



International Psychology Bulletin

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Division 52 of the American Psychological Association
21 years of International Psychology, 1997 - 2018



ΣΥΛΛΟΓΗ ΟΙ ΨΥΧΕΠΙΣΤΗΜΟΝΩΝ ΕΛΛΗΝΙΣΤΩΝ 1997 - 2018
ΤΜΗΜΑΤΟΣ 52 ΟΙ ΠΟΛΥΚΕΝΤΡΟΙ ΕΛΛΗΝΟΦΩΝΟΙ ΨΥΧΟΛΟΓΟΙ



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Official Bulletin of the Division of International Psychology (Division 52) of the American Psychological Association

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International Psychology Bulletin

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21 years of International Psychology, 1997 - 2018

Editor: Genomary Krigbaum, PsyD
Associate Editor: Dana Basnight-Brown, PhD

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<https://www.div52.org/index.php/publications/32-publication-details>



Message from the President

Meeting Your Mandate



Merry Bullock, Ph.D.
President, Division 52

In 2017 Division 52 members participated in the development of a strategic plan that was reviewed, discussed, and crafted by a host of task forces and opportunities for input. The intent of this process was to listen to members' needs, and position the Division to be a strong voice for global, inclusive engagement. The culmination of the Division's 20th birthday celebration was the unveiling of the plan (see www.div52.org).

Mandate 1 – Align the Bylaws with the Vision

Since the beginning of 2018, one of my tasks as President of the Division has been to begin to implement the Strategic Plan by addressing one mandate – aligning the Division Bylaws with the strategic vision. To do this, a Bylaws Committee – consisting of past Past President Jean Chin, Past President Craig Shealy, President-Elect Nancy Sidun and me – has gone through the Division bylaws, line by line, to make the changes in structure and content mandated by the strategic plan. We are very excited that this task is now done and ready for your review and approval! Within the next few weeks, all Division 52 Members will receive a ballot from APA asking for an up-down vote to the new bylaws. Please take the time to read the bylaws, read the document explaining what has changed, and please be sure to cast your vote! You can see all the materials on the D52 web at <https://div52.org/index.php/activities/strategicplan>.

Mandate 2 – Engage Members

A strong message from the focus groups and task forces asked to develop the strategic plan was to engage members in the activities of the division. This was one of the central topics at the Division's midwinter Board meeting held this February, and we hope that you, as members, will see some of the effects of this discussion. Here are some highlights:

- Make Division processes transparent – Minutes from the Midwinter Board meeting are posted online on the Division website – see <https://div52.org/index.php/about/board-of-directors>.
- Make members feel welcome into a division “family” – the Membership committee – with co-chairs Renee Staton and Ali Kenny are working to do just this – with welcoming letters for all new members, and easier access to Division resources and opportunities. We also have a “get involved” signup online that is regularly sent to relevant committee chairs. We want your engagement!
- Develop networks – Division 52 is working with the APA Office of International Affairs to expand GlobalYExpo – a database of psychologists with international interests and expertise- so that it can be used to search for and find others with similar interests and activities; in addition many programs at this year's D52 Suite at convention will focus on connecting members – as collaborators, mentors or mentees, or interest partners.

Message from the President

Mandate 3 – Be a Catalyst for International Opportunities and for Change

Many of the Division's members are individually engaged in international research, education or application. The Division needs to harness this collective expertise to help develop its role as a resource and catalyst. Here there was discussion of many ways for the Division to foster opportunities – here are a few:

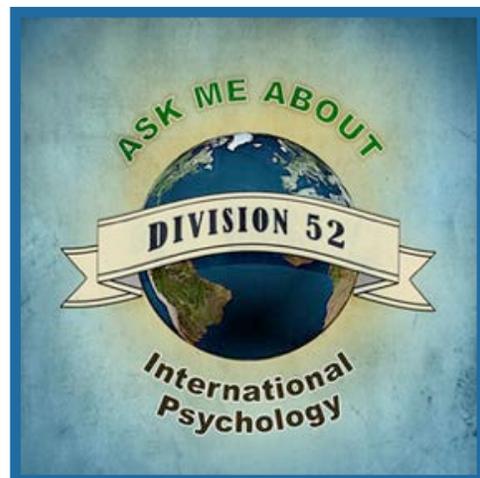
- A new **Advocacy Committee** will consider ways that Division 52 can promote the application of psychological science to current world challenges, and can bring these applications to a broader advocacy forum.
- The Division will foster **inter-organizational collaboration** to develop opportunities for internationally minded researchers and educators to come together. In 2019, Division 52 will partner with annual meeting of the Society for Cross Cultural Research and encourage Division 52 members to present their international scholarship. In addition, Division 52 will work to strengthen an international focus at the Multicultural Summit, and to create international programming at the several regional psychology conferences held throughout the year. To this end, Division member Lynette Bikos has developed a “toolkit” for encouraging international streams at conferences.
- A new standing committee proposed in the Bylaws revision will bring together a number of **liaison** relations for the Division – to universities, to other U.S. organizations with international divisions or committees, to initiatives or programs with international focus, and will also encourage Division members residing outside the U.S. to serve as liaisons from their region of the world.

What Can You do as a Division Member?

- Be present! This is an important time for engagement – in the Division 52 elections, running now until May 30 (see candidate statements at <https://div52.org/index.php/about/elections>); and to VOTE for the Division Bylaws changes that reflect two years' worth of member reflection, input and needs.
- Communicate with your Division – you can indicate general interest in Division committees or activities by signing up on the “Get Involved” app online (www.div52.org), you can send emails to the Division

email (APADiv52@gmail.com) that is read and answered by the President, and you can send information for “Members in the News” to this newsletter (genomary.krigbaum@my.gcu.edu).

Be the change you want to see - by cultivating your international “lens.” Take the extra step to connect with colleagues who are not from the US or whose first language is not English and listen to their perspectives; make choices in your conference attendance or travel to venture outside your linguistic, cultural and geographical “comfort zones” to engage with colleagues whose perspective and experience may be different than your own. When you hear about research, models, regulations, standards or interventions, ask yourself about their context, scope and global relevance; if you are invited to engage outside the USA, read what you can about the social, political and historical context of the places you are going, learn about the structure of psychology, and remember you will engage more when you listen and reflect. And then bring your observations, questions and new knowledge to engage with Division colleagues as we collectively exercise the voice of global citizenry.



What Is Changed in the New Bylaws

Draft?

(Merry Bullock, Craig Shealy, Jean Lau Chin & Nancy Sidun)

This April, APA will send a ballot to all voting Division 52 members asking for approval of bylaws changes. Changing the bylaws for an organization is an important event, and is an opportunity for all members to weigh in. In this article, drafted by the Division 52 Strategic Plan Implementation Committee, we explain what is new in the bylaws revision. Please take a look! And then vote when you receive the APA ballot and help us move Division forward in its mandate to be an active voice for international perspectives in psychology.

In the Bylaws revision (see <https://div52.org/index.php/about/about-division-52/bylaws/207-division-52-bylaws-revision>) there are 6 specific changes to the structure or functioning of D52. In addition, there are many housekeeping-level changes in wording because writing in the 6 changes required rewording and reordering sections of the bylaws.

1. Major Changes in the New Bylaws

- A. **Deletion of “purpose” statement and addition of the “Mission, Vision and Values” statements developed as part of the strategic plan.** This change was one of the central mandates of the Strategic Plan. The reason was to make the mission, vision and values – which capture the collective and consensual input of D52 members – front and center in the Division formative documents.
- B. **Change from undefined Member-at-Large (MAL) Board positions to defined Vice-President (VP) positions.** This change is intended to provide a clear communication structure for the Division’s communication, engagement and action. This entails changing the name of the Board positions from “Member at Large” to “Vice President for Communication,” “Vice President for Engagement” and “Vice President for Programs and Initiatives,” and specifying the specific scope for each position.
- C. **Change from undefined “Member-at-Large for ECP” position to specific ECP positions to create an Early Career Psychologist leadership pipeline.** In the new Bylaws, the Division elects an ECP Chair-Elect who

serves as Chair Elect, Chair, and Past Chair. During the Chair year, this position is also ECP Representative to the Board. This creates an ECP leadership team and strengthens the ECP pipeline.

- D. **Change in student Chair position election procedures to create a clearer and more effective pipeline for student leadership.** In the current bylaws a Student Chair/ Representative to the Board is elected by non-student Division members for 2 years. In the new Bylaws, there is a student leadership team. Student Affiliate members of the Division elect a Student Chair-Elect. This person serves for 3 years as Chair Elect, Chair, Past Chair, and is the Student representative to the Board during the Chair year. This provides a 3-year leadership pipeline with a team of 3 students. The changed election procedures give Student Affiliate members of the Division a direct voice.
- E. **Addition of Presidential Advisory Committee.** This provides a structure to (a) facilitate the ongoing work of the Presidential Trio (President-Past President-President Elect) to integrate the VPs into the process and (b) to foster communication about committee activities in each of the major areas of Division focus (communication, engagement, initiatives).
- F. **Addition of two standing committees**
 - I. **A Liaison Standing Committee** to coordinate information about all the liaison activities of D52 to other organizations, and from D52 members about their context (e.g. university campus, international setting);
 - II. **A Strategic Planning Committee** chaired by the President-Elect and Past-President to provide continuous monitoring of the implementation of the Mission, Vision and Values defined in the Strategic Plan.

2. “Housekeeping”, Clarification and “Updating” Level Changes

- A. **Simplification of membership categories** to match Division de facto practice. This change moves from a 5-level system (Member, Fellow, Associate, Affiliate, Student Affiliate) to a 3-level one. Basically, Member, Fellow and Associate are combined as Member (they are currently treated as equivalent), Professional Affiliate is explicitly defined to be inclusive of APA International Affiliates, psychologists outside the U.S./Canada who are not Members, non-APA members in the U.S., and

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colleagues in other disciplines whose activities are compatible with the Division's mission, vision and values. The advantage of this is a simplification in dues process and fees; and resolution of ambiguity who can be included in the "affiliate" category.

- B. *Change in the order of mention of elected positions in the bylaws.*** In the old bylaws, positions were defined along with groupings (e.g. Officers, Executive Committee, Board, etc). In the new version, the structures are defined first (Board, Executive Committee, Presidents Advisory Committee), then the elected and appointed positions, then the Committees).
- C. *Web editor and social media editor*** are added as appointed positions.
- D. *Parliamentarian, Archivist and Federal Advocacy Coordinator*** are identified as 1-year renewable appointments; All other committee positions are identified as 3-year appointments.
- E.** There is a new explicit statement that the Division will maintain *financial reserves*.
- F.** Language about *online voting and online meetings* are made current with existing technology.
- G.** Procedures not specified in the Bylaws are noted as specified in the *Division Handbook*.

We hope that you are excited by these changes and the new proposed structure for the Division. We look forward to your vote on the bylaws changes.

Division 52 Elections -Make Your Voice Heard!!

(Submitted by Merry Bullock)

The 2018 Division elections are an exciting time for the division as we collectively choose leaders for the next years. This year, the elections are occurring at the same time as a vote for bylaws changes – which means that some of the positions and procedures are a little different than in the past (see article on bylaws changes).

This year there are several open positions:

- **President Elect** – the elected President-Elect will begin their term in 2019 and be President in 2020. As President-Elect, the person in this role co-chairs the strategic planning committee (the the Past President), works to plan their presidential year convention, and develops any

special initiatives.

- **MAL / VP for Engagement** – with these new bylaws, this position will transition from an undefined "member-at-large" position to the Vice President for Engagement. The person in this position will work with the Chairs of the Membership, Student, ECP, and Fellows committees on member recruitment, retention, engagement and outreach.
- The **ECP Chair** position will also change with the new Bylaws. Currently a Chair is elected for three years. In the new plan, a Chair-Elect will be elected each year to enter a 3-year leadership cycle as part of an EPC team of Chair, Chair-Elect and Past Chair. The ballot this year has two candidates for Chair. If the bylaws pass, they will work collectively as a team, one as Chair-Elect and one as Chair.
- **Council Representative** – the Council representative serves for three years to represent Division 52 perspectives and input to the APA Council of Representatives.
- **Student Chair-Elect.** This is a new position with the new bylaws (currently there is a Student Chair, in the middle of a 2-year elected role). When the new bylaws come into place, a student Chair-Elect will be elected by students (current bylaws have the student chair elected by non-students). This election will not take place until after the Bylaws vote, but we list the candidates here along with the other Division candidates for office.

Who are the candidates? See on the Division 52 web at: <https://www.div52.org/index.php/about/elections/206-bios-statements-18>.

LEAVING A LEGACY TO DIVISION 52 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 Miriam Isserow (APF's Development Officer) at (202) 336-5622 or at MIsserow@apa.org

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Members in the News

March 2018 New York City Psychology Activities

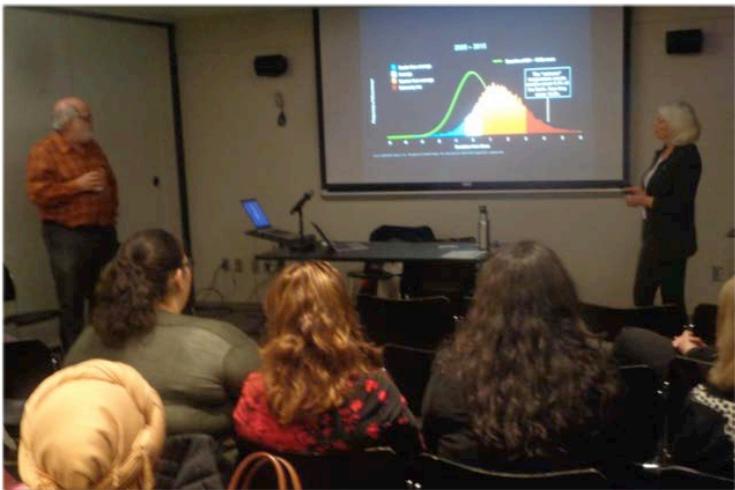
(Submitted by Harold Takooshian)



On March 14 at Fordham, 50 people heard a lecture on "Movies and Mental Illness," with Drs. Danny Wedding (Berkeley, CA) and Grant Rich (Juneau, AK).



On March at Fordham, over 30 participated in the 29th Fordham Forum on Applied Psychology, with five experts on career preparation: Lewis Schlossinger, Fatim Leleta, Cheretta Robson, Tatyana Plutova, Sertan Kabadayi.



On March 15 at CUNY, the Psychology Coalition at the UN (PCUN) hosted a workshop on "Climate Change: Our Responsibility," with Karen Harrington (activist) and Danny Wedding (psychologist) from Berkeley CA.



On March 16 at Fordham, over 70 participated in the Eighth Fordham Forum on Forensic Psychology, featuring five experts: Melissa Leeolou (on homicide activism), Greg Olliver (on alienists), Robert Emmons, Jeffrey Deskovic (on false confessions), Rafael Art Javier (on forensic training).





On March 18 at Fordham, a public forum on "I-O psychology in New York City," hosted by the Manhattan Psychological Association, featured seven experts: Melissa W. Search, Walter Reichman, Allen I. Kraut, Virginia E. Schein, Carolyn Springer, Harold Takooshian, Leonard Davidman.

Two Important Anniversaries at St. Francis College in Brooklyn, New York

(Submitted by Daria Diakonova-Curtis & Ani Kalayjian)

On 3/10/2018, Div 52 members, students and faculty gathered to celebrate two anniversaries: 20 years for the Institute for International and Cross-Cultural Psychology, founded by Dr. Uwe Gielen, and 30 years for the Association for Trauma Outreach & Prevention Meaningfulworld, founded by Dr. Ani Kalayjian. The day included six panels on cross-cultural and immigration issues, and psychologists' work at the UN, as well as live performances of South Korean traditional music and dance, concluded by a celebratory reception.

Some pictures as follows:



On March 20 at the United Nations Delegates Dining Room, over 160 participated in the International Day of Happiness, welcomed by Ambassador Hamid Al-Bayati.



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LEAVING A LEGACY TO DIVISION 52

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A 2018 Federation of Associations in Behavioral and Brain Sciences (FABBS) Early Career Impact Award

(Submitted by Genomary Krigbaum)

Genomary Krigbaum, MA, PsyD, BCB, LP, is the recipient of a 2018 FABBS Early Career Impact Award, as the nominee from the Association for Applied Psychophysiology and Biofeedback (AAPB):

<http://fabbs.org/honoring-our-scientists/impact-award-winners/>

<http://fabbs.org/2018/02/16/individualized-medicine-with-no-side-effects-its-already-here/>

“The FABBS is the only coalition of scientific societies focused specifically on promoting the sciences of mind, brain, and behavior in the U.S. AAPB is a member scientific society of FABBS, supporting our advocacy and educational activities before the U.S Congress and federal science agencies.”



NEWS OF DIVISION 52 MEMBERS

Submit your news - publications, awards, grants, kudos for publication in the newsletter. Limit: 100 words. Please provide an internet link if possible. Send to the Newsletter Editor, Genomary Krigbaum, PsyD at genomary.krigbaum@my.gcu.edu

HAVE DIVISION 52 - NEWS & UPDATES?

Send them to the IPB editor, Genomary Krigbaum, PsyD at genomary.krigbaum@my.gcu.edu

INTERESTED IN REVIEWING?

Readers who are interested in reviewing for the IPB - *Peer Review* section should contact, Genomary Krigbaum, PsyD Editor at genomary.krigbaum@my.gcu.edu, indicating relevant expertise, training, and interests.

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Spreading the Discipline of Psychology in Thailand: Reflections From a Fulbright Scholar

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Fulbright Scholarships are among the most prestigious awards that psychologists can receive in their careers. They are designed to promote international exchange in areas of research and teaching and to promote mutual understanding and cultural awareness. Though the program is well known in our discipline, there are very few detailed descriptions of individual Fulbright experiences written by psychologists.

This article chronicles the author's two Fulbright missions in 2006-2007 and 2014-2015. Its purpose is to help potential psychology applicants to better understand the complete process from the decision to apply, the execution of the application itself, the revisions needed if rejected, the mission if awarded a grant, the challenges, successes and failures that occur along the way, the unexpected experiences and exciting side roads that invariably are taken, the long-term accomplishments that emerge, and the lasting impact of the mission on the host country and the awardee.

Background

The Fulbright Scholar program run by the U.S. Department of State's Bureau of Educational and Cultural

Affairs is considered to be the most prestigious international exchange program in the world today (Svare, 2018). Yearly it supports 8000 individuals to undertake graduate study, advanced research, university lecturing, and classroom teaching. It operates in over 160 countries around the world and represents close to 50 different disciplines. It also supports approximately 800 scholars from abroad to come to the United States (www.cies.org).

