



# International Psychology Bulletin

## Volume 21 no. 2 Spring 2017

Division 52 of the American Psychological Association  
Celebrating 20 years, 1997 - 2017



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**Genomary Krigbaum**

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

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# International Psychology Bulletin

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Celebrating 20 years, 1997 – 2017

Editor: Genomary Krigbaum, PsyD  
Associate Editors: Radosveta Dimitrova, PhD  
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## *Message from the President*

### **We Are THE Division of International Psychology: Let's Envision New Horizons in 2017 and Beyond**

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

Greetings all!

A commitment I know we all share – as we anticipate our upcoming celebration of our 20th year anniversary at APA this coming August, in Washington DC – is offering heartfelt thanks to all who came before us and possessed the wisdom and fortitude two decades ago to create the Division of International Psychology. As we will acknowledge later this summer, the establishment of Division 52 was not easily accomplished – no pioneering and necessary act of visionary leadership ever is – so let's honor those who made our association possible as we stand on their shoulders and envision new horizons in 2017 and beyond.

As we celebrate our past and engage our future at APA's August convention, I am delighted to report that we will feature a truly extraordinary gestalt of symposia, posters, and suite activities that will give expressive form to the very heart of who we are and may become. In this regard, I personally want to thank our devoted Program and Suite Co-Chairs, Drs. Renee Staton and Lee Sternberger, who have expended countless hours assembling a truly stellar program. Likewise, Division 52's President Elect, the inimitable Dr. Merry Bullock, kindly agreed to serve as our webmaster, and will be showcasing our convention program along with related events in the months to come, so please keep an eye on Division 52's website for the very latest at <https://div52.org/>.

We are so excited to be where we are at this point in our evolution. But ultimately, who we are must be about YOU – our current and prospective members. As recent and current events so vividly illustrate, our association – the Division of International Psychology – also must provide new and needed perspectives regarding the global implications of human nature, which manifest in actions, policies, and practices all over the world, for better or worse.

So, get involved! Spread the word! Be proud of your identity as an “international psychologist.” Help us envision new horizons in 2017 and beyond, as we strive to cultivate a globally sustainable future together for:

- our members, including so many distinguished colleagues in the U.S. and around the world as well our students and early career professionals, who are crucial to our future endeavors and long-term success;
- our larger field of inquiry and practice, which wants to become more internationalized and needs us to support that process;
- the necessary knowledge that we develop and disseminate, through our journal, book series, this bulletin, our website, and other dynamic forums;
- our interdisciplinary colleagues who share our visions and values and are eager to collaborate with us;
- policy makers who must encounter what we offer in order to infuse international psychological perspectives into their endeavors;
- the recipients of the caring and diverse interventions and initiatives we create, deliver, and lead;
- and, the many publics we serve, who deeply desire hopeful solutions and ecologically valid answers to the vexing questions we all face, at home and abroad.

As we contemplate these vital means and ends, take a sneak peek at the convention announcement below (also to be printed in the APA program,) which offers an inspirational glimpse into our extraordinary potential as an organization – an essential movement, really, among kindred spirits – that clearly has come into its own over the past two decades.

We are THE Division of International Psychology. Your presence is needed. Our time is now.

See you in August!

## Division 52 - News & Updates



### CELEBRATING OUR PAST AND ENGAGING OUR FUTURE

#### Division 52 – International Psychology

2017 is a banner year for Division 52 as we commemorate our 20th anniversary!

In addition to a series of dynamic symposia, poster sessions, and featured events, we will be celebrating our past, present, and future in Washington, DC.

Below are some highlights. Please see [www.div52.org](http://www.div52.org) for the full schedule.

#### President's Address, Debut of Video/Strategic Plan, 20th Anniversary Celebration

**Our Future Is Global: How Psychology and Psychologists Can Meet a World of Need**  
Friday August 4, 4–7 p.m., Marriott Marquis Congress and Capitol Rooms

#### Featured Symposia

**Where in the World Is Psychology?**  
**Why and How We Can Help Meet the UN Sustainable Development Goals**  
Saturday August 5, 9 a.m., Convention Center Room 140A

**Women and Leadership in International Settings**  
Saturday August 5, 11 a.m., Convention Center Room 149B

#### Additional Special Events in Our Hospitality Suite Include:

**Division 52's Past, Present, and Future**  
**Evaluation of Community-Based Psychological First Aid Training of Trainers for Nepal**  
**Successes and Challenges among International Psychologists**  
**Challenges and Realities of Modern Day Refugees**  
**A Day in the Life of a Psychologist for the Peace Corps**  
**APA Division 52 2017 Ursula Gielen Global Psychology Book Award**

Sponsored by **DIVISION 52**, APA's Division of International Psychology and **JAMES MADISON UNIVERSITY**.



**International Psychology – Division 52 Of The**  
**American Psychological Association**  
**Celebrating 20 Years, 1997 – 2017**

### Division 52 Elections

**Remember to vote, check out the information at:**

<https://www.div52.org/index.php/candidate-bios/92-elections-d52-president-elect-treasurer-student-rep>

### **Congratulations - Division 52 member Kathryn L. Norsworthy!**



Kathryn Norsworthy, Ph.D., Division 52 member is being awarded the American Psychological Association (APA) 2017 International Humanitarian Award. The award recognizes extraordinary humanitarian service and activism by a psychologist or a team of psychologists, including professional and/or volunteer work conducted primarily in the field with underserved populations. Norsworthy is professor of Graduate Studies in Counseling at Rollins College, where she teaches courses focusing on multicultural and social justice counseling, family therapy, mindfulness in counseling and psychotherapy, clinical hypnosis and clinical practice. With specializations in trauma, socially just peace building, and feminist therapy, she engages in action research, activism and practice internationally and nationally.

### **Awards**

#### **Call for Nominees**

We are seeking nominations for the APA Division 52 **Florence L. Denmark and Mary E. Reuder Award** for Outstanding International Contributions to the Psychology of Women and Gender. The award's purpose is to recognize and encourage outstanding psychologists who have made international contributions to further the understanding of women and/or gender. Nominations due May 1, 2017. Full details at <https://div52.org/index.php/awards/denmark-reuder-women-and-gender>

### **Pre-Press Release**

#### **The Association for Trauma Outreach & Prevention (ATOP), Meaningfulworld\* Humanitarian Mission to Armenia:**

#### *Humanitarian Empowerment, Healing, Transforming Horizontal Violence, Meaning-Making, and Establishing Peace and Forgiveness Gardens*

This coming April, 2017, Meaningfulworld will travel to Armenia for a follow-up Humanitarian Outreach mission. Dr. Ani Kalayjian initiated and led the first outreach mission immediately after the devastating earthquake in 1988; since then we have continued to work consistently in Armenia. Our team will be comprised of three Meaningfulworld Ambassadors: Dr. Ani Kalayjian, Dr. Leslie Popoff, Dr. Daria Diakonova-Curtis and Lorraine Simmons. We plan to focus on transforming horizontal violence and generational trauma, promoting meaning-making while peacebuilding, sharing the United Nations Sustainable Development Goals, and establishing Peace and Forgiveness Gardens that we began during our mission to Armenia in September 2014. Our team will work with refugees from Syria who are dealing with the challenges of resettlement, as well as orphaned children living in children's centers. We will establish crisis and suicide prevention hotlines and train volunteers to manage them. An integral part of this and each Meaningfulworld humanitarian mission is the 7-Step Integrative Healing Model, which incorporates and promotes self-care, self-healing, mindfulness, emotional intelligence, empathy, and meaning.

The Republic of Armenia shares its borders with Turkey to the west, Georgia to the north, Azerbaijan to the east, and Iran to the south. While the Turkish and Azeri borders are blockaded, the other two borders also provide conflict due to political upheavals. The four neighboring countries are struggling with multiple challenges that are negatively impacting Armenia. Armenia struggles to sustain peace in the region and faces multiple challenges economically, politically, geographically, and most of all psychosocially. The country's challenges echo among its people in feelings of loss, frustration and hopelessness. From 1920 until 1991, Armenia had been a republic of the Soviet Union, with its multiple challenges. In 1991 the people of Armenia voted to become independent, which came with additional challenges. Brain drain is a major problem, with less than half of the

\*Ani Kalayjian, *Meaningful World* ([www.Meaningfulworld.com](http://www.Meaningfulworld.com)), *The Association for Trauma outreach and Prevention (ATOP)*. Email: [drkalayjian@meaningfulworld.com](mailto:drkalayjian@meaningfulworld.com)

world's approximately 8 million Armenians actually living in Armenia. Many Armenians are concerned that they will lose their national identity, striving to hold on to their culture and language. Many young people, particularly young men, are leaving Armenia in search for better employment, leaving a large proportion of women to care for young children and elderly parents.

Despite these struggles, since 2011 Armenia has opened its arms to Syrian refugees. According to the publication *The Economist*, Armenia has accepted the third largest proportion of Syrian refugees relative to its general population. While most of the Syrian refugees fleeing to Armenia are Armenians, others, such as Assyrians, Yazidis, and Iranians, have also been welcomed into the country. The government has facilitated their resettlement, providing them with citizenship within a few months, along with free health insurance and scholarships. The lack of foreign assistance presents complications for the Armenian authorities in absorbing the large number of refugees. This has brought additional stress to an already struggling Armenian economy. Nevertheless, the Armenian authorities seem committed to continuing to assist Syrian refugees at a time when many places are closing their doors to them. The poor economy and the ongoing Armenian-Azeri conflict bring frustration even among recent settlers. In an interview with the *Huffington Post*, a Syrian refugee, now a spice shop owner in Armenia, can only shake his head in dismay and say, "First the 1915 Genocide, then war in Syria and now this? It's like we have a bad destiny." Our team will provide emotional healing to traumatized refugees, as well as conduct workshops to help transform generational trauma and help survivors discover positive meaning in their survival.

Although the Armenian Constitution states that men and women are equal and Armenia has historically treated women as equals (e.g., voting rights much before the American women), mechanisms to ensure equality in the daily life of Armenian society are now non-existent. Women face domestic violence, poverty, and are often solely responsible for children and elderly parents. They are typically employed in all professions, while their average monthly wages represent only 64 percent of men's, which gives Armenia one of the largest gender pay gaps in all of Eastern Europe and Central Asia (Armenia Weekly, 2016).

Our team will participate in the First Conference on Women's Empowerment to take place at the American University of Armenia on 21-22 April 2017. Our team will also conduct workshops on empowering young girls and boys to learn the UN Declaration for Human Rights, the United Nations Sustainable Development Goals, emotional intelligence, mindfulness, and meaning-making.

In response to these multiple challenges, our team has set forth to meet the following goals: 1) To promote emotional healing and wellbeing; 2) To transform generational trauma of Genocide; 3) To transform horizontal violence; 4) To train professionals in the 7-Step Integrative Healing Model; 5) To establish Peace & Forgiveness Gardens; 6) To empower orphans in Children's Centers, and 7) To follow up on and strengthen the suicide hotlines set forth in the previous mission. We will also teach educators, mental health professionals, and health providers at the State University of Armenia, Pedagogical University, hospitals, and mental health clinics.

As part of this mission we will bring donations of medical and basic hygiene supplies, and educational and play materials for children. Your donations are greatly appreciated and are tax deductible.

### **Meaningfulworld Humanitarian Mission Team to The Republic of Armenia:**



I am **Dr. Ani Kalayjian**, President and Founder of ATOP Meaningfulworld, and Professor of Psychology at Teachers College, Columbia University. I received both Masters & Doctorate degrees from Columbia University. Armenia has been in our hearts and souls and has motivated us to plan outreach missions since 1988. We have a deep connection with the people, and we empathize with their suffering from the devastating earthquake, the political

## Division 52 - News & Updates

dysfunction, the horizontal violence, as well as the everyday human-made traumas. Our goal is to nurture a generation of conscientious Armenians who are motivated with love, forgiveness, peace, and unity always lifting one another up.



I am **Dr. Leslie Popoff**, the United Nations Coordinator for ATOP Meaningfulworld. As a licensed Psychologist my professional goals have been to facilitate the mental health education, and well-being of children, youth and adults. Working with Meaningfulworld and the UN has broadened my understanding of the unique challenges faced by individuals and groups in various parts of the world, while at the same time reinforcing the universal human rights that connect us all. I am excited to be traveling to Armenia for my first mission with the Meaningfulworld team. I am eager to teach as well as learn, engage and build connections with the Armenian people, and help to nurture healing, peace & unity.



I am **Lorraine Simmons**, Vice President of ATOP Meaningfulworld. As a former Educator in the New York & Maine school systems, I am dedicated to teaching and empowering people. Working with Meaningfulworld has enabled me to broaden my reach, allowing me to work with people around the world. And this volunteer work has

enabled me to grow to a deeper understanding of how to provide empathy and support meaning-making for individuals and communities. I enjoy creating Heart Hug dolls which are given to the children we work with while on mission. I had the privilege to join 2015 & 2016 humanitarian outreach mission teams in Haiti. This year, I am looking forward to working on mission to Armenia in April and to Haiti in June.



I am **Dr. Daria Diakonova-Curtis**, Research Coordinator at ATOP Meaningfulworld. I currently work in St. Petersburg, Russia, empowering women to improve their health and wellbeing. As a Russian-American psychologist, I am passionate about the mental health and healing for people in post-Soviet countries. I am involved in collecting and looking at the important data on post-traumatic growth in Armenia in order to understand how people construct meaning for their lives in times of trouble. This will be my first time in Armenia and I am deeply honored to take part in the humanitarian outreach this year.

Note:

\*Founded in 1990, *the Association for Trauma Outreach & Prevention (ATOP) Meaningfulworld*, charitable organization affiliated with the United Nations Dept. of Public Information, has achieved international recognition as a leader in training humanitarian outreach professionals as well as responding to two and a half decades of global and local disasters. ATOP is committed to health, justice, peace, transformation and global education promoting state-of-the-art scientific theory on peace, forgiveness, consciousness research, internship, and the development of technical skills to train mental health professionals, teachers, psychologists, art therapists, nutritionists, alternative medicine practitioners, clergy, nurses, mediators, interfaith ministers, and lay persons committed to

## *Division 52 - News & Updates*

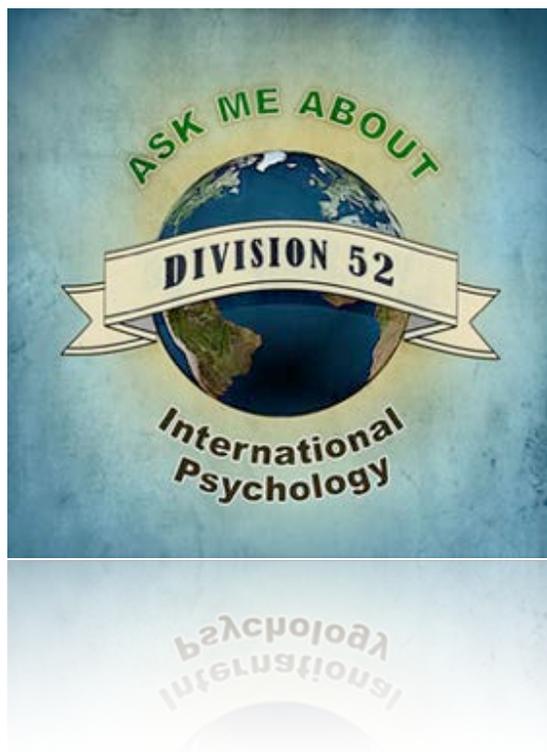
service the self and humanity. Meaningfulworld Humanitarian Outreach Teams have helped rehabilitate survivors from over 45 countries and 25 states in USA, making a daily difference in people's lives, helping to transform tragedy and trauma into healing and meaning-making through post-trauma growth, resilience, emotional intelligence, mindfulness, mind-body-eco-spirit health, visionary leadership, empowerment, artful collaborations, establishing Peace & Forgiveness Gardens, and creating a new and Meaningfulworld view. We work locally and globally in Africa, Asia, the Caribbean,

Europe, the Middle East, the Caucasus, Europe, and South and North America.

