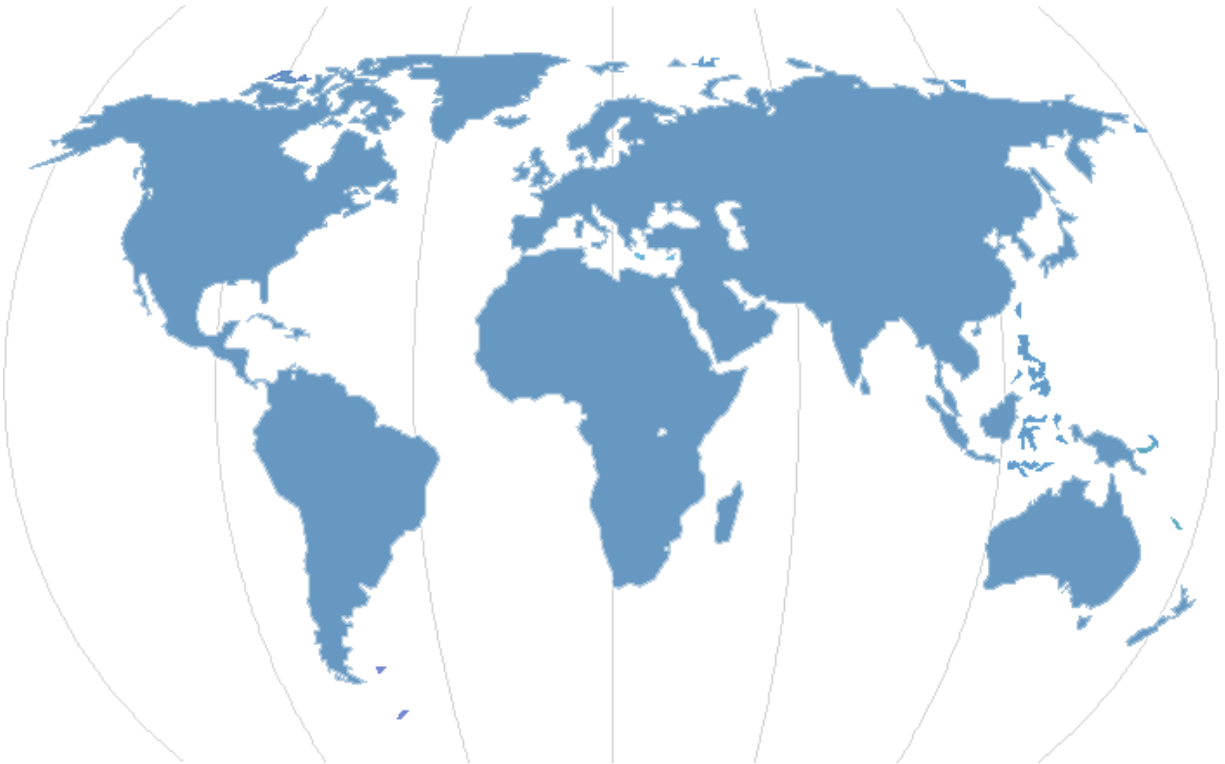




INTERNATIONAL PSYCHOLOGY BULLETIN

Volume 21 No. 1 Winter 2017



Incoming Editor
Genomary Krigbaum

Outgoing Editor
Vaishali V. Raval

Associate Editors
Radosveta Dimitrova
Dana Basnight-Brown

Official Bulletin of the Division of International Psychology [Division 52 of the American Psychological Association]
div52.org

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Submission Deadlines

International Psychology Bulletin

Genomary Krigbaum, Editor, genomary.krigbaum@my.gcu.edu

For smaller articles (op-ed, comments, suggestions, etc.), submit up to 200 words. Longer articles (e.g., Division reports) can be up to 3,000 words (negotiable) and should be submitted to the appropriate section editor. Guidelines for submission to peer-reviewed research article or theoretical review sections, please see the next page.

- *Book Reviews, Current Issues Around the Globe, Division 52 News, Division 52 - Twenty Years of International Psychology, United Nations Activities, and Peer-Reviewed Research Articles:* Genomary Krigbaum, IPB Editor genomary.krigbaum@my.gcu.edu
- *Early Career Professional Column:* Zornitsa Kalibatseva, zornitsa.kalibatseva@stockton.edu, or Snežana Stupar-Rutenfrans, s.stupar@hotmail.com
- *Student Column:* Marta E Pagan-Ortiz, Marta.PaganOrtiz001@umb.edu
- *Teaching International Psychology:* Gloria Grenwald, grenwald@webster.edu
- *Travels in the History of Psychology:* John D. Hogan, hoganj@stjohns.edu
- *Heritage Mentoring Project:* Neal Rubin, nealrubin@hotmail.com

Submission Deadlines:

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

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

Student Column

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Submission Guidelines for Peer-reviewed Articles *International Psychology Bulletin*

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

Please submit the following three documents in Microsoft Word format to Genomary Krigbaum, IPB Editor, genomary.krigbaum@my.gcu.edu

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

Cover letter

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

Blinded Manuscript

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

Upon acceptance

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

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APA's Division of International Psychology Turns 20: Celebrating our Past and Engaging our Future in 2017

Craig N. Shealy, Ph.D.
President, Division 52



Greetings Division 52 colleagues! I am deeply honored to serve as your president in 2017, and am very mindful that my time in this role is brief. So, I wish first to pay tribute to the extraordinary leadership of all who have come before me, while also highlighting the essential vision and purpose of our organization, particularly because the Division of International Psychology celebrates its 20th year anniversary in 2017. As such, my presidential initiative – Celebrating our Past and Engaging our Future – is centered on two fundamental and interrelated goals: 1) “Celebrating our Past” via a dynamic and inclusive series of events scheduled during the APA conference this coming August (e.g., a celebratory reception, brief film, scholarly forums, award ceremony, etc.) and 2) “Engaging our Future” via a comprehensive and in-depth strategic planning process that is well underway. We will be sharing more information about these two goals in the months to come, and welcome your perspective and participation throughout (and please do join us this coming August at APA for what promises to be an inspiring, meaningful, and dare I say it, “fun” experience).

Fresh off our midwinter “retreat” in Portland, Oregon on January 6th and 7th, I can tell you that we are moving

forward boldly and on the basis of our ongoing strategic planning process and recent membership survey, the results of which we will present in greater detail in the months ahead. At this point, what seems crystal clear is that those of us who are drawn toward Division 52 believe that our “reason for being” includes career development and professional exchange for sure, but is really best understood as a calling – to “give away a world of psychology” through our lives and work. That is because as scholars, educators, practitioners, and citizens, we understand that the “wicked issues” of our day (e.g., religious and cultural understanding, human rights, conflict resolution, sustainability) will not be addressed fully unless the knowledge, skills, and values of internationally-minded psychologists are positioned front and center. I am not alone in believing that Division 52 has a crucial role to play in apprehending and directing our exceptional capacity toward these essential means and ends.

As we contemplate the road ahead, I’d first like to offer an expression of heartfelt thanks to five recent and incoming presidents, with whom I’ve been privileged to work over the past several years, for their kind support and thoughtful leadership to us all: Drs. Merry Bullock, Jean Chin, Mercedes McCormick, Senel Poyrazli, and Mark Terjesen. I’d also like to thank all of the other leaders – past and present – who have striven so hard to realize our potential over the last two decades, through selfless service on countless committees, task forces, and initiatives. Their visions and values have made us who we are today, and we all owe them a debt of gratitude.

Rather than reciting all of our accomplishments since we last convened in New York under Dr. Chin’s constructive leadership, I’d like to focus instead on the principal task before us now: to develop an aspirational but realizable strategic plan, which points the way forward from here. Simply put, our most important goal is to imagine all that we might be and become, informed by all we have been, twenty years in. We’ll do so on the basis of the excellent work of eight task forces over the past year, which have been established for this process, and are as follows:

Task Force 1: Celebrating our 20th Anniversary (Chair, Mercedes McCormick, Ph.D.) How should we celebrate our past and engage our future during before, during, and after our 20th year anniversary? How best do we honor past and present luminaries in the field of international psychology as well as emerging leaders who have done so much on behalf of Division 52, psychology writ large, and the various publics we serve, at home and abroad? What have been our most substantial accomplishments over the past two decades? Why do we regard them as such, what do they tell us about where we have been, where we are now, and where we might go from here? How best should we communicate these accomplishments now and in the future?

Task Force 2: Appraising our Past, Present, and Future (Chair, Senel Poyrazli, Ph.D.) What are the greatest challenges and possibilities that face Division 52 as we reflect on the past, present, and future (i.e., what are our strengths, weaknesses, opportunities, and threats; how do we assess who we are and where we should go via an informal SWOT analysis of leaders, members, and other stakeholders in our division)? What themes (e.g., points to consider, relevant data, potential possible) emerge from this analysis vis-à-vis the short-and long-terms goals of the division?

Task Force 3: Engaging our Leaders (Chair, Mark Terjesen, Ph.D.) How should we engage our leaders so that they may be maximally invested in our organization for the highest and best reasons (e.g. how should we welcome, orient, and sustain our organizational leaders, while creating a vibrant community among our organizational leaders – students, early career, and established; do we need an organizational “mission, vision, and values” statement)? How best do we communicate our expectations to organizational leaders, while also soliciting their input and supporting their efforts? How might division leaders become more actively involved in other aspects of APA as well as related organizations and initiatives? What might the implications be of this discussion for how we are organized and pursue our mission (e.g., our structures, committees, and processes)? What possible

changes (e.g., to our bylaws, organizational structures / processes) might emerge from such a review? How best do we build networks of leadership within psychology and other disciplines to join together and leverage our individual and collective impact (e.g., the International Leadership Network)?

Task Force 4: Engaging our Members (Chair, Laura Reid Marks, Ph.D.) How best do we understand what our current, prospective, and former members want and need from us as a division? For example, how should we survey / reach / engage our members both for our 20th year anniversary and on a regular basis as well as students and early career / established psychologists who also might be interested in Division 52, in order to understand their interests, perspectives, and goals? How do we make our division maximally relevant to psychologists who aren’t members currently? Why do members join or leave the division (e.g., what is or is not “value added” and how do we enhance our value to current and prospective members)? What can we learn from the membership activities of other divisions? How might we join with other organizations and offices to leverage our membership (e.g., APA’s Office of International Affairs) in order to advance the mission, vision, values, and goals of our division?

Task Force 5: Engaging our Partners (Chair, Suzana Adams, Psy.D.) How do we better engage ourselves and our natural partners (e.g., individuals, groups, offices, initiatives, conferences, movements, organizations) within the United States – and globally – in a shared effort to “internationalize psychology at home and abroad” (e.g., what sorts of strategic alliances / joint activities / sponsored events make the most sense at home and abroad)? How does such engagement relate to, leverage our impact, and enhance the visibility and relevance of our division? Are there specific possibilities or recommendations for engagement (e.g., individuals, groups, offices, initiatives, conferences, movements, organizations) that we should consider, and how should we go about engaging with such partners?

Task Force 6: Communicating and Publicizing Who We



Message From the President

Are and What We Do (Chair, Stuart Carr, Ph.D.) How do we build upon the excellent record, resources, and publicized representations of Division 52 both internally (e.g., to our members) and externally (e.g., to members of APA and other individuals / organizations in the U.S. and internationally)? How might we best consolidate and maximize the quality, legitimacy, and impact of our four sources of “publication and communication” (book series, journal, newsletter, website)? What are the implications of this review for the organization of our Publications and Communications Committee? How do we direct our communication and publication activities toward enhancing our membership base and increasing engagement by psychologists and other interdisciplinary colleagues in the U.S. and internationally (e.g., by increased submissions to our journal, *International Perspectives in Psychology*)? How best do we support the mission, activities, and visibility of our Publications and Communications Committee and their respective editors / developers / leaders?

Task Force 7: Clarifying our Identity (Chair, Neal Rubin, Ph.D.) Who are we and why do we do what we do (i.e., what is our identity as an organization)? Why does – or why should – the Division of International Psychology matter to us and others? How best do we communicate who we are and why we do what we do to ourselves and to other potential partners and stakeholders within and outside of psychology (e.g., allied interdisciplinary colleagues / organizations)? While individual members have long been engaged in social justice and human rights activities, where do we stand as a division on issues such as these? When issues of concern in our association, our society, and our global society are raised, how do we see the division engaging in advocacy initiatives on such matters, including human rights, gender equality, immigration, etc.? How do our members see our role as a division in this regard? What has been our history on issues such as these and do we have previously developed traditions that might be awakened in this context? Do we need procedures for divisional review of internal or external initiatives that come before the board? Are such matters already well

established in our bylaws or should changes be recommended?

Task Force 8: Completing our Strategic Plan (Co-Chairs, Merry Bullock, Ph.D., Jean Lau Chin, Ed.D., Craig Shealy, Ph.D.) Based upon all of the perspective gleaned from the above task forces – and related processes of inquiry – how should such information best be consolidated, organized, and presented vis-à-vis our Division 52 Strategic Plan? For example, based upon all that we have learned through this process, what do we conclude should be our priorities as a division in terms of mission, vision, values, outreach, engagement, and activities (e.g., to what should we commit as an organization in order to fulfill our essential potential over the next five years, and upon what bases do we make these decisions)? How do we become a more active player in “moving the needle” on issues and priorities that matter most to us and our current and future members? Are there implications and/or recommendations of this strategic planning process for the mission, policies, procedures, priorities, and/or activities of our organization? How do we implement our strategic plan in order to maximize its impact and achieve continuity / success over the next five years (2017 – 2022), and beyond?

As we contemplate our past, present, and future in 2017 and beyond, the call before us is clear: listen deeply to one another, think openly, creatively, and proactively, and develop a visionary strategic plan that is worthy of all who came before us as well as the many future beneficiaries of what we do together now. Towards such means and ends, if you have any suggestions or questions regarding how we might “Celebrate our Past and Engage our Future,” please do not hesitate to write directly to me at shealycn@jmu.edu.

I look forward to working with everyone to honor all we have been and done over the past two decades as we chart a substantive and sustainable path forward. Given the extraordinary talent, wisdom, experience, energy, and hope we collectively bring to the table, I have no doubt the results will be worthy of our legacy and promise as *the* division of international psychology.

