complex world. There are 3 levels of complexity: (1) Objective complexity of the physical and biological world, including (a) incompleteness of even the strictest models and (b) algorithmic undecidability. (2) Complexity of interactions of various individuals having various aims. (3) Complexity of specific activity on studying thinking (V. Lefebvre).

The teaching methods of this course includes: (1) use of demonstration and experimental facilities of varying complexity, including computer models; (2) the involvement of students in problem solving, and analysis of this process.

- Alexander Ye. Voiskounsky discussed *Teaching Cyberpsychology: Dynamics of Modification of the Course Program*. The field of Cyberpsychology is also known as Internet Psychology, Cyberspace Psychology, Informatization Psychology, and Psychology of "Inhabitants" of the Internet. Cyberpsychology is still not an independent field of psychology: it is based on almost all of the traditional and the most of modern areas of psychological science. Cyberpsychology "invaded" in the following

areas of Psychology: Developmental Psychology (an on-line/network/role-playing games, video game consoles, new types of endowments, age-appropriate use of the Internet)

- Clinical Psychology (Internet addiction, anxiety in the use of computers, the use of virtual reality for the therapy of phobias)
- Cognitive Psychology (gaining of information from the WWW, distribution of attention, Web as "external" memory, understanding from quick "viewing" when using a browser)
- Social Psychology (Internet-mediated communication and group activities, new communities such as hackers, gamers, chater, bloggers, cyberpunks, flash mobbers, spammers, etc.)
- Educational Psychology (group and individual learning through computers, distance learning, training programs)
- Organizational Psychology, Work Psychology (new forms of employment and organizational behavior brought forth by information technologies, new professions and transformation of "old" professions)
Physiological psychology (changes in visual, auditory, tactile perception when using virtual reality)
- Differential Psychology (personality types in direct and Internetmediated interpersonal interaction)
- Gender Psychology (gender roles in the use of various Internet services)
- Media Psychology and Psycholinguistics (synchronous and asynchronous communication, polylogues, speech features of mobile communication).

An important issue in teaching this course is the need to constantly modify it, taking into account progress of information technologies. Accordingly, the provisions related to the use of new Internet services join, and practical knowledge of students in the field of technologies should be enriched with theoretic-conceptual knowledge (for example, about psychology of addictions).

The last presentation was *Experience and Problems of Teaching Students to Teach Psychology*, by Irina A. Novikova of PFUR (novikova_ia@pfur.ru). Psychology as a profession has got three facets: Researcher, Practitioner, and Teacher. Preparing students to teach is a huge responsibility. The key task is to induce love and a positive attitude of students to psychology. There are major problems to prepare Russian students to teach psychology: (1) BAs with any background (even non-psychologists) are allowed to enroll for a master's degree. (2) Low motivation--almost every student wants to become a practitioner or researcher, not a

teacher! (3) "Mosaicism" of special literature. (4) Inadequate organization of practical training to teach psychology. Irina Novikova shared the experience of Peoples' Friendship University to overcome these problems. She proposed to create a writing team to prepare a workbook containing a critical review of current trends and prospects in teaching psychology, by taking into account international and Russian experiences, including the experience of this workshop. The session discussed the role of mentors in teacher training. Thanks to APS, all speakers and participants in the April 20 Moscow Teaching Workshop received a free one-year trial membership in APS. Plans are being considered on how to make this APS Moscow Teaching Workshop an annual event.

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- Takooshian, H., & Voronov, A.Y. (2014). Russian-American cooperation in social psychology. *Social Psychology and Society*, (1), 138-146. [In Russian] <http://psyjournals.ru/authors/34835.shtml>

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In Amsterdam, Elena Chebotareva (center) with APS Directors Alan Kraut and Sarah Brookhart



Participants in the April 20, 2015 APS workshop in Moscow, at the Higher School of Economics

Announcements

Upcoming conferences of interest to international psychologists

2015 EADP Conference, Braga, Portugal

The European Association of Developmental Psychology, EADP 17th Biennial Conference, September 8-12, Braga, Portugal
<http://ecdpbraga2015.com/>

2015 SSHD Conference, Texas, USA

The Society for the Study of Human Development, SSHD 9th Biennial Meeting, Fall 2015, Austin, Texas
<http://support.sshdonline.org/9th-biennial-meeting-theme-announced/>

2015 SSEA Conference, Miami, USA

The Society for the Study of Emerging Adulthood, SSEA Biennial Meeting October 14-16 Miami, USA
<http://www.ssea.org/>