Though the Fulbright program is well known in higher education, and the Fulbright website (www.cies.org) has short summaries of the experiences of some awardees, there is little in the way of in-depth descriptions of individual Fulbright missions and experiences. Thus, others who may be interested, especially prospective Fulbright applicants, are left to wonder about the complete process from the decision to apply, the execution of the application itself, the revisions if rejected, the mission if awarded a grant, the challenges, successes and failures that occur along the way, the unexpected experiences and exciting side roads that invariably are taken, the long-term accomplishments that

emerge, and the lasting impact of the mission on the host country and the awardee. This article is about that process. It is my personal Fulbright journeys in Thailand analyzing the two awards I have received (2006-2007 and 2014-2015) from their inception to their completion and beyond. It is hoped that my experiences may prove to be instructive for some in psychology who may be planning to apply for an award in the future. While every Fulbright experience is unique in terms of mission and what is actually accomplished, there are also some unifying themes that reinforce the conclusion that these awards are almost always impactful for both the awardee and the host country. Clearly, however, readers should be encouraged to ask other Fulbrighters about their experiences in order to get a range of views.

A Fulbright Journey

Early in my academic career I had little interest in applying for a Fulbright Scholar Award. Though I had known about the program since graduate school days and had talked with some former Fulbrighters concerning their awards, I was too consumed with my own teaching and research responsibilities at the State University of New York at Albany to give it much serious thought. As chronicled here, however, I eventually concluded that it would be a good step for me to take in my career. To say that I am incredibly happy to have made the decision to apply for and eventually receive two Fulbright awards is an understatement. It changed my life.

I was fortunate to have been promoted to full professor at a relatively early age. This allowed me to spend considerable time to reflect upon what I had accomplished while also plotting my next steps. Increasingly, I reflected upon my own good fortune and the safety and security of living a nice life in the U.S. As a bench scientist in the field of behavioral neuroscience at a large public research intensive institution, I had enjoyed a wonderful career of scholarship, teaching and the training of both undergraduate and graduate students. But I had become myopic, complacent and indeed even ethnocentric in my views. I felt the need to get out of this zone of comfort and challenge myself to do something beyond what I was presently doing. Indeed, I would say that I also felt the need to connect and contribute to something beyond myself in whatever humble form that it might take. The Fulbright program proved to be the perfect

vehicle for me to help another country as well as to contribute to my own discipline, a discipline that has given me so much over the course of a very rewarding career.

Fulbright mission 2006-2007. As I researched the application process for a Fulbright Award and talked with other Fulbrighters about their experiences, I also studied the status of the discipline of psychology in different parts of the world. I had travelled to many European countries for professional meetings and knew something of the culture and history of psychology there. A Fulbright application to a European country did not appeal to me because I considered it to be too close to my own culture and background and because psychology was relatively well developed in this region of the world. Also, I wanted to challenge myself more by going to a part of the world and a culture I had never experienced. I wanted to get outside my own Western culture as much as possible. I wanted to force myself to learn new things such as language, customs, people and history. Importantly, I wanted to do a Fulbright in a region of the world where I thought I could make a difference in spreading the discipline of psychology in a place where the study of behavior was truly in its infancy.

Eventually I determined that Southeast Asia fit me perfectly. I learned that modern Western psychology in this region of the world, with few exceptions (Singapore, Malaysia and Indonesia among them) was underdeveloped and in many cases dominated by Eastern Buddhist psychology. After considerable study and reflection, I determined that the beautiful and culturally rich country of Thailand would be the place to accomplish my goal. I came to this decision because this country represented a radical cultural change from what I had experienced in my own life and because the study of modern Western psychology was truly in its infancy at this time. While I had never visited this country, I had talked with many who loved their time there and spoke highly of the hospitality and friendliness of the Thai people. I further learned that its economy was growing, and I was intrigued by its people, culture, Buddhist traditions and history.

I quickly learned that most universities in Thailand had little in the way of a formal psychology curriculum, and that subjects like experimental psychology and behavioral neuroscience were not taught even in their best universities.

Additionally, clinical psychology and the training of students for professional practice according to Western standards was nonexistent. As a result, the mental health care system in Thailand, which was dominated by overworked psychiatrists, was not keeping up with the increasing numbers of mentally ill patients who were receiving little in the way of professional care or worse yet, no care at all. In the end, I felt that Thailand, with its critical needs for psychology infrastructure development, would be the ideal place to “get outside myself” and give something back to my profession through outreach and capacity building. I then set in motion an application for the U.S. Fulbright exchange program to accomplish this purpose.

In 2003, I made contact with a number of psychology faculty members at Chulalongkorn University in Bangkok, Thailand. This university is considered Thailand’s best and most comprehensive and, as it turns out, was the only institution of higher learning in this country with a standalone psychology faculty. Established in 1996 by a royal decree from the King of Thailand, the psychology faculty was originally a part of the education school prior to receiving its autonomy. As it existed at the time, the department had a vigorous undergraduate program that included most of the major areas of specialization in psychology. At the graduate level, it also offered Master’s Degrees in counseling, social, developmental and industrial/organizational psychology. At the doctoral level, the department offered the Ph.D. in counseling, social and developmental psychology. Notably absent from their undergraduate and graduate offerings was the kind of standard coursework one would see in the West including experimental psychology, behavioral neuroscience, and clinical psychology.

The Chulalongkorn psychology faculty wanted help in these areas and I oriented my proposal around curriculum development and the teaching of a behavioral neuroscience course that would be open to both graduate and undergraduate students. The department also was interested in faculty development issues in teaching and scholarly publishing. Thus, my application also included the presentation of workshops and mentoring in these areas. I received an enthusiastic letter of invitation and support from the head of the psychology department at Chulalongkorn

University. Everything seemed in order for what I thought was a solid application in which the match between what I offered and what my host institution needed was convincing. Importantly, I had learned from my study of the Fulbright program, that the “match” was the most important part of a successful application (Svare, 2018).

Prior to submitting my application, I made sure that it was read by colleagues both within my department and outside my institution. I also included former Fulbrighters in the pre-review process. Once again, I had read that this was another key step in a successful application submission (Svare, 2018). Fulbright applications must pass two levels of review. The first is performed by disciplinary specialists in the United States while the second is performed by the binational (in country, in my case Thailand) committee. Feeling confident that my application would be funded, I learned in December that it was approved by the first level of review in the United States. However, in April of 2004, I was informed that it was not approved by Thailand’s binational committee. I was disappointed but not deterred by this result since I knew that many Fulbright applications are not funded on the first try.

I contacted Fulbright staff for input on how to improve my application. I learned that my proposal was well received but that I needed to focus more on how my stay in Thailand would benefit the Thai people and their higher education system and how a Fulbright experience would benefit me and my home institution once I returned from my exchange. I went about doing this as best I could, but then a world shattering and sadly tragic event occurred that made my application even more relevant without my doing much of anything. I was jolted by the events of the December 26th, 2004 Tsunami in Phuket, Thailand that killed many people and left untold numbers with emotional scars. During this crisis, Thai mental health care workers were compassionate but largely untrained. As a result, they were frequently helpless in assisting the many people who survived but were psychologically damaged from the aftermath. Thanks to the benevolence of the United States and many other countries, Western trained psychologists descended upon this area to provide much needed professional assistance and comfort, especially for the many people who were suffering from clinical depression, anxiety and post traumatic stress disorder

(PTSD).

The revised application I submitted in August of 2005 emphasized many of the same goals as my original application including teaching a course in behavioral neuroscience, curriculum development, mentoring of faculty in scholarly publishing and student centered teaching and the teaching of a course in my specialty of behavioral neuroscience. Importantly, I changed the content of the course I planned to teach by reorienting it toward the biological basis of psychopathology. With the considerable scientific advances that have been made in behavioral neuroscience over the last 30 years, this specialty has become instrumental in the search for the biological underpinnings of both normal and abnormal behavior. It is especially important for understanding the etiology and treatment of behavior disorders such as alcohol and substance abuse, neurotic and psychotic behaviors (e.g., schizophrenia, manic-depression), depression and a range of childhood disorders (autism, Aspergers, attention deficit, anorexia) that we see in people from all cultures, races, ethnic groups, and geographic areas of the world. My feeling was that the revised course content would be invaluable for those students who were planning on doing graduate work in psychology that would involve some level of mental health care involvement, a critical need especially after the Tsunami exposed the lack of manpower and shortcomings in the practice of clinical psychology in Thailand.

My revised application was successful and I was very fortunate to be named a Fulbright Senior Scholar to Thailand for 2006-2007. As noted above, my mission was simple during my first Fulbright stay in Thailand: To promote the development of psychology, especially the teaching of behavioral neuroscience with an emphasis on the biology of psychopathology, and to assist with curriculum and faculty development. The behavioral neuroscience course that I taught at Chulalongkorn University was not without its challenges. My class consisted of 28 very eager junior and senior Thai students as well as four masters level students. Because their fluency in English language varied from very good to quite poor, I was forced to adjust the depth of some of the material I ordinarily would have covered. However, once I was provided with a translator, the classes went more smoothly. It also helped when I started to become more

fluent in Thai language and could communicate some of my lectures in their language.

As I have written elsewhere (Svare 2011), Thai students are mostly exposed to rote learning strategies. This is part of a cultural tradition in this country in which professors are viewed with unquestioned authority and students rarely express their opinions. This is not unique to Thailand but is a striking contrast to Western styles that encourage both students and faculty to speak their minds. My style was to facilitate student centered learning by viewing the classroom as more of a collaborative learning experience. I was there to dispense information but I was also interested in obtaining student views on some of the controversial issues that we were discussing. Once this cooperative learning approach took hold, students became more comfortable with making contributions to discussions and the class became more enjoyable for them and for me. Breaking these well established cultural habits was not easy but proved to be essential for the successful completion of my Fulbright mission. I also spent considerable time mentoring students, especially those who expressed the desire to go to graduate school in psychology. As it turns out, this proved to be time well spent since a number of these students have gone on to graduate studies in U.S., Australia, England, the Netherlands, and Germany.

My colleagues in the psychology department at Chulalongkorn University were very interested in Western curriculum for our discipline as well as information about student centered teaching methods and scholarly publishing. I tried to cover all of these areas through small workshops as well as individual meetings. Many faculty in the department regularly attended my lectures in the course I was teaching and could see firsthand student centered learning approaches in action. This produced interesting exchanges with my Chulalongkorn colleagues as time went on and, for some, the realization that they might be more effective teachers by incorporating a more active and cooperative learning style in the classroom.

Discussions regarding curriculum changes centered around the need to bring the department more in line with contemporary standards advocated by APA without sacrificing their investment in the traditions of Buddhist psychology. Briefly, Buddhist psychology is primarily about

self-knowledge, finding out more about who you are, and understanding your decisions, actions, thoughts, and feelings. It is primarily concerned with the alleviation of human suffering, distress, and dissatisfaction through the practice of mindfulness and meditation. While there is some intersection with Western humanistic practices, cognitive behavioral therapy, and more recently the positive psychology movement, it is not as evidence based as therapeutic techniques used in the West. Understandably, the traditions of Buddhist and Eastern psychology were infused in many of the courses that were offered in the department at that time and the teaching of those classes was performed by older members of the department who were brought up with this tradition.

At the undergraduate level, I made recommendations that included significant revisions in experimental and abnormal psychology classes as well as the addition of a contemporary class in behavioral neuroscience (like the one I was teaching), behavioral pharmacology (or drugs and behavior as it is called in some universities) and health psychology. I also made recommendations on more recent textbooks that I felt would be more appropriate for many of the course offerings in the department. Not surprisingly, many of the suggested books had a stronger research focus than what was presently being used. I also raised the idea that their classes in the area of cognitive psychology and cognitive neuroscience needed to be upgraded to reflect more recent research advances. These recommendations were met with enthusiasm and a number were adopted in the ensuing years.

At the graduate level, members of the Chulalongkorn Psychology faculty frequently expressed their desire to eventually have a clinical program comparable to what is seen in the West. This decision is rooted in the underdeveloped mental health care system in Thailand. As I have noted elsewhere (Svare, 2011 and Svare, manuscript submitted), the profession of psychiatry in Thailand is overwhelmed, rooted in the medical model, and can only serve the most severe cases of mental illness. As a result, mental health care services in this country only help a very small fraction of people who really need assistance. The most recent World Health Organization (WHO, 2015) assessment shows that the country has only 7.29 mental health providers

(psychiatrists, psychologists, nurses, social workers, and occupational therapists) for every 100,000 people. This is an alarmingly low figure especially when one considers that many of the providers have no significant training in psychology. Consequently, WHO places Thailand's mental healthcare services near the bottom of developing countries. This is especially disturbing since indicators of economic progress show that Thailand is doing very well with respect to growing its commercial and trade relationships throughout the world.

The Chulalongkorn psychology department attracts a number of good students every year for their counseling psychology program. The doctoral program, which is heavily based in Buddhist and Eastern psychology theory and practice, does not represent the full array of contemporary psychological thought and practice. As noted above, this is dramatically different from what a traditional Western clinical program incorporates for education, research, and supervised training. At that time, I tried to facilitate discussions about establishing a true clinical program and have continued to do so, but the impediments then and now are significant. For example, only one faculty member was actually trained in Western clinical psychology at that time (there are two now) while the remainder of the cohort earned their degrees in counseling psychology. Also, there were, and continue to be, very few opportunities for supervised training in clinics by trained psychiatrists and clinical psychologists. And most of all, the professional standards for becoming a licensed psychologist in Thailand presently requires only a bachelor's degree. Thus, establishing a clinical program at Chulalongkorn according to APA standards seemed unrealistic at the time. In spite of this, I continued to spend time with my colleagues in the department educating them about the practitioner-researcher model in clinical psychology. Because I was very familiar with this model from my own department at Albany, I knew what was needed to establish such a program with respect to coursework, supervised training, research, and clinical internships. Increasingly, discussions in the psychology department at Chulalongkorn have moved to initiatives centered around collaborative efforts with other universities in the West. Although this approach is one that is more realistic for the immediate future, the long-term goal should continue to be

the establishment of their own doctoral program in clinical psychology.

Lastly, the faculty, especially those in junior ranks, were keenly interested in improving their scholarship and especially wanted to publish more in English language journals. I spent considerable time with my colleagues at Chulalongkorn discussing the many issues surrounding good scholarship including productive writing strategies, selection of appropriate journals, and the best way to handle rejections and revisions. I also spent considerable time with both faculty and graduate students critiquing their English writing skills and helping with revisions to papers. This was time consuming but I felt it was an important part of what I should be doing to help them improve both the quality and quantity of their scholarly work.

My stay at Chulalongkorn University was very productive and I was able to accomplish the goals I stated. Moreover, I was invited to lecture in many other Thai universities and medical schools and expose faculty, staff and students to a wide range of topics in the modern discipline of psychology. This laid the foundation for a greater awareness of what it takes to build a more contemporary infrastructure for the discipline of psychology and how, once in place, this could be critical for improving the Thai mental healthcare system.

Fulbright mission 2014-2015. While much was accomplished during my first Fulbright stay in Thailand, I increasingly felt that I could be doing much more to advance the discipline of psychology in this country. I authored a comprehensive assessment of the status of psychology in this country and published it in the *International Psychology Bulletin* in 2011 (Svare, 2011). It reviewed the progress that had been made but was also honest about how much more needed to be done. This publication provided the basis for a second Fulbright stay in Thailand in 2014-2015.

In 2013, I contacted three prominent Thai universities (Chiang Mai University, Khon Kaen University, and Burapha University) about the possibility of my coming to their institutions to assist in the development of contemporary psychology. By this time, psychology was developing quite well at Bangkok universities like Chulalongkorn and Thammasat. However, at institutions outside this urban area, psychology was largely confined to a few courses in

education departments. The universities I approached were all large, distinguished institutions from regions outside of Bangkok. All three shared the fact that psychology development was in its early stages, all were poised to take the necessary steps to further develop this discipline, and all eagerly reached out to me by providing strong letters of invitation to come to their universities.

In my application, I proposed to spend two months at each campus, at which time I would speak both formally and informally with administrators, faculty and students about further developing the modern discipline of psychology, evaluating present curriculum, and making suggestions for possible change. To that end, I created a short course entitled: "The Modern Discipline of Psychology: From the Laboratory to Practical Application". The content of the course consisted of a menu of 16 self contained lectures I developed (each one 60 minutes long) which described cutting edge research across the entire spectrum of subspecialties in psychology.

I was pleased when my application for a second Fulbright stay in Thailand was funded for the 2014-2015 academic year. Following discussions with faculty and administrators at each university prior to my arrival, we jointly selected lectures that best fit the needs and goals of their respective campuses. The intent was to deliver all 16 lectures at each campus, but some lectures proved to be longer and more comprehensive than others depending upon the strengths and weaknesses of a particular university. All told, I ended up giving all of the lectures in some form on each campus and they were well attended by students (graduate and undergraduate), faculty and administrators. The goal of the courses was to provide the knowledge and impetus for integrating modern psychology into the curriculum at Chiang Mai, Kohn Kaen, and Burapha Universities and to lay the groundwork for a potential major in psychology at these institutions.

The major branches of modern psychology, as articulated by the American Psychological Association (APA) (APA, 2013), includes the study of social psychology, cognitive psychology, experimental psychology, abnormal psychology, developmental psychology, comparative psychology, behavioral neuroscience, sensation and perception, evolutionary psychology, personality psychology, industrial-organizational psychology, educational

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psychology, and health psychology. My goal was to represent all of these specialties in a series of lectures that would bring students, faculty, and administrators from many different disciplines up to date with the latest cutting edge research and application in all of these areas.

Though quite different from my previous Fulbright work at Chulalongkorn University where I focused mainly on behavioral neuroscience, the 2013 application clearly built upon, and was an outgrowth of, my previous work in this country. My lectures and outreach program also focused on how basic research in psychology has been translated into practical application and how people throughout the world are being helped by these advances. The lectures utilized a variety of different pedagogical and audiovisual aids that engaged audiences wherever I went and allowed them to learn about the important life-changing discoveries that psychologists are making every day. The lectures were attended by audiences ranging from about 30 to over 200 in some cases. Often, it was the question and answer sessions that immediately followed as well as the informal discussions emerging days and weeks after that proved to be as valuable as the lectures themselves.

The program that I proposed and executed was most compatible at Thai universities and not their medical schools. I determined from my previous experience in this country that psychiatry departments would not be a particularly good fit for my program of lectures. This was so because Thai medical schools have a very different and more focused interest in the study of behavior which, in many ways, is incomplete, less diverse, and not at all representative of the broad ranging training required in the modern discipline of psychology as practiced in Western universities today. I did not preclude medical school students and faculty from being a part of the program. Indeed, I ended up giving many additional lectures on other topics in a number of medical schools while there, but the real focus of my work was squarely in university humanities, social sciences, and natural sciences departments. Like the development of psychology in Western cultures, I reasoned that this was where the modern discipline of psychology would likely emerge and grow in the future.

