CROSS-CULTURAL PERSPECTIVES

Psychology in Spain
Angel Rodriguez, PhD
Murcia University, Spain

The historical development taken by psychology in Spain has been similar to that of the rest of Europe. Psychology remained a philosophical discipline from the Middle Ages until the last three decades of the 19th century, when it began to establish itself as a modern science based on an empirical approach. Apart from a few native theorists, this scientific shift was mainly instigated by former students of some of the Central-European founders from the end of the last and the beginning of the present century.

By the 1930’s, scientific psychology had taken a strong hold. Several institutes for applied psychology were founded; an outstanding amount of markedly original publications were printed, and Spanish psychology acquired international prestige. However, as a result of the Spanish Civil War (1936-1939) and the subsequent dictatorship (1939-1975), a medieval-scholastic approach to academic psychology was imposed, and psychology was course taught only within humanities faculties. Professionally, apart from a few rare exceptions, its presence in Spanish society was drastically reduced for almost 25 years.

The efforts of a handful of enthusiasts resulted in the continuity of a very tenuous link in the areas of research, teaching, and professional practice. Their efforts, however, can hardly be regarded as sufficient to consider present Spanish psychology as the heir and follower of Spanish psychology before the war.

Two institutes of psychology were founded in Madrid and in Barcelona in the mid 1950’s. There were psychology degrees until the mid 1960’s. But, by the beginning of the 1980’s, about twenty universities awarded first and doctoral degrees. For a long period of time, the approximate average number of students registering for a psychology degree was 500 per annum, per university. Later, the number decreased to approximately 400 students, swiftly followed by a subsequent process of slow expansion. Today, there are more than 30 institutions - the majority of them public and mainly called "Faculties of Psychology" - and the approximate total number of psychology students in the whole country is 50,000. There are more then 8,000 students who (Continued on page 18)

PRESIDENT'S NOTE

Ernst Beier, PhD, ABPP
President

I do hope that we shall have an active chat room via our Web page which will help to bring psychologists from the world into a personal information exchange.

Here is the address for the Web page: http://multimedia.tamu-commerce.edu/p0004Masten/home2.htm

If you need more information on how to use a chat room send an e-mail to Bill Masten William_Masten@tamu-commerce.edu who is the managing editor of the Web page. We are also trying to start an Internet journal, but we have to go through a number of steps with the APA before we can manage that one. At any rate, do send your email address to our board secretary Sheila (who speaks both English and Spanish) at drsjoshi@ccnet.com as this would provide for fast contact. If any one of our members has some thought about how to make our division more vital and want to suggest different projects, please do communicate with me.

Inside This Issue

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My name is Amy Shaitelman and I am an undergraduate student with a major in psychology. After graduation this May, I intend to go with an international association to Eastern Europe for community outreach. I am looking to find a graduate program, APA certified, anywhere in Europe that offers a Masters or PhD program in psychology (clinical, counseling, or neuropsychology). If anyone knows of such a school anywhere in Europe, I can be reached at: Amylou316@aol.com

WELCOME TO DIVISION 52!

List of New Members and Affiliates
As of 1/16/98

Members
Leonore L. Adler
Thomas Blass
David L. Blustein
Kenneth J. Gergen
Giselle A. Hass
Gerard A. Jacobs
Avis Kays
Daniel G. Kehoe
Frederick Leong
Giovanni Losito
Toshiaki Sasao
Mark L. Savickas
Eric C. Theiner
Roman Tratch

Affiliates
Henk Dekker
Gioia Gabellieri
Daniel B. German
Gerge E. Gorman

International Psychology Reporter
APA Division 52 Newsletter
Volume 2, Issue 1
March, 1998

Ivan Kos, PhD
Editor
Int. Psychotherapy Associates
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New York, NY 10044
Fax: 212-486-0174
E-mail: IKos@alol.com

Submission deadlines for: 
March issue - January 15, 1998
July issue - May 15, 1998
November issue - September 15, 1998
NEWS FROM THE DIVISION 52

CONGRATULATIONS
DIVISION 52

Frances M. Culbertson, PhD, ABPP
Liason/Observer to APA Council

The "Wild Card" vote was successful
and Division 52 now has one seat on
the APA Council of Representatives.
All of you who voted for the "Wild
Card" need to be congratulated and thanked.
On to a wonderful 1998 for Division 52 and its
members.

THE 1998 CONVENTION PROGRAM

Harold Takooshian, PhD
Program Committee Chair

Those responsible for forming the APA
International Division can well be
proud, judging by the world-wide
response to the call-for-papers for our
inaugural APA program this August. Starting
with our first submission from Australia in
September, our program committee's first 10
submissions came from researchers in 8 nations
-- Australia, Japan (2), Korea, Saudi Arabia,
Germany, USA, South Africa, and Russia. One
submitter wrote down what several submitters
expressed: "I am very pleased to see the
international division. I have often brought
international papers to APA with no home for
them. Good work!" (Louise H. Jackson).

Submissions now total 57, coming
from every continent, and the most varied of
nations -- from Malta to Tanzania, Belize to
Israel, and some 24 multi-national proposals.
These proposals far exceed our division's
limited hours this first year, so some careful
squeezing is needed this January to decline few,
and rechannel many into our international
poster session -- "World-wide psychology:
Research, teaching, practice."

Our program committee has followed
the mandate from the August 1997 board
meeting, to use 1998 to set the tone for future
"52" programs. In September, using a list from
Joan Buchanan of APA, Joy Rice and I e-mailed
our call-for-papers to the heads of some 20 international behavioral science groups,
which many of them kindly forwarded to their
members. Predictably, overseas mail was a
challenge, with proposals postmarked by the
November 21 deadline continuing to trickle in
as late as December 16. To avoid battling holiday
and global mails, our program committee formed
two local review teams in New York and
Madison, which quickly reviewed and rated all 57
submissions and, in many cases, actually provided
written feedback to individual submitters (many
of whom seemed new to APA meetings). The
program will be finalized and submitted to APA
by early February, and appear in the next
Reporter. We are also arranging special
receptions for international visitors in the suites of
a few other APA divisions, including (so far)
Teaching and Psi Chi. Friday, August 14, is a day
of overlap between the IAAP and APA meetings,
so we are working to avoid schedule conflicts on
that day.

The program committee thanks Mark E.
Mattson and Arianna Lendino for technical
support, and the review teams in New York and
Madison for their able and timely work: Frances
Culbertson, Florence L. Denmark, Leonore L.
Adler, K. Robert Bridges, Robert C. Clark, Uwe
P. Gielen, Kay C. Greene, John D. Hogan, Anie S.
Kalayjian, Ivan Kos, and Margot B. Nadien.

Reporter readers can do two things to
benefit the 1998 and future programs: (1) When
you register for the APA meetings this Spring, list
52 as your primary division, to help increase 52's
allocation above 24 hours for future programs.
(2) Do you know of any special garden café,
excursion, or other treat in lovely San Francisco?
If so, please tell us, so we might suggest a special
group outing for our program participants one or
two evenings this August.

The 1998 Program Committee, Harold
Takooshian, Chair (212-636-6393), Joy K. Rice,
Co-chair (jkrice@facstaff.wisc.edu).

NEW DIVISION 52 WEB SITE

William G. Masten, PhD
Web Site Chair

The division has a web site! As of January
1998 our official web site is:

http://www.TAMU-Commerce.edu/orgs/div52

Check it out. It has names, addresses and some
email addresses of officers and committee chairs.
Included is a membership application that can be
printed, notices on upcoming Division meetings,
an explanation of the purpose of the Division,
and a message from the President.

BOARD MEMBERS
OF THE DIVISION 52

Continues

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Mary E. Reider, PhD
PO Box C
Shohola, PA 18458

Membership Committee Chair
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Program Committee Chair
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OFFICER NOMINATIONS FOR DIVISION 52,
DIVISION OF INTERNATIONAL PSYCHOLOGY

Florence L. Denmark, PhD
President-Elect

As president-elect of Division 52, I have served as the Chair of our Nominations Committee. The following individuals were nominated for the various positions that Division 52 members will elect when you receive your ballots from APA in the spring. The nominees are all highly qualified to hold office so in a real sense the division "can't lose." A brief biography of each candidate is presented alphabetically by position to assist in the selection process.

