



INTERNATIONAL PSYCHOLOGY BULLETIN

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Submission Guidelines for Research Articles *International Psychology Bulletin*

Research article submissions: The IPB publishes peer-reviewed research articles that deal with issues related to international psychology. The review process takes approximately two months. The manuscripts can be up to 1500 words and should be submitted to Dr. Grant J. Rich at optimalx@aol.com. The manuscript must be written in APA style described in the Publication Manual of the American Psychological Association.

Specifically, please pay attention to the following:

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

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

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SUBMISSION DEADLINES
International Psychology Bulletin

For smaller articles (op-ed, comments, suggestions, etc.), submit up to 200 words. Longer articles (e.g., Division reports) can be up to 1,500 words and should be submitted to Dr. Grant J. Rich at optimalex@aol.com.

Submission Deadlines: Spring issue March 31st

Summer issue June 30th

Fall issue September 15th

Winter issue December 15th

Presidential Column

Danny Wedding, Ph.D., MPH
President, Division 52

Division 52 held its mid-winter Board meeting in Brooklyn, New York March 6-7 in conjunction with the annual Eastern Psychological Association (EPA) convention. This venue allowed numerous Division members to present papers on international topics at the EPA meeting. The Division has adopted an informal policy of holding board meetings in conjunction with EPA every other year; alternate year meetings will be held during other regional conventions (in addition to the annual meeting held each year at the APA convention). We have tentatively made plans to hold the 2011 mid-winter meeting during the Southeastern Psychological Association convention in Jacksonville, Florida.



Janet Sigal and Senel Poyrazli are busy planning Division 52 activities for the upcoming American Psychological Association convention August 12 – 15, 2010 in San Diego. This is a huge job, and I very much appreciate their good work. We have received 19 symposia proposals, and 14 of these have been accepted. I'll look forward to seeing many of you in San Diego, and I hope you'll participate actively in Division activities at the convention.

One of the most important products associated with the Division of International Psychology is the *International Psychology Bulletin*. Senel Poyrazli has done an admiral job with the *Bulletin* during the five years she served as editor, and a deeply grateful Division presented Senel with a medal commemorating her service at the Division 52 Board dinner. Senel is being replaced as editor by Grant Rich, PhD, a psychologist who trained at the University of Chicago and who is currently teaching at the University of Alaska Southeast—Juneau. We are very grateful that Grant has been able and willing to take on this new responsibility. The search committee that recruited Grant was made up of Senel Poyrazli, Harold Takooshian, and Richard Velayo. Articles and information for the *International Psychology Bulletin* should be submitted to Dr. Rich at OptimalEx@aol.com. (Congratulations on your inaugural issue, Grant!)

The Division reviewed and approved a comment drafted by Gloria Grenwald on the importance of internationalizing the undergraduate curriculum that will be submitted as a possible change to the proposed *Principles for Quality Undergraduate Education in Psychology*. The Division's Curriculum and Training Committee continues to explore the possibility of developing an undergraduate introductory psychology textbook with an international orientation.

Several Division members have recently published books with international themes, including Rivka Meir, Wade Pickren, Uwe Gielen, Judy Kuriansky and Danny Wedding.

Your Board is concerned about a bill being debated in Uganda that would broaden the criminalization of homosexuality and require the death penalty for anyone convicted of repeated homosexual acts, who is HIV-positive or who engages in same sex acts with minors. Division 52 has joined the American Psychological Association and numerous other associations and organizations in formally protesting this egregious policy.

The Division is especially excited about the development of a new journal for the Division: *International Perspectives in Psychology: Research, Practice, & Consultation*. The initial journal mission statement follows: "*International Perspectives in Psychology: Research, Practice, & Consultation* is committed to publishing conceptual models, methodologies, and research findings to help study and understand human behavior and experiences around the globe from a psychological perspective. It publishes intervention strategies that use psychological science to improve the lives of people around the world. The journal promotes the use of psychological science that is contextually informed, culturally inclusive, and dedicated to serving the public interest. The world's problems are imbedded in economic, environmental, political, and social contexts. *International Perspectives in Psychology* incorporates empirical findings from education, medicine, political science, public health, psychology, sociology, gender and ethnic studies, and related disciplines. The journal addresses international and global issues, including inter-group relations, disaster response, societal and national development, environmental conservation, emigration and immigration, education, social and workplace environments, policy and decision making, leadership, health care, and the experiences and needs of disadvantaged groups." We'll have more information about the new journal in future issues of the *International Psychology Bulletin*.

Let me close my first Presidential column with a personal note. In August of this year I will begin a new job as the Associate Dean for Management and International Programs at the California School of Professional Psychology at Alliant International University. I'll be based at the San Francisco campus in North Beach, and I'll have oversight responsibility for four international programs: Hong Kong, Singapore, Tokyo and Mexico City. I'm excited about this new opportunity, and I'm confident my experience with the APA Division of International Psychology was one of the reasons I was selected for this position.

Feel free to write to me if you have questions about the division or if I can be helpful in any way. The best address is danny.wedding@mimh.edu; after August 23, I can be reached at dwedding@alliant.edu.

Danny Wedding, Ph.D., MPH
University of Missouri-Columbia
Saint Louis, MO, USA

**Division of International Psychology
American Psychological Association
Mid-Winter Board Meeting Minutes
Saturday, March 6, 2010**

12 – 5 pm

Sunday, March 7, 2010

9 am – 12 pm

Marriott New York at the Brooklyn Bridge

Present: Danny Wedding (President), Michael Stevens, Lynn Collins, Joan Chrisler, Florence Denmark, Uwe Gielen, Gloria Grenwald, John Hogan, Rivka Bertisch Meir, Susan Nolan, Ann O’Roark, Wade Pickren, Senel Poyrazli, Grant Rich, Neal Rubin, Harold Takooshian, Richard Velayo

Guests: Trisha Balbert (New School for Social Research), Samantha DiMisa (Hofstra), Jennifer Doran (New School for Social Research), Shorrelle Kennedy (Walden), Giulia Landi (NYU), Darlyne Richardson (Walden), Marjorye Robinson (Walden), Pamela Robinson (Walden), Natasha Somwar (Walden)

Absent: Gloria Gottsegen, Janet Sigal

The meeting began with a welcome from President Danny Wedding including personal sentiments of appreciation for Board members followed by a round robin of introductions of officers, committee chairs, members and guests.

Uwe Gielen announced the details of our Board dinner @ St Francis on Saturday evening.

The Board enthusiastically expressed appreciation to Harold Takooshian for arranging rooms and for supplying the meeting with lunch and refreshments. Thanks to Harold’s committee too for orchestrating the three day international program at EPA with Phil Zimbardo on Thursday and 11 sessions on Friday and Saturday.

The Board expressed appreciation to the Eastern Psychological Association for its visionary leadership among regionals to host our international program for the sixth year: Executive Officer Arnold Glass, Program Chair Sherry Serdikoff, and President Kurt Salzinger.

Changes to the agenda were approved in order to accommodate the conflicting meeting schedules of individual Board members.

The minutes of the Board meeting @ APA in Toronto, August 2009 were accepted with the following correction. On item 22d/page 7: Danny Wedding’s two Fulbrights were in

Thailand and Korea.

1. **Past-President’s Report:** Lynn Collins gave a division journal update. The editor selection is in process. The committee consists of: Lynn, Senel, John, Gary Vandembos, Tony Marsella and Danny Wedding. Nominations are still open. The journal will be launched @ APA in 2011. The Western Psychological Association in Cancun will feature an international program supported by Division 52. Grant Rich was introduced as the new IPB editor. The task force on human trafficking has been led by Nancy Sidun. Nominations for division officers are as follows: President: Senel Poyrazli & Neal Rubin; Secretary: Ayse Ciftci & Nancy Sidun; Members at Large: Lynette Bikos, Andres Consoli, Judith Ellen Fox & Joy Rice.
2. **President’s Report:** Danny Wedding announced new committee chairs. He described web updates made by Richard Velayo. Danny is working with Merry Bullock with Peace Corps volunteers in preparing for this summer’s convention in San Diego. He is also an enthusiastic supporter of Fulbright opportunities and is encouraging Division 52 members to apply for Fulbrights. He invites any questions.
3. **Treasurer’s Report:** Michael Stevens described current budget issues (see treasurer’s report). He clarified that the convention waiver provided by the Division for the Gielen Award winner should come from the waivers allotted to the Division Program Committee from the Convention office rather than from the Division’s bottom line. He detailed the dues increase in 2011 reflecting the changes due to the new journal subscription fee. We have received \$1000 for the journal editor activities/office expenses; \$4000 in the form of an honorarium for the editor should also be received. Wade asked whether the division will also contribute an honorarium. This item was tabled for future discussion. Michael reported that we are in the black by \$5500. We currently have over 700 members including life status members. Officers have taken a 50% cut in funding both last year and this year. Our short term investments are over \$58,000 and are bearing 2% interest in an institutional money market fund. The budget for travel follows policy previously approved by the Board and is based on estimates approved by the executive committee. If there is unspent travel money for the midwinter meeting, the Executive Committee may distribute the remaining funds to help offset the expenses of other Board members.
4. **Public Interest/United Nations:** Florence Denmark gave her report on activities at the United Nations in the public interest. She discussed recent events including Psychology Day and Psychology Morning which featured Phil Zimbardo. Several psychological organizations provided financial and organizational support for these events which were well attended and were successful in framing the value of Psychology to contribute to addressing worldwide human rights issues.
5. **DVD Task Force:** John Hogan reported on the delibera-

- tions of the task force on the international psychology DVD. Three outside committee members were consulted. Two versions of the DVD a short (6 minutes) and a long (45 minutes) version were previewed. Mixed feedback led to a recommendation to distribute the short version. Joan mentioned that the response from CIRP suggested a need for revisions. Judy clarified that the CIRP feedback had been received and had been addressed in the most recent version of the DVD. Several approaches to resolving the situation were forwarded. One approach could be to provide web access to the short version. If after seeing the short version viewers were interested, they could then request/purchase access to the long version. Additional discussion ensued including methods for reproduction of the DVD and the possibility of generating funds. Discussion will continue with Judy and Uwe consulting with John and Michael. They will report back to the Board in August in San Diego.
6. **Secretary:** Neal expressed appreciation to all for their support last summer and particularly to Harold for assuming the duties of secretary in his absence.
 7. **Council of Representatives:** Harold reported that Council voted to approve a boycott of the San Diego Hyatt during this summer's APA convention. The owner of the Hyatt, Doug Manchester, has been a financial supporter of the resolution in California to ban same sex marriages. The boycott will cost the association approximately \$100,000.
 8. **Awards:** Danny asked Lynn to coordinate the division awards so that one person has a perspective on all the awards being given. Michael mentioned the significance of communicating the recognition of awards in the Monitor. Rene Goodstein chairs the Gielen book award. It was noted that she received eight submissions this year. After review by committee members and outside referees, it was decided that no award will be given, as referee reports did not see any title that met the award criteria.
 9. **Fellows:** Harold Takooshian reported on initial Fellows and those elected to Fellow statuses who have established histories of doing cross cultural work (see report). Ann added that formerly Fellows made presentations at APA. She expressed the importance of actions that honor initial Fellows. Danny mentioned several new Fellows indicated how proud they are to be recognized by Division 52.
 10. **ICFW:** Joan Chrisler described the joint meeting with Division 35 in the Division 52 hospitality suite. Their discussions included program planning for APA, San Diego and a book proposal accepted by Praeger. Chapter authors will be from the two divisions. Joan is stepping down and Susan Nolan will be the new chair of the committee.
 11. **Nominations:** Lynn reviewed slated nominations (see #1 above) and new committee chairs.
 12. **Journal Editor Search:** Lynn stated that the search is still open—until Monday (3/9/10). Senel raised the question of whether to publish full articles or shorter articles or the balance of articles in the journal. Lynn suggested that the editorial board will review these questions.
 13. **Uganda Anti-homosexuality Laws:** Mercedes presented a draft of a document that the APA Public Interest Directorate is developing in collaboration with the Psychological Society of South Africa in response to the October, 2009 passage of anti-homosexuality laws in Uganda. Members will review the APA statement and consider a Division 52 statement of support.
 14. **Listserv:** Danny received a recommendation from Tony Marsella to open our listserv to non-announce only discussion. Richard noted that this change would require a listserv moderator be assigned. It is required by APA. The approach of other organizations was described. A combined effort with ICP was forwarded by Joan and Ann. The discussion will be tabled until collaboration with ICP is clarified and a moderator is explored. In the meantime Richard will explore with Keith Cooke (Division Services) what APA requires.
 15. **Historian:** As historian and archivist, John is collecting materials including obituaries psychologists. Keep him informed of and send him relevant documents for the archives. Danny recalled Henry David and suggested that in addition to an obituary that Grant might solicit a tribute to Henry on behalf of the IPB. Grant will contact Nancy Russo in that regard.
 16. **Long Range Planning:** Senel reviewed long range initiatives like the developments with the journal. She invited ideas for updating strategic planning. Ann shared her experiences with publishing a new book and supported the idea of publishing books to generate funds for the division.
 17. **Book Publications:** Danny graciously invited Board members to mention their recent/upcoming book publications. Rivka spoke about her new book "Stop Beliefs that Stop Your Life." It is published in two languages. Judy Kuriansky discussed her four volume series on human sexuality. She also mentioned her editorship of a volume of Counseling Psychology on mental health and human rights (and provided free copies to Board members). Florence has published a book by Praeger on Mentoring. Wade Pickren and his wife, Alexandra Rutherford, have a new book out on the history of psychology that is internationally focused including a particular interest in women's issues worldwide. Susan Nolan noted that her recently published Statistics textbook utilizes extensive international data. Uwe and his co-author have a book that is a survey of psychology in the Arab world that has been translated into Arabic and published in Egypt.
 18. **Program Committee:** On behalf of Janet Sigal and Ayse Ciftci, Senel Poyrazli reported that the Program committee received 94 proposals for APA San Diego. The program will consist of 14 symposia, one discussion session and 58 poster presentations. Senel also solicited programming for the Division 52 hospitality suite. She will send out an announcement shortly. Division 52 was one of the first divisions to request their hospitality suite in

the Marriott as a communication of protest regarding the use of the Manchester Hyatt for the convention.

19. **Curriculum and Training:** Gloria Grenwald reported on plans to continue efforts to internationalize psychology curricula. The committee continues their on line survey. Preliminary data analysis is under way. Gloria discussed the diverse ways that faculty are internationalizing course contents in different fields with varying content and media. Richard detailed how the web resources are organized and work (see also Webmaster's report). Ann suggested an award for contributions to the project. Joan suggested naming the award for Henry David. At Danny's request, on behalf of the Division Gloria prepared a comment on the evolving APA document 'Principles for Quality Undergraduate Education in Psychology revised January 2010.' She was praised by all for this statement recognizing the lack of attention to the principle of internationalizing psychology curriculum. Michael had some suggestions to provide additional weight to our perspective. With those additions, the Board unanimously backed forwarding the comment.
20. **International Society for Clinical Psychology (ISCP):** Danny raised the question of division sections in light of the interest of ISCP becoming a section of Division 52. Discussion followed regarding the pros and cons of sections, changing the bylaws, and ISCP, specifically, as a section. The sentiment seemed to be that Division 52 is not prepared to start sections. First, as a smaller division it is questionable whether divisions are wise given the close collaboration that now exists and second, whether having a society with its own name really make sense for our division. A vote was taken on whether to revise the bylaws to create sections: pro 6; con 10. Danny will communicate with ISCP that their members are most welcomed to join Division 52 as members, but not as a section unto themselves.
21. **Chicago School of Professional Psychology:** Danny mentioned the opening at CSPP for the Head of the International Program. Ann commented on the environment at the school. Danny suggested that we support any individual member who would be interested in the position.
22. **Member at Large:** John suggested considering a member at large slot for an int'l member. We can explore the possibilities and see how the idea comports with APA requirements.
23. **Saturday Conclusion:** Danny concluding our Saturday meeting by announcing that he has accepted a position at Alliant University as Associate Dean of Management and International Programs. He will be transitioning in late August. He will oversee international programs on several campuses and will be involved in the development of additional campuses overseas. Congratulations were offered all around. Danny will be on the San Francisco campus and invited Board members to visit while in town.
24. **Continuing on Sunday:** Danny congratulated Wade on his book, 'A History of Modern Psychology in Context.' Wade described how international perspectives are integrated into his book. He will request that Wiley send the book to Board members. Wade is currently President of Division 26 (History of Psychology) and editor of the Journal of the History of Psychology. In these contexts, he will also emphasize international perspectives on psychology. Additionally, he is preparing a book review of Ethan Watters 'Crazy Like Us.' Geoff Reed was mentioned for his work on the development of the ICD 10 and the possibility of APA publishing it in the USA.
25. **APA Ethics Code:** Michael raised the question of whether we can preview the new APA ethics code. Ann said Jeff Barnett indicated there is only one change that was necessary in the new version. Discussion followed and we will request the opportunity to comment.
26. **Multicultural Summit:** The next multicultural summit in 2111 will be in Seattle (1/27-1/28/11). Michael noted we have a modest amount of money budgeted to be able to financially support the summit. The Board unanimously approved becoming an official sponsor.
27. **Uganda Follow up:** Mercedes asked for comments on the document on Uganda. Danny indicated that we seem to have a unified voice in opposition to the anti-homosexuality laws in Uganda. Mercedes also mentioned SEPA's interest in hosting us for our midwinter meeting. Lynn suggested the possibility of a mini-conference there if not the midwinter meeting. Ann will inquire into having an international day at SEPA.
28. **Midwinter Redux:** John indicated that his survey indicated that SEPA and EPA tied for first choice for the midwinter meeting in 2011. A second vote was taken to get input from the Board. The results suggested a midwinter meeting in Jacksonville at the SEPA.
29. **APA Committees:** Recommendations for nominations to be slated for APA committees was raised with Florence requesting nomination for the membership board and Sherri McCarthy requesting nomination for CIRP. Let Danny know right away if you'd like to be nominated for a committee as the deadline is upon us. Lynn will email a survey monkey defining the roles to be slated and the opportunities to nominate members for open slates. As representative to Council, Harold Takooshian will assume the role of 'governance chair' monitoring opportunities in APA for Division members. This will become one of the council rep's responsibilities in the future.
30. **Review of Merry Bullock's Report from OIA:** Coordination of awards with OIA was discussed. The question of confusion re international affiliates for the division and international affiliates of APA was noted. Uwe suggested including a statement in division documents to clarify this issue. He also suggested a new membership brochure. The availability of brochures for distribution at international meetings was suggested. Suggestions for supporting our international affiliates at international meetings were made. Advanced planning and coordination of international affiliates at meetings would help the affiliates receive recognition and feel that we value them.