The results of my second Fulbright stay are still being measured. Clearly, there is considerable energy among the

universities I visited to develop their own standalone psychology departments. This is also fueled by the increasing government pronouncements attesting to how the mental health needs of the Thai people are being underserved. Clearly, these institutions are poised to begin the process of capacity building in the development of psychology training at both the undergraduate and graduate level. However, as the saying goes, talk is cheap and as yet Khon Kaen, Burapha and Chiang Mai Universities are still without their own standalone psychology faculties. This is due to two primary reasons: the political and economic unrest in Thailand as a result of several military coups in the last 10 years; and the passing of Thailand's long-time and beloved King Bhumibol Adulyadej and the uncertainties of the policies and potential influence of his son Crown Prince Vajiralongkorn. These events have stalled many planned reforms in Thailand's higher education and health policy.

Lastly, through both of my Fulbright stays in Thailand, I was keenly aware of my role as a representative of the U.S. State Department. This has special meaning and responsibilities for those engaged in Fulbright work. I never wanted to come across as the "Ugly American", a term derived from the movie and book of the same name, and interpreted to mean arrogant, ignorant, and largely ethnocentric behavior on the part of Americans in foreign countries. My recommendations regarding changes in Thai higher education and psychology in particular were always couched in terms like "you might want to think about this" and "let's continue to have a dialogue about what might be best for your particular situation". I never wanted to give the impression that our (in the West) system of education and in particular the study of psychology was necessarily better but was just different from how it is done in other parts of the world. Occasionally, Thai colleagues would remark that "Americans always do things better than we do here." In response to this, I would quickly acknowledge the compliment, point out that it wasn't necessarily true, and then commented that Thais often do many things much better than Americans. I would remark that Thai people have quite literally written the book on what it means to be caring, hospitable, friendly, and unselfish. After all, I would further note, there is a reason why Thailand continues to be one of the most visited countries in the world today. Acknowledging

my compliment, my Thai colleagues would typically gesture with a laugh or smile, and our mutual appreciation would be further cemented without words.

Overall Significance of My Fulbright Missions. My time as a Fulbrighter in Thailand clearly revealed that there is a tremendous need in this country for the development of curriculum that meets Western standards for undergraduate and graduate training in psychology while at the same time respecting the traditions of Eastern and Buddhist psychology. I concluded that many more institutions, both public and private, need to develop stand alone psychology departments and faculty that present modern psychology in all of its specialties, but most critically in clinical psychology. I continue to believe that once this infrastructure is in place, a concerted effort should then be placed upon improving the education and training of Thai graduate students desiring to become clinical psychologists. Presently, training overseas is an option in combination with the development of joint programs with other countries. However, homegrown (Thai) Ph.D. programs in clinical psychology and other subspecialties should be the ultimate goal. Indeed, the professionalization of Thai psychologists and their ultimate ability to shed the status of “second class citizen” to psychiatrists (Svare, 2011), is critically dependent upon growing the psychology infrastructure in their higher education system.

I further concluded that the continued development of a more sophisticated psychology infrastructure in Thailand will have long lasting implications for the next generation of Thais who increasingly are seeking mental health care as an integral part of their physical health and well being. If psychology is allowed to grow and flourish in Thai universities and high schools in the same way in which it has throughout much of the rest of the world, there will be significant tangible benefits for the Thai people. One of these outcomes, the additional trained manpower that is needed to properly diagnose and treat those individuals who are suffering from mental illness, is particularly crucial for Thailand’s continued development as an emerging modern nation that cares about its citizens’ quality of life.

My Fulbright work enabled me to give back to my discipline and to help the higher education system of another country. But it also helped me to be a better teacher in my

classrooms back in the U.S. by enabling me to stretch myself in a cross-cultural, global manner. For example, the discipline of psychology suffers from the fact that it is dominated by Western thinking. As it is taught in the U.S., it typically does not include the beliefs of important cultural, religious and philosophical traditions that are firmly entrenched in other parts of the world. A case in point is the important findings of Buddhist psychologists in the areas of mindfulness and meditation. These practices are routinely used in some Asian countries to successfully treat behavior disorders like depression and drug addiction and, as these practices become more evidence based, they are slowly finding their way into mainstream clinical practice in the west. As I have learned more about the work of Buddhist psychologists, I have tried to include their practices and beliefs in the content of courses I teach in the U.S.

Importantly, my Fulbright work in Thailand also allowed me to learn the culture, history, government structure and economic background of the country as well as its role in ASEAN (Association of Southeast Asian Nations, which includes Thailand, Cambodia, Vietnam, Laos, Myanmar, Singapore, Indonesia, Malaysia, Philippines, and Brunei). Thailand is a constitutional monarchy with a population of more than 67 million people. The king, who is thought to be descended from Buddha, is revered and in the past has exerted strong informal influence. A coalition government of the Democratic Party has been in power since 2008 but numerous military coups have had a destabilizing influence on a progressive agenda of reforms in education, health care, and economic growth.

I learned that Thailand is officially classified as a developing country with an economy that is export based. Its major industries include tourism, textiles and garments, agricultural processing, beverages, tobacco, cement, light manufacturing such as jewelry and electric appliances, computers and parts, integrated circuits, furniture, plastics, automobiles and automotive parts. The majority of its people work in the agricultural sector but a recent trend finds increasing numbers of families moving away from farming in rural areas to more urban centers where jobs are more plentiful and wages are higher.

The Fulbright program also enabled me to immerse myself in the culture of the country and Southeast Asia in

general. As a result, I became much more sensitive to the Asian experience, the beauty of their traditions and cultural practices, but also the hardships that many endure in this part of the world that is still developing. The Fulbright program paid for Thai language classes and I was able to become fluent in their beautiful language. I also travelled extensively in the country and lectured at other larger and smaller universities in the northern, central and southern parts of Thailand. I was able to experience the regional differences in cultural practices that the country was well known for including the beauty of the beaches in Phuket and Koh Samui in the South, the magnificent mountains and river valleys of Chiang Mai and Chiang Rai in the North, and the rural rice producing areas of Isaan in central Thailand. I visited many Buddhist temples throughout the country, learned the essentials of Buddhism as it influences all facets of Thai life, and became knowledgeable in ways of living that were totally foreign to me as a Westerner. I also enjoyed the incredible diversity of tastes in Thai food and other Asian cuisine, an experience that has forever changed my preferences for what I choose to eat back in the U.S.

More than anything, however, I made many Thai friends including my university colleagues, my students and their families and other people I met along the way. Thai people are known for their hospitality and I was treated with respect and friendship wherever I went. I was always being given small gifts such as beautiful Thai silk by friends and colleagues. Indeed, with each new university I visited, I was treated like royalty by my hosts. Part of this was due to my status as a Fulbrighter but much of it was also related to “Thai ways” and the cultural traditions of compassion and kindness that have evolved to such a high level in this country.

Associated Fulbright Activities

My Fulbright work in Thailand evolved into a number of other unanticipated roles and projects that were personally and professionally rewarding. Because these activities also may be helpful to those planning a Fulbright application, a brief summary is provided below.

Returning to Teach Every Year at Chulalongkorn University. As an outgrowth of my first Fulbright award in 2006-2007, I was officially granted visiting professor status on a continuing basis at Chulalongkorn University. I return to

what I consider my “second home” every August to teach undergraduates in behavioral neuroscience in an intensive three week, short course format. The course is now offered within the International Program of the Psychology Department, a curriculum I helped to develop with Thai colleagues back in 2006-2007. It is designed for Thai students who have been taught in English from an early age, and want to continue their educational instruction in this language while at Chulalongkorn. Because English is universally recognized as the world-wide language of education, health, science, engineering, finance and commerce, there is increasing awareness among Thai people that English fluency is a prerequisite for greater opportunity. As a result, the International Program in Psychology, and others like it in other disciplines at Chulalongkorn and other Thai universities, are growing dramatically to a point where students electing instruction in English outpaces that of those choosing to be taught in Thai. This development is in striking contrast to my early days in Thailand where instruction throughout their higher education system was typically in Thai. The International Program in the Psychology Department at Chulalongkorn University now includes a University of Queensland (UQ) (Australia) component where Thai students spend 1 and ½ years in UQ’s Psychology Department in addition to 2 ½ years in residence at Chulalongkorn.

The Popularity of Lectures on Scholarly Publishing. An interesting development that emerged as I started my second Fulbright stay in Thailand was the number of requests that I received to give a talk I had developed entitled “Tips on Scholarly Publishing.” Once I gave this talk in a few places, the news quickly spread among administrators at many different institutions. It is well known that scholarly activity plays a critical role in world university rankings (Gallup and Svare, 2016). Not surprisingly, the higher education system in Thailand, like that of most other countries in the world, has recently become obsessed with these rankings. I gave this talk over 50 times in many different venues including engineering schools, medical and public health schools, pharmacy schools, and education, social science, biology and chemistry departments. Given the invitations I was receiving, I probably could have delivered this talk another 50 times but my time simply did not permit

it. In some venues, the talk and associated power-points were videotaped and archived so that they could be used for other branches of the institutions I visited.

The Mentoring of Thai Students. I am particularly proud of the many Thai students that I have been able to mentor during my time in Thailand. For example, in my very first year teaching behavioral neuroscience at Chulalongkorn University in 2006, I was fortunate to have as a student Narun (Non) Pornpattananangkul. Non was in the category of “exceptional” right from the beginning and we quickly formed a bond because of our mutual love for the field of behavioral neuroscience. Non was one of the best students I have ever had the pleasure to teach and mentor and I include many of my outstanding U.S. students (both graduate and undergraduate) in that group. His thirst for knowledge, even back then, was unparalleled and he quickly distinguished himself as a young man who would someday make his mark in this field. After receiving his undergraduate degree at Chulalongkorn University which included additional work in behavioral neuroscience at the University of Queensland, Non won a Fulbright scholar award to engage in doctoral work in brain, behavior and cognition in the Department of Psychology at Northwestern University in the U.S. He received his doctoral degree from that institution in 2015 and now is a postdoctoral fellow in the Department of Psychology at National University of Singapore. He already has published a number of cutting edge research articles in prestigious journals and shows all the signs of being a leader in the field of behavioral neuroscience. I am confident that Non Pornpattananangkul will someday lead the next generation of psychologists in Thailand and Southeast Asia. His accomplishments, as well as those of many other Thai students I have taught and mentored and are currently in graduate school, represent the single most important reason why I continue to go back to Thailand each year to teach and assist in the development of psychology.

Fulbright Funded Trips to the Philippines and Vietnam. Fulbright scholars who are already in East Asia and the Pacific region are eligible to receive funds to support short-term (3-14 days) travel to other countries for a range of activities including lecturing, workshops, curriculum advising, graduate and faculty seminars, and panel presentations. During my second Fulbright stay in Thailand, I

applied for travel funds from this program to lecture and engage in curriculum development in Vietnam and the Philippines.

I was approached by De La Salle University in Manila, Philippines to help with graduate curriculum development in their doctoral program. I gave six lectures at this institution over a four day period of time in areas of contemporary psychology. This included lectures in the area of health psychology, biobehavioral basis of stress, behavior genetics, cognitive neuroscience, sexual orientation, and parental behavior. I also gave a workshop on scholarly publishing and discussed with department leaders and administrators potential improvements to their doctoral programs in experimental and counseling psychology.

I was also asked by Ho Chi Minh City University and Hoa Sen University in Ho Chi Minh City (Saigon) Vietnam to lecture on the latest research in the areas of stress, health psychology, behavioral neuroscience, and behavior genetics. I gave these lectures over a six day period in Ho Chi Minh City and met informally with many administrators and faculty at both institutions.

More recently, I have forged a special relationship with Hoa Sen University as they strive to expand their academic portfolio. Only 25 years old, Hoa Sen started small with only a few faculty and less than 50 students. It now has two campuses with close to 9,000 students, 380 faculty, and 23 academic majors. The brain child of Dr Bùi Trần Phương, Hoa Sen University is now considered one of the most prestigious private universities in Vietnam. During my 2014 visit, I learned that Hoa Sen University was about to embark on the creation of its own psychology department. Under the direction of Dr Loan Nguyen Thi, who also doubles as a Dominican Catholic nun in Vietnam, Hoa Sen University was seeking guidance in the creation of a department that would include both Eastern and Western psychology curriculum. Over the course of the next two years, I assisted Dr Thi with both faculty and curriculum development issues.

Hoa Sen University’s psychology department and curriculum were recently approved by the Vietnamese Education Ministry. The department now has eight faculty members and a full undergraduate curriculum that represents many of the major subareas of psychology. In December of 2016, I was an invited guest of Hoa Sen University to

observe their 25th anniversary celebration as well as the opening of their newly approved psychology department. At that time, I gave a series of public lectures on current trends in contemporary psychology as well as two lectures on faculty development issues in the areas of teaching strategies and scholarly publishing.

Participation in the 60th Anniversary Celebration of Fulbright in Thailand. In 2010, it was a great privilege to attend the 60th Anniversary Celebration of the Fulbright Program in Thailand. Held at the Ministry of Foreign Affairs in Bangkok and jointly hosted by the Thai-U.S. Educational Foundation (TUSEF), the U.S. Department of State, and the Thai Ministry of Foreign Affairs, the celebration was superbly organized and executed. Indeed, there were many high points for both Thai and American Fulbright alumni.

A highlight of the “International Symposium on Caring Leaders across Cultures” was the presentation of the Fulbright Caring Leader Award to Her Royal Highness, Princess Maha Chakri Sirindhorn. The choice of Princess Sirindhorn for this prestigious award was altogether fitting. She epitomized what it means to be a caring leader and role model for the people of Thailand and for all cultures. Because of her dedication to philanthropy and volunteering and her compassionate understanding and appreciation for diversity, it was easy to see why Her Royal Majesty is so universally beloved by Thais and people throughout the world.

Her Royal Highness delivered a very memorable keynote address. In congratulating the Fulbright Program for its contributions to world harmony and peace, she noted what it means to be a caring leader: generosity, responsibility, and a determination to seek solutions to difficult problems. She also spoke of how all cultures must better appreciate diversity and that such understanding really begins in one’s own home and family. She also emphasized that creating new caring leaders in the future should be a major goal for countries throughout the world.

It was a privilege and an honor to be one of four former Fulbrighters to be asked by TUSEF to speak briefly with Princess Sirindhorn at the 60th anniversary celebration. I informed her that my Fulbright mission in 2007-2007 was to bring the specialization of behavioral neuroscience to the Thai higher education system. I noted to her that this

discipline is critical for understanding the biological basis of both normal and disordered behavior and is particularly important for the diagnosis and treatment of those who may be suffering from various forms of mental illness, especially addiction based disorders and childhood disorders like autism, attention deficit disorders, and Asperger’s syndrome. I further noted to Her Royal Highness that my work in Thailand included curriculum development and, most importantly, teaching the principles of behavioral neuroscience to university students and faculty. I also noted to her that my work was continuing in two ways: First, I was returning yearly to teach intensive short courses in various Thai universities and second, I was continuing to promote the exchange of Thai students to the United States and other countries for the purpose of doctoral and master’s training in psychology. Lastly, I noted that my Fulbright work would have a positive impact upon the future training of psychologists and the continued development of the Thai mental health care system. At the 60th anniversary celebration, I was presented with an award by then U.S. Ambassador to Thailand, Eric John for my continuing involvement in Thai higher education and for spearheading fund raising efforts among U.S. Alumni for TUSEF programs.

A Book on the Fulbright Experience. In the summer of 2013, the Executive Director of TUSEF Pornnip Kanyananiyot, let it be known that she would be stepping down and retiring in the Fall of 2014. This announcement set in motion brain-storming sessions designed to determine how her many admirers, including both Thai and American Fulbrighters, could properly acknowledge her contributions to deepening Thai-U.S. understanding while simultaneously expressing gratitude for them.

I was asked by TUSEF to co-edit a book with former Fulbrighter Dr. Kevin Quiqley to honor Director Kanjananiyot for her service to Fulbright (Quiqley and Svare, 2014). The decision was made to produce a book of essays from former Fulbrighters that would capture their experiences while on their missions and also exemplify her leadership in promoting cross-cultural understanding. We selected a total of 25 essays from former Thai and American Fulbrighters and each essay was presented in both Thai and English. Dr Quiqley and I also spearheaded a fund raising

campaign to support the publishing of the book. Importantly, both Thai and American Fulbrighters generously donated funds to produce the volume.

The title of the book, “To See the World as Others See It” reflected the wise words of U.S. Senator J. William Fulbright, the founder of the Fulbright program back in 1946. The book was presented to Director Kanjananiyot at the time of her farewell celebration in 2014, at the Faculty of Education, Chulalongkorn University. The book currently is being distributed widely throughout the United States and Thailand and ultimately will serve as a training resource for future Fulbrighters. It is also featured on the CIES website (www.cies.org).

The collection of essays in the book reveals the triumphs and pitfalls of learning about other cultures. The essays convey the challenges of daily tasks undertaken in a foreign culture to the joys of horizons opened, relationships built and understandings forged. The essays raise questions about identity and representation, suggesting that what is important varies markedly by culture.

The essays also provide practical and insightful advice for Thais and Americans on how best to navigate the potentially uncertainties of cultural differences. Collectively, they suggest that genuine cross-cultural understanding begins by making a sincere effort to communicate on somebody else’s terms. That process builds empathy critical to understanding and opens remarkable doors to worlds previously unknown and relationships not possible otherwise.

Outreach Lectures in Thai High Schools. Through my years in Thailand, I also have tried to give some outreach lectures in high schools. This is a neglected area of psychology’s development in ASEAN countries and an important focus for future Fulbrighters who are seeking to spread our discipline. I was met with great enthusiasm from a number of Thai high schools where I delivered a short overview talk (30 minutes) on what psychology is all about in the West. I would then open up the session to student questions. Not surprisingly, this often proved to be the most important part of my visit since the questions were wide ranging and reflected a level of inquiry typical of someone who was learning about a new topic for the first time. These informational sessions were done as part of after-school activities with juniors and seniors and a few faculty

members. In retrospect, I wish that I could have done more of this but my time simply did not permit it.

Serving as a reviewer for CIES and TUSEF. In 2007, I was asked by the Council for the International Exchange of Scholars (CIES) to serve a three year term as a peer reviewer of U.S. Fulbright applications for the period 2007 through 2009. This is the first level of review for Fulbright applications before they are sent overseas to binational committees and State Department Posts in host countries. I accepted this invitation and reviewed 140 applications from psychologists and scholars in associated disciplines during this three year period.