President-elect (1999):

Frank Farley

Dr. Frank Farley is currently the Laura Carnell Distinguished Professor at Temple University in Philadelphia. He received his BA and MA degrees from the University of Saskatchewan and his PhD from the Institute of Psychiatry, University of London. His APA service has included the following: President of APA; President of Divisions 1 and 15; Member, APA Board of Directors, Council of Representatives, Board of Convention Affairs. Frank's international contributions and activities include: Member, Board of Directors of the International Council of Psychologists, Interamerican Society of Psychology, and International Society for the Study of Individual Differences; Member, National Academy of Sciences Committee for the International Union of Psychological Sciences; Charter member, APA Division 52. Chartered psychologist and Fellow of the British Psychological Society and Fellow of the Canadian Psychological Association. In addition, Dr. Farley has extensive travel and research experience in Latin America, Canada, Europe, Eastern Europe, Russia, Baltic States, China, Japan, and Australia.

Ivan Kos

Dr. Ivan Kos is president of International Psychotherapy Associates in New York City. He has a PhD in clinical psychology and is currently in private practice. As a leacturer, consultant, speaker, and visiting professor Dr. Kos has been involved internationally since 1975. He has published articles and presented scientific papers on international conferences in US, Germany, France, former Yugoslavia, Brazil, Canada, Spain, Italy, Poland, Korea, and Belgium. His international lecturing and teaching experiences include University of Amsterdam, University of Laiden, and University of Granada. Dr. Kos is a member of the American Psychological Association, International Society of Political Psychology, and International Political Science Association's Research Committee on Political Socialization and Education. He is also a member of the Executive Board of the Research Committee on Psycho-Politics of the International Political Science Association. Dr. Kos is on the Board of Editorial Consultants for the Journals of Psicologia Social and Politics, Group and the Individual. Recently, he was elected as a Board Member of APA's Division 52 and he is the editor of the International Psychology Reporter, APA Division 52 Newsletter.

Sheila Joshi

Dr. Sheila Joshi is a psychologist in private practice in the San Francisco Bay Area. She has a special interest in working with both foreign-born and American-born clients who are negotiating the challenges of international migration, and integrating significant influences from two or more cultures into a rich and stable sense of identity. Dr. Joshi has lived and studied in Latin America and provides psychotherapy in Spanish as well as English. She has a mixed American and Asian Indian heritage herself and a lifelong exposure to many different cultures. Dr. Joshi has been Secretary pro-tem to the Board of the American Psychological Association's Division of International Psychology (52) since the inception of that division in 1997.

Richard Velayo

Dr. Richard Velayo, a native of the Philippines, obtained his Ph.D. in Psychology and Education from the University of Michigan in Ann Arbor. He is known for his research on multimedia technology as pedagogical tools in classroom teaching. Dr. Velayo has taught at Montana State University before coming to Pace University as an Assistant Professor of Psychology. He is also an active reviewer of a number of journals including associate editor of the Journal of Research on Computing in Education and editorial board member of the International Journal of Instructional Media. He was recently awarded the Virginia Staudt Sexton Award for Early Career Contributions to Academic Psychology by the New York State Psychological Association.

Treasurer (1999-2000):

Leonore Loeb Adler

Dr. Leonore Loeb Adler is currently Professor Emerita in the Department of Psychology and Director of the Institute for Cross-Cultural and Cross-Ethnic studies at Molloy College in Rockville Center, New York. She has published many books and articles and presented scientific papers on women and gender roles in cross-cultural and international perspectives. Dr. Adler was the Associate Editor of the International Journal of Group Tensions. She is a Fellow of the American Psychological Association and the New York Academy of Sciences as well as a former member of CIRP (the Committee on International Relations in Psychology). She has received many honors from the New York State Psychological Association (NYSPA) including the Allen V. Williams Memorial Award, the NYSPA Service Award, the Wilhelm Wundt Award from the Academic Division and the Kurt Lewin Award from the Social Psychology Division. She has also received the Distinguished Contribution of the Decade Award from the International Organization for the Study of Group Tensions. Dr. Adler was a Founding Member of Division 52 and has served as Treasurer of the International Council of Psychologists from 1983-1985 and has been treasurer of APA's Division 52 from 1997 to the present.

Lenore Walker

Dr. Lenore Walker has been involved in APA governance and international psychology for many years culminating in her election to Committee on International Relations in Psychology (CIRP) and as its chair in 1995. She has presented workshops dealing with domestic violence around the world at the invitation.
Member-at-large (1999-2001):

**Paul Lloyd**

Dr. Paul Lloyd is president of Lloyd & Associates, a psychological consulting group, and professor in the Department of Psychology at Southeast Missouri State University. He has extensive administrative/managerial experience as director of the Center for Health Professions, chairperson of the Department of Psychology, and director of the Missouri London Program at the University of London’s Imperial College. Dr. Lloyd is treasurer of the International Council of Psychologists and serves as a member of its executive committee and Board of Directors. He is APA Council Representative and past-president of the APA Division of Consulting Psychology (Division 13). He is chair of an international consortium of psychological associations designed to facilitate professional contacts for psychologists traveling internationally (SHARE - Sharing Homes and Around the World Experiences). He has participated in international psychology conventions in Tokyo, Amsterdam, San Francisco, Banff, Kyoto and Brussels. In addition, he has served three terms as national president of Psi Chi, twice chaired the APA Committee on Undergraduate Education, served as a member of the APA Board of Educational Affairs for three years and was editor of the *Consulting Psychology Bulletin* for eight years.

**Robert Morgan**

Dr. Robert Morgan is a licensed psychologist and consultant. He has chaired departments of psychology at USC, MSU, and WLU in addition to serving as the campus dean at CSPP-SF for many years. Dr. Morgan has published over 70 articles, chapters and books on psychological areas ranging from applied gerontology and cognition to psychopathology and statistics. He is a fellow of the American Psychological Association, Divisions 12 and 29. His professional consultation over the last three decades has included government agencies from the Peace Corps to the US Office of Education, community organizational change groups such as Dr. M.L. King’s SCLC, evaluation and appraisal services, and communication media including *Science Digest* and the *London Sunday Times*. Dr. Morgan continues to sit on the International Council of Psychologists, the Michigan Academy of Science, the American Association for the Advancement of Science, national and regional psychological and academic associations. He is founding president of the Division of Gerontological Psychology, International Association of Applied Psychology and currently sits on the Scientific Program Committee of the American Psychological Association for the 1998 World Congress of Psychology in San Francisco.

**Harold Takooshian**

Dr. Harold Takooshian received his PhD in social psychology from the Graduate School of City University of New York and has served on the psychology faculty of Fordham University since 1975. He was a Fulbright Scholar to the Soviet Union and in Latin America. Dr. Takooshian has published over 40 publications, including cross-national research on applied topics, with colleagues in Armenia, Chile, Italy, Japan, Kuwait, Russia, and Taiwan. His professional activities include serving as vice president and president of Psi Chi, sitting on the Board of Directors at the Eastern Psychological Association, and service on five committees of the International Council of Psychologists. He is also an APA Fellow and former program chair of the APA division of General psychology. Dr. Takooshian served as the 1998 program chair of International Psychology, a program which includes the contributions of many foreign colleagues in psychology.