Committee Chairs need to be reminded of these cross cutting issues. Regarding membership materials, Uwe will contact Janet Sigal to update the membership brochure. The OIA's convention programming was noted as was Merry's request to coordinate publication of international programming in San Diego.

31. **Humanitarian Activities:** Danny asked Judy Kuriansky to describe her experiences working in Haiti and Africa. Judy encouraged initiatives by the Division to coordinate individual projects and initiatives by individual members. Rivka suggested that Judy provide some specifics on how interested members can get involved. Judy indicated she would develop that list and provide information for the IPB. Uwe suggested that we support other members like Michael Wessells by suggesting they publish their work in IPB as well. Danny encouraged this kind of support for all division members. The possibility of creating links on the IPB was discussed so that information on members and their activities can be submitted in languages other than English.
32. **Communications and Publications:** Uwe Gielen reported that the Division book series has encountered problems with the publisher. An alternative publisher to Hogrefe is being explored by Uwe and Harold. Judy suggested that Praeger might be interested in our series. Ann added the possibility of a smaller publisher for a series. Michael suggested on line publishing as well.
33. **Information Clearinghouse:** Michael reported on updates with the Clearinghouse. Richard is developing a more interactive version of the Clearinghouse. Clearinghouse job postings are provided to Richard and also to Grant for the IPB. Michael reported that the Clearinghouse has received over 1,000 hits since August.
34. **Webmaster:** Richard reported that Survey Monkey is available for surveys by division members. He will ask the Executive Committee for guidance on what types of surveys are permissible. The listserv has 1250 subscribers. This includes members and non-members. Should non-members have access? Richard wants to redesign the website. However, the APA may design a template for the divisions that will allow divisions to upload content. He will wait to hear from the APA before deciding how to update the website. He also reported on itopwebsite.com that will support the internationalizing of the curriculum project. He and Gloria are still collecting data and may complete a shell by the national convention. Our website now has photos from the 2009 convention. Richard suggested keeping an archive on the website for photos and videos. Michael asked whether members could have their own videos uploaded to the website. Richard outlined some of the issues that would need to be considered. Inform Richard about videos and other resources that can be put online. Richard requested that members preselect the photos they would like posted so that the Webmaster does not have to decide. The Division 52 website averages 30,000 hits per month and approximately 110 per day.
35. **International Psychology Bulletin:** Grant Rich reported that Senel has brought him up to speed. The Board congratulated Grant and Senel for a superb joint edition of IPB in March 2010. The next deadline is 3/30/10 for the next edition of the IPB. Grant encouraged Board members to submit items.
36. **International Liaison:** Rivka Bertisch Meir reported on her International Liaison work. Given the worldwide financial crisis, some international affiliates are having trouble paying their dues. She underscored the importance of 'adopting' them. Rivka has enrolled over 30 new members, but she is concerned that some drop off due to a lack of follow up contact. Rivka implored Board members to communicate with international affiliates in some form to keep them involved. Her suggestions included sending a letter or extending an opportunity for involvement, collaboration, etc. There seem to be conflicting reports on the numbers of members in the Division. She asked for assistance in order to produce an accurate accounting of our international affiliates.
37. **Mentoring Committee:** Danny asked for a chair of the mentoring committee. He asked Lynn to work with him to identify someone to chair that committee.
38. **Outreach:** Mercedes mentioned the Pace University conference as an outreach event she is participating in. Judy will serve as a judge of the undergraduate research competition.
39. **DVD Redux:** It was decided that continued follow up on plans for the DVD will be coordinated with Judy, Uwe, John and Michael.
40. **APA Monitor:** Let Danny know items for the Division spotlight in the Monitor.
41. **Treasurer Follow up:** Michael responded to questions regarding travel reimbursement policies for the midwinter meeting. He described those eligible and the amounts of financial support. He stated that if funds remain after receipts are submitted, individual requests for travel support can be considered by the Executive Committee.
42. **International Dissertation Abstracts:** Dan Holland asked for Division 52 to monitor Dissertation Abstracts and to post relevant information on the website. Harold suggested that Danny ask for volunteers.
43. **Adjournment:** Danny adjourned the meeting on time. He thanked everyone for their energy and dedication.

Respectfully submitted,
Neal S. Rubin, Ph.D., ABPP
Secretary



Discovering Division 52 at the Eastern Psychological Association: An International Student Report

Giulia Landi
New York University

Dr. Rivka Bertisch Meir
Fordham University

“How can the APA International Division enlist more students?”

On March 5th 2010, I decided to attend the Eastern Psychological Association. As a recently graduated international student, I was visiting EPA prior to applying to graduate schools, where I spotted a room full of programs on international psychology. In the 3 pm workshop on “Becoming More Involved in International Psychology: Why and How,” instead of anxious presenters and passive listeners, I saw 30 smiling professionals and attentive students in lively conversation. Harold Takooshian, EPA Program Chair, introduced the workshop, followed by a series of seven brief “flash-presentations” on different ways to become involved in international psychology. The first to speak was Dr. Rivka B. Meir, Director of the APA International Liaison program, discussing the value of joining Division 52—to link with students in other countries, collaborate on global data collection, and receive new publications at www.internationalpsychology.net. I joined immediately.

During EPA, I logged onto the Division website, and was pleasantly surprised to discover its mission and many programs and opportunities. The next day I went back to the EPA international room to get more involved, and Dr. Meir kindly invited me to visit the international supper at St. Francis College that evening, and observe the Mid-Winter Board Meeting. At both, I was warmly welcomed by distinguished professionals like President Danny Wedding, and by that same friendly atmosphere.

The journey that brought me to EPA, to meet Dr. Meir and join Division 52, began when I left medical school in Italy and moved to the U.S. to pursue a career in clinical psychology. Transferring to New York University has been the first step of my career as an international student. In two intense and stimulating years, I successfully completed



my undergraduate education in psychology and my senior honors thesis—for which I received the award for most outstanding departmental honors thesis.

Despite my academic achievements, my time at New York University also had its challenges—my non-native English, and cultural variations in communications styles and assertiveness. Culturally insensitive faculty and advisors were not responsive to my needs and were unable to give me guidance on international careers in psychology and the level of degree mobility. I have been constantly discouraged to pursue a career in clinical psychology in the U.S. and to go back to Italy to finish my medical degree. In contrast, Dr. Meir encourages me to go back to university to follow my aspirations.

Going to EPA and discovering all the opportunities within Division 52 has definitely been an essential step in my career as an international student in psychology. I am extremely grateful to Dr. Rivka Meir and all Division 52 members for their welcoming support. As I grow professionally, I would like to share the Division’s vibrant and wide-reaching initiatives with other students.

In a changing world, cross-cultural communication and international involvement is becoming essential (Takooshian & Congress, 2010). Division 52 annual membership gives students information on new developments in international psychology, a connection with other students and psychologists from 89 countries, and opportunities to collaborate on global data collection.

Reference

Takooshian, H. & Congress, E. (2010, Winter). How can we “go global?” *International Psychology Bulletin*, 14, 26-29.

Correspondence concerning this article should be sent to:
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Email: gl706@nyu.edu



At the EPA session on “Becoming more involved in international psychology,” out-going Editor Senel Poyrazli invites articles for the Bulletin.

Division of International Psychology Nominees for Elected Offices

Nominations were solicited for Division 52 President-Elect, Secretary, and two Members-at-Large of the Executive Committee. The names are listed below in alphabetical order.

President-Elect (2011)

Senel Poyrazli, Ph.D.
Neal S. Rubin, Ph.D., ABPP

Secretary (2011-2013)

Ayşe Çiftçi, Ph.D.
Nancy M. Sidun, Psy.D., ABPP, ATR

Member at Large (two positions for 2011-2013)

Lynette H. Bikos, Ph.D.
Andres J. Consoli, Ph.D.
Judith Ellen Fox, Ph.D.
Joy K. Rice, Ph.D.

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

Candidates for President-Elect

Senel Poyrazli, Ph.D.

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

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



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

- Increasing the visibility of our Division
- Continuing the work of infusing an international perspective in all APA divisions.
- Supporting efforts to internationalize the psychology curriculum worldwide.
- Increasing the number of members and leaders from countries outside of the U.S.

Neal S. Rubin, Ph.D., ABPP



Neal S. Rubin, Ph.D., ABPP – Professor at the Illinois School of Professional Psychology at Argosy University, Chicago, and Assistant Professor of Clinical Psychology at the University of Illinois at Chicago; former Chief Psychologist at the Psychosomatic and Psychiatric Institute of Michael Reese Hospital in Chicago; B.A. Northwestern University (Anthropology) and M.A., Ph.D. University of Chicago (Human Development).

I am a Fellow of Division 52, and I am serving as Secretary (2008-2010). I have previously served as Program Chair/Co-chair (2005-2006), and as Ethics Liaison (2007-2009). Since 2003 I have served as a Special Projects Associate of the American Psychological Association's United Nations NGO Team in New York City. My interests are in the areas of advancing the roles of psychologists in addressing human rights on the international stage via science, education and ethically informed intervention models.

I am pleased to share the ballot for the office of President with Senel Poyrazli and I am confident that we each are competent to lead the Division. If elected I would seek to promote:

- a balance between tradition and innovation;
- an integration of those who have graciously served the Division and those new members seeking to contribute to our shared vision; and
- International Psychology as a field by supporting the career aspirations of members, students, early careerists and affiliates in science, education and practice.

I have been significantly enriched by my involvement with Division 52 and I am deeply grateful for the warmth and collegiality I have received. I would be honored to serve as President of the Division.

Candidates for Secretary

Ayşe Çiftçi, Ph.D.

I'm honored with my nomination to serve as the Division 52 secretary. As an international student who moved from Turkey to pursue my doctoral degree in counseling psychology in 2002, I've been involved in Division 52 in different roles in the last 8 years as a student affiliate, Program co-chair for 2008, Program Chair for 2009 and most recently as an Early Career Professional Committee Chair. As a counseling psychologist, I've also been involved in different roles in the International Section of Division 17 as the editor of the *Newsletter* and most currently as the membership chair. I believe, we are at a very exciting and critical point with globalization and have many responsibilities as international psychologists to become more global. It will be an honor for me to serve as the Division 52 Secretary. If elected, I will work towards a stronger connection with APA and other divisions. An increased collaboration with the Office of International Affairs as well as International sections/interest groups of other Divisions would bring Division 52 more presence, increased membership in numbers and joint projects. As the secretary, I would also work towards giving more voice to early career professionals and students in our Division. Finally, I will try to continue and increase interactions with other international organizations in the United States to contribute to policy development and training needs related to international issues with the expertise of our large membership.



Nancy M. Sidun, Psy.D., ABPP, ATR



As the Chief/Supervising Psychologist at Kaiser Permanente-Hawaii I have the privilege of working with a culturally rich, diverse, and international population. My experiences prior to Kaiser were at Argosy University-Hawaii and The Chicago School of Professional Psychology, where attention and commitment to diversity including international issues were paramount. My personal professional interests have been focused on women's and international women's issues. I have written and presented nationally and

internationally on racial identity development, training of women students, transracial adoption, feminist psychology in the Pacific Rim and human trafficking. Most recently my energies have been on heightening the awareness of the human trafficking epidemic; fortunately I've had the honor to champion this by being appointed by Division 52 to chair a Task Force on Human Trafficking. On a more personal note, I lived in Samoa in 1999 where I worked with a non-profit NGO foundation that promoted and advocated for women's business interests and consulted at the only counseling center in Samoa. Lastly as the mother of child born in China and adopted to "a very White American women", I have found myself negotiating the intersection of being both White and American with the need to be a bit "Chinese". These experiences and my past experience as the chair of our Division 52 International Committee for Women only further heightened and crystallized my interest in international psychology. I am pleased to have been nominated for Secretary of Division 52 and would welcome the opportunity to serve our division in this role.

Candidates for Member-At-large

Lynette H. Bikos, Ph.D.



LYNETTE H. BIKOS, Ph.D., *Counseling Psychology, Kansas University (1996); M.A., Counseling Psychology, University of Missouri – Columbia (1989); B.E.S., Counseling & Educational Studies, University of Missouri – Columbia (1987).*

Director of Research and Associate Professor of

Clinical Psychology at Seattle Pacific University, teaching statistics, research methods, and psychometrics courses in the Clinical and Industrial/Organizational Psychology doctoral programs. Licensed as a psychologist in Washington and Kansas. For fun, I tandem bicycle with my family and volunteer with 4-H.

My research program includes both international projects and nonprofit program evaluation. My international research interests solidified when I was an expatriate spouse living in Ankara, Turkey (1999 – 2003). Perhaps *kismet* is to credit for my appointment as an Assistant Professor at Middle East Technical University (2.5 years). In Turkey I began a series of studies evaluating adaptation to expatriation. Subsequent internationally focused projects have included (a) investigating acculturation experiences of diverse groups, (b) exploring the process of internationalizing the psychology curriculum, and (c) collaborating with my Turkish colleagues.

I joined D52 when I repatriated to the U.S. Increasingly, I have been looking for ways to become involved. In 2009,

Division 52 News and Updates

we in the Western Region were fortunate when D52 held its board meeting at WPA/Portland. This year, I am serving as the Program Chair for the division's day of events at WPA/Cancun. I would very much welcome the opportunity to continue promoting D52 at WPA and in the Western region, contribute to D52's efforts internationalizing the psychology curriculum, and participate in D52 leadership.

Andres J. Consoli, Ph.D.



The active engagement of APA Division 52: International Psychology is vital to our Association, to our discipline, and to the people of the world. We are citizens of an interconnected globe to which a vibrant, relevant psychology has much to offer. As such, psychology must contend with international phenomena: peace, migration, poverty, human rights, and disasters, among others. Furthermore, I view the fostering

of international interests and transnational collaborations as a logical evolution and necessary expansion of the ongoing, socially responsible, ethical commitment to cultural competence and cultural humility alike.

If elected to the position of member-at-large of Division 52 I will work with our Division leaders and our membership to advance a North-South dialogue that can complement the current East-West exchange involving some Asian countries, Europe, the USA and Canada. I will bring to the position the experience accumulated over the last 11 years, having served in the executive board of the Interamerican Society of Psychology (www.sipsych.org), first as its treasurer for six years, then as president-elect (7/05-6/07), president (7/07-6/09) and currently as immediate past-president (7/09-6/11). In these capacities I have collaborated closely with the Office of International Affairs and the Committee on International Relations in Psychology, both at APA. I will also bring the competencies of a bilingual academic and professional who is fluent in Spanish and who has ongoing collaborations throughout the Americas. I will appreciate your support through your vote. Please contact me for any questions regarding my candidacy at consoli@sfsu.edu.

Judith Ellen Fox, Ph.D.

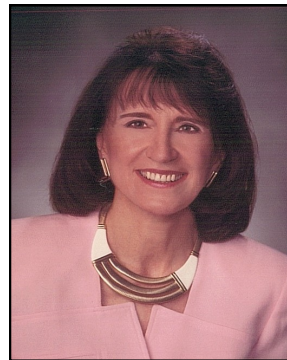
Judith Fox, Ph. D. is currently Assistant Professor and Director of the International Disaster Psychology Program, Graduate School of Professional Psychology at the University of Denver. Teaching and clinical inter-



ests include the impact of trauma on development, cross-cultural life-span development, evaluation and treatment of children, adolescents and their families, and international service-learning and program development. Dr. Fox works with a variety of non-governmental organizations in Bosnia, Croatia, Serbia, India, Ethiopia, and Belize where she develops international practicum experiences for graduate students. She has been a member of the University of Denver Faculty Senate for two years and has served on the Department's Executive Committee for four years. She is Past President of the Colorado Society for Psychology and Psychoanalysis.

I would welcome the opportunity to serve as Member-at-large of Division 52 and very much appreciate being considered for this position. As director of the Masters Program in International Disaster Psychology at the University of Denver for the past four years, I have experience in and commitment to graduate training in psychology from an international perspective. I have strong communication skills and abilities to work well with others. I am conscientious, hard working and would very much enjoy this significant involvement in Division 52. Thank you for considering me.

Joy K. Rice, Ph.D.



Greetings 52 Colleagues - I am looking forward to serving you as Division Member-at-Large. I was honored to serve as your President in 2006, and I'm a charter and active 52 Board member. Other prior division service includes Co-Program Chair, Founder and Chair of the International Committee for Women, and Division Federal Advocacy Coordinator. I have also been active in APA Governance as Past

Chair of the Committee on International Relations (CIRP) and as a member of the APA Membership Board. I co-chaired CIRP/ 52 Task Force that formulated the APA resolution, *Cultural and Gender Awareness in International Psychology* and have worked on and initiated Division 52 advocacy projects to help women and children in Pakistan, Afghanistan and China. For this service I have received several Division 52 Recognition Awards and am a APA Fellow of four divisions.

At the University of Wisconsin - Madison I'm a Clinical Professor and I'm also in private practice. My research activity includes over 100+ national and international presentations and publications on topics of family change, poverty, and mental health.