Our Motto: *When one helps another BOTH become stronger*

### **HAVE DIVISION 52 - NEWS & UPDATES?**

Send them to the IPB editor, Genomary Krigbaum, PsyD at [genomary.krigmaum@my.gcu.edu](mailto:genomary.krigmaum@my.gcu.edu)



### **LEAVING A LEGACY TO DIVISION 52**

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

If you are interested in making a charitable bequest or other planned gift to the Division of International Psychology, contact Miriam Isserow (APF's Development Officer) at (202) 336-5622 or at [MIsserow@apa.org](mailto:MIsserow@apa.org)

## *Division 52 - Twenty Years of International Psychology*

### **The Division-52 board, Hawaii 2004**

The first meeting where Division-52 launched its international suite under President Richard Velayo.\*



### **International Psychology – Division 52 Of The American Psychological Association**

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\*Submitted by: Professor Harold Takooshian, *Fordham University*.

**(Dis)harmony in the Home: Parental Child-rearing Disagreement and Early-Childhood Adjustment in Turkey**

Cagla Giray  
*University of Illinois at Urbana-Champaign*

Jedediah W. P. Allen & Hande Ilgaz  
*Bilkent University*

Abstract

Sociocultural changes in Turkey have led to significant reconfigurations in marital and parental dynamics over the last decade (Kağıtçıbaşı & Ataca, 2005). Accordingly, general marital conflict and parental disagreement have become prevalent causes of family dissolution and children's adjustment problems (Ulu & Fışiloğlu, 2002). The current study examined the effect of parental child-rearing disagreement (PCD) of married coparents in Turkey on preschool ( $N = 57$ ,  $M_{age} = 4.33$ , 50.8% girls) and elementary school-aged ( $N = 41$ ,  $M_{age} = 8.15$ , 51% boys) children's internalizing and externalizing behavior problems. After controlling for marital satisfaction, hierarchical regression analyses revealed that PCD predicted more parent-reported adjustment problems. Moreover, the effect of PCD was moderated by school level such that the strongest association was for preschoolers' externalizing behavior problems. Our findings highlight PCD's unique influence on younger children's externalizing behaviors above and beyond marital satisfaction. Further, our findings highlight the importance of focusing on child-related topics as the specific content of general marital conflict during the preschool years\*

*Keywords:* child-rearing disagreement, marital conflict, early childhood, internalizing & externalizing behaviors, Turkey.

Sociocultural changes over the last three decades prompted by urbanization and increased exposure to Western norms have significantly affected family life in Turkey (Kağıtçıbaşı & Ataca, 2005). Bridging Europe and Central Asia, there is a constant influx of diverse cultural features and norms in Turkey. In particular, the convergence between traditional and modern worldviews have brought about visible reconfigurations in marital dynamics along with parenting practices and child-rearing beliefs (Özdemir & Cheah, 2015; Sunar & Fişek, 2005). Coparenting research in the U.S. and Europe has shown that the degree of differences and disagreement about child-rearing between coparents were significantly linked to children's adjustment (Teubert & Pinquart, 2010). Accordingly, it is important for parents to be

on the same page regarding family values, parenting practices and goals to provide a secure and safe place for children (McHale, Lauretti, Talbot, & Pouquette, 2002; McHale & Lindahl, 2011). However, a rapid and ongoing transition process in Turkey has led to an increase in disagreements about child-related matters as a sub-topic of general marital conflict and thus a contributing cause of family dissolution (TAYA, 2011; 2013).

Previous Turkish literature has consistently shown the detrimental effects of general marital conflict on children's adjustment (Kızıldağ & Şendil, 2006; Peksaygılı & Güre, 2008; Ulu & Fışiloğlu, 2002). Some of the existing studies have highlighted children's appraisals of general marital conflict and showed a significant link between children's

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self-blame and threat appraisals due to general marital conflict and parent-reported internalizing behavior problems (Peksaygılı & Güre, 2008; Ulu & Fışiloğlu, 2002). However, less attention has been given to topics of general marital conflict that concern coparenting of children. Issues related to child-rearing were reported as one of the top ten sources for couples' disagreement both in the U.S. (Divorce Statistics, 2012) and in Turkey (TAYA, 2011; 2013). Given that Turkish children who blamed themselves and felt threatened experienced higher internalizing behavior problems (Ulu & Fışiloğlu, 2002), parental conflict about child-rearing might increase children's self-blame and thus might be more proximally linked to children's adjustment problems than is general marital conflict. Therefore, it is important to explore parental child-rearing disagreement (PCD) as a specific child-related topic of general marital conflict in relation to children's adjustment problems in Turkey.

#### **Parental Child-rearing Disagreements (PCD)**

Parental child-rearing disagreement (PCD) refers to the conflict between coparents which results from divergent beliefs, values and expectations about child-rearing, parenting and child development (see Jouriles, Murphy, et al., 1991; Mahoney, Jouriles & Scavone, 1997; O'Leary & Vidair, 2005). As a significant predictor for the quality of both marital relationship and coparenting, PCD is also closely linked to marital satisfaction. In addition to being a source of marital conflict, research in the U.S. has highlighted PCD as a mediator between marital satisfaction and child outcomes (Sturges-Apple, Davies, & Cummings, 2006). Therefore, it is important to understand the distinction between coparental dynamics and the marital relationship (McHale et al., 2002) and the influence of PCD on child outcomes, above and beyond marital satisfaction.

Research conducted in the U.S., Canada, and Europe has indicated that PCD has unique implications for children's adjustment (see Chen & Johnston, 2012). Studies showed that children whose parents often disagree and argue about child-related matters tend to experience more internalizing (Jouriles et al., 1991) and externalizing (Cummings, Goeke-Morey, & Papp, 2004) behavior problems, both cross-sectionally and longitudinally (Jenkins, Simpson et al., 2005). In a recent investigation of families in Canada, Chen

and Johnson (2012) examined perceived PCD along with the dissimilarity in parenting goals and behaviors for 160 couples with 2-5-year-old children. Results revealed that PCD, but not parent dissimilarity, predicted children's internalizing and externalizing behavior problems beyond parenting effectiveness and marital satisfaction (Chen & Johnston, 2012). Overall, their results provided evidence for the unique effect of PCD on children's adjustment problems and highlighted the need for future exploration in other cultural contexts.

Previous studies on general marital conflict in Turkey indicated that children's perception of general marital conflict is another important marker for their adjustment (Peksaygılı & Güre, 2008; Ulu & Fışiloğlu, 2002). Ulu and Fışiloğlu (2002) investigated children's self-blame and threat appraisals due to general marital conflict with a sample of 232, 9- to 12-year-old children from two-parent married families in Turkey. Results showed that children who perceived themselves as the primary cause of conflict, also experienced higher levels of internalizing behavior problems. This finding suggests that conflicts around children (i.e., PCD) might be especially detrimental for children's adjustment. Accordingly, in the current study, we investigated the direct association between PCD and children's adjustment in Turkey.

#### **Modernization of Family Life and Parenting in Turkey**

Modernization of social and cultural values have added to the effects of urbanization, increased cultural heterogeneity (Nauck & Klaus, 2008), and have reshaped modern family life in Turkey (Kağıtçıbaşı & Ataca, 2005; Sunar, 2002). Currently, there is an influx of modern and diverse sociocultural norms in Turkey via "vehicles" of globalization (e.g., media, music, food and consumer goods, Kanbolat, 2008; UNESCO, 2016). Increasing demand and consumption of Western media, music and fashion brands transport modern values into many Turkish homes. For instance, the popularity of U.S. media initiated local adaptations of TV series (e.g., *The O.C.*, *The Bold and the Beautiful*) depicting American family values and lifestyle. Furthermore, through technological innovations, children can easily access and listen to foreign music and thus be exposed to diverse values and norms surrounding interpersonal

relationships and family life. Accordingly, these remote influences have led to shifts in family values (Kağıtçıbaşı, 2007); parenting behaviors (Özdemir & Cheah, 2015); child-rearing beliefs (Sunar, 2002), and gender roles among parents (Kavaş & Gündüz-Hoşgör, 2010).

The rapid and ongoing modernization process in many Turkish homes has led couples to experience difficulties in coordinating and navigating child-related decision-making and thus experience higher parental conflict (TAYA, 2011). Recently, a nation-wide survey on the 'Family Structure in Turkey' was conducted by a collaboration between the Ministry of Family and Social Policies, the Turkish Statistical Institute (TURKSTAT) and the Department of Research and Policies (TAYA, 2011; 2013). One-third (33.6%) of parents from various regions of Turkey reported that, 'not being on the same page regarding child-related matters', was one of the most common reasons for marriages to dissolve (TAYA, 2011; 2013). Prior studies in the U.S. and Europe have presented child-rearing agreement as an important dimension of optimal coparenting relationships (see Feinberg, 2003; McHale & Lindahl, 2011) and showed its unique effect on children's adjustment (Jouriles et al., 1991; Teubert & Pinquart, 2010). However, the link between PCD and children's adjustment remains unexplored in Turkey. In conclusion, PCD is a unique topic of general marital conflict that is influenced by society-level changes on family life and parenting. Therefore, guided by extant literature and national survey data confirming the transition within Turkish society and family life, PCD and its effects on early childhood adjustment should be investigated.

### Current Study

To date, previous studies in the Turkish literature have examined the effects of general marital conflict and marital satisfaction on children's adjustment by highlighting children's appraisals (Peksaygılı & Güre, 2008; Ulu & Fıfılođlu, 2002). Although PCD is an important topic among married couples; to our knowledge, no study in Turkey has yet investigated it directly. Therefore, the first aim of this study is to expand current Turkish literature regarding general marital conflict by examining PCD and its effects on children's adjustment. Second, prior Turkish studies on general marital conflict have focused on adolescents (9+ years of age, Erbek et al., 2005; Peksaygılı & Güre, 2008;

Ulu & Fıfılođlu, 2002). Accordingly, little is known about early childhood behavioral and social-emotional development in the context of inter-parental conflict. In addition to age, previous literature has presented inconsistent findings regarding child gender differences. Earlier findings in Turkey and the U.S. showed higher levels of externalizing behaviors for boys and internalizing behaviors for girls (O'Leary & Vidair, 2005; Ulu & Fıfılođlu, 2002) whereas some studies did not report any significant effects of gender (Kızıldađ & Şendil, 2006). Therefore, this study also explores child's age and gender as potential moderators for the link between PCD and adjustment problems in Turkey.

### Method

#### Participants

A total of 98 mothers and 78 teachers from five preschools and three elementary schools in Ankara, Turkey, completed questionnaires pertaining to 98 children. Child Behavior Checklist (CBCL) data from five parents were excluded due to >20% missing data, reducing the total sample to 93 parent- ( $M_{mother\_age} = 34.86$ ,  $range_{age} = 24 - 47$ ,  $SD_{age} = 5.582$ ;  $M_{father\_age} = 38.68$ ,  $range_{age} = 27 - 51$ ,  $SD_{age} = 5.063$ ) and 78-teacher reports for children attending preschool ( $N = 57$ ,  $M_{age} = 4.33$ ,  $range_{age} = 2 - 6$ ,  $SD_{age} = 1.024$ , 50.8% girls) and elementary school ( $N = 41$ ,  $M_{age} = 8.15$ ,  $range_{age} = 6 - 10$ ,  $SD_{age} = 1.038$ , 51% boys). Mothers reported a mean education level of 4.47 for themselves ("4 = high school or 5 = college degree",  $SD = 1.31$ ) and 4.38 for fathers ("4 = high school or 5 = college degree",  $SD = 1.39$ ) on 7-point scale ranging from "no education" to "graduate/professional degree".

#### Procedure

The Parent Problem Checklist (Dads & Powell, 1991) was translated and back-translated into Turkish to ensure cross-language equivalence (Brislin, 1986). Prior to data collection, the questionnaire was piloted with five mothers to ensure appropriate formatting for Turkish context and clarity of wording (i.e., brief cognitive questionnaire testing: see Alaimo, Olsin, & Frangillo, 1999). Recruitment began by contacting preschools, elementary schools, and local educational authorities to ensure their participation. Recruitment proceeded with five preschool and three elementary schools in Ankara, Turkey who agreed to participate in the study. Two distinct consent forms and two

study packages (labeled as Mother and Teacher) including questionnaires, demographic form, guidelines, and a thank you note were prepared for mothers and teachers.

The distribution and collection processes were mediated by the guidance counselors. In each school, all mothers received Mother consent forms. Then, mothers who agreed to participate received study questionnaires. After mothers returned completed questionnaires to the guidance counselors in each school, teachers of children whose mothers returned the completed questionnaires, received Teacher consent forms and the same process followed for the teachers.

## Measures

**Parental child-rearing disagreement.** An adapted version of the 16-item Parent Problem Checklist (Dadds and Powell, 1991) was used to assess disagreement on child-related topics between parents (e.g., “Disagreement over who should discipline the children”). Mothers were asked to indicate whether a given issue has been a problem, and to rate the frequency of selected item on a 7-point Likert scale ranging from 1 (*Not at all*) to 7 (*Very much*). The Turkish version of the Parent Problem Checklist demonstrated strong reliability (Cronbach’s  $\alpha = .90$ ).

**Marital satisfaction.** Overall satisfaction with the marital relationship was measured with a 7-item questionnaire that was designed by the authors of the current study. Mothers rated their agreement for the level and quality of marital communication (e.g., “Our communication level is strong”), time spent together (e.g., I spent enough time with my partner), and their satisfaction (e.g., “I am content with my marital relationship”, “I believe I made a right decision by marrying with my partner”) on a 4-point Likert scale from 1 (*Do not agree*) to 4 (*Completely agree*). A mean score was calculated. The Marital Satisfaction Scale demonstrated strong reliability (Cronbach’s  $\alpha = .87$ ).

**Children’s internalizing and externalizing behavior problems.** Mothers and teachers completed the preschool and standard versions of the Turkish Child Behavior Checklist (CBCL) and Teacher’s Report Form (TRF; Achenbach, 1991; Erol, Arslan et al., 1995), respectively. Participants reported each item on a 3-point Likert scale ranging from 1 (*Not right*) to 2 (*Always*), and subscale means were calculated with higher scores indicating higher levels of behavior problems. The Turkish version of

the CBCL and the TRF demonstrated strong reliability with same internal consistency coefficients for internalizing (Cronbach’s  $\alpha = .82$ ) and externalizing (Cronbach’s  $\alpha = .81$ ) behavior problems.