Introducing the new editorial team of International Psychology Bulletin

Vaishali V. Raval
Miami University
Outgoing editor of IPB

It is my pleasure to introduce the new editorial team of our Bulletin. Dr. Genomary Krigbaum, who served as the associate editor of IPB for the past two years has now transitioned into the role of the incoming editor. She also served as a section editor for the *Early Career Professional column* of the IPB from summer 2014 to 2015. Dr. Krigbaum is an affiliate faculty member at Grand Canyon University in Arizona, and her research interests focus on cross-cultural neuroscience as well as evidence-based frameworks (to include clinical, biofeedback, methodology, multicultural matters and process-consulting). She has published several peer-reviewed articles as well as abstracts (20 plus), and has presented at various national and international conferences (including her native country, the Dominican Republic). In addition, she has served as ad-hoc reviewer for peer-reviewed journals such as in education and neuropsychology; as well as a grant reviewer for international and domestic government institutions.



Dr. Genomary Krigbaum Statement

I am honored to accept the role of editor for the International Psychology Bulletin. I am thankful to the leadership of IPB and the editorial team, for their welcom-

ing as well as guidance through this transition process. I am appreciative for the editorial leadership of Dr. Vaishali Raval, and I look to continue her legacy as I transition into this role. I look forward to producing quality work as well as supporting our division scholarship/expertise in international psychology. The IPB editorial team welcomes your submissions, suggestions, and manuscripts. Warm regards, Genomary.



We also welcome Dr. Dana Basnight-Brown as the new associate editor of IPB. Dr. Basnight-Brown is the co-founder of the center for Cognitive and Developmental Research at the United States International University in Nairobi, Kenya. Her research program is at the intersection of culture, language, and emotion, and she has published more than 20 peer-reviewed articles in this area. She also serves as ad-hoc reviewer for approximately 15 peer-reviewed journals. In 2014, she was the recipient of the Division 52 Early Career Professional Award in the outside USA category, and from 2014 through 2015, she served as one of the two section editors for the Early Career Professional column of IPB along with Genomary Krigbaum. I hope that her service in this role will increase contributions to the IPB from Kenya and other nations from Africa.

Dr. Radosveta Dimitrova continues in her position as the associate editor. She will be temporarily absent due to her current health condition, and we look forward to having her back in her role as soon as she is able to re-join the team.

We wish her all the best for a steady recovery.

I would like to take this opportunity to share my gratitude to the readers, contributors, section editors, and associate editors of IPB for their engagement and enthusiasm over the course of my term as the editor. It has been an honor to serve in this role. Continuing the work of previous editors of IPB, my major goal has been to publish high quality articles, and especially to increase contributions to IPB from outside the United States to widen the international presence in each issue. A second major goal has been to streamline the process of peer review for empirical reports submitted to the peer-reviewed articles section, and to include articles that report on samples from around the world, focus on a variety of different content areas, and utilize different methodologies and analytic procedures. We have worked to accomplish these goals, and I wish all the best to the new team in continuing this work.

Temporary Absence of Radosveta Dimitrova, Associate Editor of Division 52 IPB

Snežana Stupar-Rutenfrans,
NHTV Breda University of Applied Sciences

We would like to inform you that the associate editor of Div.52 International Psychology Bulletin, Dr. Radosveta Dimitrova, will be absent for a longer period of time due to her current health condition induced by a severe car-accident. Radosveta is currently in process of rehabilitation, yet the impact of the accident is extremely high on her health and her environment.



We (members of editorial of IPB) know Radosveta as a very proactive person who contributed tremendously to previous issues of IPB. In addition to IPB, she contributed to several special issues (Child Development, Journal of Adolescence, European Journal of Developmental Psychology, Studia Sociologica, Journal for Youth and Adolescence, Emerging Adulthood, Journal of Italian Modern Studies, Springer Plus). She is currently an Associate Editor of Journal of Child and Family Studies; Associate Guest Editor for Emerging Adulthood Special Issue on Identity and Acculturation, for Current Issues in Personality Psychology Special Issue on Identity across Cultures and for Journal of Adolescence Special Issue on Immigration; Consulting Editor of Developmental Psychology, Past Editor ERU (EADP) and Guest editor EARA (European Association for Research on Adolescence) Newsletters and editor of a book on well-being of immigrant families published at Springer, a book at Oxford University Press and another at Springer. She has processed more than 140 reviews of manuscripts for 28 peer-reviewed journals over the last six years.

Radosveta is currently Docent (Associate Professor) of Psychology at Stockholm University, Sweden and International Research Professor at Hiroshima University, Japan as a winner of prestigious grant by the Japan Society for Promotion of Science. She holds PhD in Developmental Psychology (University of Trieste, Italy awarded the 2009 Best Doctoral Thesis by the Italian Association of Psychologists), and a PhD in Cross-Cultural Psychology (Tilburg University, the Netherlands, awarded the 2012 Student and Early Career Council Dissertation Award of the Society for Research in Child Development (SRCD). journals, invited commentaries, book chapters, authored/co-authored books, and more than 140 presentations and talks at international conferences (first author on 80% of these). She is the Past president of the Early Researchers Union (ERU) of the European Association of Developmental Psychology (EADP), Council member of the EADP, Student and Early Career Council (SECC) at SRCD, the Ethnic & Racial Issues Committee at the SRCD, the Society for the Study of Human

Division 52 News and Updates

Development (SSHD) Emerging Scholars Committee and SecNet at EARA (European Association For Research on Adolescence) and the Society for Research on Adolescence's (SRA) Study Group Committee, Society for the Study of Emerging Adulthood (SSEA) and the Advisory Board of the Global Network for Human Development.

If you would like to contact Radosveta and leave her a personal note, you can do that via her e-mail (her husband is replying) or via contact info on her website.

Email: dimitrova.radosveta@gmail.com

Website: www.radosvetadimitrova.org



LEAVING A LEGACY TO DIVISION 52

*A Call for a Charitable Bequest
to APA Division 52*

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



A Pre-history of the APA Division of International Psychology

Harold Takooshian¹ & Anjhula Mya Singh Bais²
Fordham University¹
Bais-Selvanathan Foundation²

In 2017, many of us prepare to celebrate the 20th anniversary of our APA Division of International Psychology, which was approved as APA "Division 52" on February 21, 1997. Its mission was to "further the development and advancement of international relations among psychologists in the areas of sharing knowledge, encouraging visitation, and encouraging intercultural research and development in clinical practice, and to promote the general objectives of the APA." This approval was long in coming, taking over 20 years. Even more than the other 56 specialty divisions that APA approved, our Division 52 has a long and fascinating pre-history before 1997 which is barely known or recorded.

To mark the fifth anniversary of Division 52 in 2002, our division assembled a distinguished panel on 21 August 2002, to look back together for 35 minutes, and piece together some unrecorded details on the origins of Division 52. This group included eight founding officers or Presidents of the division, three of whom are no longer with us in 2017: Frances M. Culbertson, Henry P. David (1923-2009), Florence L. Denmark, Charles D. Spielberger (1927-2013), Gloria B. Gottsegen (1931-2015), John D. Hogan, Harold Takooshian, Richard S. Velayo.

1970s. Early efforts to launch an international division are not fully recorded, but clearly date back to the 1970s. These were early discussions between officers of ICP (the International Council of Psychologists), members of CIRP (the APA Committee on International Relations in Psychology, formed in 1944), and OIA (the APA Office of International Affairs, formed in 1971). After much effort, a few early "missionaries" like ICP President Leah Gold Fein and Ernst Beier introduced a petition at the semi-annual meeting of the APA Council in 1976. Council vot-

ed not only to reject this petition, but actually voted to rescind the petition of another just-approved division (Religion) during the same 1976 meeting, in an effort to curb the proliferation of new divisions.

After that failure in 1976, advocates recruited a few dynamic leaders like Florence Denmark, Gloria B. Gottsegen, Carl Zimet, and Leonore Loeb Adler, and later Ernst Beier and his friend Ivan Kos, to secure the needed number of 820 petitioners (10% of the APA membership). They did this not only through recruitment, but three other methods: (1) gift memberships, (2) enlisting dues-exempt members over age 65, (3) Gloria Gottsegen's on-the-spot collection of payments at Council and Consolidated meetings.

There were several impediments to a new International Division, since many APA members felt: (1) APA already had too many divisions. (2) "International" is not a substantive area. (3) APA is a national organization. (4) There are already other international groups. (5) A global division may devolve into a "travel club." In contrast, advocates felt an APA Division would add a valuable new dimension to the APA CIRP and OIA, and both of these APA groups welcomed this.

The petition was finally accepted by APA in 1997, with the help of a few key staff within APA: (1) CEO Raymond Fowler pushed for an international division. (2) Sarah Jordan and Keith Cook in APA Division Services helped with strategy. (3) Joan Buchanan in OIA provided useful resources.

1997. Once Division 52 was chartered in 1997, it quickly "turned the corner" and flourished, for a few reasons. (1) It was promoted by CEO Raymond Fowler (2000), and many leaders who now recognized that globalism was here to stay, and APA was overdue to be a part of this. (2) The founding officers had such a wealth of APA leadership experience. Gloria Gottsegen crafted the D52 bylaws, Ivan Kos edited the new quarterly (*International Psychology Reporter*) and its inaugural APA Program in 1998 featured presenters from across 39 nations

Division 52 - Twenty Years of International Psychology

(Takooshian & Rice, 1998). (3) Four of the first eight presidents of D52 were also Presidents of APA: Florence Denmark (1999), Frank Farley (2000), Charles Spielberger (2002), Norman Abeles (2005). As of 2002, the new D52 still had a missionary spirit, but recognized a few challenges. (1) Only a small fraction of APA psychologists involved in global work were joining D52. (2) Even among the many annual D52 presenters in the APA program, few were D52 members. (3) Only a small fraction of members were from outside North America. In fact, about one-third of all D52 members were from one city: New York.

To overcome these challenges, D52 formed a proactive new "outreach" committee in 2003, to better "recruit, retain, and engage" international members. With webmasters William Masten and Richard Velayo, the division posted a brief English-language history of Division 52, co-authored by John Hogan and Harold Takooshian, and invited others to become co-authors by translating and circulating this into a new language. Meanwhile, Rivka Bertisch Meir chaired a new network of "International Liaisons," which recruited a listserv of representative in 87 nations to liaise with division 52, to translate and circulate this multi-lingual history in their own nation. [See Note 1 below.]

After Dr. Meir's untimely death in a tragic auto accident, Anjhula Mya Singh Bais kindly volunteered to Chair and expand this history translation project, tapping her extensive global contacts. Under her leadership, this webpage nearly doubled by 2016 to 37 languages on the D52 website, alphabetized from Amharic to Urdu. [2,3] In most cases, the co-authors are native speakers in their home nation, who are helping non-English speakers in their nation to learn about Division 52 and other global psychology groups.

The founders of D52 struggled for over 20 years to gain APA approval of their international division in 1997. Now that we are marking the precious 20th anniversary of our D52 in 2017, this is an apt time to look back at past efforts, and ahead to future goals. Meanwhile, Anjhula hopes to go beyond 37 languages, seeking more translators for still-unrepresented languages. Thanks to her team of translators,

in our 20th year we can now refer international colleagues to our website for a history of our D52.



Photo: In 2002, five co-founders reminisced about Division 52 (l to r): Charles D. Spielberger, Florence L. Denmark, Henry P. David, Francis M. Culbertson, Gloria B. Gottsegen.

Notes: 1. Languages: <http://div52.org/index.php/resources/68-a-brief-history-of-division-52-english-and-translations>
2. English: <http://div52.org/images/PDF/shorthistory/d52-history-englishlongerversion.pdf>

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- Takooshian, H., & Rice, J.K. (1998, March). The 1998 Convention Program. *International Psychology Reporter*, 2 (1), p. 3.

Authors: **Harold Takooshian, PhD**, of Fordham University is a co-founder and past-President (2003) of Division 52, takoosh@aol.com
Anjhula Mya Singh Bais, PhD, is an international psychologist and activist, founder of the Bais-Selvanathan Foundation, and board member of the Institute of Semitics at Princeton. Anjhula@Bais-Selvanathan.org.



Presidents of the APA Division of International Psychology, Formed in 1997



1998 Ernst G. Beier



1999 Florence L. Denmark *



2000 Frank Farley *



2001 Gloria B. Gottsegen



2002 Charles D. Spielberger *



2003 Harold Takooshian



2004 Richard S. Velayo



2005 Norman Abeles *



2006 Joy K. Rice



2007 Michael J. Stevens



2008 Uwe P. Gielen



2009 Lynn H. Collins



2010 Danny Wedding



2011 John D. Hogan



2012 Neal S. Rubin



2013 Mercedes A. McCormick



2014 Senel Poyrazli



2015 Mark D. Terjesen



2016 Jean Lau Chin



2017 Craig N. Shealy

* Note: Four are also past-Presidents of the American Psychological Association

Grandmothers as Caregivers in a Multiple Care Context: The Case of Zambia

Francis Sichimba
University of Zambia

Namwiya Musonda
University of Zambia

Abstract

Multiple caregivers are involved in providing childcare around the world. The objective of this study was to explore the role that grandparents play in childcare. To assess grandparental involvement in childcare, a sample of 60 participants were recruited, of which 50 were mothers ($M_{\text{age}} = 30.78$ years) and 10 were grandmothers ($M_{\text{age}} = 65$ years) drawn from the Fatima area in Ndola, Zambia. Mothers completed a survey instrument about grandparental involvement in childcare while grandmothers completed individual interviews. The findings showed that involvement of grandmothers in childcare is existent in Ndola. Specifically, grandmothers provided childcare in domains such as feeding, playing, bathing, toilet training, protection from accidents, and care during illness. Analysis of the interview narratives revealed themes such as nutrition, personal hygiene and childcare as some of the childcare domains in which grandmothers provided care. These findings suggest the need to take into account grandmothers in child health programming and interventions aimed at improving children's health in this region, as well as similar cultural contexts.

In recent years, there has been a growing body of research on grandparental involvement in childcare globally. When it comes to childcare and socialization processes, grandparents are often indispensable. Many studies have demonstrated that when women become mothers they typically turn to their own mothers for support (Apfel & Seitz, 1991). However, the majority of published studies on grandparental involvement in childcare have been conducted in North America, Asia, Europe and Australia. Grandparents are a heterogeneous group living in different cultural contexts, and the experiences of grandparents around the world remain under represented parenting research. Given our limited understanding of grandmothers' involvement in childcare and their support to mothers, the current study aims to explore the role grandmothers play in childcare in Zambia.