This experience was invaluable since I was able to better appreciate the wide diversity and excellence of applications coming from U.S. scholars. Additionally, it helped me to better understand what separates very good applications from superior ones. Briefly, the match between an applicant and their skills and the needs of the host country/institution are the single most important factor in determining the success of a Fulbright application. I have written about these experiences elsewhere (Svare, manuscript submitted) and potential applicants might find it to be helpful information.

I was also asked by the Thai-U.S. Educational Foundation (TUSEF, Fulbright Thailand) to participate in application reviews and interviews of Thai high school teachers who were applying for Teaching Excellence and Improvement (TEI) awards. This was done at the Ministry of Education in Bangkok during my first Fulbright stay in Thailand. In addition to my participation, the committee consisted of a U.S. State Department public affairs official, the Executive Director of TUSEF, and three Thai university educators. The overall goal of the program is to bring Thai teachers to the United States to develop expertise in their subject areas, enhance their teaching skills, and increase their knowledge about the United States. Six grants are available each year for a 6–week program in the U.S. It is a very competitive program since there are typically close to 200 applications each year.

Successful Thai teachers are placed in cohorts of about 22-24 teachers from around the world at eight U.S. universities that are selected through a competitive process. The program consists of academic seminars focusing on new

teaching methodologies, curriculum development, lesson planning, teaching strategies, and computer training. Intensive English language instruction is also offered to teachers who need it. The program also includes an internship at a U.S. secondary school to actively engage participants in the U.S. classroom environment. Cultural enrichment, mentoring, and support is also provided to participants during the program. The applicants were required to hold a masters degree or higher and be full-time teaching department heads at the time of their application.

Final Thoughts

I have commented to many that my involvement with the Fulbright program has been my most fulfilling and important career accomplishment. Publishing good research, training good graduate and undergraduate students, and assisting my department and university to fully realize its potential in higher education are other achievements I look back upon with great pride. But nothing can equal the satisfaction of spreading our discipline and enabling the dreams of others in a foreign country. I have been able to get outside myself, see differing viewpoints from the context of a radically different culture, and improve my own teaching by incorporating what I have learned about Eastern Psychology.

The results of Fulbright awards can be measured in many different ways. Certainly, the standard measures of published research, creation of future collaborations with foreign colleagues, successful teaching of foreign students, and involvement with curriculum and faculty development come to mind. From my perspective, however, nothing can really match the successful mentoring of foreign students that results in their professional advancement in our discipline. The hope of finding other talented students just like them is present in each class that I teach in Thailand. Enabling the dreams of others is certainly an important byproduct of what we do as professors and mentors. What better result can there be from a Fulbright experience!

Though psychology is exploding in popularity there are still many regions and countries of the world where it is absent or in its infancy ((Takooshian et al, 2016; Svare, manuscript submitted). Many ASEAN countries are in clear need of the development of the discipline of psychology and the Fulbright Scholar program is just the sort of vehicle that can help fill that void. I have noted three countries in

particular—Laos, Myanmar and Cambodia---where there are critical needs for psychology infrastructure development and associated training of mental healthcare workers (Svare, manuscript submitted).

There is nothing that gets a bigger bang for our diplomatic and outreach dollars than programs like Fulbright and Peace Corps. Improvements in mental health care and a better quality of living in ASEAN countries will not be achieved without infrastructure changes that include the spreading of our discipline and the resulting capacity building in mental health care services that can only occur through higher education and government cooperation. It is my hope that this article will encourage other psychologists to apply for a Fulbright in this region of the world. The quote below from J. William Fulbright should provide further inspiration and motivation to those who may be contemplating such an application in the future.

"Our future is not in the stars but in our own minds and hearts. Creative leadership and liberal education, which in fact go together, are the first requirements for a hopeful future for humankind. Fostering these-- leadership, learning, and empathy between cultures-- was and remains the purpose of the international scholarship program that I was privileged to sponsor in the U.S. Senate over forty years ago. It is a modest program with an immodest aim--the achievement in international affairs of a regime more civilized, rational and humane than the empty system of power of the past. I believed in that possibility when I began. I still do."

[From *The Price of Empire*]

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Figure 1. Dr Svare with psychology graduate students at Chiang Mai University, Chiang Mai, Thailand.



Figure 2. Dr Svare with two specialists in Buddhist Psychology, Dr Soree Pokaeo and Dr Apitchaya Chaiwitkornwanich, Chulalongkorn University, Bangkok, Thailand.



Figure 3. Dr Svare with undergraduate students at Ho Chi Minh City University, Ho Chi Minh City (Saigon), Vietnam.



Figure 4. Dr Svare (L) with the Executive Director of TUSEF (Thai-U.S. Educational Foundation, Fulbright Thailand) Porntip Kanyananiyot (M) and one of his former behavioral neuroscience students at Chulalongkorn University in Bangkok, Non Pornpattananangkul (R). A recent recipient of his doctoral degree in cognitive neuroscience at Northwestern University in the U.S., Dr Pornpattananangkul's graduate training was aided in part by a Fulbright award.

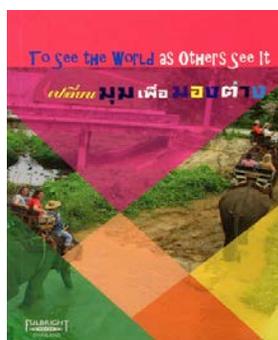


Figure 5. "To See the World as Others See it", a book co-edited by Dr. Bruce Svare and Dr Kevin Quigley, is a collection of essays, written in both English and Thai, by U.S. and Thai Fulbrighters regarding their Fulbright experiences.

Teaching Psychology with International Perspectives in Mind

Teresa M. Ober, Ayşenur Benevento, & Patricia J. Brooks
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On March 14, 2018, the Graduate Student Teaching Association (GSTA) of the Society for the Teaching of Psychology (STP, Division 2 of the American Psychological Association) hosted a roundtable discussion of how to infuse international perspectives and promote multicultural competence across the psychology curriculum. Invited speakers were Tanya Erazo, PhD candidate at The Graduate Center, CUNY, and APA UN/NGO Intern, Uwe Gielen, PhD, St. Francis College and the Institute for International and Cross-Cultural Psychology, Ani Kalayjian, EdD, Meaningful World and ATOP UN/NGO, Susan Nolan, PhD, Seton Hall University and the APA Committee on International Relations in Psychology, Harold Takooshian, PhD, Fordham University and PCUN, Peri Yuksel, PhD, New Jersey City University.

We first asked the panelists why it is important to bring international perspectives into the undergraduate psychology curriculum. The panelists emphasized a number of contemporary global reasons:

Kalayjian: In our global village, where borders are fluid, international psychology is vital to bring us closer to one another as a human family.

Erazo: Our cultural differences shape so much of how we view the world, it helps students to see outside of themselves and appreciate the perspectives of other communities. By internationalizing psychology in undergraduate courses, we are providing students with more accurate course material and perspectives of what psychology is and has been.

Yuksel: We live in an interconnected world and the American campus is becoming more and more diverse. International perspectives are important in developing global understanding and awareness in order to be competitive in the global economy.

Gielen: Psychology needs to serve all of humanity in order to fulfill its broader scientific and ethical aspirations while also meeting its practical goals and it should not focus only on those 3.43% of humanity that happen to live in the U.S. Furthermore, Psychology is rapidly becoming a global enterprise, with three quarters of the world's approximately one million psychologists teaching and practicing outside the U.S.

Kalayjian: Undergraduate curriculum would benefit greatly if it is international, involving, engaging, and including other countries, cultures, and peoples, as the United Nations preamble indicates "we the people." According to UNHCR over 70 million refugees are in the world, one in 113 people, which is at its record high, and keeps on increasing manifold. Syria, for example in its 8th year of war has generated the highest number of refugees. We have no choice but to interface with multiple other people from other countries, with other cultures, religions, differing practices in healing, health, and well-being; it is to our advantage to be mindful to embrace those that we care for, and those we treat.

Nolan: Psychology research informs policy related to a wide range of pressing international issues, including – but not limited to – extremism, including terrorism; ethnic, religious, and other types of conflict; the growing numbers of

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immigrants, refugees, and internally displaced persons; climate change; issues related to women, sexual minorities, and other disadvantaged groups; and global public health

Takooshian: In the U.S.A. and other nations, many professors and graduate student teachers increasingly seek to "internationalize" the contents of their psychology courses--as mandated by the latest APA Guidelines (APA, 2016).

Nolan: The American Psychological Association's five main guidelines for the undergraduate major include "Ethical and Social Responsibility in a Diverse World." An exploration of both psychology around the world and the ways in which psychological science can inform policy in international settings will help departments achieve this important APA goal.

Among other questions, we asked panelists to offer advice to instructors of undergraduate psychology courses for incorporating international perspectives into their lesson plans. A variety of resources and practice-based suggestions offered by our panelists convinced us that we need to expand our borders when teaching:

Takooshian: There are an increasing number of resources available to internationalize our courses. In 2016, a review article in the *American Psychologist* concluded with 14 practical suggestions for students, faculty, and institutions (Takooshian, Gielen, Plous, Rich, & Velayo, 2016). In 2012, a 340-page volume offered 16 chapters on internationalizing specific courses (Leong, Pickren, Leach, & Marsellal, 2012). Also in 2016, Oxford published a bibliography on international psychology, with dozens of useful sources (Takooshian, Gielen, Rich, & Velayo, 2016).

Gielen: Rich, Gielen, and Takooshian (2017) *Internationalizing the Teaching of Psychology* provides hundreds of helpful tips and references for those wishing to make their psychology courses more international in character. For example, one activity that I have found to be successful in the past involves asking your students to interview a friend or fellow student who grew up in a nonwestern or culturally mixed environment. What did the interviewee find most interesting, most satisfying and most challenging in that process?

Nolan: For instructors who have not explicitly included international perspectives in their classes, I would suggest starting in small ways, and building over time. I wrote an

article for APA's Psychology Teacher Network with Linh Littleford that addressed diversity broadly, with a strong emphasis on considering international perspectives (Littleford & Nolan, 2013). For starters, include one international example in each chapter you cover; at least once in each chapter, point out when researchers are from a non-U.S. country; and require that students include at least a few international journal articles when they write APA style papers. Too often, instructors think that only content courses can be internationalized, but statistics and research methods courses are wonderful opportunities to introduce international examples in ways that deepen students' understanding of methods and analyses (Simon, Galazyn, & Nolan, 2012).

Kalayjian: I would encourage instructors to use their students' cultures as examples, to explore non-western theories, and conduct their own review of literature to expand their horizons. For example: If teaching the clinical interview method, and discussing body language and eye contact, to be mindful of a variety of cultural interpretations and tolerance of an eye contact across cultures. In Asian, Middle Eastern and most African cultures looking in the eyes of authority and elders is not a positive practice, it is interpreted as impolite, and some places even disrespectful.

Yuksel: One of my favorite activities uses the documentary *Babies* [a 2010 film by Thomas Balmès]. My pedagogical purpose in using the documentary is to demonstrate to students the universality and diversity of child rearing practices across four strikingly different environments, which always is the starting point for various developmental outcomes. At the same time, students are also encouraged to reflect upon their attitudes towards foreign cultures and question their ethnocentric views of judging foreign practices in raising babies.

Erazo: In diverse cities, an easy way to internationalize psychology courses is to ask the undergraduates if the theories or treatment modalities you're teaching resonate with their cultures. When students reply, encourage them to consider if this is a cultural norm or a family-specific custom. This will help them steer clear of stereotypes but also bolster their critical thinking skills and insight.

Takooshian: Each semester, try to focus one session on international psychology using a guest speaker or panel. A

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few examples: (1) Identify in advance a traveling psychologist passing through your region, who would be willing to address a local student group, and open this classroom presentation to Psi Chi and the larger community; (2) Organize a panel on an international theme, drawing on local expert faculty or students (Ober, 2017; Grossman, 2014); (3) Ask your school's Psi Chi chapter or international office to identify an international graduate student to speak about psychology in their native land (Fan & Cham, 2015).

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Front (From left to right): Peri Yuksel, Susan Nolan, Ani Kalayjian, Uwe Gielen, Tanya Erazo; Back: Harold Takooshian
(Photo credit: Patricia Brooks)

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Front (From left to right): Peri Yuksel, Harold Takooshian, Susan Nolan, Ani Kalayjian, Uwe Gielen, Tanya Erazo (Photo credit: Aysenur Benevento)



Front (From left to right): Peri Yuksel, Harold Takooshian, Susan Nolan, Ani Kalayjian, Uwe Gielen, Tanya Erazo (Photo credit: Danny Wedding)

Psychology in Latin America: Legacies and Contributions - Part 4

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University of California-Santa Barbara, California

This is the fourth contribution to a series whose purpose is to advance the dissemination of psychological knowledge generated in Latin America and the Caribbean among members of Division 52: International Psychology and beyond. Congruent with the prior articles in the series, this article features the Spanish or Portuguese speaking psychologists who received the Interamerican Psychologist Award granted by the Interamerican Society of Psychology (www.sipsych.org), known as SIP in Spanish (*Sociedad Interamericana de Psicología*). Every two years, SIP's board of directors, in consultation with nominations from SIP's membership, grants an award to an English or French speaking psychologist and another to a Spanish or Portuguese speaking psychologist whose work has advanced psychology as a science and profession in the Americas. Since 2007, the award for a Spanish or Portuguese speaking psychologist has been named the Rogelio Díaz Guerrero Award as a tribute to one of the founders of SIP and one of the most influential Mexican scholars in the field of psychology and beyond.

In the prior three articles of the series (Consoli & Morgan Consoli, 2012; Consoli, Morgan Consoli, & Klappenbach, 2013; Consoli, Morgan Consoli, Klappenbach, Sheltzer, & Romero Morales, 2015), we noted the accomplishments of the first 20 of the 23 current awardees. In this fourth article, we discuss the contributions of the three most recent awardees (see Table 1, and reference legend as follows).

Table 1 *Interamerican Psychologist Awardees*

<u>Year</u>	<u>Awardee</u>	<u>Country</u>	<u>Reference</u>
1976	Rogelio Díaz Guerrero	Mexico	1
1979	Arrigo Angelini	Brazil	1
1981	Jacobo Varela	Uruguay	1
1983	Rubén Ardila	Colombia	1
1985	Aroldo Rodrigues	Brazil	1
1987	Carlos Albizu Miranda	Puerto Rico	1
1987	Emilio Ribes-Iñesta	Mexico	2
1989	Eduardo Rivera Medina	Puerto Rico	2
1991	Ignacio Martín Baró	El Salvador	2
1993	José Miguel Salazar	Venezuela	2
1995	Maritza Montero	Venezuela	2
1997	Rolando Díaz-Loving	Mexico	2
1999	Héctor Fernández-Álvarez	Argentina	3
2001	Silvia Maurer Lane	Brazil	3
2003	Euclides Sánchez	Venezuela	3
2005	Irma Serrano-García	Puerto Rico	3
2007	Isabel Reyes Lagunes	Mexico	3
2009	José Toro Alfonso	Puerto Rico	3
2011	Susan Pick	Mexico	3
2013	Wanda Rodríguez Arocho	Puerto Rico	3
2015	Julio Villegas	Chile	4
2015	Esther Wiesenfeld	Venezuela	4
2017	Wilson López-López	Colombia	4

Reference Legend

1. Consoli, A. J., Morgan Consoli, M. L., Klappenbach, H., Sheltzer, J., & Romero Morales, A. (2015). Psychology in Latin America: Legacies and contributions - Part 3. *International Psychology Bulletin*, 19(2), 34-40.
2. Consoli, A. J., Morgan Consoli, M. L., & Klappenbach,

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4. This article.

Contributions of the Three most Recent Awardees

Julio Villegas

Julio Francisco Villegas Bustos (1944-2016), from Chile, received the Interamerican Psychologist award in 2015, and was the first Chilean psychologist to receive this distinction. Born in San Carlos, a small town in Southern Chile, he saw himself as a *provinciano* (a person from the interior of a country, in contrast to those from the capital of a country) who actively cultivated human connections, be those family, friends, or colleagues, and who valued social engagement. Villegas credited his mother, a teacher, the Chilean public and secular education system, as well as the teachers within that system who emphasized gender integration, sex education, civic participation, and political engagement for his own socially conscious development. Villegas earned a *Licenciatura* degree in psychology from the *Universidad de Chile* in 1969, having completed a thesis on the psychosocial factors in infant malnutrition. He considered the degree a privilege associated with social duties, commitments, and responsibilities (Villegas, 2012a). He continued his studies by specializing in social experimental psychology at the *Facultad Latinoamericana de Ciencias Sociales* (FLACSO) from 1970 until 1971. Villegas began his lengthy academic career by teaching social psychology at the *Universidad de Chile* while working at its Institute of Psychology. Shortly after, he was recruited by Chilean clinical psychologist, Sergio Yulis, to create the Department of Social Psychology at the *Pontificia Universidad Católica de Chile*.

In 1973, following the military coup in Chile, Villegas was forcibly approached by the military and asked to fulfill his “patriotic duty” to put his social psychology expertise to the service of the dictatorship (Villegas, 2012a, p. 296). Soon after, Villegas and his family went into exile in 1974. While the plan was to go to Mexico, the difficulties in securing

family visas quickly enough lead them to Caracas, Venezuela where Villegas, his wife and accomplished psychologist, María Virginia Nassar Hamuy, and their two children were welcomed by renowned social psychologists, including José Miguel Salazar. While in Venezuela he engaged in master and doctoral level studies at the *Universidad Central de Venezuela* (UCV) and was employed as a faculty member in the Department of Social Psychology (1974-1981) and the Department of Methodology and Experimental Psychology (1975-1981), both housed in the School of Psychology at UCV. Together with other exiles, he articulated a series of phases experienced by people who underwent similar circumstances: “*el sin país*” (the “without a country” phase; e.g., living in a foreign country yet without access to one’s country embassy), followed by “*el sin redes sociales*” (the “without social networks” phase), and the “*el sin raíces*” (the “without” roots phase) (Villegas, 2012a, pp. 302-303).

Villegas and his family returned to Chile in 1982, but unfortunately, he found the experience and environment to be challenging as he was one of many academics labeled “undesirables” (p. 295) and “humanoids” (p. 304) by the military dictatorship and the *interventors* appointed by the military to run the universities (Villegas, 2012a). He worked primarily, though not exclusively, at the *Universidad Central de Chile*, mainly teaching social psychology. Here he observed an eagerness on the part of the students to learn what social psychologists were doing to address the problems that characterized Chile’s “national reality” and to bring about democracy. In addition, Villegas taught at many other Chilean universities, as well as universities in other countries including Argentina, Brazil, Colombia, Costa Rica, Cuba, Ecuador, Guatemala, Mexico, Paraguay, Peru, Venezuela, the United States, and Uruguay.