## Plan of Analysis

First, a bivariate correlation analysis was conducted among study variables (see Table 1) to examine which predictors to include in regression analysis. Two hierarchical regression analyses were conducted for two child outcome variables (internalizing and externalizing behavior problems) to examine the effects of PCD on CBCL scores. In each analysis, marital satisfaction was entered in Step 1, followed by child’s gender, school level, and PCD in Step 2. In Step 3 two interaction terms (PCD x School Level & PCD X Gender) were entered.

Variables	1	2	3	4	5	6	7	8	M (SD)
1. PCD	1	.097	-0.251*	-.379**	.417**	.342**	.259*	.141	2.18 (1.05)
2. Gender		1	-.021	-.063	.203	.056	.108	-.178	n/a
3. School Level			1	.138	-.337**	-.401**	-.370**	-.434**	n/a
4. Marital Satisfaction				1	-.217*	-.254*	-.104	-.070	20.92 (5.175)
5. PR-Internalizing					1	.657**	.327**	.032	10.43 (7.21)
6. PR-Externalizing						1	.237*	.412**	7.75 (6.25)
7. TR-Internalizing							1	.319**	5.86 (6.60)
8. TR-Externalizing								1	4.05 (5.00)

Note. PCD: Parental Child-rearing Disagreement; PR: Parent Reports; TR: Teacher Reports  
\*  $p < .05$ ; \*\*  $p < .01$ ; \*\*\*  $p < .001$

## Results

### Preliminary Analyses

Given that some target students were in the same classroom, the same teachers completed CBCL more than once. Therefore, there were different numbers of parent-versus teacher-reported data. Little’s MCAR test ( $\chi^2(15) = 11.209$ ,  $p = .738$ ) revealed non-significant results which indicated that the missing data was random. Missing values analysis showed that 6.1% of values were missing in the data set. Therefore, data imputation was not performed.

### Unique effect of PCD beyond marital satisfaction

PCD was found to be positively correlated with parent-reported externalizing ( $r = .417$ ,  $p < 0.001$ ) and internalizing ( $r = .342$ ,  $p < 0.001$ , See Table 1) behavior problems. After

controlling for marital satisfaction, regression analyses indicated that a main effect of PCD was significant for parent-reported externalizing ( $\beta = .324$ ,  $F(4, 88) = 8.271$ ,  $p < 0.001$ ) and internalizing ( $\beta = .207$ ,  $F(4, 88) = 6.652$ ,  $p < 0.001$ ) behavior problems (see Table 2).

Predictors	Externalizing Behaviors		Internalizing Behaviors	
	$\beta$	SE <sub>b</sub>	$\beta$	SE <sub>b</sub>
<i>Step 1: R<sup>2</sup> = .047</i>				
Marital Satisfaction	-.217*	.122	-.278**	.138
<i>Step 2: R<sup>2</sup> = .273, R<sup>2</sup><math>\Delta</math> = .226</i>				
Marital Satisfaction	-.047	.117	-.149	.139
School Level	-.318**	1.179	-.261**	1.399
Gender	.005	1.138	.159	1.350
PCD	.324**	.618	.207*	.733
<i>Step 3: R<sup>2</sup> = .339, R<sup>2</sup><math>\Delta</math> = .066</i>				
Marital Satisfaction	-.049	.113	-.150	.140
School Level	-.359**	1.151	-.279**	1.420
Gender	.015	1.099	.163	1.355
PCD	.286	1.021	.181	1.259
PCD X School Level	-.246*	1.260	-.106	1.555
PCD X Gender	.208	1.126	.101	1.388

Note: PCD: Parental child-rearing Disagreement, \* $p < .05$ , \*\* $p < .01$ , \*\*\* $p < .001$

### Moderating role of school level

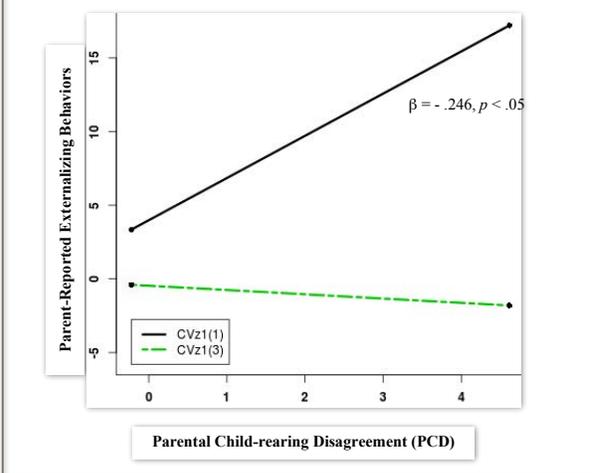
School level was negatively correlated with PCD and with all parent and teacher reports of adjustment problems (see Table 1). Regression analyses indicated that school level was independently and negatively associated with parent- and teacher-reported externalizing ( $\beta = -.318$ ,  $p < 0.001$ ;  $\beta = -.412$ ,  $p < 0.001$ ) and internalizing ( $\beta = -.261$ ,  $p < 0.001$ ;  $\beta = -.324$ ,  $p < 0.001$ ) behavior problems, respectively (see Table 2). The interaction between school level and PCD was significant for parent-reported externalizing behavior problems ( $\beta = -.246$ ,  $p < 0.05$ ), such that there were larger effects of PCD on preschoolers' externalizing behavior problems compared to those for elementary school (see Figure 1).

### Moderating role of gender

There were no significant main effects or interactions for children's gender (see Table 2).



Figure 1. Effect of Parental Child-rearing Disagreement (PCD) on Parent-Reported Externalizing Behaviors Moderated by School Level



### Discussion

To our knowledge, this is the first study to demonstrate the direct effects of parental child-rearing disagreement (PCD) on early childhood adjustment problems among families in Turkey. Results showed that PCD has a unique effect on early childhood externalizing and internalizing behavior problems beyond marital satisfaction. In addition, further investigation of the moderating role of school level showed that PCD is particularly important for preschoolers' parent-reported externalizing behavior problems.

Our findings replicated results from prior international literature and extended research on the link between a sub-topic of general marital conflict and children's adjustment with a Turkish sample. Consistent with prior studies conducted in the U.S. and Europe (see Chen & Johnston, 2012), PCD stands out as a sensitive predictor for parent-reported internalizing and externalizing behavior problems. Although parental expectations and values have undergone a modernization process in the context of rapid sociocultural change in Turkey, some parents still emphasize traditional family values and the psychological interdependence of children (Kağıtçıbaşı, 2007; 2013). Accordingly, the coexistence of individualistic (i.e., modern) and collectivistic (i.e., traditional) values and goals might lead parents to have discrepant ideas and expectations about optimal parenting and child-rearing practices. That is, if one parent endorsed modern family values and child-rearing beliefs than the other

parent, this might interfere with the maintenance of harmony in the home. Accordingly, a marital conflict that revolves around child-related topics might be especially detrimental for children in a society where modern and western features coexist with the traditional (Sunar & Fisek, 2005). Therefore, it is of particular importance to identify protective factors for early childhood adjustment problems in relation to PCD during this transition period for Turkish families.

Expanding on previous Turkish literature regarding general marital conflict, this study helped to clarify the association between marital conflict and children's adjustment. In a previous study, Ulu & Fıfılođlu (2002) found that children's appraisals of general marital conflict predicted parent-reported internalizing behavior problems. In that study, children were asked to report on the degree to which marital conflict was about them and the degree to which they blamed themselves for the conflict (Ulu & Fıfılođlu, 2002, p.376). Although children's appraisals are significant predictors of adjustment problems (Grych, Fincham et al., 2000), they may not objectively reflect the topic of marital conflict. Thus, it is plausible to say that our study provided additional support with direct assessment of PCD via parents' self-reports with a checklist including various child-related topics.

The second highlight of this study was examination of two school levels in the context of PCD. As expected, school level independently predicted parent and teacher reports of children's adjustment. Further, school level moderated the effects of PCD on preschoolers' parent-reported externalizing behaviors. These results provided support for the significant role of developmental differences in understanding the impact of marital conflict on children (Mahoney et al., 1997). Comparing preschool and elementary school age-groups revealed that younger children in Turkey are at-risk of experiencing higher adjustment problems in the context of parental disharmony. This finding is compatible with the earlier results indicating negative effects for younger children (Ulu & Fıfılođlu, 2002). Given that preschoolers spend much more time with their parents, they are more likely to witness conflict and experience higher externalizing behavior problems (Cummings, Goeke-Morey, & Papp, 2004), especially if that marital conflict topic is about them.

The interaction between PCD and school level only existed for parent-reported externalizing behavior problems. The lack of an effect for internalizing problems may be due to general developmental factors that limit the ability of preschoolers to express depression and anxiety symptoms. Accordingly, parents might have difficulty recognizing these symptoms, leading them to report more externalizing behavior problems compared to internalizing behavior problems (Burt et al., 2008). Therefore, the absence of significant results for internalizing behavior problems should be taken cautiously when the focus is on early childhood.

Finally, this study explored both the independent and moderating roles of child's gender. On the one hand, the absence of significant results regarding child's gender aligns with the inconsistent findings from prior literature (see Chen & Johnston, 2012). On the other hand, previous Turkish literature on general marital conflict often reported higher levels of externalizing behavior problems for boys versus higher internalizing behavior problems for girls (Ulu & Fıfılođlu, 2002). However, it is important to note that our study's focus is on early childhood and PCD as a unique topic of marital conflict. Thus, the topics of child-rearing disagreement discussed by parents might be similar for boys and girls in early-childhood.

### **Limitations and Future Directions**

This study contributes to our understanding and knowledge of the internal dynamics of families in Turkey, but several limitations should be pointed out. First, the cross-sectional design of our study does not allow for causal interpretations among variables. Second, PCD was only reported by mothers and thus results reflect mother's perceptions of PCD. Furthermore, the direction of the effect of PCD might not always be from parent to child. Given that the topic of marital conflict involves children, children's effects on marital functioning and on PCD are also possible. Accordingly, future research could include children's perspective regarding PCD to examine directionality of the parent-child relationship. Moreover, adding father reports along with other methods (i.e., observational and experimental) will also be important to examine whether similar results patterns will be found.

Finally, interpretations of the results should be limited to early childhood. As children move through developmental

stages, they also experience various social and contextual transitions. Parent and peer relationships for a preschooler are very different from elementary school-aged children. Accordingly, the level and the frequency of PCD as well as the content of child-related topics change across children's age. Considering the dynamic nature of PCD, the generalizability of results to children of different ages and other developmental periods is not known. Future studies can replicate and expand the current study with other samples.

Children's appraisal of marital conflict has also received significant attention in international literature (Grych et al., 2000; 2002). Similarly, studies in Turkey have demonstrated the relationship between children's appraisals of general marital conflict, self-blame, and internalizing behavior problems (Ulu & Fıfılođlu, 2002). Therefore, a future study that will incorporate children's appraisals of PCD would be instrumental in understanding the possible mechanisms that may explain the relationship between PCD and children's adjustment.

Finally, sociocultural transitions in Turkey have redefined traditional family structure as well as impacted divorce rates over the past decades (Demirkan, Ersoz et al., 2009). However, there is a dearth of research investigating Turkish children's adjustment in divorced families. Prior research examining families in Europe and the U.S. has identified low levels of post-divorce conflict on child-related issues as an important barometer for maintaining a positive co-parental relationship after divorce (Ahrns, 2006; Beckmeyer, Coleman & Ganong, 2014). Therefore, it is also important to extend current investigation to divorced families in Turkey. In conclusion, this study extended prior research to families in Turkey by providing evidence for the unique effects of parental child-rearing disagreement (PCD) on children's adjustment, as an important aspect of general marital conflict. Moreover, our findings highlighted the need to expand Turkish literature on marital conflict and early childhood adjustment, especially regarding the interplay between parental disharmony and children's adjustment.

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**Maternal Education Influence on Nurturing Parenting Practices with Young Children in the Albanian Context**

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**Abstract**

This study examined the influences of individual factors on parenting practices and developmental expectations among 182 Albanian mothers and 33 Albanian fathers. Mothers and fathers of children 12 months to 47 months of age completed the short form of Parent Behavior Checklist, which measured parents' developmental expectations, discipline, and nurturing practices. Results showed that mothers had a higher level of nurturing toward their young children compared to fathers. Furthermore, when controlling for the age of the parents and children, mothers who had completed post-secondary education reported higher levels of nurturing compared to father and to mothers with only a secondary education. No differences in parental nurturing, discipline, or expectations were reported based on the child's gender, number of children in the family, or parental age. Thus, in

Albania, maternal education is an important factor with respect to nurturing young children\*

*Keywords:* early parenting practices, Albanian context, developmental expectations, nurturing, discipline, maternal education

The socialization process begins at birth and parents remain the main socialization agents for their children throughout childhood. Early parenting practices are influenced by many factors at both the macro and micro levels. Such factors include the economic resources of a country, cultural values on the macro level, as well as more micro-level socio-demographic factors associated with parents and children such as parent's education or number of children in the family.

To date, there are few studies that have examined parenting practices in low and middle income countries

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(Bornstein, Putnick, Lansford, Deater-Deckard, & Bradley, 2015). In those studies, variations in early parenting practices were revealed due to the economic status of countries. For example, mothers in majority world (or developing) countries with generally fewer economic resources were engaged in more socio-emotional caregiving than cognitive caregiving. Conversely, mothers in minority world (or developed countries) consistently engaged both in socio-emotional and cognitive caregiving (Bornstein, & Putnick, 2012). Furthermore, parents from majority world lower-middle-income countries put greater emphasis on infants' health needs compared to their socio-emotional and cognitive needs (Bornstein et al., 2015).

Even though the economic status of a country appears to be related to early parenting practices, research reveals that there are overall similarities in early parenting practices across countries of varying economic wealth (Bornstein et al., 2015). Moreover, there is tremendous variability for those caregiving practices within and across countries, suggesting additional influences in early parenting practices (Bornstein et al., 2015). For example, in a cross-cultural study comparing parenting practices between Mexican and U.S. parents, overall similar patterns of parenting practices were reported in parents with children under age 6 (Solis-Camara, Fung, & Fox, 2014). The reported differences in such practices were most prevalent not between countries but across different socioeconomic groups in the same country (Burbach, Fox, & Bonnie, 2004; Solis-Camara, & Fox, 1995; Fox, & Solis-Camara, 1997). Those differences were attributed to variation on parental education. Thus, although cross-cultural parenting differences likely exist, within-country variability should not be ignored. With respect to micro (or individual)-level differences in early parenting practices, maternal education is one influential factor; in contrast, the gender of the child appears to have no effect (e.g. Solis-Camara, & Fox, 1995; Bornstein, & Putnick, 2012). In light of the extant literature, research is needed to investigate the risk and protective factors of early parenting across diverse socio-economic and cultural contexts.