In spite of the recognition that grandparents are an important part and essential in childcare, existing studies on grand-parenting tend to focus on grandparental caregiving as replacement to parental caregiving (Malinga & Ntshwarang, 2011; Schatz & Seeley, 2015). Current research on grand-parenting has been driven by longevity given the increase in

life expectancy, especially in Western countries (Leopold, & Skopek, 2015; Stelle, Fruhauf, Orel, & Landry-Meyer, 2010); child neglect, child abuse, parental incarceration, and parental death to mention but a few. For example, on the African continent, studies investigating grand parenting thus far tend to focus on grandparents taking care of orphans in a context of HIV pandemic (Foster, 2000; Kangethe, 2010; Malinga & Ntshwarang, 2011), while others have focused on health and behavioral effects that may result when grandparents participate in childcare (Oburu & Palmerus, 2005; Sands, Goldberg-Glen & Thornton, 2005). In the United States, literature attributes parents' incarceration, unemployment, divorce, death, mental illness or abuse as some of the reasons that necessitate grandparents' participation in childcare (Scommegna, 2012). Though childcare by grandparents remains widespread, however, the majority of studies globally have studied the phenomenon from a crisis perspective. Most of the research has neglected the fact that grand parenting is rooted in a cultural context. In most traditional non- Western societies, childcare is shared within the family with grandmothers playing an integral role. For example, in Zambia Grand Parental involve-

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ment in childcare is a norm not limited to a crisis. Although most studies on grandparenting have been a response to a crisis, childcare by grandparents is common practice not limited to a crisis. Thus, this study differs from other studies in two ways: (1) it focuses on grandmother involvement in childcare complimentary to the parent in a normative family (2) it also explores the care tasks that grandmothers perform to ensure child health.

One perspective that has been influential in understanding grandparental involvement in childcare is the evolutionary grandmother hypothesis (Hawkes; O'Connell, Jones, Alvarez, & Charnov, 1998). Evolutionary grandmother hypothesis contends that grandmothers who have passed the reproductive age invest their time and energy to support their daughter's fertility and improve their grandchildren's chances of survival (Hrady, 1999; Kachel, Premo & Hublin, 2011). Moreover, a grandmothers' presence can increase the survival rates not only of the infant but also decrease weaning age of the infant (so that their mother can have another baby) by providing nutrition (Kachel et al., 2011). The theory highlights factors such as inability to reproduce and need to see grandchildren survive as motivational factors for grandparents to be involved in childcare. Theoretically, this study uses evolutionary grandmother hypothesis to explore grandmothers involvement in childcare in Zambia and how this care looks like.

In Africa, the responsibility for the childcare is placed upon women (Warren, Daly, Toure & Mongi, 2006). According to Mokomane (2013), as females in the extended family, grandmothers not only provide infant care but they are also expected to nurse mother who has given birth. Grandmothers in Africa are considered masterminds not only in childcare but also life matters; thus, they are regularly consulted by extended family members for their advice on life matters, including childcare (Mokomane, 2013). As observed by Aubel (2006) grandmothers have experience and expert knowledge of maternal matters and child development. In spite of grandmothers being experts in child development,

limited research has investigated the role that they play to ensure that their grandchildren grow healthy in Zambia.

Grandparental childcare research in Zambia, just like the rest of Africa, has focused on skipped generations. It is important to note that Zambia represents an interdependent context where extended family ties are important in child care (Arnett, 2007). The African proverb that "it takes a village to raise the child" supports this common belief. Grandparents occupy an influential position in Zambia not only in childcare but also in transmitting familial processes and socialization of parenting values (Falola, 2004; Sichimba, Mooya, & Mesman, 2016). Grandparents in Zambia are expected to play important roles not just in their children's lives but also to their grandchildren (Falola, 2004). The lack of research on the involvement grandparents in complimentary childcare opens vitas for deeper investigations. Key questions confronting researchers include whether the involvement of grandparents in childcare is beneficial to the grandchild. Further, there are unanswered questions related to care activities that grandparents perform to ensure that the grandchild is healthy. Thus, the present study represents one of the few systematic attempts to examine grandparental involvement in childcare.

The present study was designed to examine grandmother involvement in childcare in Ndola, Zambia. A qualitative descriptive design was used where data were gathered from two informants (mothers and grandmothers) using different formats. Mothers completed a quantitative questionnaire of grandparental involvement in childcare, while grandmothers completed independent interviews on behaviors specific to themselves in childcare. This allowed us to obtain information from different respondents using quantitative and qualitative methods. We were particularly interested in exploring the care activities that grandmothers perform while caring for their grandchildren, and examined gender differences in grandparental involvement in childcare.

Method

Participants

The sample was recruited in the context of a study

on multi-generational caregiving of young children in Zambia. The sample was drawn from Ndola, Copperbelt province, Zambia. The sample consisted of 60 participants of which 50 were mothers and 10 were grandmothers. The mean age for mothers was 30.78 years, with minimum age of 18 years and maximum age 47 years for the oldest mother. The mean age for grandmother was 65 years old. The minimum age for the grandmothers the minimum age was 55 and maximum age was 75 years. In terms of education, the majority of the grandmothers in this study had Primary Education, and only 2 grandmothers had completed Secondary Education.

Procedure

Mothers and grandmothers were invited to participate in the study and informed consent was obtained in accordance with University of Zambia ethical guidelines. Mothers completed a questionnaire, assessing demographic and care-giving activities that grandmothers performed in the course of childcare. The questionnaires were completed individually, anonymously, and in its entirety by mothers at their homes. The questionnaire was in English and was administered by research staff. The questionnaire took approximately 20 to 25 minutes to complete. Open-ended interviews were used to gather information from grandmothers about their participation in child care. The rationale of using open-ended interviews was to gain detailed insight on grandmother involvement in childcare. Each interview lasted approximately between 35-45 minutes. All the interviews were conducted in Bemba (a local language spoken in Ndola).

Measures

Demographic data included age, ethnicity, educational level and number of children.

Grandparent care-giving was assessed using sixteen item Grandparent-Care Checklist (Mooya Sichimba, & van IJendoorn, 2012). The checklist asked participants whether or not grandmothers participated in a range of childcare activities including feeding, *playing, bathing,*

comforting, carrying the baby, toilet training, protection, disciplining and setting limits. Participants responded with a yes/no answer. The checklist also asked the reasons for soliciting grandmaternal child care. A set of six reasons (helpful, contributed to the development of the child, because of their experience, trustworthiness, reliable, inexpensive) were provided and participants provided a yes/no response.

Open-ended interview was used to gather information from grandmothers about their participation in child care activities. The aim of using interviews was to obtain in-depth information about childcare activities performed and the support they provide to mothers. Interviews were preferred because they allowed grandmothers to express their views freely and also allowed the interviewer to probe. The interview guide was translated to Bemba and back translated to English ensure validation of the instrument. Translations were done locally, by experts fluent in both English and Bemba. Interview questions included “*Kindly explain to me what motivated you to start looking after your grandchildren,*” “*What things do you grandmothers do to take care of your grandchildren,*” “*Would you explain to me what you do to help make sure that grandchildren are healthy,*” and “*Are there others things that you grandmothers do which you have not mentioned, please share.*”

Study Procedure

Participants were recruited in their communities. The recruited participants later introduced us to other grandmothers they knew within the community. Before recruitment, the researchers screened all participants for eligibility. Upon recruitment, the purpose of the study was explained to the recruited participants individually and an opportunity was given to the participants to ask questions or clarifications on study or indeed any other question they had about the study. The participants were interviewed individually at their homes and all interviews were recorded with the aid of the recorder. The second author who speaks both English and Bemba, conducted the interviews.

Data Analysis

Questionnaire data were analyzed using descriptive statistics while interviews were subjected to thematic content analysis. For content analysis, the researcher first read the transcribed interviews several times in order to capture and discover meaning therein. Second, transcripts were read to capture themes in line with the stated objectives.

Results

Descriptive Analysis of Quantitative Data

To examine the involvement of grandparents in child care, we computed the total frequency of grandparent involvement across various caregiving activities. 96% of the mothers reported grandparents were involved in the care of their grandchild. The care-giving activity performed included playing, bathing, transporting baby, toilet training, protection from accidents, discipline and setting limits, and the frequency with which grandparents were involved in each of these activities are shown in figure 1.

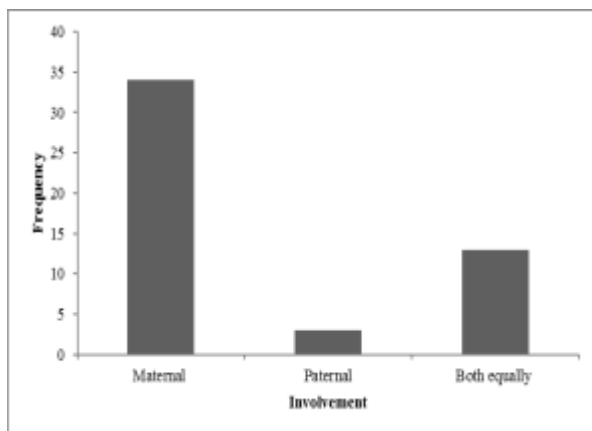


Figure 1: Frequency of grandmother involvement across different caregiving activities

Overall, 38 (76%) grandmothers were reportedly playing, 33 (66%) feeding, 33 (66%), bathing 40 (80%) carrying baby on the back, 33(66%) toilet training, 45 (90%) providing care during illness, 47 (94%) disciplining, 44 (88%) providing protection from accidents, 19 (38%)

providing holiday care, 41 (82%) limit setting and 49 (98%) comforting their grandchild when distressed.

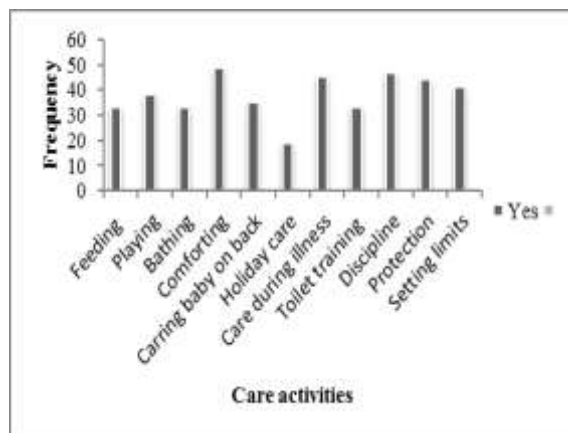


Figure 2: Frequency of Maternal Versus Paternal Involvement In Childcare

To examine which set of grandparents were most involved in childcare, we compared the frequency with which maternal versus paternal grandparents were reported to be providing care. Out of the 50 mothers, 34 (68%) reported that maternal grandparents were most involved in childcare while 3 (6%) reported that paternal grandparents were mostly involved. 13 (26%) reported that both maternal and paternal grandparents are involved in the care of their grandchildren. The results suggest that maternal grandparents are more involved in comparison to paternal grandparents.

In order to examine why mothers engaged grandparents in childcare, we examined the frequency with which various reasons were mentioned. Overall, 96% of the mothers reported that grandparents were helpful, 86% reported that grandparents contributed a lot to the development of the child, 76% reported that they involved their grandparents because of their experience, 70% reported that grandparents are trustworthy, 62% reported that grandparents are reliable, and 10% of the mothers reported that they involved grandparents because they are financially inexpensive relative to hired caregivers.

Thematic Analysis of Interview Data

Six themes were identified which were organized in two domains: (1) activities to provide nutrition and ensure the child's health, and (2) teaching mothers to provide nutrition and ensure the child's health.

In response to the question "*What things do you grandmothers do to take care of your grandchildren,*", three themes emerged hygiene, nutrition, and sickness. The themes suggested that grandmother provided childcare in the domains such as cleaning, bathing, and care during illness. Grandmothers also ensured that grandchildren were fed adequately. For example, one grandmother said

I care for them in ways like if they are sick I take them to the clinic. I also make sure that they are in clean clothes and clean surrounding so that they do not get infected with germs that can make them sick.

Another grandmother said "I make sure that my grandchildren have enough foods and get balanced meals, good hygiene. I'm much concern about the infants' protection from malnutrition diseases."

Thematic analysis also revealed that grandmother's responsibility did not end with the grandchild but also provided support to the mothers by teaching principles of personal hygiene, nutrition, childcare to ensure that the grandchild was healthy. Evident in the narratives, is the fact that grandmothers also teach mothers about nutrition, feeding, care of infants and hygiene related matters. For example, one grandmother said "I teach my daughter how to keep herself clean and maintain personal hygiene especially if she is breast feeding. I also make sure that the baby is clean. This helps in avoiding the child from contracting diseases." Another grandmother stated, "I teach them how to handle the new baby, how to bath it and how to feed. Then I also help to massage the baby together with the mother after a successful delivery." A third grandmother elaborated:

I teach my child how to breastfeed her baby, how

to bath the baby and how to look after them well. In terms of breast feeding I teach how to hold the baby and the breast so that the child can feed well. This is done so that even if she goes back to her home she knows exactly what to do to ensure that the baby grows health. I also tell them not to engage themselves into the sexual act so soon after delivery they have to be at least a number of months have to pass and when they start they do not need to be doing it continuously because the woman is still not so fine but also the mother might get pregnant again and this might affect the health of the baby.

Discussion

The results of the study support the notion that grandparents in Ndola are involved in childcare. As was noted from the results that majority of the mothers and indeed grandmothers themselves reported that they cared for their grandchildren. This is consistent with the studies carried out globally, which have shown widespread involvement of grandparents in childcare (Oburu & Palmérus, 2005; Tanskanen & Danielsbacka, 2012; Thomese, & Liefbroer, 2013). The possible explanation for this finding could be that childcare in Zambia is embedded in social cultural values in which a child does not only belong to the nuclear family but is part of the larger extended family (Falola, 2004). Thus, it could well be that sense of family, cultural patterns and beliefs about child rearing can account for grandparent's involvement in child care.

