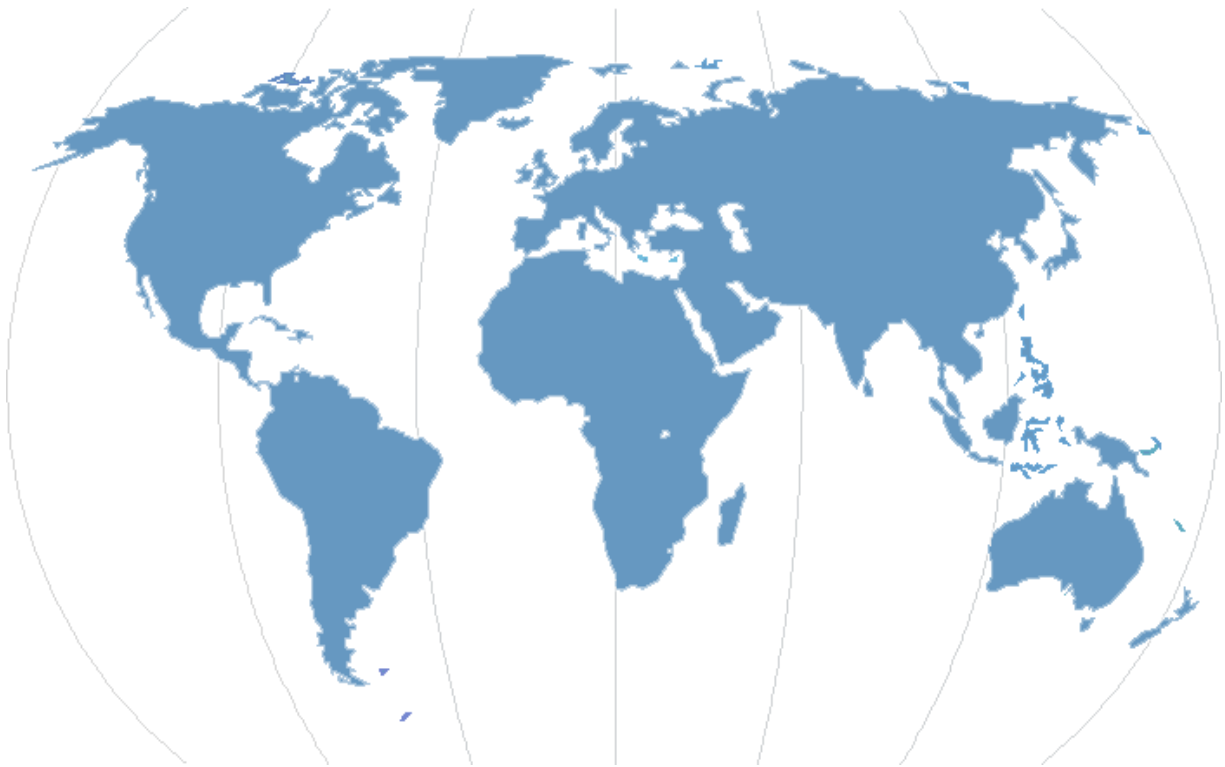




INTERNATIONAL PSYCHOLOGY BULLETIN

Volume 16 No. 4 Fall 2012



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Grant Rich

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

Research article submissions: The *IPB* publishes peer-reviewed research articles that deal with issues related to international psychology. The review process takes approximately two months. The manuscripts can be up to 3,000 words (negotiable) and should be submitted to Dr. Grant J. Rich at optimalex@aol.com. The manuscript must be written in APA style described in the Publication Manual of the American Psychological Association. Please submit it as a Microsoft Word document, not as a pdf file.

Specifically, please pay attention to the following:

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

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

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

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SUBMISSION DEADLINES

International Psychology Bulletin

For smaller articles (op-ed, comments, suggestions, etc.), submit up to 200 words. Longer articles (e.g., Division reports) can be up to 3,000 words (negotiable) and should be submitted to Dr. Grant J. Rich at optimalex@aol.com.

Submission Deadlines: Spring issue March 31st

Summer issue June 30th

Fall issue September 15th

Winter issue December 15th

Issues typically will be published 2-4 weeks after the deadline.

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From Cape Town to Orlando: Two Conferences and a Human Rights Challenge to Psychologists

Neal S. Rubin, Ph.D., ABPP
President, Division 52
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It has been a very busy and historic summer in 2012. Division 52 members have been prominently involved in a series of meetings and conferences. In this column, I would like to highlight some of our activities in Cape Town, South Africa at the 30th International Congress of Psychology (ICP) and at the 120th Annual Convention of the American Psychological Association (APA) in Orlando, Florida. Additionally, I will discuss some of the introductory remarks at ICP by Ms. Navi Pillay, the United Nations High Commissioner for Human Rights, who articulated a human rights challenge to our profession.

Division 52 at the International Congress

With the theme of "Psychology Serving Humanity," the 30th International Congress was held in beautiful Cape Town, South Africa at the foot of Table Mountain from July 22–27, 2012. Governed by the International Union of Psychological Science (IUPsyS), the Congress is held every fourth year and attracts colleagues from all regions of the globe. As the world of psychology comes together, the result is the sharing of an impressive wealth of knowledge from psychological science and the participation of a wide diversity of colleagues from around the world, all meeting to explore topics of the past, present, and future of our profession. Originating in Paris in 1889, this is the first time in its history the Congress was held in Africa. It was chaired by Saths Cooper, President of ICP in 2012, and supported by the National Research Foundation (NRF) of South Africa and the Psychological Society of South Africa (PsySSA). In concert with the theme of the Congress, the impressive scientific program included eminent psychologists, early careerists and students engaged in scientific and professional exchange focused on the role of psychologists in enriching human life throughout the world.

Simply, the richness of the experience was enhanced by our presence in Africa. Division 52 colleagues not only contributed to the scientific program at ICP, but also shared ad-

ventures of cross cultural experiences and travels throughout southern Africa. From explorations of the Cape of Good Hope and Cape Point (where the Atlantic and Indian Oceans meet) to safaris in Kruger National Park and in the Kalahari Desert and Okavango Delta in Botswana, Division 52 members were engaged in what were described as "once in a lifetime" experiences. We shared these adventures together at our Division 52 dinner at Café Africa in Cape Town, which was attended by over 35 members. The dinner was prepared and served in traditional Southern African style and after dessert, ended with locally inspired face painting. Needless to say, we are looking forward to the 31st ICP to be held just outside of Tokyo, in Yokohama, Japan, July 24-29, 2016 (www.icp2016.jp/). The theme will be "Diversity in Harmony: Insights from Psychology" and will be sponsored by IUPsyS and the Japanese Psychological Association.

Division 52 at the American Psychological Association

Following ICP, Division 52 celebrated its 15th anniversary at the APA Convention in Orlando, Florida. Several events highlighted our anniversary. First, our program committee consisting of Mark Terjesen, Robyn Kurasaki and Senel Poyrazli crafted a highly impressive scientific program and hosted an interesting, warm and delightful hospitality suite. Throughout the convention, division members proudly wore 15th anniversary buttons designed and produced by Dr. Lynette Bikos. We acknowledged our heritage by surveying our former division presidents on strategic planning issues, and subsequently holding a presidential breakfast to honor them and to review results of the presidential surveys. To inform our members regarding the history of the founding of the division, we invited a student, Ms. Kahaema Byer, of the University of Miami, to interview Florence Denmark regarding the early years of Division 52. Together with Dr. Denmark, Kahaema made a poised and intriguing presentation at our hospitality suite that was entertaining as well as informative. One of our student committee co-chairs, Ms. Laura Reid Marks, hosted a 15th anniversary 'Meet and Greet an Eminent International Psychologist' for students and early careerists.

This event featured Drs. Maria del Pilar Grazioso and Lawrence Gerstein who graciously met and discussed a range of career related issues with warmth and openness that impressed all who were gathered. We also initiated a 15th anniversary Division 52 student poster competition in which Lynette Bikos organized a group of judges to rate student research at a division poster session. Following the poster session a reception was held for student presenters at our hospitality suite in the Hilton and based on



the evaluation of our judges, awards were distributed. We were so pleased that we were able to combine valuing the contributions of our former presidents and founders with exciting opportunities to cheer on our promising newer division members.

Significant innovations this year have been the inaugural Outstanding Early Career Professional (ECP) International Psychology Award, the launching of our division journal, *International Perspectives in Psychology: Research, Practice, Consultation*, and changes in the structure of our division Board. We are very proud to acknowledge Dr. Virginia Kwan of Arizona State University with Division 52's first ECP award for outstanding contributions to the field of international psychology. (A detailed description of each Division 52 award will be presented by Dr. John Hogan elsewhere in this publication). The editor of our new journal, Dr. Judith Gibbons, and the Associate Editor, Dr. Michael Stevens, have guided the publication of an extremely impressive, scholarly journal. Based on the three issues published so far in 2012, I can say that without question they have crafted a truly international publication that is the source of enormous pride in our division. Ms. Laura Reid Marks is now a voting member of our Board as our student representative and in January Dr. Suzana Adams will join the Board in our ECP Member-at-Large position. Last, I was honored to present Presidential Citations to Dr. Chalmer Thompson for her work coordinating the Heritage Mentoring Project and to Judith Gibbons and Lynette Bikos for their work on our new division journal. Overall, at our 15th anniversary, we have a vibrant division that appreciates those who have historically contributed to Division 52 while also promoting innovations as we welcome new members and future leaders.

UNHCR Challenge

The opening ceremony of the ICP included comments by Nobel Laureate Archbishop Desmond Tutu and a keynote address by Ms. Navi Pillay, the United Nations High Commissioner for Human Rights (UNHCHR).¹ Ms. Pillay's comments can be viewed as including a call to action for psychologists to advance the "nexus of human rights and psychology and how they serve humanity." She articulated the background of this relationship and prospects for the future. She noted that "for many years, human rights and psychology have been considered two distinct spheres, without any points of intersection...what has been omitted is the fact that they do have a common objective—both of them promote and protect people's well-being."

Ms. Pillay outlined points of intersection that included the recognition of psychological trauma associated with the failure to protect human rights, violations of human rights perpetrated by practitioners of mental health, and mental health rehabilitation for victims of human rights violations. She emphasized that the protection of human rights may contribute to the advancement of human well-being, a central concern of psychologists, adding, "It is the time to be proactive and not reactive; it is time to anticipate, plan and form partnerships that will serve humanity and contribute substan-

tially to the well-being of people."

Following the opening ceremony, I was fortunate to be involved in three programs with Division 52 members devoted to proactive approaches to integrating psychology and human rights. Together with Drs. Ayse Çiftçi, Rita Chi-Ying Chung and Fred Bemak, we presented two symposia, "Enriching our shared humanity: Imperatives for a human rights framework for psychologists," and "Multicultural training in psychology: Experiential techniques, social justice, human rights and implications for interdisciplinary training." I also joined Drs. Judy Kuriansky, Florence Denmark and Michael Freese in a symposium describing the work of psychologists at the UN, "Doing global good: Psychologists at the United Nations impacting on international issues." Each of these programs illustrated the vision and professional activities of division members who as psychologists are promoting global human rights.

Ms. Navi Pillay has placed a challenge before us. She has called for psychologists to overcome a historical distance from human rights issues to forge a closer and more active relationship in responding directly to addressing the principles of the Universal Declaration of Human Rights. As demonstrated in programs at ICP and later at APA, members of Division 52 have clearly been involved in education, research, scholarship and service related to addressing the advancement of human well-being. Nonetheless, in response to Ms. Pillay and consistent with our mission to promote international psychology, we must continue determined efforts to advance the discipline of psychology as a field integrally involved in promoting global human rights.

¹ Keynote address by Ms. Navi Pillay, United Nations High Commissioner for Human Rights at the 30th International Congress of Psychology. (2012, July 22). *United Nations Office for the High Commissioner for Human Rights (OHCHR)*. Retrieved from www.ohchr.org/en/NewsEvents/Pages/DisplayNews.aspx?NewsID=12417&LangID=e

LEAVING A LEGACY TO DIVISION 52

A Call for a Charitable Bequest to APA Division 52

If you are interested in making a charitable bequest or other planned gift to the Division of International Psychology, contact Susan Nolan at (973) 761-9485 or at susan.nolan@shu.edu or Lisa Straus at (202) 336-5843 or at estraus@apa.org.

New Fellows in International Psychology: The Class of 2012

Harold Takooshian
Chair, Division 52 Fellows Committee
takoosh@aol.com

In 2012, eight psychologists were elected as Fellows of the Division of International Psychology, based on their “unusual and outstanding contributions to international psychology.” Three of these were elected as new Fellows of APA, and five current APA fellows were elected by the Division. According to APA, “Fellow status requires that a person’s work has had a national impact on the field of psychology beyond a local, state, or regional level. A high level of competence or steady and continuing contributions are not sufficient to warrant Fellow status. National impact must be demonstrated.” Of 93,000 APA members, about 5 percent are Fellows. The three-person D52 fellows committee for 2012 is **Kurt F. Geisinger, Senel Poyrazli, and Harold Takooshian** (Chair).

Five current APA Fellows were elected as a new Fellow in International Psychology



Jean Lau Chin, EdD, ABPP,
Dean,
Derner Institute of Advanced Psychological
Studies, Adelphi University

Mercedes A. McCormick, PhD,
Adjunct Associate Professor,
Pace University



James C. Overholser, PhD, ABPP,
Professor and Director of Clinical Training,
Case Western Reserve University

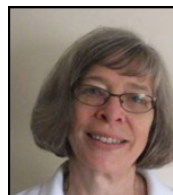
Bruce B. Svare, PhD,
Professor of Psychology,
State University of New York at Albany



Thomas Teo, PhD,
Professor of Psychology,
York University

Three were elected as a new Fellow of APA and its
Division of International Psychology

Rafael Art Javier, PhD, ABPP,
Professor and Director of Post-Graduate
Psychology Programs,
Saint John’s University



Abigail M. Harris, PhD,
Director, Doctoral Program in School
Psychology, Fordham University

Nan M. Sussman, PhD,
Professor and Interim Dean, Humanities
& Social Sciences,
College of Staten Island, CUNY



Congratulations Fellows!

Additional Biographies for the Three “Initial” APA Fellows in 2012

Harold Takooshian

Chair, Division 52 Fellows Committee

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Abigail Harris, PhD

Abigail Harris completed her doctorate in school psychology at UC-Berkeley in 1987. Since then, she has developed an outstanding career as a bilingual researcher, teacher, consultant, and international authority on the important specialty of evidence-based reform of educational policy in developing nations.

As a researcher, Dr. Harris' well-funded work appears in 41 publications since 1983. These include 12 refereed articles in key journals, and 29 chapters and reports in English or Spanish—with her as first author of 23 of these 41 publications. Her colleagues describe this as an “extraordinary record” of “pioneering” work with “tremendous impact”—using data-based school psychology to guide educational reform.

As a teacher, Dr. Harris is a respected member of the psychology faculty of Fordham University since 1987, where she is the Director of its doctoral program in School Psychology, with an emphasis on multicultural education. She is widely known for her innovative teaching and curriculum development. In 2011, she was elected to the Executive Board of the Council of Directors of School Psychology Programs.

As a consultant, Dr. Harris first served in Jamaica in 1991, at the invitation of the World Bank, to help implement data-based reform of that nation's educational system. Since then, she has been invited to consult with eight nations in the Americas, Africa, and Asia. She often deals with Ministers at the highest levels of government, and has learned Spanish to make her work more impactful. She now functions at a level that is rare among psychologists, and involves her students as future leaders in this work.

Nan Sussman, PhD

Nan Sussman earned her PhD at Kansas in 1977, then postdoctoral certificates at Dartmouth (1989) and Harvard (1994). She has been on the faculty of CUNY College of Staten Island since 1986, and the CUNY doctoral program in psychology since 2003. Since 1977, she has developed an award-winning career as a prolific researcher, teacher, book author, and authority on the topics of migration and her Cultural Identity Model of cultural transitions.

As a teacher, Dr. Sussman has taught or lectured at eight universities worldwide, including two Senior Fulbrights to Japan (1985) and China (2003-4). At CUNY, she developed three pioneering courses on cross-cultural psychology and globalization, as well as innovative methods to train those who work with migrants in the USA and overseas.

As a researcher, Dr. Sussman has received steady funding for her work on migration, starting with grants from the U.S. State Department in 1981, and U.S. Department of Education in 1987-1990. She has published 14 journal articles (11 as first author), five book chapters (all first author), a video training series on cross-cultural behavior, three cross-cultural websites, and one well-reviewed scholarly volume, *Return Migration and Identity* (Hong Kong University Press, 2010). Her cross-cultural research is heavily cited by textbooks and the mass media, with over 600 academic citations in scholar.google.com.

In her service, Dr. Sussman is a frequent journal and grant reviewer, who often consults with U.S. and overseas institutions. She has leadership positions with the East-West Center in Hawaii, and the International Academy for Intercultural Research (where she was elected a fellow).

Rafael Art Javier, PhD

Rafael Javier earned his PhD in clinical psychology in 1982 at NYU, and his postdoctoral Certificate in Psychoanalysis in 1988 at NYU. Raised in Argentina, he is a bilingual psychologist widely known in the Americas as a prolific scientist-practitioner, gifted teacher/mentor, author of six books, and frequent consultant on diverse issues. He is an ABPP diplomate in psychoanalysis (1998), forensic (1999), and clinical (2000).

As a teacher, Dr. Javier has been on the faculty of St. John's University since 1986, where he is a tenured professor and Director of its Center for Psychological Services. He also taught multicultural courses at other schools, is a psychoanalytic trainer/supervisor at three clinics, and Visiting Professor in Argentina and Vietnam. Along with multicultural psychology, he teaches a wide swath of courses in clinical, forensic, and social issues.

Dr. Javier is a prolific researcher, whose publications excel in quality and quantity, spanning diverse topics: bilingualism, domestic violence, cross-national adoption, diversity in psychotherapy, cross-cultural behavior, and history of psychology in Latin America. He has been the author/editor since 1983 of six books, 58 journal articles, and 14 book chapters—most of these as first author. These have been cited over 500 times in scholar.google.com. He also speaks often at international conferences.

In his service, Dr. Javier has held over 20 elected or appointed leadership positions in professional associations, journals, training institutes, public and private agencies. He was Vice-Chair of the New York State Board for Psychology (1992), and is a frequent psychotherapy consultant in South and North America. The most recent of his many awards is from the National Hispanic Medical Association (2011).

Congratulations to Student Awardees at Division 52's First Annual Student Poster Competition at APA 2012

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Another element of celebrating the division's 15th birthday was the inauguration of a student poster competition. During the Friday afternoon poster session, posters with student first authors were evaluated and awards were celebrated at a reception that followed in the division's suite. Awardees were e-mailed a certificate of achievement.

Many thanks go to the esteemed panel judges who volunteered to visit with the poster exhibitors and score the posters. Judges included Merry Bullock, Ph.D., Office of International Affairs/APA, Washington, DC; Jose Cabiya-Morales, Ph.D., Carlos Albizu University, San Juan, Puerto Rico; Eduin Caceres-Ortiz, Ph.D., Universidad Complutense, Madrid, Spain; Alexander M. Cheryomukhin, Ph.D., President, Azerbaijan Psychological Association, Baku, Azerbaijan; Maria del Pilar Grazioso, Ph.D., Universidad del Valle de Guatemala; Jason Platt, Ph.D., Alliant University, Mexico City, Mexico; and Francisco J. Estupiñá Puig, Universidad Complutense, Madrid, Spain. The poster competition was coordinated by Lynette Bikos, Ph.D., Seattle Pacific University, Seattle, WA.

First Place

Life Stress and Coping of Guatemalan Children and Adolescents: Sarah Kelly, Kelly Flanagan, Amy Young, Chelsey Morrison, Heather Mitchell, and Emily de la O, Wheaton College.



Tied for Second Place

Psychometric Properties of the Beliefs About Psychological Services Scale in Hong Kong: Laura Walker, Jacob Chan, Annis Lai Chu Fung, Lawrence Gerstein, and Stefania Aegisdóttir, Ball State University.

Cognitions and Emotional Distress: Testing the REBT and CBT Models From a Cross-Cultural Perspective: Fabian Agiurgioaei Boie, Alina Agiurgioaei Boie, and Raymond DiGiuseppe, St. John's University.



Tied for Third Place

International Knowledge Displayed by School Psychology Students in the United States: Carmelo Callueng, Douglas Jones, and Thomas Oakland, University of Florida.

Natural Mentor Relationships and Psychological Health Outcomes in a Rural Sub-Saharan African Student Sample: Gregory Steinsdoerfer, and Kathleen Chwalisz, Southern Illinois University Carbondale.



Honorable Mention

Historical Contributions of International Women Psychologists: Deborah Williams and Masami Araki, Pace University.

International Perspectives of Peace, War, Terrorism, and Torture: Boone Rountree, Sherri McCarthy, and GIPGAP collaborators, Northern Arizona University-Yuma.

Universal-Diverse Orientation in Asian International Students: Karen Kegel and Cirleen DeBlaere, Lehigh University.

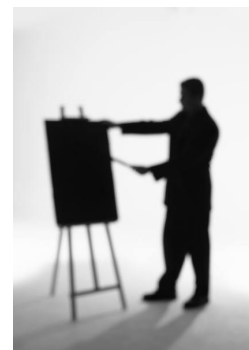


Creating Prejudice Through Antiprejudice Pedagogy? Empirical Evidence From the Forum BEVI Project: Mary Tabit, Vesna Hart, Timothy Brearly, Craig Shealy, Renee Staton, and Lee Sternberger, James Madison University.

What Works Best? A Guide to ADHD Interventions for National and International School-Based Professionals: Jennifer De Mucci, Mark Terjesen, Matthew Pagirsky, and Avram Block, St. John's University.

Mental Health Stigma in the Caribbean: A Review of Cultural and Spiritual Belief Systems: Kristyn Neckles, Anabel Alvarez-Jimenez, Rafael Martinez, Jeannette Vernezobre, and Jussethy Cortina, Carlos Albizu University, Miami Campus.

A similar competition is planned for the 2013 APA Convention. Those interested in competing should identify their posters as student-authored (students should be first authors, faculty and nonstudents can be subsequent authors) and indicate that international psychology is their first choice.



Report on the Invitation-Only 2012 APA Convention Ethics Breakfast in the Orlando Peabody Hotel

Suzana Adams, PsyD
Member-at-Large ECP for 2013
suzgha@gmail.com

During the APA Convention, a breakfast meeting was organized by Stephen Behnke, PhD, JD, director of APA's Ethics Office. Present at the meeting were members of the APA Ethics Committee, members of the APA Insurance Trust, members of the Association of State and Provincial Psychology Boards (ASPPB), directors of regional associations, presidents of ethnic minority associations such as NLPA, awardees, and several divisions' representatives. During this meeting, APA members of the Task Force on Telepsychology introduced the first draft of the Guidelines for the Practice of Telepsychology, which was developed conjointly by members representing APA, ASPPB, and the APA Insurance Trust.

Issues discussed during this meeting included questions concerning accountability, competence, liability, safety, reliability, and confidentiality.

The urgency to establish Telepsychology guidelines was presented as the need to encompass a dance that had already started. APA members indicated that international psychological associations such as the Canadian and New Zealand Psychological Associations had already developed their guidelines. ASPPB members indicated that they knew that many clinicians were already using the Web, notably Skype, and private companies were already training psychologists following guidelines promulgated by associations such as the American Telemedicine Association and the American Counseling Association. According to ASPPB and Trust members, many people were practicing "under the radar" and sometimes taking advantage of vulnerable clients, while others were adventuring in "good faith" but not necessarily cognizant of the risks involved.

Members of the task force were concerned about their ability to keep ethics, both figuratively and virtually, out of the clouds and facilitate the continued systematic development of psychology while ensuring a high level of professional practice. In addition, there were many questions about insurance coverage of different technologies, legal requirements, and intra- and inter-agency policies.

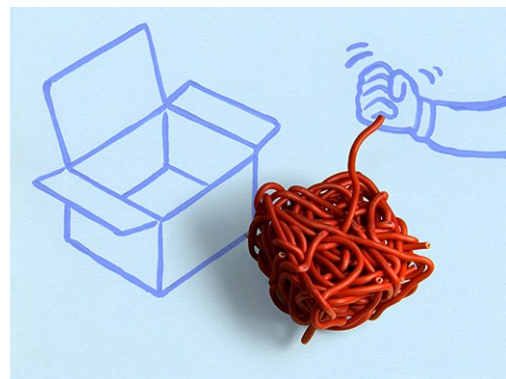
ASPBB reported that they were considering two main options: cross licensing and the adoption of an e-certificate. Advantages of having an e-certificate were the assurance of training and the protection of licensure; ethical violations committed in the virtual world would terminate the e-certification but not obligatorily the license to practice. Disadvantages were the increase of study and perhaps an exam, additional to the licensing exam, and additional costs. Both

the cross licensing and the e-certificate required a very complex and intricate dialogue among different parties involved.

Because of the limited amount of time and the breadth of factors, aspects, and situations that were included in this draft, more questions were raised than answers were given. In terms of multicultural/international considerations, the guidelines proposed that "psychologists made every effort to be familiar and comply with the laws and regulations that governed Telepsychology service delivery within the jurisdictions in which they were situated and the jurisdictions where their clients/patients were located" and psychologists strived "to keep abreast of developments and changes." On the guidelines presented, Guideline 2 "Standards of Care" encouraged psychologists to follow empirical literature and professional standards. However, there is a lack of empirical literature on Telepsychology with multicultural populations and on culturally suitable evaluation tools to measure advantages and disadvantages of Telepsychology.

It is important to integrate underrepresented and underserved multicultural populations so the gap of opportunity is not even more enlarged in the American society. Please click on the link below and add your international/multicultural perspective to these guidelines! In accordance with Association Rule 30.8, the Board of Professional Affairs seeks public and member comments on the Guidelines for the Practice of Telepsychology. Comments will be accepted for a 90-day period, which end October 26, 2012.

Please click this link to comment on the Guidelines for the Practice of Telepsychology: <http://apacustomout.apa.org/commentCentral/default.aspx?site=26>



Some Scenes From D52 in Orlando Florida, August 2012

Harold Takooshian
takoosh@aol.com



APA D52 board meeting



APA D52 board supper



Psi Chi international symposium



D52 15th birthday cake



CIRP reception for international visitors

Division 52 News and Updates



Welcome to the D52 suite



APA Council discusses the International Classification of Disorders (ICD-10)



Presentation of D52 awards



Happy birthday D52



International counseling psychologists cooperate with D52



Lebanese psychologists attend the APA Presidential reception



D52 reception for new APA Fellows

Call for Fellows 2013

Harold Takooshian
Chair, Division 52 Fellows Committee
takoosh@aol.com

Members of APA Division 52 are now invited to nominate others or themselves for election as a fellow of Division 52, based on “unusual and outstanding contributions” to international psychology. Phone or write soon for a packet of forms for APA, and our Division’s 15 criteria. This year all completed materials must be submitted by 5 pm Friday, 7 December 2012 -- including the nominee’s vita, personal statement, and endorsements from three current APA fellows. At least two of the three endorsers must be a fellow of Division 52. (Those who are already a fellow of another APA division can ask about a streamlined nomination procedure).

For any details, check www.internationalpsychology.net, or contact Harold Takooshian, D52 Fellows Chair, 314 Dartmouth, Paramus, NJ 07652, USA, Phone (212) 636-6393, takoosh@aol.com.

International Book Series Under Discussion

Harold Takooshian and Uwe P. Gielen
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ugielen@hotmail.com

In 2004, our APA International Psychology Division partnered with Lawrence Erlbaum Associates to launch a bold new book series on “Global and cross-cultural psychology.” Its first volume in 2006 was the major release of *Toward a global psychology*, edited by Michael J. Stevens and Uwe P. Gielen.

Sadly, Erlbaum ceased publication in 2007, and some of our authors have published major volumes with different firms.

Happily, the Division is now in discussion with Information Age Publishing (IAP), one of the nation’s most innovative publishers, www.infoagepub.com, to prepare a proposal for full board review, to resume its international book series in 2013. IAP is interested in all diverse aspects of international psychology: science, practice, teaching, service, and advocacy.

Those interested to propose a volume in a new IAP series can contact us soon with any questions, or a two-sentence description of their proposal: takoosh@aol.com or ugielen@hotmail.com.



Division 52 Website Committee: Ji-yeon Lee - 2013 Committee Chair

Richard Velayo, Ph.D.
Chair, Division 52 Website Committee
rvelayo@pace.edu

Ji-yeon Lee, Ph.D.
Co-Chair, Division 52 Website Committee
jlee@uttyler.edu



Richard Velayo, Ph.D.
Pace University
www.rvelayo.com

APA Division 52 has benefited me in my professional endeavors and has provided me the opportunity to get to know and collaborate with outstanding colleagues who understand and value the need to internationalize psychology. I consider Division 52 to be my home division within APA and its leaders and members as part of my extended family. I am very grateful for serving on the board in a number of ways including as President (2004) and as Member-at-Large (2007-2009, 2013-2015). I have also chaired the Program Committee (1999-2000) and the Membership Committee (2001-2002), and serve as Associate Editor of the International Psychology Bulletin (2005-present). As I continue my other "roles" within the Division, I will also be focusing on my involvement as a member of the Curriculum and Training Committee, looking into instructional strategies that help internationalize psychology courses.

We are very fortunate to have Dr. Ji-yeon Lee who has graciously agreed to serve as our Webmaster and the chair of the Website Committee beginning January 2013. We are currently working together towards redesigning our website and determining ways by which we can better utilize our existing social media accounts and other technologies to better serve our members and further promote the Division. Ji-yeon brings with her a set of technological expertise and the kind of dedication to service that we seek in those who help lead the division. She is an outstanding and personable colleague. I have no doubt that she will significantly contribute

to further enhancing our Division's Web presence. We encourage Division 52 members to help us with this endeavor.

Ji-yeon Lee, Ph.D.

University of Texas at Tyler

I am very happy to be a part of the Division 52 Website Committee and appreciate the warm welcome from all the Division 52 officers. I am currently at the University of Texas at Tyler as an Assistant Professor after having completed my Ph.D. in Counseling Psychology at Purdue University. I am originally from South Korea, and I came to the U.S. when I started my Masters at the University of Minnesota in 2004. I had lots of support and mentors in the process of becoming a psychologist. However, as an international scholar in the U.S., I experienced some difficulty finding support once I graduated. As I have benefited from a lot of support from Division 52, I hope to increase support for international psychologists.

As the Co-Chair of the Website committee, I hope to develop connections among psychologists in the field. I also hope to provide more opportunities for international collaborations on cross-cultural research by using social media and websites as means for internationalization of the division, as Dr. Richard Velayo has been doing as the Chair of the Website committee. I am also interested in developing a network for scholars and students from other countries at the next APA convention. As an early career professional in the field, I also look forward to opportunities for learning from other members in Division 52.

Be Sure to "Stay Connected"

Our Webmaster Richard Velayo sends out his listserv monthly, rich with useful news, <http://www.rvelayo.com/Div52Announcements>. Are you missing this? If you are not now receiving this monthly, be sure to register with Christine Chambers at APA today: cchambers@apa.org.

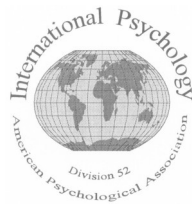
To find out about free international activities in greater New York, check Richard's "NY-52" webpage at: <http://dl.dropbox.com/u/32021716/div52others/div52others/Div52-NY.html>.

Would you like to see the history of our D52 in several diverse languages, from Hindi to Somali? If so, check: <http://dl.dropbox.com/u/32021716/div52others/div52others/Div52HistoryTranslations.html>.

Call for 2013 EPA International Proposals

The 2013 meeting of the Eastern Psychological Association is set for 1-4 March, in the magnificent Marriott Marquis Hotel in the heart of New York City. Once again, for the 11th year, EPA welcomes proposals from all students and professionals interested in international and cross-cultural psychology, due by **1 November 2012**. This EPA meeting is free to all EPA members, but membership is REQUIRED before online submission. The low fee of US \$60 includes one year membership in EPA (\$25 for students).

In 2012 at EPA in Pittsburg PA, many of 1,800 psychologists and students shared two full days of global programs—invited international speakers, symposia, papers, posters, and organizations.



To submit proposals by 11/1/2012:
www.easternpsychological.org.

For any details, check
www.internationalpsychology.net, or
contact the EPA International Program:
Harold Takooshian at takoosh@aol.com

TWO INVITATIONS:

1. **D52.** All students and faculty who present international research at EPA 2013, and are (or become) members of the APA International Division, can submit their 300-word abstract by 15 September 2013 for publication in the *APA International Psychology Bulletin* in fall 2013. For any details, contact Editor Grant Rich at optimalex@aol.com.
2. **EPA.** President Debra Zellner's presidential theme for EPA 2013 is all aspects of "Food and Eating," such as cross-cultural, diet, obesity/anorexia, vegetarianism, taste, fasting.

Present Your *Internationally Focused Work* at the Western Psychological Association

April 25 – 28, 2013, Reno, NV

Deadline: 15 November 2012 (midnight PST)

With an annual offering of 30+ poster presentations, 12 hours of symposia/papers (many offering CE), and a Saturday evening dinner with engaging international conversations, WPA is becoming *the place* to showcase your international work.

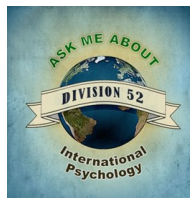
In addition to internationally focused posters, consider organizing international symposia or selecting the *one-speaker paper* option (*one-speaker papers* are assembled into a panel of papers with related topics). *New this year* is a poster contest; posters in the international program with students as first authors are eligible for placings.

The online process for submitting symposia requires two steps (first, the chair submits the proposal for the symposium and receives a symposium number; second each of the speakers submits a paper proposal and identifies the symposium number in one of the submission form fields).

To be reviewed for the *international program*, use the WPA Call-for-Paper submission process (<http://www.westernpsych.org/convention/call.cfm>) and select *International Psychology* from the topics.

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

Volunteers (students and professional members) are needed for Division 52/International Psychology outreach at WPA. Potential tasks (your ideas are welcome) include distributing buttons/division information/membership applications and helping with the student poster contest.



Contact Lynette if you would like assistance in finding others to join you in symposia or to volunteer for Div52 outreach.

Lynette Bikos, Ph.D., Div52@WPA
Program Chair, lbikos@spu.edu.

To learn more about Division 52/International Psychology, or join the division: www.internationalpsychology.net.

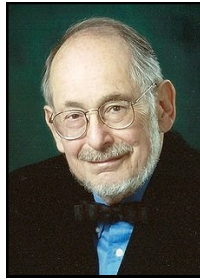
INVITATION: All students and faculty who present international research at WPA 2013, and are (or become) members of the APA International Division, can submit their 300-word abstract by 15 September 2013 for publication in the *APA International Psychology Bulletin* in fall 2013. For any details, contact Editor Grant Rich at optimalex@aol.com.

**Call for Nominations:
APA Division 52 Henry David
International Mentoring Award**

Lawrence Gerstein
*Chair, Henry David International
Mentoring Award Committee*
lgerstein@bsu.edu

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

The recipient of this prestigious award will be honored at the 2013 APA Convention in Hawaii. Nominations, including self-nominations, are welcomed. The Division 52 Henry David International Mentoring Award is presented annually to a member or affiliate of Division 52, who plays an exceptional mentoring role in an international context. Mentoring may be defined by any of the following activities:



1. A psychologist who has served as a mentor for international students or faculty members for at least three years.
2. A psychologist who has mentored students in the area of international psychology, by training, educating, and/or preparing students to be active participants in international psychology.
3. A senior psychologist who has mentored early career psychologists who are now functioning as international psychologists.

OR

4. An international psychologist working outside of the United States who serves as a mentor on his/her campus or at his/her agency.

Nominations should include a cover letter, vitae, and at least 3 letters of endorsement from former or current mentees. Questions about the application procedure and nominations should be e-mailed to the Henry David International Mentoring Award Committee Chair, Lawrence Gerstein at lgerstein@bsu.edu. The Committee will review the nominations. The Committee's recommendation will be reported to the Division 52 Board of Directors. **The deadline to submit materials is April 15, 2013.**

**APA Division 52 'Ursula Gielen Global
Psychology Book Award' (2013)**

Renée Goodstein, Ph.D.
*Chair, Ursula Gielen Global Psychology
Book Award Committee*
rgoodstein@sfc.edu

The mission of Division 52 is to advance psychology internationally as a science and profession, and through education and advocacy. In support of this mission, the Ursula Gielen Global Psychology Book Award is presented to the author(s) or editor(s) of a recent book that makes the greatest contribution to psychology as an international discipline and profession, or more specifically, the degree to which the book adds to our understanding of global phenomena and problems from a psychological point of view. Examples include psychological interventions at the micro- and macro-levels, multinational organizations, questions of mental health, pedagogy, peace and war, gender roles, contributions of indigenous psychologies to global psychology, textbooks that integrate theory, research and practice from around the globe, edited volumes integrating contributions from scholars around the world, and overviews of international and global psychology.

Inclusions and Exclusions

Nominations may include authored or edited volumes in any language. All submissions must be accompanied by a two-page letter in English making a case for the book's potential contribution to global psychology. Copyright must be 2011. Nominations may not include fiction and biographies.

Specifics of the Award

Winners will be announced in early 2013, presented with a certificate, and invited to give an address at the August APA 2013 Convention in Honolulu, HI. They will receive one full payment of the convention fee and a stipend of \$500 to help fund their attendance at the convention.

Criteria

In judging the contribution of each book, the following set of guidelines will be used:

1. How creative and novel are the ideas expressed in the book?
2. How large and significant a contribution does the book make to psychology as a global discipline and profession?
3. Are the book's contents international or global in nature?
4. Is the book scientifically rigorous and logically sound? Are its theoretical bases well supported and translatable into sound and ethical practice?

5. What is the literary quality of the work? Is it interestingly and well written? Is the audience for whom it is written explicitly stated and does it reach that audience?
6. Does the book maintain a clear focus on psychology as a science and practice?

Procedures

All nominations, accompanied by the two-page letter, and three copies of the book, must be made by October 1, 2012, and sent to:

Renée Goodstein, Ph.D.
Chair, Ursula Gielen Global Psychology Book Award
Psychology Department
St. Francis College
180 Remsen Street
Brooklyn, NY 11201 USA
(718) 489-5437
e-mail: rgoodstein@sfc.edu

About Ursula Gielen

Ursula Gielen (1916-1997, Germany) was vitally interested in the well-being of indigenous, persecuted, and poor people around the world, with a special emphasis on women and children. Her legacy and commitment to international concerns and human welfare continues through her children:

Ute Seibold, a former foreign language secretary in Switzerland; Uwe Gielen, an international psychologist in the United States; Odina Diephaus, a former interpreter with the European Parliament in Belgium; and Anka Gielen, a counseling psychologist in Germany.



Committee Members

Renée Goodstein, Ph.D., Chair
Florence L. Denmark, Ph.D.
Juris G. Draguns, Ph.D.
Michael J. Stevens, Ph.D.
Harold Takooshian, Ph.D.
Uwe P. Gielen, Ph.D. (ex officio)

Ursula Gielen Book Award Winners

2008 Award: *Families Across Cultures: A 30-Nation Psychological Study*. Editors: James Georgas (University of Athens,

Greece), John W. Berry (Queen's University, Canada), Fons J. R. van de Vijver (Katholieke Universiteit Brabant, The Netherlands), Cigdem Kagitcibasi (Koc University, Turkey), and Ype H. Poortinga (Katholieke Universiteit Brabant, The Netherlands).

2009 Award: *Culture and Leadership Across the World: The GLOBE Book of In-Depth Studies of 25 Societies*. Editors: Jagdeep S. Chhokar (Indian Institute of Management, India), Felix C. Brodbeck (Aston University, UK) and Robert J. House (University of Pennsylvania, USA).

2011 Award: *International Handbook of Cross-Cultural Counseling: Cultural Assumptions and Practices Worldwide*. Editors: Lawrence H. Gerstein (Ball State University, USA), P. Paul Heppner (University of Missouri, USA), Stefania Ægisdóttir (Ball State University, USA), Seung-Ming Alvin Leung (The Chinese University of Hong Kong), and Kathryn L. Norsworthy (Rollins College, USA).

2012 Award: *Silencing the Self Across Cultures: Depression and Gender in the Social World*. Editors: Dana C. Jack (Western Washington University, USA), and Alisha Ali (New York University, USA).

Translators Wanted

A one-page overview of the history of the APA Division of International Psychology was coauthored by its Presidents John Hogan and Harold Takooshian. It is located on our website at: <http://dl.dropbox.com/u/32021716/div52others/div52others/Div52HistoryTranslations.html>.

We now seek global colleagues to translate this sheet into other languages, with themselves as the author, to circulate to colleagues and students globally. As of October 2012, this sheet appears in 15 languages: Armenian, Chinese (Mandarin), Dutch, English, Estonian, French, Greek, Hindi, Japanese, Korean, Latvian, Polish, Russian, Somali, and Spanish.

Can you translate this into another language? If so, contact Dr. Rivka Bertisch Meir at winsuccess@aol.com or Dr. Harold Takooshian at takoosh@aol.com.

Award Winners and Their Stories: 2012 Division 52 Student International Research Award

Tyler Shannon and Sheila J. Henderson, Ph.D.
Alliant International University
shenderson@alliant.edu

It is always an exciting endeavor to review the submissions for the Division 52 student international research award. This year, like in other years, our teams doing blind reviews marveled at the ambitious inquiry the student applicants conducted in countries across a number of continents, with qualitative, quantitative, and/or mixed method research designs. Each of the three awardees this year proved once again, that with tenacity and a willingness to take some risk, students in the U.S. can launch their careers with impressive international research. Below each of the awardees share their stories about how they became involved in international research, offer advice to other graduate students interested in beginning their international research careers, and offer summaries of their work.