**Council Representative (1999-2001):**

**Frances Culbertson**

Dr. Frances Culbertson, currently liaison-observer to Council of Representatives for Division 52, has been active in international affairs since her graduate years. Dr. Culbertson was one of the founding parents of the Division 52, International Psychology. She was honored by APA for her outstanding international activities and work, receiving the CIRP 1994 Award for outstanding international psychologist. She has been Secretary and President of the International Council of Psychologists; Chair of the International School Psychology Committee, APA, Division 16; elected Honorary President of the Brazilian Clinical Psychology Association; served as liaison to CIRP for many APA divisions; founder of project SHARE, the sharing of home and work experiences for psychologists around the world, and involved in research and publishing in the international arena. She is currently President of the Division of Applied Gerontology, IAAP, and on the 11th Executive Board of IAAP.

**E. Thomas Dowd**

Dr. E. Thomas Dowd is a professor of psychology at Kent State University. He is a fellow of APA and hold two Diplomates from the American Board of Professional Psychology. He is president-elect of the International Association of Cognitive Psychotherapy and is on the editorial/advisory boards of three European journals. He has served on the Organizing/Advisory Committees for three World Congresses of Cognitive Therapy. He has lectured and presented in Canada, the U.K., Sweden, Estonia, Italy, Argentina, Germany, Portugal, Denmark, Israel, and Turkey.
Voila - Membership in APA

Frances M. Culbertson, PhD, ABPP
Chair, APA Membership Committee

If you are not a member of APA, I would like to suggest that you become one so that you may have the opportunity to engage in the work, plans, and dreams of Division 52.

As a member of APA, you have the opportunities to vote for (and yes, even run for) offices of APA, to serve on APA Boards and Committees, and to engage in APA Division 52 elections by running for president, secretary, treasurer, board member, or Council representative.

If you have been a member of APA for a year, you may then apply for Fellow status. Fellows are individuals who have actively engaged "in the advancement of psychology in any of its aspects", and can provide "evidence of unusual and outstanding contributions or performance in the field of psychology." (See Manual for Nominating Fellows of APA).

IT IS MARCH 1998.
DO YOU KNOW WHERE YOUR MEMBERSHIP DUES ARE?

For further information, especially for foreign affiliates who may be interested in APA membership, or who already are members and are interested in the requirements for application to Fellow status, write to Deborah C. Hankins, Membership Committee Assistant, c/o APA Membership Committee, American Psychological Association, 750 First St., NE, Washington, DC 20002-4242. To learn more about APA and its opportunities for you, explore the Web site of APA, the address for which is Web:www.apa.org

We look forward to welcoming you as a new member and to helping you become active in Division 52 and APA.

International Activities of the American Psychological Association

Raymond D. Fowler, PhD, ABPP
Executive Vice President and Chief Executive Officer of APA

It is very appropriate that, in the 50th year of APA divisions, the Division of International Psychology was established as APA's 50th division, because, from the beginning, APA has been internationally oriented. Most of APA's founders were young men trained in Germany who moved comfortably in international circles, and who spoke European languages fluently. When Freud visited Clark University in 1909, his speech was heard by many of the prominent psychologists in the Northeast. He gave a lecture in German each day for five days and no one, as far as we know, requested a translator.

The first international Congress of Psychology was held in Paris, 1889. Two American psychologists attended: William James and Joseph Jastrow. The Congress gave a sense of solidarity for those who were identified with the new scientific psychology, and may have sewn seeds for the American Psychological Association, which was established three years later.

APA was the first national psychological association established and has always been the largest and most influential. In the post World War II years, the dramatic growth in APA so eclipsed psychology in the rest of the world that psychology began to seem like an exclusively American profession. Until fairly recently, the great majority of the world's psychologists lived in the United States; in recent years, however, psychology has begun to grow rapidly around the world, especially in Europe and Asia.

In the first decades following the establishment of APA, many Europeans came to the United States to establish their careers, giving APA a strongly international flavor. This accelerated in the 1930s as a result of refugees fleeing the Nazi oppression.

In many ways, APA is an international as well as a national psychological association. Many psychologists around the world have affiliated with APA. There are currently over 3,500 international affiliates representing an astonishing 121 countries, and approximately 1,000 regular members who live and work in other countries. APA's membership has always included Canadians, with whom there is a special arrangement for reciprocal dues reduction. Currently, 1750 Canadians are full APA members, and 5 Canadian provinces are APA affiliates with representation in our Council of Representatives.

APA members were prominently represented at the international psychology meetings that began in the late 1800s, but relatively few international meetings have been held in the United States. The Ninth International Congress, the first held in America, took place at Yale University, September 1-7, 1929 in conjunction with the annual APA convention. At that time, there were only 1,100 members of the APA, of whom 722, nearly three quarters of all APA members, came to the congress. In addition, 104 eminent psychologists from 21 countries attended. In 1998, the International Congress of Applied Psychology will be held in San Francisco in conjunction with the APA convention the following week. If three quarters of APA members attended that convention, the attendance would be over 100,000!

APA's International Activities

The Committee on International Relations in Psychology (CIRP) and the APA Office of International Affairs are the principal catalysts of APA's international activities. CIRP is one of APA's oldest committees. It was established in 1944 with the initial mission of advising on the rehabilitation of European labs and libraries destroyed during World War II; gradually, it expanded to advise the association on a wide variety of international activities. CIRP was staffed as a general central office function until 1974 when a full time Office of International Affairs was established with its own staff. The Office of International Affairs coordinates a number of international programs, including those described below.

Book and Journal Donations Program This program is co-sponsored by APA and the International Council of Psychologists. Thousands of books have been donated by APA and APA members to be sent to libraries and other educational or research facilities in countries not able to afford them. As more American
psychologists are approaching retirement age, the books and journal donations program has increased its operations. Many psychologists have offered their libraries, and funds are actively sought for shipping and handling.

In addition, the donations service has expanded to include a program that annually offers up to 30 three-year subscriptions of APA journals, as well as grants for one-year psycLIT subscriptions in countries that do not have current psycLIT leases. These programs, which are coordinated by a CIRP subcommittee and administered by the APA Office of International Affairs, are available to institutions in the developing world and transitioning economies.

Travel Grant Program Many APA members, especially those early in their academic careers, would like to attend international meetings, but cannot afford the travel cost. For approximately 15 years, APA has applied for, and received funds from, the National Science Foundation for U.S. participants to attend selected international congresses.

International Human Rights Issues When psychologists are being harassed, intimidated, or even incarcerated for their positions and views, APA works with our State Department to obtain relief. For example, we have been monitoring the case of Washington State Psychologist, Don Hastings, who has been held hostage by Kashmiri Rebels for the past 18 months.

Psychology International In early 1990, the Office of International Affairs established the quarterly newsletter, Psychology International, which currently has a subscription base of 10,000 psychologists worldwide.

American Psychologist Special Section One of the pleasures of being CEO of APA is the privilege of editing The American Psychologist. Several years ago, in cooperation with the Committee on International Relations in Psychology, I developed a new international special section in The American Psychologist. The first section appeared in May of last year and several others are currently in development.

Visitors Program The Visitors Program is an exciting new activity for representatives of recently established national psychological societies. With support from the APA Board of Directors, the Committee on International Relations in Psychology, and the Office of International Affairs, we are inviting representatives of new psychological societies to visit the APA central office and receive intensive exposure to our activities. To date we have hosted representatives from new associations in Albania, Namibia, and South Africa. I've also visited psychological society offices in several countries and consulted with various executive officers by E-mail and regular mail.

Networking We're perhaps the only national psychological association that maintains active relationships with most of the psychological associations in the world. At the present time, our network has expanded to include 75 national psychological organizations, and over 70 multi-national international organizations with which we have regular contact by E-mail, fax, regular mail, and mutual visits. APA participated actively in the development of the European Federation of Professional Psychological Associations and we have been working to establish the North American Federation of Psychology Organizations (NAFPO) to serve a similar function in this hemisphere. We anticipate that the 1998 International Congress of Applied Psychology will represent the first opportunity for the major international organizations to interact with each other.

We are working to convene as many of them as possible at a world forum of psychology scheduled to hold its first meeting in conjunction with the San Francisco congress.