The present study was conducted in Albania, a post-communist, upper middle income country (World Bank, 2016). Albania is a small country located in Southeastern Europe and shares borders with Montenegro in the northwest,

Kosovo in the northeast, Macedonia in the east, Italy in the west, and Greece in the south. The population of the country is estimated 2,886,026 inhabitants and the median age 34.7 years (INSTAT, 2016). For nearly 45 years Albania was dominated by the most severe and isolationist state-socialist regime of the East European communist regimes (Vullnetari & King, 2016). During the communism era, Albania was the only country to claim to be an atheist state and laws were reinforced to forbid any religious rites. After the fall of communism, Albania remains a secular and religiously peaceful country in which approximately 71% of Albanians are Muslim and 29% of Albanians are Christian (see Young, 1999). Also, in the period of communism, emigration was banned and internal mobility was tightly controlled. After the communism era (1990-1992), a mass migration both abroad (chiefly to Greece and Italy), and internally (mainly to Tirana) has occurred (Vullnetari & King, 2016).

Few researchers have investigated early parenting practices in the Albanian context. In one exception, Tamo and Karaj (2007) implemented a mixed-methods design in the rural areas of North Albania and the suburban areas of Tirana (the capital) and Durrës city. Results revealed that mothers of infants and children under age 6 were the main caregivers and fathers' involvement was very minimal. Parental knowledge regarding the child's development in motor, cognitive, language and socio-emotional skills was low. Parents rarely read books to their children, perhaps due, at least in part, to the limited availability of children's storybooks. Finally, parents reported being more tolerant of boys and less tolerant of girls (Tamo & Karaj, 2007).

In another study, Albanian mothers reported frequently taking their children outside the home (i.e., a high socio-emotional nurturing activity), but, were also more likely to leave their child under age 5 alone or with another child under 10 (i.e., low socio-emotional nurturing activity; Bornstein, & Putnick, 2012). With respect to discipline, only 4% of Albanian parents reported that physical punishment was necessary, suggesting that parents in Albania do not regularly use physical punishment (Lansford & Deekard, 2012).

More generally, nurturing practices assess behaviors that promote a child's psychological growth, discipline practices assess parental responses to problem child behaviors, and

expectations measure parents' developmental expectations of the child based on the child's actual age (Fox, 1994; Fox & Bentley, 1992). Developmental expectations that are appropriate for the child's age, discipline that minimizes verbal and physical punishments (low discipline), and high nurturing practices are associated with parenting practices that promote healthy child development (Fox, 1994). Several studies suggest that high parental sensitiveness and nurturing have a positive influence on how children regulate their negative emotion in the first years of life (e.g., Leerkes, Blankson, & O'Brien, 2009).

The current study extends the literature on early parenting practices in the context of urban Albania. In addition, the study examines individual factors of parents and children that contribute to our knowledge of Albanian parenting practices of young children. Early parenting practices were measured with respect to nurturing practices, discipline practices, and parents' developmental expectations that promote child development.

The following hypotheses were tested:

*Hypothesis 1:* Early parenting practices will differ in regard to child's gender; parents will score higher in discipline levels for girls than for boys. We hypothesize that parents are more tolerant toward boys than girls.

*Hypothesis 2:* Mothers will score higher in levels of nurturing and discipline than fathers.

*Hypothesis 3:* Parents with only one child will score higher in nurturing levels and lower in discipline levels compared to parents who have two or three children. Parents with two or three children will score lower in nurturing levels and higher in discipline levels than parents with only one child.

*Hypothesis 4:* Early parenting practices will differ with regard to parental education level; parents with a post-secondary education will score higher in nurturing levels, lower in discipline levels, and average in developmental expectations compared to parents with a secondary education. Those with only a secondary education who will score lower in nurturing levels and higher in discipline levels. The hypothesis with respect to developmental expectations is exploratory.

## Method

### Participants

Parents participating in the present study were recruited from 6 public daycare centers in Tirana, Albania. Of the 350 parents who provided consent, 195 parents returned the completed questionnaires, and 183 responses were retained. From that sample, 95% of the parents were mothers and only 5% were fathers. Because the return rate was low, especially for fathers, we recruited a second wave of parents at the same daycare centers to take part in the study, in which 60 participants were fathers and 20 participants were mothers. Only 40% of parents completed questionnaires, and 84% were fathers and 16% mothers.

The final sample included 215 parents (182 Albanian mothers and 33 Albanian fathers;  $M$ age = 31.29 years,  $SD$  = 4.39). Of those participants, 64.7% of mothers and 55.8% of fathers had a university degree and 26% of mothers and 24% of fathers had only completed secondary school. An additional 8.8% of mothers and 20% of fathers did not report their education level. Nearly all (97.2%) parents were married, 59.5% of parents had one child, 34.9% of parents had two children, and 5.1% of parents had three children ( $M$ age = 26.81 months,  $SD$  = 7.77; 56.7% boys). Parents were from the lower to upper-middle classes based on the Albanian standard for the urban area Tirana.

### Procedure

The critical eligibility criteria for participation were that parents had at least one of their children enrolled in one of the public daycare centers involved in the study and that their child/children were between the ages of 1 and 4. First, the daycare center staff members were informed about the study. Once consent was obtained from the daycare centers, participant recruitment began. Parents were selected based on their availability and interest in participation.

Parents completed the questionnaires at home and then returned them to their child's school. They were asked to return their responses in a sealed envelope to the daycare center within one week. If the parents had more than one child in this age range, they completed the scale with only one child in mind. The data collection period spanned from January 2012 to June 2012.



### Measure

**Parenting practices.** The Parent Behavior Checklist, short form (PBC) was used as a measure of early parenting practices (PBC; Fox, 1994). The PBC consists of 32 items and includes three empirically derived subscales: Expectations – 12 items that measure a parent’s developmental expectations (“My child should be old enough to share toys”); Discipline – 10 items that assess parental responses to problem child behaviors (“I yell at my child for whining”); and Nurturing – 10 items that measure specific parent behaviors that promote a child’s psychological growth (“I read to my child at bedtime”; Fox, 1994). Parents rated each item using a 4-point frequency scale from 1 (almost never/never) to 4 (almost always/always). Total scores ranged from 10 to 40, with higher scores indicating high expectations, more frequent use of verbal and corporal punishment, and greater positive nurturing activities. For the present sample, the Cronbach’s alpha coefficients demonstrated acceptable internal validity: Expectations = .82, Discipline = .85, and Nurturing = .69.

The scale was translated from English to Albanian and then back translated from Albanian to English. Pilot testing of the measure in Albania was conducted with a small sample of parents (17 mothers and 10 fathers) before it was used with the larger sample. Parents reported confusion when completing the Expectations subscale because they thought that the statements were referring to the actual behavior of their children. Instead, the items measured parents’ expectations regarding the proper time children should achieve that developmental skill even if they have not already. For example, “My child should be able to wash and dry his/her own hands” was often perceived by parents as asking whether or not their child showed this skill or not instead of their expectation of whether or not their child should show the behavior based on his/her age. To make it clear for parents, a note of clarification was added to this part of the scale.

### Factor Structure of PBC

We used principal component analysis (PCA) with extraction method and varimax normalized rotation to test the factor structure of the Parent Behavior Checklist scale (KMO = .80; Bartlett’s Test of Sphericity was 2 (496) = 2261.42,  $p < .001$ ). Three factors were extracted and

accounted for 38.1% of the variance (see Table 1 for the factor loadings). The item “I send my child to a room or corner in the house as a punishment” loaded on the discipline items instead of expectations items. However, the item was included in the expectation subscale. All other items on discipline and expectation factors loaded distinctively onto a single factor and had high correlations.

	Discipline	Expectations	Nurturing
When my child has a temper tantrum, I spank him/her	.812		
I would spank my child in public for bad behavior	.708		
I spank my child at least once a week	.708		
If my child would hit, kick, bite, or scratch someone, I would spank	.694		
When my child doesn't do what I tell him/her to do I spank	.682		
I get so angry with my child I spank him/her on the bottom	.669		
I tell my child that he/she is bad	.659		
I scold my child for soiling his/her pants	.622		
I yell at my child for being too noisy at home	.473		
I send my child to a room or corner in the house as punishment*	.429		
I yell at my child for whining	.414		
I praise my child for learning new things.**			
I allow messy play**			
My child should be old enough to speak in clear sentences		.752	
My child should be able to say his/her first name when asked		.749	
My child should be able to wash and dry his/her own hands		.700	
My child should be able to draw a circle		.689	
My child should be able to stay dry during the day		.680	
My child should put away his/her toys		.605	
My child should be able to ride a tricycle		.589	
My child should be able to understand what I tell him/her to do		.489	
My child should be old enough to share toys		.484	
My child should be quiet when I'm on the phone		.464	
My child should be able to understand taking turns during games		.451	
My child has a regular bedtime routine (such as wash up, put on pajamas, read a story, say prayers)**			
I spend at least one hour a day playing with or reading to my child			.679
I take my child to the park, playground, movies library, or ball games			.673
I arrange activities for my child to play such as coloring, painting, or toy play			.665
I take walks with my child once a week			.583
I get books for my child (from the library or store) at least once a month			.576
If my child is overactive, I involve him/her in activities			.510
My child and I play together on the floor			.482

\* Item has loaded on discipline instead of expectations  
 \*\* Nurturing Item loaded lower than .4

On the other hand, three of the nurturing items loaded lower than .4 compared with the other items of the subscale (see Table 1). Specifically, “I allow messy play”, “I praise my child for learning new things”, and “My child has a regular bedtime routine (such as wash up, put on pajamas, read a story, say prayers)” showed poor factor structure for the nurturing factor. Perhaps nurturing activities that are focused on praise, bedtime routines such as saying prayers, and allowing messy play might not be conceptualized as nurturing practices for all the parents of the Albanian sample. The Albanian collectivist and secular cultural context might explain why these activities are not perceived as nurturing ones by many parents. Overall, the PCA extracted the three distinctive factors of the measurement: discipline, expectations, and nurturing. But it also revealed that 4 of the items of the scale loaded poorly. The item of the expectation factor loaded on discipline, but was kept in the expectation

sub-scale. The 3 items of nurturing had low correlations compared with the other 7 items of the nurturing factor. However, these items were not removed from the original sub-scale. The internal consistency that was measured by Cronbach's alpha showed adequate values for the sub-scales and the internal consistency values were used as justification for keeping the subscales intact (see above).

### Results

Analyses were conducted in two steps. First, independent t-tests were run to test for gender differences in children and parents with regard to expectations, discipline, and nurturing. Also, t-tests were conducted to assess whether having one child in the family versus more than one child had implications for parental levels of expectation, nurturing, discipline. Second, a Multivariate Analysis of Covariance (MANCOVA) was performed with expectation, discipline, and nurturing as dependent variables and maternal and paternal education as the independent variables. Age of the child and the parents served as covariates. Statistical Package for the Social Sciences Version 21 (SPSS21) was used to conduct the statistical analyses.

### T-Test and MANCOVA Results

Independent-samples t-tests were conducted to investigate for differences in expectations, nurturing, and discipline based on child's gender, parents' gender and number of children in the family. There was a significant difference in the scores of nurturing for mothers ( $M=32.38$ ,  $SD=4.17$ ) and fathers ( $M=30.42$ ,  $SD=3.85$ );  $t(213)=2.51$ ,  $p=.013$ . Mothers scored significantly higher on nurturing than did fathers (see Table 2); thus, our second hypothesis was partially confirmed.

Table 2

<i>Parents' Gender influences</i>						
Parenting Practices (DV)	Parent's Gender (IV)	Mean	Std. Error	95% Confidence Interval		Partial Eta Squared
				Lower Bound	Upper Bound	
Expectations	Mother	28.697	.659	27.395	30.000	.000
	Father	28.880	1.511	25.896	31.864	.000
Discipline	Mother	15.007	.405	14.208	15.807	.005
	Father	15.892	.927	14.061	17.723	.005
Nurturing	Mother	31.765	.332	31.110	32.420	.072
	Father	28.970	.760	27.470	30.471	.072

No differences were found in regard to child's gender and expectations (girls  $M=28.28$ ,  $SD=7.06$ ; boys  $M=28.28$ ,  $SD=7.42$ );  $t(213)=.001$ ,  $p=.999$ ; discipline (girls  $M=14.42$ ,

$SD=3.98$ ; boys  $M=14.59$ ,  $SD=4.36$ );  $t(213)=-.295$ ,  $p=.768$ ); and nurturing (girls  $M=32.08$ ,  $SD=4.28$ ; boys  $M=32.09$ ,  $SD=4.11$ );  $t(213)=-.026$ ,  $p=.980$ ). To measure the influences that number of children could have on parenting practices, parents were divided in two groups: those that had one child (Group 1) and parents that had two or three children (Group 2). No differences were found with respect to number of children and expectations (Group 1  $M=27.99$ ,  $SD=7.4$ ; Group 2  $M=28.76$ ,  $SD=7.07$ );  $t(212)=-.754$ ,  $p=.452$ ; discipline (Group 1  $M=14.15$ ,  $SD=3.74$ ; Group 2  $M=14.88$ ,  $SD=4.49$ );  $t(212)=-1.3$ ,  $p=.195$ ); and nurturing (Group 1  $M=32.26$ ,  $SD=3.91$ ; Group 2  $M=31.88$ ,  $SD=4.55$ );  $t(212)=-.642$ ,  $p=.521$ ).

A one-way multivariate analysis of covariance (MANCOVA) (Education: Secondary or Post-Secondary) examined the effect of parental education on parenting practices which were operationalized in three dependent variables (DVs: expectations, discipline and nurturing). Parent and child age served as covariates. Age of parents was non-significant, whereas a significant result was found regarding age of child, Wilk's  $\Lambda = .861$ ,  $F(3, 153) = 8.22$ ,  $p < .001$ ,  $\eta^2 = .139$ . Follow-up analyses on the dependent variables revealed that with increasing in children's age, parents' expectations also increase, independently of parental education level,  $F(3, 153) = 23.68$ ,  $p < .001$ .

A significant difference was found in the mothers education group, Wilk's  $\Lambda = .887$ ,  $F(3, 153) = 6.38$ ,  $p < .001$ ,  $\eta^2 = .113$ . Follow-up analyses on the dependent variables revealed that nurturing levels were higher for mothers who had a post-secondary education, ( $F(3, 153) = 15.11$ ,  $p = .000$ ;  $M=33.06$ ;  $29.79$ ) compared to mothers who had only completed a secondary education (see Table 3).

Table 3

<i>Maternal Education</i>						
Parenting Practices (DV)	Level of Education (IV)	Mean	Std. Error	95% Confidence Interval		Partial Eta Squared
				Lower Bound	Upper Bound	
Expectations	Secondary Education	29.683	1.289	27.136	32.230	.008
	Post-secondary Education	27.894	1.018	25.883	29.905	.008
Discipline	Secondary Education	15.511	.791	13.948	17.074	.000
	Post-secondary Education	15.388	.625	14.154	16.622	.000
Nurturing	Secondary Education	28.808	.648	27.528	30.089	.089
	Post-secondary Education	31.927	.512	30.916	32.938	.089

No significant results were found for fathers' education level on the parenting practices. The fourth hypothesis was partially confirmed, as only nurturing practices were influenced by maternal education; fathers' education did not influence the levels of nurturing and discipline practices.