About Lauren Ng

The impact of war and ethnic conflict has been a lifetime concern for Lauren Ng, now finishing up her Clinical Science doctoral program in the Department of Psychology at the University of Southern California. We asked Lauren, how



she became interested in international research: "While I was growing up... I followed the news as the people of Bosnia and Herzegovina, Rwanda, Sudan, and others, were decimated. While seemingly distant, the conflicts were also horrifically close. My own aunt and cousin are survivors of the Khmer Rouge." Ms. Ng further explained that she began her international research in college: "I studied genocide from economic, social and political vantage points, but found that I wanted to know

more about the individuals embroiled in these conflicts and how individual, social, and ecological factors prevented or exacerbated trauma." As a graduate student, Lauren attended a department event. As a matter of happenstance, Lauren happened to be present when a faculty member, Beth E. Meyerowitz, Ph.D., was talking about her recent research trip to Rwanda. With peaked interest, Ms. Ng then approached Dr. Meyerowitz about her interests, and before long Dr. Meyerowitz extended an invitation to Lauren to join her in the Rwanda research. Through her work with Dr. Meyerowitz, Lauren used a blend of cognitive theories of traumatic stress and social-ecological models of risk and resilience to frame the risk factors associated with postwar societies.

When we asked Lauren what advice she had for other doctoral students interested in international research, Lauren said:

...build and maintain relationships, be open about your interest in international research, and follow-up with the connections you make. The opportunity for my dissertation arose from an informal conversation with a professor, and I found my current postdoctoral fellowship in international research from reaching out to other established researchers and expressing my interest in their work. You never know whether the person you are talking to shares your interests, or knows someone who does, so put it out there, and you might be pleasantly surprised!

Below Lauren Ng has offered a summary of her dissertation research.

Risk Pathways from 1994 Rwandan Tutsi Genocide Exposure to Distress and Traumatic Stress in Orphaned Heads of Household

Orphaned survivors of the 1994 Rwandan Tutsi Genocide grew into adulthood having experienced severe war and ethnic conflict and have a high risk of mental health concerns, including PTSD (Dyregrov, Gupta, Gjestad, & Mukanoheli, 2000). However, the range in PTSD symptoms in orphaned survivors is not wholly explained by genocide exposure (Schaal & Elbert, 2006), which suggests there are additional factors contributing to mental health concerns. Consistent with the social ecological model of child development, this study investigated the contribution of post-genocide risk factors (lack of social support, education, and resources) to mental health outcomes 14 years after the genocide. The model tested the hypothesis that these risk factors would be predicted by genocide experiences and would partially mediate the association between genocide exposure and distress and traumatic stress.

Participants were 100 orphaned heads of household (OHH) who were members of the Rwandan Association des Orphelins Chefs de Ménages (AOCM) (i.e. the Association of Orphans Chiefs of Household). Data came from genocide testimonies given in 2002 and post-genocide mental health and risk factors that were assessed in a 2008/2009 follow-up study of 61 of the 100 original participants. Fifty-eight percent were male, and ranged in age from 13 to 35, with an average age of 22. Interviews were conducted in Kinyarwanda, then translated and transcribed into English by native Kinyarwanda speakers. Structural equation modeling was used to fit the hypothesized mediation model.

Virtually all OHH reported witnessing and experiencing violence during the genocide, having low social support and high levels of poverty. Many also had high rates of traumatic stress and distress. Genocide experiences positively predicted lack of social support, education, and resources 14 years after the genocide, and in turn, these risk factors predicted worse

mental health over and above the effects of genocide experiences [$\chi^2(32) = 27.93, p = .67, RMSEA = .00$]. Lack of education predicted distress and traumatic stress, lack of resources predicted lower educational attainment, and lack of social support predicted distress. The final model accounted for 20% of the variance in traumatic stress and 35% of the variance in distress.

For OHH, the genocide has lingering detrimental effects on mental health directly and indirectly, by negatively predicting their ability to access resources, support, and education. These risk factors may be used to identify survivors who are at comparatively higher risk of mental health concerns. Interventions that improve social support, education, and resources may significantly reduce distress and traumatic stress symptoms. For some survivors, particularly those who have witnessed the most violence, symptom focused mental health interventions for depression and traumatic stress may be warranted.

References

- Dyregrov, A., Gupta, L., Gjestad, R., & Mukanoheli, E. (2000). Trauma exposure and psychological reactions to genocide among Rwandan children. *Journal of Traumatic Stress, 13*, 3-21. doi:[10.1023/A:1007759112499](https://doi.org/10.1023/A:1007759112499)
- Schaal, S., & Elbert, T. (2006). Ten years after the genocide: Trauma confrontation and posttraumatic stress in Rwandan adolescents. *Journal of Traumatic Stress, 19*, 95-105. doi:[10.1002/jts.20104](https://doi.org/10.1002/jts.20104)

About Andrew Ogle

Andrew Ogle—a Counseling Psychology doctoral student from the Department of Psychology at the Colorado State University—recalls his interest in international research as, “rooted in time spent working abroad as a language teacher. Relationships I formed there challenged me to want to better understand those who are culturally different than me.” Similar to Lauren Ng above, Andrew created his opportunity for international research in graduate school:



I approached a faculty member (who later became my advisor) about doing international research and she brought me in on a collaboration she had begun with a researcher in Peru. The quantitative data had already been crunched but the labor-intensive qualitative analysis hadn't yet been performed. I jumped at the opportunity to not just look at numbers collected in Peru, but instead the beliefs and thoughts of young Peruvians reported in their own words.

Andrew's research, supervised by Dr. Silvia Sara Canetto, Ph.D., was a qualitative analysis of young Peruvian's perceptions on suicide. Andrew Ogle's advice for other graduate students interested in international research is,

...it's very helpful to involve yourself with research already happening. I would imagine that senior researchers are more likely to give you a chance if they detect that you've already got plenty of knowledge and passion about international work. If you're lacking either, then start making a plan now to get out of your country for an extended period of time, even if it's not for research.

Below Andrew Ogle has offered a summary of his dissertation research.

Young Peruvians' Perceptions of Suicide Precipitants

Peru is an interesting case with regards to suicidal behavior. According to recent World Health Organization data, Peru has the lowest national suicide rate in South America at 1.4 per 100,000. At the same time, suicide completions are clustered within a narrow demographic; individuals between the ages of 15 and 24 account for nearly 37% of suicides in the country. Cultural suicide scripts theory (Canetto, 1997) provides a key perspective for making sense of variations in suicidal behavior across cultures. A suicide script refers to prevalent beliefs about suicide in a particular culture. They represent local knowledge about who does suicide, how one goes about it, and why people become suicidal. They are thought to be both descriptive and prescriptive.

The present study breaks new ground by exploring how Peruvian adolescents and young adults explain suicidal ideation and behavior. Since so little is known about suicide scripts in Peru, a qualitative, exploratory approach was used. Two open-ended questions were asked: *What do you believe would make a person think about suicide? What do you believe would make a person act on those thoughts?*

Method

Five hundred and twenty-two Peruvian college students, ages 16-24 ($M = 18.4, SD = 1.64$), from a major university in Lima, Peru responded in writing to the two open-ended questions. Forty-five percent were female, and 55% were male.

Using constant comparative analysis and elements of grounded theory, a four member Spanish-speaking coding team: (1) identified units of meaning in the responses and assigned codes, (2) compared subsequent responses to the existing coding structure, and (3) condensed the codes into broader themes. The team repeated these steps in an iterative way until a concise, yet comprehensive set of themes were generated. Team members evaluated the coding structure as it was developed, and was reviewed by two expert auditors. Data were processed and coded in their original Spanish-language format.

Results

Both suicidal ideation and behavior were associated with the following precipitants: *adversities, negative schemas, negative emotions, and character weakness*. Adversities pertained primarily to two domains: *interpersonal problems* such as abandonment and rejection, and *impersonal problems* like

failures in school and economic hardships. Participants also described three kinds of negative cognitive schemas: *meaninglessness*, *helplessness*, and *worthlessness*. When talking about negative emotions, participants listed different kinds of distress such as, “depression, fear, emotional pain,” and “disappointment, sadness, pressure.” The final precipitant was character weakness, in which responses described deficiencies in the suicidal person and sometimes even blamed the person.

Discussion

Perceptions of the causes of suicide by Peruvian adolescents and young adults contrast with young people’s perceptions in other countries where suicide is a problem among youth, such as New Zealand and the U.K. Therefore, this study indicates that suicide scripts may vary from country to country. The implication is that prevention strategies for suicide cannot take a one-size-fits all approach.

Reference

Canetto, S. S. (1997). Meanings of gender and suicidal behavior among adolescents. *Suicide and Life-Threatening Behavior*, 27, 339-351. doi:10.1111/j.1943-278X.1997.tb00513.x

About Mrinalini Rao

Mrinalini Rao, a Counseling Psychology doctoral student from the Department of Education at the University of Illinois: Urbana-Champaign, explained her interests in international research as beginning in India:

As a student of psychology in India, I was always interested in the relevance and application of the Western psychological theories in non-western countries like India. Growing up in a culture that does not automatically fit with these dominant theories makes you wonder about the unique influences of culture and social norms on human development and psychology, as well as the common, universal attributes that all human beings share...as an international graduate student in the United States, I am always examining the relevance and applicability of what I learn to my experiences from living and working in India.



Ms. Rao hopes to push a more nuanced understanding of international psychology through her career in international research. In her encouragement of other students, Mrinalini said:

I would encourage students to develop collaborations with faculty and other researchers who are already engaging in international research and to use those training experiences and opportunities as

a springboard for their own research ideas. Another resource is connecting with international attendees at conferences and developing those relationships. International research can seem daunting and expensive, but having collaborators in the countries you are interested in conducting research in creates invaluable insights and opportunities.

Below Mrinalini Rao has offered a summary of her research supervised by Robert W. Roeser, Ph.D.

Globalization and the “Identity Remix” Among Urban Adolescents in India

Indian youth face a particularly powerful set of risks to, and opportunities for healthy development due to the sociocultural and socioeconomic changes in India, as a result of globalization and the opening of its economy in conjunction with the normative biopsychosocial changes of adolescence (Verma & Saraswathi, 2002). This research examined how Indian adolescents experience changes in India due to globalization; whether there are signs that the Indian adolescents are “losing their traditional cultural values”; whether there are differential identifications with traditional Indian and minority world beliefs and values based on gender; and whether varying identity orientations differentially predict Indian adolescents’ future preferences regarding type of marriage (arranged by family vs. “love” or personally chosen marriage), participation in different kinds of cultural practices (religious worship vs. shopping), or their overall psychological well-being?

Participants

The study was a mixed-method, cross-sectional study of a sample of 1,497 urban middle-class adolescents (7th - 9th graders) studying in six English-medium schools (2 Hindu, 2 Catholic, 2 non-religious) in Pune, India in 2005.

Results and Discussion

Qualitative results indicated that Indian adolescents are aware of the cultural changes globalization is bringing to India today, and appear to be thinking about and engaging in these changes in complex ways. Furthermore, the adolescents expressed mixed feelings about such changes – with some presenting the view that Indian youth were losing their traditional values and undermining their own well-being in the process, and others being more pragmatic and advocating for adaptation in order to participate in the modern world. The results examining adolescents’ cultural values showed that Indian youth remained strongly grounded in traditional values and cultural practices, but also identified with and participated in “minority world” values and practices. Findings suggested that a blending of traditional and global identity elements (i.e., the “identity remix”) is a likely developmental outcome among urban adolescents in globalizing India today.

Traditional and minority world identity orientations were associated with adolescents’ marriage preferences, engagement in cultural practices, and subjective well-being. Identi-

fication with traditional values and being female predicted a preference for an arranged marriage; whereas identification with minority world values and being male predicted a preference for a love marriage in the future. A traditional Indian identity orientation and being female were associated with greater engagement in traditional religious practices. Conversely, being male and identification with the minority world orientation was associated with greater engagement in material consumption. Finally, adolescents' identification with traditional values was associated with less stress, more life satisfaction, and greater happiness. Interestingly, girls who were less identified with traditional values reported the greatest life stress and the lowest life satisfaction of all youth.

Conclusion

This study supports the notion that adolescents are at the forefront of the sociocultural changes brought by economic development in a global context (Jensen et al., 2011). It appears that blended cultural identities (e.g., both traditional and minority world), rather than the replacement of traditional Indian identities by minority world identities, or the homogenization of identity toward some global norm, is a likely psychosocial outcome of economic development in India today.

References

- Jensen, L. A., Arnett, J. J., & McKenzie, J. (2011). Globalization and cultural identity developments in adolescence and emerging adulthood. In S. J. Schwartz, K. Luyckx, & V. L. Vignoles (Eds.), *Handbook of identity theory and research* (pp. 285-301). New York: Springer.
- Verma, S., & Saraswathi, T. S. (2002). Adolescence in India: Street urchins or Silicon Valley millionaires? In B. B. Brown, R. W. Larson, & T. S. Saraswathi (Eds.), *The world's youth: Adolescence in eight regions of the globe* (pp. 105-140). New York: Cambridge University Press.

NEWS AND UPDATES FROM THE AMERICAN PSYCHOLOGICAL ASSOCIATION OFFICE OF INTERNATIONAL AFFAIRS October 2012



Psychology International

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For an online version, visit: www.apa.org/international/pi

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International Presidents' Initiative at the 2012 APA Annual Convention

By Dana Townsend and Merry Bullock, Office of International Affairs



(From left): Xuesen Zhang (China); Tilo Tumenho (Italy); Leni Akita (Sweden); Takao Sato (Japan); Whann Lopez Lopez (Colombia); Manuel Bertrán Torres (Spain); Reza Zamani (Iran); Claudia María Saiz Vialquez (Colombia); Alexander Charymatov (Azerbaijan); Nadia Cassa (Turkey); Simon Crowe (Australia); Corine Altan (UK); Rukmanath Shan (Malaysia); Ter Lavin Høgaard (Norway); Leyla Aksoy-Divran (Lebanon); Cengiz Kaya (Belgium); Joque Can Vento (Mexico); Yvonne Fogarty (Ireland); Rigga Khoury (Lebanon); Tamas Mourino-Bajusz (Hungary); Peter Rønning (UK); Lyn Laing (Australia); Samet Anwar (Portugal); Nopprachon Ekhon Yee (Thailand); Fernando Chacón Fuertes (Spain); Emmetta J. O'Quinn (Ireland); Ole Tønnes (Norway)

At this year's APA Convention in Orlando Florida, attendees had the opportunity to meet with leaders in psychology from around the globe. 2012 APA President Suzanne Bennett Johnson and the Office of International Affairs invited presidents from national psychology associations outside the United States to attend the APA Convention as part of the "2012 Presidents' Initiative." In total, 27 presidents and officers from 19 psychology associations participated in the Initiative, representing associations in Australia, Azerbaijan, Belgium, Bermuda, China, Colombia, Iran, Italy, Japan, Lebanon, Malaysia, Mexico, Norway, Portugal, Spain, Sweden, Turkey, and the United Kingdom.

During Convention, the Presidents' Initiative attendees participated in two planned events where they discussed psychology in their own countries and broadly as a discipline. The following is a summary of some of the discussion at those meetings—a "business meeting" where the presidents and officers talked among themselves about their associations, issues, and opportunities for joint collaboration, and a symposium/discussion, chaired by APA President Suzanne Bennett Johnson, in which the participants addressed broad questions about professional psychology and health, and psychology education in their countries. Although countries varied greatly in terms of size, demography, and the development of psychology, there were common concerns, including the growth of the profession and adaptation of the profession to meet the needs of society, regulation of psychology practice and the title of "psychologist", and quality assurance for education in psychology.

PSYCHOLOGY AS A PROFESSION

Most representatives reported that psychology was growing rapidly in their countries. In Iran, Reza Zamani, Past President of the Iranian Psychological Association, reported, "The last 30 years have changed a lot for psychology... Everywhere in the public media, people are

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



Do you plan to join the memorable APA international program in Honolulu on July 31-August 4, 2013? If so, plan soon. The usual December 1 deadline is earlier this year: All proposals must be submitted to APA online by **November 16, 2012**. Check for details: <http://www.apa.org/convention/call-for-programs.pdf>

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**Featured Liaison: Chile Affiliate
Abel Gallardo Olcay**

This column highlights the Division's liaisons. The purpose is to encourage professionals and students to belong as a liaison without the need to become a full APA member, receive our bulletin, and have the possibility to interact with psychologists from all over the world.

International psychology liaisons now link our Division 52 with psychology representatives in 87 nations. A complete PDF roster appears at http://dl.dropbox.com/u/32021716/div52subpages/div52subpages/International_Liaisons.html. Contact me for any details or revisions.



Trends in Chilean Psychology

Since the mid-twentieth century, there were only two schools with undergraduate psychology programs in Chile. One is the University of Chile (1947), with its emphasis on experimental psychology. University faculty also conducted some studies in the fields of educational, clinical, and industrial psychology and criminology. The second is the Catholic University of Chile (1955), with its emphasis on philosophy and a social approach (Bravo & Tschorne, 1969).

Starting in the 1980s, Chile initiated graduate programs with American universities following APA criteria. For one, Chile was the first nation in Latin America to develop a master's program in I-O psychology. This was in 1984 in University of Atacama, based on the U.S. scientist-practitioner model (Takooshian & Vidler, 1986), with its graduates now practicing in Chile and other nations. Chile suffered a crisis with trapped miners in 2010 which was reported worldwide (Gallardo, 2010), and demonstrated the need for indigenous psychologists to cope with such disasters (Gallardo, 2011).

Today, the number of schools of psychology in Chile has increased, including the important development of private universities, with much curricular diversity among them, and new master's and doctorate degrees in psychology (Suarez, 2011). There are significant differences among professionals, regarding science's criteria of normality and in relation to international standards as well. The scientific parameters are presently taken from the American Psychological Association (APA).

Undergraduates require four years of university training in all areas of psychology and one year of practice and seminars to get a professional degree and the correspondent professional license. In the mid-twentieth century, the number of years needed to obtain the degree of psychologist was six.

According to the National Undergraduate Accreditation (CNAP), a psychologist is a professional scientifically trained as generalist whose scope of practice is diagnosis, assessment, and intervention in processes for individuals, groups, and organizations, under ethical codes and with respect for human nature in the exercise of the profession (Suarez, 2011).

Recently, deficits in Chilean training in psychology have been assessed by national research results, and some schools are improving their training curriculum with scientific criteria in the qualification of professionals in psychology, including processes of adaptation to international standards (Villegas, 2010).

At present, Chile faces a problem due to the large number of undergraduate psychology schools in several Chilean universities. There are over 40 universities now offering more than 135 programs of psychology (Villegas, 2010). This might reflect the disproportionate ratio between licensed professionals and the inhabitants of the country, and the demand for treatments and work opportunities in Chile.

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A Data-Based Profile of U.S. Social Psychology Journals: 25 Years Later

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In 1986, David Sears published his powerful critique: "College sophomores in the laboratory: Influences of a narrow data base on a social psychology's view of human nature." He found that 72% of journal articles were based on laboratory research using North American undergraduates. How much have U.S. social psychology journals changed in the past quarter century? This is an archival analysis of three major U.S. social psychology journals--*Journal of Social Psychology* (JSP), *Journal of Personality and Social Psychology* (JPSP), and *Social Psychology Quarterly* (SPQ)--to investigate four types of diversity: (a) type of research, (b) primary research method, (c) primary type of participants, and (d) nationality of participants. The findings indicate: (a) Hypothetical research continues to be the primary type of research (87%), although exploratory research and other types are increasing. (b) In methodology, lab experiments continue to dominate the field (50%), though non-experimental studies are increasing. (c) Students continue to be the primary participants (67%), though this varied widely by journal--from 35% in SPQ up to 85% in JPSP. (d) In nationality, U.S. participants continue to be the majority (64%), though this too has declined from the 1980s. Overall, this analysis found recent social psychology journal research is more diverse in all four ways since the 1980s, but has more to go.

Keywords: diversity, international, publication, social psychology, research methods

In 1986, a powerful bibliometric analysis of U.S. social psychology journals by David Sears posed this key question: "How heavily has research in social psychology relied on American college students tested in artificial laboratory settings during the past 25 years?" (Sears, 1986, p. 526). Sears found that "72% of...articles used North American undergraduates as subjects" (p. 518)--an unrepresentative, "narrow data base" that surely produced a distorted picture of human nature, if we try to generalize these articles to seven billion humans on six continents.

How much have U.S. social psychology journals changed in their coverage in the past quarter-century since 1986? This is the focus of the current archival review of three leading U.S. journals of social psychology.

Background

For historian Gordon Allport (1954), social psychology became a science in 1898, with Norman Triplett's journal article reporting the first laboratory experiment on interpersonal behavior, documenting "social facilitation" among children. Since then, social psychology has purported to apply scientific methods to identify universal principles of social behavior across time, space, and perhaps even species. One hundred years later, how successful social psychology is in applying the scientific methods is a question that interests many social psychologists (Whitford, 2008; Kinder, 1929;

Taylor & Osborne, 2007).

Through the 1960s, most classic studies in social psychology were based on white male college students tested in school laboratories (Asch, 1955; Festinger & Carlsmith, 1959; Sears, 1986; Zimbardo, 2003). Adults in natural habitats were no longer sampled as often as in the late 1940s and 50s (Fried, Gumpfer, & Allen, 1973; Hendrick & Jones, 1972; Higbee & Wells, 1969; Higbee, Millard, & Folkman, 1982; Reis & Stiller, 1992; Sears, 1986). Furthermore, African Americans were sampled in only 65 out of 4,037 articles in the *Journal of Personality and Social Psychology* (JPSP) between 1970 and 1989 (Graham, 1992). As Robert Guthrie (1998) wryly noted in his book *Even the Rat Was White*, there was typically a deliberate effort to screen out diversity in gender or race because such diversity was seen as a potentially confounding variable which would create barriers to generalizing these lab results to humanity at large.

This over-reliance on a particular and narrow database has only compromised social psychology's purported universal principle (Sears, 1986), which is to generalize experimental findings to humanity. The generalizability of studies using white male college students in laboratories is limited, given this population's narrow age range, education, and middle class level of SES (Sears, 1986). Today, the term "Emerging Adulthood" is used to describe distinctive characteristics among this age group that differentiate them both

from adolescents and adults (Arnett, 2007). In sampling, there is now a consensus among social psychologists that a representative and equivalent sample is essential if research findings are to be generalized to a larger population (Takooshian, Mrinal, & Mrinal, 2001). Convenience sampling may sacrifice the generalizability of research findings.

While it is now generally accepted that laboratory experiments can provide advantages in explaining cause-effect relationships (Aronson, 2012), over-reliance on laboratory experiments has been questioned in terms of practicality. One of the most frequent criticisms has long been that laboratory experiments do not have sufficient relevance or mundane realism, that is, similarity of experimental events to everyday experience (Aronson, 2012; Chapin, 1950; Silverman, 1971). A typical example would be Milgram's (1963) experiment on obedience to authority figures. Experimental study assumes that human behaviors are basically caused by specifiable events and can be objectively identified from the deterministic and positivist perspective (Davis, 1995), thus some researchers criticize that experimental methods have a huge fundamental limitation (Breakwell, 1995). Positivist theorists believe that human behavior is largely determined by psychological, biological, and environmental factors (Paynich & Hill, 2009). In the real world, a large number of factors may influence human behavior. There are often occasions when participants cannot be assigned randomly or when the presumed variables within a certain environment cannot be controlled.

It is then that researchers turn to other alternatives for their experiments such as the field experiment, quasi-experiment, or correlational study (Aronson, Ellsworth, Carlsmith, & Gonzales, 1990; Davis, 1995). Additionally, other research methods such as observation, archival analysis, norm violation, and case studies can be useful when experimentation is neither feasible nor reasonable in eliciting meaningful data (Takooshian, Mrinal, & Mrinal, 2001).

Since the 1960s, there has been an increase in the number of participants per study, the balance of genders of participants (West, Newsom, & Fenaughty, 1992), the complexity of experimentation, and the utilization of intricate statistical methods (Ries & Stiller, 1992). However, age group representation has typically relied on college students at least until the mid 1990s (Williams et al., 1998). Experimental studies using college student samples have dominated prestigious journals in social psychology, showing steady trends in social psychology for at least 25 years (Higbee, Lott, & Graves, 1976; Higbee et al., 1982; Sears, 1986), as shown in Table 1.

Table 1
Trends of Laboratory Experiments with College Students as Participants

Year	<i>JASP-JPSP</i>		<i>JESP</i>		<i>JSP</i>	
	Experiment	College Students	Experiment	College Students	Experiment	College Students
1949 ^a	30%					
1959 ^a	83%					
1962 ^b	68%	73% ^e			11%	
1967 ^b	70%	70.2% ^a			20%	
1969 ^c	87%	76%	93%	80% ^d	46%	53% ^d
1970 ^b	75%	70%			32%	
1979 ^c	77%	72%	94%	96%	66%	53%
1980 ^e	71%	75%		81% ^e		
1985 ^e	78%	74%		82% ^e		

Note. *JASP* = Journal of Abnormal and Social Psychology. *JPSP* = Journal of Personality and Social Psychology. *JESP* = Journal of Experimental Social Psychology. *JSP* = Journal of Social Psychology. ^a Higbee & Wells, 1969. ^b Fried, Gumper, & Allen, 1973. ^c Higbee, Millard, & Folkman, 1982. ^d Higbee, Lott, & Graves, 1976. ^e Sears, 1986.

So far, the knowledge about social psychology research methods and participants spans only through the 1980s. Since then, little research has been done on this topic. The present study attempts to explore the current picture of social psychological research with the following four questions in mind:

- Diversity of participants:** For convenience and other reasons, the great majority of social psychology research has been based on participants who are college students, despite the limitations of this "narrow data base" (Sears, 1986, p. 515). To what extent in recent years have social psychologists expanded their research to more diverse populations?
- Diversity of nationality:** After marking the 50th anniversary of the *American Psychologist* in 1996, Raymond Fowler (2000) called for greater diversity in U.S. journals, to include authors and research participants from outside the United States – a call echoed by others (Draguns, 2001; Adair, 2002). To what extent is current U.S. social psychology basing its research on a global participant base?
- Diversity of methods:** Among a score of diverse research methods available to study interpersonal behavior (Breakwell, 1995), the single method of lab experimentation has predominated throughout the 20th century. A leading textbook entitled "Research Methods in Social Psychology" focused 100% on experiments, to the exclusion of surveys and other method (Aronson, 1990). How diverse are the research meth-

ods employed by the authors of the published papers in social psychology journals?

- 4. Diversity of purpose:** Characterized by type, social psychology research has been hypothetical (to test the accuracy of a specific research question), exploratory (to find answers to timely concerns), and occasionally non-empirical (to generate new theories and hypotheses) (McGuire, 1997; Richard, Bond, & Stokes-Zoota, 2003). To what extent do modern journals publish research that is exploratory?

Method

Materials

This archival analysis examined the contents of three key U.S. social psychology journals: *Journal of Social Psychology (JSP)*, *Social Psychology Quarterly (SPQ)*, and the *Journal of Personality and Social Psychology (JPSP)*. These particular publications were chosen as all have impact on the field, yet are qualitatively different. *JPSP* is a bimonthly journal published since 1966 by the American Psychological Association and has an impact score of 4.51 (Institute for Scientific Information, 2007). *SPQ*, formerly *Sociometry*, is a quarterly published since 1937 by the American Sociological Association (2007 impact = 2.07). Finally, *JSP* is a quarterly published since 1929 by a commercial publisher, Heldref Publications (2007 impact = 0.86).

Procedures

Each journal was examined across two complete years, 2006 and 2007. All available articles were read in both *JSP* and *SPQ*, while a more limited subset of *JPSP* was examined due to the large quantity and complexity of studies in this journal. A total of 212 articles were read and coded, including all 89 available in *JSP*, 43 in *SPQ*, and a representative sampling of 80 out of 285 in *JPSP*. As *JPSP* contained many more reports than the other two journals, cluster sampling was applied when the first 10 articles of each issue in *JPSP* were chosen for inclusion in the sample.

Each journal article was coded for four key dimensions: type of participants, country in which the study was conducted, research type, and primary research method. Participants were coded as students (pre-college or college) or as non-students. The nation in which research was conducted was coded as U.S., non-U.S., or both. Research type was defined as hypothetical (including models), exploratory, or theoretical/non-empirical. Finally, as shown in Table 2, the research method included the following methodological approaches: experimental (lab, field, or quasi), observational (objective or subjective), survey (questionnaire, interview, or test), archival, norm violation, and case study.

At the beginning of the data collection, four research group members (three Ph.D. psychology students and one psychology professor) were trained to be raters. They first convened to reach a consensus of the definitions of four main dimensions as mentioned above. Then they read sample articles and rated the articles on the four dimensions independently. In the following discussion, when a discrepancy

Table 2.
*Research methods***

1. Experiment - Lab: The researcher creates a situation in a highly controlled setting and predicts the resulting behavior.
2. Experiment - Field: The researcher creates a situation in an uncontrolled setting and predicts the resulting behavior.
3. Observation-Objective: The researcher passively, objectively observes on-going behavior. (Behavior mapping) (Structured observation)
4. Observation-Subjective: The researcher passively, subjectively observes on-going behavior. (Participant observation) (Clinical observation) (Unstructured observation) (Qualitative research)
5. Survey: The researcher asks individuals to self-report their own behavior or attitudes. (Questionnaire, interview, scale, test)
6. Archival: The researcher reanalyzes existing data--such as Census, police, health, nativity, morbidity, mortality--usually to test a theory. (Secondary analysis) (Content analysis) (Meta-analysis)
7. Norm violation: The researcher violates some unwritten social rule (norm), to see how the system readjusts itself. (Ethnomethodology) (Candid Camera)
8. Case study: In-depth analysis of one or a few specific cases.

** Source: Takooshian, Mrinal, & Mrinal, 2001

was found, research group members went back to read the article again, clarified their definitions and discussed their ratings until an agreement was made. After the training, research group members were randomly assigned to rate the journal articles, two for each article. Different combinations of the raters were adopted to reduce the possible bias. For example, Rater A and B were assigned to *JSP*; Rater B and C were assigned to *SPQ*; Rater C and D were assigned to *JPSP*; Rater D and A were assigned to *JPSP* and so on. The inter-rater reliability analysis using Cohen's Kappa statistics was performed to determine consistency among raters. The Kappa coefficient for Rater A and Rater B was .78, ($p < .001$); the Kappa coefficient for Rater B and Rater C was .76, ($p < .001$); the Kappa coefficient for Rater C and Rater D was .63, ($p < .001$) and the Kappa coefficient for Rater D and Rater A was .94, ($p < .001$). The average inter-rater reliability for the raters was found to be Kappa = .78 ($p < .001$). Light (1971) claimed that the multirater Kappa could be obtained by averaging the inter-rater Kappa for all pairs. Thus

the multirater Kappa for this study was .78 ($p < .001$). According to Landis and Koch (1977), the raters have reached substantial agreement in their ratings of the journals.

However, there was still some discrepancy in the ratings. The discrepancy mainly existed in the research type and primary research method. The major cause of these discrepancies lay in the understanding of the definition of the dimensions. After the initial ratings, a third person would read the article with different ratings. The research group members met in the following week to review the definition of the dimensions and read the article again to reach an agreement. In the end, there was consensus for all the ratings.

The data set was analyzed, looking for patterns in the use of participants, countries, research type, and primary research method within and across journals, as well as within and across years. The descriptive analysis mainly included the number of articles found in each category. The percentages of those articles were reported. A t-test was run to test the significance of the differences whenever a comparison between the years was made.

Results

Table 3 presents the primary type of participants, primary nationality of participants, frequency of research type, and primary research method across the three journals over 2006 and 2007. The results were reported in the order of participants, country of the participants, research type, and primary research method.

It was found that students were a major group of participants in *JSP* and *JPSP*. In *JPSP*, a vast majority of the studies (85%, $N = 68$), used student participants, mainly college students. In *JSP*, although more studies utilized student participants than non-student participants, the percentage of those using student samples (62.9%, $N = 56$) was lower than that in *JPSP*. In *SPQ*, less than one third of published studies used student samples while half incorporated non-students.

Across the three journals over half of the published research used participants from the U.S. An interesting finding was that in *SPQ*, the vast majority of the articles (86.5%, $N = 32$), studied participants from the U.S. while the other two journals included far more studies using non-U.S. participants.

It was found that among the three journals, hypothetical research was the most widely used research type. This was especially true for *JSP* and *JPSP*. The vast majority of articles in *JPSP* (98.7%, $N = 79$) used hypothetical research. Within *SPQ*, hypothetical research was also the most commonly used method, although the percentage (67.4%, $N = 29$) was not as high as in the other two journals. Both *JSP* and *SPQ* offered some space for articles that utilized exploratory research, but the percentage (14.6%, $N = 13$) for *JSP* and the percentage (18.6%, $N = 8$) for *SPQ* of this type of research were small. In addition, *SPQ* published occasional theoretical/non-empirical articles.

Among the six research methods most commonly used in the field, it was found that experimental and survey research are the two primary research methods published today.

In terms of the specific methods, there were some notable differences among the three journals. Survey (61.8%, $N = 55$) was used in the majority of the articles published in *JSP*, followed by experiment (38.2%, $N = 34$), while in *JPSP*, the pattern was reversed. In *SPQ*, equal proportions of articles used experiment and survey. Archival research was found to be relatively commonly published in *SPQ*, although this was not the case in the other two journals. It was found that most of the experiments published were lab experiments, and most of the surveys used were questionnaires. However, in *SPQ*, more surveys were done via interview. In all the articles investigated, not one article was found using norm violation or case study methodology as the primary research method. Very little observational research was found in the three journals (Table 3).

In looking at the individual journals across the two years, it was found that there was no change in the type of research published in *JSP* across the two years examined. The percentage (83.3%, $N = 40$) of hypothetical research in 2007 is not significantly different from the percentage (85%, $N = 35$) of hypothetical research in 2006, $t(73) = .48$, $p > .05$. However, there were significant differences in the use of the primary research methods, $t(87) = -2.17$, $p < .05$. The percentage of *JSP* articles using the survey has decreased from 71% ($N = 34$) to 51% ($N = 21$) while the percentage of experimental studies has increased from 29% ($N = 14$) to 49% ($N = 20$). Another notable change in *JSP* is that the percentage of articles using U.S. participants has declined from 60% ($N = 29$) to 49% ($N = 20$) while the percentage of articles using non-U.S. participants has increased from 38% ($N = 18$) to 51% ($N = 21$).

In *SPQ*, a sharper decrease was found in the percentage of archival articles from 32% ($N = 7$) to 14% ($N = 3$), with a corresponding rise in the percentage of articles using experimental research from 27% ($N = 6$) to 33% ($N = 7$) and theoretical research from 9% ($N = 2$) to 19% ($N = 4$). No significant change has been found in the use of the participants across the years, $t(33) = 1.05$, $p > .05$.

In *JPSP* there was a slight rise in the frequency of the archival research method across years, from 4% ($N = 2$) to 13% ($N = 4$), while the percentage of articles using the survey method had decreased from 18% ($N = 9$) to 7% ($N = 2$) over the span of 2006 and 2007.

Discussion

Our results indicate that students still comprise participants in a majority of research in the literature. This situation is more or less similar to what researchers (Sears, 1986; Zimbardo, 2003) found in the previous studies. This may be the case not so much for the sake of research, but due to the availability of student participants. While student participants do still dominate today's research, an increasing number of studies using non-student participants were found at the end of the two-year period than at the beginning of the two-year period. This may suggest that researchers and editors are acknowledging the limitations of using just convenience samples to glean information about a vastly diverse population.

Table 3

Frequency of Research Type, Primary Research Method, Primary Types of Participants and Primary Nationality of Participants Across Three Journals (2006-2007)

	JSP		SPQ		JPSP		OVERALL	
RESEARCH TYPE		No.		No.		No.		No.
Exploratory	14.60%	13	18.60%	8	1.30%	1	10.40%	22
Theoretical	0.00%	0	14.00%	6	0.00%	0	2.80%	6
Hypothetical	85.40%	76	67.40%	29	98.70%	79	86.80%	184
Modeling	1.10%	1	0.00%	0	6.30%	5	2.50%	6
Total	100%	89	100%	43	100%	80	100%	212
PRIMARY RESEARCH METHOD								
Experiment	38.20%	34	35.10%	13	77.20%	61	52.40%	108
Lab	33.70%	30	32.40%	12	76.30%	60	50%	103
Field	4.50%	4	2.70%	1	0.00%	0	2.40%	5
Observation	0.00%	0	2.70%	1	1.30%	1	1%	2
Objective	0.00%	0	2.70%	1	1.30%	1	1%	2
Subjective	0.00%	0	0.00%	0	0.00%	0	0%	0
Survey	61.80%	55	35.10%	13	13.80%	11	38.40%	79
Questionnaire	58.40%	52	13.50%	5	13.80%	11	33.10%	68
Interview	3.40%	3	21.60%	8	0.00%	0	5.30%	11
Tests	0.00%	0	0.00%	0	1.30%	1	0.50%	1
Archival	0.00%	0	27%	10	7.60%	6	7.80%	16
Norm violation	0.00%	0	0.00%	0	0.00%	0	0.00%	0
Case Study	0.00%	0	0.00%	0	0.00%	0	0.00%	0
Total	100%	89	100%	37	100%	80	100%	206
PRIMARY TYPE OF PARTICIPANTS								
Non-students	32.60%	29	59.50%	22	7.50%	6	27.70%	57
Students	62.90%	56	35.10%	13	85%	68	66.50%	137
College	60.70%	54	29.70%	11	85%	68	64.60%	133
Other	2.20%	2	5.40%	2	0%	0	1.90%	4
Non-St. /Student	4.50%	4	5.40%	2	7.50%	6	5.80%	12
Total	100%	89	100%	37	100%	80	100%	206
PRIMARY NATIONALITY OF PARTICIPANTS								
U.S. only	55.10%	49	86.50%	32	62.50%	50	63.60%	131
U.S. and non-U.S	1.10%	1	2.70%	1	10%	8	4.80%	10
Non-U.S.	43.80%	39	10.80%	4	27.50%	22	31.60%	65
Total	100%	89	100%	37	100%	80	100%	206

Hypothetical research continues to be the primary research type used by social psychologists today, although exploratory research and other types are increasingly present.

As for the primary research method, experiments and surveys dominate the field. The predominance of hypothetical and experimental studies in social psychology may be ex-

plained by the continued view of these types of research as scientific as compared to theoretical/non-experimental types of research. The control of variables achieved through experimental study is achieved less easily through other types, and experiments bring certain confidence to the researchers while other types cannot. For instance, the frequency of observa-

tional studies in these three journals remains low, presumably due to the subjective nature of this type of research and the limitations faced. The observational studies do not prove any hypothesis and are hard to interpret. On the other hand, while it is now generally accepted that laboratory experiments can provide advantages in explaining cause-effect relationships (Aronson, 2012), experimental research, due to its highly controlled nature, may limit generalizability of research findings.

Non-experimental research may serve as a sort of supplement to experimental study. Questionnaires can be easily and widely administered, achieving larger and more varied samples, and leading to more widely applicable results. Interviews, on the other hand, may involve a more limited number of participants, but offer deeper insights into research questions. We do see some variety in the type of research being published today. The increasing presence of articles using non-experimental research methods may suggest that researchers or editors aim to provide a more complete account of a given social psychological phenomenon.

The present analysis adds to the minimal literature exploring the picture of current social psychology research. Even though variations exist between the journals and years we examined, overall, the hypothetical and experimental study of college students in the U.S. still outweighed all other methodologies and samples. While there have been great increases in the presence of exploratory studies, survey questionnaires as primary method, and non-student and international participants, the highly-criticized social psychology research prototype still dominated.

As we have examined only two consecutive years, our findings cannot be construed as true trends in social psychology, but rather as a partial picture of social psychology research today. Similarly, as our analysis is based on just three journals, our results may not completely capture the current state of social psychology research, but may best serve as a cross-section of present tendencies in the field--especially as the journals reviewed were selected in part for their differences.

While we cannot predict any future patterns, we can confirm that there has been an increasing diversity and inclusiveness among social psychology publications, and that this continues today. There is a clear movement in these three U.S. journals towards publishing more international and cross-cultural studies, as well as those that utilize methods other than experimental research with student participants. Still, the study of American students in the laboratory unmistakably predominates across the journals examined, and questions remain about the generalizability of the data and theories that emerge from such research.

The present analysis may be somewhat limited by the ambiguity of archive data, found primarily in *SPQ*. As these studies utilized previously collected data, often based on large-scale surveys of thousands of participants, the sample demographics were often not reported in detail. Thus, we may not have a complete picture of the participant base we attempted to examine. Furthermore, as such data did not incor-

porate any new participation by individuals; it is debatable whether we can even characterize archive samples as participants or not.

Future directions may include similar analyses that more deeply examine participant demographics, in order to determine the diversity of samples within the U.S.

As we increasingly are a nation of diverse individuals in terms of culture, ethnicity, nationality, SES, education, relationships, ability, and experience, the need for more highly representative research samples is paramount. While much progress has been made, we call for the further diversification of social psychology research, in terms of participants, type, and method. The more research findings are based on a diverse participant base in real-world settings, the more accurate and applicable such findings will be. However, we caution that as we strive to increase inclusiveness in research and incorporate participants from an ever-expanding range of backgrounds and experiences, we must guard against insensitivity and exploitation, as well as make efforts to protect and empower the diverse group of individuals who will serve to advance the field of social psychology.