Villegas scientific and professional foci and contributions can be organized along three main domains (Salas, 2016). His initial contributions were centered on his disciplinary focus, that is, experimental social psychology. Later in life, he concerned himself with the training of psychologists and, most recently, with the history of psychology. In all, Villegas published over 100 articles, conference proceedings, book chapters, and books. Of historical importance was Villegas’ collaboration with colleagues in Venezuela that resulted in one of the first

textbooks focused on social psychology to be published in Spanish. The first edition was published in 1976 in Venezuela with limited circulation, yet in 1979, *Editorial Trillas*, a large Mexican publishing house, acquired copyrights to the book and distributed it widely, seeing it through multiple editions since (Salazar, Montero, Muñoz, Sánchez, Santoro, & Villegas, 1979). Villegas was concerned with the noticeable focus on European psychology among Latin American universities and organizations and the markedly limited knowledge of Latin American psychology. His social psychology scholarship addressed matters related to social motivation, violence and aggression, perception and cognition, and the exploration of subjective culture. He investigated social psychology topics such as national ideology, image, and identity in relationship to other countries, as well as national development, emphasizing the importance of participatory and democratic social systems that remained open to change.

Later on, the focus of Villegas's scholarship turned its attention to matters of training in psychology. Villegas organized the history of psychological training into three main and consecutive phases. He termed the first phase *displaced responsibility*, where other professions including psychiatrists, educators, and the clergy were in charge of the training of psychologists. He termed the second phase *diffused responsibility*, where single universities sought to improve and advance the training of psychologists, but did so without solid data to support their course plans. Finally, the third phase, *embraced responsibility*, emphasized educational institutions and professional boards that make use of scientific and professional data to develop national and international standards in the training of psychologists, while ensuring the enforcement of such standards through accrediting bodies (Villegas, 2012b).

For the purposes of facilitating an international dialogue on standards of training in psychology and of building consensus, Villegas and collaborators invited colleagues throughout the Americas to articulate the academic and professional standards in their respective countries. These efforts resulted in three consecutive publications that significantly advanced a shared understanding of psychological training across the Americas (Toro & Villegas, 2001; Villegas, Marassi, & Toro, 2003a & b). Out of those

works, it became apparent to Villegas that the undergraduate psychology curriculum could not exclude nor be characterized by a single school or theoretical orientation; that it required faculty members with regular, standing appointments who were scientists and/or professionals; that its delivery necessitated a solid infrastructure inclusive of laboratories (in his own words, psychology was not a "paper and pencil" discipline); and that accreditation of schools had to be mandatory. Villegas ultimate aspiration was the creation of an International System for the Accreditation of Education and Training in Psychology (Villegas, 2012a, p. 308-309).

In yet another evolution of Villegas' scholarship interests, he concerned himself with the history of scientific research in psychology in Chile. Together with coeditor Maite Rodríguez, Villegas interviewed some of the most renowned psychologists in Chile to gain an understanding of the beginnings, development, present, and future of scientific research in general and social psychology in Chile (Villegas & Rodríguez, 2005), as well as in clinical, educational, and organizational psychology (Villegas & Rodríguez, 2007).

From early in his life, Villegas was an engaged and committed leader. In Chile, as in many countries in Latin America, political parties are present in high schools and public universities. In this context, Villegas embraced a left leaning ideology identified with the Chilean Socialist Party and was elected President of the student union while in high school and of the High School Students Federation from Chile's Concepción Province. While these experiences were quite formative, they also helped him clarify his incipient focus that turned into a life-long one: the science and profession of psychology.

As an academic psychologist, he sought to advance the discipline through national and international relations and the founding of formal organizations. He was one of the founders of the *Asociación Latinoamericana de Psicología Social* (Latin American Association of Social Psychology, ALAPSO) and served as its Secretary General for a decade (approximately 1977-1987). He served as SIP's Executive Secretary for the South American region for several years (1985-1989 and 1991-1995) and wrote extensively on the history and meaning of the organization (Villegas, 2004). Furthermore, Villegas presided over SIP's Interamerican Congress of Psychology in 1993, which took place in

Santiago, Chile, and officiated as Director of the *Colegio de Psicólogos de Chile* (2005-2008). Across a career that spanned almost five decades, Villegas received many awards for his academic, scientific, and professional achievements. Most noticeably, and in addition to the Interamerican Psychologist award, he received the National Award by the *Colegio de Psicólogos de Chile* in 2015.

Esther Wiesenfeld

Esther Wiesenfeld Kleiner (1949-), from Venezuela, received the Interamerican Psychologist award in 2015. She earned a Bachelor of Arts degree in psychology from York University in Toronto, Canada in 1973, and later received a *Licenciatura* degree in psychology in 1983, from the *Universidad Central de Venezuela* (UCV), located in Caracas, Venezuela. In the same year, Wiesenfeld furthered her studies by earning a Master's degree in social psychology from UCV, followed by a doctoral degree in psychology in 1996. She earned honorable mentions for her Master's thesis entitled *Relación entre densidad residencial, locus de control y percepción de aglomeración* (Relationship between residential density, locus of control, and perception of crowding) which was published as an article in 1987 (Wiesenfeld, 1987), as well as for her Doctoral dissertation entitled *La autoconstrucción: Un estudio psicosocial del significado de la vivienda* (The self-construction: A psychosocial study of the meaning of housing) which was published as a book in 2001. Drawing from her family's history, that included the brutal treatment they endured during the European holocaust, Wiesenfeld developed an interest in community social psychology, yet realized the importance of considering the environment at large which led her to integrate both disciplines, thus developing the term *psicología ambiental comunitaria* (community environmental psychology) (Sánchez & Wiesenfeld, 2009; Wiesenfeld & Astorga, 2012). As such, Wiesenfeld has been a pioneer in making contributions to the field of community social psychology, particularly community environmental psychology, primarily through her academic appointment at UCV.

Wiesenfeld began teaching environmental psychology courses as a Master's student at UCV in the School of Psychology in 1979, when she was presented with the opportunity to teach alongside social community

psychologist, Euclides Sánchez, who later became her husband. Wiesenfeld and Sánchez have collaborated extensively, as demonstrated by more than 50 coauthored articles. Moreover, they actively partnered with the community to create change (Sánchez, Cronick, & Wiesenfeld, 1985; Wiesenfeld, Sánchez, & Giuliani, 2014). In light of the interdisciplinary nature of Wiesenfeld's work, scholarship, and interest, she has taught in various departments, including the Departments of Social Psychology, Methodology, Humanities, Education, and Architecture and Urbanism. She has also worked closely with students dedicated to creating a quality environment for others and enhancing the places they inhabit. Throughout her career, Wiesenfeld has committed her time to teaching multiple seminars and *talleres* (workshops) to doctoral students and academics on theories and methods of participatory evaluation, qualitative research, and environmental psychology at universities in Argentina, Guatemala, Mexico, Peru, Puerto Rico, Spain, and Uruguay. She has shared her expertise as a visiting professor and investigator, and has actively participated in international conferences all across the world.

Wiesenfeld's scientific and professional contributions have focused on community social psychology, specifically community environmental psychology, characterized as action-research in Latin America (Sánchez, Wiesenfeld, & Cronick, 1991; Wiesenfeld, 1996). As a pioneer of community environmental psychology and a published author of over 100 articles in this area, Wiesenfeld's work is centered on matters concerning social justice, specifically focused on poverty within housing communities, the psychological and social impact of homelessness following home loss (Wiesenfeld & Panza, 1999), basic human needs and environmental rights (e.g., air and water quality, sewage systems), and improved health services. She has implemented community intervention programs that foster the development of skills needed to work collectively and help redress the issues faced by community members (Wiesenfeld, 1998). Wiesenfeld's work in the community has also focused on empowering members to learn about their communities' history so as to increase their sense of identity and belonging (Garcia, Giuliani, & Wiesenfeld, 1999; Wiesenfeld & Sánchez, 1991).

Wiesenfeld's work has focused on highlighting the diversity that exists in all communities by helping redefine the very concept of *community*. In one of her early and most cited articles titled *The Concept of "We:" A Community Social Psychology*, she challenges the notion of community as a "we" and argues that traditional definitions of the concept of *community* overemphasize homogeneity, failing to acknowledge the existence of individual differences (Wiesenfeld, 1996). By redefining what a community is and how it is a social construct rather than a single entity, she challenges the deeply rooted belief that all members of a community are similar, as has been traditionally thought of in social psychology, and rather stresses the active role that all individuals have in transforming their lives (Wiesenfeld, 1996).

Wiesenfeld and colleagues, including a sizable number of undergraduate and graduate students involved in the intervention projects led by Wiesenfeld, have used methodological strategies that are grounded on promoting self-government within communities based on the ideas of Brazilian educator Paulo Freire and Colombian sociologist Orlando Fals Borda (Sánchez et al., 1991). These community interventions assume that individuals have the ability to identify the problems that affect them and also learn strategies that can help solve these different issues. Communities, then, are able to raise their awareness to identify their needs, problems, and work collectively to obtain vital resources (Wiesenfeld, 1996, 2001). Indeed, Wiesenfeld's personal and professional dedication and engagement in university settings and in the community has contributed to creating social justice change both on a micro and macro level across Latin America.

Wiesenfeld has served the field in different leadership capacities including as president of the Interamerican Society of Psychology (1997-1999), as well as its vice president for South America (1999-2001). She has also served as an editorial committee member of the *International Journal of Applied Psychology* (1991-2009) and Associate Editor of the *Journal of Community and Applied Social Psychology* (2007-2014), among many others.

Wiesenfeld has been recognized by her noteworthy achievements and has received several honorable awards and distinctions. In 1997, she received the National Housing

Research Award granted by the Venezuelan National Housing Council, and in the same year, she was awarded the first prize for research at the Venezuelan IV National Meeting on Housing. Most notably, Wiesenfeld was recognized for her distinguished career and scientific contributions by receiving the Rubén Ardila Prize in 2015 (Urta & Pérez-Acosta, 2015). This distinguished recognition is awarded to psychologists who have made significant research contributions, mentored students, and disseminated scientific knowledge to communities in order to increase a better understanding of the problems and solutions related to human behavior (Urta & Pérez-Acosta, 2015). Wiesenfeld has exemplified these criteria during her lifetime, showing a continuance of remarkable and honorable commitment, dedication, and excellence as a socially engaged scientist.

Wilson López-López

Wilson López-López (1965-), from Colombia, received the Interamerican Psychologist award in 2017. López-López credits his development as a person to his mother and maternal grandmother. Coming from a modest background, López-López's mother served as a role model exemplifying strength, determination, and the value of education. Meanwhile, his father cultivated López-López's interests in literature, arts, and an everlasting passion for discussion.

López-López received an undergraduate degree in 1989 from the *Universidad INCCA de Colombia*, previously known as the *Instituto Colombiano de Ciencias Administrativas* (INCCA), in Bogota, Colombia, with a specialization in socioeconomic planning. During this time, he was inspired to explore a career in psychology and philosophy following meetings and discussions with William Rodríguez, Rubén Ardila, and Mario Bunge, the latter being someone who he continues to rely on for much inspiration. López-López furthered his education in consumer psychology at the *Fundación Universitaria Konrad Lorenz*, followed by completing a masters in socioeconomic planning at the *Universidad Santo Tomás*. He earned a doctorate in social and basic psychology from the *Universidad de Santiago de Compostela* in 2011 with a dissertation titled *Media, conflict, and peace: On the psychosocial assessment of conflict and peace in Colombia*.

López-López began his academic career at the *Universidad Católica de Colombia*. His interest in the

analysis of behavior resulted in a book publication, the *Manual de Análisis Experimental del Comportamiento* [Manual of experimental analysis of behavior] (Ardila, López-López, Pérez, Quiñones, & Reyes, 1998). Over the years, López-López has taught at many universities and is currently a faculty member at the *Pontificia Universidad Javeriana* in Bogota, Colombia.

In an effort to explain the psychological and social dynamics of conflicts, violence, and peace, López-López's research has focused on media, conflict, and cultures of peace. According to López-López, media plays a central role in actively encouraging and exacerbating conflict between groups in communities. As such, his work has centered on highlighting the violence and conflict that is embedded in the political, macrosocial, and daily interpersonal levels of society. López-López has been an advocate for accurate information represented in the media in order to avoid bias coverage as well as to help construct and maintain a culture of peace (Barreto, Borja, Serrano, & López-López, 2009; López-López & Sabucedo, 2007).

To further understand the influential role of media in Colombia, López-López has analyzed the speeches and the legitimization strategies used by political leaders addressing the topics of conflict and peace. Furthermore, López-López's work in the community has sought to understand the processes of forgiveness and reconciliation according to civilians, perpetrators, and victims. His work details the implicit and explicit attitudes towards social justice and the motivations to rebuild after facing conflict (López-López, Pineda Marín, Murcia León, Perilla Garzón, & Mullet, 2012). López-López's work has emphasized that implementing interventions in the community that empower citizens to forgive and reconcile with their aggressor is of particular importance to reduce conflict, violence, and ultimately decrease negative emotions while increasing experiences of benevolence (Cortés, Torres, López-López, Pérez, & Pineda Marín, 2016). López-López has worked transnationally by collaborating with colleagues and teams from Argentina, Brazil, Chile, Colombia, France, Peru, and Spain. He stresses the importance of engaging in international cooperation to disseminate information globally (López-López, Anegón, Acevedo-Triana, Garcia, & Silva, 2015). Currently, he is focused on developing a

multidimensional and interdisciplinary model of peace psychology.

López-López's began his career in writing and editing at the age of 13, as an editor of a youth association newsletter and a magazine. To date, he has published more than 130 articles. Professionally, his first editorial contribution was editing the Bulletin of the *Asociación Latinoamericana de Análisis y Modificación de la Conducta* (now *Asociación Latinoamericana de Análisis, Modificación del Comportamiento y Terapia Cognitiva Conductual*, Latin American Association for the Analysis, Modification of Comportment, and Cognitive Behavioral Therapy, ALAMOC, www.alamoc-web.org). This was the start of many positions on editorial committees of a variety of journals and magazines. Currently, he is the editor of *Universitas Psychologica*, an open-access journal that publishes articles in both Spanish and English on various psychological topics aimed to inform professionals in psychology of the latest research within Latin America.

In his efforts to make research available to the masses and general populations, López-López publishes in mass media outlets. He seeks to provide a psychological perspective within news media by being an active opinion columnist in Colombia, where he publishes in various mass media sources, newspapers and magazines, including SEMANA magazine and local newspapers. Additionally, López-López has participated in radio and television programs as well as media peace initiatives. López-López's focus to make information available to all people has drawn him to the forefront of the movement to reduce inequality in research accessibility in Latin America through the increased use of open access journals. He is the current president of the scientific advisory committee of the *Red de Revistas de América Latina, España y Portugal* (Network of Journals from Latin America, Spain, and Portugal; REDALYC - www.redalyc.org), an open access system supported by the *Universidad Autónoma del Estado de México* focusing on Iberoamerican psychology that houses over 90 psychology journals and provides access to over 1200 open access Iberoamerican journals. In addition, he has been involved with many editorial trainings and, together with other editors, has organized a network of editors of journals in psychology from Latin America, Portugal, and Spain (López-López,

2010).

From the beginning of his professional career, López-López has been actively involved with psychological organizations. As a student, he joined the Colombian *Organización Nacional de Estudiantes de Psicología* (National Organization of Students in Psychology) and the *Sociedad Colombiana de Psicología*. Throughout his career, López-López has held many leadership positions in national and international psychological associations. Since the launching of the *Federación Iberoamericana de Asociaciones de Psicología* (Iberoamerican Federation of Psychological Associations, FIAP - www.fiapsi.org) in 2002, López-López has held the position of secretary.

López-López's work has been recognized through a variety of awards and honors. In addition to the Interamerican Psychologist award, he had previously received the Interamerican Society of Psychology student award, now known as the Ignacio Martín Baró award, and most recently received the Colombian National Prize of Psychology in Research (2017) from the *Colegio Colombiano de Psicólogos*.

Conclusion

In this fourth installment we have featured the accomplishments of the three most recent awardees of the Interamerican Psychology Award for Spanish or Portuguese speaking psychologists granted by the Interamerican Society of Psychology. They join a distinguished list of 20 prior individuals who have received the award over the last 40 years. To learn more about Latin American psychologists, we recommend a recent text by Klappenbach and León (2012) that resorts to autobiographies, a well-established method in psychology, in this case by some of the most well-known psychologists in the region.

Note: We would like to acknowledge the following colleagues who responded to our request for information related to the series: Wilson López-López, Andrés Pérez Acosta, Marcelo Urrea, and Esther Wiesenfeld.

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Global and Diverse Leadership

Jean Lau Chin
Adelphi University, New York

My sabbatical 2017-2018 takes me to the University of Sydney, Australia as a Fulbright Scholar Distinguished Chair to do research on Global and Diverse Leadership. Hence, I was pleased to be greeted upon my arrival by the flags with the university slogan: Leadership for Good Starts Here—



A Lesson in Unlearning. This is how we should be talking about leadership. Leadership for Change is what we need in today's VUCA world – one that is volatile, unstable, complex and ambiguous. As our world becomes increasingly global and interconnected, Leadership for Good is Leadership for Change to ensure that we improve lives and create a future for all of humankind. However, this will take

some Unlearning as we hold to truths that may not be inclusive of all perspectives. It's only by challenging the established, questioning the accepted and being brave enough to break down old rules that we can write new ones—Unlearning.

As I examine the prevailing paradigms of leadership, we need to unlearn because they are not inclusive of all

perspectives. Rather, they reflect the leadership of dominant groups in societies—typically that of white, North American men, or whom some have termed the WEIRD societies (Western, educated, industrialized, rich and democratic societies; Henrich, Heine, & Norenzayan, 2010) — who represent as much as 80 percent of study participants, but only 12 percent of the world’s population. It is found that these study samples are not only unrepresentative of all peoples in the world, but also are outliers on many leadership measures. But unlearning is not about throwing out the old to bring in the new. Rather it is looking at our past to see our future, of drawing on the core knowledges of all groups, of learning from our past to craft a future that is sustainable, humane, socially just, and promotes the well-being of all peoples. Leadership for Change is the pathway for Leadership for Good. My research on Global and Diverse Leadership intends to use our results as a catalyst for change and to translate research to action. How do we understand different forms of leadership and leadership styles, and how they are effective and needed in today’s VUCA world? How do we train potential leaders in the pipeline to be successful and relevant to the current contexts and populations that we serve?