In terms of care activities, the findings revealed that grandparents performed childcare tasks in all care domains including but not limited to feeding, bathing, holiday care, caring during illness, toilet training and limit setting. Based on the activities of childcare, the results suggest that grandmothers perform important childcare functions. The findings echo other research illustrating the importance grandparents play in childcare performing functions such as feeding, playing, teaching, disciplining and daily-routine

caring (Chivanon, Wacharasin, Homchampa, & Phuphaibul, 2011; Gattai, & Musatti, 1999; Gibson, & Mace, 2005). However, this study found few item level differences with some activities performed more than others. For example, feeding, bathing, holiday care, and caring during illness were performed more while an activity such as holiday care was performed less.

With respect to differences between maternal and paternal grandparents, our results show that maternal grandparents were more likely to provide childcare compared to paternal grandparents. These findings are consistent with other studies conducted in Europe, America, Australia and Asia that maternal grandparents were found to be more involved in childcare. For example, in a study of families within the Asian society (Kurrien & Dawn Vo, 2004) grandmothers were more involved in childcare activities than grandfathers in all groups within the extended family. The finding in our study that maternal grandparents were more involved was expected considering that childcare in Africa and indeed Zambia is seen as a domain for females thus it is easier for the mothers to engage their mothers, and then it is to engage paternal grandparents who are considered to be parents-in-laws. Prior work shows that the responsibility for childcare in Africa largely resides with women especially mothers and grandmothers (De Villiers, 2011). Thus, mothers might feel uneasy to engage grandparents from the paternal side. Moreover, traditionally, childcare in Zambia follows the maternal line which might explain why maternal grandparents are more involved. It is not uncommon in Zambia for a girl to leave her matrimonial home when she is pregnant to go give birth at her mother's home. The finding that grandparents from the maternal side are more involved is consistent with evolutionary grandmother theory which posits that maternal grandparents are mostly likely to be involved in the care of their grandchildren because of genetic certainty as opposed to paternal grandparents (Hank & Buber, 2009).

This study also investigated the reasons why mothers engaged grandparents to care for their children.

Our findings indicated that mothers engaged grandparents in childcare for a variety of reasons including the grandmothers' experience, trustworthiness, reliability, usefulness and dependability. Perhaps an explanation for this finding is assumption that since grandparents took care of the mother, it is assumed that they will use the same experience to take care of their grandchild. This finding is consistent with previous studies that have found that grandparents are affectionate and reliable (Mansson, 2013; Ochiltree, 2006).

Open-ended interviews were used to explore the role that grandmothers play to ensure their grandchildren grow healthy. The qualitative findings revealed that grandmothers played a role in child health by ensuring that their nutrition, hygiene and health needs are met. Grandmothers reported that they ensured that their grandchildren are healthy by making sure the baby is cleaned, providing care during illness, and also feeding them. The findings is consistent with literature that maternal *grandmothers contribute* to the *survival* as well as to the nutritional and *health* outcomes of their *grandchildren* (Aubel, 2012; Jingxiong et al., 2007; Van de Walle, 2006). However, these results challenge the findings of Strassman (2011) study among the Dogons of Mali that grandparents were detrimental to the development of the grandchildren. Clearly, the finding in our study indicates that grandparents contribute to grandchild survival and growth.

Qualitative findings also revealed that in a quest to ensure that grandchildren are healthy, grandmothers also performed parenting functions to the mother by teaching various aspects of childcare such as breast feeding, the importance of personal hygiene, and how to bath the baby. Although the mothers reported what grandparents do while caring for their grandchildren, grandparents' narratives revealed important aspects of grandmother involvement in childcare which is not limited to the grandchildren. Grandmothers teach mothers various aspects of childcare, thus extending their knowledge and experience of childcare to their daughters. This finding is consistent with previous research finding the traditional support helps mothers cope

with aspects of childcare such as breast feeding (Aubel, 2012; Omer-Salim, Persson, & Olsson, 2007). As can be exemplified by one of the mother's narratives, "In terms of breast feeding I teach how to hold the baby and the breast so that the child can feed well."

Strengths and Limitations

To date, few studies in Zambia have examined grandparental involvement in childcare complimentary to parental care. Most of the studies have concentrated more on grandparental involvement in childcare in the era of the HIV and AIDS pandemic suggesting that grand parenting is only prevalent in a crisis situation. The present study provides a more detailed assessment of grandmother involvement in childcare, by assessing not only their care activities but also assessing their role in ensuring child health. The study highlights the relevance of grandparents particularly grandmothers in childcare.

The current study is also unique as it provides insight on grandmothers' role in mothers' socialization and how mothers are socialized in parenting processes in Zambia. It should be noted that the sample used in this study represents a region and cultural group that is very much underrepresented in the literature, whereas the topic may be particularly salient given the customs of multigenerational parenting.

This study had some limitations to consider, firstly, participants were not randomly selected and were drawn from a low social economic residential area. Because of this, the finding cannot be generalized to the rest of Zambia. Secondly, the study is limited in that it relied only on questionnaires and interviews. The study did not include other observational methods. Though using only questionnaires and interviews was itself a limitation of the study, nevertheless, finding of this study still provides us with valuable information on grand parenting in Zambia.

Implications

This study supports the evolutionary grandmother hypothesis argument that grandmothers are important in child survival. This study revealed grandmothers were not

only a critical ingredient in childcare but also in supporting mothers on various aspects of childcare. Our study also found that grandparents from the maternal side were more influential in childcare in comparison to paternal grandparents. Thus, given high under-five infant mortality in Zambia of 89 deaths per 1,000 in 2012 (Colson et al., 2015), policy makers in the Ministry of health, health promoters would benefit by incorporating grandmothers in health promotion programming. As evident in the literature, most health interventions in non-Western societies are biased towards mother-child dyads (Aubel, 2012). Given our findings on the role the grandparents play in childcare, incorporating grandparents in intervention programs may help reduce infant deaths.

Overall, the current study contributes to literature on grandparental research in childcare, and parenting in general. Research on complementary childcare by grandparents should be taken more seriously in order to understand the intricacies of continued grandmother involvement in childcare and its effect on child development.

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Alignment, Research, and Creativity: How To A.R.C. Toward Your Mark as an Early Career International Psychologist

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“What do you want to be known for?” a former associate editor¹ of a prominent international journal once asked me. I had just delivered a presentation on an exciting new idea (remote enculturation) at a cross-cultural psychology conference in Chiapas, Mexico, on the heels of an earlier presentation that day exploring a different topic. He had seen both talks. What is more, he had read a recent article of mine demonstrating the replication of yet another novel idea (remote acculturation), which I was not presenting at this conference. “I see you like new ideas” he prodded gently, reminiscing on his own intellectual creativity in the early career years, “but *which one* do you want to be *known* for?” “You see,” he continued “when you hear ‘Verónica Benet-Martínez’ you think immediately of...” and I finished his sentence before he did “...BII²”. Unbeknownst to this senior scholar (for he had little recollection of our conversation a year later when I thanked him), this 10-minute conversation was more of a gift to my career than the manuscript acceptance I had received from him earlier that year. What mark *did* I want to make? And was the trajectory of my work clearly curving toward making that mark? His advice brought unusual clarity to my career efforts, and in this article I will share what I have learned about how to *A.R.C. toward your*

mark as an early career international psychologist.

First, let me tell you a bit about me. My background growing up in the middle-income country of Jamaica has served as a catalyst for a unique international research program focused so far on youth and families in the Caribbean, North America, and southern Africa. I have focused primarily on two major cultural transmission processes, which are being impacted by modern globalization given that individuals now have access to multiple remote cultures: *acculturation* (the process of cultural and psychological change following contact with a different culture; Berry & Sam, 2016), and *enculturation* (the process by which one becomes competent in one’s own heritage culture; Schönplflug & Bilz, 2009). A major objective of my work has been to expand theoretical models in acculturation and enculturation to better capture the experiences of 21st Century families for whom cultural transmission occurs indirectly, intermittently, and amidst the pull of several different cultural streams. Therefore, there are three related strands of my research program: 1) remote acculturation of non-migrant youth (Ferguson, 2013); 2) tridimensional (3D) acculturation of immigrant youth in multicultural societies (Ferguson, Bornstein, & Pottinger, 2012); and 3) remote enculturation of youth living outside their heritage countries (Ferguson, Costigan, Clarke, & Ge, 2016).

Second, let me acknowledge one caveat. I write this piece as a child clinical psychologist by training, now (happily) in a research-driven tenure-track academic position doing basic and applied work. As a result, my reflections may be more readily applicable to those in the academy, although I can also imagine myself applying these principles in non-academic career paths as a clinician or consultant.

¹Professor Gabriel Horenczyk, The Hebrew University of Jerusalem, and former Associate Editor, International Journal of Intercultural Relations.

²Benet-Martínez, V., & Haritatos, J. (2005). Bicultural identity integration (BII): Components and psychosocial antecedents. *Journal of Personality*, 73, 1015–1050.

The Importance of Making a Mark

As an early career international psychologist, there are several legitimate reasons to not be the best kept secret in your area of work. First, having a concrete plan to make a mark is one way to ensure you “make a difference” in the lives of people around the world, which is a deep desire that has drawn many of us into international psychology in the first place. Second, in order for your hard work to have impact, others need to know about it and know about you. If your mother is the only person who knows what you are working on, then your work will not be as useful as you hope. Third, the international and cultural communities you serve deserve champions in faithfully and respectfully representing them in scholarly, scientific, and policy circles. If you do not tell their stories, who will? Fourth, for those in tenure-track academic positions, evidence of your mark on the field is often a part of your assessment for tenure.

Fifth, and perhaps most importantly, international psychology, including cross-cultural and indigenous psychologies, is essential to the utility and sustainability of psychology as a global science of *human* behavior (Cooper, 2016). Psychology has been rightfully critiqued as being WASPy³, and the most prominent journals of the American Psychological Association have historically promoted the psychology of American undergraduate Introductory Psychology students who receive course credit for their research participation (Arnett, 2008). We, as early career international psychologists, have a critical role to play in the ongoing transformation of our beloved discipline into a truly global science for humanity. Indeed, international research advances our understanding of human development and experience by investigating similarities and differences in human behavior and outcomes of human behavior across countries. For example, in a leading developmental journal, Lansford and colleagues recently demonstrated how across 13 cultural groups in nine countries perceived parental rejection is maladaptive for all children (culture universal), whereas harsh verbal discipline is significantly more maladaptive in settings where this form of

discipline is perceived as non-normative (culture specific). In this way, international research is vital to an accurate and useful body of psychological knowledge to improve (and avoid damaging) the lives of all human beings (Lansford et al., 2016).

How to A.R.C. Towards Your Mark

I can summarize my learnings in the last year and a half about bending towards one’s mark in three letters: A.R.C. Although I had learned some pieces of this before that memorable conversation in Chiapas, the puzzle finally fit together after that moment.

Alignment: Align your efforts with the mark you want to make

You will know best what your desired mark is because the mark you choose may be shaped somewhat by your job, your personality, and your personal and professional passions. What impression are you hoping to leave on the field? When another scholar or student hears your name, what work/idea/construct/methodology do you want to come immediately to their minds and lips? If, like me, you don’t have a ready answer for this question, it is worth your while to first spend some time developing your inner compass through personal reflection, conversations with professional peers, and mentorship. Once you decide what your mark is, focus your efforts on becoming the international psychologist who will make that mark. Strategically select a leading scholarly interest for center stage on which to focus most of your efforts, and cast your other interests into supporting roles as time and energy allow. In other words, your research interests are not your children; you *should* show open favoritism. This will involve some difficult prioritization such as seeking certain research and collaboration opportunities which are aligned with your mark, and declining others which are not. Clear and strategic alignment of your efforts with your mark is especially necessary for those with young families or community obligations, and those simply seeking work-life

³White Anglo-Saxon Protestant

balance. Knowing your mark can help reinforce healthy boundaries and ensure you use limited work hours as efficiently and effectively as possible.

Research: Do your ‘research’ (meaning homework) by learning the lay of the land in your area to ensure you make a unique mark

This recommendation is particularly important if the mark you want to make is to establish an innovative area of work in your field. It’s one thing to make a mark (another productive scholar coming out of Dr. Star’s lab with expertise in X) and another to make a unique mark (a productive scholar whose concepts or methodology create a noted shift in the field, while building upon prior work and without making enemies). What are the related constructs in your area of work? Study them well and parse out the similarities and differences from your work. Who are the leaders in your area studying concepts related to yours? Meet those leaders at conferences, talk with them about their published and new work, and stay in touch on email. Figure out how you can make a unique contribution and arc in that direction.

Creativity: Be creative in your methodologies and dissemination

Don’t be arbitrarily or inflexibly tethered to specific methodologies, whether they be quantitative, qualitative, or clinical, especially if they are not always well suited to the trajectory you need to take to reach your mark. Instead choose the best methodology for each step of your work, bearing in mind that ethical guidelines for work with immigrant and international populations require a certain degree of creativity (Hernandez, Nguyen, Casanova, Suárez-Orozco, & Saetermoe, 2013). Pair just enough creativity with just enough traditional methodological elements so as to get your work noticed by traditionalists and reputable journals while also making your unique mark. In addition, be creative in disseminating your work. As international psychologists, we often straddle multiple scholarly communities and attend multiple professional conferences – this requires thoughtful and persistent dissemination of your work to each local, regional, and

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international audience. In addition to full-length articles in high impact academic journals, remember that brief reports offer more flexibility for some international work, online outlets of your professional society can be widely read with high real-world impact (e.g., Online Readings in Psychology and Culture of the International Association of Cross-Cultural Psychology), and newsletter articles like this one offer a more informal and behind-the-scenes platform to share your work. Of course, disseminating findings to the communities with whom you partner is often the most important and fulfilling, as can be dissemination efforts targeting policy makers.

My Journey: A.R.C.ing Toward My Mark

So, how did I respond to the incisive question posed by this senior scholar in Chiapas? At the time of that conversation I was pursuing four research interests without a clear hierarchy among them. I had been trying to put equal priority on each interest, judiciously dividing up my time and efforts across them, as if they were my four children amongst whom I should show no favoritism. I felt pulled in many directions (four to be exact), and consequently, overwhelmed. However, after some post-conversation reflection, it became clear to me that the idea I wanted to be known for was remote acculturation. For me, this area was the most exciting to research, it generated the most interest among other researchers and the general public, I had been researching this topic for the longest, and I could most clearly envision catapulting this line of work into interventions to promote youth resilience (which is an important career goal of mine as a child clinical psychologist).

Remote Acculturation

My remote acculturation work emerged directly from my experience as an international psychologist from Jamaica, conducting research in Jamaica. It was the only research interest of mine that was entirely international, meaning, where studies were based entirely outside of the U.S.