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The four authors worked equally on this research. We thank two anonymous reviewers for their useful comments. Address any inquiries to Jun Li: littet@gmail.com.

social psychology journals

international data-based profile
research methods diversity
25 years later

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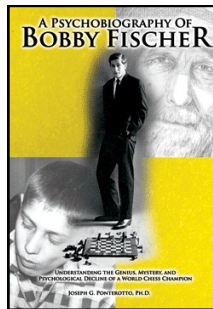
The Sound of One Hand Clapping

Ponterotto, J. G. (2012). *A psychobiography of Bobby Fischer: Understanding the genius, mystery, and psychological decline of a world chess champion*. Springfield, IL: Charles C. Thomas
 189 pp., ISBN 978-0-398-08742-5, Price US \$53.95

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Not particularly a fan of psychobiography, chess, or Bobby Fisher? That will not matter when you read *A Psychobiography of Bobby Fischer: Understanding the Genius, Mystery, and Psychological Decline of a World Chess Champion*. Using the tools and acumen of a clinician, researcher, biographer, and investigative journalist, Joseph G. Ponterotto creates an in-depth psychological portrait of one of the most iconic and enigmatic figures of the 20th century. Drawing from biographies, archival documents, an extensive FBI file on Regina Fischer (Bobby's mother), interviews and personal communications with Fischer family members, friends, acquaintances, and chess personae, and even photographs, the book takes the reader on a journey from Bobby Fischer's early childhood through his meteoric rise to World Chess Champion, and to his isolation and eventual death in Reykjavik, Iceland.

What exactly is psychobiography, and what is its place in the field of psychology? "Psychobiography aims to understand historical individuals such as artists or political leaders, through the application of psychological theory and research. It is, in essence, a form of case study" (Psychobiography, 2012). As William McKinley Runyan (2005) noted, the birth of the field is often cited with the publication of Sigmund Freud's psychobiography of Leonardo da Vinci, although Runyan pointed out that there were other psychobiographies from a psychoanalytic perspective that predated Freud's work in this area. Both Alan C. Elms (1994) and Runyan felt strongly that psychobiography can help us to better understand the human individual, and can contribute greatly to the



field of psychology in general, and to personality psychology in particular.

Historically, psychoanalytic and object-relations theories have been the main approaches to psychobiography (Schultz, 2005). Elms (1994) also noted the domination of the field by psychoanalysts and stated that: "An infusion of research-trained psychologists, skilled in diverse approaches to the study of human behavior, can remake and reinvigorate the field" (p. 5). Ponterotto's look at the life of Bobby Fischer through the lens of a practicing clinician and research psychologist, using multiple psychological theories, may be the fresh approach that brings psychobiography into mainstream psychology.

From the first chapter, in which he discusses the nature of psychobiography and the ethical considerations inherent in undertaking such a task, Ponterotto lays bare his approach to discovering what made Bobby Fischer tick. Indeed, his methodology is transparent and his resources are well documented throughout the book. It is truly as if the reader were following along at every step of the way, listening in on interviews and sifting through archives. While maintaining objectivity, the book is also written with great sensitivity and compassion. Hence, the memory of Bobby Fischer is honored, and respect is given to those surviving family members and friends.

The chapters that follow chronicle Fischer's early childhood, adolescence, and young adulthood, along with his mastery of the game of chess. A particularly enthralling chapter looks at the life of Bobby's mother, Regina Fischer, and her tempestuous relationship with her son. It is probably this chapter which best highlights Ponterotto's dynamic and interactive approach to understanding Bobby Fischer and his family within a broader political, historical, socioeconomic, and cultural context. To truly understand the inner psychological workings of someone, and to have a balanced perspective, this approach is paramount. It is here that Ponterotto excels. There is also a chapter that examines the evidence of Fischer's paternity. Drawing from multiple data sets, a strong case is made for the likely biological father of Bobby Fischer. The use of multiple sources of information and the convergence of data is another of the book's strengths.

Weaknesses and Limitations

Although three chapters follow them, chapters six and seven can be viewed as the culmination of the groundwork that has been laid down in the earlier chapters. It is in these chapters that we get a deeper look into the mind of Bobby Fischer. Ponterotto conducts a comprehensive assessment of Fischer's mental state throughout his life, and proffers a differential diagnosis. While a diagnosis can be useful in planning treatment, the value of such for someone who is deceased is questionable. Ponterotto acknowledges the ethical considerations involved in diagnosing someone without the benefit of a formal in-person examination of the patient, as well as the limitations of a diagnostic taxonomy that is categorical rather than dimensional. He also adds the caveat that such a diagnosis can only be considered speculative. So, why journey down the decision tree to arrive at a diagnosis? Let

the facts regarding his mental status speak for themselves, and allow readers to make their own interpretations.

There is a lengthy chapter on the life of 19th century chess legend Paul Morphy, whose ascendancy to unofficial world champion, his withdrawal from the game, and his eventual decline into mental illness parallels that of Bobby Fischer. While there are some striking and eerie similarities between the two greats of the game, the chapter adds nothing to our understanding of the inner life of Fischer. It would have been more fruitful to have compared Fischer, utilizing various psychological theories, with several gifted luminaries who had exhibited symptoms of mental illness during their lifetimes, rather than provide a protracted biography of Morphy. The chapter may, however, give the book a broader appeal, especially to chess aficionados.

The book concludes with the author and readers pondering the fate of Bobby Fischer and his family had they received psychological counseling and support services. While there were services that the Fischers could have utilized during Bobby Fischer's childhood, Ponterotto also posits what treatment would be available for Bobby and family had he been born at the present time, rather than in 1943. Regina Fischer's unsuccessful attempts to secure psychological services for her son, Bobby's aversion to treatment, and Ponterotto's premise of citing treatment that is available at the present time make the exercise a bit futile and any conclusions moot. The chapter concludes by calling attention to the needs of gifted and talented youth. A previous chapter briefly mentions the pressures and adverse consequences of fame, and this information could have been incorporated into and expanded upon in the final chapter. It is here, however, that the book goes beyond an examination of Fischer's life and psyche, and makes a valuable contribution to psychology as a whole by making a call for much needed direct services and providing fertile ground for psychological research.

Summary and Conclusions

Ponterotto's goal in writing the book was to gain a better psychological understanding of Bobby Fischer and to have a deeper insight into his thoughts, feelings, and behaviors. He achieves his goals admirably, using painstaking research coupled with thoughtful and compassionate insight. While some psychobiographies can be quite lengthy (e.g., see Falk, 2007), this book is concise and fairly focused. Schultz (2011) produced an even more narrowly focused work, employing attachment and script theories, in his recent psychobiography of Truman Capote. As Schultz rightly pointed out in the introduction to his book, "Psychobiography is not biography" (p. xv). For those readers who may wish to supplement their biographical knowledge of Bobby Fischer, they are referred to Frank Brady's (2011) *Endgame*.

Each chapter of Ponterotto's book is relatively brief, making it easily readable and highly enjoyable. It will appeal to mental health professionals across various disciplines, especially those who may be working with the gifted and talented, as well as to readers who enjoy a good biography or who are interested in chess. This thorough and systematic

work will surely spark interest in the field, and may usher in a new era in psychobiography. If a psychobiography can be a page-turner, then this is certainly one.

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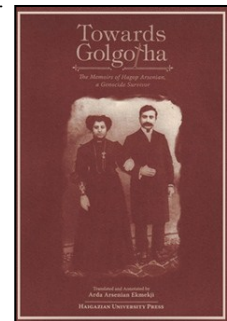
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Arda Arsenian Ekmeckji, Dean of Arts and Sciences at Haigazian University in Beirut, Lebanon, recalls the atrocities of the Armenian Genocide through the lens of her grandfather, Hagop Arsenian, a pharmacist who fights arduously to keep his family alive during this period. The text opens with Arda's trip to the remnants of the old towns, then to a verbatim description of her grandfather's journey from his birthplace in Ovakim in 1880 to 1940 Gaza (Palestine), with daily recollections from the deportation into the treacherous genocide of the Armenian people and the subsequent periods (1915 to 1920). Arda not only translated her grandfather's autobiography, but bolstered his writings with a plethora of footnotes and references to real historical, geographic, and war sources to corroborate the validity and historical context of his experience.

As the granddaughter of Holocaust survivors myself, I thought it was important to embark upon this voyage of the



Armenian Genocide since it highlights a relatively unknown genocide from a distinct vantage point. Unfortunately many of the horrid images that Arsenian describes parallel those witnessed during the Holocaust by Frankl (1985), Wiesel (1982), and others. For instance the author writes, “We saw a woman frozen to death with her child at her breast. On the other side, we could see people totally exhausted, lying on the ground and incapable of taking one additional step, waiting for the salvation of death” (Ekmekji, p. 94). Arsenian further explains, “Often with extreme pain and suffering we visited these bodies, who due to hunger, fatigue and cold had melted and become living skeletons on which thousands of maggots were already feasting” (Ekmekji, pp. 119-120). The book earns its title; Arsenian likens the tragic march to Deir Zor to Christ’s way of the cross or March to Golgotha, to the graveyard. In fact, in exchange for needed medication, a Cherkez (Circassian) traveler strongly advises Arsenian to avoid entering Deir Zor at all costs, and “if that was impossible, not to cross the Deir Zor bridge at any cost” (Ekmekji, p. 118). Therefore, Arsenian’s principal goal during this horrific journey is to prevent his family from entering Deir Zor or crossing the Deir Zor bridge “at any cost.”

The resilience and perseverance Arsenian musters during this unbearable time is exemplary and is arguably the fundamental strength of this autobiography. Diane Coutu (2002) delineates three key ingredients to resilience, a barometer of who succeeds and who fails, during recent terrorist attacks, war, and recession: (1) The ability to accept and face down reality; to train ourselves to act in a manner that affords us the ability to endure and survive hardship, (2) The ability to discover meaning and values in various aspects of life, and finally, (3) The ability to improvise and solve problems without the typical or obvious tools. Arsenian arms himself with all three of these tools of resilience and leverages his professional pharmaceutical career and connections to preclude his family’s entrance into Deir Zor and to eventually lead them to safer ground in Palestine. Moreover, Arsenian’s natural inner drive to cultivate and nurture his children is not only apparent from his resilience during the tragic march toward Deir Zor, but through his proud detailed descriptions of his children’s various accomplishments, including graduations and awards, once in Palestine.

For a psychology professional, it is an important exercise to analyze how Arsenian’s tools of strength, resilience, family nurturance and self-awareness (sizing up his capabilities and his horrific situation) helped him and his family survive a genocide that very few others survived. At the same time, it was difficult to imagine how Arsenian was able to utilize certain tools during the genocide section of the text. For instance, after losing his main source of income and being robbed time and time again, how did Arsenian continue to have gold coins to pay for various trains, hotel stays, special favors, etc. throughout the journey? How did he manage to access medications and journaling materials on a march where the Armenians were repeatedly forced to relinquish their possessions and to stay in makeshift tents, which were often dismantled by the soldiers and *gendarmes* (policemen)

and flooded in heavy rains throughout their journey? If Arsenian recorded his writings following the journey, how could he recall the daily occurrences in such detail retrospectively? Despite these questions and some lengthy footnotes, the book read well and serves as a great testament and memorial to all of those who unfairly struggled through a shockingly horrifying time in Armenian History. Arda Arsenian Ekmekji, and her grandfather, Hagop Arsenian, perform a great service for their fellow Armenians and to the general public by chronicling in detail the traumatic genocide and Deir Zor March of the Armenians in the early twentieth century.

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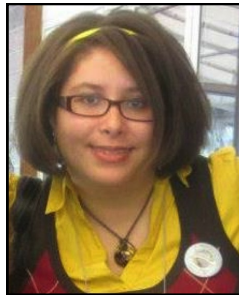
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Finding a Home at the American Psychological Association Convention

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As a student, your first experience at an American Psychological Association (APA) convention can be an overwhelming one. In any one year, the APA convention attracts at least 12,000 attendees from a diverse range of specializations in psychology (<http://www.apa.org/convention/about/faqs/index.aspx>). Attendees may be interested in research, practice, or policy, and are at varying stages of their careers. Furthermore, attendees come from varying professional and personal backgrounds, from all over the globe. Due to the sheer number of psychologists present at this event, the APA convention is a great place for students to network, learn more about their areas of interests, and even learn about new areas they might not have known existed. However, the size of the convention might have a debilitating effect on first-time attendees, where they are not able to take advantage of what the convention has to offer. Finding a home in an APA Division can help with these feelings of confusion. For those interested in *International Psychology*, Division 52 might be a good home for you.



The First-Time Convention Attendee

This year's convention was held in sunny Orlando. Although, naturally a hot location, nerves could have increased the heat for first-time student attendees. For a moment, let us take some time to go over the thoughts a first-time student attendee might have had this past August. As a student, you

may have experienced a feeling of intense accomplishment and pleasure to have secured the necessary funds to assist with your registration, travel and board for this remarkable conference. You may have thought your stresses were over. After all, finances are a big hurdle when you are in graduate school.

Upon arrival at the convention center, one is immediately faced and overwhelmed with the size of the APA convention. After registering and receiving your "all-powerful" name badge, which allows you to enter the exhibit hall, you walk around, take a seat, and look through the contents of your collectible convention bag. Right away, you might feel shock over the size of the convention program – popularly known as the "APA phonebook". As you peruse the program and look at the number of presentations, social hours, and other events, you might wonder where to begin. How am I going to make the most of this experience? How am I going to make connections with others in this sea of people? If you are a member of a division, you might immediately look to their program and find some relief in how much more manageable the conference immediately becomes. As an individual interested in *International Psychology*, the first place you might want to visit is the Division 52 hospitality suite.

The Division 52 Hospitality Suite: Student Focus

Every year at the convention, Division 52, like other divisions, has a hospitality suite. The suite is literally a suite at a hotel located near the convention. There are always meetings and events related to *International Psychology* happening in the suite. As a first-time attendee, the suite can prove a nice "base" where you meet well-known psychologists and others students who share your academic interests.

This year, at the convention, there were two student-organized events in the Division 52 suite. The first event was the *Reception After the Poster Session*. This social was held after the Division 52 student poster session. Division 52 holds a student poster session in the convention hall annually. It was thought a social after the student poster session would provide a nice place for students to interact with other students and Division 52 professional members. The room was filled with students who had presented at the poster session and awards were given to select students. These award winners were previously determined in the poster session by volunteer doctoral level judges, coordinated by Lynette Bikos. Lynette is an active Division 52 member and Director of Research and Professor of Clinical Psychology at Seattle Pacific University. One thing you will notice about Division 52 is how welcoming more senior members are to students, including Division President, Neal Rubin, and Division President-Elect, Mercedes McCormick.

The second student sponsored event was the *15th Anniversary Meet an Eminent International Psychologist* event. This year Division 52 celebrated its 15th Anniversary as a Division. The student committee, along with Neal Rubin, wanted to mark this momentous event in a student context. This conversation hour allowed students and early career professionals to ask questions and learn more about conduct-

ing research and working internationally or with international populations. Two international psychologists were our invited guests: Lawrence Gerstein and Maria del Pilar Grazioso. Lawrence H. Gerstein, Ph.D. is a George and Frances Ball Distinguished Professor of Psychology, Director of the Doctoral Program in Counseling Psychology, and Director of the Center for Peace and Conflict Studies at Ball State University. Maria del Pilar Grazioso, Ph.D. is the 2010 winner of the Division 52 Outstanding International Psychologist Award, a faculty member at the Universidad del Valle de Guatemala and a member of the board of the Sociedad Interamericana de Psicología. The event involved some thoughtful conversation and the informal conversation was welcoming for students and professionals interested in *International Psychology*. Both of these events were a success. Moreover, they were very manageable and welcoming for student first-time attendees.

Tips for Students Planning to Attend the Next APA Convention

If you did in fact attend the convention this summer, you understand the emotions that accompany attending this large convention. If you have never attended the convention and are considering attending in 2013, I would like to offer you some tips. Again, the convention will be hosted by APA in a sunny location. This time in tropical Hawaii!!! If you are serious about attending the convention:

- Find a home division. If you are interested in *International Psychology*, Division 52 could be the home for you.
- Submit a proposal to present a poster in Division 52 programming. The deadline is November 16, 2012. If you submit a poster proposal and your proposal is accepted, you become eligible to win a student poster award.
- Book your flight and room early to ensure you get the best price possible. Last minute planning often leads to high prices and more stress for you.
- Arrange to volunteer in the division suite, providing you with a comfortable “in” to the division. The call comes out over the Division 52 listserv sometime before the convention.
- Become involved with the Division 52 student committee now, so you get an insider’s view of the division. This involvement will allow you to decide if the division is really for you.

Aloha, I look forward to seeing you in Hawaii!!!

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Editor’s Note

This column is geared towards our student committee members and all students of international psychology. All Division 52 student members are invited to submit ideas or drafts for future articles, as well as questions they would like to see addressed in future columns – such as overseas internship opportunities, study abroad availability, cross-cultural research, etc. Contact Student Column Editors Daria Diakonova-Curtis at ddiakonova@alliant.edu or Laura Reid Marks at ReidL@purdue.edu to submit an idea or a question.

Students! The student committee is looking for leaders interested in becoming **Division 52 Campus Representatives**. As a campus representative, your job would be to make Division 52 more visible in your department. This task can be accomplished in numerous ways and you can be creative. Basic requirements include being a Division 52 student member and being in good standing at your university. If you are interested in becoming a campus representative, please e-mail Laura Reid Marks at ReidL@purdue.edu to learn more information. This is a great leadership opportunity and chance to become involved with Division 52 leadership.

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A University and NGO Collaboration: Helping Survivors of Sex Trafficking

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When visiting other countries, I try to learn about the history, culture, and people in the location. I also try to learn about the work of psychologists in that country.

Last spring while teaching in the Netherlands, I was struck with how the land is cross hatched with bridges and canals. The Netherlands is a country wrestled from the sea. Forty percent of the land comes courtesy of determination and engineering.

Within Amsterdam, the country's capital, there is a district known as Bijlmer. It is the poorest and one of the most ethnically diverse areas in the Netherlands. Its oldest bones are sixties-era high rise housing units grouped around green spaces. Many of the buildings are deserted. Others are in various stages of rehabilitation. A few show their shiny, newly refurbished facades.

A busy shopping street is lined with low lying concrete buildings which house small businesses. Other commercial properties lie fallow. Many Dutch consider it a slum. A thriving street market is filled with foods and products from Africa and the Middle East. A horn of many languages stabs the air. It is an area of promise to many immigrants.



It is also a place of despair to those who have been trafficked and are working in the commercial sex trade.

The Bijlmer Project is working to change that. "It doesn't matter where you come from, the horror of being trafficked remains the same," says Dr. Sheetal Agarwal-Shaw, director of the Project. "The color of skin and the geographical details may differ, but it's the same story over and over again," she adds.

The Bijlmer Project is a partnership between the Global Research Center of Webster University, Leiden and the Christian Aid and Resources Foundation (CARF), an NGO registered with the Dutch government.

This combined effort creates something better for survivors of sex trafficking than each could do on its own. The NGO identifies women who have been trafficked and provides safe shelter. Micro financed projects provide practical support. It also provides community education and advocacy aimed at improving survivors' lives and legal status.

Psychology faculty and students from Webster University, Leiden, intend to help these women heal from the inside out. In using the term "inside out" Dr. Agarwal-Shaw explained that the stories, desires, and needs of the women drive the shape of the intervention. Professionals do not impose their own ideas about what the women need.

Agarwal-Shaw is well suited for leadership in a university and community collaborative program. She received her psychology education at Shreemati Nathibai Damodar Thackersey (SNDT) Women's University in Mumbai, India. An internship gave her exposure to people from vastly different socioeconomic strata. She states that this experience "helps me every day to function well in new and unfamiliar situations and therefore in an international setting such as the Bijlmer." In her opinion, "every student should get an opportunity to have this exposure and familiarize him or herself with what is different and diverse, and hence international."

The Global Research Center helps faculty and students become involved in socially responsible projects and research. It makes sure projects are sustainable. It provides experiences that help students become global thinkers.

Agarwal-Shaw says that working with local NGO's helps to broaden one's thinking. As she notes, "Most of my experiences have taught me to 'think out of the box' and provide structure in settings where there is lack of basic infra-



structure. It consequently fosters the ability to work with the ambiguous and vague which is an asset when you are working with special target groups.”

“To understand why a young teenage girl is willing to sell herself to protect her family from the spell of voodoo if she is from African origin or to protect her neighbor from being killed by the mafia if she is from Eastern Europe” requires cultural awareness and a “basic understanding of how things can be different in different parts of the world,” Dr. Agarwal-Shaw explained.

Agarwal-Shaw went on to say that “academic institutions should ‘internationalize’ their syllabi, especially for courses such as counseling psychology, community psychology or community research which lend themselves well” to a global perspective.

When asked what advice she would give to students working in a program similar to the Bijlmer Project, Agarwal-Shaw replied “work with an open mind.” She explained that working with special populations challenges ideas about what one believes to be true in the world, noting that “Reality hits hard.”

“Most of my students come into class with an opinion that women and men work in the sex industry out of choice. After they get acquainted with facts, they realize that approximately 85% of the people in the sex industry are there out of force as a result of Human Trafficking,” Agarwal-Shaw added. Students benefit from their experience in applied settings. They gain the confidence and skill to work with increasingly diverse populations.

The Bijlmer Project is a bridge connecting a University with an NGO to make a difference in the lives of women who are survivors of sex trafficking. Instead of reclaiming land from the sea, the Bijlmer project helps these women reclaim their lives.

For information on the Bijlmer Project:
www.thebijlmerproject.com
<http://facebook.com/TheBijlmerProject?ref=hl>

For information on Service Learning: Bringle, R. G., Hatcher, J. A., & Jones, S. G. (Eds.). (2011). *International service learning: Conceptual frameworks and research*. Sterling, VA: Stylus

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The China National Health Reforms and Information Technology: An Opportunity for Mental Health Care

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Abstract

The United States provides technical assistance to developing countries for infrastructure projects in the expectation that such assistance can open markets for U.S. companies. Recently healthcare technology has received increased attention, particularly in the People's Republic of China where the national health reforms call for developing regional health information networks, data standards, and standardized electronic medical records. This report discusses one such project in Sichuan Province where strategic barriers and issues were identified as a prelude to developing a province-wide healthcare information system. Technical developments and investments by the United States in such networks have significant implications for mental health care in China, and represent opportunities for Western professionals collaborating with Chinese professionals. Among these opportunities are research collaboration, training, and exchanges focusing on such critical areas as the impact of disasters, population migration, and rural care. Understanding these projects and funding activities can be important for mental health researchers and other professionals seeking to collaborate with their PR China counterparts. These opportunities and related issues for Western professionals are discussed.

Introduction

In July 2010 a team of Chinese and American health and technology experts met in Yingxiu, Sichuan Province, PR China at the former site of an elementary school buried by the 2008 Chengdu earthquake. Hundreds of school children remain buried under the now demolished school. That solemn moment poignantly clarified the motivation behind a Sichuan Province effort to create a regional health information network to integrate all healthcare facilities in the province and enable a more effective response to future disasters and improved quality and access to healthcare.

Disasters everywhere reveal faults and gaps in systems and services. The Chengdu earthquake revealed both the isolation of rural areas and the isolation of healthcare resources within systems that lack interoperability, compounded by the general lack of adequate basic healthcare in rural areas. Like governments everywhere faced with such situations, the China National Government determined to address these problems, starting with integrating the 21,000 plus Sichuan Province healthcare facilities into one Sichuan Regional Health Information Network (SRHIN), and by doing so, drive fundamental improvements in quality and access to

healthcare.

The United States Trade and Development Agency (USTDA), an independent U.S. Government foreign assistance agency funded by the U.S. Congress, provides grants to developing countries for infrastructure technical assistance. Providing technical assistance is based on the USTDA mission to support U.S. policy objectives related to development and capacity building activities and to promote economic growth in developing and middle income countries, while simultaneously helping American businesses to export their products and services, thereby creating U.S. jobs (USTDA, 2010).

In 2009 USTDA provided a grant to the Sichuan (PR China) Health Information Center (SHIC) to design a regional health information network (RHIN) and related electronic health record (EHR) and electronic medical record (EMR)¹ (U.S. Consulate General, 2009). The technical assistance was provided by a team led by the U.S. firm Quality Science International (QSI) that included IBM China and the China Hospital Information Management Association (CHIMA). The aim of this effort was the development of a strategy and technical blueprint that would lead to the implementation of a Sichuan Province-wide RHIN. The significance of this project was threefold: it would provide a model and approach that could be replicated in other provinces in China; it could serve as a driver for the adoption of standards for data exchange; and more fundamentally, it could provide a driver for fundamental changes in healthcare and public health in line with the aims of the China five year national plan for health reform.

At the time this article was written the draft technical and strategic plan has been reviewed and approved by the SHIC and the implementation approach is now moving for final review at the Sichuan Ministry of Health level. In this article we introduce this project and focus on the potential for impact on mental health services in China.

Background

Now in the first phase of its \$125 billion plan to provide affordable medical care for the entire population by 2020, China is striving by the end of next year to offer basic medical coverage to more than 90% of its residents. It also aims to improve the primary care system and equalize public health services across the nation (Wang, 2010). Within Sichuan Province, the Sichuan Ministry of Health developed Healthy Sichuan 2020 to define how it will support the national health reforms (Sichuan Provincial Health Department, 2008; Gao, 2010). Mental health is included in each goal definition in the strategy document, as in: "By 2015, hypertension, diabetes, cancer, *mental health* [emphasis added] and other key chronic disease rates and records management of tertiary prevention rate of 50%, disease and risk factors upward trend

¹ The term EHR refers to a record of health care maintained and referenced within a single healthcare organization, while EMR refers to a cumulative record across organizations. The terms are often used interchangeably.

has been checked” (SPHD, p. 8).

The Sichuan RHIN is seen as an enabler for these reforms by creating a central technical system and related standards that health facilities and agencies must conform to in order to participate in the system, including the financial and medication management systems (SPHD, 2008). This means the RHIN could be a driver for change in mental health care in China as well as public health and medical care, depending on how it is ultimately implemented. By having health facilities conform to a set of standards, the availability and quality of healthcare data will be transformed from its current fragmented state, enabling (among other things) province and country wide measurement and performance improvement in healthcare, including mental health. Thus, the RHIN implementation, together with several other developments in mental health care in China, make this an especially opportune time for international collaboration on mental health and healthcare.

Change in China is often driven by crises. The attention to public health is a result in large part of the SARS crisis which exposed major deficiencies in China’s management and response to public health threats. Likewise, the Sichuan earthquake exposed weaknesses in health communication and support, especially in rural areas. The earthquake was a major driver for the selection of Sichuan Province for the USTDA technical assistance project. With a population of 87 million, Sichuan is China’s fourth most populous province. As a diverse western province, Sichuan has a large rural area and population pockets isolated by mountains, making it an ideal test for efforts to reduce the isolation of rural populations.

At the same time there are developing crises in mental health care in China which may help drive the inclusion of mental health care in the current reforms. Chief among these are the suicide rate among workers, highlighted in 2010 by several dramatic suicides at factories in several locations in China. Further, there have been several devastating attacks by mentally ill people which have exposed the inadequacy of services and led to increased demands for adequate management of mentally ill (Wang, 2010; Yang, 2010; Xinhua, 2010).

It has been nearly 35 years since the end of the Cultural Revolution, when the healthcare system was dismantled, mental illness declared a bourgeois self-delusion and the mentally ill treated with readings from Chairman Mao. Overall, the healthcare system is in its fifth phase of development, which began with the SARS crisis (Dong & Phillips, 2008). The SARS epidemic was fully exposed to the press and revealed considerable weaknesses in the China public health system. That system has received, and continues to receive, considerable attention for improvement. In contrast to public health and medical care, psychiatric treatment, while now available, using both western and traditional Chinese methods, continues to be not highly regarded and desperately short of financing, practitioners and esteem (La Franiere, 2010). That may have begun to change.

The rapid pace of political, economic and social change

in China has brought with it a disproportionate increase in mental health problems (Park et al., 2005). Recent high profile suicides at factories in China have showcased the plight of workers who feel trapped and cutoff from the progress they see others enjoying, especially in urban areas (Phillips et al., 1999). These events have prompted greater attention to mental health issues, with special attention to suicide, the impact of displaced families, and the impact of disasters, to name a few. In the recently revised five year national plan, mental health received greater attention, and is said to be a high priority for increased funding support (Y. Xin, personal communication, November 21, 2010).

The Sichuan project described above is just one of several infrastructure projects that directly or indirectly impact mental health. There is also an emergency medical response effort in Sichuan funded by USTDA (USTDA, 2010) and a project testing the use of telemedicine to support mental health services.

Overall, mental health services lag significantly behind comparable services in the West, not only in funding but also in professional capacity. As certain aspects of the infrastructure are developed, notably technology and information systems, the lack of development in other areas will become more pronounced and consequential, such as the lack of highly trained mental health staff.

Current Project

The Sichuan RHIN project used a case study method with structured interviews with selected representatives of Sichuan Province health organizations to determine the degree of consensus in needs and perceived barriers related to implementation of a provincial health information network. Three groups of people were interviewed: facility leaders (chief executives, medical directors), information technology directors and chiefs, and provincial and city government healthcare directors. Their concerns, needs, and perceived barriers, as identified in these interviews, were used to inform the strategy of the Sichuan Health Information Center in designing and implementing their regional health information network and subsequently reported to USTDA (Quality Science International, 2011). For this report, we identified issues that were related to or had implications for mental health.

In addition to the interviews, a detailed survey was sent to an additional 60 key stakeholders in the province to seek information about current information technology capability, Health IT budgeting and priorities for RHIN/EHR. The technical status, technical needs, and strategic priorities were identified and cross referenced between the interviews, the surveys, and the input of local technical staff.

The results of the analysis and the recommended strategies and designs were presented to a panel of China Health experts who reviewed and recommended changes to the recommendations.

Findings

Five strategic themes were identified for developing the Sichuan Province RHIN and improving healthcare quality and

access, and were reviewed and endorsed by the SHIC healthcare expert panel in November 2010. The five themes were:

1. Health Information Technology policy support and funding: Make RHIN/EHR initiatives top priority for policy and funding. Balance geographic (rural vs. urban) and functional (RHIN vs. EHR/EMR) priorities.
2. Leadership and direction: Provide provincial-level direction on technology standards and alignment with existing and emerging national policy. Continue to provide guidance for health facilities on how to best execute technology solutions towards achievement of policy goals.
3. Utilize technology to optimize use of health system: Achieve operating efficiencies, practice safe, effective and high quality clinical care, and direct patients to appropriate setting and level of care.
4. Skills/talent development: Develop a capable workforce for expanding and improving health care provision. Prepare health care workforce to implement and effectively manage health information technology.
5. Innovation: Utilize innovate application such as rural health and telemedicine to efficiently meet needs of underserved rural populations, explore “cloud computing” platforms to efficiently deploy health information technology, and begin preparing for increasing performance measurement demands.

These five strategic priorities describe the approach to implementing the five priority programs of the “four in one” basic health care system, which are:

1. Accelerate establishment of the basic medical security system,
2. Preliminarily set up the national essential medicine system,
3. Improve grass-roots health care services systems,
4. Gradually advance the equalization of basic public health services, and
5. Push forward pilot projects for public hospital reform.

In this way, health reform policy ensures that Health IT deployment will address priorities of the emerging “four in one” basic health care system.

Discussion

The Sichuan RHIN design and strategic plan is a demonstration of the commitment to health reform by the PR China national government. While the design focuses on the technical aspects of implementation and operation, and the central focus is on medical care, the Sichuan RHIN also represents a challenge and an opportunity for mental health care. In our opinion, data and measurement are the keys to advancing this opportunity.

A major technical, strategic and political aspect of the

Sichuan RHIN is the creation of data standards. While the design proposes standards, their adoption is far from assured. Nonetheless, the issue is now front and center and will be forced by the decision to build (or not) the proposed RHIN. It is widely assumed that the aims of the Sichuan RHIN will not be achieved without a set of mandatory data standards.

Included in the proposed design are a set of healthcare metrics, including public health, mental health and workforce health metrics that assume data standards that will enable data integration across the province. The design strongly encourages, and in presentations to the expert panel the authors strongly encouraged, the adoption of a set of these suggested metrics as part of the adoption of the plan and the data standards. The RHIN will provide more accurate and dependable data for China public health, including mental health, and in turn produce more reliable measures of health and mental health status. This is a significant advance.

In the past some data from China has been dismissed by the World Health Organization because of being methodologically suspect. For example, extensive data on schizophrenia from China was dismissed by the World Bank in its Global Burden of Disease report because methodological problems were thought to produce aberrant findings (Phillips et al., 2004).

There are other events that make the development of the Sichuan RHIN and mental health especially timely besides the potential for reliable data and measures. The PR China national government has made mental health care a priority. As with the earthquake disaster and the rise of highly public suicides, violence by mentally ill people has contributed to pressure to improve management of the chronically mentally ill (LaFraniere, 2010; LaFraniere & Levin, 2010). Partly in response to these events, the proposed revised national health service is to include mental health care, with more funding and support for rural care a high priority. Countering these developments are the competing priorities of building rural health care capacity while also generally improving the quality and access of care in urban as well as rural areas.

From this discussion we can list several recommendations to advance collaboration on mental health care in China:

1. Potential U.S. collaborators need to understand the broader concept of medical care and public health in China, compared to U.S. concepts, and the relationship to mental health. Health models, such as the WHO People-Centered Health Care quality model, are closer to the Chinese conceptions of health in that they emphasize primary care and integrate public health concerns with acute and primary care;
2. Identification and use of metrics in China is in early stages of development and is complicated by cultural conceptions of privacy and confidentiality. The effort to identify metrics continues and must be extended to include mental health metrics. The appropriate use of measures is a potential area for collaboration, including managing from evidence and using evidence for improvement.

3. Certain Chinese professionals, such as Yu Xin, Director of the Institute of Mental Health, (See New York Time series of articles on mental health in China in November 2010) have conducted important and high profile work that has advanced the cause of mental health care in China in spite of limited resources and support. Continued collaboration with these and other Chinese professionals is needed to support their research and other professional work by Chinese mental health professionals.
4. Traditional Chinese Medicine (TCM) is integrated into the Chinese health system, including mental health care, and can be expected to continue. For example, at the Institute of Mental Health, patients are offered both TCM and Western medicine, even though there is an emphasis on Western approaches to treatment. There are initial efforts underway to develop an empirical basis for TCM. This may be an opportunity to align this with research on alternative and homeopathic approaches to care.
5. Certain ethical issues are viewed differently in China than among Western professionals, and are in a state of change, to wit, privacy and confidentiality (Yao-Huai, 2005). Training and research in professional and ethical standards and issues is another potential area for collaboration.
6. The significant understaffing in mental health care is an opportunity for services around professional training and certification. Alignment of the RHIN with training goals and distance learning systems, plus capitalizing on healthcare data to support training, and key elements of the RHIN strategy and key opportunities for collaboration.
7. Focused collaborative efforts on high priority areas are needed, such as the mental health impact of disasters, the impact of population migration, suicide, and rural care, to name a few (Y. Xin, personal communication, November 21, 2010).
8. Developmental models of mental health care are needed to guide infrastructure investments and improvement in developing countries. For example, the Joint Commission International, in 2010, released the "essentials" as a starter set of healthcare standards that can be used to assist healthcare professionals in developing countries to develop a capacity for quality improvement (Joint Commission International, 2010). Such creative approaches to development are needed for mental health care.

Summary

Change continues at a rapid pace in China, and the changes in health and mental health are no exception. China mental health professionals face major financial and cultural barriers, and yet there is progress. Understanding these changes and the nature of the opportunities for professional collaboration can allow Western mental health professionals to contribute improved mental health care for 1.3 billion Chi-

nese people.

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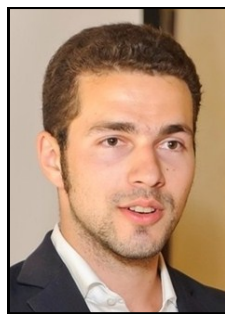
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Industrial-Organizational Psychology in Russia: Work and Working Personality Through the Prism of Social Transformations

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The history of Russian industrial-organizational psychology is closely connected with three large-scale events, which took place in the 20th century. These events became the most significant factors, which determined, inspired and sometimes hindered its development. These three events are (a) the October Revolution, (b) the Great Terror, and (c) “Perestroika,” the transition to a capitalist form of management.

The initial focus of industrial psychology in Russia was efficiency and methods for its improvement, based on F. Taylor’s ideas of work rationalization. “Taylorism” was quite popular in Russia before the October Revolution of 1917. From 1900 to 1917, many well-known principles of scientific management were actively implemented at Russian industrial enterprises (Tolochek, 2008). After the revolution, research in the sphere of industrial and organizational psychology reactivated and received new socio-political impetus. The problem of work efficiency increasingly became the cornerstone of economic recovery. In the conditions of coexistence of private, cooperative and state property, scientific management got a new interpretation, termed “scientific organizing of work” (SOW). The main ideological feature of this new way of organizing was the focus on the unity of the interests of society with each worker. By 1923 there existed more than 60 institutions working in the SOW system (Noskova, 2007).

The SOW movement stimulated the development of another unique trend for Soviet psychology: “industrial psychotechniques” (IP). The distinctive features of IP were close cooperation with a wide range of specialties and an orientation to find effective and directly applicable ways to influence individuals in order to optimize their work. However, during the Great Terror of the late 1930s—with its aim of total domination of the command system of management SOW and IP

movements—socio-psychological and humanistic views of labor relations were suspended. In addition, the vectors of science penetration abroad were suppressed (Karpov, 2007), so development of Soviet industrial and organizational psychology was significantly retarded up to the beginning of the 1960s.

The last 30 years of Soviet history show a revitalized interest in I-O psychology, which is also termed “labor or work psychology” in Russia (Zankovsky, 2009). Much fundamental research was conducted, then successfully applied to industrial practice. One of the most popular research topics was the working group. However, the Soviet way of managing was redundantly determined, which led to the neglect of an extremely important feature of every organization: its changeability. The “Perestroika” period has demonstrated the necessity of taking this in account.

At any rate, whatever the path and socio-political context of industrial-organizational psychology development is, there exists a central unifying element, which can be called the substance of organizational science. By this idea, we mean views on working personality’s efficiency, development and especially career success. The attitude towards a person as a career actor has always been an indicator of the way a worker was treated in general. In the USSR, after Marxism was announced as the only appropriate social theory, the vocational psychology research in the sphere of psychotechniques or differential psychology stopped (Zhdan, 2012). Due to this ideology, the term “career” became synonymous with “careerism,” which was firmly associated with personal goals, and had a negative connotation in Soviet society (Mogilevkin, 2007).

Negative attitudes towards personal achievements in the USSR formed a social success model that did not imply career success as an important life goal (Sogomonov, 2005). The career research in Western Europe and the USA in recent years reveals the evolution of the understanding of careers (Takooshian, Spivakovsky, & Takooshian, 2012). In the beginning of the 20th century, career was treated as a sequence of positions inside an organization—a lifelong employer. This concept was salient until World War II in the West, and the crash of Soviet society in the USSR in 1991. By the end of the 20th century, sweeping changes had taken place—political, social, technological, and organizational—offering new terms, such as “boundaryless career” (Arthur & Rousseau, 1996), “protean career” (Hall et al., 1996), and “intelligent career” (Arthur, Claman, & DeFilippi, 1995). The philosophical background of these changes shows the increasing significance of working personality’s choice and activity. The new trends at the end of the 20th century and first decade of the 21st century in the West show the increasing popularity of freelance and downshifting, which means progressive rejection of traditional values, devoting all of our time and energy to the job (Prihidko, 2008). Recent research shows that young specialists in Russia are headed towards successful “boundaryless” careers, and that they feel free from organizational borders. At the same time, only an insignificant minority admit downshifting as a possible career path

(Rikel, 2012).

In sum, we can state that now, 20 years since the dissolution of the Soviet Union in 1991, Russian organizational psychology is experiencing a difficult transition period, as it seeks to find a new way to understand modern organizations and the people working there. In our view, the most important trends in this process are the shift to an applied kind of research, a sharpening focus on assessing the prognostic efficiency of workers, and increased interest to understand determinants of working personality's career paths.

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Haiti: International Interdisciplinary Conference to Respond to Long-Term Emotional and Spiritual Needs Following the 2010 Earthquake and Beyond

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Two hundred and fifty participants attended the second annual international conference of the Center of Evangelization, Spirituality and Mental Health (called CESSA according to the French Name, Centre de Spiritualité, d'Évangélisation, et de Santé Mentale) on June 17-18, 2012. The two-day program held at the University of Notre-Dame d'Haiti, in Port-au-Prince, was cosponsored by the Montfort Missionaries Haiti Province, l' Université Notre-Dame, and CESSA.



CESSA was founded in 2010 in response to the devastating earthquake. To help the nation recover from the devastating January 12, 2010 earthquake, an influx of trained international professionals arrived in Haiti from all over the world to provide short-term trauma services. The center capitalized upon these resources that were pouring into Haiti in order to create a long-term sustainable response to the needs of Haitians, primarily in the form of training. The first annual training conference was held at the University of Notre-Dame, in Port-au-Prince, on June 25-26, 2011.

CESSA is a ministry of transformation, hope, and renewal in Haiti committed to responding to complex spiritual and psychological problems of individuals and communities affected by natural disasters, domestic violence, political terror, and chronic poverty. The new center has a central office in Port-au-Prince and satellite branches in various regions of Haiti. A goal is to strengthen local leaders, clergy

members, young professionals, teachers, and students by disseminating knowledge and skills and by developing interventions that lead to healing and wholeness in the local and national community.

The mission of CESSA is to:

- Train grassroots leaders, teachers, and young professionals through practical and simple psychotherapeutic and trauma-based skills to respond effectively to crises, disasters, and resulting chronic issues within their local communities and to become multipliers in their own villages.
- Empower church leaders and healthcare professionals with innovative spiritual strategies and cutting edge psychological practices in order to compassionately assist trauma survivors as they rebuild their lives.
- Equip faith-based organizations and local humanitarian disaster agencies to develop alternative community holistic models of healing, sensitive to the Haitian culture.
- Promote local capacity, team building, and community development.



CESSA fulfills this mission through partnership with religious institutions, nonprofit organizations, schools, universities, humanitarian relief organizations, grassroots community groups, healthcare agencies, hospitals, and international strategic institutions. Specifically, these goals are accomplished, through daylong workshops, ongoing collaborative bimonthly meetings, biannual summits, annual conferences, and other events.