As your Member-at-Large, I see the need to build membership, attract early career psychologists and international members, and increase our ethnic minority representation. I will promote more collaborative, cross-cultural research and networking opportunities among our members and interna-

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tional colleagues and will continue to work with our outstanding Board members to ensure that we are an effective voice for your concerns. Feel free to contact me at jkrice@facstaff.wisc.edu

Photos of Division 52 Events at the Eastern Psychological Association

**March 4 - 7, 2010,
Brooklyn Heights, New York City**

If you participated in the international program at the 2010 EPA in Brooklyn NY this March 4-7, you know what a memorable time this was ... from Philip Zimbardo's UN address on March 4 through the 10 sessions and board meeting on March 7.



Division 52 News and Updates



APA Division 52: International Mentoring Award

The recipient of this award will receive a plaque of recognition at the annual APA meeting. Nominations, including self-nominations, are accepted. The Division 52 Mentoring Award is presented annually to a member or affiliate of Division 52, who plays an exceptional mentoring role in an international context. Mentoring may be defined by any of the following activities:

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

Nominations should include a cover letter, vitae, and at least 3 letters of endorsement from former or current mentees. Nominations should be sent to the Mentoring Award Committee Chair, Mercedes McCormick at mmccormick2@pace.edu. The Division 52 Mentoring Award Committee will review the nominations. The Committee's recommendation will be reported to the Division Board of Directors. The deadline is June 1st.

Division 52 Membership Survey

[Click here to access survey](#)

(Web link)

Dear 52 Member:

We have developed a survey to measure your opinions of your membership in Division 52. The purpose of the survey is to determine how we can improve the services that the Division provides to enhance your membership in the division. Please send any comments or questions to

Janet2822@aol.com and susan.nolan@shu.edu

We welcome your input.

We appreciate your participation in this survey.

LEAVING A LEGACY TO DIVISION 52

A Call for a Charitable Bequest to APA Division 52

If you are interested in making a charitable bequest or other planned gift to the Division of International Psychology, contact Michael Stevens at (309) 438-5700 or at mjsteven@ilstu.edu or Lisa Straus at (202) 336-5843 or at estraus@apa.org.

Are You a Psychologist who was a Peace Corps Volunteer?

Merry Bullock at the APA International Directorate and several members of Div. 17 - Society of Counseling Psychology are looking for psychologists who were Peace Corps Volunteers. If you are one, please contact Mary at mbullock@apa.org.

NEWS AND UPDATES FROM THE AMERICAN PSYCHOLOGICAL ASSOCIATION OFFICE OF INTERNATIONAL AFFAIRS December 2009

2009 Volume 20, Number 5 Online version www.apa.org/international/pi

Psychology in Action! Assessment and Intervention Tools for Victims of Piracy

BY MERRY BULLOCK, PH.D., OFFICE OF INTERNATIONAL AFFAIRS

APA member Michael Garfinkel, PhD, is beginning a project to understand high-seas piracy and its diverse judgments for those affected by it.

We have all read the news headlines about piracy on the high seas. APA member Michael Garfinkel, PhD is doing more: he is delving into the effects of piracy on its victims as a project that is a collaboration among shipper, seaman, mental health workers, and others. The project is housed in the Seaman's Church Institute, a service organization dedicated to caring for the needs of mariners around the world.

"Piracy," says Garfinkel, "is a particularly intriguing phenomenon on many levels: being a victim of piracy or even traveling through piracy zones has important health consequences for sailors and for their families." The victims of piracy are typically on large commercial vessels that are hijacked for the ransom they bring. The crews on such vessels are held hostage during negotiations for the vessels' release that may take months to complete. And in some regions, piracy is a major source of income for some. There are, in one way of looking at it, put themselves voluntarily in harm's way and voluntarily return to the same context of risk, by serving as crew on vessels that travel in piracy zones. There are, of course, strong economic incentives to do this - crews on vessels that travel in risky waters earn 2-3 times normal crew pay.

"We know that being a victim of piracy is stressful and has health repercussions. But we know too little about the phenomenon - how the stress from piracy compares to the biologic stress of being at sea, how piracy is understood and responded to within the mariner culture, how this intersects with a person's own cultural background, what kinds of interventions are important to consider within individual, family and cultural contexts, and that symptoms distress takes," adds Garfinkel.

To understand piracy, and to work toward the goal of developing assessment and intervention tools as part of a named response to piracy, Garfinkel is leading the first-ever psychological study of the effects of piracy on seafarers. The project, a collaboration between the Center for Seafarers' Rights (CSR) at the Seaman's Church Institute, the New York Psychological Society & Institute, and the Mt. Sinai-Danbar Psychoanalytic Outreach group, seeks to lead to the development of recommendations to the private and public sectors on how best to safeguard the welfare of those affected by piracy. "My plan," says Garfinkel, "is to integrate the experiences of seafarers, the interests of the maritime industry, and the knowledge base from psychology and psychiatry to develop a practical assessment and intervention package." To do this Garfinkel will interview crew who have

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Merry Bullock, PhD at the Seaman's Church Institute

Psychology International can be accessed at: <http://apa.org/international/pi>

Investigating International Immersion Learning in Doctoral Psychology Training Programs

If you are a faculty member or doctoral student who has interest, experiences, or special knowledge of *international immersion learning* in doctoral programs in Counseling and Clinical Psychology programs, you are invited take part in a qualitative research study investigating this phenomenon. Specifically, we are interested in learning (a) how programs integrate international immersion learning experiences, (b) what faculty and students anticipate as intended outcomes of such experiences, (c) what successes and obstacles are being faced (and tackled), and (d) what are future possibilities for this element of globalization.

Your participation would involve a 50 minute (or so) telephone or internet-based interview about the phenomenon. To learn more about participation, please contact Lynette H. Bikos, Associate Professor of Clinical Psychology, Seattle Pacific University, lhbikos@spu.edu, 206.281.2017.

The project has been approved by SPU's Institutional Review Board (IRB #091002014; valid through 1/10/2011).



Checklist for International Students Entering U.S. Graduate Psychology Programs

Giulia Landi
New York University

Harold Takooshian, Ph.D.
Fordham University

How can students from other nations successfully overcome the challenges of entering competitive U.S. graduate psychology programs? This brief report offers international students a systematic four-step procedure and timeline to simplify this important process, while avoiding common errors.

Keywords: international students; graduate psychology education; cross-cultural adjustment

How can international students with a bachelor degree successfully apply to psychology graduate programs in the U.S.?

International students in the United States are defined as individuals who hold a nonimmigrant student visa (i.e., F-1 or J-1) to receive education for a temporary amount of time in the U.S. According to a report from the Institute of International Education (2009), there were a total of 671,616 international students studying in the U.S. during the 2008-2009 academic year – 9% of them were studying social sciences that include psychology. International students made up 6% of the psychology graduate population in the 2004-2005 academic year, and 13% of these students were enrolled in clinical psychology programs (Oliver, 2006). As a result of an increasing of multiculturalism in psychology in the last decade, enrollment of international students in graduate psychology programs will continue to grow (Leong & Blustein, 2000).

After deciding to pursue graduate training in psychology in the U.S., international students face many challenges – e.g., selecting graduate programs out of an extremely large pool of choices, applying and adjusting to these programs. The following is a guide to help international students through their application process to graduate school in psychology, offering useful suggestions and resources, as well as raising important issues to consider during their pursuit of graduate studies in the U.S.

How to Find U.S. Graduate Programs in Psychology

The Internet is invaluable for researching graduate programs: gathering information from universities' websites, emailing other international students who are studying psychology in the U.S. and joining electronic mailing lists and online forums are important tools at this stage of the process. Every year the National Research Council rank-orders U.S. Ph.D. programs by quality at www.socialpsychology.org/

www.apa.org/students. The American Psychological Association (APA) website contains useful materials at www.apa.org/students. Books such as *Graduate Study in Psychology* (American Psychological Association, 2010), *Insider's Guide to Graduate Programs in Clinical and Counseling Psychology* (Sayette, Mayne, & Norcross, 2010), and *Studying Psychology in the United States: Expert Guidance for International Students* (Hasan, Fouad, & Williams-Nickelson, 2008) provide detailed information related to psychology graduate programs in the U.S.

During this search other variables to take into account are: location, university size, and number of international students – and the related possibilities to be a part of a large international community. The U.S. offers a wide range of geographies, climates, and ways of life. Campus size varies as well: some international students might prefer the close-knit feel of a small university, whereas others might appreciate the diversity of students and opportunities provided by a larger campus.

Other strategies to gain valuable information about psychology graduate programs in the U.S. might include: searching campuses for affiliation with a U.S. university in one's home country (e.g., New York University campus in Florence, or Fordham University affiliation in London) or locating U.S. embassies. Attending international psychology conferences, international university fairs or online open house chats are also opportunities to interact with U.S. faculties and professionals; information on these events might be found at www.conferencealerts.com/psychology, www.topgradschool.com or on offices of admission websites.

International students are also recommended to join U.S. psychology professional associations – such as APA (American Psychological Association) or APS (American Psychological Science) and their international divisions – e.g., APA Division 52 at www.internationalpsychology.net. Student members receive subscriptions to the association

publications and can start gaining knowledge of psychology in the U.S. as a field and about the current issues within the field.

There are also financial considerations international students should be aware of; tuition for one academic year at state universities ranges from around \$ 8,000- \$ 15,000, and for private universities from around \$ 19,000 - \$ 35,000. The cost of living can vary drastically as well, by location. Data from the 2002 through 2003 academic year indicate that the U.S. colleges offered financial support to 38% of their international graduate students (College Board, 2004). However, data from the *APA Monitor on Psychology* revealed that 86% of psychology doctoral students used their own or family resources to pay for part of their graduate education (Bailey, 2006).

International students might want to inquire about all funding possibilities by contacting psychology departments, graduate schools, financial aid offices and international student offices. Generally, there are two types of university-based funding, fellowships (similar to a grant) or assistantship positions (providing funding for tuition, fees, living costs and/or professional development in exchange for teaching or researching on campus). International students should keep in mind that if they are unable to secure university funding in the first year, there are often opportunities for funding that become available for second year students and beyond.

Other sources of financial assistance might come from international students' home country – i.e., from local government, corporate, or foundation sources – or personal loans. There are several international organizations that grant aid to students all over the world - including the Fulbright Commission, the United Nations, the World Health Organization, the League of Red Cross Societies, the Soros Foundation and the World Council of Churches. Websites devoted to securing financial assistance to international students are: www.iefaf.org, www.fundingusstudy.org, and www.internationalscholarships.com. *Funding for United States Study* (Institute of International Education, 2010) and *Funding U.S. studies: A scholarship guide for Europeans* (Institute of International Education, 2005) are useful texts to locate financial aid. International students should explore all these possibilities early and actively.

How to Restrict One's Search: Making an Informed Decision

There are over 600 graduate programs in psychology in the U.S., including clinical, counseling, developmental, educational, experimental, health, industrial/organizational, school, social, and personality psychology. So how do international students identify the graduate program that is right for them?

After selecting the field of psychology and area of interest, choice of a program should be based upon the quality of the research it produces or publishes. It is a good idea to investigate the top journals of the particular psychology sub-field and do a literature search, looking for topics of interest and program affiliation (Helmes & Schnorf, 2009).

To make sure the psychology department is a good match, a starting point is to develop an early feel for the various departments: looking at the list of psychology faculty members for each graduate program, locating professors for area of interest, and reviewing some of their most recent publications are helpful strategies. International students will be working closely with one professor during their graduate education. Choice of professors should not only be made solely on topic of interest; it is important to consider the qualities of the whole professor. Do they value diversity and multicultural factors? Are one's views and personalities compatible?

The atmosphere of a department also influences international students' experience; this can vary from an academically rigorous and competitive experience in which students are constantly challenged to a balanced experience between academic demands and extracurricular interests. It is a good idea to inquire about the type of support students receive by fellow students and faculty in different departments – e.g., by contacting graduate students in those departments or possibly during admission interviews. Greater support from training programs, availability of resources, and culturally sensitive learning environment (Hasan et al., 2008) improve international students' adjustment in the U.S. International applicants should allow sufficient time to thoroughly research each program in order to create an optimal list of prospective schools.

At the end of this process - having seriously reflected on their own interest, and having carefully examined various departments, and related personal and professional opportunities - it might be reasonable to have a list of 10 to 20 universities that have faculties of interest (Sayette et al., 2010).

To ensure several admissions offers, international students should narrow down their list to 4-6 well-rounded programs. It is recommended to apply to a maximum of 2/3 highly-competitive universities and pairing these selections with 2/3 universities at which one falls on the upper end of the average admissions exam scores, TOEFL and GPAs of the previous year's admitted students.

Once international students have narrowed down the list of graduate programs they wish to attend, the next step is to research the application process for those programs.

The Application Process

The keys to successful completion of graduate school applications are time, organization, and perseverance. The application process takes longer for international students; it's important to start 18 to 20 months before planned date of enrollment. Appendix A provides a useful application timeline. Universities websites have sections on how to submit an application, including special instructions or additional information required for international students.

In general international students are required to put together a competitive application package – this includes application forms, two to three references, statement of purpose and standardized tests. Practical resources and tips for this stage can be found at www.internationalstudent.com.

www.educationusa.info, or www.kaplantest.com.

Most graduate programs in psychology require taking the GRE and GRE subject test in psychology. All applicants whose native language is not English are also required to take the TOEFL (Test of English as a Foreign Language). Information concerning the availability of these tests in foreign countries can be obtained by contacting the Educational Testing Services online at www.ets.org. Figuring out where the necessary tests are offered and how often they are given are great challenges for international students (Hasan et al., 2008). It is important to leave enough time in the application process to retake the exams.

International students are also required to submit certified transcripts in English from each university attended and grade point average. Some institutions require evaluations of the transcripts by a credentials service - such as the International Education Research Foundation (IERF) at www.ierf.org or the World Education Services, Inc. at www.wes.org, while others might internally evaluate the transcripts and require only a translation.

Most international student applications include a form called Affidavit of Financial Support to show they have adequate financial banking to meet the costs (including tuition, fees and living expenses) of at least one full academic year. This must be signed by a sponsor and indicate in U.S. dollars the total amount available from personal funds, family funds from abroad or funds from another source - e.g., scholarship or loan. International students will also need this form to apply for their student visa.

Once international students have submitted their applications, it is important to verify that all materials have been received. International students should stay confident while waiting admission notification; they possess unique background characteristics and culture-specific academic histories, offering fresh perspectives and enriching U.S. institutions.

Deciding on Accepted School

By mid-April graduate programs in psychology will send acceptance letters. In making a final decision about attending a specific graduate program, international students should consider the reputation of the program, the possibilities of interaction with mentors, the training facilities, and the atmosphere of the program (Sayette et al., 2010). The availability of special services for international students, percentage of international students in the program, presence of international faculty, research on international topics, and opportunity to engage in cross-cultural research are also important variables to take into account.

There are also final financial considerations: Is the program offering financial assistance and to what extent? Is health insurance provided? International students should carefully examine tuition costs, possible stipends or scholarships, and living costs before making the final decisions.

Issues to Consider Before Coming to the U.S. and Helpful Tips

International students are confronted to challenges of

acculturation, cultural differences, and culture shock (Ward, Brochner, & Furnham, 2001). Language proficiency is linked to academic and social adjustment of international students (Poyrazli, Arbona, Nora, McPherson, & Pisecco 2002). English as a second language programs and writing centers on campus are tools to improve English skills. The international student's office is a good starting point to learn about university activities and locate helpful resources (i.e., regarding visa status, financial situation, housing, employment possibilities, and health concerns).

As soon as they arrive in the U.S., international students should identify new sources of support. Initially, it might be helpful to connect with people from one's home country. However, initiating friendships with U.S. students is crucial. In order to make friends international students must take the initiative. Individuals in the U.S. tend to value independence; they assume that if people don't ask for help, then they don't need anything. Lack of assertiveness is a characteristic of many international students and is related to higher adjustments problems (Poyrazli, et al., 2002). Other forms of support might come from international advisors, professors or psychological counseling centers.

International students should consider involvement in a variety of student associations or professional organizations; engaging in these activities not only allows them to immerse in the mainstream U.S. culture, but is also an opportunity to make contact and collaborate with other students and professionals in the field.

International students also experience several extra-academic challenges related to U.S. restrictive bureaucracy that may seem hostile and unwelcoming to them (Wedding, McCartney, & Currey, 2009). It is recommended to learn the limitations and restrictions of one's student visa early and plan accordingly - i.e., rules for traveling outside the U.S. and employment regulations. For example, students on an F-1 visa who engage in on-campus employment or curricular practical training (CPT) for more than 12 months are not granted post-completion optional practical training (OPT) after graduation. This might be problematic for those students enrolled in counseling or clinical psychology programs, where a one-year internship is a required part of their training. International students should also remember that most international students' offices do not offer guidance regarding immigrant work visa permission; they may need to consult an immigration attorney if they have any questions. The book *Succeeding as an International Student in the United States and Canada* (Lipson, 2008) is a rich resource regarding moving and navigating everyday living in the U.S.

Conclusion

Studying psychology in the U.S. provides international students a wide range of knowledge, adaptability and experience that readily translates into excellent professional opportunities. Most international students obtain employment as therapists in clinics, professors in academia, consultants in business or industries, and researchers in biotechnology firms or pharmaceutical companies. Many use their training to se-

cure good jobs when they return to their home countries. Some are recruited by employers in the U.S. and decide to extend their stay, or take up permanent residency.

We hope the information and suggestions contained in this article have been helpful. We wish all international students the best of success in their application to psychology graduate school in the U.S. Good luck!

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Appendix A

Application Timeline for International Students

January - March (20/18 months before enrollment)

- Begin researching programs and required standardized tests.
- Decide if studying graduate psychology in the U.S. is right for you.

April - June (17/15 months before enrollment)

- Begin collecting information from different departments.