⁴Online Readings in Psychology and Culture: <http://scholarworks.gvsu.edu/orpc/>

I became fascinated by the observation that without migrating, many individuals now have significant indirect and/or intermittent contact with distant cultures via global media, trade, and tourism, but acculturation theories and research had focused on immigration contexts. I saw that the acculturation literature was missing the acculturation experiences of billions of non-migrant youth and families around the world. This led me to introduce and provide empirical support for remote acculturation (Ferguson & Bornstein, 2012), one of the few efforts to expand the classical view of acculturation to account for individual differences in how individuals respond to globalization pre-migration. Remote acculturation, therefore, is a modern type of non-migrant acculturation prompted by indirect and/or intermittent cultural contact with a geographically and historically distant culture (Ferguson, 2013).

My remote acculturation publications with a variety of international colleagues show that 30-50% of urban adolescents in Jamaica, and up to 70% of urban youth in southern Africa, internalize U.S. culture in behaviors and values, combining local global cultures to form by-/multicultural identities (Ferguson & Adams, 2016; Ferguson & Bornstein, 2012, 2015; Ferguson, Ferguson, & Ferguson, 2015; Ferguson & Iturbide, 2013). In regard to well-being, my research also shows that remote Americanization of youth internationally is linked to higher U.S. cable TV viewing, more frequent unhealthy food consumption, greater parent-adolescent conflict, higher psychological distress, and lower life satisfaction (Ferguson & Adams, 2016; Ferguson & Bornstein, 2015; Ferguson & Iturbide, 2015; Y. Ferguson et al., 2015; & Ferguson, Chu, Muzaffar, Iturbide, & Meeks, 2016). By providing a conceptual framework, language, and measurement tools, I hoped my scholarship on remote acculturation would facilitate more targeted research and prevention/intervention, especially in low and middle-income countries being impacted by globalization of Western media and norms. And for fun, I turned the tables to show that remote acculturation goes beyond Americanization – a new study with a team of 18

international co-authors shows the Jamaicanization of values among youth in 11 countries who listen to Jamaican reggae music (Ferguson, Boer, et al., 2016).

With this newfound clarity regarding the mark I wanted to make in the field and in the world through my work on remote acculturation, I have A.R.Ced towards making this mark in the following ways:

Alignment. I now align my dissemination efforts with my mark by prioritizing research and publications in remote acculturation. Efficiency and effectiveness are paramount in my limited work hours because I have intentional family and community obligations, so I have to make every hour count. I also make sure that I infuse remote acculturation into submissions for each conference so that other scholars and students can know what to expect from me. In this way my mark is clear. Finally, I have developed tailored variations on the same message for multiple audiences ranging from conferences, to guest lectures, to school/community presentations, to intervention workshops⁵.

Research. In my work (writing, teaching, presenting), I try to paint the larger picture of the field and where my work fits in before zeroing in on my particular topic. For example, in a recent IACCP invited talk at the IACCP Biennial Meeting in Nagoya Japan, I dedicated a few minutes/slides near the beginning to connect my work to that of leaders in the field sitting in the audience (Ferguson, Chu, et al., 2016⁶). I also spend time reading pieces from scholars whose work is similar to mine, and doing my best to talk with them at conferences to learn more about our commonalities and ways in which I can make my mark most unique and useful mark.

Creativity. I have collaborated with colleagues who have different skill sets to carry out creative research methodologies which enhance my research program on remote accultur-

⁵Take a look at my university webpage and CV and let me know if I am succeeding at clearly defining my mark: <http://hdfs.illinois.edu/directory/gmfergus>

⁶See the prezi of my IACCP invited talk to view how I tried to connect my work with other work in the larger field: http://prezi.com/mphm6w6_n6kw/?utm_campaign=share&utm_medium=copy&rc=ex0share

ation. Colleagues have brought specific content expertise (e.g., nutrition, media, music), new assessment methods (e.g., interview protocols), and specialized data analysis skills (e.g., qualitative). The work that most intrigues me is my active interdisciplinary partnership with collaborators in nutrition and advertising to adapt and evaluate a food-focused media literacy intervention (JUS Media? Programme⁷), which will combat the potentially negative effects of U.S. advertising on eating habits in Jamaica, all grounded in my remote acculturation framework. And creativity pays off in an increasingly competitive funding environment: along with these collaborators, I was recently awarded not one but two grants for the JUS Media? Programme, one internal and another federal⁸.

A.R.C.ing into Mid-Career

As I mature from early career to mid-career, I expect to re-evaluate my mark then continue to strategically align my efforts with that mark. I imagine that by mid-career one's mark may have shifted a few degrees, narrowed to focus more on one piece of earlier interests, or expanded some to include a closely related phenomenon. I find that my mark is expanding beyond remote acculturation to target the whole area of remote cultural transmission, whether that be remote connections to a new culture (remote acculturation) or to one's heritage culture (remote enculturation). As my lab expands with more graduate students interested in working with me on each of the three strands of my research program, I am able to be more integrative in my overarching interests and efforts. In 5 years, I hope remote acculturation or remote cultural transmission will come to your minds and lips (and those of your students) when you hear my name. Time will tell how good a job I have done of A.R.C.ing toward this mark. For now, I will be happy if someone somewhere besides my mother has a remote idea of what I am working on.

⁷JUS Media? Programme: http://illinois.edu/cms/5825/jus_media_programme.pdf

⁸Although the absence of grant funding does not mean you are not on your way to making a mark, the presence of it means you most probably are.

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Section Editor:

Marta E Pagan-Ortiz

University of Massachusetts BostonMarta.PaganOrtiz001@umb.edu**Establishing Your Line of Research:
Integrating Intersectionality Perspectives
& Positive Youth Development in Cross-
cultural & Cross-national Contexts**Jose-Michael Gonzalez¹, Daseul Han², Lizette Vi-
ramontes², Madison Taylor²*University of Connecticut¹, University of Arizona²*
jose.gonzalez@uconn.edu**Introduction**

It is without a doubt a difficult process to develop one's voice in academia, or even begin establishing one's research aims and goals. This is especially true for students of ethnic/racial minority, immigrant, and diaspora communities. Coming into a four-year university with personal experiences of belonging to such communities has an effect on how we view others and approach our research, amplified when we pursue advanced graduate studies. Looking through a lens focused on diversity and intersecting experiences, myself and the following undergraduate students came together to share our experiences as a lab with the commitment to understand the adjustment of marginalized youth.

We believe that examinations of individual empowerment, health, and wellbeing outcomes may uncover important and underscored factors found in cross-cultural and cross-national contexts. An important take-away message from this line of research, for an audience of students (graduate and undergraduates alike), is that drawing upon personal experiences is a tremendously useful strategy that a student who wants to uncover these significant factors about themselves, their family, and community can draw upon in this meaningful line of research.

We believe that establishing your own line of research involves building relationships, gaining competency,

having integrity, and creating a reputation, which lead to the development of credibility, which we will further discuss individually below. Gaining research experience allows us to not only further our knowledge on the scientific method and develop research skills, but also assists in establishing credibility suited for both the research and professional world. Thus, establishing your own line of research is a way for students and early career professionals to cultivate skills and strategies to improve the lives of younger generations.

The aim of this paper is to: 1) expand the discourse of developmental and acculturation psychology in regards to practices based on an intersectional perspective and positive youth development, in order to create a framework that guides theoretical and methodological research perspectives; 2) provide an example of a non-traditional lab approach made up of the bios of graduate and undergraduate students that recognize the individual strengths of other students of marginalized identities toward empowering them toward meaningful contributions to advance the field based on personal experiences and professional growth. An intersectional perspective allows the examination of the strengths and challenges in individuals who navigate cross-cultural and cross-national contexts stemming from multiple identities.

The Positive Youth Development approach (PYD) builds upon the "Five Cs": Competence, Confidence, Connection, Character, and Caring (Lerner, 2005). Youth whose lives incorporate the Five Cs not only to personally thrive but they also contribute to others within their context. Contribution is thus the sixth C of PYD (Pittman, 1999). Through research, students and early career professionals gain understanding of diversity and cultural awareness, as well as develop a wider range of perspectives. In addition, they are able to make connections that can essentially become a gateway for bigger opportunities to further their professional development, by making contributions that can help one's self, family, community, and the institutions of a civil society. Thus, in establishing our independent line of research, we confront the social and health consequences of ethnic/racial, gender,

sexual, youth-based disenfranchisement and violence, with particular attention to addressing differences and inequalities through bolstering interventions that create safe spaces for participation. Therefore, in sharing our personal experiences below, we intend to motivate undergraduate and graduate students alike to be a central force of research on their respective campuses. They can do this by building social relationships and collaborations that take into account the diverse experiences of being of an ethnic/racial minority, immigrant, and/or a diaspora community member, which will ultimately shape individual scholarship and strengthen the scientific community.

Youth Development

Racial and ethnic diversity groups classified in the U.S. as minorities increasingly make up the majority of the population in many metropolitan areas and even states (ESRI, 2012; U.S. Census 2013; Pew Research Center, 2015). Growth among young populations may depend on the development of the economy and various local settings where adolescents and emerging adults interact. It is important for youth to have a foundation where they feel that they belong and can contribute to society in a positive way. Having this foundation sets primary skills that youth can build on as they emerge into adulthood.

Setting a foundation for young people is important for their future. Generally, societal attitudes and expectations of young peoples' capabilities have been negative (World Youth Report, 2003). For a long period of time, programs were focused to prevent risk and antisocial behaviors (Larson, 2000; Lerner, 2005). It is important to not focus on a young person's weaknesses or what they lack, but rather focus on their strengths and assets, which can provide a vision for how they can influence society for the better. Some risk factors that can affect youth towards positive or negative behaviors include poverty, gender, education, migration, family, and health. Youth are likely to experience poverty because of age-based discrimination and the uncertainties of transitioning from childhood to adulthood. In family and community input,

youth may not have anybody to listen to their voice, which can lead to frustration. Allowing youth to participate can be effective, depending on what kinds of participation and how to participate in the developmental process. Decision-making engagement and participatory action strategies must allow young people a space to participate in their society as much as adults do, because young people have the capacity to shape the world of tomorrow. Therefore, the heart of our line of research is the belief that youth are pioneers of economic, social, political, and cultural transformation due to their courage, innovativeness, inquisitiveness, and high level of self-confidence.

Developing Own Line of Research



I am Jose-Michael, a doctoral student and graduate mentor at the University of Connecticut. My research assistants and I have formed inspiring and strong connections through our interests, drive, and motivation in uncovering the assets resulting in positive youth development, which has led us to a partnership beyond a traditional research mentor-mentee relationship. As a credible, trustworthy, and competent graduate student researcher, I have created an opportunity for my mentees to learn how to develop their own research independence in addition to instilling self-confidence in themselves. Together, we have strengthened each other's critical skills to build a more competitive resume, enhance competency, establish credibility and identity, and embrace integrity.



I am Daseul Han, a Senior in the undergraduate program at the University of Arizona, and a first-generation Korean college student. My interest and desire to learn more about individuals' behavioral health was sparked through taking courses in the Family Studies department. It became evident during my classes that the best way for me to become more competent was to engage myself in the actual practice of research. I pursued the opportunity to work in parental school involvement with Jose-Michael as a research assistant. Although I had doubts as a first-time research assistant, my current skills and tools have enhanced from working with my research team. Jose-Michael's line of research has challenged me to think critically about parental engagement in school and its influence on youth development in a cross-cultural and cross-national context. I have also developed professional skills such as organization skills, timeliness, credibility, and integrity. As an aspiring therapist, the greatest part about being a research assistant is knowing that the contributions I make and skills that I have developed are applicable in both the research field as well as in my general life.



I am Madison Taylor, a Junior at the University of Arizona. In order to distinguish myself as a competitive applicant for graduate school, I need to establish my credibility, make connections, and learn research skills. As a first-time research assistant working with Jose-Michael on prosocial and antisocial behavior in the school context, I learned how to be responsible, independent, and professional, which has allowed me to feel more confident about applying to graduate school. I feel I am in a position where I have been given a substantial amount of trust to assist in analyzing data, preparing materials for submission, and being part of a team. Working with Jose-Michael and my fellow lab assistants has given me the opportunity to develop skills and establish relationships that will position me well for establishing my own independent research.



I am Lizette Viramontes, a Senior at the University of Arizona. I believe that it is important for me to get involved in school and the community in order to strengthen my resume for graduate school and for future jobs. Under Jose-Michael's mentorship, I contribute to the study of positive youth development in cross-cultural and cross-national contexts. I have developed strong research-writing skills and have learned about youth adjustment and wellbeing in samples of over 20 countries! I have also learned the process of conceptualizing research to publication, which I know will be beneficial for me in the future as a graduate student. Lastly, I have learned the importance of establishing trust with colleagues by demonstrating professionalism and integrity.

Positive Youth Development Perspective

Positive Youth Development is an area that specifically targets adolescents and emerging adults. PYD focuses on the holistic (i.e., physical, cognitive, emotional, social, moral) development of young people. The goal of PYD is to equip adolescents and emerging adults with essential skills in order for them to become beneficial resources in society. PYD programs are characterized by what has been referred to as the “Big Three” features of youth programs namely: 1) Sustained, positive adult-youth relations; 2) Life skill building activities; and 3) Youth participation and leadership (Roth & Brooks-Gunn, 2003). The “Big Three” features of youth programs have been associated with an increase in positive outcomes and a decline in risk and antisocial behaviors among young people (Gavin, Catalano, David-Ferdon, Glidden & Markham, 2010; Gestsdóttir, Urban, Bowers, Lerner & Lerner, 2011).

Through our line of research, we focus on the translation of theory-to-practice. A focus on the “Big Three” approach allows us to build on positive adult-youth relations. Actively participating in research opportunities allows you to build trust and relationships with multiple people, and develop many skills such as trust, independence, confidence, writing and communication skills. One of the greatest successes in engaging in research opportunities is developing the aforementioned skills which are applicable in both the research and professional field as well as in life.

Intersectionality and Positive Youth Development Framework

Youth developmental domains, which consist of physical, cognitive, and psychosocial development, are inter-related. A problem in one domain can affect the involvement of another domain. For example, differences in personality, temperament, talents, and abilities can be attributed to differences in speed of maturation, gender, social interactions, background, or disabilities. Knowing that developmental domains are interrelated, we can discover ways to establish positive and healthy growth among adolescents in relation to intersectionality and psychosocial development, promoting

the success of physical and cognitive development.