### Discussion

The central aim of this study was to investigate the individual factors of the parents (i.e., gender, education) and the children such as gender, and age that might influence early parenting practices in the Albanian context, where knowledge of parenting practices is limited. The PCA on nurturing items revealed that three of the items loaded poorly on this factor. This might be explained in part by the Albanian collectivist cultural context. Albanian parents, similar to Mexican parents, might relate nurturing practices more with affection display (e.g., kissing, and hugging) than the nurturing activities measured by the PBC (Solis-Camara & Fox, 1995). Also, Mexican parents praise less their children, show less positive reinforcement through praise, and give more commands (Fuller, Bein, Kim, & Rabe-Hesketh, 2015; McCabe et al., 2013).

The messy play of children might not be encouraged but obedience to parents' commands is likely preferred and reinforced over more creative play. However, contrary to Mexican culture, the majority of Albanians does have religion beliefs but do not formally. In our sample, many of the parents, independent of their religion, might have considered praying more as a religion practice than a nurturing activity. On the other hand, one item from the expectation sub-scale loaded on the discipline sub-scale ("I send my child to a room or corner in the house as a punishment"). Parents might perceive this statement as a punishment instead of an expectation.

The results of this study partially confirmed the hypothesis that parents' gender and education level are related to early parenting practices. Mothers show higher levels of nurturing practices compared to fathers. Mothers with a post-secondary education reported higher levels of nurturing toward their young children compared to mothers with secondary education and fathers at all levels of education.

The finding that mothers showed higher level of nurturing than fathers, and particularly mothers who had a

post-secondary education, is supported by other empirical findings that suggested that maternal education is a strong predictor of parenting practices (Fox, Platz, & Bentley, 1995; Platz, Pupp, & Fox, 1994; Saar, & Niglas, 2001; Solis-Camara, & Fox, 1995). However, in a study by Bornstein et al. (2015) comparing high and low middle income countries, the authors assumed that Socio-Economic Status (SES) was linked to the tremendous variability for caregiving practices. For example, no caregiver read to infants in Burkina Faso, whereas more than half of caregivers read to infants in Trinidad and Tobago. Overall, fewer than 10% of caregivers reported reading and telling stories at the youngest ages in Low-Middle-Income Countries (see Bornstein et al., 2015). The influences of parental education and parental income likely explain much of the variability in caregiving practices.

Furthermore, the hypothesis that gender of the child and number of children in the family would influence early parenting practices was not supported by the findings in the current study. Results of several empirical studies conducted with older children revealed that parenting practices were influenced by the child's gender; specifically, mothers give more commands to difficult daughters but fewer commands to difficult sons (e.g., Bombi, Di Norcia, Di Giunta, Pastorelli, & Lansford, 2015; Putnam, Sanson, & Rothbart, 2002). However, our findings compliment the findings taken of others studies conducted with younger children in low and middle countries in that either no or non-significant gender differences were reported for caregiving activities (Bornstein et al., 2015; Bornstein & Putnick, 2016; Bornstein & Putnick, 2012; Burbach et al., 2004). Perhaps the socialization of gender norms and behavior are more evident in later in child development. Yet, another possibility is that gender-differentiated treatment of infants occurs in more subtle ways and requires more cultural-specific measurements (Bornstein et al., 2015).

### Limitations and Future Studies

This study has several limitations. First, the Parent Behavior Checklist was originally developed with a sample of only mothers and nurturing practices unique to fathers might not have been included (Fox, 1992). However, the behaviors measured in the nurturing sub-scale are related to activities that promote child's psychological growth that not only mothers but even fathers need to display as well.

Second, the Cronbach's alpha was lower for the nurturing sub-scale compared to discipline and expectations.

Third, nurturing practices is a multidimensional construct and can include physical nurturing practices, emotional nurturing practices, social nurturing practices, and cognitive nurturing practices that would ideally be measured separately. More specifically, measuring the different domains of parental nurturing would likely be helpful in highlighting cultural differences and similarities. Fourth, the discipline sub-scale measured only parenting behaviors that were related with verbal and physical punishment but none related to permissive and positive discipline practices. Further, in the Albanian context, one frequent way of discipline is to frighten young children so as to obey to rules; for example a parent may state "if you do not eat the whole meal, the bad witches will come to take you". Thus, when conducting research in different cultural backgrounds, variables need to be operationalized by taking into account the specific cultural research context, and experts from the specific culture are needed so as to show a sensitive cultural approach (Lansford et al., 2016). In future cross-cultural studies, we recommend measuring parenting practices by including diverse types of nurturing and discipline practices to ensure that the constructs are represented in a culturally appropriate manner.

Fifth, the return rate especially for fathers was very low and it was challenging to have a representative sample of Albanian fathers with a sample size of only 33 fathers in the current study. This could suggest that mothers are more involved in their children activities. However, future studies are needed to explain the low return rate of fathers. Also, future studies are needed to investigate how fathers' nurturing affects children development in different cultural contexts. Sixth, in this sample there was not much variability with respect to parental education. Parents included in the study had at least a secondary education so parents were compared based on having a secondary versus a post-secondary level of education. Parents with no education or with very low levels of education were not included in this study. Even though the results of this study revealed that expectations levels increase with the child's age, independently of parental education, it would be of interest to replicate the study with less educated parents. Future studies

should include parents with considerably lower levels of education to have a broader perspective on how parental education influences parenting practices.

Seventh, parental income was not collected in this study making analyses directly linked to income level very difficult. Additional studies are needed to investigate the relationship between parental education and income by taking into consideration not only parental income, but even the country's income level, allowing for a comparison of Low-Middle-Income countries with High-Income Countries. Eighth, the data collected in this study were quantitative. In future studies, we recommend using a mixed-methods approach to understand deeper aspects of parenting practices from a cultural-specific perspective, and as well, to complement the results taken from more structured methods (Bombi et al.; Bornstein, Cote, & Venuti, 2001). Also, further studies are needed to investigate if gender differences in early parenting practices are evident in rural population versus urban population or if gender-differentiated treatment of infants occurs in more subtle ways (Bornstein et al., 2015). Recall that in Tamo and Karaj's rural sample, gender differences emerged in contrast to the current urban sample in which no differences were reported.

Despite its limitations, the findings of the current study mostly converge with the extant cross-cultural literature regarding the influence of mothers and specifically maternal education on the nurturing practices of young children.

### **Clinical Implications**

This study has four important clinical implications. First, culturally-sensitive and validated parenting scales would help to easily identify specific parenting behaviors that positively contribute to the child's development. Second, the parenting practices measurement guides practitioners in developing appropriate early interventions based on desirable behaviors that should be encouraged and undesirable behaviors that should be discouraged. Third, the results suggest that positive parenting programs should begin as early as possible, especially with parents with lower levels of education. Informing less educated parents by providing parenting programs could be an important service in developing parenting skills. Finally, child gender differences on parenting practices might be evident in the later years, thus, it becomes crucial to develop parenting services to

prepare parents in how to help their children in developing in a world of gender equality.

### Notes:

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### Developing an In-Vivo History Experience: History and Systems of Psychology Taught as a Tour in Europe

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The American Psychological Association's Guidelines and Principles for Accreditation of Programs in Professional Psychology (updated 2009) advises programs to provide and implement a curriculum that allows students to acquire understanding and competence in the history and systems of psychology (Domain B3(a)), cultural and individual diversity (Domain B3(d)), and lifelong learning (Domain B3(e)). The History and Systems of Psychology course, taught as a tour through Europe, accomplishes all of these requirements in a dynamic and student-friendly manner. This article presents the pragmatics of creating and conducting a History and Systems of Psychology European Study Tour\*

According to the Institute of International Education, 304,467 U.S. students studied abroad for academic credit in 2013-2014, a 5.2% increase over the previous year. Over 62% of those students participated in a short-term program (summer or 8 weeks or less) and 18.7% were studying in the

Social Sciences. Since the early 1990's the number of U.S. students participating in study abroad has tripled (Institute of International Education, 2015). Matching student interest in study abroad with APA curriculum requirements creates a unique opportunity for students, faculty, and psychology programs.

Mapp (2012) found that faculty-led study abroad programs facilitated significant gains across all domains of cross-cultural adaptability, even when such trips were as brief as nine days. A sizeable body of research affirms such findings, suggesting that students who participate in study abroad programs demonstrate growth in cultural awareness/sensitivity and personal adjustment (Anderson et al., 2006; Chieffo & Griffiths, 2004; Fairchild, Pillai, & Noble, 2006; Ingraham & Pederson, 2004; Poole & Davis, 2006), in addition to significant gains in the targeted discipline-specific factual knowledge (Houser et al., 2011). A survey of 6,391

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study abroad students indicated that global learning participation contributes significantly to future global engagement in five different domains: civic engagement, knowledge production, philanthropy, social entrepreneurship, and volunteerism (Paige et al., 2010).

The Doctor of Psychology program at Azusa Pacific University requires a 3-unit semester course in the History and Systems of Psychology. The class was taught for over 15 years in Azusa, California and students considered it a course that “just had to be endured”. This is not a new concern. In 2002, Larson wrote, “Teachers of the history of psychology have an uphill struggle to present their subject with both relevance and an enlivening passion. This is necessary because for most students the class on history and systems is looked forward to with as much enthusiasm as a tooth extraction.” (p. 249). However, it is not simply student enjoyment of a course that is at stake. The importance of students knowing and metabolizing the history of their discipline cannot be understated, particularly as it prepares them to advance the field during their careers. By comparison, study abroad has been found to be “very effective” (Xiaoxuan, 2004, p. 72) at enhancing student understanding of their field of study when compared to students who did not study abroad. Offering students the chance to see and experience the locations and cultures that bred the earliest thinkers, researchers, and practitioners of psychology through study abroad could change this lackluster perception of the History and Systems in Psychology course.

### Research and Planning

The research published on study abroad programs primarily focuses on specific applications of study abroad including language immersion (Freed, 1998, Menard-Warwick & Palmer, 2012; Serrano, Tragant, & Llanes, 2012), nursing programs (Edmonds, 2012; Kostovich & Bermele, 2011), and business exchanges (Cardon, Marshall, & Poddar, 2011; Schwald, 2012). None of the articles found were specific to study abroad and teaching the history of psychology.

Researching the tours of other History of Psychology classes is a helpful way to guide the structure of a travel course. One of the most helpful websites available was developed by Dr. Brian Burke at Fort Lewis College ([http://](http://faculty.fortlewis.edu/burke_b/europe.htm)

[faculty.fortlewis.edu/burke\\_b/europe.htm](http://faculty.fortlewis.edu/burke_b/europe.htm)). Currently, there are more sites touting European psychology tours. You can view a video from the class taught through APU at <https://vimeo.com/channels/apueurope2013>. The tour spans five countries and the videos offer glimpses into the daily activities, tours, and experiences of the students.

### Researching Destinations and Budgeting

Destinations and budgeting are interrelated and will be somewhat dependent upon the focus of the class (e.g., researchers, clinicians, assessment). The most cost-effective flow of the trip will likely be geographical proximity, and may not allow for a chronological flow (starting with the chronologically oldest locations and ending with the most recent). For example, visiting Freud’s birthplace in Pribor, Czech Republic, as well as his place of death in London, can be difficult to fit into an itinerary that also includes the Freud Museum in Vienna, the Wundt Room in Leipzig, and the History of Psychology Museum at the University of Wurzburg, Germany. The course cited here was originally designed to be as wide in scope as possible and limited to two weeks.

When researching trip destinations it is important to know visa requirements for each country. At the time of the trips documented here, U.S. Citizens did not need visas for any of the countries that were visited (see itineraries). However, this requirement can change, and it is important to check the website <http://travel.state.gov> for updated information on each country well before the actual travel dates and again right before traveling. The website offers a helpful country-by-country listing with travel warnings, embassy information, and other travel facts. Additionally, all passports should be valid for at least six months beyond the end of your trip and all travelers should enroll in STEP (<https://step.state.gov/step/>) prior to travel to receive any warnings while en route.

For this course it was helpful to use a travel agent for some bookings, specifically for negotiating hotel rates and for first hand information about the location that may not be evident on the websites. Most websites provide helpful information including which hotels have a private shower and toilet in each room, if breakfast is included in the price, and if there is air conditioning.

### Pre-Travel University Policies

Many universities and colleges will have a formalized application process that must be completed prior to any course development. This is important for several reasons, including understanding the funding, minimum student enrollment, university procedures for airline booking, preferred vendors, and other administrative logistics. Most schools will also attempt to avoid overlap in programs or, if there is overlap, they may try to determine any streamlining and cooperation that can take place, e.g. an undergraduate and graduate combined course. Each university's or college's requirements and expectations will vary, so this is important to investigate at the earliest point in course development.

### Recruiting Students

It will likely be necessary to advertise the trip and hold informational meetings. Creating a flyer that states the price for the trip, other costs (souvenirs, extra meals and tours, etc.), tentative itinerary, application and payment deadlines can help students make an informed choice from the outset. An information meeting allows a platform for presenting further details and allowing students to ask questions. For example, many students had questions about using financial aid to pay for the trip, which was possible for this program. For the second year of the trip, students from the previous year were invited to speak at the information meeting. It is important to encourage students to work on obtaining or renewing their passport at this stage as this process can take several weeks. Information on passports can be found at <http://travel.state.gov>.

### Create the Syllabus

To allow for a two-week trip and provide a 3-unit class, preparatory classes were held on campus that were equal to one unit. Class was held once per month from January to June, with one class session scheduled for post-trip debriefing. The classes included lectures on the readings, videos related to the trip, and travel instructions. There are many excellent texts, some examples of which include *A History of Psychology in Letters* by Ludy T. Benjamin (2006) and *A Brief History of Psychology* by Michael Wetheimer (2012). A typical assignment for study abroad is to have students research and make presentations on each location or on a historical figure. It can be beneficial to have students present prior to the trip, but some professors ask that students give their presentations at the actual site.

Another common assignment is daily journaling. For the course presented here, the instructor provided a spiral bound journal for each student that had daily information like hotel addresses, museum information, speaker information, emergency contacts for all program participants, and ample space for journaling. Most students did not bring a computer. The journal allowed them access to important information and kept their writing together. The syllabus should include behavioral standards for international travel in addition to the usual syllabus information. Written policies from numerous universities were reviewed while creating this course. Policies vary widely from a few sentences about maintaining university standards to very detailed accounts of forbidden behaviors. Some universities even require criminal background checks for all participants. Other pre-travel suggestions are given in the second information box below.

### Travel

#### Currency

The first year the course was conducted the travel was concentrated in two weeks on the European continent, including Germany, Poland, Czech Republic, Austria, and Switzerland. This meant the use of five currencies: Euros (Germany and Austria), Polish Zlotys, Czech Korunas, and Swiss Francs. It is recommended that the professor carry some of each type of cash so that it is available immediately upon entering each country. In most airports and train stations, currency can be switched into the new currency, but it is often at a high exchange rate. The value of carrying some cash is that you may need to pay for toilets and, as you may enter a country during various times of the day or night, you might want to immediately request a taxi that may only take the currency of the country you are entering. Few vendors accept debit cards, but most will take VISA or Mastercard. If you do not want to carry cash, be aware that credit cards may have a high exchange rate and associated fees.