- Begin to narrow down possible universities to 10/20.
- Research financial aid for international graduate students.

July - August (14/13 months before enrollment)

- Prepare for the GREs and TOEFL.
- Consider taking the GRE General Test if you are prepared; this will afford time to retake it in the fall if necessary.
- Select top 4 - 6 universities and contact their admissions offices to request international student application packages; make sure you know exactly what they need from you to apply.

August - October (13/11 months before enrollment)

- Carefully fill out university applications; look for any errors.
- Start gathering the required supporting documents: official transcripts and translation, reference letters, and statement of purpose.
- Retake GRE exams if scores were unsatisfactory.
- Plan to pay your application fee; find out what methods of payment the schools accept and make the necessary arrangements to have the money accessible.

October - January (11/9 months before enrollment)

- Submit your university applications. Each university or college sets its own application deadlines, and there are usually special deadlines for international student applications. Make sure you leave time for your application to get to the university or college by the deadline.

March - May (6/4 months before enrollment)

- Wait patiently. Most universities and colleges in the U.S. will notify you of your acceptance a month or two after the application deadline. You may want to wait until you receive notification from all your choices before accepting an offer of admission.
- Once you make your decision, you write a letter of acceptance to the university you have chosen, and promptly turn down less-preferred offers.

May - June (4/3 months before enrollment)

- Apply to U.S. embassy or consulate for student visa and complete SEVIS I-901 form upon receipt of I-20 form.
- Complete other necessary paperwork.
- Organize finances and final arrangements for housing and medical insurance.

June - August (3/1 months before enrollment)

- Finalize travel arrangements.
- Contact international student office to detail arrival plans and confirm orientation for new students at university.

August - September (1/0 months before enrollment)

- Begin study in the U.S.!

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**A Global Perspective on the
Counseling Profession**
**Book Review: *International Handbook of
Cross-Cultural Counseling: Cultural
Assumptions and Practices Worldwide***

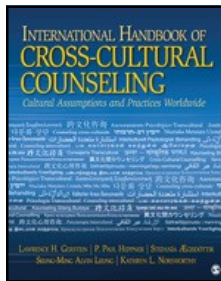
Gerstein, L. H., Heppner, P. P., Egisdóttir, S., Leung, S.-M. A., & Norsworthy, K. L. (Eds.). (2009). *Thousand Oaks, CA: Sage. ISBN-10: 141295956X; Price: \$89.95*

Reviewed by Uwe P. Gielen, Ph.D.
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During the last few decades the profession of psychology has prospered in many areas of the world so that today, American psychologists represent only about 25-27% of the world's psychologists (Stevens & Gielen, 2008). This expansion includes various forms of counseling psychology but hitherto no truly global overview of the status, nature, and prospects of counseling psychology has been available. The book under review attempts to fill this gap and does it well.

Led by a group of five editors from the United States and Hong Kong, the volume contains the contributions of more than 80 authors from around the world. The book is divided into three parts: Part I contains 8 chapters by the editors and some of their colleagues that cover "issues, challenges, and opportunities for the counseling profession worldwide." These chapters develop a variety of perspectives on the history and international scope of the science and profession of counseling psychology, together with related issues having to do with pertinent cross-cultural research, indigenous perspectives, theoretical and methodological issues, the training and professionalization of counseling psychology, international collaboration, and so on.

Part II contains 29 chapters each of which discusses selected aspects of counseling in a given country. The chapters cover 9 Asian countries, 9 European countries, Puerto Rico as well as 5 countries located in the Americas and the Caribbean, 2 countries situated in Africa, 3 countries located



in the Middle East, and 1 Oceanic country. The volume concludes with a reflective chapter by the editors.

How well do the countries included in the book represent the worldwide scope and advancement of the counseling profession? The variety of countries under discussion is certainly impressive—and yet there are some very significant omissions. Confucian-heritage societies, for instance, are very well represented by separate chapters respectively on China, Japan, South Korea, Singapore, and Taiwan. In contrast, the counseling traditions in the German-speaking countries (Germany, Austria, northern Switzerland) are ignored. Similarly, two of the most important Latin American countries, namely Brazil and Mexico, do not appear in the book nor does the culturally most influential country in the Arab world, Egypt. I also would have liked to see a chapter on the most populous Islamic country, Indonesia, which does have a significant psychological tradition.

Although counseling psychology has forged ahead in the more prosperous countries—and to a lesser degree, in some of the economically emerging countries—huge disparities remain between the frequency and severity of mental problems that major segments of the world's population suffer from and the number of mental health professionals trained to help alleviate them. One example may suffice: Zhi-Jin Hou, Seung-Min Alvin Leung, and Changming Duan mention in their chapter on *Counseling in China: Fast Moving but What Is the Destination?*, that 26 million Chinese are suffering from depression alone and that depression constitutes the leading cause of death for individuals aged 20 to 35 years. Although Chinese counseling psychology has been evolving relatively rapidly in the last few decades, the number of qualified counselors and therapists remains miniscule in proportion to the number of individuals suffering from depression and other important mental health problems. Furthermore, counseling psychology remains largely invisible in the rural areas of China, a situation that also holds true for most other rural areas in the developing world.

Many of the chapters include discussions of how best to adapt the counseling professions to diverse cultural value systems, religious sensitivities, political realities, and so on. Indeed, Anthony Marsella asserts in his Foreword that "no other specialty in psychology has been as unrelenting and constant in reminding the field of psychology of its obligations, responsibilities, and duties to promote diversity, to respond to injustice, and to advance the human condition" (p. IX). This handbook does indeed help to advance these ambitious and important goals. Whereas American traditional multicultural psychology has tended to focus on cultural diversity within the United States, this handbook helps expand the scope of the field to cultural diversity around the world—and that achievement constitutes its most important contribution to the international profession of counseling psychology.

Reference

Stevens, M. J., & Gielen, U. P. (Eds.). (2007). *Toward a global psychology: Theory, research, intervention, and pedagogy*. Mahwah, NJ: Erlbaum.

A Psychology of Liberation: Confronting External and Internal Constraints to Become Heroic

Philip G. Zimbardo, Ph.D.



Dr. Zimbardo at the Security Council.

Editor's note: On March 4, 2010, Philip Zimbardo of Stanford University delivered his first address to the United Nations in New York City. This focused on "A Psychology of Liberation: Confronting External and Internal Constraints To Become Heroic." Here, Dr. Zimbardo launched his Heroic Imagination Project, described at www.heroicimagination.org. This UN address was co-hosted by the UN Conference of Non-Governmental Organizations (CoNGO), the Eastern Psychological Association, the APA team at the UN, and the APA Division of International Psychology. Later that day, Dr. Zimbardo addressed 800 members of the Eastern Psychological Association in Brooklyn NY.

It is with humility, yet considerable pride, that I accept this honor of sharing some of my ideas with the distinguished audience assembled here for Psychology Day at the United Nations, in my hometown of New York City.

The basic theme of my presentation is discovering new ways to liberate people from their *self-imposed prisons of mind*, as well as the externally imposed situational and systemic forces of evil that limit our basic freedoms and reduce our human potential for personal success and national greatness.

A secondary theme is finding ways to inspire the "Heroic Imagination" in our young people. In doing so, we enable them to accept a new self-definition as "ordinary heroes-in-waiting" for the opportunity to take an extraordinary heroic action of putting their best selves forward in the ser-

vice of others, and/ or in defending a higher moral principle in service to humanity.

Heroes transform the egocentric ME into the socially-oriented WE.

I also want to share my fascination with the human mind's infinite capacity to make any of us be kind or cruel, to be caring or selfish, to act creatively or destructively, and to make some of us into villains, while others emerge as heroes. We are not born good nor bad, but rather with an incredible brain and dynamic mind that bestow upon us the virtually limitless potential to become anything that is imaginable, depending on the circumstances of our life path.

In *Paradise Lost*, John Milton set the platform for such a view of the nobility and facility of the human mind by reminding us that, "The mind is its own place, and in itself can make a Heaven of Hell, or Hell of Heaven."

That further serves to remind us of two famous statements linked to the very place in which we are here assembled. First, UN Secretary-General Dag Hammarskjöld asserted, "The UN was not created to take mankind to heaven, but to save humanity from hell." I will propose a more optimistic view, that we should be engaged in the joint tasks of creating more heavenly joys for people on earth, while working collectively to challenge the forces that would lead us down the slippery slope of evil to a metaphorical hell. Second, the preamble to UNESCO's constitution, asserted, "Since wars begin in the **minds** of men, it is in the minds of men that the defenses of peace must be constructed." I am forced to add an amendment: "it is in the minds of *Women*, and also men, that the defenses of peace, and unwavering opposition to corruption and injustice must be constructed and sustained."

Creating Evil Over a Lifetime

I have spent much of the past 50 years of my life as a social psychologist-researcher and educator, developing programs of research that demonstrate the vulnerability of most people, the majority, when caught up in the vortex of powerful social situations. I create controlled conditions in laboratory and field settings that allow my research teams to test causal hypotheses about the nature of human nature. Because I am passionate about understanding the dynamics of human nature in its many facets, I have toiled in research domains that have been quite varied, studying: mind control, shyness, madness, vandalism, prisons, torture, terrorism, along with time perspective.

In general, my collaborators, colleagues, and I have shown that social conditions can exert powerful influences over the way we feel, think and act, even though we are not aware of their subtle and pervasive impact on us-- and always underestimate their power-- while at the same time, overly relying on fragile free will to save us.

Our research has shown how most rational people can behave irrationally, sane people can act crazy, good people can do bad things, and anything we do can be justified so as to seem reasonable to ourselves and others- sometimes, under specified social conditions.

I have been privileged to be able to explore the darker sides of human nature in order to find ways of shedding new light on them, and to develop remedial interventions to alter those undesirable states. It has become part of my agenda to act as an *agent for social change* in promoting the psychology of liberation. In recent years, I have been devoting more of my intellectual energy and academic credibility to discovering new ways in which I can help to liberate people from various prisons of the mind, and of the spirit, that diminish human dignity, reduce personal autonomy, and curtail freedoms of expression and association.

What are some psychological prisons in our minds and in our midst?

The Stanford Prison Experiment

The Stanford Prison Experiment demonstrated how easy it is for ordinary people to behave in evil ways toward others when de-individualization and de-humanization were combined in a realistic prison simulation. Normal, healthy college students were randomly assigned to play the roles of prisoner or guard in a mock prison scheduled to last two weeks. However, I was forced to end the study a week earlier because it had gotten out of control. Nearly half the volunteer prisoners began having "emotional breakdowns," severe stress reactions, after being brutalized by other students acting as their guards.

These young men given unlimited power in their new guard role abused that power by behaving sadistically, taking delight in creating ways to humiliate and degrade "their prisoners." However, the most remarkable part of the study was the ways in which prisoners, guards, and staff so quickly created a *psychologically compelling prison in their minds*. It became a prison run by psychologists, not the state, where prisoners believed they could not leave--the experiment--without prior approval by the parole board, and guards believed they had to act brutally to suppress "these dangerous prisoners."

Evil, psychologically, is the *exercise and abuse of power* to intentionally harm, hurt, or destroy others, or to commit crimes against humanity when practiced by authority systems. Having total power over others without moral constraints or supervision by higher authorities can transform good people into perpetrators of evil.

A Parallel Prison in Abu Ghraib

This was all too true with the abuses digitally documented in horrific images by American soldiers in Iraq's Abu Ghraib prison. Those scenes of those male and female prison guards shown enjoying degrading prisoners in their charge shocked me, as I am sure it did you. But I was not surprised, because they were reminiscent of similar scenes in our Stanford Prison dudgeon. So when the chains of command, military and political, blamed it on a "few bad apples," I publicly challenged that conception by declaring that our soldiers were likely "good apples" before and after their descent into that hellish dudgeon, which was surely a "bad barrel."

As an expert witness for the guard in charge of the night shift on Tier 1A, where all the abuses occurred, I was able to demonstrate in my legal testimony how his morality and conscience were undermined by the situational forces swirling around him, as it was for all the other military police guards working on that night shift.

A situational explanation does not excuse their inhumane actions; *psychology is not excusiology*. Of course, he was guilty, as were they all for their abuses, but his sentence should have been mitigated by taking into account those situational determinants. Nothing of the sort in that military court, where he was dishonorably discharged, sentenced to prison for 8 years, and another guard for 10 long years.

Senior officers should have been aware of what was happening on their watch since those abuses took place over a 3-month period. But none bothered to venture down into that nighttime dungeon where they had encouraged those guards to "take the gloves off" in breaking down prisoners for interrogation. And not a single officer was even reprimanded let alone put on trial for command complicity. That is how the "bad barrel-makers," at the system level, protect themselves by placing all blame downward on the grunts below.

In my recent book, *The Lucifer Effect*, I have detailed what I learned from that experience, and also from my role as superintendent of the Stanford Prison, about the ease with which good people can be seduced down the slippery slope of evil. I also outlined strategies and tactics for *resisting unwanted situational pressures* that make too many of us conform, comply, and blindly obey unjust authority.

Shyness as a Self-Imposed Silent Psychological Prison

Curiously, one positive light that shone out of our Stanford dudgeon was new research on the nature of shyness. Shyness is a self-imposed silent prison. Ours was the first systematic investigation of shyness in adults. Prior to 1972, when my students and I began a systematic investigation of the causes, correlates, and consequences of shyness, researchers had studied only shyness in children. Once we understood the dynamics of shyness, we created a *Shyness Clinic* in our community that has been successfully treating shy adolescents and adults for the past 30 years. It was the first of its kind anywhere and has become a model emulated in other cities and nations.

We teach shy people a variety of ways to minimize the inhibiting impact that social anxiety creates in their lives. We go further than merely helping them to be non-shy. We empower them to work daily at becoming "socially fit," to learn how to embrace others by strengthening their resolve to become vital links in the Human Connection. It has been a source of considerable personal satisfaction to see people of all ages who have been sentenced to a dimly dark dungeon of shyness emerge from our training and therapy sessions with new life paroles, filled with confidence from their effective use of social skills, and ready and eager to touch and be touched.

Here is a model instance where psychological research spawned an effective treatment intervention that in turn raised

awareness of the extent of this social problem. However, despite the success of our shyness program, the extent of nationwide shyness has been increasingly steadily over the past decade to rise up to at least half the population reporting being shy. Some of the blame for this shyness epidemic is partly a consequence of the socially isolating impact of many new electronic technologies. However, we each contribute to the shyness escalation in the United States and many other nations by failing to do one simple thing- helping to make others feel "special."

We can do that by criticizing less while complimenting and praising others more. We need to substitute greater cooperation for competition, and being more openly accepting of others. We can also help our children train daily for "social fitness" just as they might do in athletic training to be more physically fit.

One must wonder if the murders of students and teachers at Virginia Tech University a while ago, could have been prevented had anyone stepped forth to give counsel, guidance and friendship to that lonely, alienated, and shy young man, who without that social comfort was transformed instead into a mass murderer. And there are many more such sad, angry young men with weapons ready to explode unless we acknowledge that their problem is our problem, that they too are children of the modern world.

In that same vein, we might wonder, could the epidemic of suicide bombings in the Middle East be counteracted with education, jobs, and reasons to live rather than causes to die for while murdering innocent neighbors?

Confronting and Challenging Shame

Beyond shyness, Shame is a humbling prison. As a child growing up in poverty in the ghetto known as the South Bronx in New York City, social workers, clinic doctors, and others made evident that me and my kind of poor people were a burden on their society. They were totally insensitive of shaming us.

I still remember the sadness and rage I felt *sixty five years ago* when being told that "beggars can't be choosers," so I was forced to accept the ugly clothes they were handing out to kids on home relief, without searching for my size or preference. So too with an old, free-clinic dentist telling his intern not to be concerned with my complaints of pain as he was breaking my molar during an extraction, because he asserted, "these kind of people" always complain.

Shame is one consequence of a sense of entitlement of some and their need

to feel dominant over less privileged people. To combat that evil, we must find new ways to encourage tolerance for diversity, and to celebrate differences among us as contributing to the beautiful composite that is the mosaic of human nature. Fostering empathy is an antidote to such shaming practices.

Time Traps Create Unrecognized Prisons

For many years, I have been also investigating how people develop and live their lives in different psychological time zones, without awareness of the biasing effects of being excessively past, present, or future-oriented. Those people who focus excessively on memories of *negative past experiences* are more likely to get depressed, and become angry and violence-prone. When a nation or groups within a culture collectively share such a past-negative time perspective, the threat of centuries' old revenge and blood feud is ever present, as we have seen in genocidal wars in many nations recently.

It is time now to create a New Millennial Time Zone that involves the youth of all nations in developing captivating future-oriented strategies of hope and possibility to combat those old-fashioned myths and outmoded revenge scenarios of those elders stuck in the muck of the past.

However, there is another aspect of time perspective that creates a unique prison for many young people everywhere; being totally present-oriented --with a focus on either hedonism or present fatalism. To be trapped in the present-hedonistic prison creates an illusion of freedom to do whatever gives one pleasure without concern for future costs and consequences. Those who live by the *rule of Present-Hedonism* are at risk for all addictive behaviors, which start with pleasure and end in disaster. Others who are *present-fatalists* take no actions that will give them pleasure or improve their usually low socio-economic status because they have internalized the belief that fate controls their destiny, rather than ambition and hard work. This fatalistic view confines many families to prisons of poverty and suppresses motivation to make changes in their lives of quiet desperation.

The *ideal time perspective* involves learning to develop a



On March 4, Philip Zimbardo speaks at the United Nations.

balanced blend of a moderate level of Future orientation with a Positive Past orientation, adding a dash of selected present--hedonism on the side. A *positive past orientation* gives us roots that connect us to our culture, tradition, and family. A *future orientation* gives us wings to soar to new destinations that enable us to discover new opportunities. A *present-hedonist orientation*, in moderation, gives us energy to convert problems into challenges, to take risks and seek new modes of being. Realizing

that ideal should be the quest of every parent, teacher, and leader so that individuals and nations can realize the flourishing of such a healthy temporal orientation to life.