Intersectionality is what enables people to consider their various social identities among numerous social groups, institutions, and social practices. Identities are constantly and continuously transforming depending on certain beliefs and stigmas of social circles (Nash, 2008; Grunenfelter & Schurr, 2015). A poststructuralist perspective would say that people do not have the ability to unreservedly select or define their identities, but that the value of someone’s identity is limited to how their social circles define them (Grunenfelter & Schurr, 2015). This is a reality that is impacting the healthy development of our youth. The more that youth – specifically those relevant to the ethnic minority, immigrants, and diaspora communities – experience intersectionality in their various social circles, the more they become curious about the diverse range of identities, how their peers perceive these identities, and what that might say about them. This can have either a positive or negative effect on adolescents based on how they deal with these identities. The goal would be for them to channel that curiosity into productivity instead of resentment and hate.

Luckily, one positive way for adolescents to channel their feelings about intersectionality is to do research. The more that people experience intersectionality, the more they want to understand it. Establishing a research background involves building credibility, relationships, competency, and integrity, which lead to the development of reputation; therefore, it will promote positive youth development and a healthy acceptance of identity. Youth research involvement outcomes include the development of competence, confidence, autonomy, caring behavior, and a sense of belonging. The 5 C’s: Competence, Confidence, Character, Caring, and Connection ultimately lead to the sixth C and the epitome of healthy youth development: Contribution. Youth that are contributive members of society aid in the positive future adolescent development for the three core domains: physical, cognitive, and psychosocial development. Everything is inter-related: developmental domains, intersectionality, the 5 C’s, and the effects of a research background on positive youth

development (Lerner, 2005); therefore, if adolescents fuel their curiosity into research, they will have the opportunity to gain competency about their identities. Research will help them develop a healthy sense of resolution and affirmation towards where they come from and who they are by exploring their identities.

Discussion/Conclusion

During the period of adolescents and emerging adulthood, individuals develop identity with social influence. Classical constructivist theorists such as Erikson, also explain that it is a period of individual crises. It is our belief that in order to examine this conflict, especially among marginalized youth, it is necessary to understand the contextual promoting and risk factors that lead to strength-based individual empowerment, health, adjustment, and wellbeing. This important line of research corresponds to factors associated with cross-cultural and cross-national contexts, which are based on the assumption that what may work in one context may uncover strategies in another context. Therefore, we approach our understanding of individuals through a post-modern, strength-based approach grounded in understandings of diversity and social position differences in interactions of culture, community, family, government, and geographical locations.

These different contexts and social circles that youth are a part of intersect and influence youth development domains, which extends our focus into the integrative model by Cynthia Garcia-Coll (2004) that explains how social position, culture, and others affect developmental contexts. Therefore, by understanding the way that individuals negotiate competing and congruent social identities, this will allow us to explore intersectionality and the affects that marginalization has on developing youth. Adopting an intersectional perspective adds to acculturation psychology regarding multiple identities and the influence of cultural politics on individual development and community empowerment.

Thus, in illustrating through our personal bios above the importance of talking about how we established our line of research, we provide an example for undergraduate and graduate students interested in such research outcomes of *International Psychology Bulletin* (Volume 21, No. 1) Winter 2017

the importance of seeking-out collaborations with others and the take away message that science is a social process. Therefore, we explain how our collaboration of ideas and worldviews come together on our quest to confront the social and health consequences of ethnic/racial, gender, sexual, youth-based disenfranchisement and violence, with particular attention to the potential for addressing differences and inequalities through bolstering research and interventions that create safe spaces for participation. Though violence effects communities that lack power in the social order, ethnic/racial minorities, women, youth, and children are significantly more disadvantaged. Therefore, in light of globalization and post-modern approaches to research, we seek a line of translational research that will help eliminate bias-based violence, and the varied incidence and impacts can be understood through cross-cultural and cross-national contexts. This paper suggests that developing one's voice in academia and figuring out where to even begin in establishing one's research aims and goals may be resolved if we take a closer at what the practice of research involves, and attempt to more closely match personal experiences with collaborators that motivates interdisciplinary contributions to the academic, scholarly, and practice oriented activities our field undertakes. We strongly suggest to undergraduate and graduate students to never lose sight of the fact that research is a social process in which researchers value interaction and confer relationships, gaining competency, having integrity, and creating a reputation, which lead to the development of credibility, and the creation of and transformation of knowledge.

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Psychology Beyond Borders: An International Program at Oxford University

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This brief article describes my recent U.S. study-abroad courses at Oxford University, and their roots in my cross-disciplinary "Common Experience" approach to teaching.

The Common Experience

As a scholar long committed to interdisciplinary inquiry (an interdisciplinary doctorate at Boston University, with Sigmund Koch and Elie Wiesel, among others), I have always challenged students to learn to see a given phenomenon through multiple lenses. In large introductory classes (n = 400), for example, I adopted the technique of introducing each week's material by way of a brief, customized video of the life and work of an intellectual beyond psychology—Stephen Hawking, Maya Angelou, Elie Wiesel, Richard Dawkins—and challenged students to connect the topic d'jour to that "visiting" scholar's lifework. Witnessing the power of this cross-disciplinary fertilization, I took special note of how

many students (yes, even freshmen) made a point of asking: "I loved hearing [author/scholar X]; what book of theirs should I read to learn more?" In response, I developed a reading list cross-referenced to my virtual scholars program, and then hit upon the notion of having the entire university and surrounding community engage in a year-long, thematic conversation framed by a scholar's life and work ("Common Experience," Frost, 2009). I developed the model at Texas State University, where the Common Experience is approaching its 15th year, brought it to San Diego State University, about to celebrate its 10th year, and assisted a number of other colleges and universities in developing similar programs.

But there was another historical event that gave rise to the Common Experience model, and to the birth of a special interdisciplinary program located at Oxford University, and it occurred on a short-term study abroad trip, University of Canterbury–Kent. In this particular year, 2002, I had worked with faculty members teaching courses other than psychology to embed an original work of Freud into their courses (English, Philosophy, History), and to connect (as possible) to the Religion-Science dialectic that framed my course. The results were telling, students not even in the same courses where debating Freud along a number of dimensions well beyond the classroom: on the trains, in the pubs, in the residential hall. Several students, near the end of the program, came to me and complained that they were "left out" of these conversations beyond the classroom, because their particular courses did not include a common reading.

I began sketching a new program that would feature the crossing of geographical boundaries ("study abroad"), the crossing of disciplinary boundaries, the intentional embedding of common reading across all courses offered, and the infusion of original works—and wherever possible, the author of that work. The goal was an educational experience that would encourage the making of complex, interdisciplinary connections; in-depth critical thinking; intentionally designed experiential excursions; and a rekindling of the value of int-

ellectual dialogue, i.e., seminar style, tutorial education, for undergraduate students.

The Oxford Experience

The Oxford program is built around a carefully designed interdisciplinary course, “Religion, Science and the Quest for Meaning.” This features eight to ten primary texts, an intentional crossing of disciplinary boundaries, and team-taught, seminar-style pedagogy (see <https://oakland.edu/ais/resources/syllabi/> for an earlier rendition of the syllabus). We also created an additional course, “Literature, Art, and the Quest for Meaning,” which required five to six primary texts, as well as poetry, films, art, and cultural experiences. By integrating the works of Sigmund Freud and C. S. Lewis into each course, the two courses richly cohere.

Given the immense reading load, we actually begin the courses six months before the summer experience: Students enroll by October of the prior year, participate in a seminar the following spring semester, and attend scholarly lectures available regionally that connect to course content. The latter, for example, have included lectures/discussion with such notables as (the late) Elie Wiesel, Paul Farmer, Frans de Waal, Peter Singer, Paul Bloom, and Richard Dawkins. This extended scheduling ensures that students are steeped in the academic content long before their arrival at St. Hilda’s College, Oxford. Upon arrival, the program is unrelentingly intense: 24/7, for just over three weeks, with seminars, excursions, guest lecturers, and films. Past programs have featured seminar discussions of Richard Dawkins’s *The Devil’s Chaplain*, led by Richard Dawkins; a theological response to Dawkins from Richard Swinburne and Alasdair McGrath; lectures on C. S. Lewis from Walter Hooper; an analysis of the meanings of nonverbal communication by Peter Collett; a discussion of a new frame from which to view Michael Ward’s *The Narnia Code* by Michael Ward, and talks by additional Oxford dons who vary year to year.

Because the human response to mortality has always been a central theme, the addition of Sheldon Solomon, renowned co-originator of Terror Management Theory

(TMT), to the program’s team teaching faculty has contributed greatly to the depth of the program. And at the Oxford end, participation by Peter Hampson and Jonathon Jong has also enriched the program.

The richness of the seminars also stems from an array of connected experiences: taking private, sunrise/sunset tours of Stonehenge (connected to readings exploring the “meaning” of Stonehenge), standing in the yard of Shakespeare’s Globe Theatre (like the Groundlings in the early seventeenth century) for a play connected to the course (play is not only read by students, but they act out scenes from the play prior to the Globe experience), visiting museums, and experiencing the cities and architecture of Oxford and London. One year, for instance, the C.S. Lewis Symposium in Oxford featured as the capstone event a staged version of Mark St. Germain’s *Freud’s Last Session*, and our students were invited to participate. The event proved to be a most appropriate, and powerful, culminating experience to that year’s Oxford program.

Conclusion

In summary, “The Oxford Experience” program features crossing geographical boundaries (“study abroad”), crossing disciplinary boundaries, embedding common reading across courses, infusing original works—and wherever possible, authors of those works—into the program, team-taught and tutorial style pedagogy, and experiential excursions connected to course content. The goal is to create the possibility for life-changing educational experiences (see Kuh, 2008), which actually promote lifelong learning. I cover formal assessment of study abroad elsewhere (Frost, Hulse, & Sabol, 2013; see also Forum 2015). For here, let me conclude with this: Having designed and led numerous study abroad programs for 15 years (Canterbury, Oxford, Mexico, Tanzania), and engaged in international teaching in settings as diverse as Romania (Fulbright Scholar) and Morocco, my colleagues and I have seen firsthand both the quantity of transformations (percentage of participating students transformed) and the quality of transformation (the deep impact of these

programs) ensuing from these programs. With over three decades in higher education, I can state that this intentionally crafted program has, more than anything else in which I have been involved, prepared students for life as a voyage of discovery—one that requires new eyes through which to see.

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For photos from the Oxford experience:

<https://goo.gl/photos/T3ESx1BKmoNRZ54D6>
<https://goo.gl/photos/cYHwdZCcTuj0MWzA6>
<https://goo.gl/photos/fkk1sKrhDT6DGhEZA>

Sample syllabi:

<https://wwwp.oakland.edu/ais/resources/syllabi/>
https://wwwp.oakland.edu/Assets/upload/docs/AIS/Syllabi/Frost_Syllabus.pdf



At Cambridge University (excursion to) in 2002, Stephen Hawking greets Professor Frost's class

Teaching Psychology in Italy: The Importance of Intercultural Psychology

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It is a great pleasure for us to write for the Teaching International Psychology column because this is a good opportunity to share our experiences with other scholars and practitioners. We graduated and work in Italy at the University of Palermo which was established in 1806. The University of Palermo was the third university to create the degree of Psychology in Italy (after Padua and Rome). In Italy most of the degrees are organized following a 3+2 years model: there is a bachelor-level degree (3 years) and a master-level degree (2 years). At the University of Palermo there is a bachelor degree in Psychology called "Psychological Sciences and Techniques" and three related master degrees, one in Clinical

Psychology, one in Life Span Psychology, and one in Social and Organizational Psychology. We teach two courses in the Master Degree in Life Span Psychology: Methods of Interventions in Multicultural Contexts and Design of Psychological and Educational Interventions. In particular, Cristiano Inguglia is an assistant professor who is the chair of both courses, while Pasquale Musso leads workshops within these courses. Both classes have a practical approach that consists of applying the theoretical principles of intercultural, developmental and educational psychology in order to plan psychosocial interventions in different kinds of contexts (e.g., schools, neighborhoods, families, hospitals, enterprises, and so on). In the following sections, we will discuss the importance of dealing with these topics in Italy.

Interventions in Multicultural Contexts

Our university is located in Sicily, an island in the middle of the Mediterranean Sea. Due to the geographical position close to both African and Middle-Eastern countries, there has been frequent migration flow to Sicily over the last several years. Sicily is becoming more ethnically and culturally diverse as a result. This situation results in a patchwork of people presenting a rich variation of cultures and religions who are seeking to find new ways of sharing the same living space. Intercultural dialogue and active citizenship are crucial factors in constructing mutual intercultural contexts in which diversity is a resource for both for host and immigrant community.

Psychology can effectively contribute to an understanding of factors promoting personal and societal development in such contexts (Berry, 2005, 2013). For instance, psychological science can improve our knowledge of the psychosocial processes underlying the adaptation of minority groups. It also helps us understand the factors that affect the quality of intercultural relations in plural societies in order to prevent ethnic conflicts and violence. Moreover, this knowledge needs to be used to design evidence-based intervention programs and policies aimed at fostering psychological well-being and active citizenship among minority and majority

groups, thereby reducing perceived discrimination and improving the quality of intercultural dialogue.

Starting from these considerations, we try to provide our students with knowledge about some key psychological concepts in this field such as acculturation, ethnic identity, ethnic socialization, perceived discrimination, multicultural ideology, tolerance, ethnic attitudes, and acculturation expectations. Some contents of our lectures are also based on our own research, mostly focused on adolescents and emerging adults living in Sicily, both Italians and Tunisians (e.g., Inguglia & Musso, 2015; Musso, Inguglia, & Lo Coco, 2015). Also, we try to train students using some of the best known methods to reduce prejudice and foster intercultural dialogue based on contact, integration and multicultural hypotheses, such as cooperative learning or bicultural education. In doing so, we employ a blended methodology by integrating traditional lectures (e.g., via slide presentations) and active methods, such as games, role-playing, and group discussions. Finally, we organize field trips to let the students become more familiar with local, regional, and national NGOs working in this field.