So what is global and diverse leadership? My research at the National Centre for Cultural Competence at the University of Sydney is to expand our paradigms of leadership. This means to include the perspectives of diverse leaders (i.e., their vision and leadership styles), to understand how leaders and members interact with their diverse social identities and lived experiences, and to factor in the social and organizational contexts in which leadership occurs. All interact to create good leadership—Leadership for Change. Using a grounded research approach, I do not start with the common assumption of a prototypic leadership style or single set of leadership traits that make for good leaders. Such prototypes often derive from those already in leadership roles or from the dominant groups in society. Using qualitative methods, I am identifying leadership dimensions not currently included in the leadership literature. In our work (Chin & Trimble, 2014; Chin, Trimble, Garcia, 2017), we have found that ways of leading among ethnic minority, indigenous, women, LGBT, and other marginalized groups are often viewed as less effective or weak. These groups

often experience negative bias about their leadership associated with stereotypic views about their social group identities, and face challenges to their leadership based on gender or ethnicity. We have found that “difference makes a difference” in that their leadership experiences often differ from those from dominant majority groups.

At the National Centre for Cultural Competence here at the University of Sydney, we are interviewing Aboriginal and Torres Strait Islander leaders to capture their narratives, the essence of their leadership, and how their leadership is influenced by their social identities, lived experiences, and social and organizational contexts. We also administer a Leadership Dimensions Survey that does not start from a normative framework of existing leadership dimensions to be replicated because that privileges the dominant paradigms that currently exist. Rather, the interviews are inductive to be culturally competent; the interpretations will use a strength based approach and affirmative paradigm and involve the perspectives of Aboriginal and Torres Strait Islanders. We expect to identify successful leadership practices that are informed by how cultural values influence leadership styles, and how leaders need to adapt their styles to the prevailing context or composition of their members while remaining authentic to themselves—concepts all being talked about in our models of leadership.

Already, we are finding new strategies of leadership. The concept of “leading from behind” or “the invisible leader” endorsed by Native American leaders and Aboriginal leaders is almost antithetical to Western ways of leading. An emphasis on collaborative, collective and inclusive leadership is also common among many ethnic minority and indigenous groups and within Eastern cultures which contrast with competitive, authoritative, and independent forms of leadership now prominent in the literature. What is emerging are cooperative and non-confrontational approaches, deemed to be more successful in our 21st century environment of rapid change, globalization, growing diversity and interconnectedness.

This research is about translating research to action and promoting the greater good. Jeffrey Blicch, who gave the keynote address at the 2018 Fulbright Orientation Gala said it well. It is about “Technology, Truth, and Trust”, core elements of Fulbright Scholar Program, and necessary

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principles to prevent war and intolerance, and to serve human needs. Listening to him speak, I felt these principles were also about leadership—Leadership for Good, Leadership for Change. The pressing issues of violence, immigration, climate change, sexual assault, and health care throughout the world impacts us all, and will require good leadership if we are to move forward. We have witnessed within the United States an assault on truth; the propaganda about fake news has created doubt amongst us about what the facts are. We have seen the use of technology for bad in the interception of information to do harm. We have seen the creation of conflict and the surfacing of deep divisions among us that has eroded our trust, and violated our core values about truth, equity, and social justice. We are looking for change. But before that can happen, we need to take the bold step to Unlearn. What we hold as good leadership may need to be unlearned to allow for the possibility of other forms of leadership. Using the results of this research on Global and Diverse Leadership, we can develop a paradigm of leadership that is sustainable for the 21st century, one that serves humanity with humility, that is equitable to achieve social justice goals, and improves the lives and well-being of all peoples. Most of all, it is my hope that this research will enable us to identify diverse leadership role models, and to result in leadership development for diverse leaders including ethnic minority, women and indigenous groups that is culturally competent and enables them to lead effectively while remaining connected to their communities and authentic to themselves.

This research is part of the larger International Leadership Network created last year at the International Council of Psychologist conference where 25 researchers are collaborating using common demographic identifiers, and common leadership measures to collaborate to achieve similar ends. We will be reconvening at the upcoming ICP in Montreal during June 25-26, 2018 to share our findings in a forum open to all ICP members. We hope to make a difference and make history as we strive to create Leadership for Change to have Leadership for Good.

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**My Multifaceted Experience in Bangladesh:
A Call to Reaffirm Our Commitment to Maintain Humanity at the Core of Our Helping
Profession**

Tara Pir
President/CEO of IMCES

This article addresses the virtue of **humanity** as a common ground in the context of my trip to Bangladesh. The vivid force of humanity strongly appeared to be the link and core matter among my diverse experiences and exposure in the following contexts: **presenting my initiative** at the Sixth Asian Cognitive Behavior Therapy Conference, **chairing scientific meetings** related to research and development in the context of community clinic, **visiting the Rohingya refugee camp** in Cox's Bazar as an APA delegate with the International Learning Partner Program (ILPP), and **developing opportunities** with Dhaka University for internationalizing high standard clinical training program. The culmination of these experiences confirmed that humanity must remain at the foundation of our profession and discipline.

By way of background, I came to this experience as a psychologist and immigrant woman who established a community clinic, implementing the mission of social justice in action, rather than merely talking about it. Over a period of 28 years, I have generated opportunities to empower the powerless underserved individuals and families, to facilitate access to resources, and committed to the development and implementation of high standard clinical training program as a needed workforce to be responsive to the globalized world in which we live. I found my trip to Bangladesh eye opening, painful, inspiring and confirming, encouraging me to continue doing the right thing in a right way - and to invite others to join this effort.



Dr. Pir in Bangladesh

The impetus of my travel to Bangladesh and Dhaka University was to present at the Sixth Asian Cognitive Behavior therapy Conference and visit the Rohingya refugee camp in Cox's Bazar as an APA delegate with the International Learning Partner Program. This experience and exposure made me wonder introspectively about our existential state and humanitarian values.

I found the people of Bangladesh to be extremely hospitable and engaging. The city, with a population of over 18 million in the greater Dhaka area, is one of the most densely populated places in the world. Cycle rickshaws are the most popular mode of transportation in Dhaka. The rickshaws go in every direction simultaneously with a "whatever it takes" approach to reach the goal of passengers'

transportation needs.



Cycle rickshaw in Bangladesh

It reminds me of the traffic in other big cities in the world (e.g., Paris, Rome, etc.) where the operating custom is driven by immediate need rather than conventional rules and regulations of driving. The rickshaw drivers' skill is a competency out of desperation that is a response to overwhelmingly crowded environment. We heard that there were accidents; however, our drivers were very skillful and we were safely transported by them throughout our trip.

My Conference Presentations

The theme of the Sixth Asian Cognitive Behavior therapy Conference was "Mental Health Gap in Asian Countries: Scope of CBT." I presented as Principal Investigator of the study and I was also invited to chair other session in relation to scientific studies in the context of community clinic. My conference presentation was entitled, "Intervention for Clients with Severe Mental Health Challenges: A Comprehensive Innovative Method of Service Delivery Design Based on the Psychosocial Rehabilitation Model in the Context of Community Clinic." The presentations were very well received. I was enthusiastically pleased to respond to participants' requests about aspects of community clinic model of service delivery and workforce development side-by-side within the same facility, including implementation of research studies in the context of community clinic. The conference at Dhaka University was impressive in so many ways. One notable observation was that the professional, intellectual, and organizational effort of Dhaka University's faculty and conference committee was beautifully matched by the uniquely designed colorful "sari"

worn by the women students. This was the traditional attire for formal events such as the conference.

Rohingya Refugee Camp

As disturbing and emotionally charged as the experience was, I am eager to share my observations and view of visiting the Rohingya refugee camp as a member of APA delegation. Although I witnessed human suffering, it was encouraging and heartwarming to see that humanity is alive (if not well). I would like to compliment APA's infrastructure and efforts through the office of International Learning Partner Program (ILPP) for the meaningful effort in connecting with diverse partners around the world with the intent of sharing resources in the context of creating teaching, and learning opportunities.



Dr. Pir with the APA Delegation of International Learning Partner Program (ILPP) to Visit Rohingya Refugee Camp

The refugee camp in Cox's Bazar is inhabited mostly by Rohingya Muslims who have fled persecution from neighboring Myanmar in what has been described by the United Nations as a "textbook example of ethnic cleansing." The Rohingya are a predominantly Muslim ethnic minority who have lived in Myanmar for hundreds of years but were effectively stripped of their citizenship and made stateless in 1982. The Rohingya have been called the "world's most persecuted minority." According to the organization Médecins Sans Frontières (also known as Doctors without Borders) hundreds of thousands of ethnic Rohingya refugees from Myanmar fled to Bangladesh following a campaign of targeted violence by the government against the community that began on August 25, 2017.



Harsh, Makeshift Conditions in Refugee Camp

Photo credit: Allison Joyce for NPR

Since then, according to the United Nations Office for the Coordination of Humanitarian Affairs (OCHA), 688,000 new arrivals were registered as of the end of 2017. The country was already hosting a verified population of well over 200,000 Rohingya from Myanmar. Visiting the Rohingya refugee camp in Cox's Bazar was a very eye-opening experience that inspires critical thinking to evaluate our humanistic values and choice to be in our helping profession. Looking through our helping profession lens, we see tremendous agony in a progression toward the most extreme suffering. The fact is that people are pushed to relinquishing their life resources and family, taking their dear life in their own hands and leaving everything behind only to face even more suffering in the refugee camp to the degree of losing their dignity.



Image of desperation for survival

Photo credit: Sergey Ponomarev for The New York

When a crisis such as this occurs, obviously our natural reaction is to want to save and protect the refugees –

although, that alone does not solve the problem; the problem remains intractable because of the fixed mindset of the people in power. We are familiar with those who created similar exclusionary acts of “ethnic cleansing” in the past, including the extermination of Jews in Europe not so many years ago, with “nationalism” as the justification. Obviously, we did not learn our lesson from those historical events. What possible benefit can there be from this intended or unintended ignorance called “nationalism?”

One particular concern in the camps is the young people, who in any community around the world are considered a true asset for the future. Obviously, damage to them has an impact to social resources locally, globally – and most importantly, it leads to compromising their rights and humanistic value. Youth, at this time in their lives, deserve to be engaged in formal education to stimulate their innate potential with competency training. Instead, young refugees were running around with nothing to do while reliving the experience of witnessing violence, including murder and rape, against members of their own families. They are internalizing their feelings of rage, frustration, and helplessness – some of them contemplating suicide or attempting homicidal acts in the context of vicarious learning. Looking through our critical, analytic lens, we can recognize that this will have ripple effects on every aspect of our “geo-socio-psycho-political” system locally and globally.

Obviously, no one in their life plans to become a refugee from the safety and security of their home land under these circumstances. Humanitarian partners responded quickly to the situation and with an approach of “build the plane while it is flying,” developed the necessary infrastructure in very challenging conditions, with extremely limited space. Accordingly, the sudden need of refugees to be accommodated is a call to those who have a high regard for humanitarian values and respond to the situation with whatever it takes to rescue vulnerable people who are at risk of losing their lives. Needless to say, refugees arrived at the site before infrastructure and services could be fully established.

In 2017, the makeshift camp and surrounding camps at Ghumdum, Balukhali, Thangkhali and others swelled rapidly and merged into each other due to the unprecedented influx of refugees. The International Organization for

Migration (IOM-OIM The United Nations Migration Agency) refers to the collective settlement as the Kutupalong-Balukhali expansion site. As of January 2018, the expansion site had a combined population of 547,616 making it the world's largest refugee camp. To get a sense of the number of people in the refugee camp and the population density, a graphic representation of the refugee camp has been overlaid on a familiar space - a map of New York City.



Credit: Weiyi Cai and Simon Scarr

According to United Nations' standards, the existing camp size (indicated in the lighter color) must be expanded to accommodate the refugee population to the "UN minimum acceptable area" represented by the line almost halfway into Central Park.

Inadequate International Response

The government in Bangladesh is going over and above their resources, with some support coming from the United Nations and additional limited support from the West and Europe. The government of Bangladesh has provided temporary shelter for refugees, allocating thousands of acres in the Ukhiya, Teknaf, and Nakhainchari upazila (districts). However, for the most part, international response on the part of nations has been in the form of issued statements about the refugee crisis. For example, on behalf of President Donald Trump, Vice President Mike Pence condemned the "terrible savagery" against the Rohingya. The United States' State Department stated that "we applaud the government of Bangladesh's generosity in responding to this humanitarian crisis and appreciate their continued efforts to ensure

assistance reaches the affected population."

However, it is worth noting that the international response has largely come from non-profit organizations and Non-governmental organizations (NGOs) such as:

BRAC, a group founded in Bangladesh, was ranked the No. 1 nongovernmental organization in the world by NGO Advisor.

IOM, the United Nation's migration agency, manages camps and shelters in Cox's Bazar.

Action Against Hunger is responding to the Rohingya crisis with 700 staff members and 1,000 volunteers on the ground in Bangladesh, delivering hot meals and water.

Unicef is prioritizing shelter, food and water in its efforts to protect children and women, according to Jean-Jacques Simon, Unicef's communications chief in Bangladesh.; worked in Bangladesh since 1985.

UNHCR, the refugee agency for the United Nations has been working with Rohingya migrants since 1978.

(From "Helping the Rohingya" by Tiffany May, New York Times September 29, 2017).

According to the Multi Sectoral Programme on Violence Against Women (MSPVAW), Ministry of Women and Children Affairs, Government of the People's Republic of Bangladesh, 68% of Rohingya refugees are female, (21% of whom are pregnant), 21% are children under the age of 5 and 13% are adolescent girls. Mental health challenges among this population include:

- | | |
|---------------------------------|----------------------------|
| *Depression | *Psychosis |
| *Grief | *Behavioral problems |
| *Somatoform disorders | *Intellectual disabilities |
| *Post-traumatic stress disorder | *Attachment problems |
| *Anxiety | *Fear |
| *Acute stress disorder | *Child abuse (child labor) |

The University of Dhaka extended their psychological resources to the camp in a very meaningful and structured way under a tent in the camp. Services provided by the University of Dhaka in collaboration with MSPVAW, include health services, legal support, providing support to rehabilitate, and follow up. I was impressed with the level of commitment from university clinicians, interns, and faculty

through their tireless effort including daily travel of ninety minutes each direction from Dhaka to the refugee camp. They risked their lives, being exposed to the threat of violence, with limited security resources.

My overall thoughts and feelings upon seeing the refugee camp were that I was witnessing an ongoing atrocity in the world. It was heart-wrenching to see young children unclothed, running around in the dusty camp; teenagers with nothing to do – some contemplating suicide – and women who became pregnant as a safety measure to avoid being attacked. Another striking observation was that mothers who had been raped were in agony and unable to bond with their newborn, stating “I can’t look at that infant.” The significant number of people entered the camp daily, based on fear of persecution. The stark living conditions in the camp were below the basic standard for human beings.

I find myself thinking about the root cause of atrocities. As I think about the Rohingya refugees, who have been denied and deprived of their homeland, I face the fundamental, overarching questions of whose land is this land? . . . the land of Earth, which we call “homeland” versus any other planet in the galaxy/universe? The “Balukhali” and “Kutepalong” refugee camps in Cox’s Bazar, located near the border of Bangladesh and Myanmar, have received an inflow of over 600,000 Rohingya. About 40 KM from Cox’s Bazar town, the overcrowded refugee camps have turned the coastal area into what Huffington Post Australia has called “The Gates of Hell.”



Rohingya refugee children

Among many ongoing concerns and risk factors in the refugee camp is the threats posed by the monsoon season. The United Nations is supporting Bangladesh in its efforts to protect from floods and landslides. Children are facing storms, overcrowded conditions, and ongoing violence in the refugee camps. At the crossroads of making the commitment to core democratic values and freedom and the refugee crisis with the human suffering of people in our time – the only ones responding are those who have maintained their commitment to core humanistic values and freedom.

For those of us who are loyally maintaining our higher humanistic virtues, it is disturbing to see the rise of nationalism combined with the fall of humanitarian values. The root cause and rationale of nationalism may be understandable as a fear-based reaction to promote safety and protection. However, failure to maintain the higher humanitarian value is not acceptable and the practice of inclusion is a recognizable movement in some areas in the world. But the brutality of authoritarianism and nationalism appears to be a calling for a very needed transformation and revelation. I was wondering, what is the applicability of the United Nations Declaration of Human Rights “Freedom of Movement” within and between countries established in 1948 after World War II in this context. (Article 13 of the Universal Declaration of Human Rights.)

Internationalizing Clinical Training

I was able to make important inroads in my ongoing work on internationalizing high standard clinical training in the field of psychology. It is important to note that this is different from efforts to internationalize the teaching of psychology at the undergraduate level in that the focus of my international initiative is on training the new and emerging professionals in the field of psychology in doctoral and post-doctoral clinical training in the context of “geo-socio-psychopolitical” factors on a global level. This inclusionary internationalized clinical training creates opportunities for each candidate to be able to work anywhere in the world with high standard skills and abilities. This would prepare any psychologist both in the context of discipline and profession to be responsive to the volatile world. I would like to frame this concept as similar to Doctors Without Borders. This concept promotes the practice of community psychology domain.



The expected outcome of this is to prepare our new and emerging professionals for the new millennium. As the globalized world expands, there will be many people from diverse cultural backgrounds through immigration – either by choice or force. Our human service profession /discipline must be prepared to be responsive to them on a global level, as the Rohingya refugee camps is evidence.

In the new millennium, it is important to note that we cannot continue from the traditional approach of considering a client as an individual being who presents only their own illness. We must consider the community and society that the individual comes from – in parallel – as our client. Therefore, the community clinic model of service delivery is the best futuristic response to the evolving complexity of our clients' presenting problems, inclusive of ecological and social issues. As we have seen globally, we find the dynamic complexity of clients' need for services as uniquely different, yet stemming from similar socio-political oppression conflicts around the world. Developing and teaching competency skills to equip emerging psychologists for uniquely different and similar needs enables our profession to be responsive and responsible to the needs of our global community.

My work in internationalizing high standard clinical training is based on the clinical training program at my organization, the Institute for Multicultural Counseling and Education Services, Inc. (IMCES). IMCES as a community clinic is structured to promote the field of community psychology and contribute to the training of emerging

professionals for the future demands of our profession. IMCES exemplifies the concept of what it is to be a Community Psychologist, as described by the Society for Community Research and Action (SCRA): “*Community Psychologists go beyond an individual focus and integrate social, cultural, economic, political, environmental, and international influences to promote positive change, health, and empowerment at individual and systemic levels.*”

The philosophy and mission and structure of my APA-accredited clinical training is reflected in our website www.imces.org under the heading “Clinical Training Programs” for doctoral Interns and post-doctoral Residents. The University of Dhaka invited me to provide their faculty with a training event about our clinical training. I welcomed the opportunity because of the major goal of standardizing clinical training on a global level. I was pleased and impressed with the level of response and enthusiasm I received from the clinical training faculty at Dhaka University. I found them genuinely committed to the program and eagerly seeking opportunities for improvement and resources. After a few sessions, I agreed to provide additional teaching remotely and entered into a Memorandum of Understanding (MOU) between my organization, the Institute for Multicultural Counseling and Education Services, Inc. (IMCES) and the University of Dhaka for ongoing training of faculty and students. This is a truly important development toward internationalizing high standard clinical training. I invite and encourage any University to participate in this timely professional development.