Conclusion The globalization of psychology continues apace. Many of us trained in the decades following World War II were told that psychology is an American discipline and there was little to learn from the developing nations of the world or from the war-torn nations of Europe and Asia. If that admonition had some validity in the past, it certainly has none today. Exciting developments are taking place in scientific and applied psychology all over the world. The explosive growth of psychology the United States experienced 50 years ago is taking place in many countries now, and more will follow. To limit one's information to developments in the United States now makes no more sense for psychologists than it does for economists or political scientists, or any one else interested in keeping up with what is going on in the world.

I welcome the establishment of our 50th division, the Division of International Psychology, and applaud this historic development in the further globalization of the American Psychological Association.

INTERNATIONAL NEWS

The WHO Mental Health Programme

John Orley, MD
Programme on Mental Health
World Health Organization (WHO)
Geneva, Switzerland

WHO's mission is to provide guidance and advice upon request (including normative practices and data) to the governments of its Member States, and to further develop these guidelines as far as possible by international consensus. WHO also provides technical assistance to countries and fosters technical cooperation between them; this is offered particularly to those countries with few resources in the hope that it will help in the prevention and treatment of diseases, and the promotion of the general health of the people who live there.

The WHO Programme on Mental Health forms one of the programmes in the Division of Mental Health and Prevention of Substance Abuse (the other programmes being the Programme on Substance Abuse and an Action Programme, Nations for Mental Health). In addition, each of WHO's six Regional offices has an adviser dedicated to Mental Health.

The Programme on Mental Health is thus organized to provide guidance on the prevention and treatment of mental disorders, and to develop classifications and assessment tools which relate to such disorders, or the psychological components of disease and health as a whole. The Action Programme (Nations for Mental Health) provides technical assistance to countries with limited resources in order to help them set up model demonstration projects in the field of mental health.

The Programme on Mental Health has produced clinical descriptions, diagnostic guidelines and diagnostic criteria for research for the Mental and Behavioral Disorders chapter of the 10th revision of the International Classification of Diseases (ICD-10). This classification, and the descriptions and diagnostic guidelines, has been published in more than 30 languages. The Programme has also produced a number of assessment tools dedicated to this classification, namely the CIDI (for non-psychiatric careers or lay interviewers), the SCAN and the IPDE (personality disorder) (the latter two for use by psychiatric professionals), with training centers in many parts of the world. There is also an

(Continued on page 8)
abbreviated classification for use in Primary and General Health Care Settings, which is primarily for use with Educational Packages for Primary Care Physicians or others working at first contact with patients.

A 5-year WHO-NIH Joint Project on assessment and classification of disabilities is currently in progress. Assessment instruments to measure disablement are being developed to examine constructs such as burden of disease and resource utilization, and to develop an epidemiology of disablement. The Division is also charged with the revision of the International Classification of Impairments, Disabilities and Handicaps, which is a member of the WHO family of international health classifications. The revision process will operationalize the constructs and move from a medical to a more biopsychosocial orientation, and address issues of parity between psychological and physical disorders. As the classification addresses functioning independent of a diagnosis (physical or psychological disorder), it will have wide application. Field testing of the new classification is taking place in some 15 countries.

Other assessment tools that have been developed over recent years are ones on the assessment of quality of life in health care settings (the WHOQOL). This was developed simultaneously by centers in 14 countries worldwide and now exists in over 20 languages. A scale for assessing satisfaction with psychiatric services has also been developed and tested in eight countries. Other work involves quality assurance procedures for mental health care and guidance on developing national mental health policies and programmes. The Programme always tries to take into account consumers' views, and the issue of human rights, including the legislation that protects these, is given high priority.

In recent years, with support from the Office of the United Nations High Commissioner for Refugees, the Programme has developed an activity on the Mental Health of Refugees and others affected by wars and disasters, currently concentrating on the Great Lakes Region of Africa (Rwanda and Burundi), the Caucasus (Chechenya) and the Former Yugoslavia.

Apart from dealing with mental disorders and mental health problems, the Programme also concerns itself with mental health promotion, encouraging activities in countries aimed at fostering the mental health of children and young people.

(Continued on page 9)

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**STUDENTS' PAGE**

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**Student Ideas**

Kristian Lang, MA
Chicago, USA

Dear Students,

My name is Kristin Lang. I am a fourth year clinical psychology student at Loyola University in Chicago. I am a Division 32 student co-chair along with Shannon McCaffrin. Presently, we are in the process of setting up a Web Site for students to trade ideas about research and practice in international psychology across the internet. Come check out our site at http://ww.usd.edu/~smccastll/

In order to make strides in our psychological theorizing, we must realize that applying a particular theory outside of the context within which it was designed might entirely change the findings. Studying psychology in international settings poses a challenge to psychologists to question how closely their theories are linked to the context in which they were created. It also affords them the opportunity to look at theories and practices cross-culturally to determine what aspects of theory and practice are universal, and which are context-specific. With this awareness, psychologists can then better explicate when an application is intended for a specific or global setting.

For students of international psychology, several avenues can be explored to build the cross-cultural web of psychological understanding: this can be accomplished by comparing culturally specific theory to discover aspects that transcend culture, and those that do not. In beginning this process, psychology may benefit from turning to other disciplines that have already compiled a wealth of information from which a base of psychological knowledge can be built. Marketing research, in aiming to understand consumer behavior, applies information about how people think, feel and behave in the market world. Findings in marketing research, although based on competitive market assumptions, can be used by psychologists to enhance understanding of theories that are culturally specific and global. Sue Jung, a student seeking a Masters Degree in management at Northwestern University's Kellogg School of Management, presents (1) ways that marketing gains information from the field of psychology, and (2) examples of what marketers observe cross-culturally. These ideas are presented to motivate students to think creatively about applying psychology concepts internationally.

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**A Psychological Foundation for Understanding Global Brands**

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All of these international brand names can trigger a host of consumer associations. They denote more than just the marketplace products they represent; they connote experiences that dwell within layers of memory and drive preference structures. For marketers, the advantage to creating a well-known brand that inspires consumer preference is plain to see. Not only will consumers choose the preferred brand more often than competitors', but loyal customers who hold a brand close to their hearts will also choose the preferred brand in the face of price promotions, coupons, competitive new product entry, and most of all, uncertainty.

This brand dominance has some obvious advantages: Manufacturers of preferred brands are insulated from cutting price to capture consumers and can reap healthier margins. But perhaps more important, as product proliferation continues to swell the array of options and as time-famished consumers face more imposing time constraints, the brand that is near and dear to customers' hearts simplifies choice.

What is not so clear is how this brand preference develops over time and across cultures. Certainly advertising is key in establishing a brand's identity. The most skilful advertising can resuscitate a moribund product languishing in brand limbo. But much of what marketers tell consumers about their products gets swallowed up as noise, or worse, is misconstrued and backfired. In fact, it is not uncommon for advertisements to inspire loathing for a product. Such a result can be tragic for the marketing manager who has approved millions of dollars in advertising expenditures for a particular campaign. As John Wanamaker, the Philadelphia department store magnate, once said: "Half the money I spend on advertising is wasted. The problem is I don't know which half."

Much of the current behavioral marketing research focuses on information processing to understand how advertising affects brand choice and preference formation. The parent discipline, cognitive psychology, provides the theoretical underpinnings of consumer behavior research. Marketing researchers draw
heavily on psychology when discussing creative strategy in advertising. One of the most active debates focuses on how to create memorable advertising, that is how to motivate consumers to process the stimuli in short-term memory to long-term memory through elaboration. Since elaboration is effort intensive, tactical devices and the nonverbal content of a message can enhance elaboration of the appeal, and consequently, its persuasive impact. Devices such as humor, threat, sexual innuendo, mood enhancement, color and other motivational tools to stimulate message elaboration are often studied.