#### Pacing

The pacing of the trip is quite important so that students do not become exhausted and hungry; this lesson was quickly learned and the professor always carried extra food to prevent energy depletions. It is important to have students meet you at the first hotel unless you will all be arriving on the same flight together. This prevents miscommunication

## Teaching International Psychology

and unmet expectations over when the travel funds will cover a student's taxi and train fares. For example, some students will likely travel to Europe before the actual start date of the class, but they may assume that the travel funds with the university will pay for any travel the day the trip begins and that the professor should arrange this travel. This quickly becomes unpractical. Please refer to Information Box C for a sample itinerary.

### Post-travel

On the last day of the trip, students are likely to depart at different times to continue traveling or return to the U.S. The flight home was approximately 12 hours to Los Angeles International Airport from Switzerland, and the jetlag lasted about one week. After the travels have concluded, there are multiple tasks that need to be completed.

Many universities and colleges will have an international reimbursement form that will need to be completed with all receipts. The multiple exchange rates can create a complexity of receipts and calculations. It is recommended that efforts be made to keep track of the financial details on a daily basis. Along with the accounting for the trip, there will be grading of assignments and final grades to calculate. Additionally, the university may have a renewal application for continuing the course in future years. It may be easiest to concurrently revise the syllabus and itinerary to incorporate professor and student feedback immediately after the trip when the information is most readily available to memory. This is also the time to start advertising for the next trip.

The syllabus detailed a post-travel class session that was used for debriefing, course evaluations, and submission of final work, including the completed journals. Students evaluated the course extremely favorably. Students wrote, "I would recommend the trip to future students!", "I can go back home with the utmost satisfaction", and "This trip has been a great learning experience. This trip has given me so much to reflect on and I am so grateful for the opportunity to experience it".

### Future Directions

Some additional sites that might be included in future years are the Piaget Archives in Geneva, Switzerland; the Carl Jung Institute in Zurich, Switzerland; the Rorschach Archives in Bern, Switzerland; and the Dupuytren Museum

in Paris, France that houses the human brain that Broca studied.

More outcome studies on the effectiveness of study abroad are needed. These authors are in the process of developing an assessment tool that will be tailored to the History and Systems of Psychology. A more cost effective, close to home tour of U.S. historical sites in psychology would be a wonderful offering for students as well. A History and Systems of Psychology European Study Tour is an excellent means to accomplish APA accreditation standards, ignite passion for history of psychology, and help students develop empathic insight into other times and cultures.

### Information Boxes-Appendixes

#### Information Box A

#### General Travel Tips

1. Maintain excellent financial records throughout the trip in a manner that will satisfy the university.
2. Conservative dress is requested at Auschwitz and other sacred sites (no bare shoulders, midriffs, or thighs).
3. Head coverings are required in some churches and synagogues in more conservative countries (e.g., Poland)
4. One rolling, carry-on sized suitcase and one small backpack or shoulder bag should be the limit of luggage for each person. The trains are primarily for commuters and there is no luggage hold. Any in-continent flights will also likely be on commuter planes with strict luggage limits.
5. Many locations, museums, restaurants, etc. are closed for parts or all of the summer months. August is the month with the most closures.
6. Another reason to avoid August is that it can be the hottest month and not all hotels, restaurants, and museums have air conditioning.
7. The numerous currencies involved in the trip include Pound Sterling in the United Kingdom, Euros in Germany and Austria, Korunas in Czech Republic, Polish Zlotys, and Swiss Francs. Consider taking a small amount of cash in each currency; however, there are usually currency exchanges in or near train stations and airports.
8. Switch phones to an international plan to help decrease costs. It was extremely helpful to have access to a translation app, GPS, and maps. SIM cards are also available for purchase to use in some phones or, alternatively, it is possible to purchase a prepaid phone.
9. Ten percent tipping would be at the high end and is not expected by wait staff.
10. Some helpful phone applications include *Wordlens*, which allows you to swipe your phone across written words in one language and read the words on your screen in the language of your choice. This app is excellent for reading menus and signage. Google Translate is a written and audio translator that can assist with vocabulary, grammar, and pronunciation.



# Teaching International Psychology

## Information Box B Checklist for Developing a History and Systems of Psychology European Study Tour

### PRE-TRAVEL

1. Complete and submit university/college application and obtain approval.
2. Advertise the course and hold informational meetings.
3. Develop student application and deadline for application.
4. Write syllabus and include behavioral expectations.
5. Review student applications and notify students of acceptance or waitlist status. Encourage them to apply for or renew passports immediately.
6. Develop and hold pre-trip classes to fulfill credit hour requirements.
7. Schedule museum visits, lectures, and tours.
8. Consider pacing of the trip and determine the best route.
9. Request plane and train tickets (must have passport names and numbers).
10. Book hotels.
11. Create a journal for use by all students during the trip that contains pertinent information and provides room to write.
12. Develop a usable system for cataloguing receipts and other money spent, including tips for speakers and tour guides that may not have receipts available. Request the university's international reimbursement form.
13. Obtain some of each currency you will need. Notify banks and credit card companies of your itinerary and dates of travel.

### TRAVEL

1. Many people like to fly from the U.S. in the evening and arrive in Europe the next day in the afternoon.
2. Carry some currency for each country.
3. Have students meet you at the first hotel.
4. Enjoy the students, locations, and learning.
5. Maintain excellent financial records.
6. Give donations at museums, many do not have an entrance fee.
7. Tip tour guides and lecturers.
8. Journal about what works well and what could be changed for future courses.
9. Conduct debriefings throughout as appropriate.
10. Have a specific end date and time.
11. Tour potential sites to include in the future.

### POST-TRAVEL

1. Hold post-trip class or debriefing.
2. Ask students to complete evaluations.
3. Evaluate student performance and how well course goals were met.
4. Complete the university/college international reimbursement or other financial paperwork (multiple exchange rates can make this more difficult than a typical reimbursement form).
5. Submit a renewal application if you intend to conduct the course again.

## Information Box C Sample Itinerary for a History and Systems European Study Tour

Breakfast and one other meal provided each day

See *Future Directions* section of article for other possible locations and tours

### Saturday

Evening flight from USA to Europe

### Sunday

Arrive Frankfurt Airport

Train to Wurzburg

6pm meet for dinner in hotel lobby

### Monday

History of Psychology Museum, tour and lecture

University of Wurzburg

<http://www.awz.uni-wuerzburg.de/en/homepage/>

12:30 lunch

Meet with psychology students from the university

### Tuesday

Train to Leipzig, Germany

### Wednesday

Tour the Wundt Room, tour and lecture

View Fechner Diaries, lecture

University of Leipzig

[http://www.uni-leipzig.de/~psycho/hist\\_eng.html](http://www.uni-leipzig.de/~psycho/hist_eng.html)

2pm city tour

### Thursday

Train to Pribor, Czech Republic

### Friday

Tour of Freud's birth place Pribor, Czech Republic

### Saturday

Prague, Czech Republic mid-trip free day

### Sunday

Train to Vienna, Austria

### Monday

Sigmund Freud Museum, tour and lecture

[www.freud-museum.at/cms/](http://www.freud-museum.at/cms/)

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### Reflections on Teaching Psychology in South Africa

Byron G. Adams  
*Azusa Pacific University*

Psychology in South Africa<sup>†</sup> has quite a controversial history as it provided the basis for racial segregation and the separate development of different ethnocultural groups between the 1950s and 1990s. Having taken some time to shake off this terrible history, psychology now has the potential to play an important role, as the social science that drives social development by promoting and studying the phenomena that enhance individual and group psychosocial functioning and well-being in South Africa. In fact, South Africa is the only nation that governs the use of psychological assessment across cultural groups through legislation.<sup>‡</sup> Despite this, there is still a lack of sufficient psychological measures considered equivalent across groups, spurring on the need for developing indigenous African epistemologies to evaluate individual behaviors. While there is much to be said for the present and future role of psychology, as a multicultural context, South Africa provides a rich platform for psychological research. With 11 official languages and many more ethnocultural groups, psychology has only scratched the surface of what the context has to offer. As a lecturer in Industrial/Organizational Psychology, I will reflect on two aspects related to teaching in South Africa: Firstly, the role of education in light of the recent student uprisings that have become the significant feature of South African higher education in 2015 and 2016, and

secondly, the role and contributions that could be made from teaching in (industrial/organizational/general) psychology.

The last few years (starting 2015) have seen an increase in student-led protests under the banners ‘#Rhodesmustfall’ (where students called for the removal of statues of former colonialist Cecil John Rhodes, March 2015) and ‘#Feesmustfall’ (where students protested increases in higher education tuition fees, which mainly burden learners from historically disadvantaged backgrounds, October 2015) at several South African universities. While not similar, these aspects are somewhat related. In the first instance, these statues are considered symbolic of colonization and thus the celebration of the historic oppression of the indigenous groups. Secondly, students are demanding that universities adopt and move towards incorporating African epistemologies in their teaching and research philosophies, and move away from the Western colonial ideologies that still govern much of the culture, research, and teaching within higher education institutions. The argument is that universities remain the frontier of colonial power and with the majority of students being of African descent, students have realized that there is a need for African-ness to also be reflected not only in the curricula but also in the higher education spaces in which students find themselves, providing a true reflection of the “Rainbow Nation.”

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<sup>‡</sup> These are the policy and legislation that guide the advancement of groups previously disenfranchised by the Apartheid government.

## *Teaching International Psychology*

While these protests were incited mainly through the continuous social and economic inequality that perpetuates and sustains the racial hierarchy of white privilege and black subservience, it seems that South African students, and particularly students from historically disadvantaged backgrounds, have started a discussion which is forcing all South Africans to reflect on what South Africa would look like if Affirmative Action, Employment Equity and Broad-Based Black Economic Empowerment were actually realized. Which cultural values and norms would be representative of this Nation? In a country where approximately 79% of the population is Black, it is still a challenge for many to imagine a nation in which spaces would be predominantly Black. Black students would like to start with this transformation at universities. The multicultural nature of the South African contexts, although an asset, requires psychology as a science and psychologists as researchers, practitioners, and educators, to not simply regurgitate the established Western theoretical perspectives, which have led to, and seem to perpetuate the current inequalities, but to move towards challenging how an evolving society may inform psychological theory. While other social sciences continue to adapt and advance methodological and theoretical perspectives in line with specific societal, cultural and contextual needs, psychologists need to recognize that Western psychological theory is no longer sufficient for explaining behavior. This is a great opportunity to develop and advance psychological theory by complementing it with indigenous perspectives fed from African ideologies.

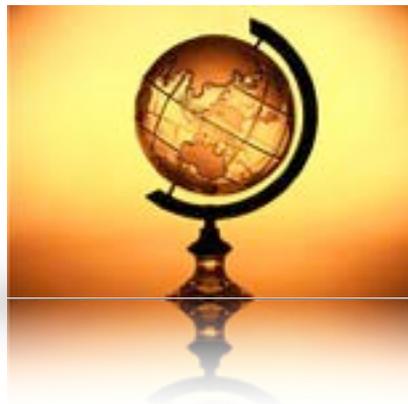
It is here where psychology and the teaching of psychology in South Africa is faced with its greatest challenge. It requires a paradigm shift in how it is taught and in the research that informs it, to gain an understanding of the

impact that past inequalities have had on this nation and on how this influences the developmental, social, educational, and organizational domains, which we so fervently study. It requires an acknowledgment of White privilege and the development of Black privilege and an understanding that what is happening in the South African educational sphere is a revolutionary call long overdue. Large caveats can no longer be sustained in South African society and questions of perpetuated racism both within and outside of education may no longer go unanswered. Do not be mistaken, while the developments in psychology, irrespective of focus area, have been remarkably good since the democratization of the nation, psychological science has done very little in terms of preparing students for this new reality, which no longer tolerates blatant discrimination or accepts the segregationist status quo.

In conclusion, while psychology and the education of psychology have come a long way in the last twenty odd years, there is still a long way to go. These are exciting times in South Africa, and not only in the higher education institutions. In 1975, youth initiated the discussion on inequality at school level; we now ask similar questions in higher education. If these questions remain unanswered, there is a good chance that these questions will be asked repeatedly. It is, therefore, vital that psychological science works towards understanding the phenomena that give rise to these questions. We would be irrational if we were to ignore the signs of change. We need to work towards teaching curricula and asking research questions that provide students with a more holistic scientific basis for understanding and making sense of human behaviors in South Africa.

Note:

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## **A Behaviorist at Harvard: B. F. Skinner**

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American psychology was born in Cambridge, Massachusetts, in the mid-1870s when William James began to teach courses on the subject at Harvard University (Fancher & Rutherford, 2007). Harvard has since provided an academic home for many esteemed and well-known professionals in the field, including B. F. Skinner, arguably the most eminent psychologist of the 20th century. Skinner's contributions continue to have a great influence, particularly in education and therapeutic interventions (Rutherford, 2009). As a school psychologist with a background in behavior analysis, I draw upon Skinner's behavioral science in my daily work. I consider Skinner one of my heroes in psychology, so when I had the opportunity to travel to the Boston area last winter, I\* planned to spend some of my time exploring his life in the quaint, yet historically robust, town of Cambridge, Massachusetts.

Burrhus Frederic Skinner, known as Fred to his friends and family, was born in Susquehanna, Pennsylvania, in 1904.

Growing up in this small river valley town, Skinner spent a happy childhood constructing toys and small machines, including steerable cars, steam cannons, and a berry sorter. This inventive nature would certainly carry through to his later scientific career, though his interests in school were originally peaked by the arts (Skinner, 1976).

Skinner received his bachelor's degree in English from Hamilton College in 1926, with the plan to write a novel during his first year post-graduation. Despite initial encouragement about his "real niceties of observation" from Robert Frost, this venture would prove highly unsuccessful. By the end of the summer, Skinner realized "he had nothing to say" and so began his self-named Dark Year, characterized by relative unproductivity and increasing frustration. However, this hardship would propel Skinner into the career where he would leave his lasting mark. After encountering a description of behaviorism from *The Dial*, an arts magazine, Skinner purchased a copy of John Watson's book on the

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## *Travels in the History of Psychology*

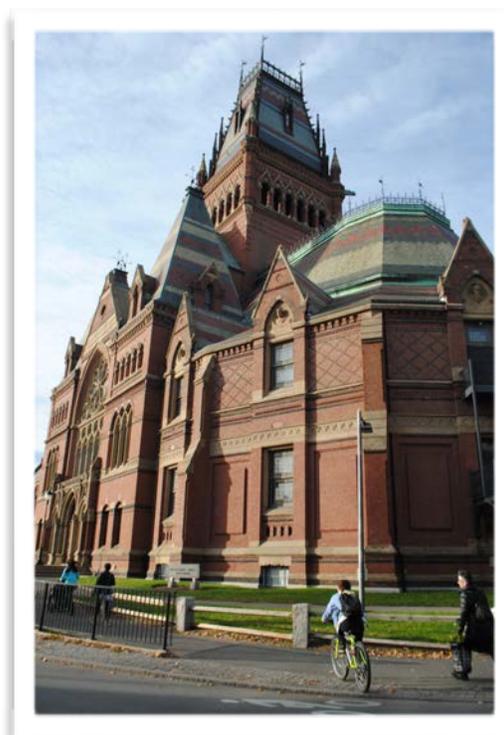
subject. Skinner then realized, “I was interested in human behavior, but I had been investigating it in the wrong way,” so he turned permanently from art to science by enrolling in a graduate program in psychology (Skinner, 1976 p. 291).