My experiences in Bangladesh were a vivid confirmation of what is generally only presented in theory. My practical experience led me to believe and make the following recognitions, which may be adopted as recommendations:

- First, recognizing the context in which we live, as in the globalized world, that our safety, security, and health evolved beyond the small location of our city, state, and countries.
- We are, at any moment, at risk of losing our very life and wellbeing to nuclear war, transported disease, the threat of out-of-human-control (AI development); electronic threat to wipe out our identity based on the algorithms of data

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constantly be created by every move that we make in society (i.e., through the tracking of our choices in purchases and communication)

In this context, we are facing the very assets of a humanity that may not be compromised with any of the threats. The practice of humanity as a virtue must include: transforming and transferring our “empathy” beyond our individual clients in the proximity of our city and country. We need to promote the safety, health, and justice for all in order to be able to meet and face the challenges of participating in the governance of global health, including national security threat, as a human right for all.



How Global Mental Health Is not International Psychology, a Discussion

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As Global Mental Health (GMH) emerges as a recognized actor of humanitarian action, there is a growing need for professional associations whose members work globally or support resettled refugees to set the expectations, standards, and regulations for this specialization. This discussion paper aims to initiate the conversation about the place of GMH in contemporary psychology, particularly in relation to proxy specializations. A review of the literature and personal communications have demonstrated that GMH is still being confused with International Psychology, and these designations are used interchangeably. The semantic similarity of the titles, however, is misleading because these specializations operate within different paradigms, have different objectives and priorities, and call for special competencies. Thus, defining GMH becomes an important

step toward addressing operational and ethical ambiguities and forming truly informed professional collaborations. With this agenda in mind, I* examine the scope of service of mental health providers in complex emergencies and define the mission of GMH work. In this light, it is important to clarify and consider the role of psychologists responding to humanitarian emergencies by incorporating the most current developments both in psychology and humanitarianism.

International Psychology is understood as a branch of psychology focusing on the worldwide enterprise of psychology in terms of communication and networking, cross-cultural comparisons, scholarship, practice, and pedagogy (Stevens & Gielen, 2007). In this paper, I use literature review and draw upon my experience to offer my vision on the specificity of GMH in relation to International

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Psychology. GMH branched out as a professional specialization comparatively recently, at the end of the 1980s, when globally minded mental health professionals (psychologists, social workers, psychiatrists) became acutely aware of the scale of emergencies and suffering around the world and felt that they could and should help in their professional capacity. They also were interested in learning about the world through how people from different cultures cope with life adversities (Cherepanov, 2017a).

Establishing differences, similarities, and the overlaps in services between proxy disciplines serves as an essential part of developing truly collaborative and complementary interventions (Cherepanov, 2018). I argue that in the rapidly changing and increasingly complex field of international humanitarianism, the effectiveness of multidisciplinary relief to a large degree depends on how different humanitarian actors—mental health professionals, anthropologists, public health professionals, and aid workers—coordinate their efforts. The humanitarian context of GMH work, the complex needs of the populations served, and being part of a multidisciplinary integrated humanitarian action (IASC, 2007; Cherepanov, 2017a; 2017b; 2018) determine the mission of the GMH work, the scope of its service, the governing values and accountability, and the special competencies. Within this framework, GMH can be understood as *an area of study and practice, the goal of which is to support psychological recovery and to improve psychological well-being of populations affected by international humanitarian crises* (Cherepanov, 2018). The conceptual difference between International Psychology and GMH becomes particularly evident in how these disciplines approach ethics. While professionals in both specializations are committed to professional values, International Psychology works toward developing relationships between national psychological associations and establishing compatible ethical standards and credentialing of psychologists from different countries (Amstutz, 2013; Leach et al., 2012). GMH, on the other hand, is inspired to establish a values-based framework that integrates profession-specific values with universal multidisciplinary values shared by other humanitarian actors (Cherepanov, 2018).

Table 1 (as follows) summarizes how International Psychology and GMH could differ in their agenda, scope of

services, and prioritized values.

Table 1 *Difference between International Psychology and GMH*

	International Psychology	Global Mental Health
Agenda	Establishing professional collaborations	Humanitarian relief, recovery, and support in complex emergency
Professional composition (who are the service providers?)	Mono-professional enterprise (psychologists)	Multidisciplinary integrated enterprise (psychologists, counselors, social workers, psychiatrists, and community workers)
Scope of service	Professional networking	Responding to the pressing needs of the populations affected by international humanitarian crises
Prioritized values	Professional values, standards and norms	Universal humanitarian values that are shared by humanitarian actors who are bound by their professional codes
Primary accountability	Toward ideals of the profession	Toward populations we serve and the humanitarian cause

This paper is not the first attempt to clarify the role of psychologists on the international stage. As more psychologists began responding to humanitarian emergencies, the American Psychological Association (APA, 2008) issued a position statement that recommended psychologists work through established organizations, such as national associations of psychology, or regional multilateral organizations and nongovernmental organizations (for example, the International Federation of Red Cross and Red Crescent Societies). The position statement also provided recommendations on the scope of service, according to which, psychologists who respond to international emergencies should,

- Offer to provide information, consultation, or training, or
- Develop collaborative research relationships with psychologists in the affected regions.

The international psychologists and GMH specialists who participated in my trainings and workshops consistently noted the need to update this statement so it would be consistent with modern developments in the field. In this day and age, psychologists (among other GMH professionals) do so much more in their professional capacity; they respond to ever-increasing humanitarian needs and provide supports, treatment, and advocacy to populations affected by wars, armed conflicts, disasters, famines, and severe poverty. They

conduct research, offer advice on mental health policies, participate in capacity building, support aid workers, and train local specialists. Most are employed by nongovernmental organizations (NGOs) or private charitable foundations, though some work independently both internationally and in supporting refugees at the places of their resettlement (Cherepanov, 2016; 2018). The various domains of GMH work have something in common—GMH specialists work with extremely vulnerable populations where they face unprecedented professional challenges and unique dilemmas. In my book *Ethics for Global Mental Health: From Good Intentions to Humanitarian Accountability* (Cherepanov, 2018), I examined these ethical challenges, emphasize the essential importance of adopting a system of values to guide complex decision-making and propose professional competencies of an ethical GMH provider.

Questions and Answers

Below are some questions that my training participants ask when they seek clarification on the interrelations between GMH and International Psychology, along with the answers:

1. Could the introduction of GMH as a separate professional specialization lead to further fragmentation and competition among psychologists involved in international work?

The clarification of working paradigms actually facilitates the development of collaborations and complementary interventions that contribute to the common mission, which is the alleviation of suffering around the world.

2. Can international psychologists work as GMH professionals and vice versa?

GMH work calls for a very specific set of professional competencies. Clarity about the scope of service and the governing values allows psychologists to participate in various facets of GMH work in an ethical way. I am sure there is a similar discourse within International Psychology.

3. Where can one acquire the professional competencies required for GMH work?

The IASC (2007), Walker et al. (2010), Kohrt et al. (2016), and Cherepanov (2018) have all described both profession-specific and humanitarian-work-related competencies that are shared by multidisciplinary humanitarian actors. These competencies are broken down into *professional knowledge*,

values, skills, and conduct. In addition, Cherepanov (2018) offered a values-based framework, ethical problem solving strategies, and a sample of training curriculum on ethics for mental health professionals involved in GMH work.

Conclusion

GMH work has changed the landscape of the mental health profession, broadening its horizons and allowing for an honest and uncompromised evaluation of its core assumptions. The global perspective has challenged convictions about the cultural universality of certain concepts, such as PTSD and depression, and the transferability of professional methods into different cultures or contexts. It has revived interest in cultural diversity and spotlighted the power of human resilience. It has also established that serving the most vulnerable populations is a privilege that comes with responsibility and requires specialized professional competencies.

It is my belief that with GMH gaining recognition as an important actor of humanitarian action, there is a pressing need for professional associations to fully recognize GMH as a separate professional specialization. This would mean developing or updating their position and expectations as well as establishing systems of professional guidance, training, support, and accountability for those members who choose to engage in GMH work. These position statements must incorporate the newest developments and the accumulated experiences, and reflect the growing role of mental health professionals in global emergencies.

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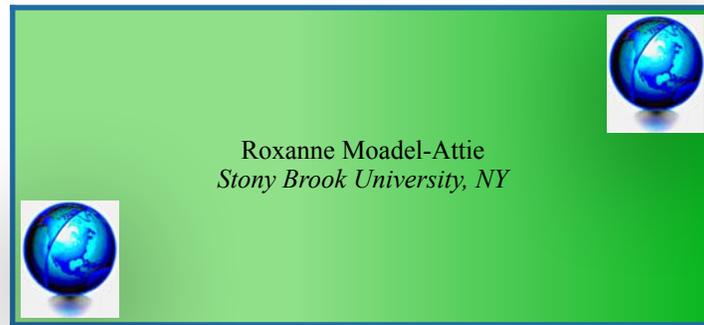
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Forum Discussed Behavioral Sciences at the United Nations



“What are the optimal roles of behavioral science at the United Nations today?” This question was examined on February 16, 2018 in a forum at Fordham University in New York City*. Lori Foster, PhD, is a professor at North Carolina

State University and the University of Cape Town in South Africa. She has also served on the Obama White House’s Social and Behavioral Sciences Team before moving into a role as Behavioral Science Advisor to the United Nations in 2016, where she co-authored a seminal report at the UN with her colleague Maya Shankar (Shankar & Foster, 2016).

The February 16 forum was chaired by Industrial-Organizational (I-O) psychologist Harold Takooshian, and the discussant was Florence Denmark, who represents the International Council of Psychologists at the UN. Dr. Foster delivered a motivating lecture, outlining five steps for social scientists wishing to make an impact on public policy.

Step #1 is to “ask the right question.” Dr. Foster initially sought the advice of Dr. Daniel Kahneman, a renowned behavioral economist and Nobel Prize Laureate. Before meeting with Dr. Kahneman, her primary focus had been, “How do we [psychologists or social scientists, more broadly] get a seat at the table?” Through this sit-down, Dr.

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Foster soon recognized that she was asking the wrong question concerning the path to her goal. This illuminating experience with a knowledgeable and decorated professional in the field emphasized the importance of obtaining a deeper understanding of your own priorities and those of your target audience to best address your audience's concerns using your unique skills and abilities. During her talk, Dr. Foster cleverly referenced the futile quest to answer the ultimate question of life, the universe and everything in *The Hitchhiker's Guide to the Galaxy*, which ultimately produced the useless answer "42," reinforcing the necessity to pursue the appropriate question if you want to get meaningful answers en route to your ultimate professional goals.

In 2014, Dr. Foster joined the Social and Behavioral Sciences Team (SBST), which was bolstered by an executive order written by President Obama in September of 2015, titled "Using Behavioral Science Insights to Better Serve the American People." This team of social and behavioral scientists developed research solutions within federal agencies to improve the internal efficiency of the federal government as well as services for the American people. For instance, one project completed focused on "summer melt," the discrepancy between the number of students who are accepted to college and those who register by the beginning of the school year. By designing a series of text messages that reminded students and parents to complete required registration and health forms on time, "summer melt" was greatly reduced at the university at which this research solution was implemented. Dr. Foster's two-year term on the Social and Behavioral Sciences Team from 2014-2016 not only provided her with valuable insights into the applications of social research to public policy but also reassured her of the growing universal value attributed to the social and behavioral sciences.

Toward the end of Dr. Foster's engagement on the SBST, she began to consult within the UN Secretariat and for various UN agencies. During this time, she shifted her attention to addressing the following questions: "How do we achieve sustainable development?" and "How can social scientists intervene in sustainable development subgoals?" Until the present day, Dr. Foster has partnered with UN agencies, including UNESCO, UNICEF, UNDP, and UNITAR, as well as the Secretariat to support the

implementation of research-based solutions to challenges laid out in the UN Sustainable Development Goals. The UN Sustainable Development Goals are a set of 17 "people-centered, planet-sensitive goals" (e.g., SDG 5 is gender equality) that disentangle the economic, social and environmental dimensions of sustainable development.

From her vast experience consulting at the United Nations, Dr. Foster offered critical advice for social scientists who apply their research to policy in any work environment. First, what can your discipline uniquely offer to this policy setting or goal (in this case, the UN Sustainable Development Goals)? Second, is your discipline the best fit for addressing this goal or would the project be better served by the expertise of another social scientist, or alternatively, by a collaboration between members of your discipline and those of other discipline(s)? At this point in her career, Dr. Foster formulated the right questions to pursue and was able to develop well-thought out strategies to address these issues, which increased her renown within the United Nations.

Step #2 in Dr. Foster's path to success is "generating buy-in." In order to engage individuals' interest, you must first determine your own priorities. Then, you should reflect on how psychology or your social science can aid you in achieving these goals, focusing on your primary concerns. Once you have created a solid image of your own pursuits and how your social science can be a tool in helping you achieve these aims, you may approach policy-makers. While some policy-makers may already appreciate the importance of social science in policy-making, others may not. Although you may have an initial impulse to alter a policy-makers' perception of social science or your field, it is first important to listen to their perspective and to their needs. Then, you can utilize principles from your social science to support their work and address their concerns in a more effective manner.

Further, from Dr. Foster's consultation at the United Nations, she has found that two principles of social influence, *social proof* and *scarcity*, are effective tools in garnering support for social science in spheres of public policy. First, according to the doctrine of *social proof*, as the number of individuals or groups (e.g., UN agencies) who support social science research as a means of addressing policy issues increases, other same-level individuals or groups (i.e., UN agencies) will demonstrate interest in engaging in such

activities (i.e., engaging social scientists for consultation). Second, based on the principle of *scarcity*, when a good or service (e.g., social science research consultation for policy-makers) becomes scarcer due to greater demand, the demand for the good or service continues to grow. Throughout her work at the United Nations, Dr. Foster has observed an increased growth in the demand for social scientists as experts and consultants.

Step #3 in Dr. Foster's professional journey was "leveraging and learning from behavioral insights." Dr. Foster pointed to the behavioral economics or behavioral insights community that has sprung up in recent years, which consists of diverse disciplines and includes the last Nobel prize winner in Economics, Richard Thaler. She encouraged traditionally trained psychologists and social scientists to glean useful strategies by paying attention to why and how those working in the behavioral economics community have successfully affected policy change. She suggested leveraging these successes in discussions with policy-makers, underlining the critical role that research plays in addressing policy issues. Also, she encouraged scientists working on policy issues to design many experiments in rapid succession rather than focusing on designing the perfect experiment. Time is crucial. Accordingly, the ability to design experiments quickly to address policy-makers' priorities is highly valuable. Finally, it is key to tie field experiments to valid behavioral indicators and outcomes that are important to policy makers. In short, Dr. Foster's advice concerning experimental design and rationale encourages social scientists to generate high-impact research, which can drive policy change.

Step #4 is "partnering" with others. First, it is recommended to partner or collaborate within your professional networks (e.g., Society for Industrial and Organizational Psychology). Second, find partners and collaborators across disciplines, so that you are able to draw on each other's expertise and resources. Finally, it is critical to connect with individuals "in the trenches" of your political institution (e.g., the United Nations) who may not be high-level policy-makers but who align themselves with your goals and are highly familiarized with the inner-workings of the political institution (e.g., United Nations). Developing strong partnerships and collaborations are key to success in

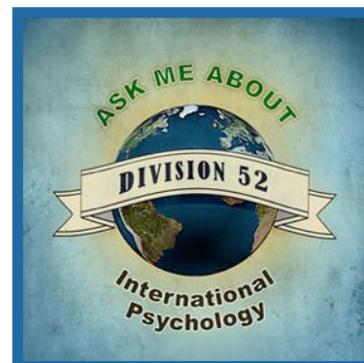
this multidisciplinary pursuit.

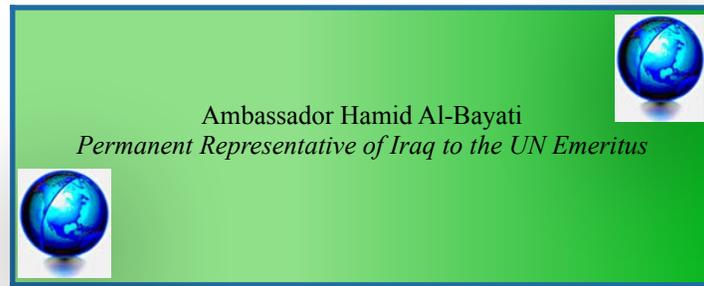
Step #5 to bridging the gap between social science research and policy is "communicating." First, and foremost, it is critical to be able to remove discipline-specific jargon from your research and to explain concepts to policy-makers or to lay individuals, often making a case for including these components in a research design when addressing a policy issue. Second, it is important to learn the jargon of the locale in which you are engaged (e.g., the United Nations). This will enable you to communicate more effectively with policy-makers when describing policy implications of research. Finally, try to communicate your science to a broader or lay audience. Summarizing Dr. Foster's experience at the United Nations, she co-authored *Behavioural Insights at the United Nations* (2016), an 18-page UN report that illustrates the contributions of social science research to sustainable development and international policy.

In 2016, Dr. Lori Foster met with Former UN Secretary-General Ban Ki-Moon and other high-level UN officials to discuss the importance of social and behavioral science research in policy-making at the United Nations. Finally, as per her original goal, Dr. Foster found herself in a respected position as a research consultant at the ultimate policy-making table.

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Teaching undergraduates About the United Nations

"How can we teach our undergraduates about the United Nations?" During my seven years as the Representative of Iraq to the United Nations from 2006-2013, I* enjoyed supervising many student interns within the UN, and saw how interested they were in UN operations. In 2014, when I moved from ambassador to professor, I was invited to develop new courses at three universities--Rutgers, Fairleigh Dickinson, and Fordham-- to continue to apply my experience to help students better understand the UN and international issues.

One of these is a four-credit summer course at Fordham University, on the "United Nations and Political Leadership," which I now offer again in 2018 (from July 5-August 6). This five-week course has proven an ideal format, since it allows students from many schools across the U.S.A. to spend 5 weeks in New York City to complete this course. In fact, Fordham provides its summer students with low-cost

lodging in its opulent new high-rise Residence Hall (\$1,215 for 5 weeks), which was erected in downtown Manhattan in 2013 at a cost of a half-billion dollars.