The theme for the 2012 annual conference was: “Spirituality, Psychotherapy, and Ecology in Haiti: An interdisciplinary approach towards healing”. This conference brought together faculty, students, interdisciplinary scholars and practitioners, college and university administrators, health services providers, community organizers, religious leaders of various denominations, and international researchers. Panelists were from Haiti and also represented three other countries.

The organizing committee created a program designed to

meet the needs of all participants. Presentation formats were diverse and included panels, workshops, general sessions, informal discussions at meals, and concurrent training sessions.

The President of the University of Notre-Dame, Monsignor Pierre-André Pierre, warmly welcomed the participants and the invited experts by urging them to consider the University of Notre-Dame as their second home. Opening remarks were then offered by Father Weber Coppée, who represented the Provincial of the Montfort Order, Very Reverend Laurent E. Pierre. The author of this article, Dr. Wismick Jean-Charles, who was the coordinator of this International Conference introduced the 12 international guests (seven psychologists and five graduate students) and several national experts. The keynote plenary address was delivered by the Archbishop of Cap-Haitian, His Excellency Most Reverend Louis N. Kébreau.

Four panels, with multiple speakers, addressed the topics of:

- Psychotherapy in Haiti: Before and After the 2010 Earthquake
- Healing in Haiti: Towards a Holistic Approach
- Trauma, Recovery, and Growth in Haiti
- Religion, Spirituality, and Mental Health in Haiti.

The first panel included as speakers the chair of the conference Dr. Wismick Jean-Charles; Dr. Marjory Clermont Mathieu, currently Assistant Professor of Psychology, at the State University of Haiti, in Port-au-Prince; and Dr. Elizabeth A. Maynard, Assistant Professor of Pastoral Counseling and Spiritual Care at Loyola University Maryland, in Columbia, Maryland.

A panel discussing the topic of “Healing in Haiti: Towards a Holistic Approach” addressed issues that dovetailed well with the theme of the conference. Two speakers came from abroad and one was from Haiti. The editor of the *International Psychology Bulletin*, Dr. Grant Rich, who traveled from Alaska for the conference, delivered a paper on “What mental health professionals should know about massage therapy.” The founder of the Association for Trauma Outreach &



Prevention (ATOP), Dr. Ani Kalayjian, from New York, along with her team, presented on: "Healing Mother Nature and yourself: The biopsychosocial and eco-spiritual model." The director of the Centre de Recherche et d'Interventions Psychologiques (CRIPS), in Haiti, Dr. Herold Toussaint, gave a talk on "Logotherapy, Responsibility and Spirituality."

The panel on the topic of "Trauma, Recovery and Growth in Haiti" featured Professor Linda Delmont-Metayer from the State University in Port-au-Prince, Professor Sarah Hill, from the National Institute for Psychotherapies in New York, and Professor Marie-Marcelle Desmarais, along with Denise Lauture, and Marie Françoise Gipps, from the Institut de Formation Humaine Intégrale de Montréal (IFHIM), in Montréal, Canada.

Another panel on the topic of "Religion, Ecology, Spirituality, and Mental Health in Haiti" included Kim Haxton from Canada, Nadige Jean-Charles, from the school of theology, in Port-au-Prince and Dr. Elizabeth A. Maynard, Assistant Professor of Pastoral Counseling and Spiritual Care at Loyola University Maryland, in Columbia, Maryland, along with her student, Joan Romain.

Numerous training sessions were also conducted by these international experts. In concurrent breakout-training sessions, participants had the opportunity to engage in experiential learning activities, such as diaphragm breathing and meditation. They also learned about mental health and spiritual self-care strategies and resources.



This conference represents one model of collaborative and interdisciplinary effort to facilitate partnership between religious leaders, faculty, students, and mental health providers to address disaster issues and to respond to long-term emotional and spiritual needs following the 2010 Earthquake and beyond. In a country like Haiti where religion and spirituality play a significant role in the daily lives of many Haitians, and significant numbers of disaster survivors reach out to their religious leaders and faith communities in times of disaster for meaning, healing, strength, and hope, as well as for assistance with emotional problems, facilitating collaboration among experts in spirituality, mental health providers,

and religious leaders is crucial.

The conference is consistent with CESSA's mission, whose main goals, among others, are to develop sustainable relationships and partnership between various multi-stakeholders, to address long-term emotional and spiritual needs caused by disasters, to take an interdisciplinary approach to solve problems in Haiti, to explore opportunities for mutual actions, and to work together for the good of the Haitian nation.

Acknowledgements

This international conference would not have been possible without the generous as well as academic support of experts and friends. I would like to acknowledge the assistance of the many people who worked so hard to make this conference a reality. First and foremost, I am grateful to my friend and colleague Dr. Judy Kuriansky, the main NGO representative to the United Nations for the International Association of Applied Psychology (IAAP) and Senior Consultant for training at CESSA, for coordinating the participation of several international researchers to this conference. I would also like to recognize the assistance of my friends Sarah Hill, who serves on the Advisory Board of CESSA and who coordinated the fundraiser for this initiative, and Myriam Meyts from Belgium, Executive General Secretary of CESSA, who demonstrated incredible skill, loving dedication, and attention in the implementation of the conference. I also thank the remarkable group of professionals who have contributed to the success of this collaborative effort. They include, Dr. Syriaque Ciné, Lamerce Estinfort, Barbara Payen, Anne-Mary Deroy, Edith Philidor, Alta Emile, and Sophonie Zidor. Finally, gratitude goes to Dr. Ani Kalayjian, an expert in trauma recovery in the International Division of the APA, who remained with her team for two weeks in Haiti for ongoing trainings at orphanages and other religious institutions.

Reflections on the 2012 International Congress of Psychology in Cape Town, South Africa

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This July, over 5,500 psychologists from 103 nations met in Cape Town, South Africa for the 30th International Congress of Psychology (ICP) that was held under the aegis of the International Union of Psychological Science

(IUPsyS). Though founded in 1889, this ICP was the first one to be held in Africa, and it proved to be a truly extraordinary event for a variety of reasons.

The opening ceremony began with a reading of a poem by this year's Nobel Laureate in Literature, Tomas Tranströmer, a Swedish psychologist and poet. A highlight of the session was a presentation by Nobel Laureate Archbishop Emeritus Desmond Tutu. With his characteristic sense of humor and grace, Tutu expressed his views on the challenges of the past as well as the future of the new South Africa. Like Nelson Mandela (1995) in his memoir, Tutu told a powerful story of taking a plane across Africa, and noting with some trepidation that the pilot was black, something unheard of in apartheid era South Africa. Like Mandela, Tutu quickly checked himself and realized the danger of internalizing destructive messages of racial oppression. A master storyteller, Tutu utilized the incident to stress the importance of building



Archbishop Emeritus Tutu speaks

self-esteem and pride, and the challenges of doing so under the apartheid regime. Tutu was present at ICP to receive the Steve Biko Award for Psychological Liberation. Steve Biko was an anti-apartheid activist and martyr who was a student leader of the Black Consciousness Movement until his death by beating while in police custody in 1977. The award at ICP was presented by Biko's family. In addition to addresses by such luminaries as IUPsyS President Rainer Silbereisen and UN High Commissioner for Human Rights Dr. Navi Pillay, the opening session included a cultural orientation to South Africa featuring dancing and drumming.



Drummers at opening ceremony

The opening ceremony also featured a presentation by ICP 2012 President Saths Cooper. Later at ICP, this former University of Durban-Westerville vice-chancellor received the International Union of Psychological Science (IUPsyS) Achievement Against the Odds Award, recognizing research carried out in extremely difficult conditions. Cooper's undergraduate education was interrupted in 1969 because he opposed the apartheid regime's intention to have ethnic universities grant their own degrees (Thompson, 2000). He spent nine years on Robben Island, the notorious prison where Nelson Mandela was incarcerated (Mandela, 1995). During this year's Congress, Cooper was also elected IUPsyS president.



Saths Cooper at ICP

Rainer Silbereisen noted that "Dr. Cooper is recognized as one of the key psychology leaders to have restored credibility to South African psychology" (*Cape Times*, 2012). Silbereisen's comment takes on added meaning when one recalls that one of the major architects of the apartheid regime was the

South African psychologist Hendrik Frensch Verwoerd, who was a professor of applied psychology at Stellenbosch, the major Afrikaner university near Cape Town. According to Yale historian Leonard Thompson (2000), under Verwoerd, the term apartheid "soon developed from a political slogan into a drastic, systematic program of social engineering" (p. 189). Verwoerd was made minister of native affairs in 1950 and became prime minister of South Africa from 1958 until his death in 1966. As Thompson (2000) writes,

“During Verwoerd’s premiership, apartheid became the most notorious form of racial domination that the postwar world has known” (p. 189). Two racial comments from Verwoerd more than suffice to demonstrate his way of thinking. Speaking on African education he stated that: “Native education should be controlled in such a way that it should be in accord with the policy of the state...if the native in South Africa today in any kind of school in existence is being taught to expect that he will live his adult life under a policy of equal rights, he is making a big mistake...there is no place for him in the European community above the level of certain forms of labor” (p. 196). In a different context, stating his commitment to the government’s interest in white South Africans, Verwoerd again affirms his apartheid views: “Our motto is to maintain white supremacy for all time to come over our own people and our own country, by force if necessary” (pp. 215-216). While it is agreed that the transition in South Africa from 1990, when Nelson Mandela was in jail and no blacks could vote, to 1994 when Nelson Mandela was democratically elected president in a multiracial election, may justly be described a miracle, it is clear that South Africa’s struggles continue. Above all the “Rainbow Nation” needs to reduce some of its glaring economic inequalities together with its sky-high unemployment rates that reach 40-45% in some of the townships. Division 52 wishes Saths Cooper and the New South Africa well.

The Congress afforded its participants an excellent opportunity to learn more about psychology in South Africa as well as in other parts of Africa. In South Africa, psychology has had a distinguished history beginning with Ian Smuts’ analysis of the personality of the American poet Walter Whitman in 1895. Over the years South African psychologists such as Ian Smuts, Joseph Wolpe, Arnold Lazarus, Fritz Perls, Dap Louw, and Saths Cooper have made many contributions to international psychology. Indeed, psychology can be said to be more fully developed in that country than elsewhere in Africa. For instance, in 2009, there were already 7,904 licensed South African psychologists practicing their art (Cooper & Nicholas, 2013).



Judy, Uwe converse with Burundi/Eastern Congo delegation

The 2012 Congress itself was full of well-received presentations and difficult choices, as psychologists from many nations presented in various forms, on a range of topics, offering a rare opportunity to meet in person. A number of Division 52 members were present. For instance, Judy Kuriansky, Florence Denmark, Neal Rubin, and Michael Frese were part of a symposium on psychologists’ efforts at the United Nations. Two symposia, one entitled “Enriching our shared humanity: Imperatives for a human rights framework for psychologists” and the other called “Multicultural training in psychology: Experiential techniques, social justice, human rights and implications for interdisciplinary training,” involved Neal Rubin, Ayse Çiftçi, Rita Chi-Ying Chung, and Fred Bemak. Division 52 members Uwe Gielen, Grant Rich, Judith Gibbons, Nan Sussman, and Jacqueline Conley also presented their work. Past Division 52 President Danny Wedding offered a State of the Science Lecture on the portrayal of psychopathology in films.

Other notable symposia included one on U.S. President Obama’s global identity, with presentations by Saths Cooper, Uwe Gielen, Roy Moodley, and Dinesh Sharma. Sharma is the author of *Barack Obama in Hawai’i and Indonesia* (2011), while Moodley is a prominent South African psychologist at the University of Toronto, who was exiled to England (and then to Canada) during the apartheid era as a result of his antiapartheid activities. A broad range of opinions were expressed at this well-attended event. There were also a number of symposia devoted to psychology in various African nations, and these were typically very special events. One such symposium was the one convened by Javangwe Gwatirea on the state of psychology in Zimbabwe, in which psychologists discussed the status of subdisciplines such as community psychology, health psychology, and developmental psychology in the Zimbabwean and African cultural contexts. Comments from distinguished audience members such as Elias Mpfu made this great Zimbabwe event even better. A symposium on the establishment of a Caribbean psychology organization was also memorable. This event, with participation of Dudley Grant Rita, Ava Thompson, Ishtar Govia, and others, also included a presentation by APA’s Merry Bullock and described events relating to the 2011 Caribbean Regional Conference of Psychology, a landmark event itself. International positive psychology was also prominently featured, and a panel entitled “Positive Psychology: Past, Present, Future” featured presentations at the standing room only event by Italy’s Antonella Delle Fave, Helena Marujo and Luis Miguel Neto of Portugal, South Africa’s Marie Wissing, and Ruut Veenhoven of the Netherlands.

A considerable number of presentations focused on topics of special interest to African participants. Typical examples include efforts, respectively, to reduce HIV infection rates, help persons cope with extreme poverty, support families headed by orphaned children, reintegrate child soldiers into their former communities, overcome a sustained heritage of racism, reduce the high incidence of rape in townships (i.e. typically poor urban areas) and even schools, support women of color in leadership positions, investigate the psychological

and health consequences of tribal initiation rituals, and more generally facilitate the development of indigenous psychological approaches that may be better suited to a nuanced understanding of African realities than imported psychological theories from the West.

One example may suffice: In a symposium convened by Roy Moodley (Canada), Sodi Tholene (South Africa), Uwe Gielen (USA), Yusuf Humair (Canada), Lohirajh Naidoo (South Africa), and the chair discussed native healers as well as various efforts to integrate traditional healing into more standard counseling and psychotherapy practices. While the speakers' examples were taken from Africa, Bangladesh, (immigrant) Canada, India, and Pakistan, the topic is of special importance in South Africa where the more than 300,000 native healers vastly outnumber psychologists. Indeed, most Black and "Coloured" (an acceptable South African term for racially mixed) persons, including college students, report that they have consulted native healers, whereas only a few of them have availed themselves of the services of counselors trained in traditional Western-style practices and approaches. Fittingly and in connection with this symposium, Naidoo and Sehoto's (2012) new book, *AbaNguni Traditional Healing: Indigenous Mental Health Practices in KwaZulu-Natal, South Africa* was introduced to the large group of attendees.

With excellent panels such as these, it may be surprising to learn that many participants did find time to explore Cape Town, South Africa, and beyond. Some division members were able to visit Robben Island, where Nelson Mandela spent many of his 27 years in jail, a powerful and transformative experience. There were also opportunities to visit several townships, meeting with locals and attending church. Some participants saw the site of District Six, known for its forced removal in the 1970s of tens of thousands of its inhabitants by the apartheid regime. Others visited Soweto, near Johannesburg, the site of many apartheid era struggles, such as the 1976 Soweto Uprising, when thousands of students protested the government policy to enforce education in the Afrikaans language, which many students and teachers did not know, and 600 persons were killed. The first death was that of a 13-year-old African student named Hector Peterson. Today, June 16th, the date of his death, is memorialized as a national holiday. Soweto also is the location of the Regina Mundi Church, where many anti-apartheid gatherings were held. In 1976, police fired upon those gathered inside, and the damage that remains there today can serve as a potent reminder of these events and the people who struggled against oppression and who continue their work for human rights.

Some members were also able to visit the site of 1955's Congress of the People, where over 3,000 people - Africans, Indians, Coloreds, and some Whites - courageously assembled, despite police intimidation, to approve a Freedom Charter, a proposed final document to counter the apartheid era regime (Mandela, 1995; Thompson, 2000). Many of the points made by this forward looking document remained as African National Congress (ANC) policy after Mandela assumed the Presidency. Some conference participants also visited Constitution Hill, the home of today's Constitutional

Court of South Africa. The first court session in this new building was held in 2004, and the hill was the site of a former prison until its closure in the 1980s. Among those imprisoned here were Mahatma Gandhi, Joe Slovo, Nobel Laureate Albert Luthuli, and for a time, Nelson Mandela. Today's court building uses bricks from the former prison, a reminder to all of South Africa's past and its possibilities for the future.



Table Mountain view

In sum, psychology has achieved a truly global presence as could be seen at the Cape Town ICP. Its participants are left with much to think about and to act upon. Many budding friendships were formed or strengthened, old connections were rejuvenated, and plans for collaborations and meetings of all kinds are right now being developed. The International Congress of Psychology (ICP) is held every four years, and the next one is scheduled for Yokohama, Japan from July 24-29th, 2016. About one half hour away from Tokyo, Yokohama has grown from a small village of 600 when its port opened in 1859 to a harbor city of over three million today, and it is Japan's second largest city. More information may be found on the conference website at www.icp2016.jp/.

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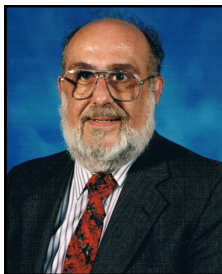
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The Little Train That Could

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More than seventy years ago an organization began, which from its start had an uncertain future. In 1941 it was founded in New York City as the National Council of Woman Psychologists, and was supposed to be dissolved once World War II ended (Gielen, Adler, & Milgram, 1992). According to Ann Marie O’Roark, immediate Past President of the International Council of Psychologists, Inc. (ICP) and superb historian, it was started to give more of a voice to women psychologists, who at that time were excluded from a male-only APA committee, “Emergency Committee in Psychology.” The Council was continued post-war to broaden the scope of psychology by providing opportunities for fledgling psychologists around the world. Intentionally establishing an evermore inclusive membership, three name changes later, it became the ICP that we know today, at www.icpweb.org/.



Almost every issue of the *International Psychology Bulletin* contains either pictures or articles about joint members of Division 52 and ICP, but it is beneficial to recount ICP’s purpose and inclusiveness. Over the last few years, as psychology became globalized, ICP bylaws have reflected our universal educational and mentoring capacities, while at the same time our membership has been strengthened by including allied disciplines. Over the past decade, membership in ICP has continued to decline from 1,600 to 125 today. Recruitment and marketing are constant concerns as we move forward into the future.

In 2011, ICP President-Elect Tara Pir and I conducted a joint activity in Los Angeles for ICP, APA Division 52 members, and the Western Psychological Association. Tara received a well-deserved fellowship award from Division 52.

ICP continues to be a beacon of nourishment to mental health practitioners and an “incubator” for graduate students, as well as for early and late career psychologists as we celebrate our 70th annual convention in Seville, Spain September 11-13, 2012. Award recipients include in absentia graduate students and seasoned advanced researchers like Charles D. Spielberger and Elisa Margoana, both past presidents of ICP, Inc. Sixty-nine previous conventions have been held around the world, in Asia, Europe, South America, and the USA.

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How Psychology Instructors Internationalize Their Courses: Strategies, Perspectives, and Implications

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Abstract

Many instructors emphasize the importance of international knowledge and understanding in their students. For this reason, an increasing number of instructors have started to incorporate international content in their psychology courses. The present study looked at the strategies and methods used by instructors who have already internationalized their courses. Responses to a survey distributed by the Curriculum and Training Committee of the APA Division of International Psychology (52) were monitored in an attempt to provide strategies for instructors who may be looking to internationalize a course. Most of the respondents had internationalized at least one psychology course at the time of the survey. The strategies that were most frequently used by respondents fit into the categories of student assignments, lectures, classroom activities, and Internet-based technologies. Differences were also found in faculty ranking and number of international activities participated in by instructors.

“What students lack most, in my view, is an understanding of the living system that is psychology. We teach students the methodology and content of the discipline, but we rarely teach them its inherent diversity, versatility, and capacity for change” (Hogan, 1996, p. 45). Hogan is expressing that students are given all of the tools they need to practice psychology, but they are usually not aware of alternative ways that psychology is practiced or how it varies as a field

from place to place. Hogan made this statement in 1996, over ten years ago, but the effort to internationalize the curriculum of psychology has been very gradual. A desire to prepare students for practice, research, and service in the 21st century in order to competently contribute to understanding and intervene in global problems has caused a growing number of psychologists to call for the internationalization of the psychology curriculum. There is a growing need for effective teaching strategies to better incorporate international perspectives into psychology courses.

In the past, there has been a focus on learning about cross-cultural perspectives. Psychology from a cross-cultural perspective involves teaching students about similarities and differences between different cultures, learning about the values of other cultures, confronting biases, and challenging assumptions. Recently, there has been a shift from the study of cross-cultural psychology to international psychology (Gerstein, 2007).

International psychology has several qualities that differentiate it from a traditional approach in that it examines the impact of evolving contexts on human behavior (Velayo, 2005). It recognizes the contributions of scholarly articles written in languages other than English (Adair, Coelho, & Luna, 2002). International psychologists attend international conferences to gain a broader perspective and to learn how to integrate international material into traditional understandings of psychology (Gerstein, 2007).

Psychology faculty members strive to incorporate international content into the curriculum to increase students' global competence. Students benefit greatly from an increased knowledge base, as well as the skill and motivation to look for international content on his or her own (Yeshova, DeJaeghere, & Mesterhauser, 2000). The APA Task Force on Internationalizing the Undergraduate Psychology Curriculum (2005) has outlined five main internationalizing goals for psychology courses. These goals include gaining psychological knowledge in an international perspective, being aware of methodological issues in conducting international research, an awareness of the discipline of psychology in an international perspective, an awareness of global issues as they pertain to psychology, and finally, the ability to use psychological knowledge to gain interpersonal understanding.

International content can be infused into a psychology course through lectures, classroom activities, writing assignments, and the use of technology.

Lectures

Lectures are important for integrating international content into psychology courses in many ways. First, lectures serve to inform the students. If the instructor infuses international content into a lecture, the student will be able to learn about cultural, ethnic, and international variations in psychology. In a class on abnormal psychology, for example, students may learn about disorders that are bound to certain cultures, or the implications of world citizenship in terms of the treatment of psychopathology (Marsella & Pederson, 2004).

Bartolini, Gharib, and Phillips (2009) give examples of attempts to internationalize the curriculum of a Psychology of Learning course as well as a course on Abnormal Psychology. A key aspect of their attempt involves outlining student-learning outcomes (SLOs) at the beginning of the course that indicate what the student should be able to take away from the course when it is finished. It sets the goals for what is to be achieved through the course. Incorporating SLOs in the syllabus that indicate international concepts to be learned alerts the students to their importance.

For their course in "Learning," Bartolini, Gharib, and Phillips (2009) incorporated an SLO that stated, "Students shall demonstrate an understanding of how principles of learning shall be applied in the international area to solve real world problems" (p. 186). The aim in developing this SLO was to add a real-world application component to the student understanding of international perspectives. Students would be able to use knowledge acquired in the course to apply potential solutions to real problems throughout the world.

For the "Abnormal Psychology" course, a student learning outcome (SLO) was added, "Students will be able to demonstrate how one mental illness is diagnosed, assessed, and treated globally" (Bartolini, Gharib, & Phillips, 2009, p. 185). Their aim is to establish an eclectic way of thinking about mental illness. It allows students to realize that certain methods of treatment are more or less appropriate depending on the context or country of the person who has the illness.

These two examples show a starting point for introducing international content and perspectives into a course. The lecture is a key component in making sure the SLOs that instructors set can be achieved. The lecture serves as an example for the student. Students are able to see how international content is infused and why this is important; this opens the student up to the idea of looking at issues from an international perspective. For example, for their "Learning" course, Bartolini, Gharib and Phillips (2009) suggested that instructors provide examples throughout the course of different culturally specific behavioral modification methods as well as reinforcers and punishments. The lectures should serve as a model students can follow. If students hear lectures that model topics from an international perspective, they may automatically begin to think from a broader perspective when they are working independently.

Classroom Activities

Gurung and Prieto (2009) suggest that a relatively untapped resource in internationalizing the psychology curriculum is the student. At this point in time, universities are seeking and admitting more international students than ever before. There have also been increased opportunities for students to travel, including work and study abroad. International students and those who have traveled abroad are becoming increasingly valuable assets in the classroom (Ho, Bulman-Fleming, & Mitchell, 2002).

Using the student as a resource can be accomplished in many ways. Possibly the most obvious way to do this would be to engage the class in group discussion (Ho, Bulman-

Fleming, & Mitchell, 2002). The role of the instructor is as facilitator, guiding the discussion in the desired direction. The students are then encouraged to take responsibility for their own learning. Students can gain international understanding by listening to one another's experiences, history, and background.

One way to engage students in class discussion pertaining to international content would be to assign oral presentations. A 2002 study by Hull found that when introducing international content, students were able to retain information for a longer period of time when they completed an assignment, such as an oral presentation. Oral presentations, followed by question and answer sessions, coupled with the valuable student resources that are already in the classroom, can lead to meaningful and informative discussion of international content.

Guest lecturers could be a way to infuse international content into a course. What is unique about this topic is that anyone can be an expert on his or her own country or culture. This makes guest lecturers easier to find. Again, students can be looked upon as resources (Ho, Bulman-Fleming, & Mitchell, 2002).

Marsella and Pedersen (2004) suggest that an important part of introducing international content into a course is first knowing one's own culture. We must know who we really are before we can fully begin to understand others. A class activity such as an auto-ethnography of one's own culture might be a beneficial way to begin a course. Students can share their results with one another, thus learning more about each other while learning about themselves at the same time.

Writing Assignments

According to Bartolini, Gharib, and Phillips, the writing assignment can be used as a form of assessment. This is where the instructor can determine if the SLOs outlined in the syllabus were achieved (Bartolini, Gharib, & Phillips, 2009). In their "Learning" course, SLOs were assessed through a paper assignment in which each student was assigned to a social or health problem that is specific to a culture or geographic region. Students were then asked to determine the behavioral modification methods that would be used to treat this problem. The behavioral modification methods suggested by the student were to be appropriate for the culture or region that they were dealing with (Bartolini, Gharib, & Phillips, 2009). Writing assignments are important because at this point in the course, students have been given all of the tools that they need to think about a problem from an international perspective. What they ultimately produce for the assignment demonstrates what they have learned and their ability for independent thought when infusing international perspectives and practices.

Bartolini, Gharib, and Phillips (2009) also give an example of writing assessments that would be used to assess learning in their "Abnormal Psychology" course. For this course, the writing assignment challenged students to look at a specific mental illness and find out how it is written about in other countries. This is a useful exercise because it involves stu-

dents looking at international journals, and helps students to realize that disorders are not conceptualized the same way in every country or culture. The second part of the assignment was to focus in on one country and look at the prevalence rate of the specific mental illness, as well as how it would be diagnosed and treated in that country. This aspect of the assignment challenges students to think about disorders that they have previously learned about in a different way. They come to realize that what they learn in the U.S. is not the only way. Prevalence rates, diagnoses, treatments, etc., vary depending on geographic region and culture.

Hull (2001) suggested that writing assignments are beneficial when incorporating international content because completing a writing assignment helps the students to retain the information that they have learned for longer periods of time. In this sense, the SLO outlines the goals of incorporating international content, the lecture provides the examples and the tools that are necessary for thinking from an international perspective, and the writing assignment serves as a form of assessment of what has been accomplished throughout the course and helps to reinforce the information that was learned for longer retention.

Internet-Based Technologies

Internet-based technologies are becoming increasingly popular for incorporating international content into the psychology curriculum. Guerin believes that one possible reason for this is that it is cost-effective (Guerin, 2009). Not all students can afford to travel or study abroad. This becomes especially true for the community college or graduate student who may have family and work obligations in addition to financial limitations (Guerin, 2009). The Internet is able to provide the student with interaction with people from other cultures and countries, journal articles written by individuals from diverse backgrounds, and countless opportunities for cross-cultural collaboration without having to leave the country.

One way that Internet-based technologies can serve to incorporate international content is through the sharing of material. It is becoming increasingly easy to share material with peers or colleagues and work collaboratively. Many instructors are already participating in lecture exchange (Longview Foundation for Education in World Affairs and International Understanding, Inc., <http://www.longview.fdn.org>). Instructors can use social networks to share their lectures with global educators. Instructors can also implement other interactive technologies such as videoconferencing (e.g., Skype), and perhaps instructors from two different countries could lecture together, allowing students to participate in discussions with peers from other countries.

Another way that Internet-based technologies can serve to incorporate international content is as a supplement to textbooks. Many textbooks that are used for courses in psychology today do not have sections on international content, and if they do, it is usually limited. Articles from international journals help to supplement these texts and provide more diverse perspectives on topics and issues.

Present Study

The present study investigated methods employed by psychology instructors at the graduate and undergraduate level used to internationalize psychology courses. In 2009, the Curriculum and Training Committee of the American Psychological Association's Division 52 developed and administered an online survey, which was published in the *International Psychology Bulletin* (Grenwald & Velayo, 2011). Results of this study indicated that more than half of the respondents had begun to internationalize their courses. The most common teacher strategies to internationalize courses that were indicated could be categorized into lectures, classroom activities, student assignments, and use of Internet-based technologies. In 2011, a revised online survey was administered which aimed to learn more about the teaching strategies that psychology instructors use to internationalize courses. The goals of instructors in internationalizing their courses were also examined. The importance of classroom activities, writing assignments, lecture, and Internet-based technologies were measured in terms of internationalizing a psychology course. The goal of this study was to determine which methods were used most by instructors and how they were put into use.

Method

Participants

A total of 149 respondents completed an Internet-distributed survey sent by the Curriculum and Training Committee of the International Psychology Division (52), American Psychological Association. Respondents were instructors of psychology courses at the graduate and undergraduate level. Responses were received from instructors from a variety of geographic regions, including Asia ($n = 8$), Europe ($n = 7$), Latin America and the Caribbean ($n = 9$), North America ($n = 124$) and Oceania ($n = 1$). Respondents also differed in faculty ranking with the largest number being full professors ($n = 48$), then associate professors ($n = 29$), adjunct professors ($n = 25$), assistant professors ($n = 22$), and other ($n = 24$). Institutional affiliations included comprehensive ($n = 40$), research ($n = 30$), liberal arts ($n = 28$), community college ($n = 21$), and other ($n = 27$).

Materials and Procedure

An online survey called "Survey to Internationalize the Psychology Curriculum 2" was developed and administered in the spring of 2010. This survey was a revised and extended version from the original version (see Grenwald & Velayo, 2011) in that respondents were asked to rate the level of importance of certain strategies (lectures, classroom activities, student assignments, and Internet-based technologies) identified as having been used to internationalize courses, based on the courses they teach. The survey was sent to members of Division 52 and select nonmembers who were identified as potentially implementing ways to internationalize course(s) that they teach.

An Internet-distributed survey was sent by the Curricu-

lum and Training Committee of the International Psychology Division (52), American Psychological Association. The weblink to the online survey was announced to various APA divisions through listservs and e-mails. The survey was based on and designed as a follow-up to a previous online survey administered in 2009 and completed in 2010 (Grenwald & Velayo, 2011). This survey was a revised and extended version from the original version (see Grenwald & Velayo, 2011) in which respondents were asked to share information on how they have tried as well as strategies that they may have used to internationalize course(s) they teach. Findings from the original survey indicated that more than half of the respondents had begun to internationalize their courses, and that their strategies for internationalizing their courses were categorized into lectures, classroom activities, student assignments, and the use of Internet-based technologies. The revised survey consisted of 46 questions. Demographic information was taken such as institution, institution type, faculty rank, number of international organizations that the respondent participates in, number of courses revised to include an international perspective, number of courses the respondent would like to revise to include an international perspective, international activities that the respondent has participated in, the effort made by the institution to internationalize the curriculum, and the effort made by the department to internationalize the psychology curriculum.

Results

Many respondents indicated that they had revised their course to include an international perspective. The percentage of participants who had not revised any courses to include an international perspective was 23.5%, while 26.8% had revised at least one course, 24.2% had revised two, 11.4% had revised three, and 14.1% had revised four or more.

In terms of international activities that respondents had participated in, frequency tests indicated that the activities with the highest participation were international research (53.7%), internationalizing courses (51.7%), and international campus activities (51.7%). Respondents also participated in teacher exchange programs (23.5%), leading study abroad trips (16.8%), and international service learning (10.7%).

Respondents were asked to indicate their goals for psychology students with regard to internationalism. The goals were coded based on the goals and learning outcomes from a report by the APA Task Force Report (Lutsky et al., 2005). The goal that was most frequently stated was to gain psychological knowledge in an international perspective (30.2%). Many respondents indicated multiple goals for their students (20.8%), while others had goals such as gaining knowledge of psychology as it related to interpersonal understanding (10.1%), knowledge of psychology as it related to global issues (6.7%), knowledge of methodological issues in international research (6%), and understanding of the discipline of psychology in the international perspective (6%).

Most respondents indicated that they infused international content throughout the course (69.1%) as opposed to incorporating content in a module format (18.1%). Courses were

internationalized in a variety of different ways, including content (71.1%), student assignments (49.7%), Internet-based technologies (24.8%), pedagogy (22.8%), and methodology (18.1%).

Respondents recommended useful resources that could be helpful for psychology faculty who wish to internationalize a similar course, including technology-based resources (10.1%), text-based resources (6%), and experiential resources (3.4%). Ten point one percent recommended multiple resources.

Instructors rated lecture strategies relatively high in importance on a 4-point scale when internationalizing their courses. Among these strategies, using cultural examples ($M = 3.64$, $SD = .55$), taking a comparative approach ($M = 3.10$, $SD = .97$), international case studies ($M = 3.10$, $SD = .97$), and using personal examples ($M = 3.06$, $SD = .73$) were rated the highest. Instructors also indicated the importance of using, international data sets ($M = 2.85$, $SD = .99$), anthropology sources ($M = 2.68$, $SD = .89$), and international films ($M = 2.39$, $SD = 1.03$) when internationalizing their courses.

Instructors also rated student assignments as being important when internationalizing their courses. The strategies with the highest ratings of importance were research by non-U.S. psychologists ($M = 3.44$, $SD = .76$), readings in “international psychology” ($M = 3.04$, $SD = .99$), papers on psychology in other countries ($M = 3.03$, $SD = .89$), readings from other disciplines ($M = 2.84$, $SD = .98$), and interviewing someone from another culture ($M = 2.81$, $SD = 1.03$). These strategies were followed by investigating international organizations ($M = 2.73$, $SD = 1.01$) and projects with students in other countries ($M = 2.46$, $SD = 1.04$).

Using Internet-based technologies was rated relatively low in importance for internationalizing courses. Media sharing had the highest rating ($M = 2.25$, $SD = 1.36$), followed by wikis ($M = 1.82$, $SD = 1.17$), social networks ($M = 1.81$, $SD = 1.12$), blogs ($M = 1.79$, $SD = 1.16$), social bookmarking ($M = 1.63$, $SD = 1.10$), and virtual worlds ($M = 1.40$, $SD = 1.09$).

The average importance of lecture in internationalizing psychology courses was positively correlated with the average importance of classroom activities in internationalizing the courses, $r = .78$, $p < .05$. There was also a positive correlation between the average importance of lecture in internationalizing the course and the average importance of student assignments, $r = .77$, $p < .05$.

The effect of faculty rank on the total number of international activities participated in was analyzed using a one-way analysis of variance. The ANOVA revealed that the different faculty rankings differed significantly in the number of international activities that they had participated in $F(4, 143) = 5.20$, $p < .05$. More specifically, Scheffe’s posthoc tests indicated that full professors had participated in significantly more international activities as compared to assistant professors.

Respondents were asked to explain what it means to be a “global citizen” in the context of an internationalized psychology curriculum. Findings indicated that 27.5% of participants did not give a response or were not sure of the answer

to the question, while 22.1% of the respondents believed that “global citizenship” related to psychological knowledge in an international perspective, 8.7% made reference to psychology as it relates to interpersonal understanding, 8.1% stated that it relates to knowledge of the discipline of psychology in the international perspective, 6% defined it as knowledge of psychology as it relates to global issues, and 1.3% defined it in terms of knowledge of methodological issues in international research.

Discussion

Essentially, this present survey complements and provides greater insight into the findings from the original survey by Grenwald and Velayo (2011). Psychology instructors of various ranks from various institutions and geographic regions are exploring and perhaps fine-tuning their use of instructional strategies to help internationalize their courses. Most of the respondents in this study indicated that they had internationalized at least one psychology course. Among the most important strategies for internationalizing courses indicated were student-based assignments such as research by non-U.S. psychologists and readings in “international psychology”, lecture strategies such as using cultural and personal examples, and classroom activity strategies such as discussions with an international focus. These findings would seem to make sense as classroom discussion serves as a great way to delve into sensitive and unfamiliar topics.

Instructors most frequently stated that their goal in internationalizing their courses was for their students to gain psychological knowledge in an international perspective. International content was most often infused throughout the course as opposed to introducing it in a module format. The most common method employed by instructors in internationalizing their courses was to use student assignments. Examples of specific student assignments used included research projects using international journals and informants and projects which encourage students to further explore their ethnic roots. Surprisingly, the use of Internet-based technology and social media strategies were rated relatively low in importance for internationalizing courses. This finding was unexpected. However, it would seem to make sense, as use of these strategies in the classroom is somewhat new in general. It is possible that instructors are still learning how to incorporate these strategies into their courses and as a result, they are not yet crucial strategies employed for incorporating international content. Another interesting though unanticipated finding is that full professors participated in the greatest number of international activities compared to other faculty ranks. It is possible that full professors in the sample have had more opportunities to participate in international activities.

Strategies identified as most effective for incorporating international content included student assignments, choosing textbooks that are internationalized or contain international content, and supplementing class materials with articles published in international journals. Further recommendations for instructors may include creating a portal for sharing materials and ideas on internationalizing courses. With such a portal,

faculty could share syllabi and innovative ideas for student assignments. Another recommendation would be to derive and assess student feedback about their learning experiences. Students could be a valuable source in designing and implementing new strategies.

A limitation of this study is that the survey used was distributed by Division 52 of the American Psychological Association. Since this is the international psychology division, it is possible that the respondents were more likely to have an interest in international issues, thus making it more likely that they would have internationalized a course than the general population of instructors. It may be beneficial in the future to send the survey to a selected sample of psychology departments or schools throughout the world.

The majority of respondents in this study had only taught courses in the United States. Future studies may speak to the differences of methods employed between U.S. instructors and instructors in other countries. In addition to looking at differences, surveying instructors from a variety of institutions may be helpful in acquiring new and innovative methods to internationalize psychology courses.

Further recommendations for future research involve student input. Getting student feedback can be an effective way to research the internationalization of the psychology curriculum. As suggested by Ho, Bulman-Fleming, and Mitchell (2002), the student can be considered a valuable resource within the classroom. It would be beneficial to get student feedback on which methods of internationalizing the curriculum work best for them. Possible questions to consider would be: Do students prefer lectures that incorporate an international component? What types of assignments do students find to be the most effective? What can the instructor do to gain student interest? What can the instructor do to increase student involvement in meaningful discussions regarding international content and issues? This can be accomplished through surveying students who have recently completed a course with an international component. A possible strategy might be to use the American Psychological Association's student outcomes survey from the task force on internationalizing the undergraduate curriculum (Appendix B).

Another strategy would be conducting experiments of student learning outcomes based on courses they have taken with international content. This could be accomplished through studies similar to Hull's 2001 study which illustrated that students are able to retain information for longer periods of time when completing a writing assignment on the international content that they were intended to learn. Studies could test a variety of methods for learning international content on students to see which are the most effective.

Conclusion

There is a growing need to prepare students for practice, research, and service in the 21st century to competently contribute to understanding and intervening in global problems. For this reason, a growing number of psychologists in the U.S. have called for the internationalization of the psychology curriculum. There is a need for effective teaching strategies

to better incorporate international perspectives into psychology courses. This study found that many instructors of various ranks from various types of institutions have already incorporated international content into their courses, and are further exploring and perhaps fine-tuning different instructional strategies in doing so. Most frequently, instructors have indicated using student assignments and class discussion with an international focus as their main strategies. It may be important to further assess how these specific strategies can be implemented and measure their success with student feedback.

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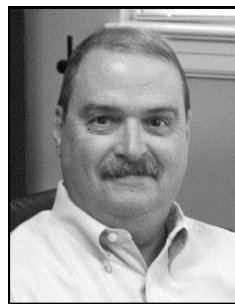
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Using Technology in the Classroom to Achieve Global Competence: Knowledge, Attitude, and Interaction Experience

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In the USA, less than 4% of our students participate in Study Abroad programs. There are many reasons for this. Financial difficulties are the major factor, but there are other factors, like fear of foreign settings, including lack of knowledge in the language, not being accustomed to different foods, fear of the risk of terrorism, and diseases like SARS, etc. However, while 4% go abroad, 100% live in this same global world. All of us need to know about other cultures and understand the people from other cultures. It is not possible to learn about all cultures, but it is possible to acquire some basic knowledge that all people do not think alike, do not have the same perspective, do not share the same values, nor hold the same priorities we cherish. Our goal is to design a course using different technologies that most countries can afford, to bring real time synchronous virtual global experience into each country's own classrooms, so all students, regardless of socioeconomic background, can become more globally competent after taking such a course. Our simple definition of global competence is threefold: first, cognitively acquire basic cognitive knowledge about another culture; second, affectively become more open-minded and enhance a more positive attitude towards differences in other cultures and enhance stronger interest in global affairs; and third, behaviorally acquire real interactive and collaborative experience via working with students from other cultures.

With this general goal in mind, at East Carolina University (ECU) we have developed a set of global academic initiatives since 2004, one of which is the Global Understanding project which won the Institute for International Education's Honorable Mention of the 2008 Andrew Heiskell award for Innovative International Education. This project also won the 2009 American Association of University Administrators'

Nikolai N. Khaladjan International Award for Higher Education. In May 2009, the *Chronicle of Higher Education* has a featured article reporting our project. In June 2010, the Alexandria Library invited us to present our project at the annual celebration of President Obama's "New Beginning" speech given in Egypt in 2009.

Our project has been hailed as a best practice by several organizations, mainly because of its cost-effectiveness and self sustainability to bring international experience into our own campus in the USA. Thus we have been invited by many institutions to mentor them on how to adopt and adapt a project like this on their own campuses, such as the University of Michigan. We decided to share our experience and lessons learned in this article so more institutions can be exposed to one concrete example of how we can cost effectively provide knowledge, the opportunity to interact with foreign students, and to work on joint projects with them.