Evidence, based on information processing, shows that some repetition of advertising enhances consumers' responses. This happens because repetition enhances cognitive elaboration and recency, the two factors that stimulate information accessibility. Too much exposure, however, may result in wearout - when consumers' attitudes toward a product become less favorable as repetitions increase. Theorists believe wearout occurs because once the information of an ad has been communicated, additional ad exposures serve as an opportunity to scrutinize the message assertions and restate negative thoughts or refutations. What appears to happen is that consumers process the message information in response to the first few exposures. Thereafter, they activate their own repertoire of product-related associations. Because messages are designed to be persuasive, the processing of message information is likely to lead to a more favorable attitude toward the product than the activation of an individual’s own repertoire of associations.

Many multinational firms, including Procter & Gamble, Unilever and Nestlé, have tried to expand the strength of their brands to the global marketplace. How well these companies understand the local consumer usually dictates success. This can be problematic in some cases. For instance, Procter & Gamble's Pringle's potato chips fared poorly in Japan until shrimp flavor was introduced, a taste more palatable to the Japanese snacker. For eastern Europeans, paprika and chicken flavor was popular while the British preferred salt and vinegar.

Certain attributes, however, can transcend international boundaries if they are linked to benefits that seem to be more universal in nature. Coca-Cola, nothing more than eminently imitable sweet, caramel-colored soda water, is popular the world over because of what it stands for: life, fun, freedom and American style. Volvo represents safety for upscale families throughout Europe and the United States. McDonald's utilizes the universality of family values and reflects them in more than 70 countries. Pantene Pro-V shampoo became an enormous success when advertising showed an understanding of what women want from a shampoo. Women, in Asia, the United States and Europe, see healthy, shiny hair as a seductive and sensual ideal.

Notions of feminine beauty, such as smooth skin and youthful appearance, in addition to the attribute of lustrous hair, have proven to be globally consistent. Other P&G attempts to globalize beauty products that have promised to promote these attributes have generally shown success, such as P&G Oil of Olay products. Understanding what part of the brand concept is universal and what part is culturally specific is the challenge for firms trying to establish a global brand.

Marketers have found that one group of consumers that behaves consistently across cultures are teenagers. Preferences for music, sports, clothing, food, films, video games and role models are remarkably universal. Teens everywhere seem to identify with the same trends and bear similar attitudes. They want to express themselves, to fit in with their friends and to be different from their parents. They hate to be patronized or addressed with condescension. This insight potentially serves to help marketers unify a campaign to target this growing and influential segment. For example, Nike, Procter & Gamble and Levi's, among others, are trying to leverage their understanding of the teen profile. Since athletic shoes, acne remedies and blue jeans have become staples of teen culture everywhere, these companies are able to employ a single strategy to address youths in many cultures.

Teenagers are known to be typically rebellious. In developed countries in the West, this characteristic is a prominent thread of teen culture. This is not so, however, in less developed nations. With the increase of available information, even youth in formerly restrictive China have adopted independent attitudes. Researchers note that the rise of MTV and commercial television in China has spawned a consumerist culture among the young. An exploration of how information and Western images cognitively impact a society embarking on capitalism could prove to be an important field of study for psychology and marketing scholars.

Training Issues in Multicultural Counseling: Looking Toward the Future

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As more international students pursue their education and universities in the United States, colleague counseling centers have experienced an increase in the need for culturally sensitive psychological services. Historically, training that prepares the student therapists for clients with culturally diverse backgrounds has occupied a relatively minor role in the curriculum, and has varied widely from school to school. With today's increasingly multicultural society, there is a need for more training in techniques relevant to multicultural counseling and increased awareness of cultural issues that influenced personality, family, and interpersonal relationships. It is especially

(Continued on page 10)

http://www.TAMU-Commerce.edu/orgs/div52
important that therapists in counseling centers are aware of problems in acculturation that may contribute to psychological distress or coexist with psychological dysfunction.

In addition, cultural issues in psychological assessment are of considerable importance. The authors are graduate students in an American Psychological Association accredited PsyD clinical psychology program, and serve as therapists at the university counseling center. It has been our experience that a working knowledge of the culturally specific norms that are available for many tests can be crucial in test interpretation. Even when culturally specific normative data is available, student therapists may have difficulty deciding whether it is appropriate to use these normative data, use universal norms, or even avoid using a test. The choice of assessment techniques and norms will have a significant impact on how assessment data is interpreted and integrated.

These issues are of particular importance when working with international clients. Knowing the cultural specificity of an assessment tool is important, as is having a good command of cultural themes consistent with major ethnic groups. Therapists should also be aware of the difficulties in the generalizability of diagnostic categories across different cultures. Although the beginning therapists is unlikely to be aware of all the cultural variables that may impact a case, each client provides the student therapist and supervisor with an excellent opportunity to work collaboratively with new and challenging situations. With proper supervision, the learning opportunities are endless.

Lopes et al. (1989; Professional Psychology: Research and Practice, 20, 6, 369-376) presented a developmental scheme for competency in multicultural counseling. In stage one, therapist awareness of cultural issues provides the basic foundation upon which to built. For many situations this may simply include considering the possibility of cultural influences on each case, and cultural influences may go unnoticed unless the therapist is sensitized to the need to be alert for such issues. As therapists begin to discover cultural influences in their cases they move into a stage two. Therapists in this stage realize how wide and varied cultural differences can be from group to group and begin to be aware of culture - specific issues. This is the point at which therapists are ready for additional training in cultural perspective. Stage three brings with it a new feeling of responsibility to integrate this new knowledge into each case, thereby increasing the number of clinical variables that must be considered. As therapists work with multicultural clients they become more conformable integrating this information. Finally, in stage four therapists begin to entertain several perspectives simultaneously and to test hypothesis. With proper training and supervision, therapists will move through these developmental stages and become more competent and culturally sensitive clinicians.

Training in multicultural psychology must take into account essential differences in philosophies of counseling across different cultures. In the United States and some European countries, counselors attempt to empower the client to become an independent and self-actualized person in control of his or her own life. However, in many cultures this orientation may be psychonoxious. Many cultures do not encourage individuality, as the needs of the family often supersedes those of the individual. Families may solve problems collectively rather than individually. Because respect is closely tied to family honor in many cultures, it may be difficult for the individual seeking therapy to discuss problems that exist in his or her family. Discussing family problems may be further complicated by cultural traditions that consider a diagnosis of mental illness to be a disgrace to the family. Our North American values may be out of place in many other contexts as well. For example, in the United States we may consider a thirty-year-old adult who is still living at home with his parents to be in a developmentally inappropriate situations. However, in many cultures it is expected that children will remain at home with their parents until they are married regardless of age.

Midgette and Megger (1991; Journal of Counseling & Development, 70, 136-141) discussed specific barriers to multicultural counseling. One potential barrier involves holding the belief that the United States is a melting pot, because individuals often retain much of their culture and resist giving up their customs and values. It may also be detrimental to overemphasize verbal self-disclosure, abstractions, and long-range goals in multicultural counseling. This approach will be narrow, ambiguous, and would not address the client’s present concerns. In addition, other pitfalls include having a monolingual orientation and valuing one language over another, being unaware of one’s own racism, and denying the significance of others’ cultural identities. Finally, Midgette and Megger noted that lacking and understanding of the client as a whole person, not understanding the client’s social context, and lacking an appreciation for non-verbal communication also serve as pitfalls.

Additionally, training in multicultural sensitivity should address the issues faced by other group. For instance, the gay and lesbian populations have issues that are specific to their lifestyle. Certain religious groups have issues that are specific to their religious orientation. One can easily see that training in multicultural counseling is not a small undertaking. However, this training is necessary, especially given the ethical implications of overlooking training of this kind.

Spieget et al. (1995; Professional Psychology: Research and Practice, 26, 4, 401-406) operationalized what attributes were important for doctoral programs and internships to be deemed multicultural. Although, the list is lengthy to include here, the most important attribute was a multicultural curriculum. Other important attributes were a diverse student and faculty population, the incorporation of a broad range of cultures and lifestyles under the umbrella of multicultural groups, and student involvement in research and field placements that offer experience in multicultural issues.