Never Trade Freedom for Security - Even in the War on Terrorism

In many of these psychological prisons, we exchange our personal freedoms for promises of security, and for simple solutions to complex issues. That trade-off is filled with dangerous illusions. Right now in many nations, national leaders are proposing that same trade-off in response to the threat of global terrorism. They promise to make the homeland safe and guarantee security in return for citizens sacrificing some of their hard-won basic freedoms. The more freedom we surrender to buy their illusion of security, the more we are doing the terrorists' work for them since their threat alone is sufficient to induce democracies to ask citizens to trade some freedoms for a promise of security.

In his classic work, *Escape From Freedom*, Erich Fromm warned us decades ago that dictators are always eager to stage such trades- and they should be avoided or challenged by freedom-loving people everywhere because *their security* is always a tenuous promise weighed against the surrender of our real basic freedoms. Terrorist threats come from extreme fundamentalism within and outside our nation. I have opposed the term "War on Terror," as I did earlier on other wars we have lost, "War on Poverty" and "War on Drugs," because "wars on nouns" can never be won even by hardy verbs.

Instead, we should conceive of terrorism as a global challenge that will be with us in the coming decades. Terrorism must be opposed *not by nation wars*, but through wise diplomatic conflict resolution, international intelligence sharing, and also by reaching into the hearts and minds of potential terrorists to change their lives in constructive ways. We must give them hope for a better future through education and adequate resources to live fuller, more meaningful lives without violence. It should be the task of democratic governments to enrich the lives of their own citizens by enhancing their freedoms while promoting justice, equity, and personal dignity for all people.

Liberty and Truth

Political and social revolutions begin in the minds of men and women who can liberate their *critical thinking skills* from the confines of tradition, and free their spirits from the forces of external domination. I invite you to reflect with me on this theme of the Psychology of Liberation. I encourage us all to consider the ways in which we limit our own personal freedoms, in particular, the freedom of our minds to soar to new realms. We need to reflect further on how we act like prison guards by imprisoning others through prejudices, unreasonable expectations, and contingent love rather than *unconditional giving of our love*.

And further, how we limit ourselves if we persist in seeing our complex world in simplistic black and white dichotomies – as most cult groups preach to their blindly obedient

followers. Such simplistic thinking encourages us to believe that what our side is doing is legitimate and right, and our opinions are the only correct and acceptable views, while "The Other" is Wrong, Stupid, and Evil.

Together we must work to open all the prisons of the mind to liberate the creative energies that are stifled by such *cerebral bars*. Governments that make citizens feel vulnerable through excessive warnings of danger end up hijacking collective reason and communal resilience with emotional overload.



Dr. Zimbardo visits the UN Security Council with his host Dr. Anthony DeLuca, the only UN Ambassador who is also a psychologist.

Call to Arms for the Psychology of Liberation

My Psychology of Liberation is a call to arms, but to *Compassionate Arms*, in opposing all those forces both within us and around us that diminish the potential for human perfection. It is an invitation to join in a global community that supports those forces that will strengthen the bonds of the Human Condition--starting with justice, peace, and love. In the end, I believe that each of us has the ability "to make a difference" in improving the Human Condition --through daily acts of kindness, nourishing a generosity of spirit, and perfecting a vision that always seeks to make others feel special, worthwhile, understood, and embraced as our kin, especially so when they are not of our kind.

We also must look inside ourselves to reevaluate our fears and feelings of personal limitations as challenges and opportunities for growth. We must also look outside ourselves to more clearly recognize external impediments to our true

freedom of choice and action that maybe concealed in situational and systemic disguises, in bad barrels painted by marketers to look cool and desirable.

In the end, despite our current difficult economic crisis, and threats to our way of life by global climate change, and the threats of terrorism, we can make a heaven on earth even of hellish existence by committing ourselves to reaffirming what is best in human nature. Doing so, joins us with the wonderfully vibrant hero of Greek novelist, Nikos Kazantzakis, *Zorba, The Greek*, in his great dance of life- as we all devote our creative energies to making love, not making war, with side steps of compassion, empathy, altruism, and ultimately everyday heroism.

However, I want something more profound from each of you. I want you to start on a personal quest “to make a difference that matters” where ever you go at home and abroad. Though young, I want you to blend your energy with that of your buddies to collectively challenge ordinary evils in classrooms, neighborhoods, and workplaces, such as prejudice, discrimination, and bullying. Though elderly, be mentally spry by bringing the ageless wisdom of your experiences and vision to help solve the problems that beset us. Though cynical of leaders who have proven to be false or corrupted prophets, I encourage us all to be optimistic about our collective ability to change political and other systems to work for people not against them. And finally, though you may be usually timid and reserved, from now onward I hope that you will be ready and willing to put on the Hero’s mantle to act courageously when most others around you are passively reluctant heroes -- acting both to help others in need, and also to oppose injustice and inequality where ever you find it.

Vaclav Havel’s Psychological Revolution

“Truth and Love Must Prevail Over Lies and Hatred,” was the motto of Vaclav Havel’s freedom fighters in Czechoslovakia’s “Velvet Revolution” against the brutal domination of Czech citizens by Soviet Communism. He identified the reason for the effective control of the masses as self-imposed *passive resignation*. Havel said in letters sent from his jail cell, “We had all become used to the totalitarian system and accepted it as an unchangeable fact, and thus helped perpetuate it. In other words, we are all...responsible for the operation of totalitarian machinery. None of us is just a victim. We are also its co-creators.”

Once the people realized the wisdom in that analysis, they were able to work collectively to free themselves from the oppression they had been passively enduring. Vaclav Havel is one of my personal heroes, at that time a very ordinary young man, a playwright, creating a revolution in the minds of his people that led to the peaceful overthrow of a massive dictatorship. That leads me to introduce my new life mission.

Inspiring the Heroic Imagination

My new passion and mission for the rest of my life is finding ways to inspire the “Heroic Imagination” in us all, but especially in our youth. Most heroes are ordinary people, every day heroes, who only become special by acting to help others in need or in defense of a moral cause at potential personal cost or risk. Heroes put their best self forward in service to others and to humanity. Heroes exhibit the moral courage to elevate the civic virtue of compassion into action, individual and communal, which ennoble the human spirit and enrich the human connection.



Dr. Zimbardo speaks with Prof. Robyn Long's team of 10 students visiting from Emporia University in Kansas.

Curiously, the very same situation that “inflames the hostile imagination of enmity” in those who become villains creates the opportunity for “instilling the heroic imagination” in others who rise to the challenge by acting heroically. Few people do evil; fewer do heroic deeds. On the bell curve of humanity, they are both the outliers, while the general population does nothing and with no imagination at all. Their passivity in the face of evil, qualifies them as guilty of the “evil of inaction.” At some level, I believe they are following the injunction of parents everywhere, “Mind your

business; don’t get involved in other peoples’ problems.” The heroes among us are able to counter that induced indifference by asserting to one and all, “Humanity is MY business, if I am not involved in helping others in need, who will come to my aid when I am in need?” A more generous view of that general population is to conceive of them as “reluctant heroes,” those who have not been able or willing to answer the call to service, yet.

So our mission is two-fold: preventing them from being pulled across the line between good and evil to the dark side by powerful agents of hostile influence, while at the same time creating societal conditions that can encourage them to rise up and join the forces of heroism on the bright side of human nature. That is indeed a tall order, but one that my

colleagues and I are now committed to achieving in our Heroic Imagination Project (HIP) [see www.HeroicImagination.org].

We are exploring the nature of heroism in its many and diverse forms through new research—there is virtually none currently on basic aspects of heroic behavior—and encouraging the creation of new heroes through unique educational programs at all curriculum levels, in class and on-line. Our social mission is seeding the earth with every day heroes. In addition to research and education, HIP will work to develop new hero-centered media of all kinds, as well as create a unique “Heropedia,” a global encyclopedia of heroes. We expect to house in one searchable Wikipedia style site all the stories of the world’s heroes, classic ones, controversial ones, and new ones, ordinary heroes whose images and compelling stories are submitted by people around the world (according to specific criteria) and vetted by curators from each nation. It should both educational and also inspirational as well as aspirational. We want people to be the hero in their own story.

(A SLIDE SHOW WAS INSERTED HERE TO HIGHLIGHT VARIOUS ASPECTS OF THE HEROIC IMAGINATION PROJECT IN ACTION)

In conclusion, I end with two final ideas as ideals. The UN charter advanced the principles of faith in fundamental human rights and the dignity and worth of the human person. Its call of equal rights for all must now reach out beyond its original intentions to encompass those of all sexual orientations, of youth as well as elders, and the poor anywhere as well as the privileged everywhere. An effective United Nations must begin in the united resolve of every world citizen to embrace each other as we would our own kin, with respect in our minds and compassion in our hearts.

Nelson Mandela in his inaugural speech foreshadowed this call to a psychology of liberation when he said, “We were born to make manifest the glory of God that is within us. It's not just in some of us; it's in all of us. And when we let our own light shine, we unconsciously give other people permission to do the same. As we are liberated from our own fear, our presence automatically liberates others.”

Thank you,
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Honoring Their Legacy: United Nations’ Loss of Life in the Haiti Earthquake

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

The devastation of the earthquake in Haiti has been well documented and reported, as has the worldwide humanitarian response. Individuals, governments, NGOs, and other organizations have pooled their resources to respond to the almost incalculable destruction that has changed the lives of millions and resulted in the deaths of hundreds of thousands. The daily suffering is ongoing and will be for the foreseeable future.



With great respect for the losses of life and for those struggling to survive Haiti’s apocalypse each day, another significant, tragic story of sacrifice and loss that needs to be told is the impact of the earthquake on the United Nations Department of Peacekeeping Operations (DPKO). On January 12, 2010 nearly 100 members of the United Nations Peacekeeping Mission perished when their facilities housing UN Headquarters were decimated. The personnel who died represented the leadership of the mission (Hedi Annabi of Tunisia, Special Representative of the Secretary General and Head of the Mission; Luiz Carlos da Costa of Brazil, the Principal Deputy Special Representative of the Secretary General), as well as the full spectrum of military and civilian staff. They represented 29 countries that contributed personnel to the United Nations Stabilization Mission in Haiti (MINUSTAH) that began in 2004. This was the most extensive loss of life of United Nations personnel in the history of this world body.¹

Less known is that the mission in Haiti had experienced accidental deaths of peacekeepers only three months before the earthquake. These events and the associated loss of life are part of a continuing historical trend for United Nations’ peacekeepers and humanitarian personnel of increasing risk to personal safety and survival during deployment. Since 1948 and the first peacekeeping mission in Palestine, over 2,500 blue helmets have paid the ultimate sacrifice. There have been 63 peacekeeping missions over these years (48 have been completed) with the greatest loss of life in recent years, as the extensiveness and the complexity of peacekeeping have grown exponentially. In 2009, there were 116 deaths among over 120,000 UN peacekeepers from 116 countries that were deployed in fifteen peacekeeping operations on five continents. Not only peacekeepers are at risk. UN staff and humanitarian personnel have similarly experienced unparalleled

danger and tragedy. In the Fall of 2009, eleven peacekeepers from Uruguay and Jordan were killed in an aircraft accident during a reconnaissance flight in a remote area of Haiti; five UN staff were killed when their guest house in Kabul was attacked by terrorists dressed as Afghan police as the UN prepared for national elections in Afghanistan; in Islamabad, Pakistan, five staff of the World Food Program were killed in an attack; and five Rwandan peacekeepers representing the African Union were killed in Darfur raising the number of fatalities of peacekeepers in Darfur due to violence to 22 since 2008.

Hundreds of millions of vulnerable people rely on these United Nations personnel for their security and well being. In order to function effectively peacekeepers themselves need to be safe and have their well being secured. Yet the dangers of peacekeeping have increased dramatically in recent years. The courage and compassion of those who have sacrificed their lives in the service of the world's most vulnerable people is inspiring. But if we are to wholly honor the legacy of those making the ultimate sacrifice, we must ask: Why has peacekeeping--a hallmark of the work of the UN Security Council-- become so dangerous? What has been the response of the Security Council and the DPKO?

Background

Peacekeeping has evolved dramatically in the past sixty years.² Following World War II and during the Cold War, UN peacekeeping helped resolve conflicts between states by observing ceasefires and implementing peace agreements. Following the Cold War there was a dramatic shift in peacekeeping. Intra-state conflicts began to take center stage. Peacekeeping missions and their mandates became more complex. As a consequence, the UN established the Department of Peacekeeping Operations (DPKO) in 1992 to respond to these changes. Successes and failures followed. Missions succeeded in bringing stability to Cambodia (1991), El Salvador (1992) and Mozambique (1993). Failures as a function of poor planning and inaction followed in Somalia (1994), the Rwanda genocide (1994) and a massacre at a refugee camp in Srebrenica, Bosnia-Herzegovina in 1995. Painful lessons were learned. Secretary General Kofi Annan established a Task Force to study these failures. In 2000, the Brahimi Report was produced which recommended changes to address the challenges of 21st century peacekeeping.³ Proposals recognized that fundamental to effective peacekeeping is the prescription that each party in a conflict consent to the mission and clear mandates for UN personnel be defined.

But given the changing context of conflicts such as civil wars and threats such as terrorist attacks, what then are the elements of sustainable peace? To nurture fragile agreements peacekeeping became viewed as only one component of a multi-dimensional peace process. The DPKO envisioned achieving sustainable peace in regions torn by conflict as requiring multi-dimensional peacekeeping, conceptualizing it as having three components: peacemaking, peacekeeping and peacebuilding.

Peacemaking is probably the least publicized component

as quiet diplomacy is often an initial response to emerging conflicts. In order to provide an unencumbered atmosphere where thoughtful discussion can proceed, Department of Political Affairs (DPA) and the DPKO representatives keep mediation efforts out of the spotlight. In this way conflict resolution can set the stage for long term stabilization by addressing underlying structural issues before crises spiral out of control.⁴

Regarding peacekeeping, history indicates that there is substantial risk that conflicts left unresolved can spread across regions. Human suffering multiplies and as many are displaced internally, refugees flee across borders and human rights violations spread driven by trafficking in guns, drugs, and sex. Of the many factors that comprise the need for peacekeeping, maintaining even fragile peace is crucial to individuals, nations, and at times, entire regions.

History also teaches that peacekeeping without peacebuilding will fail. Post-conflict peacebuilding efforts involve a range of personnel and expertise from military and police to civilian personnel and NGO's who coordinate reconstruction, health and safety planning and at times, organize free and fair elections. These are fundamental elements to rebuilding infrastructure necessary to engender confidence, safety and security for peoples and societies struggling for survival.⁵

The Future

In 2010 at the direction of Secretary General Ban Ki Moon and under the leadership of Alain Le Roy, Under Secretary General for Peacekeeping Operations, the DPKO will function around the globe as the world's second largest military force. In conjunction with new Security Council resolutions, a number of initiatives are underway that reflect the changing nature of peacekeeping. For example, Security Council Resolution 1888 (approved 9/09)⁶ mandates peacekeepers to protect women and children from sexual violence, as sexual violence amid 21st century conflict situations has emerged as a tactic of war. The Department of Political Affairs (DPA) has also transitioned in several ways extending diplomacy to post-conflict peacebuilding by facilitating ongoing reconstruction (via international aid) and securing the rule of law (training police and justice personnel, and de-mining lands). These activities are enhanced by the Department of Field Support (DFS), which now also coordinates missions.

What are the implications of these developments for reducing the risk for peacekeepers and other humanitarian personnel? The stresses of peacekeeping involve not only the individual's capacity to manage stress, but their safety must first involve the structural components of the peacekeeping process. In order to protect the lives of peacekeepers, coordinated and collective planning must precede their work. When peacekeepers have clear mandates, clear rules of engagement, when they are properly supported by peace agreements including all parties to the conflict, when they are properly trained and equipped, then issues of individual coping skills become relevant.

At the level of the individual, an emerging body of research documents the pervasive presence of secondary trauma

among individuals and groups exposed to those who have been traumatized. The available data suggest that the stresses on peacekeepers reduce their job effectiveness and at times may propel some into high risk behaviors—including unsafe sex practices, substance abuse, trafficking, and sexual abuse—that, ironically, jeopardize the security of those they are sworn to protect.⁷

Programs for pre-deployment training and education in understanding trauma and secondary trauma are clearly needed. Advanced training for both civilian and military officers will help to identify those who are at risk for behavioral disorders. Mental health services need to be available at duty stations in order to short circuit escalating problems. Services for peacekeepers and civilian personnel also need to be accessible after they leave their duty stations and before re-entering conflict zones or as they transition into life at home following extended separations from their families.

While the loss of life of UN personnel in Haiti was unprecedented and was the result of a natural disaster, these losses unfortunately dovetail with a larger historical trend that charts the increased dangers and deaths of peacekeepers and humanitarian workers worldwide. To honor their legacy, a rededication to the protection of those serving is essential.

¹ *Year in Review 2009 United Nations Peace Operations*. (2010). United Nations Pubs.

² United Nations. (2005). *The Surge in UN Peacekeeping*. [New York]: United Nations Dept. of Public Information.

³ Panel on United Nations Peace Operations. (2000). *Report of the Panel on United Nations Peace Operations*. [S.I.]: United Nations.

⁴ Carment, D. & Schnabel, A. (2003). *Conflict prevention: Path to peace or grand illusion?* Foundations of peace. Tokyo: United Nations University Press.

⁵ Newman, E. & Richmond, O. (2006). *Challenges to peacebuilding: Managing spoilers during conflict resolution*. Tokyo: United Nations University Press.

⁶ United Nations Security Council. (2009). Adopted by the Security Council at Its 6195th Meeting Resolution. [New York]: S/RES/1888/2009.