We will give a description of this Global Understanding project, including what it is, why we developed such a model, our experiences with what works and what does not work, how to develop a global partner, how to evaluate a global partner for this project, and how to assess the effectiveness of this course. After that we will briefly describe the other global academic initiatives. We will end with a description of the establishment in May 2008 of a Global Partners in Education (GPE) association, which includes all of our 22 partner institutions from 16 countries across five continents, and how this GPE has functioned since its inception two years ago.

In all of our global academic initiatives we use synchronous real time video conference via regular internet. That method is the only means by which we can reach some of our partners in underdeveloped countries like the Gambia. In the Global Understanding course we use video conference technology to link our students with students from other countries. For five weeks each we bring the students and their faculty together with our students and faculty to learn about each other's culture. All reading materials are put on the website so students from some underdeveloped countries who could not afford books can have access. The reading assignments are usually articles on the basics of the country. Each teacher gives a lecture on her or his own culture. The rest of the time students learn from each other with the topics and questions we have assigned. Each class period deals with one topic (e.g. family), and we provide questions such as, "What was your traditional family structure?" "How is it changing?" "What aspects do you like and dislike about the new changes?" The same number of students on both sides all partnered one on one. In each class, the students are divided into two halves. One half is involved in the discussion with half of the students on the other side via real time video, while the other half discusses the same topic and questions, but in an individual chat room with their own partners. Halfway through the class, the group and individual discussion groups change places. The course has been very successful, not only in raising global awareness and knowledge for our students, but they really like it. A typical student comment reports that "this is the most meaningful course I have taken."

This project was started in the summer of 2003. We now have 42 partners in 28 countries across five continents including, Algeria, Brazil, China, Gambia, India, Japan, Macedonia, Malaysia, Mexico, Moldova, Morocco, Pakistan, Peru, Russia, Samoa, Turkey, and the USA. Not only does ECU have three international partners per section of the course, each of our partners also is also linked to three other partners. Due to its popularity among students everywhere, at ECU we offered 14 sections of this course in Fall 2012.

With the success of this Global Understanding project, we decided to expand the use of technology in other ways to globalize the curriculum at ECU. We realize that the Global Understanding class takes an entire semester, and due to different factors, such as the interest of the faculty, the different time zone, etc., a faculty member may not be interested in teaching such a class. Thus we developed other Global Academic Initiatives all using similar virtual technologies. These are described below.

ILEP (lecture exchanges). This refers to a one hour lecture from one partner to another. Usually only two countries are involved. Ideally it can be a joint class so students from both partner institutions are in session. However, sometimes it is too difficult to coordinate the class times. In this instance, one faculty member can offer a lecture to the students at the partner's institution and later a reverse lecture can be arranged. One hour lecture exchanges are easy to conduct, since different time zones can be more easily accommodated by setting up a one time special time for meeting. A bicultural lecture can provide a unique perspective to all students and faculty, and this kind of lecture can enrich the learning experience. Furthermore, having a lecture can serve as a whetting experience and seed other joint global activities.

ICEP (jointly taught courses). This term refers to two countries jointly teaching a course or the majority portion of a course. One example is the Comparative Literature course jointly taught by ECU and our Moroccan partner. Here, they met together every Tuesday and on their own every Thursday to analyze and discuss the same reading assignments. Another example is the Arabic Communication course taught to ECU students by a native Arabic faculty member from the campus of our Moroccan partner.

IREP (collaborative research). A video conference enables faculty to discuss research interests, form common interest research teams, hold discussions of databases, pre-visit discussion, etc. All of these activities facilitate and speed up research efforts. Post-visit discussions can continue joint research efforts. Several multinational coauthored papers have been presented at international conferences and published. Multinational grants are also more likely to be funded. One ECU and our Malaysian partner's joint grant on studying extreme climate of the Indian Ocean have already been funded.

GCC (Global Climate Change). This is an example of an ILEP, but because of its unique nature we would like to describe it in more detail. Based on the success of our Global Understanding project, in June 2009, the U.S. Department of State (DOS) contacted ECU and proposed a partnership be-

tween DOS and ECU, along with ECU's partners in Brazil, China, and India to jointly conduct a Global Climate Change course. We worked on it, and we offered the course in Spring 2010 as a pilot. While it is still a four country partnership, the format is very different. We split students into eight teams, each team consisted of two students from each of the four countries. The team members stayed together for the entire semester. Lectures were offered primarily by professors in the Geography Department at ECU, with four guest lectures, each given by a prominent speaker arranged by the DOS, such as the Chief Science Policy Advisor for the White House, the Director of the Geological Society, etc. In the first two weeks, a professor who is an expert on international negotiation gave lectures and exercises to build up cohesiveness and a spirit de corps so the team members could work as a team to accomplish the group goal. The group goal was to develop "locally implementable" projects to help slow down the trends in climate change. Different technologies were used. In class, the technology that was primarily utilized was Centra, where students could see and hear the other six partners in real time. They could talk and text chat in class. Outside of class, Wiki was used so students could continue to work on their group projects. Students so enjoyed the class that several groups voluntarily met on Saturdays on Centra so they could "see" and work together. During the prominent speaker sessions, persons from more than 50 countries logged in to ask questions. In the end, all groups developed the projects that college students are capable of carrying out, and two projects were actually carried out at the end of the semester. The course was a success, and the ECU-DOS climate partnership was officially adopted in Fall 2010, with the addition of Mexico as the 5th partner.

Over a period of eight years we have witnessed the success of global academic initiatives using virtual technology. We have learned much from our experience and now firmly believe virtual technology is the most cost-effective way to rapidly internationalize curriculum, faculty, and students across the ECU campus, as proven through our Global Understanding course, and the ILEP, ICEP, and IREP projects.

In February 2007, five of the GU partners from China, India, Morocco, Peru, and the US jointly presented a paper at the AIEA Annual Conference. During the conference, partners from these five countries held several meetings and decided that all the GU members should form an association so that all members can have an opportunity to come together once a year to generate synergy from our face-to-face interaction. Specifically aims are to help each other overcome challenges, to further expand collaboration among member institutions, to add to our members from other countries, to introduce innovative new technology and pedagogical strategies, to encourage multinational research teams, and to work together to seek funding to further these goals. After a year's planning, representatives including teachers, tech helps, and administrators from 13 countries gathered in person at East Carolina University to form this GPE association. The other members participated virtually. At the inaugural conference, the GPE charter was approved, and ECU was elected presi-

dent and the secretariat will be located at East Carolina University for the next five years. We also decided that the GPE Annual Conference will be a working conference as well as a conference where we share information through presentations. GPE II was held at the China Agricultural University in Beijing in 2009. GPE III was held at the Universidad San Ignacio de Loyola in Lima, Peru, and GPE IV and V was held back on the ECU campus. In 2013, GPE VI will be held at Krosnos University in Poland. To date, GPE has indeed been useful in helping partners becoming more effective in sharing local solutions to challenges, establishing the GPE Journal, sponsoring online conferences on how to write grants and raise funds, etc. GPE has proven to be an efficient venue in promoting our common goals.

In summary, we believe the global academic initiatives at ECU are truly innovative ways of globalizing education, because they are cost-effective and self-sustainable, and can provide international experiences to large groups of college students regardless of socioeconomic level. Traditional student abroad programs are ideal, but usually only affordable to a few. Using video conference technology and other tools like Centra, Wiki, and Mediasite, any country that has 256K bandwidth and a \$400 camera+software can join this global partnership in education. We have learned from our experiences in the last six years and are willing to share them. We now invite all interested universities to learn more about this technology-based model of global education and consider adapting this model on their own campuses.

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Faith, Community, and Overcoming Trauma: The Psychosocial Well-Being of Iraqi Widow Refugees in Jordan

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“How effective are faith-based organizations (FBOs) in helping improve the psychosocial well-being of Iraqi widow refugees?” This was the question I researched in 2011, while serving as a U.S. Fulbright Fellow in Amman, Jordan. In this brief report, I describe the background, method, and findings of this research.

Background

As a result of the war and continued violence in Iraq since 2003, Iraqis have retreated to Jordan to find safety. The United Nations High Commissioner for Refugees (UNHCR) currently estimates there are 449,900 Iraqis in Jordan (UNHCR, 2012). Some of these individuals include widows, women who lost their husbands during the ongoing dispute and turmoil in Iraq. Official statistics on the number of Iraqi widow refugees in Jordan are unavailable; however, personnel I interviewed at organizations assisting Iraqi refugees estimate that widows comprise 10 percent of the Iraqi refugee population. In a highly patriarchal society like the Middle East, these women are marginalized and on the fringes of society because they lack a dominant male figure in their family and are refugees. This makes widows incredibly vulnerable and more susceptible to mental health issues since they have lost their social support, homeland, and community.

Some widows turn to FBOs to cope with the trauma they experience as a refugee and widow. FBOs are organizations that use principles of a faith to guide their activities (Clarke & Jennings, 2008, p. 6). Most Iraqi refugees have limited financial means and cannot afford recreational activities, and there are few parks, social centers, and free community events in Jordan (International Organization for Migration [IOM], 2008, p. 17). FBOs provide free services to refugees and serve as a place where widows can socialize with others, having a positive effect on their psychosocial well-being. Jordan’s 61 psychiatrists, 15 psychologists, and 17 social workers (World Health Organization [WHO], 2011, p. 21) do not have the capacity to assist all individuals who suffer from

mental or emotional problems. In addition, individuals who display mental health problems are stigmatized in the Middle East (IOM, 2008, p. 12). Although there are programs that provide professional psychological intervention for Iraqi refugees, many do not require this type of assistance. Even when a refugee experiences an extreme amount of trauma, normal resilience and strong social support can help an individual cope and overcome (Punamaki, 2000, p. 112; Papadopoulos, 2006, p. 3).

Method

A Fulbright Fellowship to Amman, Jordan sponsored my qualitative research study analyzing the ways faith-based organizations help improve the psychosocial well-being of Iraqi widow refugees. Such Fulbrights are an effective way for students and alumni to apply their classroom learning to international problems (Zoma & Takooshian, 2012, p. 61). Seven widows participated in my research from January to September 2011. Information was gathered through one-on-one and group interviews with the women at FBO offices or the widow’s home. Additionally, I interviewed FBO personnel and observed the widows during their participation in FBO programs.

Findings

My research indicated that involvement in FBO programs had a positive effect on the psychosocial well-being of Iraqi widow refugees. This is due to the social, emotional, material, cognitive, and spiritual assistance these organizations provide. Moreover, the widows stated they were much

more willing to ask for assistance from FBO programs rather than secular organizations. This is in part due to Iraqis’ unfamiliarity with NGOs, since they were nonexistent in Iraq until 2003 (Samad, 2010), and former ties with FBOs and religious communities in Iraq. In addition, all of the women interviewed were part of the middle class in Iraq and not accustomed to receiving aid.

The assistance FBOs provide to Iraqi widow refugees is unique since they emphasize social, emotional, and spiritual support, while also providing

material benefits as well. Although other NGOs in Amman offer social programs to Iraqi refugees, they do not stress an emotional or spiritual aspect. FBO programs, like weekly family Bible study sessions, trips to holy sites, and summer Bible camps, allowed the widows to meet other Iraqi refugees, build friendships, and learn about other organizations that could provide them with assistance. This had a positive effect on their psychosocial well-being because the women felt incorporated into a community. They talked to individu-



Amman, Jordan

als who had similar life experiences, found ways they could cope with their own trauma, and learned how to adapt to their situation. One widow stated, "I like attending the weekly Bible study meetings. It is something to look forward to every week. I walk with my neighbors to these meetings. I feel better after attending Bible study...I like meeting new people and learning new things." This woman's experience shows the ways these programs help improve mental and emotional states, prevent isolation, and bring the community closer together.

An individual's prior religious beliefs and understanding of the world can encourage resiliency and have a positive effect on psychosocial well-being. Religious beliefs and practices can offer avenues for coping with and overcoming trauma (Tedeschi & Calhoun, 1995, p. 107). For example, FBOs I interviewed taught prayers, religious texts, and meditation to Iraqi refugees in a group setting. These religious activities reinforce stability, meaning, and enduring values, which help prevent traumatic events and current situations from disturbing an individual's understanding of the world (Tedeschi & Calhoun, 1995, p. 73). When discussing the weekly Bible study program, one widow said, "I learned how to bear my situation, depend on God, and how to cope. When I am upset, I think about the things I learned in Bible study. When I start to get worried, I start praying, and it relieves me of these pains."

Most of the women involved in this research expressed and showed great improvement over the nine-month period. Involvement in FBO programs improved their emotional and psychological health because they helped the women overcome their traumatic experiences through social support. For example, when I met Sara* during our first interview, she talked about feeling depressed and could not speak without crying. She steadily attended weekly Bible study courses with her family and found out about another FBO from an Iraqi refugee, which helped her find a paid data entry position. When I talked to her in September she said, "When I first came to Jordan, I felt anxious, worried, and nervous... These programs have helped me become independent." Women who benefited from these programs were more likely to get involved in other community organizations and take on leadership roles. This continued activity had a positive effect on the widow's psychosocial well-being and empowered them to think about ways they could help their own family and community adjust, cope, and overcome. For example, one widow I interviewed helps coordinate community events for Iraqi refugees: "I volunteer with an organization and help gather Iraqi families for trips, soccer and volleyball games, and lectures about violence. I prepare everything for soccer and volleyball. I like being involved."

However, some women showed and expressed little improvement in psychological and emotional health over the nine-month period. The FBO programs had little effect on these widows' psychosocial well-being since they had limited family support and displayed possible psychiatric problems. When I first met Maria* she was quiet and despondent. Even though she enjoyed attending weekly Bible study classes and

the summer Bible camp, she still felt alone in her problems. In September she said, "I am an old woman, how will I live the rest of my life? I will pass away before I see my son...I do not talk about how I feel to my son. I do not want him to feel sad." She began receiving professional assistance from an NGO in Amman and spoke about the positive benefits from this program: "I go to group therapy with a psychiatrist and seven to ten other people. Sometimes, I call the psychiatrist to talk with her by myself...I feel comfortable talking."

This research summary offers one perspective on the ways to improve the psychosocial well-being of Iraqi widow refugees. Additional analysis, field work, and research need to be invested on ways organizations can improve the psychosocial well-being of refugees in order for this to be considered as a necessary component of refugee assistance. For example, UNCHR does not see programs that improve the psychosocial well-being of refugees as a top priority, as stated by one of their advisors during Psychology Day at the United Nations on April 19, 2012. Projects that focus on psychosocial well-being are incredibly important because they help refugees: (1) overcome their traumatic experiences, (2) reincorporate back into society, and (3) become less dependent on material benefits.

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Author's Note

*All names have been changed to protect the identities of the women involved in this research.

A Short History of Psychology in Romania - The Myth of Phoenix

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Abstract

This article presents the major founders and contributors who played a role in establishing the foundations and maintaining the field of psychology in Romania. Psychology in Romania has its roots in the very first formal psychological laboratory founded by Wundt in 1879 at the University of Leipzig. After a rapid development in academia and formal research, the field came to a halt in the 1970s, when the Communist party shut it down (almost) completely. This article briefly presents the “new wave” of Romanian psychologists who were able to bring the field up to international standards of research and empirical accomplishments. After two decades of underground survival, the field of psychology in Romania regained its strength and started to make its own mark on the international psychology arena.

Introduction - A Historicist Approach

The ancient Greek historian Herodotus left us an inspiring legend about a mythical bird named Phoenix, which near the end of its life, builds itself a nest, then ignites it. Both nest and bird burn fiercely and are reduced to ashes, from which a new, young and strong Phoenix bird arises, reborn anew to live again. Although only a myth, there are many moments in one's life, or a nation's destiny, that resonate with Herodotus' legend.

The history of Romanian psychology, from its birth in 1893 under one of Wundt's disciples, to its “death” in the 1970s under the Communist regime, and a new rebirth in the 1990s, reiterates the myth with powerful examples of leadership, resilience, and sacrifice. To better capture the *Geist* of Romanian psychology, we will approach it from a historicist perspective, emphasizing the main political, ideological, and cultural factors that played a role in shaping its destiny.

Geographically, Romania is located in southeastern Europe. Historically, Romania was a colony of the Roman Empire, today still keeping alive its Latin heritage in its language, national identity and millennia-old traditions. Given its strategic position amid other nations in Eastern Europe, for centuries Romania was the target of incessant invasions by the Ottoman Empire, who tried to reach and conquer the Western World. While miraculously surviving the unforgiving historical events, Romania also became a mesmerizing blend of Eastern and Western traditions. One can still rediscover this heritage when one walks in some of Romania's historical cities (e.g., Sighisoara, Bran, and Iasi), listens to some Romanian words or tastes some of our traditional cui-

sine. This diversity played a role in how modern history unfolded, and ultimately how Romanian psychology began.

Psychology in Romania was predated by several schools of thought represented by Romanian philosophers and political leaders trained at famous European universities in Paris or Vienna. Many of these thinkers, such as Nicolae Milescu, Dimitrie Cantemir, and Constantin Cantacuzino, established national universities and nurtured intellectual life in the main cultural cities of Romania (i.e., Bucharest, Iasi, Cluj, etc.). Numerous other intellectuals, belonging to noble and rich Romanian families, also went to Western Universities. They returned to Romania and initiated artistic, literary, social, and philosophical movements and maintained Romania's political, scientific, and cultural life. This trend was also true for the science of Psychology.

Psychology In Romania: First Steps

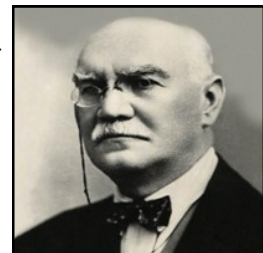
In 1879, Wundt founded the first formal laboratory for psychological research at the University of Leipzig. For decades to come, dozens of students from around the world came to train under Wundt then went back home and opened laboratories. They became the founding pioneers in the new field of psychology. For the purpose of this brief article we will mention only the most prominent figures in Romanian psychology. We hope that a future expansion of the present study will allow us to pay tribute to many more Romanian psychologists who contributed to the growth of this field.

The birth of Psychology in Romania is dated as early as 1893, when E. Gruber, a former student of Wundt, returned to Romania and opened the first laboratory for experimental psychology, at the University of Iasi. He was one of the first psychologists to study synesthesia, or the phenomenon of chromatic hearing. Sadly, his promising career ended unexpectedly in 1896, at age 35.

Not even a decade later, in 1900, two other former students of Wundt, namely C. Radulescu-Motru and F. Stefanescu-Goanga, returned to Romania from Leipzig. Because of their significant work, we will briefly present their life and contributions.

Constantin Rădulescu-Motru (1868-1957)

Between 1890 and 1893 he settled in Germany. After studying for one semester with Carl Stumpf in Munchen, Radulescu-Motru moved to Leipzig. He spent the following three years working in Wundt's laboratory and attending courses in experimental psychology. In parallel, he attended several other classes in Physics, Physiology, Chemistry, Psychiatry, and Mathematics. Influenced by Wilhelm Wundt's theories on introspection, Rădulescu-Motru moved away from Kantian philosophy that affirmed the impossibility of transcending reality as perceived through our senses. Stating that there was, in effect, a unity between person and material na-



ture, Rădulescu-Motru developed his own version of Personalism and proposed that the human being and its personality are the goal of evolution in nature — a theory he called *Energetic Personalism*. Owing to Wundt's *Völkerpsychologie*, Rădulescu-Motru dedicated much of his work to assessing and defining nationalism in the Romanian social context. He received his doctorate in 1893, with a thesis on Immanuel Kant's philosophy (*Zur Entwicklung von Kant's Theorie der Naturkausalität*). Once returned to Romania, Rădulescu-Motru started the first academic course in psychology in 1897. A few years later, in 1906 he opened the Laboratory for Experimental Psychology in Bucharest. However, due to tumultuous political times and war conditions, his lab was underfunded. It started producing significant scientific results only after 1929, when other experimental psychologists such as I. M. Nestor, G. Zapan, G. C. Bontilă, C. Georgiade, and C. Zahirmic, joined him. Rădulescu-Motru is usually granted the merit of encouraging the applied use of psychology in domains such as school, industry, and army. In addition, he organized the first Department of Psychology and encouraged the development of experimental psychology as an independent science, separate from metaphysics or philosophy.

At the same time, in another cultural city of Romania, in Cluj, another student trained in Wundt's laboratory was establishing the true and lasting foundation of Romanian experimental psychology.

Florian Stefanescu Goanga (1881-1958)

Stefanescu Goanga studied psychology in Leipzig, with W. Wundt for five years and defended his dissertation in



1911. His research on the affective tonality of colors has been published and translated for readers in Germany, France, the former U.S.S.R., and the U.S.A. He is also known for having revised, **Florian Stefanescu Goanga** completed, and normed the Stanford-Binet Intelligence Scale for the Romanian population. Goanga took a position as a professor at the University of Cluj, in 1919. Only two years later, in

1921, he opened a laboratory, which later became the first Romanian Institute of Experimental and Applied Psychology at the University of Cluj. This is considered the true launch of Romanian experimental psychology, marking a new and promising period for this science. For the next five years, Goanga invested time, work, and dedication in carefully selecting and training the personnel for this institution. Most of the people were recruited from the talented and motivated students attending the psychology courses. In 1926 the Institute was fully functional and launched the first set of experimental studies. After another two years of efforts, in 1928 the first studies were completed and published. Shortly afterwards, Goanga sent some of his collaborators and students abroad, in order to expand their training under renowned scientists of the time.

Because of the favorable political, economic, and intel-

lectual *Zeitgeist*, the newly established centers of research and academia found a nurturing environment and developed rapidly, however in different empirical directions. For example, in Cluj, which is the main city in the Western region of Romania, also known as Transylvania, the main focus of psychology was experimental and developmental. On the other hand, in the nation's capital, Bucharest, theoretical and clinical psychology was emphasized, while in Iasi they focused on social psychology (Foreman, 1996). Interestingly enough, these "traits" are to some degree still visible today.

The Emergent Age

Between the early 1920s and the 1970s, Romanian psychology knew a period of strong development with several programs of study opening in the major centers of research in all major cities: Iasi, Cluj, and Bucharest. By 1948 the first academic program of study opened in Bucharest, shortly followed by similar programs in Cluj and Iasi. A growing interest in psychology was matched with the publication of the first *Journal of Psychology* in 1955. A year later, in 1956, the first Psychological Institute was inaugurated. Romanian psychology gained momentum and in 1964, the Association of the Romanian Psychologists was founded.

The scope of this paper does not allow for an in-depth review of each of the most notable contributors in Romanian psychology during this period. However, we feel we are morally and spiritually indebted to pay at least the homage of mentioning their names and achievements, which we organized as a time line (see Appendix 1). The period prior to the radical 1970 hiatus, represents a true paradigmatic stage in Romanian psychology.

Following the lead of Rădulescu-Motru and Stefanescu-Goanga, psychology grew rapidly to become a major area of interest in Romania. This was due to a strong desire to continue the experimental legacy established by Wundt and build the credibility and applicability of this science.

Other Significant Contributors To Romanian Psychology

One important contributor was **Mihai Ralea** (1896-1964). He was the founder of the Romanian Psychologists' Association and his scientific interests covered psychology, sociology, esthetics, and the history of universal literature.

Although known as an American psychologist, **David Wechsler** (1896-1981) was born in Romania, in Lespezi, and immigrated with his parents to the United States, where he studied at the City College of New York and Columbia University. He developed well-known intelligence scales, such as the Wechsler Adult Intelligence Scale (WAIS) and the Wechsler Intelligence Scale for Children (WISC).

Gheorghe Zapan (1897-1976) is usually associated with the creation of the first objective measures of personalities. Interestingly enough, Zapan was a former student of Albert Einstein. Another major contributor, also considered the father of a distinct psychology school in Romania, was **Vasile Pavelcu** (1900-1991). He studied at the Sorbonne, put the basis of research in the field of affectivity, and became the chair of the Psychology Department in Iasi, in 1943.

A particular area of research, cybernetics was initiated by **Ștefan Odobleja** (1902–1978). He is credited with putting the basis of this field by publishing in 1938, a book called *Psychologie consonantiste* (published in Paris), where he described many cybernetic principles.

Continuing a growing interest in psychometrics, **Nicolae Margineanu** (1905-1980) is credited with studying many fields of psychology, including psychometrics, but also the psychology of mathematics and science. He maintained strong professional relationships and used to discuss matters of psychology with important psychologists of the 20th century, such as Gordon Allport.

Two other essential contributors from this emerging age of Romanian psychology were **Alexandru Rosca** (1906-1996) and **Paul Popescu-Neveanu** (1921-1994). The former focused on and strengthened the Academia component at the University of Cluj, while the latter is credited with writing the first Romanian “Psychology Dictionary.” For many generations to come, this was a “must have” textbook for all psychology students, including ourselves.

Despite significant achievements, Romanian psychologists rarely published in major professional journals of the time. This was a major obstacle in building the international reputation of Romanian psychology. Moreover, before Romanian psychology had a chance to shift out of the pre-paradigmatic stage (Kuhn, 1996), an unexpected political decision sent the entire field into a spin.

1970-1989 Hiatus

In late 1970s, before Romanian psychology approached maturity, Nicolae Ceausescu, who was the Communist authoritarian president of the country, abolished all Psychology departments and deemed the science as an ideological threat to communism. Many psychologists were considered dissenters and imprisoned. All collaborations with the international scientific community were banned and the word “psychology” was excluded from the official lexicon. This decision cut short all funding and resources and Romanian Psychology suffered a severe ideological setback. Literally overnight, the entire academic and scientific infrastructure was reduced to ashes and forced to go underground for the next two decades. Many professors and scientists were sent to prison, while others were forced to work in factories and in unskilled jobs (i.e., janitors, construction, etc.). Draconian laws were given against anything and anyone related to the field of psychology or religion. Some psychologists were transferred to other academic departments, such as philosophy and educational sciences. One direct consequence of this measure was that many of the late 1990s and early 2000s mid-career psychologists held philosophy rather than psychology degrees. These departments offered a disguised environment in which psychology survived during these ungrateful historical times until the overthrow of the Communist regime in 1989. The promising dawn of a new start for the field of Psychology was emerging at the horizon.

Rebirth of The Phoenix - How Romanian Psychology Reinvented Itself

Shortly after the Romanian anticommunist revolution in December of 1989, the academic psychology programs were slowly reintroduced in all major universities. A thirst for knowledge and rush to “catch-up” with the rest of the Western scientific world became the mission of the first generations of psychologists. In the early 1990s, Romanian psychology knew a period of tumultuous development. Initially uncoordinated and somewhat disoriented, the Romanian psychologists tried first to grasp the current scientific progress and achievements available in the field. Psychology courses were soon accredited by the Ministry of Education and started to be taught at four main state universities: the Alexandru Ioan Cuza University in Iasi, the Babes-Bolyai University in Cluj-Napoca, the University of Bucharest, and the University of the West in Timisoara. Each of the four universities tried to strengthen a specific approach and scientific interest for the field. The University of Cluj initially focused on industrial/organizational psychology, then founded a strong research team in the cognitive-behavioral therapies. This center became the leader in clinical research and set in motion a fundamental paradigmatic shift in the field. On the other hand, the University of Iasi took the lead in research in social psychology and soon earned high national visibility. Lastly, the University of Bucharest maintained a broad focus with research and academic activity in the clinical, industrial/organizational, educational, and social psychology fields (David et al., 2002).

Among the most representative names from the new generation are Mircea Miclea and Daniel David. The former was the Minister of Education and Research between 2004 and 2005 and made significant contributions in the area of cognitive psychology. The latter is rightfully considered one of most influential psychologists of the new wave.

The New Wave

Romanian psychology is continuously evolving and changing as a field. To some degree, it is a reiteration of the early 1900s momentum, but this time at much higher standards. In the past decades, Romanian psychology became more visible though numerous academic and scientific accomplishments, through the work of many researchers and clinicians. We will present briefly only two major contributors to the reborn science of psychology, who emerged from the Cluj-Napoca academic and research center.

Mircea Miclea (1963)

Mircea Miclea is well known to many generations of undergraduate students, partially because of his textbook “Principles of Cognitive Therapy.” Through his academic and political activity, Miclea encouraged the development of new fields of research, such as neuroscience, stress management, artificial intelligence, and psy-



chometrics. In 1996 he became the president of the Romanian Association of Cognitive Sciences, founded the *Brain, Cognition, Behavior Journal* and became a visible international proponent for Romanian psychology. He is still active in research and academia and played a significant political role as the Department of Education and Research Minister from 2004 to 2005. He was also a true “spiritual mentor” for our generation and inspired us through lectures and courses that sparked even more our dedication for the field. He always pushed his students to walk on “less traveled roads,” and we all owe him more than words could ever say.

Daniel David (1972)

Probably the most internationally renowned and cited Romanian psychologist is Daniel David, an inspiring mentor of our generation. He is representative of the new direction Romanian psychology took in the early 2000s, nationwide, but especially in Cluj. David is currently the “Aaron T. Beck” Professor of Clinical Psychology and Psychotherapy at the Babeș-Bolyai University, in Cluj, the same center where Stefanescu-Goanga opened his laboratory in 1921. David holds the position of head of the Department of Clinical Psychology and Psychotherapy of Babeș-Bolyai University and is the vice-president of the Babeș-Bolyai University Council for Research. Daniel David is also an adjunct professor at Mount Sinai School of Medicine. It would take probably several pages to describe his contributions and accomplishments, but we will limit ourselves to only a few of them, in order to stay within the scope of this summary. Daniel David is the only Romanian accepted as a Fellow by the Academy of Cognitive Therapy (USA). He has been awarded the Henry Guze Award for the best clinical research in 2003, by the Society for Clinical and Experimental Hypnosis. Daniel David has founded a therapy school in Romania in collaboration with the Albert Ellis Institute in New York. He was the first to introduce in Romania evidence-based psychodiagnosis/psychotherapy, evolutionary psychology, and genetic counseling and he wrote the first Romanian treatise on cognitive-behavioral psychotherapy (CBT). Today, the newly formed **International Institute for the Advanced Studies of Psychotherapy and Applied Mental Health** is the “spearhead” of the Department of Clinical Psychology and Psychotherapy of Babeș-Bolyai University, at international levels of practice and scientific achievements.

David also pioneered research in the area of robotics and artificial intelligence, which gained worldwide attention. This breakthrough direction translated into the development of the immersive EON I-cube environment for a virtual reality therapy project run by Babeș-Bolyai University. This project combined psychotherapy with virtual reality technology. The recently opened PsyTech-MATRIX Platform is the first



one in Romania and one of the most advanced systems in the world. It is built on a state-of-the-art technology infrastructure combined with significant psychotherapeutic methods. In addition, the full installation of the I-cube interactive 3D system was supplied by EON Reality (the world’s leading company in the field). This is located in a futuristic building called AVALON - Advanced Virtual Application Laboratories of Napocensis. This is a part of the Star-Gate Psy project, funded from a grant awarded by the Romanian National Authority for Research Government.



Through similar projects and initiatives, Babeș-Bolyai University in Cluj-Napoca became one of the most prestigious and influential academic institutions in Romania and Eastern-Central Europe. Although it has been less than a century since the founding fathers first started the field, including the almost 20-year hiatus, Romanian psychology has finally entered its mature phase.

Romanian Psychology - Yesterday, Today and Tomorrow

Being a part of this astonishing beginning and rebirth of the field, makes us even more aware of our responsibility to be true keepers of the legacy we received from our predecessors, starting with Wundt and continuing with Goanga, Pavelcu, Neveanu, Miclea, and David.

Through our scientific work and dedication, we shall contribute to the advancement of Romanian psychology in order to become a valuable member of the International Psychology community.

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Senior Fulbright Specialists Project at the Chinese University of Hong Kong

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I completed a Senior Fulbright Specialists project at the Chinese University of Hong Kong during May/June 2012, as acknowledged by the United States Department of State and the J. William Fulbright Foreign Scholarship Board.

I had the privilege of being a Senior Fulbright Specialist, one of over 400 U.S. faculty and professionals to travel abroad this year. The Fulbright Specialists Program is America's international educational exchange activity sponsored by the U.S. Department of State, providing short-term academic opportunities to prominent U.S. faculty and professionals to support curricular and faculty development and institutional planning at post secondary, academic institutions around the world.

I provided training and research on women's issues and diverse leadership at Chinese University of Hong Kong (CUHK). A highlight of this project included exploring how the Gender Studies program could become the regional leader in gender research and studies, providing an Asian/Chinese cultural perspective. As the only Gender Studies program in Hong Kong, it is strategically positioned to fill a niche for CUHK. With its remarkable history in impacting social change, gender equity, and gender consciousness in Hong Kong, its current global and interdisciplinary focus can influence the economic, political, and social development in Hong Kong today as it faces the challenge of rapid change and growing diversity in its population demographics.

A second highlight was the interviews conducted with women leaders within higher education, government, community services, and corporations in Hong Kong. Their perspective and leadership styles reveal how gender and ethnicity influences the exercise of leadership. These data will provide a comparison with Asian American women leaders, expanding our international perspectives in understanding leadership. I gave several presen-



tations on women and leadership.

Overall, the experience was mutually enriching and enlightening. While I was there as the specialist on women and leadership, and "expert" consulting to the Gender Studies Program, the exchange and benefit between us was mutual. We shared common concerns vis-à-vis women's issues and showed unique differences—illustrative of the importance of diversity within an international context.

What did I learn and offer? It can best be characterized as one of contrasts and commonalities. In the U.S., our attention to diversity derives from the marginalized status of our minority groups, originating from race and ethnicity. Hong Kong, on the other hand, was a British colony until 1999 with the handover to China. While Hong Kong Chinese were the majority in numbers, they were "dominated" by British rule; they now face similar challenges under China's rule. Secondly, the notion of outsider-insider status, which pervades our thinking about diversity in the U.S., and the fate of "minority" or diverse leaders in the U.S., is more ambiguous among Hong Kong leaders. While an outsider within British society in Hong Kong in many ways, Hong Kong Chinese leaders also enjoyed privilege status vis-à-vis other Chinese as they gained access to Western spheres of sociopolitical life in Hong Kong. As they embraced Western democratic values, they also modified them to conform to Asian values in their emphasis.

How does this influence leadership, especially among women leaders in Hong Kong? While the women's movement in Hong Kong, in many ways, mirrored that in the U.S. in its fight for equity, inclusion, and access, for some women, it also meant being an outsider from some of the very cultural styles indigenous to Chinese culture. For other women, it meant confronting a culture and society in which male dominant culture thrived, while striving to maintain their authenticity as women and as Chinese. For me as both an insider

and outsider to Hong Kong society, I could see how some of these dichotomies were taken for granted and invisible, as women leaders sought to make their place where they could not only sit at the table, but be able to define it.

This is mirrored in the changes since the handover of Hong Kong to China. Hong Kong Chinese now struggle with "who are we as Chinese?" Mainland Chinese, many from rural and less developed areas of China, seem like a different

culture from the Hong Kong Chinese who are accustomed to urban life and a cosmopolitan society. This challenges the educational system in Hong Kong, which must now grapple with what should be the language of instruction. If they are to be contemporary and respond to the different dialects spoken by the influx of mainland Chinese students, English may well

be the medium of instruction; at the same time, they run the risk of losing their essence where the Cantonese dialect was the primary dialect in commerce, business, and Hong Kong society. Also challenging is how contemporary issues about gender will reflect global, regional, and local issues in the curriculum (e.g., trafficking of women, violence and harassment against women, women and leadership, work-family balance, population studies, and impact of birth rate).

What was heartening for me was to see women leaders prosper, and stand tall in their pride as females and as Chinese, while being “commanding” in their leadership. They led without compromising their true selves as women or Chinese. Such an exchange was transformational for both me and them as they could envision not being marginalized as leaders, as exceptions, but as leaders in their own right.

You can have such an experience too. You can become a Fulbright Specialist too. However, it is important to note that Fulbright does not list psychology as an area of expertise. If you examine the many expert areas within the Fulbright list, however, you will find areas for which psychologists are eminently qualified. You just have to look in Sociology, Peace and Conflict Resolution, Gender, etc.

Funding Students’ International Activities

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How can psychology students and others best fund their international activities? This might include such diverse activities as study or research abroad, teaching or advocacy.

For the March 2012, meeting of the Eastern Psychological Association, we compiled a simple list of major funding sources for students’ international work to accompany an invited address on “New opportunities in international psychology” (Takooshian, 2012). Based on audience reactions to this handout, we expanded this into a roster of 50 diverse sources and websites that appears below. It should be simple for students and others to quickly peruse this roster of the largest funding sources, for opportunities that best fit their own priorities.

Those who wish to search further for more individualized activities should note three points: (a) **Available**. Though funding is always a challenge, a survey in 2002 concluded “there are scores of good (if scattered) sources for direct funding...if students or their mentors know where to look” (Takooshian, Velayo, & Prohaska, 2002, p. 34). This funding is from three very different sources: government, nonprofit organizations, and private corporations. This naturally includes programs to fund international activities (Spencer, 2005). (b) **Global**. In fact, funding for international activities

has risen sharply since the 1990s, now accounting for 15% of all foundation-grant dollars—largely due to U.S. foundations, “which are ‘going global,’ up from 46% in 1994 to 63% in 2001” (Takooshian, 2012, p. 48). An updated survey in 2010 found that while philanthropy in general has been slowed by a sluggish economy, international funding continues to be strong, compared with domestic funding (Lawrence & Mukai, 2010). (c) **Limited**. Many of the largest international sources (like the Gates Foundation) limit their applicants only to organizations. No individuals can apply. Instead, for individual students and others, we suggest these three resources well-known in the world of philanthropy.

1. Guidestar. <http://www.guidestar.org/> is a free “online database of thousands of nonprofit organizations: their mission, programs, leaders, goals, accomplishments, and needs.” A Guidestar subject index search might check “international” (163,353 hits) or “international psychology” (72 hits).
2. Idealist. <http://www.idealists.org/> is “an interactive site where people and organizations can exchange resources and ideas and locate opportunities and supporters.” An Idealist search might check “international” (34,856 hits) or “international psychology” (666 hits).
3. Foundation Center (FC). <http://foundationcenter.org/collections/> is the single largest path to nongovernment funds. There are three points to note about FC. (a) **Local**. Its massive database of funding sources is free to individuals, but only through 450 “cooperating collections” (libraries and community groups) scattered across the 50 U.S. states and several countries. Individuals can enter their zip code at <http://grantspace.org/Find-Us> to find their nearest FC collection, and go there to spend a day searching the massive FC database online. (b) **Members**. Some schools are paid “members” of FC, so their faculty and students have easier access to FC services, including a consultant who can help guide their searches. (c) **Guide**. FC publishes its own hard copy *Guide to funding for international and foreign programs*. The Eleventh edition appeared in 2012: 904 pages describing 11,453 grants (totaling \$4.1 billion) made by 2,232 programs offered by 1,313 foundations. Though this volume is costly (\$125) and hard to find, the hard copy or online Guide can be searched at any FC collection.

Whether students seek funding through a simple or more complex search, they will find increasing sources to encourage their international activities. The APA International Division welcomes involvement in its Student Committee, where students can compare notes on funding of their global experiences, www.internationalpsychology.net.

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Table 1

50 Sources of Individual Funding for International and Related Activities

American Psychological Association www.apa.org/about/awards/index.aspx	Fulbright Program for US Faculty/Professionals http://www.cies.org/
American Psychological Foundation www.apa.org/apf/funding/index.aspx	UK Fulbright Commission www.fulbright.co.uk/
American-Scandinavian Foundation www.amscan.org/study_scandinavia_details.html	Gates-Cambridge Scholarship www.gatesscholar.org/about/
Beineke Scholarship http://foundationcenter.org/grantmaker/beinecke/	German Chancellor Fellowship for Prospective Leaders www.humboldt-foundation.de/web/german-chancellor-fellowship.html
Benjamin A. Gilman Scholarship www.iie.org/en/Programs/Gilman-Scholarship-Program	Gilliam Fellowships for Advanced Study www.hhmi.org/grants/individuals/gilliam.html
Boren Fellowship http://borenawards.org/boren_fellowship	Barry M. Goldwater Scholarship www.act.org/goldwater/
Boren Scholarship www.borenawards.org/boren_scholarship	Pamela Harriman Foreign Service Fellowships www.wm.edu/sites/harriman/?svi=web
Capital Cities Fellows Program http://dchr.dc.gov/dcop/cwp/view.A.1222.Q.530470.asp	IIPP Fellowship Program www.uncfsp.org/cms/default.aspx?page=program.view&areaid=2&contentid=174&typeid=iipp
Carnegie Endowment Junior Fellows Program www.carnegieendowment.org/about/index.cfm?fa=jrFellows	IREX, International Research & Exchange Board http://www.irex.org/apply
Catholic Relief Services (CRS) International Development Fellows Program http://crs.org/about/careers/fellowships/	Jacob K. Javits Fellowship Program http://www2.ed.gov/programs/jacobjavits/index.html
City Hall Fellows www.cityhallfellows.org/	Lilly Graduate Fellows Program www.lillyfellows.org/GraduateFellowsProgram.aspx
Coro Fellows Program www.coro.org/site/c.geJNUIOzErH/b.4667963/k.725D/Coro_Fellows_Program.htm	Luce Scholars Program www.hluce.org/lsprogram.aspx
Critical Language Scholarship Program http://www.clscholarship.org/	James Madison Graduate Fellowship www.jamesmadison.com/
DAAD North America www.daad.org/	Marshall Scholarship www.marshallscholarship.org/about/who_we_are
Defense Intelligence Agency Student Programs www.dia.mil/careers/students/	George Mitchell Scholarship Program www.us-irelandalliance.org/content/3/en/George%20Mitchell%20Scholarship%20Program%20%7C%20US-Ireland%20Alliance.html
Department of Homeland Security (DHS) Undergraduate Scholarship Program www.orau.gov/dhsed/index.html	Merage Foundation for the American Dream www.meragefoundations.com/mfad_fellows.html
EMDAP www.iie.org/en/Programs/EMDAP	National Science Foundation Graduate Research Fellowship Program www.nsfgrfp.org/
Fulbright Program for US Students http://us.fulbrightonline.org/home.html	New York City Urban Fellows Program www.nyc.gov/html/dcas/html/employment/urbanfellows.shtml
	Open Society Foundations www.soros.org/grants/
	Thomas R. Pickering Foreign Affairs Fellowship www.woodrow.org/higher-education-fellowships/foreign_affairs/pickering_undergrad/index.php
	Thomas R. Pickering Graduate Foreign Affairs Fellowship www.woodrow.org/higher-education-fellowships/foreign_affairs/pickering_grad/index.php
	Psi Chi, the International Honor Society in Psychology www.psichi.org/Awards/
	Charles B. Rangel International Affairs Program www.rangelprogram.org/index.cfm?ses=sion.areasid=2&contentid=672&typeid=CBRIAP92223

Rhodes Scholarship

www.rhodes scholar.org/

Saint Andrews Society of the State of New York
Scholarship Program

www.standrewsny.org/standrews/content/scholarship-program

Social Science Research Council

www.ssrc.org/fellowships/all/

SPSSI, Society for Psychological Study of Social Issues

[www.spssi.org/index.cfm?
fuseaction=Page.viewPage&pageId=482](http://www.spssi.org/index.cfm?fuseaction=Page.viewPage&pageId=482)

Paul & Daisy Soros Fellowships for New Americans

www.pdsoros.org/

Harry S. Truman Scholarship Foundation

<http://truman.gov/>

Morris K. Udall Scholarship

[www.udall.gov/OurPrograms/MKUScholarship/
MKUScholarship.aspx](http://www.udall.gov/OurPrograms/MKUScholarship/MKUScholarship.aspx)

USAID, Agency for International Development

[www.usaid.gov/work-usaid/get-grant-or-contract/
opportunities-funding](http://www.usaid.gov/work-usaid/get-grant-or-contract/opportunities-funding)

Elie Wiesel Prize in Ethics Essay Contest

www.eliewiesel foundation.org/prizeinethics.aspx

can culture and behavior;

- recognize and honor distinguished Italian American and Italian psychologists.