Training in multicultural issues is important now more than ever. The US Department of Commerce predicts that Latino individuals will constitute the largest ethnic group in the nation by the year 2050, and all ethnic groups are growing relative to the population as a whole. Increased training in culturally sensitive counseling and assessment will prepare future clinicians for the culturally diverse client population of the United States.
Drug Abuse Resistance Education (DARE) began in New Zealand in 1987 when three police members (two non-sworn educators and one sworn officer) traveled to Los Angeles to complete D.A.R.E. training. An invitation to attend a training course had been obtained from the Los Angeles Police Department after a New Zealand Rotarian, Barry Smith, brought a video about D.A.R.E. back from a Rotary convention in the United States. Barry persuaded his club to seek sponsorship from Rotary International to make possible the visit to Los Angeles. The group returned to New Zealand and began the movement that has become D.A.R.E. New Zealand.

The visit to Los Angeles was very timely. The New Zealand Police were already investigating what approach they might take to assist the many schools who were requesting help with drug and alcohol education. A number of approaches were examined, but rejected as either not likely to be effective or as having no useful role for New Zealand's team of sworn police education officers. The police were looking for a perspective that would be effective and have a role for their team of sworn police education officers.

The New Zealand Police already had a law-related education program in schools and traffic education, dating from the 1930's, taught by uniformed officers. In what is now known as the Youth Education Service, sworn police constables are trained to plan with teachers and implement law-related studies in the classroom, to prevent violence, sexual abuse, drug abuse, and crime; and to promote school road safety education. The Youth Education Service is formalized in curriculum statements developed jointly by police and education. These curriculum principles were first published in 1980 and have been revised, in 1987 and 1996.

Consequently, in 1987 the New Zealand Police were ready to adapt the American D.A.R.E. experience. The New Zealand officers were experienced working in classrooms with teachers, implementing a wide range of education programs. It would be relatively easy to introduce D.A.R.E. into New Zealand, and adapt current training programs to the D.A.R.E. model.

Development of the First D.A.R.E. New Zealand Program, Dare to make a Choice: The Problem of Direct Transplants

In 1987, New Zealand health educators were cautious about any proposal to transplant the American D.A.R.E. curriculum. They considered it to be inconsistent with the then recently introduced National Health Curriculum for New Zealand Schools: Health Education in Primary and Secondary Schools (1985). Approval for this curriculum had been a long political battle involving aggressive tactics by the “moral right” who saw the health curriculum as opening the way for sex education in schools. Health educators had been trying to get teachers to acknowledge that teaching health was their responsibility, in that it should not be given by default to some group outside the school, who might compromise teaching quality. There was also a strong movement in New Zealand education to make the curriculum culturally appropriate, as from a Maori perspective. An American curriculum was unlikely to meet that cultural requirement. As a result of the strong interest in developing a pluralistic curriculum, the New Zealand Police established a consultative group to see if a New Zealand version of D.A.R.E. could be developed. Maori members were included in this group, which was begun in 1988.

Tena Kowhiria

New Zealand’s indigenous people, the Maori, were present throughout New Zealand when Europeans began to arrive. They are a Pacific Island people with close links to other Polynesian groups, including the indigenous people of Hawaii. Although the Maori have a common language, there are significant dialectic and cultural differences among the various Maori iwi (tribes). The Maori signed the Treaty of Waitangi with the British Crown in 1840. Because the guarantees this treaty gave have not been well kept, contemporary New Zealand society is looking at how past injustices can now be addressed. Part of this involves a greater recognition for their language in schools. During the last decade, a number of Maori-language schools have been established and other schools have become bilingual; that is, they offer classes using Maori as well as classes using English. This is the context in which Tena Kowhiria, the Maori language version of Dare to Make a Choice, was developed.

Early advice from the Maori suggested that D.A.R.E. should not try to produce a “national” Maori version. Instead, one iwi should be asked to write it, then other iwi could decide how to adapt it for their own needs. The Tainui Iwi accepted the challenge and the text of Tena Kowhiria (literally, “that’s the choice”) began development at Rakaumanga Kura Kaupapa school, under the guidance of Maori language teacher Wiha Malcolm. In developing the Maori text, Wiha consulted widely, including with Waahi Marae, the home marae of the Maori Queen, Dame Te Atairangikahu, with the staff of Rakaumanga School and with the Maori Studies Department and School of Education of The University of Waikato. Language matters were referred to the Maori Language Commission, which has been given statutory responsibility in New Zealand.
Zealand for promoting Maori as a living language.

The resulting Maori text is not a direct translation of Dare to Make a Choice, but reflects Maori tikanga (traditions). For example, the Maori have quite different ideas from Europeans about individualism. Concepts such as self-esteem and assertiveness need to be assessed differently, to reflect the much greater emphasis the Maori place on whanau (family) responsibilities.

In February 1995, at a hui (meeting) hosted by Tainui, the draft text of Tena Kowhiria was handed to D.A.R.E. along with a wero (challenge) to return it to Tainui, completed for launching the following year. Publication was completed early in 1996 and six resource video scenarios were composed and adopted by the D.A.R.E. Foundation of New Zealand. Also, at the conference, a carving was unveiled as a taonga (symbolic treasure) representing Tena Kowhiria. It depicts the first Europeans meeting with the Maori. Maori youngsters, who will benefit directly from Tena Kowhiria, are prominent on the carving.

The process of taking Tena Kowhiria to other iwi has now begun. A hui is arranged with the kaumatua (elders) of the iwi, the carving is displayed, and korero (talk) takes place about whether or not to adopt the program. A Tena Kowhiria karakia (prayer) and waiata (song) have been composed and adopted by the D.A.R.E. Foundation of New Zealand. Both are used when the program is introduced. So far, Tena Kowhiria has met with a very positive response wherever it has been taken.

A Tena Kowhiria "T" shirt has been developed to parallel the D.A.R.E. shirt given to participants of Dare to Make a Choice. It features a traditional pattern based on a mango-pare (ham-merhead shark) design. All students, whether Maori or not, have the choice of a D.A.R.E. or a Tena Kowhiria shirt.

Tena Kowhiria presents the New Zealand Police with a further challenge. Although there has been an affirmative action policy to recruit Maori officers in the Police, these officers have not necessarily been Maori language speakers. The Maori have made it clear that they want the partnership between Police and teachers to continue in Tena Kowhiria, but the Police struggle to find enough officers fluent in Maori.

Who owns Tena Kowhiria? The Tainui Iwi wrote the text and then gave it to the D.A.R.E. Foundation to publish. The Police own the officers who participate in it, and the schools own the teachers and youngsters who use and adopt it. The ownership of Tena Kowhiria is representative of the partnerships that are part of D.A.R.E. in New Zealand.

Psychology Joins Medicine to Help Prevent and Treat Cervical Cancer in Developing Countries

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Last summer, members of Medicine for Humanity, an interdisciplinary organization, spent two weeks in Malawi (southern Africa) to conduct a site visit for a project aimed at the prevention and treatment of cervical cancer. This disease kills more women in developing countries than any other cancer. Apparently, poor women don't get pap smears, and, even if they do, there's often no medical treatment available if the cancer is detected. This is tragic, since it is unnecessary for any woman to die of this horrible disease in this day and age. Medicine for Humanity (M4H) is an independent, international non-profit health education organization that has its headquarters in Southern California. The most prominent member and co-founder of the group is Leo Lagasse, MD, director of the women's cancer program at Cedars-Sinai Medical Center in Los Angeles. A Los Angeles psychologist, Dr. Geoffrey White, is vice president of the organization and Director of psychosocial programs. M4H is "psychology friendly" and is making mental health a key component of its programs.

An overriding global goal is to make a significant reduction in the death rate of cervical cancer throughout the world, especially in the third world where medical care is often unavailable. Innovations in detection and early treatment of cervical cancer make the program viable and cost-effective. Good health care is essential for the dignity of every human being, and the ability to abate the spread of cervical cancer is now possible. With these objectives in mind, M4H is involved with many countries throughout the world, including Mexico, Malawi, Mongolia, Nepal, Philippines, South Africa and several Balkan nations.