Skinner initially hoped to study at Johns Hopkins under Watson directly, but found that Watson was no longer teaching due his scandalous divorce. Instead, Skinner was directed to Harvard where he enrolled in the fall of 1928. Although he faced opposition from some of his professors who rejected behaviorism, Skinner found a mentor in William Crozier, chair of the physiology department (Skinner, 1979; B.F. Skinner Foundation, 2016), who encouraged him to follow the animal model used in physiology and biology. The experience revived Skinner’s inventive side -- he began to design his own boxes and chambers in the campus machine shop to use with rats for his research on reflexes and behavior (Skinner, 1979).

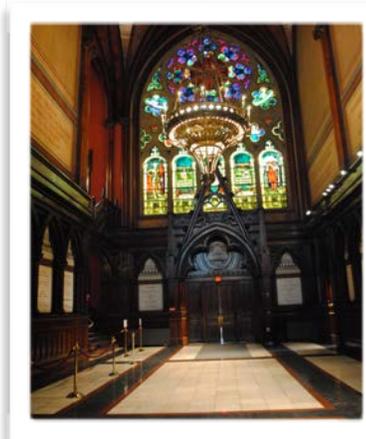
Skinner graduated with his Ph.D. in 1931, though he stayed at Harvard for five years afterwards under a prestigious fellowship (Skinner, 1979). This allowed him to conduct further experimental investigations of his newly conceptualized operant conditioning (Richelle, 1993). In 1936, Skinner left Cambridge to teach at the University of Minnesota, followed by an appointment at Indiana University in 1945. Over these years, Skinner’s personal and professional life grew exponentially. He married, had two daughters (Julie and Deborah), began his work with pigeons, invented the baby tender, and published numerous papers. He returned to Harvard in 1947, almost 20 years after his initial arrival, when he was invited to present the William James Lectures on verbal behavior (Skinner, 1979; Greengrass, 2004). He remained at Harvard in this position for the rest of his career, conducting some of his most influential work, both through research and mentoring graduate students who would go on to apply his operant principles around the world (Greengrass, 2004).

During my visit to Cambridge, I took the opportunity to walk through Skinner’s experiences as a professor by spending several hours touring the Harvard University campus. Skinner’s original office and laboratory were located in Memorial Hall (45 Quincy Street), which he described accurately as a “neo-Gothic, cathedral-like structure of red brick with an unused portico on the west end, a roof of

multicolored slates, and a gargoyle, patinaed clock tower visible from a great distance” (Skinner, 1984, p. 4).



Although the “completely subterranean” basement where Skinner kept his arsenal of pigeons and apparatuses is not accessible to the public, I was able to visit the Memorial Transept, which reflects the stately architecture captured in Skinner’s own description of the building (Skinner, 1984, p. 4).



Personally, I found it quite amusing to imagine the contrast that Skinner must have experienced between the space’s opulence with the din of his pigeon lab somewhere below.

## *Travels in the History of Psychology*

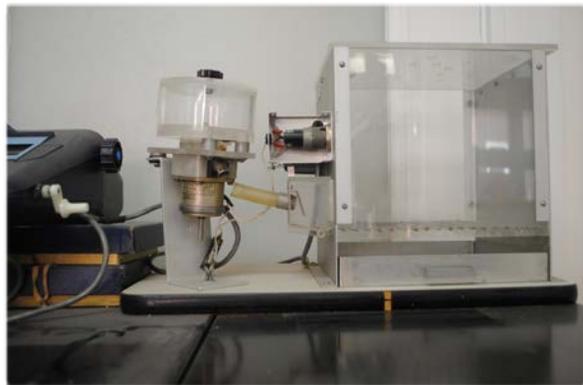
I was also able to visit the Psychology Department's current home in William James Hall (33 Kirkland Street) where Skinner's office and laboratory were moved during the latter part of his time at Harvard until his retirement in 1974. The modern, sleek, 15-floor building is located just across the street from Memorial Hall and is open to visitors. I was able to ride the elevator to each of the department's floors, which at moments gave me the sense of moving through a living timeline of psychological history. Important stops included the 7th floor, home of Skinner's former lab (though no trace of it remains today), the 15th floor, location of William James Conference Hall, and the 8th and 9th floors, which contain two small exhibits of historical psychological instruments, related to the first 50 years of Harvard's psychology laboratories and the cognitive revolution respectively. I was prepared to visit an exhibit of B.F. Skinner's instruments as well, though I later learned that this display would not open until later in the winter. However, viewing the current exhibits, along with additional early psychological instruments on display in the "Time, Life, & Matter" exhibit at the Putnam Gallery in the Science Center (1 Oxford Street), helped to remind me of the unique context for Skinner's work at Harvard. The functional and pragmatic orientation of early American psychologists provided a tradition poised for the development of behaviorism. However, interest in cognitive phenomena reemerged in the 1950s, with the advent of computer and information processing systems, forcing behaviorism to share its place of prominence in psychology and in conceptualizations of human functioning.

After enjoying the University campus, I was able to visit the office of the B.F. Skinner Foundation, located just a 10-minute walk from campus in Harvard Square (18 Brattle Street, Suite 451). The B.F. Skinner Foundation is an organization whose goal is to continue to promote and teach Skinner's behavioral science to interested students, researchers, and other members of the public. The Foundation has a large collection of material related to Skinner's life, some of which may be viewed if visitors call ahead (617-661-9209) and arrange an appointment with the Foundation staff. During my time at the office, I had the pleasure of meeting with Dr. Julie Vargas, who is President of

the Foundation, a "behaviorologist," and maybe most importantly, Skinner's oldest daughter.



She shared several of the teaching machines that were inspired by Skinner's research with me, along with an operant rat chamber that belonged to a colleague.



This visual representation of the application of behavioral science, first used with animals, to issues of human learning was a meaningful testament to Skinner's influence on improving education. I also had the opportunity to read through several binders of archival information, including his publications and exams from his years at University of

## Travels in the History of Psychology

Minnesota, and several unpublished works. His tone in these writings was often humorous, down-to-earth, and passionate, which I imagine to be a fair reflection of his personality. It struck me during my visit that Skinner was a prolific writer throughout his life, though the subject of his work was rather different from the fiction that originally inspired him.



In addition to the available archival content, Dr. Vargas mentioned that hundreds of Skinner's notes remain unpublished, though the Foundation hopes to release these online in the near future.



During the 1970s, Skinner became somewhat of a celebrity as he applied his behavioral philosophy to social issues with the publication of *Beyond Freedom and Dignity*. However, this notoriety came with backlash, as many individuals felt that his work was a gross oversimplification and misunderstanding of the human experience, which was difficult for Skinner to reconcile (Rutherford, 2009). Still, his vision and work towards improved living and a better future for all people is apparent through the collection of awards that he received in this latter part of his career. These plaques are displayed proudly near the entrance of the Foundation's office.



I felt that my time in Cambridge was best concluded with a visit to Mount Auburn Cemetery (580 Mount Auburn Street), where Skinner was interred after his death in 1990. Mount Auburn Cemetery is akin to a beautiful park, populated with a variety of trees, ponds, and sculptures, including a tower, which visitors can climb for an excellent view of the city. Patrons should make sure to stop in the Visitors Center upon arrival to both obtain a map and to consult with the helpful and knowledgeable staff for directions to specific locations of interest. Skinner's gravesite is located along Azalea Path, overlooking the scenic Willow Pond.

The tombstone itself is modest, as Skinner himself was often described, and lays flush to the ground. With the changing November leaves and bright sun surrounding the water, it was a lovely place to spend a few reflective minutes and to place some flowers in Skinner's memory. I was also privileged to visit the gravesites of several other prominent psychologists at Mount Auburn Cemetery, including Abraham Maslow, Kurt Lewin, and Mary Whiton Calkins, enhancing my experience of immersion into the rich psychological history of the town.

Having walked through the buildings where Skinner worked, viewed the instruments he invented, met his daughter, and visited his final resting place, I left Cambridge feeling inspired by his legacy, as though I had met him in person. I am grateful for the continued meaning of behaviorism to my practice as a psychologist and I am sure to remember this trip each day, as I apply operant principles to help the children I work with. Skinner would say that I found my visit highly reinforcing, as I am already planning to return to Cambridge again sometime soon.

## Travels in the History of Psychology

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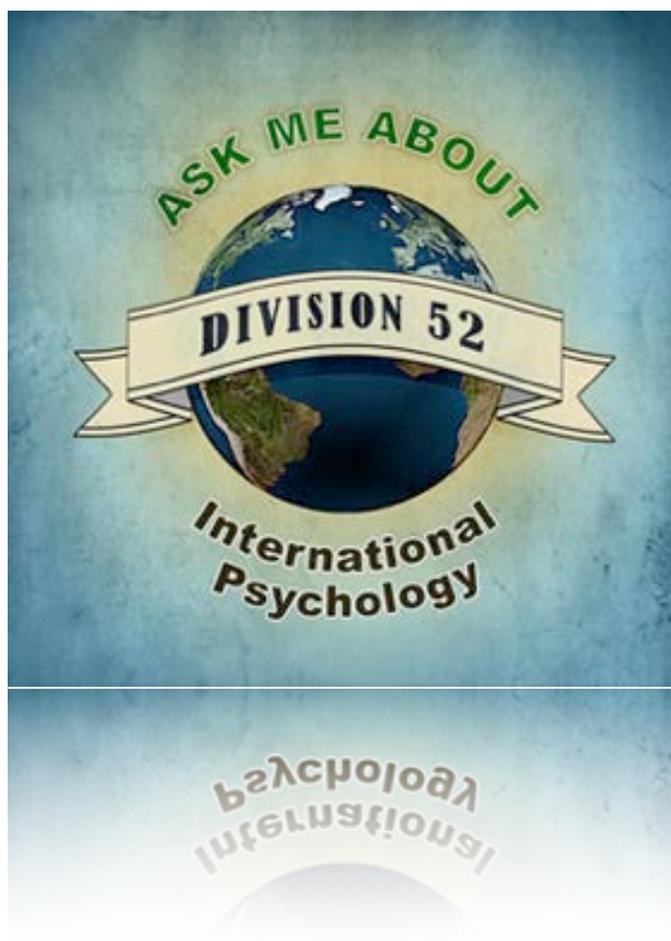
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Harold Takooshian  
*Fordham University, Current Secretary of PCUN*

Jim Cronin  
*CUNY, Graduate Center Director of Alumni Relations*

## **CUNY Forum Highlighted Psychology at the United Nations**

"Since the United Nations formed in 1945, what are the growing roles of psychology in the United Nations?" This question was the focus of a forum on 9 March 2017, when over 40 students and professionals gathered in room C198 of CUNY Graduate Center in New York City. The 100-minute forum was in four parts.\*

First, the forum was welcomed by CUNY Professors Michelle Fine and Susan Opatow, and Alumni Director James Cronin, who described the CUNY psychology program's commitment to social change. Second, the forum opened with a concise overview of the three-part structure of the United Nations (governments, agencies, and Non-Governmental Organizations), and the gradual emergence of psychology NGOs in this structure. This began in 1976 with the Association for Women in Psychology (Takooshian & Shahinian, 2008), and now numbers 18 psychology NGOs.

Within the limited time, a panel of 13 expert psychologists and interns from the Coalition of Psychology

Organizations accredited at the UN (PCUN) spoke a few minutes each on their varied activities. This was a remarkably diverse group of women and men from many cities and institutions: PCUN President Florence L. Denmark (Pace), Walter Reichman (Baruch), Harold Takooshian (Fordham), Elaine P. Congress (Fordham), Sonia Suchday (Pace), Joel C. Zinsou (Baruch), Ani Kalayjian (TC, Teachers College), Amanda Bradley (Montclair), Melissa Bougdanos (Binghamton), Debbie Olatunde (Ontario U), Dinesh Sharma (SUNY), Robert Roy Clark, and Judy Kuriansky (TC), who screened a six-minute film on youth and UN Ambassadors' voices about mental health.

Fourth, the panel segued into an open discussion of a few questions: (1) Unlike other fields, why was psychology so late in coming to the UN? Before the 1990s, psychological scientists and practitioners did not view their field as international, and it was not until 1997 that APA finally recognized international psychology as a specialty. (2) What

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## United Nations Activities

challenges does psychology face within the UN? Many noted that across most of the 193 UN nations, psychologists are seen as "psychics" or "psychos," and thus misunderstood at the UN. (3) What are some achievements in the UN? Several panelists described their own progress across many roles, as psychological scientists, practitioners, educators, consultants, and activists. Key among these is the growing recognition that "mental health" is as important as physical health.

Professor David Marcotte (Fordham) noted that all can register this March for the tenth annual Psychology Day at the UN on April 20, when over 500 are expected to participate inside the UN in New York City, to hear distinguished speakers address the importance of well-being. The audience discussion included many distinguished CUNY doctoral psychology alumni, including lawyer-psychologist Jerry Cahn, John Cardwell, Robin Goldstein, Ansley Lamar, and Linda Sapadin.



Note:

\*This forum was hosted by CUNY Graduate School, in cooperation with SPSSI-NY and PCUN. PCUN now holds its monthly meetings at CUNY.

\*Details on PCUN are on-line at, [www.psychologycoalitionun.org](http://www.psychologycoalitionun.org)

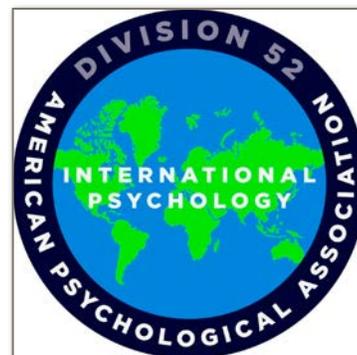
\*Details on Psychology Day appear at, <https://www.unpsychologyday.com/>

### Photos from the Event



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Deborah Olatunde & Ani Kalayjian  
*Meaningful World*

**United Nations International Day of Happiness  
20 March 2017**

*There is no path to happiness: Happiness is the path*  
~Gautama Buddha

20 March has been celebrated as the United Nations International Day of Happiness as UN resolution 66/281 was passed on 28 June 2012 initiated by Bhutan Permanent Mission to the United Nations. Ambassador of Iraq to the United Nations (Emeritus) His Excellency, Hamid Al-Bayati, as the chairperson, talked briefly about happiness, positivity, and humour. He talked about the campaign of goodwill and encouraged all to make efforts to make everyone happy starting with ourselves. In his statement, he reinforced that making others happy does not require financial wealth. He talked about movements that have been started from all over the world that has promoted help and peace "think positively and do anything good." Tools like using sports, music, arts and entertainment bring harmony and integration among individuals.