Although less than 10 years old, the participation of the IAPA at the APA convention strives to increase its participation in the promotion of the organization with all psychologists in general and those of Division 52 in particular. In this article, I describe some of the many ways the IAPA participated in the 2012 APA Convention in Orlando.

IAPA/APA Dinner:

“We Came, We Ate, We Had a Great Time”

For me, as well the feedback and comments I continue to hear from IAPA members, a highlight of the APA meeting is the Annual IAPA/APA Dinner. This year, the 2012 IAPA/APA Dinner was held at Fratelli’s Italian Restaurant on Wednesday, August 1, 2012. Fratelli’s is a family owned-and-operated restaurant located next to the Courthouse in the heart of Downtown Orlando. Given the restaurant’s central location and solid reputation for serving classic Italian food at great prices, Fratelli’s is the “go-to-place” for the locals for lunch, dinner, and family celebrations and the out-of-towners wishing to avoid the national chain restaurants while seeking a unique and comfortable casual dining experience. As Julian Fratelli said to me while we were planning the event, “When folks come here, we make them feel like family.” To make us feel like family, Julian reorganized the tables in the restaurant so that we could enjoy family style seating, order from the entire menu at regular prices, and pay by separate checks. As someone who has organized many social gatherings for large groups, it does not get more “family friendly” than this, believe me. Finally, consistent with the “family theme” of the event, and just like the family-owned Italian restaurants most of the older IAPA members remember going to as kids on those special and rare occasions when we actually did go out to dinner, those working at the restaurant that evening included Julian Fratelli, the owner, Julian’s wife and her sister, and a longtime friend of the family in the kitchen.



Psychology Italian Style: The Traditions and Activities of the Italian American Psychology Assembly at the 2012 APA Convention

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2011-2012 President,

Italian American Psychology Assembly

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Benvenuto ai Miei Amici (Welcome My Friends): Some Words of Introduction

The Italian American Psychology Assembly (IAPA) is a professional organization of psychologists and other educators founded in 2005 that seeks to:

- develop a resource network that links Italian American and Italian psychologists;
- foster cooperative teaching and research on Italian and Italian American culture and behavior;
- learn more about Italian and Italian American history, culture, and society;
- promote an understanding of Italian and Italian American



IAPA members and their guests enjoying the outstanding food at the IAPA/APA Dinner. Is your mouth watering yet?

We Ate. We Talked. And Ate and Talked Some More—We're Italians

In addition to the wonderful food and old-school family atmosphere, another characteristic feature of the IAPA/APA Dinner is, without question, the fellowship and conversations that are always a big part of any gathering of IAPA members. We start with general introductions that include, as you would expect, standard information about professional affiliations and academic interests. However, what always happens, right after the professional information, each person begins to share personal information about their Italian roots and special memories that include childhood experiences of growing up in an Italian family that had a significant impact on their decision to become a psychologist and/or memorial experience when traveling to Italy to explore their family heritage. While there are always so many wonderful and heartfelt stories shared at these dinners, a highlight at this year's dinner was when IAPA member and former APA President Joe Matarazzo regaled us with some travel stories of he and his wife Ruth having a discussion with the actress Judy Garland about her fight with severe depression and an impromptu lunch meeting in Italy with the legendary gangster Lucky Luciano! As I have always told individuals who have not had the wonderful opportunity to attend these IAPA/APA dinners, "The only thing that exceeds the food at these dinners will be the stories you will hear being told by our members." So, if you ever have the opportunity to attend an IAPA/APA Dinner, take it. I guarantee you will not regret it.



Always on the go are Ruth and Joe Matarazzo.

Adding Some Local Flavor to the IAPA/APA Dinner

In addition to trying to seek out local, family-owned Italian restaurants, we always try to have a speaker to make an informal presentation about the Italian heritage and activities of Italian organizations in the area. To add some local Italian flavor to the 2012 IAPA/APA Dinner, we had the delightful experience of having as our featured speaker local resident Rose Marie Boniello. Consistent with the principal objective of the IAPA, Rose Marie Boniello talked about her efforts throughout Florida to preserve the Italian culture and inspire young people to embrace their Italian heritage. As a reflection of these efforts, Rose Marie Boniello is the current president of the Deltona Sons and Daughters of Italy Lodge #2441 of Deltona, Florida, state president emeritus of the Grand Lodge of Florida Sons of Italy, and editor of



(l to r) John G. and Rose Marie Boniello, IAPA President Bernardo Carducci, and Alice Russell embrace at the IAPA/APA Dinner. Now "That's Amore."

the highly successful *Preserving Our Italian Heritage* cookbook, which has sold over 100,000 copies worldwide! Sales of the book are used to raise funds to support the Grand Lodge of Florida. According to Rose Marie, "*Preserving Our Italian Heritage* is more than just a cookbook. It is a collection of recipes from the hearts and minds of our forefathers, many handed down from generation to generation and written down for the very first time in this book." As a special favor to the IAPA members, Rose Marie took the time to share with us the history of some of the family recipes included in the cookbook while signing copies of the cookbook for those IAPA members who purchased one at a special discounted price. In fact, most of those who purchased books bought more than one copy to give as special gifts. And if all of this was not enough, Rose Marie also brought a few baskets of homemade *biscotti* and *pizzelle*, a traditional waffle cookie seasoned with anise, she made herself to share with us at the event. Talk about hospitality, "Now, that's Italian!"

By the time the evening was over Rose Marie, John, and Alice were presented with their IAPA badge plates and made "Honorary Members" of the IAPA. As an expression of her appreciation, Rose Marie said, "The next time you folks meet in Orlando, all of you are invited to the Lodge to enjoy a homemade spaghetti dinner and play some bocce with our members." My response was, "Game on!"

From the Convention Center to Convention Program: The Italians Were Everywhere!

It is tempting to think that all IAPA members do at the APA meetings is get together to eat, talk, and have fun. I am here to say that, while there is some truth to that assumption, we are also active as individuals and an organization in a variety of ways, as described below.

Showing Our Colors at the 2012 APA: The Wearing of the IAPA Badge Plate

For the second year in a row, IAPA members attending the APA meeting were encouraged to wear the IAPA badge plate on their APA Convention badge to help promote the organization. As an accurate reflection of the organization's name and the shared heritage of our members, the green, white, and red colors on the left portion of the badge plate represent the colors of the Italian flag while the red, white, and blue colors on the right portion of the badge plate represent the color of the American flag. Once again, many IAPA members shared stories of other attendees at the convention approaching them after seeing the name of the organization on the badge plate seeking information about the IAPA and requesting an IAPA badge plate so that they, too,

could show the pride they have in their own Italian heritage and/or that of a spouse, significant other, or friend. A common theme in these serendipitous exchanges included expressing surprise at the existence of the IAPA and then the individuals sharing stories of growing up in an Italian household, which almost always included recollections of big family dinners, and/or trips to Italy. Anyone interested in receiving a sheet of IAPA badge plates free of charge for themselves and/or to share with others while attending other professional meetings is encouraged to contact me at bcarducc@ius.edu. When doing so, please include the phrase "IAPA Badge Plates" in the subject line of the e-mail message.



The colorful IAPA badge plate was a familiar sight at the 2012 APA Convention.

IAPA's First Official Event with Division 52: "... I Think This is the Beginning of a Beautiful Friendship."

A significant event at this year's APA convention was the IAPA's first official cosponsored activity with Division 52. This event occurred on Saturday morning, August 4th from 9:00 a.m. to 10:00 a.m. when the IAPA hosted an open meeting and social hour in the Hospitality Suite of Division 52. Once again, many of the topics of discussion during this time in the hospitality suite followed a very similar conversational pattern reflecting the overall theme of the event. More specifically, at this event, IAPA members had the opportunity to meet and greet other members of Division 52 to discuss the nature and activities of the IAPA and their individual areas of academic and research interest. As you might expect, the topic of conversation then moved on to all those in attendance sharing stories of growing up in or near an Italian neighborhood, having Italian friends and colleagues, and trips to Italy. Also helping to make the atmosphere in the suite relaxed and comfortable was Yuki Shig, who served as the Division 52 representative during the IAPA's hospitality hour. As an expression of appreciation for his efforts to make the IAPA's time in the hospitality suite a success, Yuki was presented with an IAPA badge plate and made an "Honorary Italian." To Yuki, the IAPA says, "Grazie."



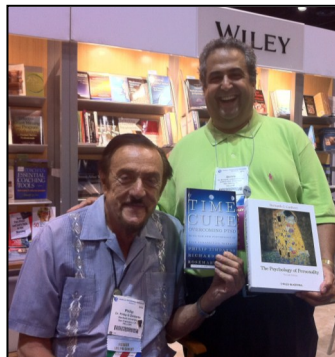
Yuki Shig is all smiles while wearing his IAPA badge plate.

The IAPA would also like to express its gratitude to Dr. Robyn Kurasaki, Co-Coordinator of the Division 52 Hospitality Suite, for working so closely with me in the planning of this event. Before the conclusion of the event, Robyn, who will be helping to coordinate the programming activities in the suite again next year, and I began discussing ideas for cosponsoring a social hour at the 2013 APA meeting in

Hawaii. While reflecting on the success of this initial event and talking with Robyn about cosponsoring future activities in the Division 52 Hospitality Suite, I was reminded of Humphrey Bogart's famous line from the movie *Casablanca*, "..., I think this is the beginning of a beautiful friendship."

IAPA Members at the Convention Center: Mixing and Mingling in All the Right Places

IAPA members made their presence known in the exhibit hall and social receptions in their efforts to raise the visibility of the IAPA and its activities while also having a fun time.



IAPA members Philip Zimbardo and Bernardo Carducci appear at the John Wiley Publishers booth prior to their "Meet the Author" sessions.

IAPA member Vito Tumino, from Como, Italy, talked to many groups of individuals throughout the convention about the Italian Network of Psychologists' Associations efforts to present the 2015 European Congress of Psychology in Milan.



IAPA members (l to r) Vito Tumino, Giuseppe Costantino, and Bernardo Carducci at the APA Reception for International Visitors. Their colorful IAPA badge plates served as wonderful icebreakers for starting conversations with psychologists from around the world.

**IAPA Members on the APA Convention Program:
Demonstrating Variety IS the
Spice of Life...And Psychology**

The Italians have long been known for the diversity of spices they use when creating some of the world's most tasty and favorite foods. Well, this same approach to the value of diversity is taken by the IAPA members when participating in the APA convention. In addition to the variety of wonderful spices used to create the great-tasting food we ate at the IAPA/APA Dinner, another of our traditions is to provide a summary of all the different the IAPA members listed as participants in the APA Convention Program. Their names and the titles of their presentations are listed below in the summary titled "Participation by IAPA Members in the 2012 Annual Convention of the American Psychological Association." One purpose for assembling this list is to help those IAPA members attending the conference to locate easily when and where such participation takes places so as to facilitate their attendance at these presentations as a means of fostering social support. Another reason for assembling this list is to be able to share with all IAPA members, especially those not able to attend the convention, the wide range of topics being addressed by IAPA members as a means of stimulating collaborative research and networking opportunities. Finally this list serves as a sense of pride for all IAPA members by documenting the diversity of ideas and interests and extensive involvement of IAPA members in a wide range of different divisions of the APA. To this point, IAPA members participated in programming with primary sponsorship by 19 different APA divisions (Divisions 1, 2, 8, 9, 14, 16, 17, 18, 26, 30, 32, 35, 36, 37, 42, 45, 52, 53, and 55), secondary cosponsorship by 17 different APA divisions (Divisions 3, 5, 6, 12, 19, 22, 24, 25, 27, 29, 31, 38, 39, 48, 49, 51, and 56), and the following APA-recognized groups and organizations: APAGS, APA Invited Address, APA Committee for the Advancement of Professional Practice, APA Committee on Psychology Teachers at Community Colleges, APA Continuing Education Committee, APA Teachers of Psychology in Secondary Schools, and Psi Chi.

Once again, this shows that for the Italians variety is a key ingredient in when preparing wonderful food, when living an interesting life, and, as you can see, when doing psychology Italian style at the APA convention! In closing I say, "Arrivederci. I look forward to more interactions with Division 52 members at the 2013 APA Convention in Hawaii. *A presto* (See you soon).



**Italian American Psychology Assembly (IAPA)
Founded August 24, 2005**

**Participation by IAPA Members in the 2012
American Psychological Association
Annual Convention
Orlando, Florida August 2-5, 2012**

(Note: Only IAPA member names are included here as Authors, Chairs, Discussants, Participants, and Co-Authors)

Thursday, August 2nd

10:00AM - 11:50AM
Convention Center, Room W110B, Level I

Raymond A. DiGiuseppe, Ph.D., Co-Author - *Cognitions and Emotional Distress: Testing the REBT and CBT Models From a Cross-Cultural Perspective*

Session ID: 1111 - Symposium, Divisions: 42, 12, 17, 24, 29, 31, 55

12:00PM - 12:50PM
Convention Center, West Hall A4-B3, Level II

Linda C. Caterino, Ph.D., Participant/1st Author & **Jack A. Naglieri, Ph.D.**, Participant - *Giftedness and Social Skills*

Session ID: 1162 - Poster Session, Division: 16

1:00PM - 1:50PM
Convention Center, West Hall A4-B3, Level II

Sandra Lee, Ph.D., Co-Author - *Ethical Considerations and Boundary Issues Raised by Technology*

Session ID: 1204 - Poster Session, Division: 17

1:00PM - 2:50PM
Convention Center, Room W105B, Level I

Patrick H. DeLeon, Ph.D., J.D., Discussant - *Prescriptive Authority - Critical to the Future of Psychology As a Viable Health Care Profession*

Session ID: 1235 - Symposium, Divisions: 55, 18, 12, 17, 22, 38

1:00PM - 2:50PM
Convention Center, Room W105B, Level I

Raymond A. Folen, Ph.D., Chair and Participant - *Is the Sky Really Falling or Is It Just My Imagination?*

Session ID: 1235 - Symposium, Divisions: 55, 18, 12, 17, 22, 38

1:00PM - 2:50PM
Convention Center, Room W105B, Level I

Stephen A. Ragusea, Psy.D., Participant - *Expanding Our Roles: Where We Are Successful, and Where We Are Not?*

Session ID: 1235 - Symposium, Divisions: 55, 18, 12, 17, 22, 38

Friday, August 3rd

8:00AM - 3:50PM
Hilton Orlando Hotel, Lake Eola Room B, Lobby Level

Jack A. Naglieri, Ph.D., Co-Leader - *Continuing Education Workshop #136: The Assessment of Autism Spectrum Disorders in Children and Adolescents*

Session ID: 2058 - Workshop, Group: APA Continuing Education Committee

9:00AM - 9:50AM
Convention Center, Room W307A, Level III

Andrea L. Dottolo, Ph.D., Participant/1st Author - *Surveying Obstacles to Education in Research Methods at a State University*

Session ID: 2060 - Symposium, Divisions/Groups: 2, 49, APA Committee on Psychology Teachers at Community Colleges, APA Teachers of Psychology in Secondary Schools, APAGS

9:00AM - 9:50AM
Convention Center, Room W304A, Level III

Anthony Scioli, Ph.D., Participant/1st Author - *Empirical Support for a Whole-Brain Intervention to Instill Hope*

Session ID: 2074 - Paper Session, Divisions: 30, 55, 56

9:00AM - 10:50AM
Convention Center, Room W102B, Level I

Jeff Matranga, Ph.D., Participant/1st Author - *Integrated Primary Care - Multifactorial Perspectives on Psychopharmacotherapy*

Session ID: 2097 - Symposium, Divisions: 55, 17, 22, 38

10:00AM - 11:50AM
Convention Center, Room W311G, Level III

Anne E. Pidano, Ph.D., Participant/1st Author - *Models and Policy Promoting Pediatric Primary Care*

Session ID: 2137 - Invited Symposium, Divisions: 37, 12, 17, 18, 19, 27, 51, 53, 55

10:00AM - 11:50AM
Convention Center, Room W207A, Level II

John Piacentini, Ph.D., Participant/1st Author - *Evidence-Based Treatment of Pediatric OCD*

Session ID: 2146 - Symposium, Division: 53

11:00AM - 11:50AM
Convention Center, Room W309A, Level III

Patrick H. DeLeon, Ph.D., J.D., Participant/1st Author - *Senior Scholar Roundtable - Influencing Policy: What Works/What Doesn't*

Session ID: 2155 - Discussion, Divisions: 9, 3

12:00PM - 12:50PM
Convention Center, West Hall A4-B3, Level II

Bernardo J. Carducci, Ph.D., Participant/1st Author - *Evaluation of a 5-Week, Skills-Focused, Career-Development Course for Psychology Majors*

Session ID: 2186 - Poster Session, Division: 2

12:00PM - 12:50PM
Convention Center, West Hall A4-B3, Level II

Sara C. Haden, Ph.D., Co-Author - *Familial Support, Self-Concealment, and Psychological Distress in Stigmatized Women*

Session ID: 2190 - Poster Session, Division: 35

1:00PM - 1:50PM

Convention Center, West Hall A4-B3, Level II

Bernardo J. Carducci, Ph.D., Co-Author - *Getting Your Mind Right: Positive Mental Control as a Happiness Enhancement Strategy*

Session ID: 2218 - Poster Session, Division: 8

1:00PM - 1:50PM

Convention Center, West Hall A4-B3, Level II

Joseph G. Ponterotto, Ph.D., Co-Author - *Influential Scholars in Multicultural Counseling Training and Research*

Session ID: 2222 - Poster Session, Division: 45

4:00 PM - 4:50 PM

Convention Center, West Hall A4-B3, Level II

Bernardo J. Carducci, Ph.D., Co-Author - *Promoting the Ideas of Division 1 Through a Skills-Based Careers in Psychology Course at a Community College*

Session ID: 2304 - Poster Session, Division: 1

4:00PM - 4:50PM

Convention Center, West Hall A4-B3, Level II

Sandra Lee, Ph.D., Co-Author - *Psychological Interactions and Social Media: Ethical Implications of Digital Disclosure*

Session ID: 2304 - Poster Session, Division: 1

4:00PM - 4:50PM

Convention Center, West Hall A4-B3, Level II

Sandra Lee, Ph.D., Co-Author - *Therapist Self-Disclosure: An Ethical Gray Area*

Session ID: 2304 - Poster Session, Division: 1

4:00PM - 4:50PM

Convention Center, West Hall A4-B3, Level II

Raymond A. DiGiuseppe, Ph.D., Co-Author - *Cognitions and Emotional Distress: Testing the REBT and CBT Models From a Cross-Cultural Perspective*

Session ID: 2330 - Poster Session, Division: 52

Saturday, August 4th

9:00AM - 10:00AM

Hilton Hotel Orlando, Div. 52 - International Psychology Hospitality Suite

IAPA, Host Organization - *Italian American Psychology Assembly (IAPA) Open Meeting and Social Hour*

Special Note: All IAPA members and their guests are encouraged to stop by this informal gathering.

11:00AM - 11:50AM

Convention Center, West Hall A4-B3, Level II

Joseph G. Ponterotto, Ph.D., Co-Author - *Multicultural Personality Inventory: Development and Psychometric Assessment*

Session ID: 3154 - Poster Session, Division: 17

11:00AM - 12:50PM

Convention Center, Room W312C, Level III

Wade Pickren, Ph.D., Participant/1st Author - *Golden Thread of Humanism in Psychology*

Session ID: 3179 - Symposium, Divisions/Groups: 32, 1, 2, 5, 6, 24, 26, 39, 48, APAGS, Psi Chi

12:00PM - 12:50PM

Convention Center, West Hall A4-B3, Level II

Anthony Scioli, Ph.D., Participant/1st Author - *American and Kuwaiti Validation of a Comprehensive Measure of Hope*

Session ID: 3202 - Poster Session, Divisions: 36, 55

1:00PM - 1:50PM

Convention Center, Room W108A, Level I

Ronald Riggio, Ph.D., Participant/1st Author - *Student Assessment Centers for Selection and Outcomes Assessment*

Session ID: 3234 - Symposium, Division: 14

1:00PM - 1:50PM

Convention Center, West Hall A4-B3, Level II

Bernardo J. Carducci, Ph.D. Participant/1st Author & **Piero Bocchiaro, Ph.D.**, Participant - *Dove Si Trova la Timidezza un Problema: Where Shy Sicilians Students Say Their Shyness Is a Problem*

Session ID: 3254 - Poster Session, Division: 52

1:00PM - 1:50PM

Convention Center, West Hall A4-B3, Level II

Giuseppe Costantino, Ph.D., Participant/1st Author, **Dominick Fortugno, Ph.D.**, & **Louis Primavera, Ph.D.**, Participants - *Validation of Narrative Personality Assessment Test: The Jewish Temas*

Session ID: 3254 - Poster Session, Division: 52

1:00PM - 1:50PM

Convention Center, West Hall A4-B3, Level II

Giuseppe Costantino, Ph.D., Participant/1st Author & **Dominick Fortugno, Ph.D.**, **Louis Primavera, Ph.D.**, & **Elsa Cardalda, Ph.D.**, Participants - *BMI Study With Hispanic/Latino Children: Healthy Body/Healthy Mind*

Session ID: 3254 - Poster Session, Division: 52

2:00PM - 3:50PM

Convention Center, Room W304B, Level III

Raymond A. Folen, Ph.D., Participant - *Primary Care Integration in a Department of Defense Setting*

Session ID: 3298 - Symposium, Group: APA Committee for the Advancement of Professional Practice

6:30PM - 7:30PM

Convention Center, Valencia Ballroom B and C, Level IV

Philip G. Zimbardo, Ph.D., Presenter - *The Anatomy of a TED Talk*

Session ID: 3399 - Invited Address, Group: APA

Sunday, August 5th

8:00AM - 9:50AM

Convention Center, Room W103B, Level I

Patrick H. DeLeon, Ph.D., J.D., Participant/1st Author - *Professional Psychology's Future for Better or Worse*

Session ID: 4017 - Symposium, Divisions: 18, 55

10:00AM - 10:50AM

Convention Center, Room W101A, Level I

Wade Pickren, Ph.D., Chair - *New Fellows Addresses: Historical Reflections on Behaviorism*

Session ID: 4091 - Fellows Address, Divisions: 26, 25

11:00AM - 11:50AM

Convention Center, West Hall A4-B3, Level II

Jack A. Naglieri, Ph.D., Participant/1st Author - *Development and Standardization of the Comprehensive Executive Function Inventory*

Session ID: 4135 - Poster Session, Division: 53

1:00PM - 1:50PM

Convention Center, Room W303A, Level III

Wade Pickren, Ph.D., Discussant - *History and Undergraduate Psychology---Integrating the Past in the Contemporary Curriculum*

Session ID: 4161 - Symposium, Divisions: 26, 2

Author's Note

Bernardo J. Carducci, Ph.D., is a fellow of Division 52, Professor of Psychology and Director of the Shyness Research Institute (www.ius.edu/shyness) at Indiana University Southeast in New Albany, IN, which is located just across the Ohio River from Louisville, KY. He can be reached by e-mail at bcarducc@ius.edu for more information about membership in the Italian American Psychology Assembly.

Visit to Cuba

Bernardo J. Carducci, Ph.D.
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Bernardo Carducci poses with the tour's guide outside of an Italian restaurant located in a section of Old Havana. Carducci toured throughout Cuba for almost three weeks with a group of students in a political science class and their professor.



Sporting his 'Festa Italia' T-shirt, Bernardo displays a pizza he ordered at another Italian restaurant located in a section of Central Havana. Carducci notes, "I actually did eat a lot of great Cuban food, but I just had to try a Cuban-made pizza. My favorite meal in Cuba was a dish of fresh octopus cooked in its own ink and served with black beans and rice and fried plantains."



After hiking in the Sierra Maestra Mountain Range in Santiago de Cuba, Carducci "rests" at the medical hut in the basecamp where Che Guevara also served as a field doctor during the Cuban Revolution. "I really could have used Che's medical services at that time," said Carducci.

Toward a Global Psychology

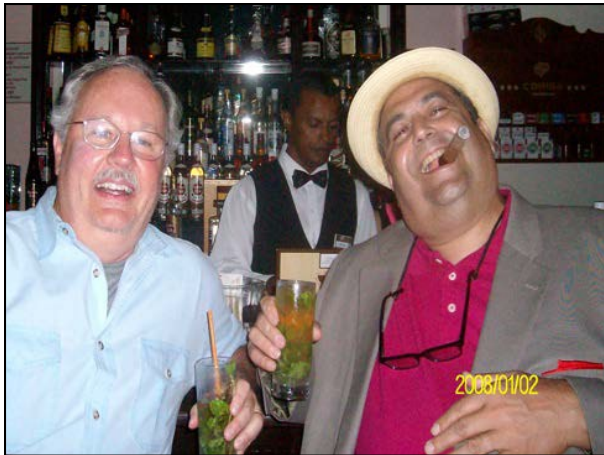
Jennifer Lancaster
Institute for International and Cross-Cultural
Psychology, St. Francis College
jlancaster@sfc.edu

"People can only live fully by helping others to live.
When you give life to friends you truly live.
Cultures can only realize their further richness by
honoring other traditions. And only by respecting
natural life can humanity continue to exist."

– Daisaku Ikeda

On April 12-14th, 2012, premier faculty from various institutions gathered at St. Francis College in Brooklyn (New York City) for a conference aptly titled *Toward a Global Psychology*. The event was sponsored by the Institute for International and Cross-Cultural Psychology and hosted by Uwe P. Gielen. Conference program chairs Jennifer Lancaster and Marisa Cohen of St. Francis College welcomed scholars from near and far to discuss current research, trends and ideas in the areas of international and cross-cultural psychology.

Division 52 Past-President **Michael J. Stevens** (Illinois State University-Normal) began the conference with a keynote address entitled "*What terrorists really want and why they fail.*" Two other keynotes were delivered, one by **Georg**



Carducci and Cliff Staten, Professor of Political Science and instructor of the class touring Cuba, sitting at the world-famous bar at the Hotel Nacional de Cuba while enjoying "the best mojito in Havana," according to the bartender right after he made it for them.

Lind (University of Konstanz, Germany) and **Deborah Best** of Wake Forest University. Dr. Lind delivered an address entitled “*On moral competence research and global democracy*” while Dr. Best discussed “*Cross-cultural views of gender in a changing world.*”

Other featured speakers included **Janet Sigal** (APA representative to the United Nations) who discussed the role of psychology at the UN, along with colleagues **Richard Velayo**, **Florence Denmark**, and **Martin Butler** of Pace University. In addition, **Dinesh Sharma**, author of “*Barack Obama in Hawaii and Indonesia: The making of a global president*” presented with **Arturo Munoz** of RAND Corp. which featured discussions of “*The great game*” in *Afghanistan* as well as with **Giriswar Misra** on the psychology of India.

Judy Kuriansky from Teachers College, Columbia University and **Uwe P. Gielen** of St. Francis College presented the DVD which they have collaborated on over the past several years titled “*International psychology: What students need to know.*” This video, sponsored by Division 52, gives students insight into the research and other opportunities available in the area. The video, viewed by undergraduate and graduate students from several institutions was well received and was followed by a question and answer period. One student remarked, “I had no idea there were so many career opportunities in international psychology; I am more interested now that I know more about it.” One of the goals of Division 52 has been to spread the word about international psychology to new generations of psychologists – mission accomplished.

Longtime international psychology supporter and schol-

ar, **Florence L. Denmark** (Pace University) served as a discussant on a panel entitled “*Psi Chi goes global: Prospects and problems*” which also featured **John Hogan** (St. John’s University), **Harold Takooshian** (Fordham University), and **Ivana Petrovic** (Belgrade). Presenters highlighted the history of the psychology honor society, the role of Psi Chi in universities abroad, and future plans for the organization as it adapts to the ever-increasing globalization of the field.

International and cross-cultural psychology was also discussed in terms of the practice of psychology, internationalizing the psychology curriculum, and issues in marginalized and stigmatized groups. Panelists presented research on psychiatry in Moldova, HIV testing in the US Virgin Islands, international perspectives on LGBTQI psychology, Syrian refugees, human trafficking, child soldiers, Chinese-American youth studies, counseling implementations in Turkey, bullying in Cyprus, school psychology in Vietnam, and academic integrity in the United Arab Emirates, among many others.

Friday evening was highlighted with an interview with Uwe P. Gielen, followed by the St. Francis College Psi Chi inductions and celebration of the 35th anniversary of the chapter. St. Francis graduates **Melba Mathurin**, **Oraine Ramoo**, **Jonathan Palumbo**, **Angelica Terepka**, and **Christina Turcoane** also presented as part of the conference and highlighted their ongoing work in the field.

The information exchange and dialogue of the two-day affair will likely lead to a book edited by **Jennifer Lancaster** and **Marisa Cohen** and include chapters from some of the conference speakers as well as others. Details of the publication are still being solidified.

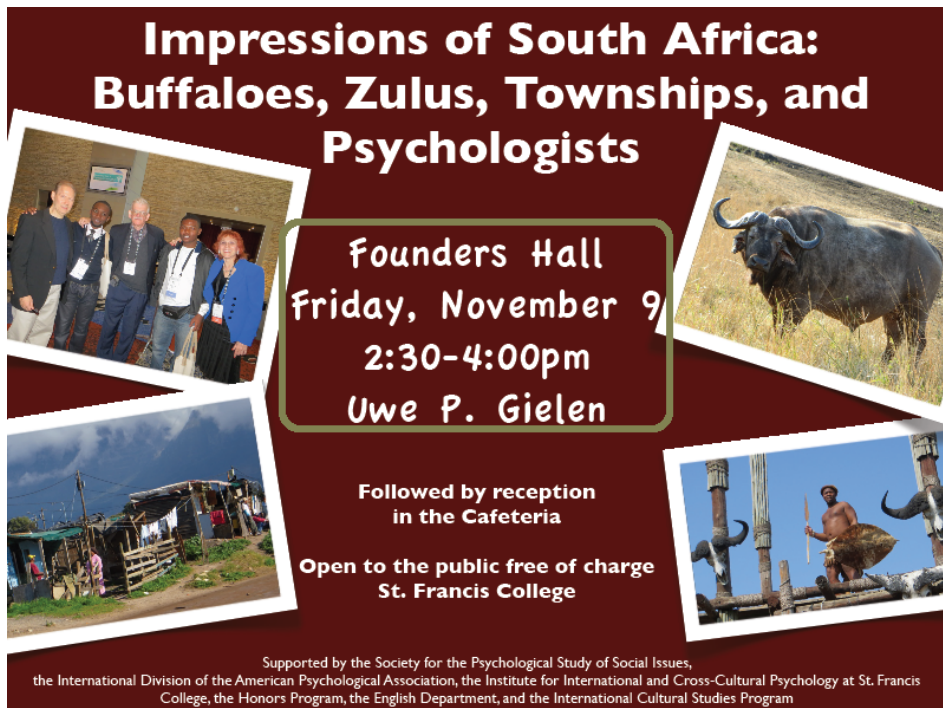
**Impressions of South Africa:
Buffaloes, Zulus, Townships, and
Psychologists**

**Founders Hall
Friday, November 9
2:30-4:00pm
Uwe P. Gielen**

**Followed by reception
in the Cafeteria**

**Open to the public free of charge
St. Francis College**

Supported by the Society for the Psychological Study of Social Issues,
the International Division of the American Psychological Association, the Institute for International and Cross-Cultural Psychology at St. Francis
College, the Honors Program, the English Department, and the International Cultural Studies Program



Pursuing Psychology's Role in Improved International Relations: A Personal Account, "with Ike"

Edwin P. Hollander

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"Most Impossible Job in the Whole World"

Current events continue to show the relevance of international relations to our sense of well-being, to take one among other standards. They bring to attention that a president, as leader of the executive branch of government, also becomes our Commander-in Chief of the Armed Forces, and our Chief Diplomat. In that regard, consider what is involved confronting the turbulence that is now so evident internationally. Psychologically, without oversimplifying, it comes back to how individuals, including their leaders, see their situation and are motivated to act. Their attitudes, often in the form of assumptions and biases, are a key to their behavior, which may not be rational. In an era of rapid-fire communications through social media, this takes on greater importance, well beyond government decision-makers. According to authoritative reports, an assault on an American Consulate in Libya was purposeful and planned, though in Cairo the Embassy demonstration was seen to be more spontaneous, and centered on an offending film. In an already incendiary environment, reasonable questions can be asked about who benefits from having more fuel poured on the fire, and aimed at whose loss?

A chapter I wrote on "American presidential leadership" (Hollander, 2012) was recently published in a book on *Exploring 'distance' in leader-follower relationships*, edited by Michelle Blich and Ron Riggio, both at Claremont. For my part, this allowed me to update and examine further the leadership-followership issues in the presidency that I had given attention to in my book, *Inclusive leadership* (Hollander, 2009, Chapter 10). Among many other things, I list what political scientists, historians, journalists, and others consider as the responsibilities of this immense position, even characterized as "Leader of the Free World." The kind of "job description" starts with major roles, then goes on to tasks. Let me just give you the roles, as an overview:

- Head of State, Chief Executive, Head of Party
- Commander-in-Chief of the Armed Forces
- Chief Diplomat, Chief spokesperson of government
- "National healer," "The decider," "Definer of reality"

"All belong on any list, but they are not independent. Overlapping and merging of them occurs, and in carrying out these functions many forces can intrude. Among them are inevitable sudden crises, an uprising abroad in a strategic place, an increase in unemployment, a physical disaster at home or elsewhere, all needing to be addressed, and often all

at once. Altogether, this has led to calling the presidency, the "most impossible job in the whole world" (Stone, 2010, pp. 29–30). Different voices of contending constituencies want attention and prompt action in their sector of concern, instead of in others" (Hollander, 2012, p. 825).

President Eisenhower, the U2, and an APA Committee

Over 60 years ago, as a graduate student at Columbia, I met and spoke with a soon to be president. It was a vivid, chance meeting with the great world figure, General Dwight D. Eisenhower. He was then Columbia's President, headed for his office from his home on campus. With a genial manner, expressing interest in my research, I was comfortable that "Ike," as he was widely identified, was an internationalist. Later, in 1960, I was to become concerned for him and our nation when he was caught up in the "U2 Incident." It happened in May of 1960, involving a "spy plane" over flight of the Soviet Union, which was denied at first, and became a major embarrassment before a disbanded summit in Paris, during his last year in office. He was, however, remembered for his farewell address, warning presciently of the perils of a "military-industrial complex." Indirectly or otherwise, the incident was a prelude to President Kennedy's challenging Vienna Summit with a Soviet leader in 1961, and, it has been speculated, may have set the stage for the "Cuban Missile Crisis" of 1962.

Several years before, I had seen and heard Ike's soon to be opponent for the presidential nomination, Senator Robert Taft of Ohio, a famous isolationist, and son of an earlier president, William Howard Taft. I went to a press conference as an undergraduate reporter for the university's student newspaper at Case Western Reserve (CWRU) in Cleveland. Taft, who came across as very confident, though seemed stiff, was Ike's main competitor for the 1952 Republican nomination for president, which Ike won.

In that tense time, the APA Executive Officer, Roger Russell, had obtained the APA Board's approval to try contributing to conflict reduction through an initial Working Group on Psychology in National and International Affairs, to study issues and produce a mission statement. After 1959–60 it became a standing committee. I had the privilege of serving from the start, 1959 to 1963, and was committee Chair the last year, after initial Chair, Charles Osgood. Other members were Urie Bronfenbrenner, Morton Deutsch, Fred Fiedler, Harold Guetzkow, Irving Janis, Herbert Kelman, and Joseph Weitz. Osgood had written an influential book about defusing the nuclear standoff entitled, *An alternative to war or surrender* (1962), and was an excellent presenter of its main point about the use of his GRIT Strategy (Graduated Reciprocation in Tension Reduction), which had been of interest in the Kennedy Administration, notably at the Arms Control and Disarmament Agency, with entre through Senator Hubert Humphrey, beginning in 1961. Thanks to Otto Klineberg, who had joined the committee later, we made contact with the UN through a meeting he arranged for us to have with Ralph Bunche, the Under-Secretary-General, who was very warm in greeting us. We volunteered to do several projects, which

were accomplished. Other cooperative psychological studies were suggested (Kelman & Hollander, 1964) as part of the UN's International Cooperation Year.

In the Committee's first year, 1960-61, I had given time to it as its Interim Executive Secretary, while on the faculty of the American University School of International Service (SIS) in Washington. Among other activities, I helped to bring on Larry Solomon as a full-time successor starting in 1961, with support from the Marshall Foundation. At the SIS, I had taught graduate and undergraduate courses in the behavioral science curriculum that I jointly developed for the graduate and undergraduate international relations students, many of whom were headed for diplomatic roles. I also conducted research, including a worldwide study of newspaper treatment of stories about UN activities, and a cross-cultural study of college student attitudes toward atomic power, under UNESCO auspices. I have reported about these developments elsewhere (Hollander, 2005a, 2005b).

After a few more years of meetings and contacts with decision-makers, the APA "peace committee," as it had been dubbed, was folded into the APA Committee on International Relations in Psychology (CIRP), said to be for budgetary reasons. Later, some of us went on to CIRP, which had a different emphasis. Part of the time I served on it from 1981-84, it was chaired by Charles Spielberger, who was thereafter APA and IAAP President. I was able to arrange programs dealing with international tension reduction. One illustration was the CIRP sponsored symposium that I organized and chaired on "The role of psychological factors in outbreaks of war," at the 1981 APA Convention, with Irving Janis, Herbert Kelman, Ralph White, and Morton Deutsch as Discussant. Thematically, White's book, *Nobody wanted war* (1970, Rev. ed.) presents a masterful account and psychological analysis of factors leading up to World War I. A major factor at work was misperception, as it is presented in Klineberg's (1964) *Human dimension in international relations*, and my social psychology textbook (Hollander, 1981, Chapter 11).

Military Duty

Although I had not mentioned it to Eisenhower, I had thought about how we both had been in the Army, but, of course, under vastly different circumstances and lengths of time. Many years after meeting him, I'd written about his career in connection with the interdependence of leadership with followership. Having distinguished himself as a staff officer to Generals George C. Marshal and Douglas A. MacArthur, he was promoted to Colonel, 26 years after graduating from West Point, when America entered World War II in 1941. The next year, 366 senior officers were passed over to make him a Major General and Commander of U.S. Forces in Europe (Hollander, 1992, p. 45).

My military duty involved two branches of service, both connected to WW II, which was fiercely continuing early in 1945 (Hollander, 2009, p. 199). Though not yet 18, I wanted to volunteer, chose the Navy Air Corps, and after a physical and psychological tests, was accepted and sworn in as a cadet, but allowed to continue at my university, CWRU. The war in

the Pacific concluded that summer, and, with many other cadets, I was released from the Navy, but still subject to the draft. I was able to finish my sophomore year, and before the Fall semester of 1946, I decided to let my deferment go, and to be drafted into the Army. Fortunately, after basic training in the swamps of Louisiana, a challenging experience that benefitted from my years in scouting, I was assigned not to occupation duty in the Far East, but to serve in 1946-47 as a Psychological Assistant, doing diagnostic testing on the Neuro-Psychiatric Service, at Letterman General Hospital, in the Presidio of San Francisco. I was grateful for the experience, and after five months there, was among many released. On one of my Bay Area APA meetings, after over 50 years, I revisited the now transformed facility, no longer a hospital.

Following discharge from the Army in spring of 1947, I moved ahead with courses in two summers and an academic year, so in 1948 I completed my bachelors in psychology at CWRU, with chairman Calvin Hall as my mentor. I returned to New York City and began postgraduate study part-time at Columbia, shifting to full-time the next year. I earned a masters in psychometrics in June 1950, assisting Robert Thorndike, and worked toward my doctorate in social psychology before going on active duty in January of 1951 as a Naval Aviation Psychologist for three years during the Korean War, mainly at Pensacola. It was there that I completed leadership research that served as my dissertation at Columbia, as I'd written about later (Hollander, 2009, pp. 202-204). My supportive committee, included Klineberg, Thorndike, Joseph Shoben, Sam Flowerman, and Goodwin Watson as its members.