In Malawi, a collaboration with Project Hope has been created to help implement the program. Project Hope is one of the world's largest medical humanitarian organizations. Its staff is involved in over 30 countries worldwide. They have been in Malawi for many years and have developed relationships with the local residents. Project Hope has included M4H in a recent grant which was established to provide AIDS education. Since cervical cancer is a sexually transmitted disease, the mission of M4H integrates with that of Project Hope.

Part of the role of psychology in M4H is to form alliances with established humanitarian organizations throughout the world. M4H can collaborate with other organizations to create an efficient approach to implementing healthcare programs. In addition to Project Hope, M4H has obtained assistance from the Catholic Medical Mission Board (New York). Recent contacts have been made with the Red Cross and Save the Children, both of which are interested in forming alliances. Psychosocial programs are extremely important. They help support cervical cancer patients, and their families and communities, at each level of intervention, including programmatic, curative, preventive or educational. Cultural and gender sensitivity are crucial factors in both tailoring realistic programs of

INTERVENTION AND IN INSURING THEIR LONG TERM SUCCESS. THE LACK OF SUCH SENSITIVITY HAS BEEN AT THE ROOT OF THE FAILURE OF MANY WELL-INTENTIONED ATTEMPTS ON THE PART OF INTERNATIONAL ORGANIZATIONS TO IMPROVE HEALTH CARE IN NON-WESTERN NATIONS.

In addition, continued psychosocial support of the caregivers is indispensable to prevent burnout and compassion fatigue (secondary traumatic stress to the caregiver). Charles Figley, PhD, one of the original researchers and writers in the area of compassion fatigue, (Florida State University) acts as a consultant to the organization. In Malawi, M4H worked with a number of nurses at St. Elizabeth's hospital in Blantyre. Figley's compassion fatigue inventory was modified to fit their language and culture. A pilot study of this instrument is in progress. For more information: Geoffrey D. White, Ph.D., 2566 Overland Ave., Ste 780; Los Angeles, CA 90064; (310) 202-7445; (310)202-7615 fax; or e-mail: Careerpaths PACIFICnet.net

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Psychology in Greece: An Overview

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Greece, a country inhabited by ten million people, embraces a culture that is highly sophisticated in the fields of philosophy and medicine. This well-established tradition has its roots in ancient times, and has been historically nurtured with the development of well-structured universities that give high priority to research and education in these areas.

In contrast, the field of psychology in Greece is not as well-developed or organized. Its earliest academic origins occurred in the 1920s when students of philosophy at Athens University began to learn the fundamentals of psychology. However, at the time, and for close to half of this century, the principles of medicine and psychiatry governed the science and teaching of psychology. It was approximately sixty years later that the first school of psychology was created at the University of Crete, a large island in the south of Greece. Then, some years afterwards, schools of psychology were additionally founded in the universities of Athens, Thessaloniki, and Pantios.

Prior to the inception of these schools of psychology, individuals interested in pursuing an education in the field were forced to enroll in private, unauthorized colleges that could not academically compete with the caliber of study provided by the public system. Until recently, the initiation and operation of these private universities was prohibited; as a result, the diplomas and certificates earned by their graduates did not equate with the title of "psychologist" and forced individuals who completed the required course of study to work solely in the private sector. Additionally, due to a lack of appropriate control and supervision in these private colleges, the curriculum offered produced psychology candidates who were lacking the literacy and scientific skills crucial to later success in practice and research.

In order to address this issue, some students have chosen to transfer to a foreign affiliate of these private universities, in France for example, to complete the last years of study. A majority of psychology students then go on to earn a Master's Degree which, back in Greece, must be accompanied by the attainment of a passing grade on an examination given by DIAKATSA, an independent scientific association. Only with this accomplishment can their diploma and degree be officially recognized.

Currently, a transition period is occurring in the European Union during which a change in standards and requirements is being witnessed. In recent years, the ultimate recognition of a certificate in psychology is given by the Central Committee of Health Ministry. Also, accredited psychologists who have been educated in first-class universities, both in Greece and abroad, have founded the Association of Greek Psychologists, which is constitutionally responsible for the supervision of the field in Greece. Though this is certainly a step in the right direction, the association should continue to work toward the establishment of higher standards in the profession of psychology, including the encouragement of further postgraduate education and greater numbers of psychologists who achieve the doctoral degree.

The presence of well-trained, highly qualified psychologists is much needed in the country of Greece, as it surely is internationally. With the current status of the profession in Greece, however, psychologists are evident primarily in the universities and in their private offices. Moreover, the vast majority of these psychologists adhere strictly to the psychoanalytical view of the field, and lack knowledge of the profession's state-of-the-art research and practice techniques. While the work of these psychologists does address the needs of a component of the Greek society, psychology can also greatly enhance social research, the labor environment, as well as the health and community services offered in Greece. In order to reach this ideal, the field must ultimately be viewed as a separate and distinct health profession in which students and accomplished professionals are given the opportunity to learn about the newest in scientific directions, and are concurrently held to the highest of professional standards and requirements. If this is achieved, psychology in Greece, like all sciences, will continue to evolve according to the demands of the people it serves in this rapidly changing world.

Citizens Under Stress: An Explanation for Xenophobia

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The aim of this article is to apply the theory of social stress to the situation in post-socialist societies, especially in the united Germany, with respect to the conditions leading to the creation and the development of prejudices, xenophobia and intolerance. It is my thesis that the post-socialist societies are undergoing an extreme phase of political and social change, which is proving stressful for its citizens. Xenophobia will probably be one of the most obvious reactions resulting from their new problems and a new sense of insecurity.

What are the reasons for today's xenophobia? Why are people afraid of foreigners and why do they adopt xenophobic attitudes towards them? Why do many citizens feel threatened by foreigners? Does the reason lie in migration, in the increasing number of foreigners who come to live for a short or longer time in a host society? Or can xenophobia be explained by the personality of xenophobic citizens? Is it a consequence of the so-called authoritarian character? Or do economy, politics and society itself put too much strain on the citizens? These and similar questions are currently being discussed by scientists, political psychologists, politicians and pedagogues.

The demonstrations of manifest xenophobia in post-socialist societies are new. They are to be interpreted as the product of cumulative pressure and insufficient mechanisms to cope with this stress: stress is no longer experienced as a challenge to be overcome, but as an impossibly excessive strain. It would be a simplification if one wanted to interpret this merely as a consequence of those who had always been authoritarian. I argue that the particular susceptibility to xenophobia in post-socialist societies is a result of the specific stress situation faced there.

Citizens under stress - an innovative approach

A new explanation for xenophobia, which overcomes some of the one-sidedness of previous approaches, is given by the stress-theory. It is social stress that makes citizens susceptible to xenophobia, intolerance and authoritarian reactions. The present relevance of the stress-theory lies in the fact that we are currently facing various processes of transformation worldwide, which present particularly strong stress constellations to the people concerned (Badura/Pfaff 1989, 1992).

If strain caused by the structure of society, social changes and/or by national tradition meets limited or lacking capacities to cope with it, people may perceive this constellation as stress. The feeling of being (Continued on page 14)
challenged is replaced by the feeling of being overtaxed. Probable consequences will be re-actions of defense and escape (Fritzsche/Knepper 1993).

The innovative aspect of the interactive stress conception lies in its assumption that there is no absolute strain causing stress. Instead, stress always depends on the personal assessment of the situation. Stress is neither solely a result of objective stressors nor of lacking competence. It rather develops out of a process of assessing the demands and one's own capacities to react successfully.

Stress develops at different levels. We have to differentiate between micro-social and macro-social stress. Micro-social stress is in the immediate environment, i.e. in the family, at school or at work, while macro-social occurs due to political, economic, cultural or ecological constellations. As for macro-social strain the question is in how far citizens recognize and perceive it as significant strain and how the real stressors can be identified correctly.