2015 Annual International CCCS Conference, "Identity and Culture"

September 3-5, 2015, Skopje, Republic of Macedonia http://cultcenter.net/?wpgform_qv=2011

8th international congress of clinical psychology

will be held in Granada (Spain), in the Hotel 'Nazaries Business SPA' from 20 to 22 Novembre, 2015. <http://www.hotelnazariesgranada.com/es/fotos-videos/>

Call for Proposals



November 6, 2015 | St. Francis College | Brooklyn Heights, New York City

Conference Theme: Promoting Peace for Children and Adults

*Keynote Speaker: Michael Wessells
(Columbia University):
Getting Beyond the Humanitarian
Silos: An Integrated Approach for Sup
porting the Resilience of War-Affected
Children*



Faculty, graduate students, and undergraduate students are invited to submit papers for possible presentation. Presentation proposals (300 word abstracts) are due by 5pm Friday, October 9th, 2015 to NYBehavioralConference2015@gmail.com. Review of presentations will begin following the deadline and decisions will be sent via email. Submissions should be in MSWord or RTF format, and must include the following: Author name(s) and affiliation(s), address, email and phone number of key presenter, name of faculty mentor (if any). We anticipate mostly symposia and welcome full workshops or symposia centered on a theme. If you are submitting a single paper, we will group you in symposia appropriately. While conference admission is free, reduced-rate applications are available so each student can join one professional organization on November 6th. Conference directions are available at <http://www.sfc.edu/uploaded/documents/pdf/directions.pdf>. The conference co-Chairs are Drs. Marisa T. Cohen, Sunghun Kim, and Karen Wilson. For any additional details contact NYBehavioralConference2015@gmail.com

CALL FOR SYMPOSIA & POSTER
PROPOSALS
**The Society for the Study of Human
Development**

9th Biennial Meeting, October 16-18, 2015

Person, Biology, Culture, and Society: New Directions in
Human Development

Conference venue: Hilton Garden Inn Hotel, Austin, Texas

The Society for the Study of Human Development invites proposal submissions for its 9th Biennial Meeting. SSHD is an international society based in the U.S. Ours is a multidisciplinary organization. The central mission of SSHD is to provide a forum that moves beyond age-segmented scholarly organizations to take an integrative, interdisciplinary approach to theories of, research on, and applications of Developmental Science across the life-span/life course.

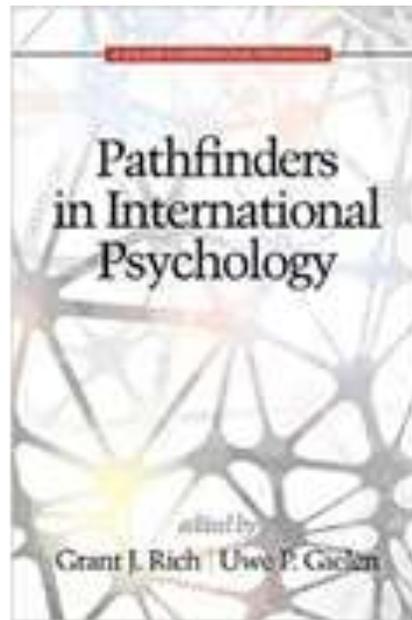
Theme Description

Developmental Science has increasingly come to recognize and emphasize the in dissociable relational nature of persons in context. Theory and research has opened new frontiers in the exploration and understanding of the processes entailed by co-acting relations operating at multiple levels including the biological, the person, the family, the cultural, and social structures (e.g., neighborhoods, education, media, technology). This relational perspective advocates scientific diversity and emphasizes that no one level is privileged over others.

The 9th Biennial Conference welcomes submissions examining relational processes at any level(s) in order to better understand, explain, and optimize human development over the life span/life course. With the theme of this year's conference: Person, Biology, Culture, and Society: New Directions in Human Development, SSHD encourages all participants, whether as symposia participants or poster presenters to contribute to the vision and advancement of Developmental Science. We especially welcome submissions incorporating diverse scientific frameworks, including interdisciplinary scholarship.

Submission Information:

sshconferencehome.org



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Note that some committees and chairs are currently in transition in 2014-2015, and the information below may not be accurate.

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*Award, Book

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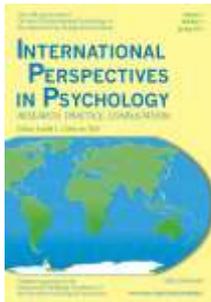
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