When discharged from the Navy at the end of 1953, in January of 1954, I went to what is now Carnegie Mellon University in Pittsburgh as a member of the psychology faculty, with assignments for teaching and research supervision in the doctoral program. I also was appointed to work in management with Herbert Simon on his Ford Foundation project studying organizational decision-making.

International Activities

My desire to be directly involved abroad was realized in 1957-58 with a Fulbright Lectureship Award to Turkey as a Visiting Professor at Istanbul University, and giving lectures in seven other countries, about which I have written earlier for this publication (Hollander, 2011a, 2011b). That summer I presented my 'Idiosyncrasy Credit' Model at the 1957 International Congress in Brussels, on a panel chaired by Sir Frederick Bartlett, who invited me to visit him and his Centre at Cambridge, which I was happy to do before going to Turkey. It was the second Congress I attended, having gone to the one in 1954 in Montreal, where I was delighted hearing talks by such "luminaries" as Piaget, Luria, and Penfield with my graduate students I had brought along from Carnegie.

In the decades since, I have participated in programs at Congresses in Rome 1958, Bonn 1960, Paris 1976, Munich 1978, Brussels 1992, and Montreal 1996, in addition to giving invited talks at national psychology association meetings, twice addressing the British Psychological Society, once

when I was on an NIMH Senior Post-Doctoral Fellowship at the Tavistock Institute in London in 1966-67. There I enjoyed my contacts with A. K. Rice and Fred Emery, and speaking at several UK institutions, including Oxford University, University College, London, and the London School of Economics.

In Paris that year, 1966-67, I also gave talks as a Fellow of the Institute of American Studies, and at the University of Paris, and elsewhere in Europe. In the spring of 1973, I spent the Trinity Term at Oxford as a visiting professor in Michael Argyle's Laboratory of Social Psychology, and gave lectures as well at London, Edinburgh, and Reading Universities. Though I have not lectured in Asia, three of my books have been in use in translations there, two in leadership (Hollander, 1978; 2009) in Korea, and my social psychology text (Hollander, 1981) in China. There is also a Spanish Edition of that text, all of which is humbling, and gratifying to hope that, just possibly, these might somehow contribute to international understanding.



Shown is the author, standing, with Richard Hackman, Terry Price, George ('Al') Goethals, and Lynn Offermann, on a symposium 'Honoring Edwin P. Hollander' October 28, 2010, at the Boston annual conference of the International Leadership Association, which gave him its Lifetime Achievement Award there.

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Reflections on IDAHO (The International Day Against Homophobia)

Armand R. Cerbone, Ph.D., ABPP
arcerbone@aol.com

On June 2, Division 52 cosponsored a symposium to honor International Day Against Homophobia (IDAHO). The symposium, organized and chaired by Dr. Neal Ruben, gathered faculty, students, and others at the Illinois School of Professional Psychology to reflect on current conditions for LGBT persons around the world.

Lamise Shawin, a doctoral student at Purdue, addressed the complexities of countering prejudice and oppression in the Middle East where cultural, political, and religious beliefs affect anti-gay laws and practices. Ms. Shawin noted how fighting homophobia is complicated by resentments of Western colonialism. Homosexuality is seen as a corrupting import of Western colonialism. This is bolstered by the myth that homosexuality exists only in the West. Thus one myth sustains the other.

I presented the international work and achievements of APA on LGBT psychology and wish to present them here to the division's membership.

In 2001 APA sponsored and provided resources for *Sexual Orientation and Mental Health: Toward Global Perspectives on Practice and Policy*, the first such international meeting of psychologists, in San Francisco in the three days preceding our annual convention. Fifty psychologists from six continents attended.

The conference produced several important initiatives. First, it produced a consensus statement to oppose discrimination against LGBT people, to increase cross-cultural collaboration and research, and to promote affirmative care and policy for LGBT people. It also established the **International Network on LGB Concerns and Transgender Issues** (the **Network**) in Psychology committed to carry out this mission.

To date, there are eleven member associations with very favorable prospects for increasing membership among Latin American countries. The conference also established the **INET**, a listserv, maintained by the APA, available to all individuals seeking information and collaboration on LGBT concerns. APA has appointed two representatives to the Network whose work is overseen by several stakeholders, including Divisions 52 and 44 (LGBT Psychology), and who report directly to the APA Board of Directors. The representatives also chair the Network. APA continues to support the Network's listserv and initiatives from the APA Office for LGBT Concerns under the direction of Clinton Anderson.

Among the recent actions and achievements made by APA and the Network are the following:

- Petitioned the World Health Organization to delete sexual orientation-related diagnoses in the "mental health and behavioral disorders" chapter of the *International Statistical Classifications on Diseases and Related Health Problems*.
- Provided advocacy for International Council for Science to include sexual orientation in its policy on the Universality of Science.
- Successfully lobbied the International Union of Psychological Science (IUPsyS) to adopt a policy that includes sexual orientation in regard to the free circulation of scientists.
- Successfully lobbied the IUPsyS to add lesbian, gay, bisexual, and transgender as indexing terms for program proposal submissions to the International Congress of Psychology.
- Presented workshops and papers on LGBT psychology international conferences in Europe, Australia, Latin America, and Africa.
- Advocated against the pending legislation to increase criminal penalties, including capital punishment, for homosexuals in Uganda.

The IDAHO program concluded with Hillary Clinton's address on international human rights day in Geneva, Switzerland (Clinton, 2011). She spoke commandingly and eloquently, reminding member nations that LGBT rights are not special rights but human rights. She also countered the myths Ms. Shawin cited by saying that homosexuality has existed in every country and in every time. While acknowledging that our own nation's record on LGBT rights was not without blame, she pledged the active support of the Obama Administration and the United States to oppose anti-gay prejudice and to advance LGBT rights and welfare internationally.

To psychologists aware of APA's longstanding record of research and advocacy on LGBT concerns, Secretary Clinton's words were not new. Indeed, many of her arguments against homophobia echoed the findings of research by many psychologists, research that has supported APA's policies, resolutions, and practice guidelines on sexual orientation and transgender welfare. In the United States, APA's advocacy to inform the public with psychological science on sexual orien-

tation and gender identity has had remarkable impact, most notably in California. There, for example, the California Supreme Court cited the APA's and the California Psychological Association's amicus briefs in striking down the state's ban against same-sex marriage. And again, psychologists testified before the judges of the U.S. Appeals Court in its ruling against the constitutionality of Prop 8. When appeals reach the U.S. Supreme Court, the justices will undoubtedly hear arguments based on psychological science.

What is important for our division members to know is that APA's policies are contributing to a growing international understanding of LGBT lives and needs. The *Guidelines for practice with LGB Clients*, for example, have been translated or adapted by several national associations. At the International Congress of Psychology in July, APA's guidelines were discussed as a model for developing similar guidelines in African nations. In these efforts we are witnessing what history has shown repeatedly: Even the most entrenched prejudices and beliefs ultimately yield to truths of science. When they do, policies and practices change to accommodate them. Yet, because LGBT people will always remain a minority, though one that is present in every population, we will always need the vigilance and protections of affirmative laws, policies, and healthcare.

Resources

- Clinton, H. (2011). Address given at the Palais des Nations, Geneva, Switzerland, December 06, 2011. The full transcript is available at: <http://www.humanrights.gov/2011/12/06/remarks-in-recognition-of-international-human-rights-day/>; see also video of the speech, fact sheets, and additional resources: <http://www.humanrights.gov/2011/12/06/human-rights-geneva/>
- For a report on Psychology Day at the United Nations, go to <http://www.apa.org/international/pi/2012/06/un-psych-day.aspx>
- For a copy of the report of the *Sexual Orientation and mental health: Toward global perspectives on practice and policy: An international meeting on lesbian, gay, and bisexual concerns in psychology* or for information about the international network, its current activities, and its future plans, contact the Lesbian, Gay, Bisexual, and Transgender Concerns Office, American Psychological Association, (202) 336-6041 or <http://www.apa.org/pi/lgbt/index.aspx>
- To subscribe to the INET, send an email message to INET@lists.apa.org
- For further information about APA's scientific contributions to understand and improve the health and well-being of LGBT people, go to <http://www.apa.org/news/events/2012/lgbt-pride.aspx>
- For information about gay rights across the globe, go to http://www.huffingtonpost.com/ilan-h-meyer-phd/gay-rights-across-the-globe_1143891.html

Editor's Note

For the week of August 27, 2012, the most-watched film in the United States was an unlikely one, showing at 1,800 theatres: "2016: Obama's America." This is a partisan election-year documentary by author-turned-film-maker **Dinesh D'Souza**, the President of King's College in New York City. The film is based on D'Souza's two books about Barack Obama. Portions can be viewed at <http://2016themovie.com/>. In the photo below, the film-maker interviews the President's half-brother George, who lives in a ghetto in Kenya.

The film review below is by Dr. Dinesh Sharma, a psychologist, journalist, and author.** The views here do not necessarily express those of the APA, Division 52, or the IPB Editorial Staff.



Who is the Real Obama?

A Review of the Film "2016: Obama's America," by Dinesh D'Souza

Reviewed by Dinesh Sharma
Senior Fellow, Institute for
International and Cross-Cultural Research
Columnist, Asia Times Online, www.atimes.com
dsharma2020@gmail.com

Paranoid and delusional thinking is defined as the generalized distrust and suspicion of others. Individuals suffering from paranoid thinking may sometimes have dreams that are characterized by intuitions and feelings of grandeur bordering on pure fantasy. In art or film, one might give flight to such fantasies or daydreams without disrupting everyday social reality, especially, if one can convince others to assume one's version of an alternative social reality, albeit temporarily.

Dinesh D'Souza's film "2016: Obama's America" manages to do just this while craftily



walking the fine line between partial truths and fiction about the early socialization, family life and political philosophy of the 44th president of the U.S., Barack Hussein Obama -- who also happens to be the first black president of the USA with a multiracial, multicultural, and multi-religious lineage and genealogy rooted in America, Africa, and Indonesia. D'Souza has impressive credentials as a political conservative, from his graduation from Dartmouth to his position as a Fellow at the Hoover Institution, and has espoused causes ranging from anti-affirmative action to protesting those advocating for reparations for U.S. slavery. Born and raised Catholic, he now is evangelical Christian, who has argued against atheism and blamed 9/11 on liberals and the cultural left.

Airlift to America (1959-63)

There are many historical firsts that President Obama has to his credit, but D'Souza is overwhelmingly concerned with establishing an apparent anti-colonial strain in his worldview acquired from his Kenyan father. The fact that Obama's father was part of "the airlift to America" sponsored by many civil rights leaders, nonprofit organizations and the Kennedy family simply misses D'Souza's purview. Why? Because it does not fit the anti-American or anti-colonial narrative he imputes to Obama's father and to the president.

This is a significant 'sin of omission' if you're trying to understand the absentee father's anti-colonial sentiments that shaped the first black president. Obama's father was the beneficiary of American goodwill and philanthropy. How could his son think unwell of America? "My story wouldn't be possible in any other country," Obama has said repeatedly. But this is all rhetorical speech making, the words of an imposter, according to D'Souza.

Similarly, the fact that Obama's father wrote news articles praising American society, Hawaiian multiculturalism, and his White Hawaiian hosts are also lost on D'Souza because this would simply crack the colonial or anti-colonial spectacles he wants the audience to try on in a darkened theater.

Instead, D'Souza finds a line in the *East African Journal* in 1965 where Obama's father suggested 100% taxation to build the newly independent Kenyan economy. This is evidence for the motive for \$16 trillion of U.S. debt under Obama, a large percentage of which was incurred by the Republican predecessor? But the son has become just like the father, according to D'Souza.

9/11 and Pearl Harbor Attacks

In another blatantly biased claim, D'Souza states that the annexation of Hawaii in 1959 was primarily driven by colonization of the natives, which causes resentments even today, while making not a single mention of the fact that native Hawaiians, unlike the mainland U.S., welcomed newcomers to the islands and married them. Thus, the interracial marriage rates in Hawaii have always been high. The sacrifices of Hawaiians in World War II in the aftermath of the Pearl Harbor attacks and prior to the annexation are completely missing from this jaded film.

Similarly, D'Souza fails to mention that Obama's maternal grandfather's (Stanley Armour Dunham) service in the war also deeply ties Obama to Hawaiian soil and to the memory of the Pearl Harbor attacks, the only other instance when America has been attacked at home prior to September 11, 2011. Why does D'Souza not include any suggestion of these important historical turning points in American life that directly intersect with Obama's biography? Because he wants you to believe that Obama is not really cut from the same American cloth as other presidents.

According to D'Souza, Obama's founding father-figures are not Washington, Jefferson and not even Abraham Lincoln, whose career path Obama has imitated, but rather a shady group of communist sympathizers, such as Frank Marshall Davis, Bill Ayers, late Columbia Professor Edward Said, Reverend Jeremiah Wright, and the Harvard Law Professor Robert Unger.

D'Souza tells us at the outset that he is a new immigrant, whose pigmentation is not that different from most African Americans. He reveals this to highlight his debating skills in civil rights. He has questioned many civil rights leaders about the 'real' hard evidence of racism, he claims, including a debate with Reverend Jesse Jackson. Mr. Jackson issued a reply that "racism has gone underground" to which D'Souza responded with dismay.

Well, D'Souza has been trying to unearth the hard evidence of racism in American society ever since; his many books and films claim that racism does not exist. It must be quite a feat to invent a career on a revelation that you've denied *prima facie* but continue to gain from it financially and politically.

The Indonesia Coup (1965-66)

D'Souza peddles Indonesian history from Obama's autobiography, but curiously fails to reveal the central reason for the disillusionment suffered by Obama's mother, Stanley Ann Dunham, in Jakarta in the late 1960's, namely, the nexus of American oil companies and the CIA's deep involvement in the remaking of the fledgling democracy in South East Asia. When Ann Dunham landed in Jakarta, thousands of Chinese had been slaughtered by the Indonesian military in a bloody coup. The U.S. had decided to place their man, General Suharto, in charge of the emerging Islamic democracy.

Clearly, D'Souza commits another significant 'sin of omission.' Why? Because D'Souza wants you to believe that Ann Dunham was somehow genetically predisposed to "not think well of America" as a liberal and passed this trait onto her son by idealizing his anti-colonial African father.

D'Souza gets Daniel Pipes, the Middle East expert, to state explicitly at the end of the film: "This president doesn't think well of the United States." Mr. Pipes is the individual who was part of the rumor mill in 2007 during the primaries that Obama had attended a *madrassa* while living in Indonesia, suggesting that he was a closet Muslim. We don't get any images of *Koranic schools* in this film, but there are plenty of fringe theories about Muslim or Islamic nations floating around in the film, such as, the Middle Eastern region might

turn into the "United States of Islam."

It can be argued that Obama's landmark election in 2008 was partly a reflection of several macro and secular trends:

- Emerging multipolar world as suggested by many internationalists and foreign relations experts;
- Correlated with globalization sped-up by the onset of Internet technology fostered by American firms;
- Direct effect of American decline brought on by the two long wars in Iraq and the AfPak region, as argued by many historians; and
- Obama's global biography resonated remarkably well to all of the above challenges Americans are facing as we move ahead in the 21st century.

Instead, D'Souza seems intent on targeting the anti-colonial shades of the president inherited from the ghost of his father through some mysterious cultural transmission, which is highly suspect given his father abandoned him at the age of two years and met him only once in the winter of 1971.

This fundamental misattribution in the film and many others littered throughout this baldly election year propaganda make this a baffling achievement from reportedly a serious conservative thinker who worked in the Reagan White House. It is packaged very slickly, however, to persuade an audience, who may not be aware of the biographical and historical details or unable to detect the inaccuracies.

Based on the majority of the published reviews of the film, only D'Souza's right wing supporters seem to really get how this anti-colonial virus may have been passed on from the father to the son, eventually driving an improbable rise to the American presidency to level it once and for all or to make America a dethroned superpower. This is what D'Souza interprets is the real meaning of "transformational change" in the Obama world, where the slogan of "Hope and Change" really means "Bankrupt and Destroy."

D'Souza's film further obscures the 'narrative truth' with many outright factual errors or 'sins of omission', as reported by the Associated Press:

- Blaming Obama for the national debt of \$16 trillion but never explaining the doubling of the debt under Republicans in 2008;
- Failing to mention the killing of Osama bin Laden and the escalation of drone strikes in Afghanistan and Pakistan, while accusing Obama of harboring Muslim sympathies; ignoring the nonpartisan polling data which repeatedly indicates Obama has the lowest approval ratings in the Muslim majority nations due to his tough policies;
- Despite the severe trade and economic sanctions against Iran accusing Obama of inaction against the Iranian regime to challenge Israel;
- Removal of Churchill's loaned bust from the Oval Office was scheduled for a return, not because of Obama's anti-colonial sentiment;

- Completely unsubstantiated claim that Punahou Academy teaches “oppression studies” without any interviews or written documentation.

Despite these mind-numbing fallacies, there is a perfectly rational way to understand D’Souza’s wild interpretations in filmmaking. He represents for our times what Richard Hofstadter called a generation ago “the paranoid style of American politics.”

American politics has often been an arena for angry minds. In recent years, we have seen angry minds at work, mainly among extreme right-wingers, who have now demonstrated, in the Goldwater movement, how much political leverage can be got out of the animosities and passions of a small minority. But, behind this, I believe, there is a style of mind that is far from new, and that is not necessarily right-wing. I call it the paranoid style, simply because no other word adequately evokes the sense of heated exaggeration, suspiciousness, and conspiratorial fantasy that I have in mind.

As a new immigrant who could have expanded the circle of knowledge, D’Souza disappointingly has hitched his wagon to a regressive trend in American politics, which produces more irrational heat and noise than a reasoned judgment. He has taken one of the more hopeful and inspiring American stories in many generations and turned it into a dark and sinister documentary for political gains.

D’Souza’s paranoid dreams fail to inspire the American ideals and are not good for this country or the world.



Author's Note

** Dinesh Sharma, PhD, is the author of “Barack Obama in Hawaii and Indonesia: The Making of a Global President” (2011), which was rated among the Top 10 Black history books for 2012. His next book on President Obama, “Crossroads of Leadership: Globalization and American Exceptionalism in the Obama Presidency,” will be published with Routledge Press.

Psychology Section of the New York Academy of Sciences 42nd Annual Competition for the James McKeen Cattell Award for Outstanding Doctoral Dissertation in Psychology: Call for Nominations

Deadline - November 15, 2012 (Thursday)

In a continuing effort to encourage and recognize high standards of dissertation research, the Psychology Section of the New York Academy of Sciences announces the forty-second annual competition for the James McKeen Cattell Award for an outstanding doctoral dissertation in psychology. The competition is limited to students of doctoral programs in regionally accredited institutions who have either attained doctoral degrees or successfully defended their dissertations between July 1, 2011 and June 30, 2012. Each department is invited to nominate just one dissertation, submitted by e-mail in the summary format described below no later than November 15, 2012.

The 2011-2012 Cattell Awardee will be announced on the NYAS website (www.nyas.org) in the summer of 2013. The Cattell Awardee will receive a *Certificate of Recognition*. The Mentor for the Awardee's dissertation will also be recognized with a *Citation Certificate*. Dissertations will be judged by the Steering Committee of NYAS Psychology Section, in consultation with specialists in the area of the dissertation.

Please follow the following guidelines for submission in a Word document:

- Submit a summary of the dissertation without personal or institutional identification. The summary should include no more than 1,200-1,500 double-spaced words of text. A page or two consisting of tables and figures plus some references and key words may be added.
- In separate files, please provide full contact information (phone number, e-mail address, and postal address) of both the author and the faculty mentor for the dissertation and also a statement from the school, department, or mentor indicating that this submission is the one nomination from that institution.
- To facilitate blind review, please use file names indicating nominee's initials and date of submission only.

Dissertation summaries will be assessed in terms of clarity of purpose and rationale, method and research design, results with statistics as appropriate, and conclusions, with implications and/or applications. Following an anonymous review, the Steering Committee may request 'blind' copies of the full dissertation for final review. Please indicate the name and address of the person to be contacted should the disserta-

tion be requested.

Submissions are to be sent to Janet Sigal, Ph.D., Vice-Chair, Steering Committee, Psychology Section, New York Academy of Sciences, 2012-13, Professor Emeritus of Psychology, Fairleigh Dickinson University, via e-mail: Janet2822@aol.com.



Janet Hyde Graduate Student Research Grant

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

Please send all application materials attached to a single e-mail message to both of the Hyde Award Co-chairs at the following addresses by September 15th (for the fall deadline) or March 15th (for the spring deadline): Dr. Olivia Moorehead-Slaughter, oms@parkschool.org and Dr. Mindy J. Erchull, merchull@umw.edu.

Requirements

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

sources). Funds cannot be used for tuition, living expenses, or travel to present research at a conference.

9. The applicant's curriculum vitae

All sections of the proposal should be typed and prepared according to APA style (e.g., please use 12-point font). Applicants should submit no more than two files (i.e., one with the letter of recommendation and one with all the other required materials).

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

Review Process

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

Other Requirements

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

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

Request for Abstracts from Previous Hyde Award Winners

Brief abstracts of the work conducted by previous award recipients are printed in the newsletters. Previous award winners are highly encouraged to contact Dr. Olivia Moorehead-Slaughter, Hyde Award Co-chair, at oms@parkschool.org to submit a 500-word summary of their Hyde grant-funded research for consideration of publication in the Feminist Psychologist.

Questions and other communications may be sent to the committee co-chair: Olivia Moorehead-Slaughter, Ph.D., Phone: (617) 414-4646, E-mail: oms@parkschool.org.



AMERICAN PSYCHOLOGICAL FOUNDATION

PSYCHOLOGY PHILANTHROPY

Call for Nominations: American Psychological Foundation Gold Medal Awards

About the American Psychological Foundation

APF provides financial support for innovative research and programs that enhance the power of psychology to elevate the human condition and advance human potential both now and in generations to come.

Since 1953, APF has supported a broad range of scholarships and grants for students and early career psychologists as well as research and program grants that use psychology to improve people's lives.

APF encourages applications from individuals who represent diversity in race, ethnicity, gender, age, disability, and sexual orientation.

About the Gold Medal Awards

The Gold Medal Awards recognize life achievement in and enduring contributions to psychology. Awards are conferred in four categories:

- **Gold Medal Award for Life Achievement in the Science of Psychology** recognizes a distinguished career and enduring contribution to advancing psychological science.
- **Gold Medal Award for Life Achievement in the Application of Psychology** recognizes a distinguished career and enduring contribution to advancing the application of psychology through methods, research, and/or application of psychological techniques to important practical problems.
- **Gold Medal Award for Life Achievement by a Psychologist in the Public Interest** recognizes a distinguished career and enduring contribution to the application of psychology in the public interest.
- **Gold Medal Award for Life Achievement in the Practice of Psychology** recognizes a distinguished career and enduring contribution to advancing the professional practice of psychology through a demonstrable effect on patterns of service delivery in the profession.

Eligibility Requirements

Eligibility is limited to psychologists 65 years or older residing in North America.

Nomination Requirements

Nominations letters should indicate the specific Gold Medal Award for which the individual is being nominated and should include the following:

- Nomination statement that traces the nominee's cumulative record of enduring contribution to the purpose of the award;
- Nominee's current vita and bibliography;
- Letters in support of the nomination are also welcome, but please refrain from sending supplementary materials such as videos, books, brochures, or magazines;
- All nomination materials should be coordinated and collected by a chief nominator and forwarded to APF in one package.

Submission Process and Deadline

The deadline for receipt of nomination materials is **December 1, 2012**. Please e-mail materials to pkadir@apa.org or mail to: American Psychological Foundation, Gold Medal Awards, 750 First Street, NE, Washington, DC 20002-4242.

Please be advised that APF does not provide feedback to grant applicants or award nominees on their proposals or nominations.

Questions about this program should be directed to Parie Kadir, Program Officer, at pkadir@apa.org.



AMERICAN PSYCHOLOGICAL FOUNDATION

PSYCHOLOGY PHILANTHROPY

Call for Nominations: Charles L. Brewer Distinguished Teaching of Psychology Award

About the American Psychological Foundation (APF)

APF provides financial support for innovative research and programs that enhance the power of psychology to elevate the human condition and advance human potential both now and in generations to come.

Since 1953, APF has supported a broad range of scholarships and grants for students and early career psychologists as well as research and program grants that use psychology to improve people's lives.

APF encourages applications from individuals who represent diversity in race, ethnicity, gender, age, disability, and

sexual orientation.

About the Charles L. Brewer Distinguished Teaching of Psychology Award

The Charles L. Brewer Distinguished Teaching of Psychology Award recognizes significant career contributions of a psychologist who has a proven track record as an exceptional teacher of psychology.

Amount

- \$2,000 award, all-expense paid round trip, and plaque presented at the APA convention
- Awardees are invited to give a special address at the APA convention

Eligibility Requirements and Evaluation Criteria

Nominees should demonstrate and will be rated on the following dimensions:

- Have demonstrated achievement related to the teaching of psychology
- Exemplary performance as a classroom teacher
- Development of innovative curricula and courses
- Development of effective teaching methods and/or materials
- Teaching of advanced research methods and practice in psychology
- Administrative facilitation of teaching
- Research on teaching
- Training of teachers of psychology
- Evidence of influence as a teacher of students who become psychologists

Nomination Requirements

- Nomination cover letter outlining the nominee's contributions to the teaching of psychology
- Current CV and bibliography
- Up to 10 supporting letters from colleagues, administrators, and former students
- An appendix of no more than two to three supporting documents
- A one to three page statement of teaching philosophy from the nominee
- *(All nomination materials should be submitted or forwarded to APF in one package)*

Submission Process and Deadline

Submit a completed application online at <http://forms.apa.org/apf/grants/> or mail to the American Psychological Foundation, Distinguished Teaching Awards, 750 First Street, NE, Washington, DC 20002-4242 by **December 1, 2012**.

Please be advised that APF does not provide feedback to grant applicants or award nominees on their proposals or nominations.

Questions about this program should be directed to Parie Kadir, Program Officer, at pkadir@apa.org.



AMERICAN PSYCHOLOGICAL FOUNDATION

PSYCHOLOGY PHILANTHROPY

Request for Proposals Randy F. Gerson Memorial Grant

About the American Psychological Foundation

APF provides financial support for innovative research and programs that enhance the power of psychology to elevate the human condition and advance human potential both now and in generations to come.

Since 1953, APF has supported a broad range of scholarships and grants for students and early career psychologists as well as research and program grants that use psychology to improve people's lives.

APF encourages applications from individuals who represent diversity in race, ethnicity, gender, age, disability, and sexual orientation.

About the Randy Gerson Memorial Fund

The Randy Gerson Memorial Fund awards grants for graduate student projects in family and/or couple dynamics, and/or multigenerational processes. Work that advances theory, assessment, or clinical practice in these areas is eligible. Preference will be given to projects using or contributing to the development of Bowen family systems. Priority will also be given to those projects that serve to advance Dr. Gerson's work.

Program Goals

- Advance systemic understanding in the above topic areas through empirical, methodological, or theoretical contribution
- Encourage talented students toward careers in specified areas

Amount

- One \$6,000 annual grant
- *APF does not allow institutional indirect costs or overhead costs. Applicants may use grant monies for direct administrative costs of their proposed project.*

Eligibility Requirements

Applicants must:

- Be a graduate student in psychology enrolled full-time and in good standing at an accredited university
- Have demonstrated competence in area of the proposed work
- IRB approval must be received from host institution before funding can be awarded if human participants

are involved

Evaluation Criteria

- Conformance with stated program goals
- Magnitude of incremental contribution in topic area
- Quality of proposed work
- Applicant's competence to execute the project

Proposal Requirements

- Description of proposed project to include goal, relevant background, target population, methods, anticipated outcomes, and dissemination plans (Format: not to exceed seven pages double-spaced, 1 inch margins, no smaller than 11 point font)
- Timeline for execution
- Full budget and justification (indirect costs not permitted)
- Current CV
- Two letters of recommendation

Submission Process and Deadline

Submit a completed application online at <http://forms.apa.org/apf/grants/> by **February 1, 2013**.

Please be advised that APF does not provide feedback to grant applicants or award nominees on their proposals or nominations.

Questions about this program should be directed to Parie Kadir, Program Officer, at pkadir@apa.org.



The Royal Sonesta Houston
January 17-18, 2013

National Multicultural Conference & Summit 2013

Registration for the National Multicultural Conference & Summit 2013 is now Open!

The conference that brings together psychologists from across the United States heads to the Royal Sonesta in Houston, Texas, on January 16-18, 2013. Make plans now to attend the premier multicultural conference that focuses on multiculturalism, diversity, and social justice. The exciting program includes:

- Keynote speaker Dr. Joycelyn Elders, the 15th U.S. Surgeon General;
- Honoring of nine Distinguished Elders who made significant contributions to the field;
- Networking and speed mentoring sessions; and
- Two full days of workshops, symposia, round tables and posters.



REGISTER TODAY! - We look forward to seeing you in Houston!

3 WAYS to REGISTER

1. ONLINE at www.nmcsregistration.com
2. FAX the registration form located at www.nmcsregistration.com
3. MAIL the registration form located at www.nmcsregistration.com

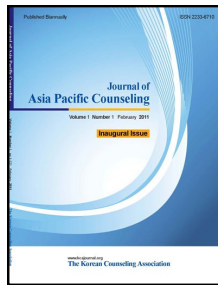
Debra Kawahara, Ph.D., Lead Coordinator
Julii Green, Ph.D., Keynote and Fundraising Coordinator
Michael Mobley, Ph.D., Programming Coordinator
Roberta Nutt, Ph.D., ABPP, Entertainment Coordinator

Call for Papers: Journal of Asia Pacific Counseling (JAPC)

www.kcajournal.org

Deadline: October 31, 2012

The Journal of Asia Pacific Counseling (JAPC) is an official publication of the Korean Counseling Association (KCA) that has more than 8,000 South Korean counselors and counseling psychologists as its members. Korean Counseling Association has long recognized the need for having an outlet for scholarly work that gives special attention to the applications of counseling with diverse populations in the Asia Pacific region. In setting up the Journal of Asia Pacific Counseling, many internationally renowned scholars have provided invaluable input regarding the title of the journal, potential editors, and the target audience.



JAPC is intended for both researchers and practitioners, and includes theoretical, empirical, and methodological articles in the areas of counseling interventions, prevention, career development and vocational psychology, supervision and training, assessment, multicultural aspects of counseling, and consultation.

All articles are published in English, and JAPC has been issued twice a year in February and August. Please visit the homepage of the Journal of Asia Pacific Counseling (www.kcajournal.org) for full details on aims and scope, editorial policy, and article submission.

The next due date for manuscript submission is on October 31, 2012. Please submit manuscripts via e-mail (japc@snu.ac.kr), following the guidelines described on the homepage of the journal.

We hope you will seriously consider JAPC for your scholarship.

Sincerely,

Changdai Kim, Ed.D.
Editor in Chief,
The Journal of Asia Pacific Counseling
The Korean Counseling Association
JAPC Editorial Team

Call for Papers for the New Russian Online Journal Organizational Psychology [Organizacïonnaâ psihologiâ]

In 2011, National Research University Higher School of Economics (HSE) founded its journal of *Organizational Psychology* [Organizacïonnaâ psihologiâ]. Its aim is to provide professional communication among Russian researchers and professionals in organizational psychology, to publish the results of new studies in organizational psychology, to implement new academic and applied developments in practical work with organizations and to attract young colleagues to the professional community of organizational psychologists. The Journal publishes theoretical and empirical papers that develop, tests, or advances organizational psychology theory, research, and practice. Articles should have well-articulated and strong theoretical foundations. Topics appropriate for *Organizational Psychology* [Organizacïonnaâ psihologiâ] include organizational behavior, leadership, work motivation, selection and assessment, performance measurement, training, job attitudes, career development, negotiation and conflict resolution, work stress, organizational design and intervention, etc.

The journal is published quarterly in March, June, September and December. It is peer-reviewed, with quick turnaround for authors, and manuscripts accepted in English or Russian, including theoretical as well as empirical manuscripts. Access to all issues is free. We have produced four issues as of 2012, available at: <http://orgpsyjournal.hse.ru/en/>

Manuscripts should be submitted by e-mail: orgpsyjournal@hse.ru.

Andrey Lovakov
Editor of the e-journal *Organizational Psychology*
(<http://orgpsyjournal.hse.ru/en/>)
E-mail: lovakov@hse.ru



ОРГАНИЗАЦИОННАЯ
ПСИХОЛОГИЯ

International Employment Opportunities

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

University of Western Australia, School of Psychology:
Assistant/Associate Professor, Pediatric Clinical Psychology

- Tenurable appointment
- Salary range: Level B \$85,470 - \$101,496 AUD p.a.
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- Salary range: Level D \$126,068 - \$138,889 AUD p.a.
- Level of appointment will be commensurate with qualifications and experience
- Closing date: Friday, November 30, 2012

Benefits include 17% superannuation, generous leave provisions and fares to Perth (if applicable) for appointee and dependents along with a removals allowance. These and other benefits will be specified in the offer of employment.

Applications are invited from individuals with a strong research background in pediatric clinical psychology who are eligible for full membership of the Australian Psychological Society College of Clinical Psychologists. Applicants should hold, or be close to completing, a PhD in psychology. The successful applicant will be expected to develop internationally competitive research, preferably in the pediatric clinical area and ideally of a type that intersects with other research strengths of the School. The appointee will provide teaching and clinical supervision in our professional graduate programs, particularly clinical psychology and may also carry some undergraduate teaching and supervision responsibilities.

The School has excellent facilities for pediatric clinical practice and research through the Robin Winkler Clinic, Child Study Centre and the Neurocognitive Developmental Unit. Several UWA Psychology staff hold ARC or NHMRC grants for research on child or adolescent disorders and links to the Telethon Institute for Child Health Research are strong. Applicants with teaching experience are requested to submit a teaching portfolio as part of their application.

For further information regarding the position please contact the Head of School, Professor Murray Maybery at Tel: +61 8 6488 3255, Fax: +61 8 6488 1006, or E-mail murray.maybery@uwa.edu.au.

For copies of the position description access the website <http://jobs.uwa.edu.au/>. Written applications, personal contact details, qualifications, and experience, along with contact

details of three referees should be sent to:

Director, Human Resources
The University of Western Australia
M350
35 Stirling Highway
Crawley WA 6009
E-mail: jobs@uwa.edu.au

Queensland University of Technology (Australia), School of Psychology and Counselling: The School of Psychology and Counselling (Faculty of Health) is seeking to appoint a senior lecturer in psychology. We are looking for candidates with excellent research trajectories who are also committed teachers. Applicants from all subdisciplines in psychology are welcome, however expertise in cognitive psychology and/or physiological psychology is preferred. Applicants must be eligible for APS membership.

The School of Psychology and Counselling in the Faculty of Health is an energetic and rapidly growing school with an excellent teaching reputation, strong growth and success in its research profile in a range of areas (e.g., mental health promotion, addictions, developmental psychology, health psychology, neuropsychology, cross-cultural psychology, psychotherapy research, injury prevention), and strong connections in the community. The internationally renowned Centre for Accident Research and Road Safety-Queensland (CARRS-Q) is attached to the School. We are affiliated with the QUT Institute for Health and Biomedical Innovation (IHBI); IHBI further provides opportunities for cross-disciplinary research and excellent research infrastructure support. Over 100 students are enrolled in our research higher degrees, testament to our vibrant and growing research culture. The School offers accredited undergraduate and fourth year programs in psychology, as well as accredited postgraduate studies in clinical psychology and educational and developmental psychology, and postgraduate training in counseling (the master of counseling).

The successful candidate/s will be expected to enhance the School's growing research profile through obtaining grants and publishing in top tier journals, and to contribute to teaching excellence at the undergraduate and/or postgraduate levels.

Refer to the following link for further information
<https://qut.nga.net.au/?jati=87B04C42-993B-CC59-9FA4-6DE4BA13B53A>.

Closing date: October 7, 2012

University of Newcastle (Australia), Hunter Medical Research Institute: The Translational Brain Repair and Rehabilitation Research Group located at the University of Newcastle, New South Wales, Australia has four full Ph.D. scholarships available and open to both domestic and international

International Employment Opportunities

applicants. The successful applicants will be supervised by Dr. Rohan Walker (Senior Research Fellow) and Professor Michael Nilsson (Director of the research group and the Hunter Medical Research Institute).

The projects associated with the scholarships will be focused on examining how the recovery environment, following experimentally induced brain injury can be modified to optimize recovery and brain repair. It is anticipated that each research project will involve a combination of laboratory based research (animal modeling of stroke) and clinically orientated research. With respect to animal modeling of brain repair, the projects will primarily utilize state-of-the-art small animal MRI and multiphoton imaging facilities.

The students will be supervised by both clinical and basic scientists and will be encouraged and supported to undertake some part of their research project at a nationally or internationally recognized center for stroke research affiliated with the CTBRR. The objective of this international placement is to develop the candidate's own research network, and enrich the quality and scope of their research.

The successful applicants will be supported by a scholarship for 3.5 years at \$25,000 per annum (tax-free), with the opportunity to apply for a six month extension. If the successful candidate is an international student, Overseas Student Health Cover will be provided for the duration of their candidature. A full tuition fee scholarship will also be offered to successful international candidates (domestic students undertaking a Research Higher Degree are not required to pay fees). Funding will also be made available to assist with relocation and establishment.

We are seeking applications from individuals who are interested in undertaking research who have, or are shortly expected to have, completed an undergraduate degree in biomedical science, psychology, medicine or equivalent with first class honors, or be able to demonstrate equivalent research qualifications. Very strong proficiency in English and demonstrated academic excellence is highly essential. Interested applicants are encouraged to e-mail Dr. Rohan Walker (rohan.walker@newcastle.edu.au) for additional information concerning the position and the application process. Applicants should also send a copy of their CV and a copy of their academic transcript/s.

The research group is located within the Hunter Medical Research Institute (HMRI), a joint venture between the University of Newcastle and the Hunter New England area health service. The research group forms one node of the Translational Stroke Research Program. This large and internationally well-recognized program has recently published papers in the *New England Journal of Medicine*, *The Lancet*, and *Nature Genetics*. The research undertaken by the brain repair and rehabilitation group is interested in developing optimizing multimodal approaches to adapt the physical and social

environment to improve recovery from stroke. The Centre's research vision is strongly multidisciplinary and reflected in its membership which consists of specialists from a variety of disciplines including rehabilitative medicine, neurology, neuroscience, psychology, and physiotherapy.

Concordia University (Canada), Department of Psychology: The Department of Psychology at Concordia University in Montreal, Quebec, Canada, invites applications for one tenure-track position in human lifespan development. We seek applicants with a strong research record with a focus on socialization and/or social developmental neuroscience during early childhood, the school-age years, or early adolescence.

Researchers in psychology at Concordia benefit from an internationally recognized and diverse faculty with a broad range of interests. Applicants must have a PhD degree in psychology and should have a demonstrated ability or potential to build and maintain a high-quality research program, as well as an interest in training at undergraduate and graduate levels. The selected candidate would be affiliated with the Centre for Research in Human Development (<http://crdh.concordia.ca/>), a multidisciplinary, multi-institutional research and training network focused on successful development across the lifespan.

Applications must consist of a cover letter, current curriculum vitae, copies of recent publications, a statement of teaching philosophy/interests, a statement of research achievements, and evidence of teaching effectiveness. Candidates must also arrange to have three letters of reference sent directly to the departmental contact:

Dr. Jean-Roch Laurence, Chair, Department of Psychology
1455 de Maisonneuve Blvd. W.
Montreal, Quebec, Canada, H3G 1M8
psychchair@alcor.concordia.ca
<http://psychology.concordia.ca>

Subject to budgetary approval, we anticipate filling this position, normally at the rank of assistant professor, for July 1, 2013. Review of applications will begin immediately and will continue until the position has been filled. All applications should reach the department no later than November 1, 2012. All inquiries about the position should be directed to Dr. Laurence (psychchair@alcor.concordia.ca).

University of Victoria (Canada), Department of Psychology: Located in Victoria, British Columbia, close to Vancouver and Seattle, the Department of Psychology at the University of Victoria invites applications for a tenure-track appointment at the assistant professor level in clinical psychology. The successful candidate's areas of specialty will fall within the field of clinical neuropsychology. The position will contribute to our CPA- and APA-accredited graduate program in clinical psychology. The position begins on July 1, 2013. Candidates must have a PhD in clinical psychology from a

CPA- or APA-accredited program, must have specialized training in neuropsychology, and must have completed a 12-month CPA- or APA-accredited internship. Applicants should be registered as a psychologist in British Columbia or will be required to apply for provisional registration as soon as possible after they are hired, as registration in BC is a requirement for the position.

We are seeking candidates with the ability to actively contribute to the operation of our clinical psychology graduate program. Candidates must demonstrate a strong research trajectory as evidenced by publications and grant funding appropriate to level of experience. Applicants must also present evidence for potential excellence in teaching at the graduate and undergraduate levels. Candidates must have an interest and ability to contribute to teaching graduate courses in some of the following areas: functional neuroanatomy, neuroimaging, neuroscience, neuropsychopharmacology, clinical neuropsychology, developmental neuropsychology, neuropsychological assessment, methods in neuropsychology, cognitive rehabilitation, cognitive assessment, general clinical psychology. Duties will include maintaining a successful program of research (as evidenced by publications and external grant support), teaching and student supervision at the graduate and undergraduate levels, clinical supervision, and contributions to the collegiality, reputation, and day-to-day operation of the graduate program in clinical psychology, department, and university.

In addition to excellence in Clinical Neuropsychology, the Department of Psychology offers opportunities for research collaborations with colleagues in the Cognition and Brain Sciences Program (http://web.uvic.ca/psyc/graduate/cognition_brain_sciences.php), the Lifespan Development Program (<http://web.uvic.ca/psyc/>), the multidisciplinary Neuroscience Program (<http://www.uvic.ca/medsci/neuroscience/>), and the University's psychology-linked, multidisciplinary Centre on Aging (www.coag.uvic.ca), Centre for Youth and Society (www.youth.society.uvic.ca), Centre for Addictions Research of BC (www.carbc.ca), and Centre for Biomedical Research (<http://cbr.uvic.ca>).