⁷ Aoi, C., de Coning, C. & Thakur, R. C. (2007). *Unintended consequences of peacekeeping operations*. Tokyo: United Nations University Press.

Haiti Pre and Post Earthquake: Tracing a Professional and Personal Commitment Past, Present and Future

Judy Kuriansky, Ph.D.

This article is a personal account of involvement with Haiti which began decades ago and intensified in the recent

past. It is both a personal reflection as well as a response to a request from colleagues interested in knowing about these experiences with a country that has become mired in tragedy. Furthermore, it is an example of how tragedy can evolve into post-traumatic growth, as we know from psychological theory, and is consistent with the Haitian saying, “Where there’s life there’s hope.”

The past

The first time I went to Haiti was as a tourist in the 1970s. Days were filled with trips through the lovely countryside being greeted by the beautiful faces of local people and buying unique Haitian traditional art; afternoons included sunning by poolside in a hotel filled with vacationers; and evenings were spent entranced with indigenous music that is the heartbeat of this Caribbean land which at that time was gaining popularity as an “in” exotic destination. Sadly, poverty and political unrest would halt all that over ensuing years.

Love for Haiti took another focus – from tourism to humanitarianism – in the more recent past, when I met young Dominicans and Haitians during the United Nations Department of Public Information NGO conference about human rights held in Paris to commemorate the anniversary of the signing of the Universal Declaration of Human Rights, where I was co-moderating a workshop about mental health efforts for human rights and coordinating the international student journalism program. In the course of co-producing a video story about the conference with one of the students, I was drawn to cover a workshop about youth working together to ease tensions between two countries – Haiti and the Dominican Republic— inhabiting the same island. The presentations impressed me, as they described the collaboration between the Global Foundation for Democracy and Development (a non-profit organization promoting cooperation between organizations in the US and the Dominican Republic to enhance understanding, offer capacity building and foster exchange regarding social, economic and democratic development of the Dominican Republic, Caribbean and Latin America) with the United Nations Association of the Dominican Republic (UNA-DR) led by their dynamic director Pilar Sandoval and her exceptional associate, a young lawyer Emil Chireno. The efforts had similarities to many youth projects working towards mutual respect and grassroots peace building between neighboring Israelis and Palestinians highlighted in the “Beyond Bullet and Bombs” book I had recently done. Interestingly, this connection was confirmed, as young Dominicans from these groups later organized a conference on his topic at a model UN in New York, which they asked me to speak at (<http://www.webster.edu/~hulsizer/PeacePsych/PeacePsychNewsletterSpring09.pdf> See p 15-17).

In a propitious turn of events, my NGO accredited at the United Nations -- the International Association of Applied Psychology (IAAP) – was recruiting interns and was divinely fortunate to accept onto our team a Catholic priest, Father Wismick Jean Charles, who was interested in becoming more involved in international affairs and was studying for his

Ph.D. in educational psychology at Fordham University in preparation to return to his village (Petites Desdunes) in his native Haiti with the goal to build a community center with direly needed health and mental health facilities. The village had been impacted by the floods that had recently devastated the country. Father Wismick's important work, caring dynamic personality, and dedication to the good of mankind is exceptional and I knew it would be a magical collaboration.



Village family sharing their suffering about losses from the floods with Father Wismick.

In the summer of 2009, while working with Father Wismick on the UN MDG (Millennium Development Goal) of poverty and mental health services in Haiti, we developed a poster -- on "Overcoming Poverty and Violence in Haiti: Engaging Youth Participation and Cooperative Projects with Dominican Republic Neighbors" -- which he presented at the United Nations youth conference about disarmament at UN headquarters in New York. I later arranged for him to make this presentation as part of the suite programming of the Peace Division at the annual meeting of the American Psychological Association in Toronto in August 2009.



Father Wismick presenting his poster about Haiti at the 2009 APA in Toronto, with Peace Division board member Dr. Judy Kuriansky.

The visit to Haiti pre-earthquake

Shortly after APA, Father Wismick and I traveled to Haiti to visit his village and track the progress of the community center development. We planned this visit to coincide with a conference for youth being held in Haiti by my friends from the UN-ADR, called the *Conférence* Haitienne de Simulation des Nations Unies (SIMHANU 2009). During the post-conference social service activities, we observed the youth painting schools and cleaning up sports yards, particularly in the poorest sections of Port-au-Prince.

Further collaboration with youth from DR and Haiti

The cooperation between Haitian and Dominican youth is exceptionally important as an example of youth participation in peace between nations in tense relations. Given my interest tracing such efforts worldwide, including in the Middle East as mentioned above, I accepted a request by Pilar -- when we met again at the UN DPI NGO conference in Mexico City on disarmament where I was leading a workshop specifically on youth projects for peace and directing the International Student Journalism program again -- to run a youth press corps to cover their upcoming CILA conference. CILA (La "Conferencia Internacional de Las Américas") was held in Punta Cana as a model UN with youth from the region, with a focus on climate change that year. I recruited a group of 30 students from around the country to cover the conference and produce a newsletter and other media coverage, in English for the first time for CILA. The projects included a documentary by two students about the efforts of several Dominican and Haitian youth -- whom I had met on an earlier trip to Haiti -- to develop better relations between the neighboring countries.

Unifying efforts amongst professionals: the birth of "rebati"

One of the major problems in international humanitarian efforts today is that many organizations overlap efforts, while working together would be more efficient and effective. Towards this goal, and with regard specifically to Haiti in pre-earthquake times, a group of mental health professionals came together who were committed to building mental health services in the country. Spearheaded by Gary Belkin, M.D. PhD, Director of the Program in Global Mental Health at New York University School of Medicine, and my IAAP team members, Gary, Mary O'Neill Bery and I drafted a position paper to invite professionals to join together in "The Haiti Consortium for Community Mental Health -- Building Mental Health Services in Low-Resource Countries." After the earthquake, the theme became called "rebati" -- meaning "to build back better, a phrase also used by President Clinton who had been appointed as the United Nations Special Envoy for Haiti.

The value of multiple stakeholders

Applying the principle popular among UN NGOs to involve multiple stakeholders -- including governments -- in any global effort, we met with the Permanent Representative

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of Haiti to the United Nations, Ambassador Léo Mérorès, who pledged his support. We also met with the senior advisor, Jocelyn McCalla, in the office of Ambassador Leslie Voltaire, appointed as the United Nations Special Envoy of the Government of Haiti, a post equivalent to President Clinton's appointment.



Father Wismick and Dr Judy Kuriansky meet with Haiti Ambassador to the United Nations pre-earthquake



Members of the mental health community meet with the senior advisor to the Special Envoy of Haiti to the UN, including IAAP team members, students, Dr. Belkin and APA's Neal Rubin

At the invitation of the Special Envoy Office's counselor, RoseMarie Lelong, I and IAAP UN rep and psychologist Dr. Martin Butler went to a celebration in honor of Haitian Independence Day. The exhilarating celebration about the progress Haiti was making in development was hosted by the Institute of the Black World 21st Century and held at the historic House of the Lord Church in Brooklyn. The event was kicked off by an energetic band playing local music marching through the aisles and featured a keynote speech by

Ambassador Voltaire about the encouraging development in Haiti. IBW President and moderator Dr. Ron Daniels presented plans for an upcoming Royal Caribbean Haitian Heritage Benefit Cruise, and acknowledged business leaders present who were contributing to the country's growth. Haitian-American hip hop artist Kangol Kid and a young Haitian rapper named Suicide performed, the latter raising the assembly to their feet waving the national flag and chanting "Haiti." We parted with enthusiasm and hope.



Pre-earthquake celebration about Haiti at a New York church

The present: the quake hits

Three days after this celebration, the earthquake struck. The devastation was beyond comprehension, with hundreds of thousands dead, equal numbers of survivors injured or homeless and starving, untold numbers missing, and a capital city in total destruction. The pre-earthquake piles of rubbish in the streets now paled in comparison to rubble of buildings blocking the roads and burying missing loved ones. The shock was ever so dramatic in light of our recent celebration. Father Wismick and I made immediate plans to go to Haiti. Our mission was four-fold: (1) to deliver direly needed medical supplies; (2) to search for the 10 young priests Father Wismick had trained whom he had heard were trapped in a school building during a conference; (3) to find out first-hand how the extended community was doing; and (4) to set up psychological first aid services in coordination with the available local resources.

Due to the airport being closed, we flew to Santo Domingo in DR and took a bus to Port-au-Prince. We stayed with Father Wismick's church community, on the grounds of the St Louis Roi de France Church. The conditions in the city were even more tragic up close than shown on TV, with people sleeping on the street, lacking shelter, water, food, and medical help. Sadly, as we scoured the rubble of the school building where the priests had been, we had to accept that

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they, like hundreds others, were buried under the debris. A similar tragic fate had befallen several of the order's sisters in yet another location.

The sadness was insurmountable.



Father Wismick and Dr. Judy across from the destroyed National Palace



Father Wismick searching through the rubble for the missing young priests he had trained

Mobilizing psychological first aid

In the midst of such tragedy, serving is one way of psychologically coping. Father Wismick led some inspiring religious services for the church parishioners and for the nuns from his order. Rituals were particularly helpful.

The next challenge was to organize sustainable psychological first aid and psychosocial support. This required collaboration with a site and also mobilizing local people. Fortunately, a group of Boy Scouts were serving at the church, and I trained them with simple support techniques to help the parishioners deal with stress and to help the children deal

with symptoms like headaches. They eagerly learned these techniques, chosen from my years of work in international trauma settings and documented in my chapter on "A Clinical Toolbox for Cross-Cultural counseling and Training" in the book *Principles of Multicultural Counseling and Therapy* co-edited by APA Division 52 past president Uwe Gielen, Juris Draguns and Jefferson Fish.



Dr. Judy in Haiti training a group of Boy Scouts in simple support techniques for psychological first aid

Through professional networks in New York, we identified a hospital in Port-au-Prince, L'Hôpital de la Communauté Haïtienne, to which we would bring supplies and where we could be of help. Father Wismick and I met with the hospital founders and with the hospital president, Georges Celcis, who were most open to our providing mental health support, which they agreed was direly needed for both the suffering patients and the over-worked, over-stressed staff. Medical teams from all over the world were already there providing emergency care in operating rooms and even outdoors to patients lying under make-shift shelters along the street outside the crowded hospital, awaiting care and avoiding the

indoor dangers of aftershocks. As of yet, no psychological help was being provided. Two staff psychologists were missing. On the morning of our meeting there had been a 6.0 aftershock, prompting a staffer to plead, "Everyone is suffering from the aftershock; we have no time to talk. We need help now."



Father Wismick celebrating mass with parishioners in Port-au-Prince in the St Louis Roi de France Church courtyard

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Dr. Judy and Father Wismick meet with hospital officials to set up the training

the Red Cross had taught those of us who volunteered after the World Trade bombings in New York), the majority asked for strength to continue helping others. As one student said, “I feel good when I help others.”



Dr. Judy with the only doctor serving the church community where we stayed



A student asking for strength at the training by Dr. Judy and Father Wismick at the hospital

The call for immediate action and the subsequent training

The Boy Scouts I had trained who were with us at the meeting were able to immediately put the training to work, comforting patients. Then, overnight, the social worker who was in charge of the AIDS treatment program, Jean Yves Valcourt, brilliantly recruited 30 students who arrived the next morning at the hospital, eager to be trained and to help. Father Wismick and I trained them – me speaking in French and he speaking in Creole – to use the simple techniques from my toolbox. The students circulated among the patients, who expressed great appreciation for their attention.

At the end of the first day, when the students were asked what they would like in order to support themselves (a debriefing



Students being trained by Dr. Judy Kuriansky and Father Wismick at the hospital

Details of the experience are posted on http://www.huffingtonpost.com/jim-luce/dr-judy-on-the-trauma-of_b_461779.html and <http://blog.beliefnet.com/inspirationreport/dr-judy-kuriansky/>

The training involved simple techniques which the students easily learned, and which followed both the APA and IASC (Interagency Standing Committee) guidelines, by involving local people to help; following the four-step model; being culturally sensitive; working in the local language; and being sustainable. The students continued to come to the hospital, on schedules they signed up for, supported by funds I donated for their travel and food.



Helping the helpers: Dr. Judy acknowledging the work of hospital staff in the operating room of the hospital

Subsequent efforts back home

Fundraisers provide valuable assistance in the aftermath of tragedies, and many were organized for Haiti. One of these fundraisers was planned by Orphans International Worldwide, an NGO founded by Jim Luce, a humanitarian and columnist dedicated to help orphans around the world. He had recently returned from a trip to Haiti to organize scholarships for Haitian youth and schooling for youth in *Léogâne*. This fundraiser, held in a popular New York City club honored many dedicated people from around the world as “Global Citizenship Awardees for Leadership In Helping Humanity” including the Honorable Palitha Kohona, Sri Lankan Ambassador to the United Nations (with whom Jim had worked during his post-tsunami efforts),



Retired Archbishop Ligondé of Port-au-Prince who celebrated a Memorial Mass in New York City for the victims of the earthquake, talking with Dr. Judy about the stresses of recovery

U.S. Congress Carolyn Maloney, Loula Loi Alafoyiannis, Founder & C.E.O. of the Euro-American Women’s Council, myself and Father Wismick, and noted folksinger and peace activist Peter Yarrow who performed at the event.

Group mournings are also helpful. This is especially valuable in trauma situations where bodies of loved ones are not recovered, as in Haiti and after the tsunami when so many people were lost in the sea. One particularly moving memorial organized by the Haiti Council Centers, featured mass for the souls of the victims of the earthquake held at the Church of St. Francis of Assisi in New York City by the main celebrant, retired Archbishop François-Wolff Ligondé of Port-au-Prince, who had presided over the iconic Roman Catholic Notre Dame Cathedral in Port-au-Prince for years previous to Archbishop Joseph Serge Miot, who tragically perished in the earthquake. His sermon about the quake being an act of nature and reaffirming belief in God, offered comfort to the mourners and was delivered with strength despite his own trauma of losing everything in the quake.

Serving the diaspora

Projects were developed to help the community of Haitians living abroad, including in the United States, as well as refugees who had fled their homes in Haiti. These involved many organized services as well as trainings of professionals.

Trainings of mental health professionals

A one-day training was held in February at Brooklyn College to train mental health professionals in the “*Guidelines on Mental Health and Psychosocial Support in Emergency Settings*” prepared by the IASC (Inter-Agency Standing Committee). These guidelines had been developed by a consortium of UN agencies, with the goal to enable humanitarian actors to plan, establish and coordinate responses to protect and improve people’s mental health and psychosocial well-being in emergency. The guidelines had been debuted by WHO’s Mark von Ommeren at the side event which

was organized by myself and colleagues at the United Nations’ Committee on Mental Health, and which we presented at the meeting about Disaster Risk Reduction in Geneva in 2007. The meeting was attended by government representatives and selected NGOs from around the world. The post-earthquake training about the guidelines was co-organized by Dr. Jack Saul (from the

International Trauma Studies Program) and Dr. Nancy Baron (who was on the IASC team and was in town from Egypt). The all-day session, led by Baron, with short presentations by myself and by Gary Belkin, was attended by over a hundred mental health-related practitioners.

Seminars and presentations of professionals

These events encourage sharing information and resources. For example, at Psychology Day at the United Nations in February 2010, WHO's Karen Sealey and myself were among the presenters discussing the topic of accessing humanitarian aid. In my discussion, I addressed models and methods, with a focus on recent events in Haiti. A week before, another panel and fundraiser had brought together UN leaders hosted by the UN Studies Program at Columbia's School of International Affairs for "Building a Future for Haiti." The organizer, Professor Elisabeth Lindenmayer had just returned from Haiti with some students after a harrowing experience of having left the UN building just before its tragic collapse. Significantly, many students attended and voiced their desire to help, with the result that they set up a website at Students4Haiti.org. Panelists included UN officials like Jean-Marie Guehenno, Former Under-Secretary-General in the Department of Peacekeeping Operations; Ambassador Rick Barton from the U.S. Permanent Mission; Pablo Ruiz from the UNDP Bureau for Crisis Prevention and Recovery; Jocelyn McCalla, Senior Adviser to the Government of Haiti; and Tatiana Wah and director Jeffrey Sachs from the Earth Institute.

Also presenting was Robert Orr, Assistant Secretary-General in the Office of the UN Secretary General Ban Ki-Moon, whom I interviewed about the importance of mental health in this tragedy. His comments greatly validate the importance of psychological first aid in such disasters. "In a dramatic and devastating situation like that faced in Haiti today, the mental health needs are extreme and massive, and spread throughout the population both to those affected and to those trying to help," he said. "We need to look at ways to reach those needs as well as the material needs. Food, water, shelter, the basic needs. We're going to have to be very innovative to reach all the people who need those services."

The panelists agreed about the necessity of organizations coordinating their efforts instead of overlapping their work, and about the need to involve Haitians to build back their own country.

The Future: Collaborations and projects developed and planned

The evolution of the consortium and integrating mental health

A website to coordinate mental health professionals who want to help was developed (www.rebati.org) with significant efforts by Dr. Belkin who has also made trips to Haiti to explore the state of psychosocial services. Also, Father Wismick represented IAAP at a meeting of NGOs at New York University to plan for Haiti's future. The meeting was organized by President Clinton and co-hosted by the Office of the Spe-

cial Envoy, InterAction and the European Union to discuss Haiti's plans for long term recovery in preparation for an upcoming international donor conference in New York. NGO participants included representatives from Haiti, South America, Asia, Canada, Europe and the United States.