This UN course is in four parts:

- (1) **Formal.** It starts with a formal overview of the UN: its history, charter, current structure, processes.
- (2) **Interactive.** More interactive discussions apply behavioral science to current headlines--on terrorism, the Middle East, political leadership, foreign policy--based on readings from the UN and other sources. Since I dealt with many ministers and other officials in recent years, I also use my own readings (Al-Bayati, 2011, 2017).
- (3) **Visits.** The class visits the nearby UN Headquarters, for a behind-the-scenes tour of its operations.
- (4) **Opportunities.** Not least of all, the course reviews internships and other opportunities for students in the UN. Several notes below describe comments by past summer students [Note 1], my syllabus for 2018 [2], and the overall

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Fordham summer program [3].

Notes

1. news.fordham.edu/politics-and-society/united-nations-is-grist-for-summer-course-at-lincoln-center-campus/
2. www.fordham.edu/download/downloads/id/8104/orgl_2800_united_nations_hamid_2017_flyer.pdf
3. www.fordham.edu/info/20193/courses_by_subject/3341/organizational_leadership_summer_courses

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Psychosocial Perspectives of Cancer Care in Cuba and the United States

In 2014, a group of clinical, counseling, and health psychologists from the United States (U.S.) visited Cuba to attend the 7th International Conference on Health Psychology. The American Psychological Association's (APA) International Learning Partner Program hosted the trip to encourage the collaboration of psychologists in the U.S. and other countries. Because of this visit, we – three U.S. psychologists and one Cuban psychologist – developed an ongoing exchange and presented a symposium on psychosocial cancer care at the 2015 APA's convention in Toronto, Canada. This article reflects on the lessons learned about variations and universalities in psychosocial cancer care between Cuba and the U.S, specifically our practices as psychologists in the hospitals where we have worked with cancer patients.

Roots of psychosocial cancer care. In the 1960s, the Ministry of Health in Cuba developed public health principles and strategies to ensure that medical attention is as uniformed as possible inside the national territory. The

Cuban National Group of Psychology created a booklet with guidelines for the work of psychologists in the different levels of the health care system in Cuba, specifying goals, activities and functions for the psychologist's work. This document is the primary reference for psychosocial cancer care delivery in Cuba. In comparison, psychosocial cancer care in the U.S. is less rooted in national identity and history and less uniform across the country. Nevertheless, within the past decade, a number of landmark events have shaped the field by highlighting the importance of psychosocial concerns in cancer care. In 2008, the U.S.' Institute of Medicine published a report recommending that cancer treatment should include psychosocial care. In 2015, the influential American College of Surgeons revised their accreditation requirements for cancer centers to include psychosocial distress screening for patients with cancer. Moreover, professional organizations such as the American Psychosocial Oncology Society and the Association of Oncology Social Work play important roles in promoting and

influencing national guidelines for cancer care across diverse regions in the U.S. In general, these initiatives reflect the growing recognition – consistent with what we experience working with cancer patients in both countries – that cancer can lead to significant psychosocial stress for patients and family members. Psychological intervention is critical.

Role of psychologists in cancer care. As psychologists working in cancer care in Cuba and the U.S., we realized that, despite the many differences between our countries, we focus on similar foundational tasks, including diagnosis of psychological symptoms and the assessment of coping, resilience, and medical adherence. We also orient and guide the patient and family members through the illness trajectory; develop psychotherapeutic treatment plans; conduct psychological interventions; provide our perspectives to the oncology team; help prepare patients for surgical and invasive procedures; and facilitate optimal communication among patients, families, and the medical team. We were amazed at how similar our clinical work is with patients and their families.

Psychosocial experiences of patients, families, and clinicians. We also found that in both countries our patients share key attitudes, approaches, and experiences of cancer care. For instance, we identified a consistent sense of the oncologist as an authority figure in the clinician-patient relationship. At the same time, some of our patients in the U.S. adopt a “customer” mindset with expectations about the quality and value of the care they receive. For instance, a dissatisfied patient might submit a complaint to the hospital staff, request assignment to a different doctor, or even decide to transfer their care to a different hospital. Additionally, patients often bring ideas about their treatment plan to their oncology clinic appointment based on their own Internet research. In comparison, Cuban patients commonly perceive health as a basic and primary right of the Cuban Revolution. Thus, while the roots of their perspectives may differ from those of patients in the U.S., some Cuban patients and families may similarly request treatments based on information from the newspaper or a TV program. Likewise, they may request to transfer their care to a different doctor because of recommendations from a friend or because they feel their doctor does not understand them.

Drawing on our working experiences in Cuba and the

U.S., we also share specific concerns related to patient-oncologist communication, such as patient-, family-, and clinician-level barriers to the disclosure of prognostic information. Notably, cancer care centers in Cuba are highly protective toward patients, sometimes shifting information provision and treatment decision-making from patients to family members. Family members in turn sometimes omit information and make decisions in the perceived interest of the patient. A family member typically accompanies the patient to all oncology consultations and treatments, even staying with the patient during hospitalizations. By comparison, regarding patients in the U.S., the presence of family members can vary greatly, from having family members present to attending appointments alone. Further, clinical communication often tends to favor disclosure of information and shared decision-making, which can have the benefit of making the patient an active participant in their care but may also overwhelm patients with information or decisions that they do not feel prepared to make. As we have experienced with our patients, both the Cuban and U.S. models of care can have positive and negative significant impact on patient and family decision-making about treatments and end-of-life care. Finally, we also identified shared experiences of complicated grief among bereaved families of our patients, as well as struggles with compassion fatigue and burnout among oncology clinicians with whom we have worked.

Psychosocial care delivery. Given the integration of psychologists into the fabric of the current Cuban healthcare system since inception, the availability of psychosocial care is uniform across the country. In comparison, access to psychosocial cancer care in the U.S. varies across settings, regions, and different patient populations. Nevertheless, through our discussions we found that we share a strong commitment to our work in oncology. In our opinion, psycho-oncology is a field marked by dedication and passion; psychologists often find intrinsic meaning and reward in doing this emotionally challenging and intense work.

In Cuba, the treatment of patients with cancer reflects almost seamless integration between medical and psychological care from the time of initial diagnosis. There are enough psychologists to provide psychological care in

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almost all health facilities. In comparison, in U.S. medical settings, social workers, master-level therapists, and nurses, in addition to psychologists, often provide mental health treatment. Often, only those patients who have complex presentations or immediate need are referred to a psychologist. Access to psychological care may be impeded by limitations in both human resources and reimbursement by private or government insurance.

In community settings, both U.S. and Cuban clinicians may emphasize strategies to promote cancer prevention via healthy life style behaviors. However, the national emphasis on health promotion and disease prevention may be much stronger in Cuba. This emphasis includes but is not restricted to health-focused public service announcements on state-run television, neighborhood outdoor sports activities for all ages, and immunization as a civic duty for maintaining community health. In comparison, we believe some environments in the U.S. reflect a competing sense of individual freedom and personal privacy. We have seen in our neighborhoods and working places that this dynamic may lead some families to decline immunization for their children or engagement in community-based public health initiatives.

Final thoughts. In sum, our relationships and collaborations have highlighted key unifying experiences in Cuba and the U.S. for patients, families, and clinicians involved in cancer care. At the same time, cultural and historical patterns in each country have led to differences in access to, and delivery of, psychosocial cancer care. In this context, we see opportunities for research collaboration, from epidemiologic studies of the impact of psychosocial care on cancer outcomes to individual-level studies of strategies to improve end-of-life care communication. Some key challenges in setting up our research agenda will be to address differences in cultural norms, research environment resources, funding mechanisms, and ethical considerations. However, as our collaboration involving one Cuban and three U.S. psychologists has demonstrated, these challenges are worth tackling together. Patients and their families – around the world – have the potential to benefit from improved psychosocial cancer care when we work together seeking globally informed, evidence-based best practices.

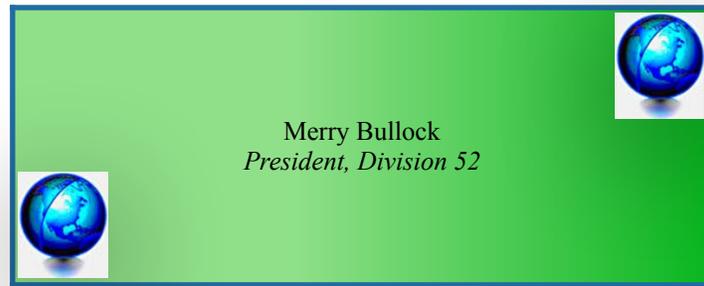
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HAVE DIVISION 52 - NEWS & UPDATES?

Send them to the IPB editor, Genomary Krigbaum, PsyD at genomary.krigmaum@my.gcu.edu





Division 52 Midwinter Board Meeting

This February, Division 52 held its Midwinter Board Meeting at the “D” hotel in Las Vegas. In a way it was an appropriate setting – after walking through downtown Las Vegas’ open mall area – with bars, casinos, and flashing amusements on every corner, and checking in to the hotel at check-in desks smack in the middle of a casino, the conference rooms – on the 6th floor, with a view of mountains and city lights, seemed an oasis of sorts. The Division’s meetings began on the last day of the Society for Cross Cultural Research (SCCR)’s annual meeting – a meeting that oozes an international focus and perspective, and were hosted by SCCR (they provided a meeting room, coffee, and technical hookups for Division members to join the meeting remotely).

The two days of the Division meeting were engaging and active. Interested readers can see the unapproved minutes here, but here is a short recap of some of the highlights. There were 15 Division members in attendance, and 6 joined remotely – from Australia, New Zealand, various parts of the U.S. Attendees felt pleased that the meeting harnessed communication technology to allow clear engagement from

attendees in the room and attendees joining remotely.

In addition to regular midwinter activities, such as approving chair appointments, determining the next year’s meeting venue, approving the budget, and reviewing and accepting reports from Division committees and task groups, this year’s meeting spent time on reviewing the strategic plan goals, discussion current and planned actions in light of those goals, and reviewing and discussion proposed bylaws changes to align the Division’s structure and processes with the strategic plan goals. Here are some highlights:

- The Board approved the proposed bylaws revisions and voted to send them to the Division membership for approval. This act was a culmination of two years of discussion, reflection and writing. Please read what is changing with the new bylaws (refer to page 5, *What Is Changed in the New Bylaws Draft?*) and please be sure to vote when you receive a ballot from APA for the bylaws vote.
- Led by the Membership Co-Chairs, the ECP Chair and the Student Chair, the board had active discussion about how to recruit and engage members. Among the actions

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proposed are: (1) regular communication with new members; (2) development of a database to facilitate people interested in international engagement finding each other; (3) Gratis membership in D52 to the chairs of all international sections, committees or task groups in other divisions, as a means of disseminating information about international opportunities and Division activities and of encouraging all members, whatever their primary Division affiliation, to join 52 to foster their international aspirations.

- The Board had broad discussion on how to provide international conference opportunities to Division members. Over the last many years, Division 52 has had active sub-programs at regional associations, especially EPA and WPA, has met at the National Multicultural Competence Summit, and has met at the meetings of other organizations. There is even a “toolkit” for international outreach at other meetings (see <https://div52.org/index.php/resources/211-toolkit-for-promoting-division-52-at-psychology-conferences>). A long-term goal, discussed already at earlier Board meetings, was to take this energy devoted to bringing international programming to U.S. meetings, to develop a stand-alone, Division-led research-based conference focused exclusively on international research and scholarship, perhaps in conjunction with activities of global organizations such as the UN. However, the Board recognized that the Division does not have the size to mount such activity independently, nor is it clear that this would attract a sufficiently large number of conference-goers at this point in time. To test the appeal of a regular international conference to Division members, the Board decided to accept an invitation from the Society for Cross Cultural Research (SCCR) to partner with them for their 2019

annual meeting. After much discussion, the Board decided to accept this invitation and to actively engage with the SCCR planning and meetings. Members can expect to see calls for papers, special sessions, and the like. The meeting will be in 2019 in Jacksonville, Florida, February 13-16.

There was also discussion of Divisions actions and procedures on which the Board would like member input. This included:

- A. Member benefits – should Division outreach and information be limited to Division members? For example, the Division has two listservs – one is announce only, one is for discussion and is not moderated. Presently only a minority of Division members below to the discussion listserv, and almost triple the number of Division members are on the announce-only listserv. There was discussion of the pros and cons of limiting listservs to members only (inclusiveness versus member benefit!) and
- B. Award structures – do the current Division awards provide sufficient recognition for international activities? Are there some that are no longer relevant? Are there others we need to add?

Last, the Board ended with a number of structural “to-do”s to implement the letter and spirit of the strategic plan.

These include:

- Appointing a Division Handbook Revision Committee
- Expanding the purview of the Curriculum Committee
- Forming new committees on Advocacy, Mentoring, Liaison activities
- Developing an updated Division Handbook

The next in-person Board meeting will be in San Francisco, August 8, at Alliant University, from 4pm to 8 pm, just prior to the APA convention August 9-12.



Terrorism, Political Violence, and Extremism: New Psychology to Understand, Face, and Defuse the Threat

Chris E. Stout. (Ed.). (2017). Santa Barbara CA: ABC-CLIO, LLC. 359 pages. ISBN: 978-1-4408-5129-6

Ambassador Hamid Al-Bayati
Permanent Representative of Iraq to the UN Emeritus

"Terrorism, Political Violence, and Extremism," attempts to assess what constitutes the "New World Order," a term first coined by President George H.W. Bush in 1990. Post-9/11, the second President Bush spoke of "a different kind of war." The book explores how politicians and experts look at the new world order in the context of a "clash of civilizations." The book also suggests the need to look at today's terrorism as a new type of psychological warfare. The authors examine complications in terrorism psychology, looking at how terrorist become informed by their cultures, motivated by their beliefs, and influenced by their social groups, and are as complex as the religious, familial, political, societal, cultural, and economic systems that shape them.

The Editor of this volume, Chris Stout, is a highly esteemed leader in international psychology, a prolific editor and author on the problem of terrorism (Stout, 2002). Stout has brought together a team of experts for this volume, which is part of his Praeger Series on Terrorism. There is a clear focus on psychology as the authors describe terrorism as a multifaceted phenomenon with psychological, political, religious, ideological, military, economic, geographical, and interrelated cultural dimensions. It is a response to people who ask what would drive a person or group of people to kill those among whom they live. The book also shows the need to look at today's terrorism as a new type of psychological

warfare in order to understand the rapidly evolving direction of international terrorism. The book presents some creative ideas. It is very timely and leverages the knowledge of experts in the field. The book is also rich with facts and theories from different perspectives especially psychology. If as the book proposes, the drivers of terrorism are religious, political and psychological then emphasis on understanding the education, customs, and environments of these people is necessary in order to understand their mental foundation and ways of thinking, so that observers can see what they see.

The importance of ideology is discussed in the book. The ideology adopted by terrorist groups such as al-Qaeda, its leaders Osama bin Laden and ISIS that consider killing innocent people and beheading as part of their religion is distorted. In my own book (Al-Bayati, 2016), I consider this distorted view the most important element behind fundamentalism, extremism, and terrorism. In my book I examine the psychological complications in terrorism noting that terrorists are informed by their cultures, motivated by their beliefs, and influenced by their social groups.

Biblical wars and the Psychology of war are examined in "Terrorism, Political Violence, and Extremism," and how unfortunately war stories are an uncomfortably prominent part of the Hebrew Bible, the document that forms and informs the Old Testament. An assumed divine cosmic conflict is the motivation and model behind them. The

* Ambassador T. Hamid al-Bayati, PhD, is an author, behavioral scientist, and the Permanent Representative of Iraq to the United Nations Emeritus (2006-2013), where he co-founded the annual International Day of Happiness (IDH) in 2012. He is Distinguished Adjunct Professor at Fordham University since 2014. He completed his PhD in Political Science at Manchester, and now works closely with other behavioral scientists at the UN.

suicide bombing as a conscious strategy designed to murder and terrorize enemies is discussed. A psychological understanding of suicide bombing consequently requires more than a delineation of the stated motives and putative goals of the attack, for there are numerous motives to murder others, and one must distinguish the form of the attack from the various motives and fantasies that are channeled into this strategy.

The psychodynamic of torture is highlighted explaining how it becomes more elusive when ritualized or socially sanctioned-- a comic celebration of victory or the enactment of official policy. The Bush administration tried to convince the public that the atrocities inflicted in Abu Ghraib was the work of "a few bad apples" while simultaneously denying that humiliations, agonies, and injuries qualify as torture. War rapes are explored and motivations of rape are highlighted, including patriarchal attitudes, gender oppression, historical, political, social, or economic powerlessness, and military training.

The book explains how unresolved psychosocial trauma and self-hatred play a major role in the recurring incidents of mass shooting in the U.S. Politicians and the media have focused attention on international terrorists motivated by radical views associated with Islam. Much less attention is being paid to domestic terrorists who have perpetrated multiple attacks based on their racist genocidal ideology. The social bonds in terrorist organizations can increase a member's sense of worth, anchor shared group belief, provide social proof of acceptable behavior, and promote group polarization, leading group members to strong socialization toward the perpetration of violence. To counteract this socialization, the book identifies psychology theories related to trust and betrayal of trust that could be levied to break down group socialization and enhance collective paranoia.

There is predictability to the factors associated with terror and violence perpetrated by and upon children at home, at school, and in the community. The media is not the only culprit attending to themes of care and support among community members as well as themes of assertiveness, aggressiveness, and violence. There are many factors, individuals, family, school, and community that cause a child to become aggressive and violent and to engage in terrorist activities. The book highlights how civil conflict and

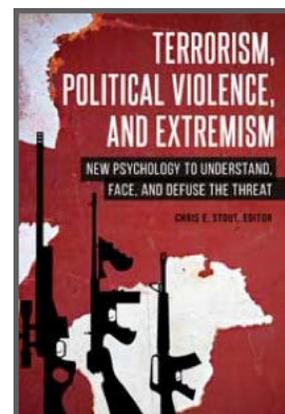
terrorism has dramatically increased the world's refugee population, and covers the ongoing issues that violence and terrorism present to therapists as they grapple with complex and unique challenges.

The book argues that the role of a professional psychologist is incompatible with that of active duty of the U.S. military. The missions, ethics, goals, and values of the two roles, professional psychologist and active member of the any of the branches of the military are contradictory and therefore cannot be simultaneously maintained either ethically or in keeping with international law. As the specialty of international psychology has grown since 2001, so have university courses that apply psychology to global issues, like the course on "United Nations and Political Leadership" that I offer at Fordham University, near the United Nations in New York City (Verel, 2016). This thoughtful book might well be used as a textbook or reading in such courses, to engage our students on the problem and possible solutions.

In general, this book is interesting and well written with creative ideas and supported arguments. However, the subject is complex and some parts of the book seem to add to the complexity. Some parts of the book such as the ideology and psychology of terrorists could have been written more simply. The book states it sets out to inform and educate the public, both academically and other wise, on intricacies surrounding terrorist thought. I agree the book succeeds to inform and educate academics, but the language may be too complicated for average reader.

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