Design of Psychological and Educational Interventions

Another important competence for future psychologists is the ability to design and write effective projects in order to apply for funding. In Italy there are increasing unemployment rates with regard to professions in the psychology field. This is probably due to the general crisis of the labor market, along with the large number of psychologists in Italy, which number between 1/3 and 1/4 of the total number of European psychologists (Lunt, Peirò, Poortinga, & Roe, 2015). In this context, being able to design effective projects is a fundamental competence for psychologists to create new job opportunities. Furthermore, in the last years in Italy less and less money has been allocated for ordinary welfare and socio-educational policies, thus there is a need to write projects to answer new social and psychological priorities related to the general well-being of the members of our society.

Teaching students to design and write good projects is also important because it allows them to develop key competences needed to be a psychologist in Europe according to EuroPsy, the European Certificate in Psychology in which the European Standard for this profession is outlined. For instance, among these competences are the ability to define goals of the service that will be provided, the ability to assess individuals, groups and organizations, the ability to identify, prepare and carry out interventions which are appropriate for reaching goals, using the results of assessment, and development of activities. All these abilities can be trained and developed by teaching students to design and write effective projects. How do we teach this topic? We follow a very practical approach. After having shared guidelines and a common outline, we encourage our students to feel free to choose a field of intervention of interest and to apply the knowledge they have already gained in order to answer important social and psychological concerns in that field. Thus, students are organized in small groups (2-3 persons) and they design and write their own project in a collaborative way. Moreover, we promote the awareness of best practices in different contexts (e.g., schools, neighborhoods, families, etc.) and fields (e.g., prevention of drop-out, prevention of post-partum depression, citizenship education, etc.), through case studies and lectures by representatives of the organizations that developed these projects. Finally, we promote practice exercises aimed at enhancing students' knowledge of calls for projects and of sources of funding available for psychologists and social scientists.

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Psychology Coalition at the United Nations

Harold Takooshian
Fordham University

On January 19, 2017, 35 international psychologists and students convened at the City University of New York to begin a new year of monthly meetings of PCUN, the coalition of 12 psychology NGOs affiliated with the United Nations. The mission of PCUN is to "collaborate in the application of psychological principles, science, and practice to global challenges of the UN agenda. The PCUN seeks to accomplish this overarching aim through advocacy, research, education and policy and program development guided by psychological knowledge and perspectives to promote human dignity, human rights, psychosocial well-being and positive mental health." To do this, PCUN provides two-way communication between the United Nations and the field of psychology.

PCUN and its member NGOs co-sponsor dozens of activities with the United Nations each year--forums, confer-

ences, workshops, publications. On January 19, about 15 graduate students from Professor Judy Kuriansky's course at Teachers College observed the PCUN meeting (photo below). The largest event is the upcoming Tenth Annual Psychology Day at the United Nations headquarters in New York, now set for April 20, 2017. Over 400 attended Psychology Day in 2016 (Marcotte, 2016). In 2016, PCUN appointed its experienced new Webmaster Merry E. Bullock to update the PCUN website, and makes its coverage of psychology activities at the United Nations larger and more transparent. The website is www.psychologycoalitionun.org Dr. Bullock welcomes inquiries at MerryBullock@Mac.com

Many current leaders of PCUN are also leaders in APA Division 52, including Florence Denmark (PCUN President), Ani Kalayjian (Past-President), Merry Bullock (Webmaster), Harold Takooshian (Secretary). Direct any inquiries to fdenmark@pace.edu or takoosh@aol.com

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Photo by Dinesh Sharma, PhD

Articles

**Creating a Study Abroad Culture:
Focus on the Journey not the Destination**

Linda Lubranski
St. Joseph's College



In colleges world-wide, study abroad is on the rise, in two ways. (1) The number of international students studying on U.S. campuses almost doubled since 2003, to an all-time high of 974,926 in 2014 (IIE, 2015). (2) Also, the number of U.S. students who studied abroad more than tripled since 1984, to an all-time high of 304,467 (IIE, 2015).

How can we best give our study-abroad students a chance to engage with the world on their own terms? The campus I work on in Patchogue serves commuters --so hypothetically it could prove more challenging to grow our study abroad program. Yet over the past three years, we have doubled the number of students studying abroad, for a semester. As the study abroad coordinator and academic engagement director at St. Joseph's College, I have developed a list of ten ways to increase the number of students studying or interning abroad:

1. Provide excellent customer service for students undertaking the study abroad application process. "We don't need to handhold" staff and faculty may claim. For the study abroad application process, let's reclaim "hand holding". "Hand holding" is absolutely required because the study abroad application process is the first time a student will encounter a naturally bureaucratic, multi-office, multi-country, and multi-department process, on their own, without the direct support of their parents. In education, "hand holding"

loses its negative connotation when we refer to it as "gradual release of responsibility" and "scaffolding."

2. Break the paperwork down into small tasks. Study abroad students' educational journey starts with the mounds of paperwork that they have to complete, and it's best if they have this broken down into manageable tasks. It's helpful for students to have an overview of the whole process, but then receive only one task at a time. Students have school, work, and jobs during the semester so we need to make sure that we don't overwhelm them.

3. Streamline the course approval process and stay involved in it. Part of the paperwork will involve course approvals. Students used to take forms and go to multiple chairpersons. This process was student intensive and a lot less work for the study abroad office. In order to streamline the process for students, my office worked with IT in order to make an electronic version of the course approval form, which also means that my office has more ownership over the approval process, and can easily identify obstacles.

Since, I am diligently working to grow the number of students who study abroad, it's helpful to see the obstacles in the course approval process. Sometimes the chairperson of a department says that they don't have the power to approve a course. With the old paper form, and no study abroad office intersession, I may have never found out that course(s) did not receive approval; the student may have been deterred from studying abroad. Since I am involved in this process, and I understand the institution, I can inform the chairperson of the institution's precedents and this information is empowering to them; also my office archives study abroad alumni's course approval forms. We're also able to share institutional curricular policies and options that support study abroad such as online classes for lack of course equivalents, abroad.

4. Address Unvoiced student obstacles. Sometimes students will shut down the opportunity to study abroad, right away. This is a situation where I ask them "what is preventing you from studying abroad?". The challenges can be as varied as "I don't want to spend the money because I'm saving up for after graduation" to "my department told me that I couldn't

graduate on time, if I studied abroad". Some of the obstacles are solvable and/or inaccurate.

5. Model how to network. Sometimes I find a good organizational fit for a student to land an international internship. I model for the student how I would inquire about an internship position. They are more likely to get a response if I write on behalf of the institution and student. The students gets an idea of how easy the process is, they can easily repeat my method.

6. Utilize publications. Connect with students and alumni through the campus's magazine and press releases.

7. Create a Study Abroad Returnee Conference. This type of conference creates a space where students can present on their study abroad program and course outcomes. Students, faculty, and alumni can celebrate faculty-led programs and students' study abroad achievements.

8. Directly address challenges by offering workshops. These workshops may address finances, anxiety, or the application process. For instance workshops that we have offered are "How to Afford Study Abroad," application help workshops, and Gilman/Fulbright Workshops.

9. Invite international organizations, prospective career opportunities, to campus. This year, I arranged for the Peace Corps, Rainforest Alliance, Institute of International Education, and US State Department to speak with my students. These organizations piqued students' interest in studying abroad as a way to prepare them for the organization's career paths or scholarship opportunities.

10. Connect students' abroad with students on campus. Recently, we started to effectively connect study abroad students to our home institution through social media; without social media there are a number of lost stories and experiences.

Fortunately, several organizations offer valuable resources to schools and individuals, to encourage local study abroad programs, like the Association for International Educators (www.nafsa.org), and the [Generation Study Abroad Program](#) of the Institute of International Education

(www.iie.org). Readers can contact me for further details, at Llubranski@sjcnyc.edu.

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I-O Psychology in New York City: Its Global Impact

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Since New York City is a world center of both commerce and psychological science/practice, what is the history of I-O psychology in New York City? Despite many fine histories of the specialty of I-O psychology (like Koppes, 2007) there is surprisingly little systematic writing on the long and fascinating history of I-O psychology in New York City. The aim of this brief report is to examine the place of indigenous I-O psychology in New York among the world's cities--its early history and institutions.

New York City. By some measures, New York is not an exceptional city. At age 400, it is not nearly as ancient as Rome or Alexandria. At 305 square miles (since 1898), it is far smaller than Tokyo (845 sm) or Beijing (6,336 sm). At 8.4 million citizens, it holds less than half of the population of Mexico City (20.8 million) or Delhi (24.9 million). At 27,000 people per square mile, New York is not nearly as dense as Monaco (40,995 p/sm) or Macau (75,520 p/sm). Unlike other cities, New York is not the capital city of its nation, or even of the state in which it is located.

Yet many regard New York City as "the capital city

of the world"—not only the greatest city on earth, but the greatest city in the history of the earth. Even the names of its streets have universal meanings that are recognized globally: Fashion (Seventh Avenue) Wealth (Fifth Avenue), Finance (Wall Street), Advertising (Madison Avenue), Culture (Lincoln Center), Entertainment (Broadway), Media (Rockefeller Center), poverty (the Bowery), Politics (the United Nations), even the New Year is celebrated at the “crossroads of the world” (Times Square).

Institutions. Since 1858, there are several institutions in New York City which laid the groundwork for I-O Psychology today. These institutions have afforded countless opportunities for research-based innovations, organizing and maintaining ethical codes, funding, sharing and networking with other psychologists. Here, we review five of these early I-O psychology institutions: (1) As early as 1912 mental testing was conducted on immigrants entering Ellis Island in New York Harbor at the southern tip of Manhattan. (2) Employee training and personnel selection was conducted in the early 1920's at Macy's Department Store in midtown, while (3) the Psychological Corporation was established further uptown by James McKeen Cattell. Principal organizations in the field of I-O Psychology, specifically (4) the New York Association for Consulting Psychologists and (5) United Nations made their homes in New York City, with a global impact.

Ellis Island. In 1890 Ellis Island was recognized as the first Federal Immigration station. Annie Moore, a teenager from Ireland, was the first of an estimated 12 million immigrants that arrived at Ellis Island between January 1, 1892 and 1954 (Andrews, 2014). Initially immigrants would undergo a medical screening, which took all of 6 seconds. If they were seen as physically healthy they were sent on to be screened for mental deficiencies (Birn, 1997). The number of questions asked depended on their overall appearance, age, gender and race (Mullan, 1917). Just across the Hudson River, in the neighboring state of New Jersey, an eminent psychologist by the name of Henry Goddard di-

rected The Vineland Training School for Feeble-minded Boys and Girls (Benjamin, 2009). Conceivably, his greatest contribution to the field was translating the Binet Intelligence testing into English (Smith & Wehmeyer, 2012). In 1912 Goddard's expertise was requested for the mental screening of immigrants coming into Ellis Island. Combining Binet's scale with, “standards” of intelligences (compared to school children), actual age, amount of education received, as well as a few other factors; he would draw up his results for different groups of immigrants (Goddard, 1917). The psychological tests were used to ensure that the second wave of immigrants were capable of caring for themselves and that they were no threat to society. This was what the “American” people, specifically, the New Yorkers wanted to protect their new home.

RH Macy & Co. In 1858 Rowland Hussey Macy moved to New York City from Massachusetts to open a dry goods store, which was originally located in Union Square on 14th Street and 6th Avenue (Hanson, 2015). Over the last century that endeavor evolved into the corporation better known today as Macy's Inc. (which includes its other division, Bloomingdale's). The Macy's flagship store, at Herald Square on 34th Street, became the new home of the department store in 1902. This location alone is estimated to be worth \$4 billion as of 2016 (Popovec, 2016). After the original owners passed away, the company was given to the Strauss family, which ran the china department in the basement level of the department store. In 1921 Jesse Isidor Strauss credited the lucrative holiday season to the success of employee training and proper merchandising (Corporation Training, 1922). There was an 82% increase in transactions with only a 19% increase in employees. Amongst those employed by R.H. Macy & Co. included notable psychologists such as John B. Watson (Clemente & Hantula, 2000), Carroll Shartle, Elisa Bregman, Lillian Gilbreth (Cucina, 2014), and Olga E de Cillis Englehardt (O'Connell & Russo, 1988) — mostly Columbia University alumni.

The Psychological Corporation ("Psych Corp") was founded in 1921 by James McKeen Cattell, Edward Thorndike, and Robert Woolworth who were professors at Columbia's Teacher's School (McDermott, 2013). Cattell was forced to resign from Columbia after publicly criticizing the military draft in World War I, and for his animosity towards the president of the university (Koppes, 2007). Eventually, Cattell took legal action against the university and was awarded \$50,000, which he invested in Psych Corp (Koppes, 2007). The organization was granted a state charter with the goal being the "advancement of psychology and the promotion of the useful applications of psychology" as stated by Cattell himself (Cattell, 1923). Psych Corp, which consisted of research associates and stockholders (Achilles, 1939), was a clearing house "to act as a sort of publicity agent, referral service, and supply company for applied psychology in its largest sense" as stated by Sokal, 1981 (referenced by Haney, 1997). Fellow Columbia graduate, Paul Achilles made a financial contribution to Psych Corp and became a member of the staff as they began to establish tests for market research and industry (Koppes, 2007).

Meanwhile in Yonkers, 20 miles north of New York City, a fellow I-O pioneer Arthur S. Otis was working for the World Book Company. Through his experience with group testing in World War I, Otis published standardized testing for the company (Holeman & Docter, 1972). The World Book Company and Psych Corp were obtained by Harcourt Brace Jovanovich Publishing Co. which was started by two friends that met at Columbia University - Alfred Harcourt and Donald Brace. By combining the scientific research publications of Psych Corp, testing materials from World Book, and their initial endeavor to publish classic literature and textbooks, Harcourt Brace was able to corner the growing market and generate the increase and availability of testing (Kincheloe & Horn, 2007). Mergers and acquisitions include the widely known publishing giants Reed Elsevier and Pearsons, but the name Psych Corp is still printed on exclusive products through all these transitions (Pearsons, 2016). Pear-

son Clinical Assessment products can be found worldwide and it has offices in 12 countries as of 2016 (Pearsons, 2016).