The future of using arts to heal

The arts are integral to Haitian culture, particularly music, but also the performing arts. Yet, such outlets of expression had been as squelched in the wake of the trauma as business and education. As a result, courageous artists and their supporters are working to rebuild this important aspect of Haitian life. "An Evening of Solidarity and Support" with contemporary Haitian playwrights was organized at the Graduate Center of the City University of New York (CUNY), under the direction of Dr. Frank Hentschker, Executive Director of Programs for the Martin E. Segal Theatre Center. Theatrical producers and performers and humanities scholars showcased contemporary Haitian theatre, many addressing recovery from the tragedy. The participants included Ambassador Voltaire's sister Michèle Voltaire Marcelin, who dramatically described her experiences.

Using media

The theme of rebati ("to build back better") and my years of experience in broadcasting led to my commitment to use media to communicate about healing and plan for Haiti's future. Radio is a valuable medium for communication particularly in developing countries suffering from war or disaster, but the broadcasting system in Haiti had been decimated. To help, the NGO Internews was helping to rebuild the communications infrastructure and broadcasting about emergency resources. Also, the Haitian community mobilized some programming about healing in Creole. In order to reach the broader Diaspora and non-Haitian community, to educate them about psychosocial support, I arranged for Father Wismick to appear with me on a nationally syndicated radio show hosted by my good friend Joey Reynolds. Then I met with the founder of Internews, my friend David Hoffman, who gave the green light to explore a new direction -- providing mental health programming in Haiti and the Diaspora. I set about to organize partners. During an afternoon where I was invited to provide mental health counseling at the Haiti Centers Council sessions for TPS at one of their Brooklyn centers, I brought together the Internews representative with Dr. Belzie from the Haitian American Psychiatric Association, who hosts a weekly show about mental health issues on Radio Soleil, available on the internet. This partnership aims to connect the programming with broadcasting outlets. Contact with other potential partners, like the Voice of America, is being explored.

Television is also a powerful medium with which to communicate about the psychological issues. Though not as accessible to local Haitians, it can inform a broader global community about the needs and issues. While television naturally concentrates on dramatic footage of damage and controversies about reconstruction; some outlets did recog-

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nize the importance of psychological issues. CNNI (CNN International) interviewed me about coping just days after the earthquake, and an ABC News interview with me on my return from Haiti focused on the importance of psychological first aid, even showing photos from the mission. In addition, a half-hour interview about my international work for the Global Connections Television show hosted by Bill Miller and airing on UNTV (United Nations TV) included a focus on the mission in Haiti and a video about it that I had produced.

The internet is also a valuable resource, especially in disaster and to reach countries around the world. Pascal Antoine, President of HaitiXChange, an internet site about Haiti, interviewed me about coping in the wake of the disaster.



Dr. Judy doing an internet show about coping

The Washington National Press Club conference and fundraiser with Haiti Ambassador Joseph

On March 25th, the International Correspondent's Committee of the National Press Club in Washington D.C. invited me to be a presenter on a panel about "Haiti: Past, Present and Future" which was organized by the club president Myron Belkind and Washington D.C. event producer Jan duPlain. I spoke about the present, emphasizing the importance of psychosocial recovery efforts after the earthquake. Ambassador Raymond Joseph traced Haiti's past, including the relationship with the United States and the courageous fight for independence from the French against all odds, representing the first successful slave rebellion. Interestingly, Ambassador Joseph was formerly a journalist, who spent 19 years in New York under a death sentence imposed in absentia by the authoritarian regime of the late Francois Papa Doc Duvalier who was enraged by Joseph's radio broadcasts and writings about the dictatorship.

Ambassador Joseph's wife, artist Lola Poisson-Joseph, talked about the future of Haiti, describing the project she founded, Children and Families Global Development Fund, Inc. The project, which addresses women's and children's

needs in the aftermath of the earthquake, is a long-term commitment to support programs offering a safe and supportive home for children and families in Haiti, enabling women to gain greater opportunities to empower and strengthen family bonds and helping children to become self-sufficient. A fundraiser earlier that month benefited these programs and the reconstruction and renovation of "Asile St. Jean," a home for the poor, the Church of Notre Dame and the Sacred Heart Elementary School, all demolished in her native Haitian coastal town of *Petit-Goâve* by the earthquake.

The President of the Haiti Reconstruction Fund, Sania Grandchamp, talked about her organization's commitment to recovery, and the tour they organized for Ambassador Joseph to speak at college campuses to raise youth awareness and action. The tour was slated to leave the next morning for Houston.



From left to right, Haiti Ambassador Joseph, Jan duPlain, Myron Belkind and Dr. Judy Kuriansky at the National Press Club presentation about Haiti

In a moving moment, two young children came onstage to donate \$50 in cash to Ambassador Joseph, who joked that the cash was more immediately useful than yet-uncollected promissory notes from international donors. In another moving moment, a manufacturer of prostheses donated about a half a million dollars worth of prostheses for the Haitian amputees. Business owner Jeffrey Quelet, of Ability Prosthetics & Orthotics, Inc., wears a prosthetic leg himself. This donation was powerful in itself, but was made even more poignant by my having shown images of children as young as 13 months who had amputated limbs, seen in the video I had produced and shown during my presentation. The evening was intellectually stimulating and emotionally moving.

In concluding remarks, Ambassador Joseph spoke passionately about his dream to rebuild many not-presently-

well-known strongholds during the Haitian fight for independence into tourist sights. This would serve as a way to show the world the courage of the people, he said.

A unifying goal

All these efforts embody the Haitian saying, “Where there is life, there is hope.” Both folk lore and psychological research support the belief that light that can emerge from terrible darkness. This message especially resonates given that desperately needed global attention has finally been focused on this previously-forgotten country. Now, the whole world is committed to “rebati” – to build Haiti back better.

Student Reflections on the Third Annual Psychology Day at the United Nations

Samar Harfi
Argosy University, Chicago

Jenna M. Stowell
Argosy University, Chicago

Introduction

To be a part of the Third Annual Psychology Day at the United Nations reinforced the sense that it is indeed a compelling time to be a student of psychology. Psychology Day at the United Nations has become a yearly event that brings together international psychologists, students, UN staff, and dignitaries. The goals of Psychology Day involve demonstrating an understanding of the value of psychological science and outlining the roles that psychologists are playing in promoting the UN’s 21st century human rights agenda. This yearly event is sponsored by several psychological organizations including (among others) the American Psychological Association (APA), the Society for the Psychological Study of Social Issues (SPPSI), the International Council of Psychologists (ICP), the International Association of Applied Psychology (IAAP), and the International Union of Psychological Science (IUPsyS). The theme for this year’s Psychology Day was “Psychology and Diplomacy: Negotiating for Peace and Human Rights.” The event was held on February 4, 2010 in the Millennium Hotel at UN Plaza in New York City. It occurred less than one month following the devastating earthquake in Haiti. This disaster, therefore, became a kind of touchstone for presenters and the audience throughout the day as it served as a reference point for ongoing dialogue.

From a student’s perspective, it was quite a privilege to have the opportunity to hear from so many luminaries in our field. The convener of the conference was Dr. Florence Denmark a remarkable example of someone who has paved the way for women in our field and who in the UN community is promoting the human rights of aging populations worldwide.

It was also inspiring and motivating to meet other students and early career professionals who have such energy and passion for international work. These experiences engendered excitement and hopefulness about the field we are entering.

Session I: Negotiating Humanitarian Access

Dr. Harvey Langholtz of the College of William and Mary was the keynote speaker for the first session of the day. In his presentation “The Psychology of Peacekeeping,” Dr. Langholtz discussed the negotiation of humanitarian access by way of the history of peacekeepers in the United Nations. He opened his speech with the notion by Klauzwitz that war is a normal extension of domestic policy and argued that it is in fact peacekeeping that should be implicit in policy. Dr. Langholtz emphasized, however, that before intervening we must be cognizant of our intention in doing so. We must respect boundaries, but we also must insist that the innocent have the right to protection. Dr. Langholtz ended his speech with the statement by Clemenceau that “War is too important to be left to the generals.” In other words, war is not solved by military forces alone and that we as psychologists may play a crucial role in the negotiation of human rights in conflict situations.

The next speaker, Ms. Riet Kroeze of Medair Holland, spoke about the realities of providing relief for individuals in conflict zones. Ms. Kroeze spoke honestly about the ways in which Medair’s initial approaches with traumatized, non-western populations were unsuccessful. She continued by discussing her organization’s learning process in formulating more culturally relevant approaches to addressing traumatized populations. Medair now focuses on training local people to address trauma in their communities. Medair’s role has therefore evolved from offering direct disaster relief services to providing psychoeducation and psychological support for local professionals who themselves provide care for those in their communities. She also described how integrating psychological services within the public health care system was more effective than working from a mental health care model alone. It was incredibly refreshing to hear a seasoned professional talk about mistakes that have been made as well as lessons learned from experiences in the field.

The final speaker in the first session was Dr. Judy Kuriansky, the Psychosocial Director of US Doctors for Africa. Dr. Kuriansky gave a passionate and moving speech about her recent experience in Haiti. She documented her experience there both before and after the earthquake with photographs of her work with local communities. She emphasized the importance of providing psychological humanitarian aid with the Inter-Agency Standing Committee (IASC) guidelines in mind. As a way of encouraging psychologists to become more involved in Haiti and other emergency situations, she illustrated very specific, simple techniques that were found to be effective in the training of local Haitians in responding to their suffering communities. Dr. Kuriansky provided a very vivid example of a psychologist whose passion for her work is represented in her words and actions.

Session II: Human Dimensions of Diplomacy

Dr. Daniel Shapiro, Founder and Director of the Harvard International Negotiation Program, provided a highly animated keynote presentation “When Diplomatic Negotiations Become Undiplomatic: A Framework to Address the Emotional Dimensions of Negotiation.” Via his local and international experiences, Dr. Shapiro brought the audience to see, hear, and even feel the depth and significance of negotiation processes. His consultations with international leaders such as Queen Rania of Jordan illustrated essential concepts and tenets of a successful negotiation process. He articulated how addressing the emotional dimensions of conflict is integral to successful diplomacy and negotiation. Such an approach to negotiation promotes mutual understanding via attending to emotional needs in communities such as appreciation, autonomy & affiliation. In practice, this would occur through the appreciation of people’s personal experiences, providing acknowledgement of their affiliation to groups or cultures, and empowering their decision making. Shapiro drew a picture of our role in going beyond simply creating agreements between adversaries to finding ways to turn adversaries into friends and creating win-win situations.

The audience next welcomed the United Nations Ombudsman and Assistant Secretary General, Dr. Johnston Barkat, who described the effectiveness of mediation in several negotiations and conflicts. To illustrate mediation, Dr. Barkat wove a simple story about a group of young children who utilized a meeting rock to resolve their differences into the fabric of the human dimension of diplomacy, which transcends age and geographical borders. He outlined how mediators can play an integral role in creating “meeting rocks” where politicians or community leaders can negotiate in an environment of mutual respect and trust. He explained how mediation is not a linear process; there are complexities in understanding the nuances of actors and issues. Nonetheless, appreciating differences that at first may appear illogical is a crucial piece of diplomacy. Dr. Barkat referenced the conflicts in Sudan, a country of 600 ethnic subgroups and languages, to illustrate the complexities of mediation in negotiating a peace process. Finally, Dr. Barkat pointed out that mediation is not the end of the story; following mediation, challenges remain in establishing effective peace building strategies.

Dr. Karen Sealey took the stage to close this session. Describing her work in the Ministry of Mental Health in Trinidad & Tobago and more recently as a special advisor at the Pan American Health Organization (PAHO), Dr. Sealey’s discussion brought richness and depth to our understanding of the current humanitarian challenges in Haiti. Integrating the topics of speakers before her, she shed light on how negotiation plays a central role in sustaining the effectiveness of humanitarian aid. Dr. Sealey also introduced WHO/PAHO principles to the audience, outlining a multilayered approach to strengthening communities and families in crisis. This WHO/PAHO perspective emphasizes psychosocial approaches to enhancing local resources, such as cultural heal-

ing practices, before providing basic services and security needs to communities in response to disasters.

Summary

Attending the Third Annual Psychology Day was an eye-opening experience for us. We were introduced to unique UN perspectives and to the contributions that the psychological community is making there. As this event brings together UN staff, psychology professionals, students and NGO workers, one realizes that in such a diverse group there is a unifying, compelling issue. Namely, that the promise of emerging knowledge in Psychology has direct relevance to addressing pressing 21st century global issues. Clearly before us was a vision of what our field has to offer in negotiating conflict resolution, peace building, securing human rights and assisting affected populations while empowering them to maintain their own dignity and well being.

On a personal level as graduate students, it was an inspiring and humbling experience to feel welcomed amongst leaders and pioneers in the areas of diplomacy, mediation, and humanitarian work. After the conference closed with an engaging Q & A session, the speakers and many attendees carried on the discussion into the evening at a reception. This social gathering opened the opportunity for more informal connections, as leaders and students shared their individual hopes, struggles, and goals. Leaving the event, there was a sense of excitement and a deepening sense of responsibility towards the promise that as psychologists we have in the international arena, whether assisting earthquake victims in Haiti or negotiating delicate mediation in times of crisis.

The Third Annual Psychology Day at the UN broadened our perspectives regarding how psychologists can contribute effectively to humanitarian work, negotiation, and international diplomacy. We encourage our student colleagues to attend Psychology Day next year. Watch for information to be posted on www.apa.org/international.

The Fourth International Conference on Psychology Education (ICOPE2010)

Following the tradition of ICTP2008 held in St. Petersburg, Russia, the conference will convene in Sydney, Australia from July 8-11, 2010, and be organized by the Australian Psychology Educators Network (APEN).

More information on the conference is available at <http://icope2010.psy.unsw.edu.au>

International Awards

Div 52 CIRP liaison Judy Kuriansky, Ph.D. was personally presented with an award by the President of the Dominican Republic, Dr. Leonel Fernández Reyna, who is also Honorary President of UNA-DR (United Nations Association the Dominican Republic). The award to Dr. Judy was for “her support and dedication to UNA-DR and FUNGLODE youth initiatives.” The award was given at the closing ceremony at CILA 2009 (La “Conferencia Internacional de Las Américas”) held in Punt Cana, DR in October 2009 as a model UN. CILA is a collaboration between UNA-DR, a non-profit organization supporting the work of the UN, and the Global Foundation for Democracy and Development, a non-profit organization promoting collaboration between organizations in the US and the Dominican Republic to enhance understanding, offer capacity building and foster exchange regarding social, economic and democratic development of the Dominican Republic, Caribbean and Latin America. UNA-DR executive director Pilar Sandoval invited Dr. Judy to serve as the Communication Committee Advisor. Dr. Judy recruited and supervised 30 students from the United States who covered the conference alongside a team of Spanish-speaking students under the supervisor of UNA-DR International Projects manager Email Chireno. The two teams produced a newsletter in Spanish and English and the English team produced multi-media reports for the first time for the conference, including a blog, social media including a facebook page, and a video about climate change shown at the closing ceremony.



Dr. Louise Evans, a fellow of the International Psychology Division and a diplomate of the American Board of Professional psychology, is the recipient of the Corann Okorodu International Women's Advocacy Award of 2009. The award is given by the Society for the Psychology of Women (APA-Div35).

You are cordially invited to...

68th International Council of Psychologists (ICP) Annual Conference (2010)

August 3-7, 2010 Chicago, Illinois USA

For proposal submissions, registration and other more information, go to: <http://icpweb.org>

Registration questions may be sent to Dr. Gerald Gamache at geraldgamache@bellsouth.net

The Third International Congress on Interpersonal Acceptance and Rejection will be held in Padua, Italy from July 28 through July 31, 2010.

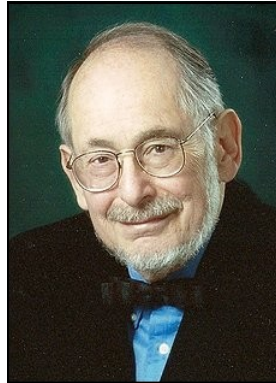
You can get information about the Congress at its website, <http://isipar2010.psy.unipd.it>.

You can also get information about the sponsoring organization—the International Society for Interpersonal Acceptance and Rejection—at www.isipar.org.

The Congress is interdisciplinary and will address research and practice on all aspects of interpersonal acceptance and rejection.

Remembering Henry P. David (1923-2009)

Henry David was an organizer, facilitator, pioneer, and mentor--but overall a kind and gracious man. He achieved international success with his research in fields of study that were marked by resistance and even active opposition. With personal persuasiveness, he brought psychologists and other social scientists from all over the world to recognize the psychological implications of reproductive decision making.



Henry was my mentor, colleague and friend for over 40 years. He was initially helpful in my early editing endeavors with Divisions 12 and 29. He introduced me to international psychology and we collaborated on a number of projects, most recently the anticipated revision of his classic chapter on international psychology for the *History of Psychology* (Wiley, 2002). Over the years, we developed a treasured friendship that included both our families.

Donald K. Freedheim, PhD
Professor Emeritus
Case Western Reserve University

In Memoriam: Robert W. Wesner (August 27, 1930 - April 13, 2010)



*Pictured in New York City with his beloved wife
Florence L. Denmark*

“Bob was a very special person who will be remembered for his love, kindness, courage, and sense of humor.”
- Florence L. Denmark



Donald Freedheim presenting Henry David with the APA Award for Distinguished Contributions to the International Advancement of Psychology in 1992. Photo courtesy of photographer David Hathcox (1993).

International Employment Opportunities

Michael J. Stevens, PhD, DHC
Illinois State University
mjstevan@ilstu.edu

Asian University for Women, Psychologist: The Asian University for Women (www.asian-university.org), a newly established institution based in Bangladesh, invites application for the position of psychologist that will contribute to the first year core integrated courses and the second year major's foundations course.

Essential duties -

Collaboratively develop the curriculum during faculty development session (July-Aug 2010) and contribute to the majors (biological sciences; information, communication, & technology; politics, philosophy, & economics; literature & women's studies).

Team teaching integrated courses using active-, learning-focused approaches.

Job requirements -

A clear commitment to active-learning pedagogy and mentoring students.