Send curriculum vitae (including citizenship status), description of research and teaching experience and plans, copies of relevant scholarly publications, available evidence of teaching effectiveness, and three letters of reference to:

Chair, Clinical Psychology (Clinical Neuropsychology)
Search Committee
Department of Psychology
University of Victoria
P.O. Box 3050 STN CSC
Victoria, BC, Canada, V8W 3P5

Application review will begin on November 1, 2012, and continue until the position is filled.

McGill University (Canada), Department of Psychology:

The Department of Psychology at McGill University invites applications for a tenure-track position at the assistant professor level in quantitative psychology. The position may be in any area of quantitative psychology. Applicants are expected to have a doctorate in psychology, statistics, or a closely related field at the time of appointment. Applicants should present evidence of research productivity and the potential to obtain external funding. All applicants are expected to have an aptitude for undergraduate and graduate teaching.

This job will start in September 2013.

Review of applications will begin October 31, 2012, and continue until suitable candidates have been identified. Candidates should submit a curriculum vitae, a description of research interests, a description of teaching interests, experience and philosophy, and some selected reprints/preprints of publications. They should also arrange for three confidential letters of recommendation to be sent to:

Chair, Quantitative Psychology Search Committee
Department of Psychology
McGill University
1205 Dr. Penfield Avenue
Montreal, Quebec, Canada, H3A 1B1

University of Calgary (Canada), Department of Psychology:

The Department of Psychology, in partnership with the Department of Psychiatry and Hotchkiss Brain Institute, at the University of Calgary invites applications for a tenure-track position and Tier II Canada Research Chair in Child and Youth Mental Health. Child and adolescent mental health has been identified as a priority focus for the university. We are seeking an individual with a strong research record appropriate to a research-oriented doctoral program and who has strong commitments to teaching and research supervision of undergraduate and graduate students.

The successful applicant will be expected to establish a successful and externally funded program of research in child and youth mental health. Excellent candidates with active research programs in any area of child and youth mental health will be considered. The position involves teaching, research, and supervision of graduate students. As a member of the clinical psychology program, a doctorate in clinical psychology, including a CPA- or APA-accredited clinical internship or equivalent, is required.

The successful applicant will be appointed within the Faculty of Arts, Department of Psychology with cross-appointment in the Department of Psychiatry in the Faculty of Medicine, and would be a full member of the Hotchkiss Brain Institute. This tenure-track appointment will be made at the rank of assistant or associate professor. The Canada Research Chair program requires that the successful applicant be within 10 years of completing doctoral training.

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Send letter of application, statement of research interests, statement of teaching philosophy and interests, curriculum vitae, representative reprints/preprints, and at least two letters of recommendation to:

Dr. David Hodgins
Chair of the Clinical Psychology Search
Department of Psychology
University of Calgary
Calgary, AB, Canada, T2N 1N4
E-mail: dhodgins@ucalgary.ca

Review of applications will begin November 15 and will continue until the position is filled.

University of Calgary (Canada), Department of Psychology:

The Department of Psychology at the University of Calgary, in collaboration with the Alberta Children's Hospital Research Institute for Child and Maternal Health (ACHRI), the Southern Alberta Cancer Research Institute (SACRI), and the Childhood Cancer Collaborative funded by the Alberta Children's Hospital Foundation, is seeking applications for a tenure-track clinical psychology professorship at the assistant professor level in the field of health psychology with a focus on children. Candidates with active research programs in any area of child health psychology will be considered. We are seeking individuals with strong research records appropriate to a research-oriented doctoral program, and who are committed to teaching and research supervision of undergraduate and graduate students. The successful applicant will be expected to establish a successful and externally funded program of research in health psychology with children. The position involves teaching, research, and supervision of graduate students. As a member of the clinical psychology program, a doctorate in clinical psychology, including a CPA- or APA-accredited clinical internship, is required. The successful applicant will be appointed within the Faculty of Arts, Department of Psychology, with cross-appointment in Pediatrics, Faculty of Medicine. The position offers 75% protected research time, with a one half-course teaching requirement per academic year, for a period of four years. After the expiration of the 4-year term, teaching duties will be re-negotiated with the Dean.

Send letter of application, statement of research interests, statement of teaching philosophy and interests, curriculum vitae, representative reprints/preprints, and at least two letters of recommendation to:

Dr. Tavis Campbell
Chair of the Clinical Psychology Search
Department of Psychology
University of Calgary
Calgary, AB, Canada, T2N 1N4
E-mail: t.s.campbell@ucalgary.ca

Review of applications will begin immediately and end on November 30, 2012, or until the position is filled.

University of British Columbia (Canada), Department of Psychology: The Department of Psychology at the University of British Columbia – Vancouver campus (www.psych.ubc.ca) invites applications for a tenure-track position in cognition (assistant professor), which will begin July 1, 2013. Candidates must have a PhD before commencing the position.

We are seeking individuals with strong research records appropriate to a research-oriented doctoral program. We are looking for the strongest cognitive candidate, regardless of research specialization and primary methodology for investigation. We welcome application from candidates whose work focuses on human thought, judgment and decision making, emotion, and/or memory as well as those whose research methods include brain imaging techniques and/or computational modeling.

Applicants should have research interests that complement existing strengths in the department (www.psych.ubc.ca/faculty/index.psy). The successful candidate will be expected to maintain a program of effective teaching, departmental service, graduate and undergraduate research supervision, and scholarly research that leads to publication.

The starting salary for the position will be commensurate with qualifications and experience. This position is subject to final budgetary approval. Applicants should upload a single PDF file (containing a cover letter, curriculum vitae, research statement, teaching statement, evidence of teaching effectiveness, and three publications) to <https://websec1.psych.ubc.ca/internal/faculty/jobapp1> and complete the brief form found on that webpage. Next, applicants should arrange to have at least three confidential letters of recommendation submitted online (details provided at the above webpage).

University of Toronto Mississauga (Canada), Department of Psychology: The Department of Psychology, University of Toronto Mississauga (UTM) invites applications for a tenure-stream position in the area of health, adaptation, and well-being. This appointment will be at the rank of assistant professor and will begin July 1, 2013. Applicants are expected to study health and well-being related outcomes, have advanced statistical skills, and use a variety of research methods. Special consideration will be given to candidates who study health, adaptation, and well-being related questions from a cross-cultural and/or human genetics perspective. There will be additional opportunities to collaborate with UTM psychologists in research clusters focused on human communication and/or genetic and neurobiological determinants of behavior, as well as with researchers on all three campuses of the University of Toronto.

The successful candidate will have received their PhD by the

start date of appointment. He/she will be able to demonstrate evidence of excellence in both teaching and research. The successful applicant will be expected to develop and maintain an active, externally funded program of research and to contribute to the education and training of undergraduate students as well as graduate students enrolled in the tri-campus University of Toronto psychology graduate program. Salary to be commensurate with qualifications and experience.

For more information on the Department of Psychology, UTM visit us at www.utm.utoronto.ca/psychology.

All qualified candidates are invited to apply online at www.jobs.utoronto.ca/faculty.htm and refer to job number 1200872. Applications should include a cover letter, curriculum vitae, teaching dossier (including a statement of teaching philosophy), a statement outlining current and future research interests, and copies of representative publications. If you have questions about this position, contact rani.murugesan@utoronto.ca. All application materials should be submitted online. The UofT application system can accommodate up to five attachments (10 MB) per candidate profile; combine attachments into one or two files in PDF/MS Word format. Submission guidelines can be found at: <http://uoft.me/how-to-apply>. Applicants should also ask [at least] three referees to send letters directly to the department via e-mail to rani.murugesan@utoronto.ca by the closing date, October 15, 2012.

University of Ontario Institute of Technology (Canada), Faculty of Social Science and Humanities: The Faculty of Social Science and Humanities is accepting applications for at least one tenure-track position at the rank of assistant professor in the field of forensic psychology. The starting date for the position is July 1, 2013. Candidates must have a PhD in psychology and have an active research agenda or the promise of an active research agenda in any area relevant to forensic psychology. This position is pending budgetary approval.

The Faculty of Social Science and Humanities recently started a bachelors degree program in forensic psychology to complement its bachelors degree programs in criminology, legal studies, public policy, and community development, and its master's degree program in criminology. The forensic psychology faculty members have state-of-the-art research labs, are externally funded, are strong in research, teaching, university and professional service, and supervise undergraduate and graduate students.

Review of applications will begin on November 1, 2012, and will continue until the position is filled. Only those who have or will have a completed PhD by July 1, 2013, are eligible to apply. Send electronically a formal letter of application, curriculum vitae, a statement of teaching interests/experience, an outline of your present and future research agendas, and three letters of recommendation to careers@uoit.ca.

Carleton University (Canada), Department of Psychology: The Department of Psychology at Carleton University invites applications from qualified candidates for a preliminary (tenure-track) appointment in quantitative methods at the rank of assistant professor beginning July 1, 2013. Preference will be given to candidates whose methodological skills contribute to Carleton's strategic research themes in health, the environment, or new digital media.

Applicants must have a PhD, demonstrated excellence in teaching statistics and methodology, and must possess a strong commitment to research and scholarship, as reflected in publications, with preference to publications in health, environment, or digital media. The successful candidate will have the ability to develop an externally funded, high quality research program, will be committed to effective teaching at the undergraduate and graduate level, and will contribute effectively to the academic life of the Department.

The Department is interested in candidates who are able to teach advanced statistics at the graduate level including ANOVA, regression, multivariate statistics, and other advanced statistical techniques (e.g., HLM, SEM), and basic and advanced statistics at the undergraduate level. The successful candidate will have a program of research applying their methodological skills to areas of psychological research that contribute to Carleton's strategic research direction in health, environment, or new digital media.

The Department of Psychology has intellectual ties with academic units offering degrees in cognitive science, child studies, human-computer interaction, and neuroscience. Further information on the Department is available at <http://www2.carleton.ca/psychology/>.

Send applications to:

Chair, Department of Psychology
Carleton University
1125 Colonel By Drive
Ottawa, ON, Canada, K1S 5B6
Fax (613) 520-3667

Applications and reference letters can be sent by e-mail to psychchair@carleton.ca. Applicants should include curriculum vitae, a statement outlining statistical expertise, a statement describing current and future research interests, examples of publications, and materials relevant to teaching experiences. Interviews will include both a research talk and a lecture on an advanced statistical method. Applicants should ask three referees to write letters directly to the Chair. Applications will be considered until November 15, 2012, or until the position is filled.

Carleton University (Canada), Department of Psychology: The Department of Psychology at Carleton University invites applications from qualified candidates for a preliminary

(tenure-track) appointment in organizational psychology, with a preference for occupational health interests, health and safety, or work and stress, at the rank of assistant professor beginning July 1, 2013.

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

The Department is interested in candidates with an established or developing research program in the area of occupational and health psychology. Preference will be given to candidates with health-related research to join our growing graduate field in applied psychology. Graduate programs in psychology are offered at the master's and doctoral level. Further information on the department is available at <http://www2.carleton.ca/psychology>.

Please send applications to:

Chair, Department of Psychology
Carleton University
1125 Colonel By Drive
Ottawa, ON, Canada, K1S 5B6
Fax (613) 520-3667

Applications and reference letters can be sent by e-mail to psychchair@carleton.ca. Applications should include a curriculum vitae, a statement outlining current and future research interests, examples of publications and materials relevant to teaching experience. Interviews will include both a research talk and a lecture on a topic in organizational psychology. Applicants should ask three referees to write letters directly to the Chair. Applications will be considered until November 15, 2012, or until the position is filled.

Centre for Addiction and Mental Health (Canada), Independent Scientist: The Centre for Addiction and Mental Health is seeking candidates for an independent scientist position. Reporting to the Head of Social and Community Interventions and Policy Research, the successful candidate will be expected to lead a productive research program addressing the biological, psychological, social, and community factors associated with mental health, substance use/addictions, and violence problems. This program will be closely linked to the Researching Health in Ontario Communities project, a CIHR-funded initiative aimed to improve understanding and prevention of mental health, substance use, and violence problems in Ontario communities. Responsibilities will include grant proposal preparation, conduct of policy research, publication of peer reviewed manuscripts and the training, an mentoring and supervision of staff and students from a wide range of

disciplines. Initially, this is a 3-year appointment at the level of independent scientist, but there is a possibility for extension and promotion to senior scientist level. The incumbent will support and foster a workplace that embraces diversity, encourages teamwork, and complies with all applicable regulatory and legislative requirements. The position is located at the London, Ontario / Western University site.

The successful candidate will have a PhD in a relevant discipline and have high level statistical skills, ability to develop an independent research program, high productivity, and a background appropriate for linking biological, psychological and social data as well as individual and community level data. The successful candidate will have a track record that demonstrates competence in obtaining grants and publishing in mid-to-high impact peer reviewed journals, disseminating research at formal scientific meetings, and participation in the education of students and trainees. A background in both social and biological sciences, especially genetics and stress hormones, would be an asset. The candidate will have excellent interpersonal and team-building skills, and a demonstrated capacity for establishing research collaborations, addressing applied research questions, and translating research findings for clinical, community, and policy applications. You will also have demonstrated: the ability to work effectively in an interdisciplinary setting, the ability to provide leadership in a research environment, and the capacity to develop programmatic and collaborative research. Candidates require the ability to work effectively in a wide range of settings with individuals from diverse backgrounds. Strong interpersonal skills are essential. Bilingualism (French/English) or proficiency in a second language would be an asset.

Please forward your résumé to:

Human Resources
100 Stokes Street
Toronto, Ontario, M6J 1H4, Canada
Fax: (416) 583-4316
E-mail: jobs@camh.net

Operational Stress Injury Clinic (Canada), Psychologists: The Operational Stress Injury (OSI) Clinic provides specialized mental health assessment and treatment to clients and their families referred by Veterans Affairs Canada, RCMP, and the Department of National Defence, who are experiencing work-related psychological stress and trauma (e.g., post-traumatic stress disorder and other anxiety disorders; depression; chronic pain).

Within the context of a client and family-centered recovery model and in accordance with the College of Psychologists of British Columbia established standards of professional practice, and the vision and values of the organization, this position is in charge of psychological services provided to a section of the facility for the designated scope of practice area within mental health services. Working independently and as

a member of an interdisciplinary team, performs psychological assessments, provides psychological treatment and facilitates education of clients. Assesses client's progress, evaluates the effectiveness and appropriateness of treatment, and maintains client records. Establishes and maintains effective working relationships with stakeholders including Veterans Affairs Canada, RCMP, Department of National Defence and external agencies involved in the care of clients. Works with the Canadian network of OSI clinics and follows leadership of the National Centre for Operational Stress Injuries. Provides clinical teaching and supervision to psychology residents and students, and conducts and participates in research.

Qualifications

Graduate of a doctoral level program in psychology. Two years clinical experience in the designated scope of practice areas of mental health, diagnosis, and treatment of anxiety and mood disorders, substance use disorders, and/or post-traumatic stress disorder, preferably in a military or police services environment. Current registration with the College of Psychologists of British Columbia or registration with the College of Psychologists of British Columbia within one year of employment.

Interested candidates are invited to apply online at jobs.vch.ca and search for Reference # 050342.

Canada, Clinical Psychologists: Working as part of an interdisciplinary team, you will provide psychological and neuropsychological assessments for the purposes of diagnosis and treatment across a broad range of adult and older clients with a broad range of referring questions (psychiatric and neurological diagnosis, dementia, brain injury management, treatment recommendations, and capacity and placement decisions).

As a member of the Health Science professionals, we offer you an exceptional employer-paid benefits package, including dental and prescription coverage, group life, long term disability and an extensive extended health plan.

In addition to your PhD in clinical psychology, you have specific training in neuropsychological assessment. Specific expertise and experience in neurological conditions and psychological assessment with severely mentally ill or behavior-disordered patients is essential. You are well organized and can plan your workload and establish priorities. Your background demonstrates your sound judgment, decision-making, and problem solving skills. You work effectively as part of an interdisciplinary team, and have a strong knowledge of community dynamics, agencies and resources.

Additional requirements include:

- registration with (or eligibility) the College of Psychologists of British Columbia
- recent related experience working with adult clientele

in mental health and addictions facility or related field, (ideally 5 years experience but an equivalent combination of education and experience may be considered)

- valid BC Driver's license

To learn more, visit our website: <http://www.viha.ca/careers>.

International Counseling for Adults and Children

(Indonesia), Counselors: The International Counseling for Adults and Children (ICAC) was chartered in Jakarta, Indonesia, in 1975 with partial funding through the U.S. State Department. ICAC has since expanded into a full-service counseling centre offering newcomer orientation services, wellness maintenance programs as well as counseling and therapy services for children and adults residing and working in Indonesia. ICAC is seeking to employ the following:

For adults and corporations

Counselors with experience in managing relationship conflicts, stress management, grief and loss, and work-site issues associated with productivity problems

For children

Counselors with experience in psychological/ psychoeducational assessment, emotional disorders and behavioral problems, and school learning difficulties

Requirements

Must be committed to living in Indonesia for 2 years and willing to travel. Must be licensed or registered in home country with a masters degree in psychology, social work, family therapist or any such relevant qualifications.

Please e-mail your resume (with recent photograph) and expected salary to Rini Purwadi: icac@cbn.net.id or post to ICAC Professional Services Jl. Taman Kemang no.18, Jakarta 12730, Indonesia.

Hebrew University (Israel), Department of Psychology: The Department of Psychology at The Hebrew University of Jerusalem, Israel, has at least one tenure-track faculty opening in the clinical program, open rank. Applicants with a strong record of clinical research and training, consistent with scientist-practitioner Boulder model required. Experience in psychotherapy research and theory preferred, but all areas are acceptable. Licensed or license-eligible in clinical psychology preferred.

As a core faculty member in the well established clinical track of our nationally renowned program, responsibilities include maintaining an active research program, teaching both undergraduate (BA) and graduate (MA, PhD) classes in the department, and supervision of students' research. Collaboration with other department members is encouraged.

The Department of Psychology at The Hebrew University of Jerusalem is at the forefront of psychological research in Isra-

el. The Hebrew University provides a strong foundation of resources to support all faculty members' research programs. It is located on Mount Scopus in Jerusalem, with approximately 20,000 students. We expect the position to start in the academic year of 2013-2014. Opening the position is subject to budgetary considerations.

Send a letter detailing current research and teaching interests, curriculum vitae, representative reprints or preprints of publications, and three letters of reference by November 1, 2012, to:

Jonathan Huppert, PhD
Head of Clinical Search Committee
Department of Psychology
The Hebrew University of Jerusalem
Mount Scopus, Israel
E-mail: hupperti@mscc.huji.ac.il (also for further information).

For information about the Department of Psychology at The Hebrew University and other available positions in the Department see <http://psychology.huji.ac.il/en/>.

Pompeu University (Spain), Department of Economics and Business: The University Pompeu Fabra (UPF), Barcelona, seeks to hire new faculty members to begin fall 2013. We encourage candidates of any field, such as organizational behavior / judgment and decision making / human resource management / strategy and entrepreneurship / management science / operations research to apply, including those with interdisciplinary profiles. We are especially interested in new PhD's (no more than four years out). We seek productive scholars who have the potential to become leading scholars in their fields of research.

Appointments will be joint between the Barcelona School of Management (BSM), and the Department of Economics and Business. The Department of Economics and Business is one of the leading research centers in the behavioral sciences in Europe. The Barcelona School of Management is a new school within the University Pompeu Fabra with an emphasis on management education based on research findings.

The faculty at UPF have a very strong research orientation and are regular contributors to the top journals in their fields such as *Administrative Science Quarterly*, *Management Science*, *Psychological Review*, *Journal of Experimental Psychology: General*, *Psychological Science*, *Journal of Applied Psychology*, *Journal of Consumer Research*, *Journal of Marketing Research*, *Operations Research*, *American Economic Review*, *Econometrica*, or the *Proceedings of the Academy of Sciences* of the USA, among others.

Go to <http://www.econ.upf.edu/en/> for more information about faculty research and publications. Internal research funding is generous. UPF has an efficient behavioral facility

with 20 interconnected workstations and a large subject pool (<http://www.upf.edu/leex/>). The university provides great flexibility to accommodate the candidates' teaching preferences. Intellectual life is organized around a variety of weekly internal and external research seminars in the areas of marketing, management, behavioral decision making, microeconomics, macroeconomics, applied economics, industrial organization, finance, statistics and operations research, and economic and business history.

Interested candidates should submit an electronic application packet including current curriculum vitae, representative research papers or dissertation proposal, statements of research and teaching interests, and three letters of recommendation (letters of recommendation should include the applicant's first and last name), no later than October 15, 2012. Applications and letters of references should be submitted in electronic format at https://editorialexpress.com/hhc_login.html.

For any question regarding the application process, contact Prof. Gert Cornelissen at Gert.Cornelissen@upf.edu.

Sabanci University (Turkey), Faculty of Arts and Sciences: The Faculty of Arts and Social Sciences, Sabanci University, invites applications and/or nominations for a faculty position in psychology. The position is open as of August 31, 2013, to mid-career candidates as well as candidates who have recently completed their PhD or are near completion (professor, associate professor, and/or assistant professor).

We seek a scholar with a specialization in all areas of social and cognitive psychology, such as judgment and decision-making, self and identity, emotion, automaticity, morality, memory, learning, and encompassing various approaches, including cross-cultural, neuroscientific, and developmental. The successful candidate must have a strong record and potential for top quality scholarly publication, should be able to maintain strong international connections, as well as an interest in program building.

Sabanci University is a private, department-free, innovative academic institution. It is strongly committed to interdisciplinary research and teaching both at the undergraduate and graduate levels. To meet this challenge, the Faculty of Arts and Social Sciences is organized around multidisciplinary degree programs, and offers a honors minor degree program in psychology. Faculty members are provided with excellent support, including health insurance, housing facilities on its modern campus, or a housing stipend.

Applicants are asked to complete an online application form through the University website: <http://www.sabanciuniv.edu/en/staff/academic-applications>.

Additionally, curriculum vitae, a clear statement of current and planned research and teaching activities, and at least three letters of reference should be sent via e-mail to:

Mehmet Bac
Dean, Faculty of Arts and Social Sciences
E-mail: bac@sabanciuniv.edu
cc: Inci Ceydeli, Faculty Administrative Manager
E-mail: inci@sabanciuniv.edu

Insight Psychological Services (U.S. Virgin Islands), Child Psychologist: Insight Psychological Services, LLC, an established private practice overlooking the Port of Charlotte Amalie, U.S. Virgin Islands that serves an international clientele in the Caribbean seeks a qualified, compassionate licensed child psychologist to meet the island's growing demand. Competitive compensation and benefits. Fax: (340) 714-2258. E-mail: insightvi@gmail.com. This private practice setting includes psychiatrists, psychologists, and social workers located in St. Thomas.

CANADEM JPC International Internships: CANADEM is looking for qualified lawyers, MAs and other university graduates interested in development, human rights and peace building to work overseas starting in June with the following international organizations:

- Sierra Leone Special Court
- UNDP (United Nations Development Programme) - Central Asia, Africa
- UNESCO (United Nations Educational, Scientific, and Cultural Organization) - Thailand
- OSCE (Organization for Security and Cooperation in Europe) - Balkans
- IOM (International Organization for Migration) - Washington DC, Ukraine
- UNHCR (United Nations High Commissioner for Refugees) - Geneva, Croatia
- IFES (International Foundation for Election Systems) - Congo (Kinshasa)
- UN ODC (United Nations Office on Drugs and Crime) - Uzbekistan

CANADEM is sponsoring up to 40 internship placements, pending funding notice from the Department of Foreign Affairs and International Trade (DFAIT) and the Canadian International Development Agency (CIDA). You must be under 30, underemployed and meet all other eligibility criteria (for more information please visit our website at www.canadem.ca).

Of the over 120 Junior Professional Consultants (JPC) placed by CANADEM over the past four years, most found relevant employment after completing their internships. Many continued working as full-time staff members with their host organization.

Ongoing Support

CANADEM interns are given assignments and responsibilities commensurate with their academic, working and volun-

teer experiences. Contracts include:

- An in-Canada pre-departure orientation (early summer);
- A six months overseas posting;
- Ongoing follow-up while an intern (including job leads); and
- A final in-Canada debriefing session.

Throughout the internships, the Program Coordinator remains in contact with the JPCs and, as the internships draw to a close, provides assistance in reworking and updating resumes.

Funding

This project is undertaken within the Government of Canada's Youth Employment Strategy (YES) with contributions from DFAIT and CIDA. CANADEM provides its interns with a \$12,000 stipend out of which all direct expenses are paid (e.g. travel, health insurance, briefing sessions, accommodations, etc).

For Application, Eligibility, and Additional Information Visit: www.canadem.ca

“A national roster of Canadians skilled in human rights, peace building, democratization, admin-logistics, security, reconstruction and other field expertise.”

Tel: (613) 789-3328, Fax: (613) 789-6125

E-mail: neil.burron@canadem.ca.

Please send all completed applications to: jpc@canadem.ca.

The Seeds of Sustenance (Africa), Fellowships: The Seeds of Sustenance (SOS) Fellowship Program is a unique cross-sectorial and sustainable training program providing skills and practical information in food production, nutrition, AIDS prevention, and income generation to rural African communities affected by HIV/AIDS. Through this program, Global Service Corps recruits, prepares, and trains pairs of Local and Visiting Fellows to become qualified instructors in HIV/AIDS prevention and care, nutrition, and sustainable agriculture methods. Visiting Fellows and Local Fellows receive a one-month initial training in Arusha, Tanzania. Following this training, Fellow pairs work with Participating Organizations (POs) for five to eleven months. Fellows assist POs with the development of community training and education programs, and facilitate in-depth field seminars for local communities. Visit our website www.globalservicecorps.org/d/levelsofservice.html#internship for more information.

Department Chair, Psychology Department, Pace University - New York City: Pace University invites applications for the position of Chair of the Psychology Department at its New York City campus to begin July 1, 2013. The Psychology Department is housed within the Dyson College of Arts and Sciences and offers a Psy.D. in School-Clinical Child Psychology, a MSED in School Psychology, a MA in Psycholo-

gy, 2 undergraduate degrees, and a combined BA/MA degree. Essential qualifications include: experience with undergraduate and graduate education; ability to foster collaboration between the program and the community; ability to enhance student preparation in the field; administrative and leadership skills; a distinguished record of teaching, research, and service; and curriculum and program development. Preference will be given to candidates with a distinguished scholarly record, a history of external funding, administrative experience, strong leadership skills, and contributions to the profession.

Applicants should submit a cover letter addressing all qualifications specified above; statement of purpose, including short and long-term goals/objectives for the department; statement of research and teaching interests; CV; representative publications; and 3 letters of recommendation to: Dr. Richard Velayo, Psychology Chair Search, Psychology Department, 13th floor, 41 Park Row, Pace University, New York, NY 10038.

Applications must be received by December 1, 2012. Pace University is an Equal Employment and Affirmative Action Employer, M/F/H/V, committed to ensuring a diverse learning and working environment. Women and minorities are encouraged to apply.

University of Tasmania (Australia), School of Psychology: The University invites applications for the position of Director of Clinical Training in the School of Psychology. The position is offered on a full-time tenured basis at Academic Level D with the role of Director of Clinical Training for a term of 5 years. Applications are invited from persons who have achieved distinction in the teaching of clinical psychology and have recognized research standing in an area of clinical psychology.

The School of Psychology is a large cross-campus School offering a 4-year program on the Hobart and Launceston campuses. Postgraduate professional programs in clinical psychology are offered at master's and doctoral level on the Hobart campus. The clinical program in the School is committed to the scientist-practitioner model and provides professional training in key psychological interventions.

The successful applicant is expected to bring expertise, mentoring and leadership skills to the management of clinical training within the School. The appointee will have a strong commitment to innovative teaching and effective research training, and personal qualities necessary to achieve effective relationships with professional bodies and other organizations. Applicants will be expected to have a national or international reputation for research in the field of clinical psychology, reflected by a record of grant success and publication in leading journals. As such, the appointee will have the capacity to strengthen and enhance the School's research profile in relation to the theme areas identified in the School's Research Plan: health and ageing, human neuroscience, de-

velopmental psychology and psychopathology, and community and environmental psychology. Expertise in an area such as clinical child psychology and clinical interventions may be advantageous.

A competitive remuneration package will be negotiated with the successful applicant. Women are particularly encouraged to apply as the University is seeking to increase the number of women in senior academic and administrative positions.

For further information about the position contact the Head of School, Professor Jeff Summers, Tel: +(03) 6226 2884 or E-mail Jeff.Summers@utas.edu.au. Information about the School and its teaching and research activities may be found at www.utas.edu.au/psychol.

You may submit your application by post or fax – address and fax numbers are provided on the final checklist for applicants in the job application package; alternatively you may e-mail your application to Sue.Rice@utas.edu.au.

University of Ontario Institute of Technology (Canada), Faculty of Social Sciences and Humanities: We invite you to consider joining the University of Ontario Institute of Technology (UOIT), a research-intensive institution with a globally trained faculty and innovative teaching. The Faculty of Social Science and Humanities is accepting applications for at least one tenure-track position at the rank of assistant professor in the field of forensic psychology. The starting date for the position is July 1, 2013. Candidates must have a PhD in psychology and have an active research agenda or the promise of an active research agenda in any area relevant to forensic psychology. This position is pending budgetary approval.

The Faculty of Social Science & Humanities recently started a bachelors degree program in Forensic Psychology to complement its bachelors degree programs in Criminology, Legal Studies, Public Policy, and Community Development and its master's degree program in Criminology. The Forensic Psychology faculty members have state-of-the-art research labs, are externally funded, are strong in research, teaching, university and professional service, and supervise undergraduate and graduate students.

Review of applications will begin on November 1, 2012, and will continue until the position is filled. Only those who have or will have a completed PhD by July 1, 2013 are eligible to apply. Send electronically a formal letter of application, curriculum vitae, a statement of teaching interests/experience, an outline of your present and future research agendas, and three letters of recommendation to careers@uoit.ca.

Pine River Institute (Canada), Therapist / Clinical Team Leader: Pine River Institute is a residential treatment center and outdoor leadership experience for youth struggling with substance abuse and the cluster of behaviors often associated

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with it. 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 eight-bed therapeutic wilderness program and an aftercare program, with an office in Toronto. Our family-centered program is innovative and highly structured, and creates opportunities for troubled teens to engage in a focused transformation process through a fusion of education, therapy, recreation, and life skills. The majority of our students are from Ontario, and we also work with families from across Canada, and internationally.

Qualifications

- Graduate degree in a relevant therapeutic field
- Previous experience with multidisciplinary 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
- 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 demonstrated leadership skills
- Clear certification of Vulnerable Sector Criminal Check and willingness to secure Canadian work permit is required. Assistance will be provided.

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
- 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 see our website www.pineriverinstitute.com.

Interested candidates should e-mail their resumes to: hr@pineriverinstitute.com. We thank all candidates who apply, but only those selected for an interview will be contacted.

Vancouver Island Health Authority (Canada), Neuropsychologist: Due to a retirement, we are looking to fill this full-time position. Working as part of an interdisciplinary team, you will provide psychological and neuropsychological assessments for the purposes of diagnosis and treatment across a broad range of adult and older clients with a broad range of referring questions (psychiatric and neurological diagnosis, dementia, brain injury management, treatment recommendations, and capacity and placement decisions).

Benefits

As a member of the Health Science professionals, we offer you an exceptional employer-paid benefits package including dental and prescription coverage, group life, long term disability, and extensive extended health plan.

Qualifications

In addition to your PhD in clinical psychology, you have specific training in neuropsychological assessment. Specific expertise and experience in neurological conditions and psychological assessment with severely mentally ill or behavior disordered patients is essential. You are well organized and can plan your workload and establish priorities. Your background demonstrates your sound judgment, decision-making, and problem solving skills. You work effectively as part of an interdisciplinary team and have a strong knowledge of community dynamics, agencies, and resources.

Additional requirements

- registration with (or eligibility) the College of Psychologists of British Columbia
- recent related experience working with adult clientele in mental health and addictions facility or related field, (ideally 5 years experience but an equivalent combination of education and experience may be considered)
- valid BC Driver's license

To learn more, visit our website at <http://www.viha.ca/careers>

Vancouver Coastal Health (Canada), Addictions Therapist: Within the context of a client and family-centered recovery model and in accordance with the College of Psychologists of British Columbia established standards of professional practice, and the vision and values of the organization, this position is in charge of psychological services provided to a section of the facility. Performs psychological assessments on clients, provides psychological treatment, and facilitates education of referred clients. Working independently and as a member of an interdisciplinary team, completes psychological assessments, provides psychological treatment, liaises with external agencies, attends clinical/case conferences, evaluates the effectiveness and appropriateness of treatment, and main-

tains client records including documenting client diagnosis and most effective form of treatment, charting client information and assessment results, and preparing progress notes and psychological reports. Provides formal and informal consultations, participates in quality improvement and risk management activities, provides clinical teaching and supervision to psychology residents and students, and conducts and participates in research.

Qualifications

- PhD in clinical psychology from a recognized university, plus 2 years recently related experience in the provision of mental health services and/or experience working with individuals with substance misuse issues in clinical psychology including therapeutic, diagnostic, and consultation services, or an equivalent combination of education, training, and experience.
- Current registration with the College of Psychologists of British Columbia or registration with the College within 1 year of employment.
- Valid Class V BC Driver's license and possession of a personal vehicle with business insurance coverage.
- Knowledge of the principles of recovery in mental illness.
- Knowledge of psychosocial rehabilitation methodology.
- Comprehensive knowledge of therapeutic, diagnostic, and consultation techniques.
- Comprehensive knowledge of psychological assessment and treatment methods and tools.
- Comprehensive knowledge of psychopharmacology (indications and side-effects).
- Comprehensive knowledge of adult education principles, methods, and tools.
- Comprehensive knowledge of other health care disciplines and their role in client care.
- Broad knowledge of research process and methodology.
- Broad knowledge of evidence-based psychological practice.
- Demonstrated ability to function as a team member, leader, and facilitator.
- Ability to communicate effectively, both verbally and in writing with clients, families, team members, other groups, and community agency personnel.
- Demonstrated ability to work independently and in collaboration with others.
- Demonstrated ability to provide effective consultation.
- Demonstrated ability to teach and supervise.
- Demonstrated ability to adjust to new or unexpected events, problem solve, and to deal effectively with conflict situations.
- Demonstrated ability to establish workload priorities in collaboration with others.
- Physical ability to perform the duties of the position.

- Basic computer literacy to operate a computerized client care information system and word processing, spreadsheet, Internet, and e-mail software.

Only short-listed applicants will be contacted for this posting.

To learn more or to apply online, visit our website at <http://careers.vch.ca/>.

Align Recruitment (New Zealand), Clinical Psychologist:

Meet with New Zealand based Align International Recruitment at APA Orlando in the Employers Section booth number 221 to learn all about how to become a NZ registered psychologist with clinical scope, how the job search works, and visa options available. Align is the leading recruiting agency in NZ for clinical psychologists with a near 100% success rate in finding psychologists from the US and other parts of the world for full-time, direct hire positions in New Zealand. Meet with an Align Recruitment representative by calling 1-800-511-6976, E-mail info@alignrecruitment.com, or stop by booth #221. Also, call Larry Beck, Director of Christchurch, New Zealand based Align International Recruitment, on his US/Canada toll-free phone number, 1-800-511-6976, or e-mail him at larry@alignrecruitment.com to learn how to become a NZ registered psychologist and the positions he's recruiting for.

Georgetown University (Qatar), Vocational Counselor:

Reporting to Georgetown University School of Foreign Service-Qatar's Associate Director for Student Health and Wellness, the student vocational counselor is a senior member of the Student Wellness & Counseling Center and Student Development team. They will be responsible for providing vocational counseling to SFS-Q students. The position mainly focuses on the developmental and aspirational aspects of career counseling and will be aimed especially at first and second year students.

Responsibilities

- Provide career counseling and vocational planning services in a variety of settings (i.e., individual and group counseling sessions, drop-in advising, and mock interviews)
- Design and conduct workshops on career planning and skills such as career path explorations, work habits, coping with job stressors, and environment
- Collect, organize, and analyze information about individuals through reported data, assessments, interviews, and professional sources to appraise students' interests, strengths, abilities, values, and personality characteristics for educational and career development planning
- Identify needs, design, and implement innovative programs, services and resources to address student needs through a variety of media (i.e., e-mail list serves, Internet websites, and social media) as they explore

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and consider career choices

- Serve as liaison to other departments and subunits such as Academic Affairs, Admissions, Student Affairs, Outreach & Business Development, and Human Resources to build collaborations with faculty, staff, academic administrators, student clubs/organizations, and alumni in order to integrate career development and exploration into curricular and co-curricular programming
- Serve on departmental, divisional, and University committees as requested, representing the Office of Student Development and the Student Wellness & Counseling Center, and communicate with internal and external professionals to facilitate networking and mentoring relationships
- Manage student work study program, maintain employment records for each student, and advise students on the suitability of the employment opportunity they are seeking
- Oversee quality of work study employment, collaborate and coordinate work study employment with on-campus departments, and serve as a liaison between student workers and their supervisors
- Act as a mentor for students, provide professional feedback to facilitate their career growth, and assist with training and supervision of student workers and trainees as needed
- Work closely with the Career Center at SFS Qatar and on Georgetown University's main campus regarding career development and explorations

Requirements

- Master's degree in counseling psychology, career counseling, or related field with an emphasis on career development, college student personnel, or a related field
- Be expected to continue upgrading knowledge, skills, and abilities needed to keep abreast of regulation/policy changes
- 3 years or more of experience in the field of career development and counseling
- Demonstrated skill in vocational assessment and interpersonal counseling
- Excellent language, writing and presentation, and organizational skills
- Strong organizational skills, with the ability to multi-task
- Have a good understanding of the principles and practices of career development counseling or closely related fields
- Demonstrated skill in establishing effective working relationships with both internal and external actors to ensure that all stakeholders are working toward the common goal of assessing, advising, and counseling SFS-Q students
- Be highly ethical and adhere to professional guidelines

of the college career development field, possess a strong desire to help others and be able to inspire respect, trust, and confidence

- Prior experience working with students in an advisory role
- Experience and proficiency with incorporating the use of technology to deliver career services
- Experience with communication strategies that leverage new media and social networking
- Proficiency in the use of Microsoft Office Suite, Internet job searches, database, spreadsheet, scheduling, and word-processing software

Georgetown University offers attractive benefits, including a tuition assistance plan. We encourage qualified applicants to submit a cover letter and resume online on our website at: <http://qatar.sfs.georgetown.edu/employment/>.

Philip Morris International (Switzerland), Clinical and Behavioral Assessment: The successful candidate will join the Clinical and Behavioral Assessment group at Philip Morris Products S.A. in Neuchâtel, Switzerland. The primary objective of this team is to assess a range of Next Generation Products (NGPs) under development with the potential to reduce the risks of smoking-related diseases. Developing tobacco products with the potential to reduce the risks of smoking-related diseases is one of our top priorities. To address this multifaceted challenge our research, product development and assessment efforts are directed towards:

- understanding the underlying mechanisms of the diseases caused by smoking and the complex role of tobacco smoke constituents in the development of these diseases
- the development, and assessment of new products with the potential to reduce the harm caused by smoking

You will manage high impact programs and projects related to perception and behavior assessment of these innovative new products, and you will also serve as a technical leader and a key resource to Philip Morris International's (PMI) Research and Development management team. In this role, you will provide technical leadership in perception and behavior research and assessment. In addition you will provide guidance with respect to related scientific and operational methods, and also expertise with respect to the regulatory requirements that apply to different industries in this field, for example pharmaceuticals and consumer goods. Responsibilities also include close cooperation and alignment with a number of R&D teams including Product Development, Product Testing, and Clinical Assessment. You will also interact with other PMI functions, such as market research, brand building, operations, law and corporate affairs, to support the development of the assessment framework, strategy and plan.

Responsibilities

- Manage the planning, review and reporting of complex

individual perception and behavior assessment projects for PMI NGPs from concept to start-up. This requires independent thought and judgment in the field of perception and behavioral science.

- Review the latest technological and scientific developments related to perception and behavioral science and identify those that should be researched further and implemented for assessment (e.g., measurements/scales, self-reported outcomes instruments, survey/questionnaire and psychometric testing methodology, comprehension testing, and other behavioral studies such as the one used for over-the-counter products).
- Be accountable for project scope, schedules and estimates, and related scientific documentation (such as study protocol, investigator's brochure, study reports, publications and presentations, post-hoc analyses) for behavioral studies.
- Serve as the primary scientific resource for the preparation, design, execution, and reporting of behavioral studies with a view of submitting marketing applications for review and approval by international regulatory agencies.
- Be accountable for the evaluation and scientific assessment related to behavioral projects as well as preparation of summary reports, literature reviews, white papers, and analyses across studies.
- Extend our clinical expert network with regard to behavioral science, and develop and maintain research collaborations with external scientists. Develop a publication and communication plan in collaboration with PMI Market Research.
- Provide scientific and technical guidance in behavioral projects, such as critical review and quality checks on behavioral study documents (e.g., informed consent forms, case report forms, self-reported outcomes, diaries) that are required to ensure compliance with international good clinical practice standards such as ICH GCP.
- Actively contribute to other behavioral assessment team duties, such as maintenance and improvement of processes, good clinical practice training, management interactions, and team presentations.

More information about the PMI approach can be found at www.pmi.com.



Qualifications

- PhD or equivalent in cognitive sciences, consumer behavior, neurosciences, psychology, social psychology, or another life science
- At least 5 years practical experience in behavioral studies, preferably in a regulated consumer products industry such as pharmaceuticals, food, or cosmetics
- Good knowledge of ICH GCP and experience in scientific analysis
- Fluent in both written and spoken English

We offer an excellent salary and a benefits package, which may include a relocation allowance (where appropriate).

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