New York Association of Consulting Psychologists. The New York Association of Consulting Psychologists was founded in 1921, with the term "consulting" referring to psychologists which were certified to offer advice to the public (Resnick, 1997). The development of this organization was assisted by the American Association of Applied Psychologist (AAP), after the APA amended its guidelines, which eliminated the division of consulting psychology (O'Roark, 2015). In 1930, NYACP reorganized and expanded. Renamed the Association of Consulting Psychologists (ACP), the members reached out to other psychologists within 100 miles of New York City (Farreras, 2015). This organization was also the first to take on a code of ethics in 1933 (Resnick, 1997). Along with this came the *Journal of Consulting Psychology* in 1937 (Greenwood, 2015).

United Nations. After the tragedy of World War II, the United Nations was formed in 1945. Fifty countries signed the UN Charter, with the goal of promoting world peace and maintaining security (un.org). The headquarters of the United Nations originally was to be built in South Dakota, but eventually planners saw New York City's proximity to Europe as more appealing than the Mid-West. After a generous donation by John D. Rockefeller, the organization found its home along Manhattan's East River in 1946 on 18 acres that are known as "international territory" (Klein, 2013). Today there are 194 countries, known as Member States, in the United Nations (un.org). Psychology organizations were slow to affiliate with the United Nations up to the 1990s (Takooshian & Shahinian, 2008). But in 2000 the United Nations launched its Global Compact with Corporations, to collaborate with industry on the promotion of human rights, labor, and the environment (Hill et al., 2001). In 2011, the Society of Industry and Organizational Psychology (SIOP) was awarded "consultative status" for the UN (Sall, Clayton & Scott, 2014), so SIOP now advises the UN Economic and Social Council (ESOSOC) as a non-governmental

organization (NGO), thus extending its I-O psychology impact to a global level.

Table 1 below offers a brief timeline of the early years of I-O psychology in New York City. While I-O psychology today is a global field, its historical roots are found in many cities around the world in the past century (Takooshian, 2012), with New York prominent among these. It would be valuable to probe the growth of I-O psychology in other regions, and how they have shaped modern science and practice of I-O psychology.

Table 1. A timetable of early I-O psychology in New York City, 1890-1944

1890:	At Columbia University, Professor James McKeen Cattell introduces the term "Mental Test" in the journal <i>Mind</i>
1909:	Harry Hollingworth offers a series of lectures to the Men's Advertising League of New York City, one year after earning his doctorate at Columbia in Applied Psychology under Cattell
1921:	Cattell forms the Psychological Corporation, with money from Columbia University.
1921:	Formation of NYACP, the New York Association of Consulting Psychologists
1921:	Baseball star Babe Ruth is tested at Columbia University
1930:	NYACP expands to the entire northeast and becomes ACP, the Association for Consulting Psychology
1933:	ACP develops a code of ethics for applied psychology
1936:	Douglas Fryer of NYU chairs a committee to create an organization for applied psychologists
1937:	AAAP is established, as the American Association for Applied Psychology
1937:	Journal of Consulting Psychology becomes the official journal of AAAP
1939:	Formation of METRO, the Metropolitan Association of Applied Psychology
1944:	Carroll Shartle (RH Macy & Co. & Columbia U.) is appointed chair to organize a committee for APA Division 14

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Figure 1. A psychology interview of an immigrant by Ellis Island officials (1902 - 1910).

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Panel on International Psychology: Engaging Students in International Work

Teresa Ober
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As educators and professional psychologists, there are sometimes few opportunities to stop and reflect on our practice and efforts for the sake of improving upon them by learning from colleagues. On May 7th during the 24th annual

Pace University Psychology Convention held in New York, NY, a group of five individuals had such an opportunity. Each of these individuals represented various perspectives in responding to a simple question: why should we support students in becoming involved international work and how can we effectively engage students in such work. Throughout the panel, audience members learned about study abroad opportunities from Linda Lubranski, the Director for Academic Engagement at St. Joseph's College, as well as Fulbright Scholarships for undergraduate students from Maryam Zoma of the Catholic Charities of Brooklyn-Queens. Audience members had the opportunity to hear about various international and cross-cultural perspectives in child psychology from Dr. Uwe Gielen of St. Francis College. Lastly, Teresa Ober, spoke about the work of the APA UN/NGO and its ongoing internship program. Dr. Harold Takooshian of Fordham University moderated and chaired the panel and bringing the panel to a close, Dr. Samvel Jeshmaridian of the Technical Careers Institute based in New York City, served as the panel discussant. While the panel was formatted to address students by providing reasons and information about becoming more involved in international work, it in turn provided professionals with information about how to support students in seeking out such opportunities.

The panel opened with a brief introduction by Dr. Takooshian, who espoused interest with a concise overview of the topics and sequence of the presentations. During the introduction, Dr. Takooshian commented on several opportunities that are currently available for recent graduates, such as the United Nations (UN) Young Professionals Programme (YPP). As a relatively recent initiative designed to attract young adults to the ongoing work of the UN, YPP requires that students complete an entrance examination as part of the application process. If accepted, YPP participants then have the chance to apply their knowledge in an area relevant to their education background and to learn about UN international work first hand. After speaking briefly about the overall theme of the panel, Dr. Takooshian then introduced the

first speaker, Ms. Lubranski.

The opportunity to study abroad while pursuing an undergraduate degree becomes a very meaningful experience for many who seize the opportunity to do so. Reflecting on her own time studying abroad, Ms. Lubranski described how the experience had influenced her interest in learning about international affairs, and later inspired her to provide access to opportunities for study abroad to current undergraduate students as well. Reflecting on her own experiences with a study abroad program sponsored by Rotary International, Ms. Lubranski described how she effectively developed a program at St. Joseph's College that aimed to have more opportunities for guidance and mentorship for undergraduate students interested in studying and learning abroad. Unique to the program she developed consistent support to students before, during, and after participating in study abroad, including pre-departure presentations, as well as emotional and financial support throughout, and upon returning. Ms. Lubranski also acknowledged the confusion and concern about finances that many undergraduate students experience who would otherwise want to participate. Providing access to study abroad programs not only has a positive direct effect on the individual students, but also has an indirect impact on students who interact with those who return from study abroad programs and bring with them aspects of the culture within which they were immersed (Douglas & Jones-Rikkens, 2001). Even while studying abroad, many students are encouraged to write about their experiences on social media or to blog about their experiences. Ms. Lubranski has also sought to help students receive stipends from travel blogging about their time abroad. Before leaving, students are often given direct support about how to behave in a professional and responsible manner while studying abroad. She has found these types of opportunities for professional development to help students develop organizational skills that help them succeed in a variety of settings even after they return from the study abroad. When students return, they also may have greater chances of seeking opportunities in other international experiences, such as the YPP,

foreign service exams, or Fulbright opportunities, which was addressed in a later presentation during the panel. Thus, providing access to study abroad programs for undergraduate students has multiple benefits for heightening students' interest in multi-cultural and international issues.

Learning from study abroad experiences can be an integral part of an undergraduate dossier, as can the experiential background that one accrues while completing graduate coursework. One such opportunity available to graduate students in the field of psychology is the internship program of the American Psychological Association (APA) UN/NGO. Highlighting the work of the APA UN/NGO, Teresa Ober explained how the organization strives to provide opportunities for graduate student interns to become more involved in various human rights issues. As part of the program, graduate student interns work closely with professional and academic psychologists who have been appointed to serve as representatives of the APA to the UN. Interns may attend committee meetings designed to foster dialogue around issues related to human rights concerns affecting individuals throughout the world, to contribute by joining a discussion around preventative and restorative solutions, to expand their dossier by joining research projects and developing presentations designed to engage others around such issues, and to assist in the planning and preparation of an annual conference. The conference is focused on the ways in which knowledge from the field of psychology can contribute to informing others of best practices in the field (Taylor, 1988). Most recently, this year's conference theme centered around issues related to the global migration crisis. Many of the graduate student interns had interest in researching topics related to psychological health and wellbeing of migrants, and had opportunities to learn in the process of organizing the conference. In turn, graduate interns also networked as they attended planning meetings and volunteered during the conference. Overall, throughout the entire year of as members of the APA UN/NGO, graduate interns have had opportunities to explore various aspects of how international psychology can be used for the sake of

improving psychological health and wellbeing among groups of needy individuals in far reaches of the world.

Though international psychology aims to have a far reach, it is a relatively recent field, having been brought together by several major pioneers in the field of psychological research. One such pioneer, Dr. Gielen, was invited to speak during the panel and he spoke about his research in child psychology. While is a large volume of scholarly material exists that covers children living in western cultural regions of the world, a vast proportion of the children live in regions of the world where cultural contexts are less well understood (Gielen & Roopnarine, 2016). This suggests that an average undergraduate textbook used to teach child psychology only addresses the circumstances surrounding less than 4% of the world's current population of children (UNICEF, 2015). During the presentation, Dr. Gielen spoke about his concerns surrounding the general ethnocentrism pervasive throughout the current literature about research on child development. Drawing upon his own experience having done research on cross-cultural and international psychology, Dr. Gielen urged the audience to consider becoming more involved in global psychology while maintaining an open mind about the cultural underpinnings of the cultural context and made suggestions for resources for further inquiry in international psychology (e.g., Takooshian, Gielen, Plous et al., 2016).

Certain organizations have had a longstanding tradition of supporting international research. The Fulbright Program has a history of funding students and scholars who aspire to pursue opportunities for research and teaching in other countries. Since its inception as a result of a congressional bill that signed into law in 1946, participation in Fulbright programs have been awarded to individuals who demonstrate potential to promote international good will by way of supporting students and scholars to exchange views on education, culture, and science (Zoma & Takooshian, 2012). Also reflecting upon her own experience as a Fulbright Scholar during her undergraduate, Maryam Zoma spoke about the Fulbright Student programs and offered guidance for students

interested in applying. In addition to spending a year abroad in Jordan, Ms. Zoma also received funding to cover 4 months in an intensive language program learning Arabic to prepare her for the journey. Upon her own return, Ms. Zoma's international work has been published on several occasions (see Zoma 2012; 2014), and she continued to do research related to her Fulbright experience even upon returning and beginning graduate work. Throughout the presentation, importance of serving as a cultural ambassador, regardless of the program, was stressed.

Overall, the panel presentations addressed key channels for developing an agenda to promote communication and collaboration to ultimately transcend cultural boundaries. Students learned about multiple avenues from experts, including the benefits of study abroad programs, the experience of becoming an intern through UN/NGOs, the various Fulbright programs and the process of applying, as well as the importance of broadening cross-cultural research to acknowledge differences in cultural contexts that impact human development and psychology. Before the panel ended, students were encouraged to inquire about opportunities from the various speakers, and several, in turn, showed an interest in engaging the presenters in a dialogue about avenues for international psychological scholarship and research.

Note: **Teresa Ober** is a doctoral student in the Educational Psychology program at the Graduate Center, CUNY, specializing in Learning, Development, and Instruction and currently serves as the administration assistant to the main representative of the APA to the UN. She has prior classroom experience as a primary school educator and her past research pursuits have included the study of cognitive theories as applied to the area of reading comprehension. Her current research interests include cognitive development and the emergence of early language and literacy skills. Contact: teresaober@gmail.com



Teresa Ober speaking at Pace University



Students volunteering to serve at the UN in New York City

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



Announcements

Dear Colleagues,

You are invited to submit a proposal to present at the 75th Annual Convention of the International Council of Psychologists on July 28 - 30, 2017 at Pace University (New York City campus). The link/s to submit are below:

Pre-Conference Workshops: https://pace.az1.qualtrics.com/SE/?SID=SV_80J3RHiWX03aESN

ICP Submissions (Other formats): https://pace.az1.qualtrics.com/SE/?SID=SV_cJadyfsGY3kO4Wp

The fliers are attached are the announcement fliers (in PDF format) to submit a proposal for this conference. One is for submitting to the regular ICP conference formats and the other is to submit for pre-conference workshops.



PACE UNIVERSITY
Dyson College Center for Global Psychology
and the
International Council of Psychologists

REQUEST For PROPOSALS
for a
Pre-Conference Workshop
prior to the

75th Annual ICP Convention
New York, NY, USA
July 28 - July 30, 2017
Hosted by
Dyson College Center for Global Psychology
PACE UNIVERSITY (New York City Campus)

CONFERENCE THEME
Psychology's Contribution to People, the Planet, and the World

SUBMISSION DEADLINE: February 14th, 2017
TO SUBMIT A PROPOSAL FOR A PRE-CONFERENCE WORKSHOP, CLICK THIS LINK...
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Pre-Conference Workshops can be held on July 27 or July 28.
Leaders of workshops which have adequate enrollment will be provided with free registration to the conference (\$200) + one year membership to ICP (\$50) + stipend (based on length of workshop and number of attendees).

If you are interested in running a pre-conference workshop, please provide the following information:

- Proposed Workshop Title (12 words or less)
- Brief Description of Proposed Workshop (500 words or less)
- Time options: 3 Hours, 6 Hours, or more than 6 Hours (Justification is required and may be over two days – July 27th & July 28th)
- Materials Required by Participants
- Cost of Materials Required

For more inquiries, please contact:
DR. SONIA SUCHDAY at ssuchday@pace.edu or by phone at 212-346-1506



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Submissions for the Scientific Program should be submitted by **May 15, 2017**.

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For each proposal submission, please indicate:

- **Type of proposal**
 - individual paper, panel discussion, symposium, workshop, and poster. "Other" formats may be considered.
- **Name, Affiliation and Email of the person(s) submitting the proposal**
- **Names and affiliations of all the participants**
- **Abstract of the proposed presentation - No more than 300 words**
 - NOTE: For symposia, submit a symposium abstract for each paper in the symposium.

Proposals with an international focus will be particularly welcome.

Send all questions about the convention to Dr. Richard Velayo at rvelayo@gmail.com

NOTE: Details about submissions will appear at WWW.ICPWEB.ORG in January 2017.



ICP Mission

ICP is committed to furthering world peace, promoting human rights and promoting collaboration among mental health professionals and social scientists, globally. The mission of ICP is:

- To advance the science and practice of psychology and to support the use of psychological knowledge to promote social health and justice;
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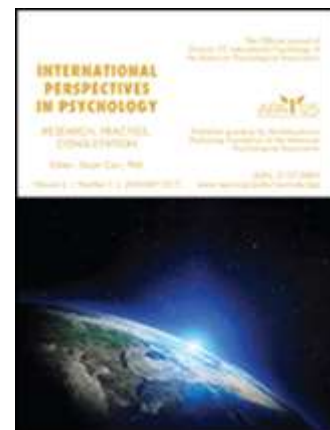
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