Open to evidence-based curricular approaches, including a focus on learning outcomes and assessment/grading aligned with learning.

Flexibility: ability to appreciate life and work in a developing country.

Positive attitude: turn challenges into opportunities; assume best of co-workers.

Strong teamwork skills: enjoy working collaboratively.

Other information -

PhD preferred; exceptional teaching plus all-but-dissertation or master's considered. Interdisciplinary teaching or research background desired. International experience preferred. Involving undergraduates in research and/or service learning connected to the Asia region desired and supported.

Average teaching load: 2 courses/semester, 15-25 students/course.

Attractive benefits package including medical, retirement, housing, yearly return airfare, tuition for K-12 dependents attending local schools in Chittagong with international curriculum (American, British). The university encourages (but

is not restricted to) applicants who are women, connected to the region served, dual career couples (please indicate and send CV if interested in employment with the AUW), early- or late-career.

A complete application consists of the following:

- a letter of application
- curriculum vitae/resumé/biodata
- teaching portfolio (one page statement of teaching philosophy, syllabi, and major assignments from recent courses taught/designed, all student evaluations if available)
- contact information for 3 referees, at least one for teaching

Review of applications will begin immediately and continue until the positions are filled. Please send your application, with faculty position clearly marked in the subject line of the email, to taneem.abedin@auw.edu.bd. For more information, please see our website: <http://www.asian-university.org>

IWK Health Centre, Clinical Psychologist: The Provincial Child and Youth Forensic Services team, a service operated under the Mental Health and Addictions Program at the IWK Health Centre, has a position for a PhD clinical psychologist. The mission of Provincial Child and Youth Forensic Services is to provide evidence-based best practice health and mental health services to children, youth, and families involved with Justice Services. This provincial program has two major sites of operation, one in Halifax and one in Annapolis Valley. The position being posted is operated out of the Annapolis Valley. This position offers an opportunity to be a part of a growing and dynamic service for youth. The Nova Scotia Youth Facility is a modern facility located in the heart of beautiful Annapolis Valley in Nova Scotia, a one-hour drive from Halifax.

As a staff psychologist, you will have the opportunity to assist in developing and providing education/skills training groups, individual and group therapy, and share in the responsibility for program development and program evaluation. As a valued member of an interdisciplinary team, you will provide assessment, treatment and consultative services to adolescents with mental health concerns, and assist in the process of their re-integration back into their families and communities.

As one of the members of Professional Practice Group in Psychology, the successful candidate will have opportunities to work collaboratively on projects and share experiences with other psychologists in different fields of practice. The discipline of psychology is strong and vibrant at IWK Health Centre, with over 50 psychologists who provide services in both Child Health and Mental Health & Addictions programs (www.iwk.nshealth.ca/index.cfm?objectid=A291305D-B904-ABEC-2740C4FDDA521C72). Research and teaching opportunities exist for those who have the interest and skill set.

International Employment Opportunities

The Residency Program in Pediatric and Child-Adolescent psychology at the IWK Health Centre is both APA- and CPA-approved. The successful candidate will be expected to actively participate in training residents. Candidates with appropriate credentials may be considered for academic adjunct appointment in an appropriate university department at Dalhousie University. Further information about this position can be obtained from Vicky Veitch Wolfe, PhD, Psychology Professional Practice Chief, at 902-470-8458 or vicky.wolfe@iwk.nshealth.ca.

Applicants must specify the competition number and submit the following: curriculum vitae, an outline of clinical practice, teaching, and research training, and three letters of recommendations from professionals knowledgeable about clinical training, clinical skills and character. For individuals with less than 3 years of independent clinical practice, an additional letter must be provided from the Director of Clinical Training from the clinical internship/residency program. Although applications are preferred from those who completed their doctoral dissertation, some applicants will be considered who have completed their Predoctoral Residency in Psychology but are in the process of completing their dissertation. In such cases, a letter is required from the doctoral dissertation committee chair that outlines process to date and anticipated dissertation completion date.

Hour of Work: Monday through Friday (7.5 hours/day)

QUALIFICATIONS:

- PhD / PsyD in clinical psychology from an accredited university program
- Registered, or eligible to be registered, with the Nova Scotia Board of Examiners in Psychology
- Formal clinical training and superseded clinical experience in forensics/correctional/behavioral psychology pre/post graduation
- Minimum two years experience working with youth and their families involved in youth court matters
- Minimum five years of formal training and clinical experience in child/adolescent mental health
- Demonstrated ability to work well as part of an interdisciplinary team required
- Demonstrated ability to diagnose and formulate treatment protocols for a wide range of adolescent mental health problems
- Demonstrated ability to effectively consult with other health, social service, and education agencies
- Demonstrated knowledge in the area of ecological intervention preferred
- Demonstrated excellent verbal and written communication skills required
- Ability to participate in the clinical training activities of the psychology discipline
- Competencies in other languages an asset; French preferred.

Interested parties are asked to submit a current resume including month and year of employment in past positions and a cover letter outlining their qualifications for the role. Please include the competition number, and if you are an employee of the IWK Health Centre, in the subject line of your email or within your cover letter and send to:

Email: Human.Resources@iwk.nshealth.ca (preferred method)

IWK Health Centre, Human Resources
5850/5980 University Avenue, PO Box 9700
Halifax, NS B3K 6R8, Canada
Tel: +902-470-8012
Fax: +902-470-6612

Pine River Institute, Psychologist: Pine River Institute is a residential treatment center and outdoor leadership experience for youth 13 to 19 struggling with mental health issues and specifically substance abuse. Our campus is located on a 200-acre site 100 kilometers northwest of Toronto, Ontario, and includes a residential program for 36 adolescents ages 13-19, an 8-bed therapeutic wilderness program near Algonquin Park, and an aftercare program, with an office in Toronto. Our family-centered program is innovative and highly

Qualifications -

- Graduate degree in a relevant therapeutic field. PhD Preferred
- Previous experience with multi-disciplinary team, treatment planning is essential
- Experience in working with adolescents, addictions, and mental health issues
- Familiarity with competency-based and experiential approaches to working with families
- Registration with a relevant professional association
- A minimum of 5 years related experience, with at least 3 years in a residential treatment facility and/or wilderness program is preferred
- Demonstrated track record of working effectively with professional, collaborative groups
- Demonstrated ability in providing individual and family therapy
- Strong written and verbal communication
- Proven ability to make and sustain excellent interpersonal relationships
- Strong, flexible, and results-driven experience
- Excellent leadership skills

Responsibilities -

- Act as clinical team leader with a team of staff and students
- Ensure that the therapeutic goals of the program in general and the individual therapeutic plans for the students are realized
- Provide individual and family therapy

International Employment Opportunities

- Provide clinical supervision regarding students' needs and their therapeutic treatment plans
- Ensure the safety, both physical and emotional, of the students and staff
- Ensure the appropriate, accurate, and timely flow of reports and communication with parents and students
- Participate in research and evaluation activities

We offer competitive compensation, and the opportunity to be part of an exciting and innovative program. For more information please see our website www.pineriverinstitute.com.

Interested candidates should email their resumes to: therapist@pineriverinstitute.com

Stevenson & Waplak, Psychologist: Stevenson, Waplak & Associates is a private group of mental health care professionals representing the disciplines of psychology, social work, psychiatry, medicine, and counseling. We provide counseling and assessment services and consultative services to individuals & couples, children & teens, families & groups, and corporations. We also provide clinical services to our partners, Quinte Children's Homes - a treatment / foster care provider - and Applewood Academy for Progressive Learning - a private school for children whose emotional and behavioral problems have undermined their academic performance. We primarily serve the South East region of Ontario and the Quinte region in particular. Our offices are located in Belleville, Ontario. Belleville and the Quinte Region provide a comfortable blend of rural and urban living, with easy access to Toronto, Ottawa, and Montreal.

POSITION DESCRIPTION-

The purpose of the psychologist position is to enhance the clinical services provided by Stevenson, Waplak & Associates, Quinte Children's Homes, and their subsidiary companies and programs. The psychologist provides clinical services to the clients referred to Stevenson, Waplak & Associates. This position offers a wide range of clinical challenges with both children and adults, across a number of settings. The psychologist will assess, diagnose, and treat (individual and group) clients having a variety of emotional, behavioral, and mental health problems. The psychologist will be expected to work closely with the other members of the multidisciplinary team (clinical director, program supervisors, parent therapists, psychiatrists, and associated outside community agencies) in planning, implementing, and evaluating treatment for the clients of Stevenson, Waplak & Associates and related programs. The psychologist will be expected to play a lead role in research within the programs.

RESPONSIBILITIES -

- Assure that the vision and mission of Stevenson, Waplak & Associates are reflected in the clinical services delivered to clients
- Provide clients with effective case management and treatment services as a member of a multidisciplinary

treatment team

- Develop and manage research projects related to clinical and residential programs
- Supervise psychometrists and provide input into the clinical performance of treatment team members
- Ensure clinical programs meet or exceed licensing and accreditation requirements

QUALIFICATIONS-

Knowledge:

- Master's or doctorate in clinical or counseling psychology from a university of recognized standing
- Superior interpersonal and communication skills (written and verbal) including strong counseling skills
- A strength based philosophical approach to the needs and capabilities of children and families

Skills:

- Demonstrated knowledge of the selection, administration, scoring, psychometric characteristics, and limitations of psychological and/or neuropsychological tests
- Demonstrated knowledge of diagnostic nosology, psychopathology, and diagnostic issues
- Research/Grant proposal writing
- Bilingualism (English/French) is an asset

Experience:

- Experience in a supervisory capacity with psychology staff would be helpful

REQUIRED CONDITIONS OF EMPLOYMENT-

- Registration or eligibility for registration as a psychologist or psychological associate with the Ontario College of Psychologists; preferably involving children/adolescents and adults
- Successful completion of a background investigation process, as per our policies and procedures
- Possess a current, class G, Ontario driver's license and access to a personal vehicle
- Possess a valid automobile insurance policy, with liability limits of at least \$2,000,000
- Ability to travel to other administration sites within southeastern Ontario

We provide an excellent salary and benefits package.

Applications for the positions of clinical psychologist / psychological associate, and consulting clinical psychologist, including a resume, documenting qualifications and experience, should be forwarded to:

Terry Stevenson
Stevenson, Waplak & Associates
72 Orchard Drive
Belleville, Ontario K8P 2K7, Canada

E-mail: terry@swa-qch.com
Tel: +613-967-0545

International Employment Opportunities

Fax: +613-967-3998

www.stevensonwaplak.com

New Zealand, Clinical Psychologists: We have full-time clinical psychologist vacancies to fill for community mental health and other service organizations. You must have a doctorate in psychology, current practicing license, a minimum of 2 years post-supervisory experience, the ability to receive your New Zealand psychologist registration with clinical scope, and the desire to commit 2 years or longer. From the U.S. you can call toll free: (800)511-6976 or +212-655-5730. E-mail office@alignrecruitment.com; Skype: alignrecruitmentlarrybeck9553; Web: www.alignrecruitment.com. An expatriate American is available to assist with all enquiries.

Nanyang Technological University, Postdoctoral Fellowships: The College of Humanities, Arts, and Social Sciences, Nanyang Technological University, Singapore, invites applications for up to 15 postdoctoral fellowships, from August 2010. The College comprises 3 schools: humanities and social sciences; art, design, and media; and the Wee Kim Wee School of Communication and Information.

For details of the fellowship program, please visit <http://www.ntu.edu.sg/ohr/Career/CurrentOpenings/ResearchOpenings/Pages/CollegeofHumanities,Arts,andSocialSciences.aspx>.

Applicants should possess a doctoral degree issued not more than 3 years prior to the time of application. Applications should include a detailed CV and research proposal, and should be sent to:

Associate Dean (Research) College of Humanities, Art, and Social Sciences Nanyang Technological University HSS building, HSS-05-17 14 Nanyang Drive, Singapore 637332
Fax: +6- 6794-9577
E-mail: AD-HASS-RESEARCH@ntu.edu.sg
www.ntu.edu.sg.

Applications will close on April, 30 2010

Postdoctoral fellowships are for one year, renewable for a second year, subject to satisfactory performance. Postdoctoral fellows may be required to assist in teaching, up to the equivalent of one semester-based course per academic year.

Nanyang Technological University, Professor / Research Scientist: The Nanyang Business School at the Nanyang Technological University in Singapore has established the Culture Science Institute, which aims at conducting cutting edge trans-disciplinary research on culture and business. The business school has recently built research laboratories equipped with state-of-the-art ERP/EEG system, bio-physiological system, eye trackers, and other facilities for acquiring behavioral data. Functional MRI facility will be available after completion of the university's new medical

school.

The Culture Science Institute invites applicants for two positions in social neuroscience: (1) assistant professor: for teaching, research, and service, and (2) research scientist: for research and management of the behavioral laboratories. Applicants should hold a doctorate degree with expertise in social neuroscience (broadly defined) and research interests in culture, social cognition, or behavioral economics. The research support is excellent, and the salary and benefits are highly competitive. The review of applications will commence immediately and will continue until the positions are filled. Starting date is negotiable.

The application must include: curriculum vitae, statement of research and teaching interests, representative publications, and three letters of reference. Send the application package electronically (in PDF documents) to: HeadSMO@ntu.edu.sg and address it to: Professor Soon Ang Goh Tjoei Kok, Endowed Chair and Professor in Management, Head of the Division of Strategy, Management, and Organization at Nanyang Business School in Nanyang Technological University, Singapore 639798

Abu Dhabi & Dubai Zayed University, Department Chair: The University is seeking a candidate to fill the chair position in the Department of Natural Science & Public Health. The Department is currently strengthening its focus on public health to prepare students to play leading roles in improving the health of the UAE population. Plans are in place for the further development of undergraduate and graduate programs and the chair will provide academic leadership for these and related developments. The University has plans to develop a master's degree in public health, as well as joint research programs with international partners. This is an exciting time in the development of the UAE, and a great deal of attention is being paid to public health issues. This is therefore a critical moment in the development of the Department and the successful candidate will have exceptional opportunities to make an impact on the University and the health of the nation.

The successful candidate will have a sound foundation in the core areas of public health, a good track record in research, experience in program building and curricular innovation, and a commitment to a broad-based liberal arts foundation.

In addition to managing the undergraduate curriculum, the chair will be a key player in the oversight and improvement of the existing master's program in healthcare administration. The chair will also play a central role in the development of the new master's program in public health. The chair will promote research-led teaching on both these graduate programs and will ensure that they respond to the needs of the country.

Responsibilities -

International Employment Opportunities

The chair maintains operational responsibility for the department on both the Abu Dhabi and Dubai campuses, as well as providing effective academic and administrative leadership both on a daily basis and in relation to long-term planning. The Chair is also expected to:

- Recruit and retain faculty for positions within the department
- Work with other members of the management team in the College of Arts and Sciences
- Participate in the development, evaluation, and revision of the curriculum in public health and in the University's core curriculum, the Colloquy on Integrated Learning
- Develop graduate level and outreach programs
- Teach one course section per semester
- Integrate information technology into the teaching environment
- Engage in ongoing research consistent with expectations for promotion and renewal

Candidates should have experience with course planning and scheduling, faculty development and annual evaluation processes, and assessment of student learning outcomes. A demonstrated commitment to advancing the discipline of teaching is essential.

Requirements -

- A PhD in public health or health-related discipline, as well as substantial experience in higher education and a proven record of academic leadership
- A successful record of research and baccalaureate-level teaching in public health
- Significant experience in administering academic programs and mentoring and supervising faculty
- A strong interest in innovative approaches in instruction, including the incorporation of educational technology into the learning environment
- An understanding of and commitment to a learning outcomes based program is required as well as the ability to work with diverse cultures and nationalities in a changing organizational environment.

Preferred Requirements -

- A creative and flexible approach to problem solving
- A demonstrated ability to work in a culturally diverse environment
- Patience and a high tolerance for ambiguity and change
- Confidentiality, tact, and discretion when dealing with students, faculty, and staff
- A strong commitment to excellence, quality, and continuous improvement

Benefits -

The University's benefits package is highly attractive, with

competitive salaries free of tax in the UAE, housing, a furniture allowance, annual vacation airline tickets for the employee and immediate family, educational subsidies for children, and subsidized healthcare for the employee.

To Apply -

Visit our website on www.zu.ac.ae. In addition to completing the online application form, attach one document containing a letter of application, a current CV, the contact details of three referees, your latest teaching evaluations, statements of your teaching philosophy, your management philosophy, and of your scholarly and creative interests, particularly as they might apply to the Middle East, and as to how they might involve students.

Zayed University, Professors: An excellent opportunity to contribute to the goal of developing public health professionals for the UAE and to display leadership in curriculum development and research. Faculty are sought who can offer high-quality teaching in the field of public health and help develop innovative interdisciplinary courses in the University's core curriculum, the Colloquy on Integrated Learning.

Requirements -

- Doctorate in epidemiology, public health, behavioral sciences, or a public health-related discipline
- Well-defined research agenda or demonstrated public health research experience (e.g. chronic and infectious diseases, environmental and occupational health, nutrition, mental health, healthy aging, or other health issues)
- Relevant baccalaureate-level teaching experience as well as active research/professional interests
- Experience teaching and supervising graduate-level courses would be an advantage
- Research experience in communities, workplaces, health departments, or other non-academic settings would also be desirable

Benefits -

The University's benefits package is highly attractive, with competitive salaries free of tax in the UAE, housing, a furniture allowance, annual vacation airline tickets for the employee and immediate family, educational subsidies for children, and subsidized health care for the employee.

To Apply -

Visit our website at www.zu.ac.ae. In addition to completing the on line application form, attach one document containing a letter of application, a current CV, the names and contact details of three referees, a statement of your teaching philosophy, and a statement of scholarly and creative interests (particularly as they might apply to the Middle East and as to how they might involve undergraduate students).

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