*Hope is being able to see that there is light despite all of the darkness.*

~Desmond Tutu

**His Excellency Nassir Abdul Aziz Al-Nasser, former President of the General Assembly** projected the fact that happiness is important in the promotion of peace among the world's population. He encouraged wholesome partnerships between communities and the government. This is directly related the SDG number 17 of the UN promoting partnerships between communities and governments. Political upheavals and economic instability are among other factors that impede the happiness of some if not most of the world population. He emphasized that political and economic prosperity applies to happiness and as such, conditions should be improved. He also talked on xenophobia. Human beings in fear of another specie of humans as pathetic and should be fully dealt with.

**Ambassador of Hungary to the United Nations, her Excellency Ambassador Kaithlin Bogyay** was full of positivity. In her opinion, happiness comes with understanding, connection and compromise among humans. Smiling is a therapeutic psychological process that is infectious and can be passed on to people without uttering any words. It warms our hearts, as well as makes us connect with one other. Ambassador Bogyay dwelt on one very important factor which is love. Love is what would move us to be empathic and wish happiness for others. Love would lead to long lasting peace and openness between individuals. In relation to the ongoing UN women CSW61, Ambassador Bogyay suggests that the social integration of women and girls is an additional factor for the improvement of the society. Long lasting peace would be enhanced by women leadership because of women's ability for preventive diplomacy. Women, she said, possess the qualities of balance and harmony which is instrumental for peace talks and diplomacy. In conclusion, she shared her motto, 'Have a dream, be an optimist while being an activist.'

**Ambassador from Bhutan, Kunzang Choden Namgyel** shared how the Kingdom of Bhutan began the happiness initiative in 1972, and has the ideology of a holistic approach to happiness. Gross National Happiness Commission is one of the sharpening tools for which evaluation of policies lead to a happier population. Bhutan is said to be the country with the happiest population and as such, the government has the will to uphold such a state.

**His Excellency Dr. Mohammed Ali-Al-Hakim's, Ambassador for Iraq's Permanent Mission to the United Nations** was unable to attend, and Mohammed Marzoq from the Permanent Mission of Iraq spoke about light, and reinforced that happiness is a hope and a rope of which peace is the end game.

**Dr. Judy Kuriansky a psychologist from Teachers College**, spoke on the issue of mental health as one of the ways happiness can be achieved. She demonstrated through her previous outreach on how arts and culture impact integration, peace and wellbeing. Psychosocial wellbeing is part of the achievement of the UN SDG's of reaching wellbeing and good health for everyone. She shared the essential three H's of life Healing, Hope and Happiness. She

concluded by saying "You are in charge of your own transformation into happiness."

**Dr. Ani Kalayjian of ATOP Meaningfulworld**, and Fellow of the New York Academy of Medicine, spoke about the continued outreach to over 45 countries around the world on promoting happiness through transforming and healing wounds of trauma. She reinforced that forgiveness and meaning-making are the pillars of peace and justice leading to happiness. She shared her research studies published on this topic. Meaningfulworld is continuing to promote the physical, mental, ecological, and spiritual health of many communities around the world. Meaningfulworld is working actively to achieve the UN SDG's 1, 3, 4, 5, 8, 10, 16, and 17. She shared photographs of projects nurturing happiness in: Africa, the Caucasus, the Caribbean and the Middle East. She shared the following story: A man once told Buddha, "I want Happiness." Buddha replied, "First, remove 'I' that is the ego. then remove 'want' that is desire. And now all you are left with is Happiness.

Dr. Kalayjian then shared projects to promote happiness, such as the 'Sponsor a child' project to bring happiness to the disadvantaged children and establishing Peace & Forgiveness gardens around the world. Dr. Kalayjian displayed photographs of happy children after getting their sponsorship for school, food to eat, and shelters for safety. She concluded with one of the mottos that guides Meaningfulworld, '*When one helps another BOTH become stronger.*' A very informative and passionate Q&A followed. The audience left energized and with a renewed commitment to happiness, justice, love and peace around the world.

*Never doubt that a small group of thoughtful, committed citizens can change the world; indeed, it's the only thing that ever has.*

~ Margaret Meade





Walter Reichman  
*OrgVitality*

### **The United Nations and My Management Consulting Firm**

I\* am an organizational psychologist and a partner in a management consulting firm. I am also the main NGO (Non-Governmental Organization) representative to the Economic and Social Council of the United Nations from the oldest international psychological association, the International Association of Applied Psychology (IAAP). (See Notes below.\*\*] This means I spend four days of the week trying to improve the success and satisfaction of employees and their employers from a variety of global organizations, and at least one day of the week dealing with the ills of the world, such as poverty, lack of education, discrimination, and immigration. The two separate threads of my life became intertwined in an interesting way.

I joined a consulting firm after my retirement from my academic position at Baruch College. My firm opened an office in England and I thought that as a member of the firm I

should get some British credentials so I applied for membership in the British Psychological Society. I sent the required applications and fees. The Society responded by asking for letters of recommendations from my teachers. When I informed them that that was not possible since all my teachers were dead, they sent back my money. My next step in becoming international was to join IAAP. They accepted my membership and my dues and I was now an international psychologist matching my international consulting firm.

A few months later I received an email from the President of IAAP explaining that the organization was an NGO affiliated with the UN. They needed another representative from IAAP at the UN, and since I lived in New York, and was an organizational psychologist – which the UN sure as hell could use - he asked if I would be their representative.

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This email set off an instantaneous set of memories. I am old enough to remember the end of the second world war and the devastation it caused, the founding of the UN, the building of the UN headquarters on 1st avenue where warehouses and slaughter houses once stood, and most of all my father telling me that the UN was the only hope of not having another world war. As an elementary age youngster I became obsessed with the UN. I followed news articles and celebrated when Eleanor Roosevelt presented the Universal Declaration of Human Rights, suffered when children were starving, and collected money for UNICEF. When I was 10, if you asked me what I wanted to be when I grew up, without hesitation I would respond, the Secretary General of the UN. I wanted to be the one who would single handedly keep peace in the world. The email kicked off memories and revived my childhood fantasy.... at last, my chance.

When reality intruded, I realized that becoming a representative was impossible. I am now an adult and many years away from my dream and now working for a consulting firm with all the obligations that entailed. Nevertheless, I decided to forward the email to all my colleagues in the firm to demonstrate my new standing in the world and to show them how lucky they were to have me. I forwarded the email to the CEO, COO, CFO- every O in the firm. To my astonishment, every one of them came to me and said, "you have to do this." I responded that it would take time away from my work and they told me, this will be a part of your work. They told me that my involvement in the UN would be fulfilling one of the principles for which the firm stood. As partners in an organizational consulting firm, they in particular realized that the UN was possibly the most important organization in the world. Serving the needs of the UN would also place them in a position unlike those of other consulting firms. We were to be a consulting firm that stood for the betterment of the world.

I of course was delighted and so began my work at the UN. My consulting firm has always been supportive and my CEO says that as a result of the relationship with the UN, we are perceived in a different light by our clients. My firm not only supports my work at the UN but also the work of other psychological associations at the UN. They are a co- sponsor of Psychology Day at the UN, and I have written articles for our newsletter on issues being dealt with at the UN. My CEO

was correct in assessing the interests of our clients in the activities of the UN. He invited our clients and associates to attend Psychology Day at the UN, tour the UN, and have lunch at the Delegates Dining Room. Fifty of our clients and associates attended, many coming from the west coast for the occasion. We provided our clients with a unique experience that went far beyond receptions at professional conferences. Our firm offers periodic webinars based on our consulting work. My CEO suggested we offer webinars on issues related to the UN and the world. We have run webinars on the UN and poverty reduction, the Sustainable Development Goals, and, most recently, on Corporate Social Responsibility in collaboration with SIOP and Purdue University. I moderated the webinars with a panel of experts on each of the topics we presented. The webinars were well received. A colleague and I ran Brown Bag lunches for UN employees on topics such as communication, selling your ideas to others, and dealing with stress and conflict. Twenty-five to 30 people would listen to our 10-minute presentation and then discuss the implications of the data and theories to their work as people with their feet on the ground in dangerous places around the world. My firm has a unique standing in the pantheon of management consulting firms. We are now offering to provide psychological expertise to UN departments to help them deal with their issues, especially obtaining commitment to the Sustainable Development Goals, which charts the humanitarian efforts of the UN for the next 15 years.

And personally, I have woven the two major threads of my life together, and with the addition of a bit of adult fantasy fulfilled a childhood dream. What more could I ask from my career?



Ani Kalayjian  
*Meaningful World*  
*The Association for Trauma outreach and Prevention*  
*(ATOP)*

**Transforming Violence Towards Women in the Workplace  
Empowering BOTH Men and Women  
23 March, 2017  
Summary  
Melissa Bougdanos & Deborrah Olatunde**

The sixty-first session of the **Commission on the Status of women (CSW)** took place this year from 13-24 March, 2017 at the United Nations Headquarters. During these two weeks, thousands of women and men from all over the world came to the United Nations to participate in high-level conferences and briefings. The priority theme this year was women's economic empowerment in the changing world of work.

On Thursday, 23 March 2017, Meaningfulworld\* held an important parallel symposium "***Transforming Violence towards Women in the Workplace, Empowering BOTH Men and Women***" at the UN church center.

**Ms. Daphne St. Valliere**, Meaningfulworld's United Nations Representative, welcomed the audience and introduced **Ms. Irene Tananyan**, Meaningfulworld Outreach Coordinator, who guided the participants through a healing meditative moment of silence.

*Daphne St. Valliere*



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## United Nations Activities

*Deborrah Olatunde*



*Melissa and Amanda*



**Dr. Ani Kalayjian**, Chair, Founder, and President of Meaningfulworld, shared a wonderful poem she had written: “**Let Love Transform you.**” Her beautiful words resonated with the audience. “*Love is passion and compassion, Love is patience and forgiveness, Love is inspiration and awareness, Love is eternal mindfulness.*”

**Dr. Kalayjian** also shared a letter from previous Secretary-General **Ban Ki Moon** acknowledging the important work Meaningfulworld is doing and full heartedly agreeing with our motto and stating that UN also shares this “*When one helps another, BOTH become stronger.*” The audience was treated to **Peter Jam**, global rights activist, guitarist, and vocalist beautifully songs and playing the guitar “*If You Want*” illustrating the power of love and peace; he was accompanied by Liah Alonso.

**Ms. Deborrah Olatunde**, Meaningfulworld’s United Nations Intern, shared Meaningfulworld’s projects for transforming violence around the world. Since 1990, Meaningfulworld has gone on global humanitarian missions

in over 45 countries. This April, Meaningfulworld is launching very first suicide hotline in Armenia and Empowerment Mission to Haiti in June. She also listed all of our projects: ‘sponsor a child’ project, women empowerment, plant a tree project and genocide prevention projects. Nurturing of refugees and traumatized populations, education of volunteers and youth empowerments through internships, university mentorship and organization of contests and awards giving events at the United Nations.

**Ms. Michelle Arbid**, Meaningfulworld’s Graduate Fellowship Coordinator, announced the launch of our new exciting International Psychology Fellowship program. The purpose of the fellowship is to provide fellows with academic and experiential experience in international psychology. More specifically, fellows will gain experience in conflict transformation, peace building, human rights, refugees and migration, policy development, global humanitarian relief, and the relationship between these areas to mental health and trauma healing/prevention. Several members in the audience expressed interest and were given additional information on how to apply to the program.

**Ms. Joy Lynn Alegarbes**, Director of HURU International, held a presentation on the work HURU International is doing to support women and girls in the workplace. HURU International is an organization that supplies girls with reusable sanitary pads in Kenya. This enables the girls to continue to go to school during their week of menstruation. HURU works with boys and girls to provide clear and accurate information to encourage gender equality and respect. Their programming includes life skills seminars, menstrual hygiene management, educational material, and a backpack featuring eight reusable sanitary pads, eight underwears, a bar of soap, and a booklet on sexual health. Over 200,000 boys and girls have attended their information sessions and 140,000 girls have been able to stay in school due to HURU’s essential work. Ms. Alegarbes ended with wise words “transforming workplace violence begins with how we relate to girls, we need to empower **both** boys and girls.”

**Dr. Harold Takooshian**, professor at Fordham University, discussed an interesting point about transforming inequalities in Academia, is feminism anti-male? The audience engaged in the dialogue and there was resounding

## United Nations Activities

agreement that feminism is not anti-male. He commended the efforts of women and advocated for their increased recognition and entry into the workforce. He recognized his **Prof. Florence Denmark**, who held a remarkable position as head of the psychology department at Pace university as the only woman among men in 1974. A short film was displayed about *Meaningfulworld's past mission to Armenia*. The film comprised of many experiences of individuals who had suffered emotional distress from the violence that occurs at the borders with Azerbaijan. **Dr. Kalayjian** held workshops and healing sessions to allow the release of tension, anger, and hate among individuals. The participants of the workshops ranged from children to adults and even professional psychologists. The film showcased how peace and forgiveness can lead to happiness while also fostering integration and communal ties. Activities like the Ubuntu Circle, Heart-to-Heart Circle of Gratitude, and tree planting were engaged by our humanitarian teams.

Lastly, **Ms. Amanda Bradley and Ms. Melissa Bougdanos**, Meaningfulworld's United Nations Interns, presented on Transforming Trauma into Lessons learned: the 7-Step Integrative Healing Model. The presentation started with distressing global statistics about the physical, psychological, emotional, and economic disparities at our workplaces against women. The 7-Step integrative healing model, created by **Dr. Kalayjian**, was introduced along with Meaningfulworld's work addressing Sustainable Development Goals' (SDG's) **3: Good Health and Wellbeing, 4: Quality Education, 5: Gender Equality, 8: Decent work, 10: Reduced Inequalities, 16: Peace, Justice and Strong Institutions, and 17 Partnerships** for the goals. The integrative model includes; identifying one's emotions, assessing levels of distress and conflict, encouraging expression of feelings, providing empathy and validation, encourage discovery and expression of meaning, providing didactic information, instilling eco-center caring and demonstrating movement and breath centered healing. The model enables us to transform our distress into forgiveness & peace.

The symposium ended with a *Heart-to-Heart Circle of Gratitude*. Dr. Kalayjian led the audience to connect to one another through the heart with compassion and love. Then each person in the circle sent love to a country of their choice: Syria, Uganda, Kenya, Nigeria, Armenia, Cuba, DR

Congo, Haiti were amongst the first. We chanted three times together "May peace prevail on earth." The participants felt connected and left with a better understanding of how we could transform ourselves, and each other leading a more healthy, just, and peaceful life.

*Joy Lynn*



*Harold Takooshian, Joy Lynn, Dr Ani & Peter Jam*



*Our Team Members*



## *United Nations Activities*

*Closure: Dr. Kalayjian's signature Heart-to-Hear- Circle of Love & Gratitude*



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