**Stress and xenophobia**

Applying the considerations of the stress theory to xenophobia, we come to the following conclusions:

* Feelings of being overtaxed: Only the coincidence of too much strain and not enough competence will cause stress. It cannot be generally determined, however, in how far xenophobic or authoritarian reactions are a result of the citizen's personality and his lacking competence, or in how far they are a consequence of the strain put on him by a particular situation. Only a concrete analysis of the respective discrepancy between strain and competence will reveal the individual stress constellation.

* Tolerance threshold: Consequently, no absolute figures or proportions of the number of migrants tolerated within society can be given. The number, rather, depends on the ability and willingness of the citizens to accept foreigners in their society. Tolerance thresholds can thus be considered stress thresholds, which do not provide any information about absolute strain, but about the personal assessment of strain as well as about the feelings aroused by these assessments.

* Strategies of prejudice: Prejudice plays a crucial role for the subjective approach to handle stress. People who feel overtaxed are likely to react to stress with prejudice and foul images with their inherent simplifications, their debasement of foreign-ers and glorification of oneself, and with their regulation of fears. Prejudice leads to a distorted perception of reality, including the stress situation itself. Migrants or foreigners can be regarded as stressors, even though they may not be responsible for the strain. In this way, the principle social, economic, political and cultural stressors, e.g. uncertainty about processes of modernization and transformation, become less important. The personal advantage of inter-changing the stressors is the feeling that it is possible to reduce stress, since the challenge represented by foreigners seems to be easier to cope with than the processes of modernization and transformation.

* "Artificial" stress: Stress and the exchange of stressors can also be artificially produced by the discourse of the political class. The fear of being threatened can be aroused and increased by politicians talking about the "full boat" of the receiving societies. Especially those people who have had only little experience with migrants, are inclined to take the image of the "full boat" of the receiving society as an orientation for their own ideas and attitudes. The individual stress of the citizen develops as a consequence to the supposed "stress of society" and the public finances. The discourse about the "full boat" suggests lacking resources in order to cope with the challenge of migration.

* Violent reactions: Violence can also be a strategy to reduce or cope with stress. However, it is to be taken into account why and in which context violence is exerted. One of the functions of violence is to turn the feeling of helplessness into success and power, to turn confusion into clearness, to neglect into attention. Stress underlying violence is not only - if at all - a result of increasing social pressure, but also a consequence of subjective incompetence to meet everyday challenges. There are no sufficient values and norms for the interaction with others; as a consequence conventional scruples preventing people from exerting violence and forming a condition for social life are loosening.

### Stress in post-socialist societies

The stress theory seems to be particularly apt to explain the development of xenophobia in post-socialist societies. The current stress constellation in these societies is based on two dimensions: one dimension of cumulating strain (potential stressors) and another dimension of non-developed, or lacking, competence to handle the diverse stressors.

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<th>West</th>
<th>East</th>
</tr>
</thead>
<tbody>
<tr>
<td>5. If others crowd our living space we need to show them who is in charge</td>
<td>31.9%</td>
<td>46.9%</td>
</tr>
<tr>
<td>6. Most of my troubles are related to the presence of foreigners. Therefore we need to convince them by all means to return to their home countries</td>
<td>11.9%</td>
<td>19%</td>
</tr>
<tr>
<td>7. It is obvious that foreigners in our society will be treated worse than natives</td>
<td>29.5%</td>
<td>42.3%</td>
</tr>
<tr>
<td>8. I am certainly prepared to discriminate against foreigners so that they know what their place is</td>
<td>13.3%</td>
<td>20.4%</td>
</tr>
</tbody>
</table>

1. Cumulative strain comes from the confrontation with three unknown factors:
   - confrontation with economic competition
   - confrontation with political and ideological uncertainties
   - confrontation with multicultural diversity

2. During the process of socialization there was no possibility to be prepared for political and economic competition and for intercultural dialogue.

3. Finally, a very important aspect is the fact that those social forces which could foster social integration and reduce stress no longer fulfill their roles. Social resources - parents, working place and school - do not give sufficient support to people, but confront them with new uncertainties.

The new freedom of democracy is therefore often experienced to be dangerous and more confusing than profitable. Democracy does not only bring about the realization of freedom and hope for prosperity, it equally brings about a new "fear of freedom", a fear of the new freedoms. Due to the application of the stress theory, we can reject other approaches interpreting the development of xenophobia in post-socialist societies as a consequence of the socialist "heritage". But also analyses seeing the origin of xenophobia solely in a particular situation exerting too much pressure do not comprise all aspects (Oesterreich 1993). The significance of the coincidence of new demands on the one hand, and lacking competence on the other hand, has become apparent. Citizens in the post-socialist societies are more susceptible to xenophobic and intolerant reactions, because the processes of transformation and modernization produce spe-
**Resources against stress**

The following resources of people concerned have proved to be successful in reducing or coping with stress:

a. Education: Which knowledge do I have to analyze the situation adequately? Have I learned to learn?

b. Assessment of own capacities: What are my capacities? What do I think I am capable of doing? A strong, self-confident person might regard certain strain as pressure, but not as stress.

c. Cultural traditions, values and moral awareness: What am I allowed to do? What is expected of me? Rootedness in cultural traditions, the acceptance of social values and moral awareness facilitate the orientation and help inter alia build barriers to violent reactions.

d. Supporting factors of social integration and social networks: Who can help me? Confidence in or knowledge of support from other people reduces the feeling of helplessness.

The higher the number of such resources, the easier it will be for the people concerned to develop "stress-competence". The lower the number of resources, the higher the probability that people will feel overtaxed.

How can social stress be reduced or controlled? Pedagogy - including political and historical education - will certainly soon discover its own limitations here, since one cannot "educate away" the burdens which have grown out of the transformation process! But one can help people at the subjective level to promote anti-stress resources and to cope more easily with stress. Only then will the objective challenges no longer appear merely as impossible burdens. And only then will it be possible for our risk society to be perceived as more than just a society under stress. What we need is the competence to deal with the possibilities of modern societies. Here education has a genuine area of responsibilities. The skills could achieve an awareness that, what we consider to be a burden today, might be regarded as a challenge tomorrow. When the "fear of freedom" gives way to a perception of the chances lying in the modern world, then one of the strongest roots of the fear of everything that is not familiar will be gone. In this sense, the preparation for the risky freedoms of modern society is certainly a strong prevention against xenophobia.

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**PSYCHO-POLITICAL PERSPECTIVES**

**Reflections of preventive deployment: Macedonian case**

Lidia Georgieva, PhD  
St. Cyril and Methodius University  
Skopje, Republic of Macedonia

The post-Cold War period has promoted many new issues on the international agenda, one of which is the issue of security of individuals, states, and the international community. One of the attributes that could reflect the position of security is "prismatic." In fact, this description of the location of security in contemporary international relations is a consequence of its perception: it is distributed as a reflection of the impact and spill-over of certain negative or positive factors, which, by "overrun", are influencing the states as well as the broader international community. This vision is especially typical for the Balkans; here, in spite of the classical epithet "powder keg", it currently could be stated that, through the "prismatic view", serious reflections that have caused instability in different spheres of social existence could be diagnosed. Insecurities which resulted from the process of transformation of the former socialist regimes, political changes, and deep economic and social problems were spilling over into and reflecting the tempestuous Balkan space. Therefore, analyses that fit into the "prismatic state of security" on the Balkan space, are quite "rich" but also represent a serious challenge. As the conflict becomes the term that security analysts use most often, and conflict becomes the topic related to the concept of security, it is unavoidable to consider the essence and relation between these two concepts. One concludes very often that the concept of security is "ambiguous." The same conclusion can be derived from the concept of conflict. Beside all differences, we can accept that "when speaking of any conflict or dispute, fundamental distinction will be drawn between the three inter-related components of: conflict situation: conflict behavior and conflict attitudes and perceptions."

This three-dimensional format, adapted from Galtung, emphasizes that three structural components may be analyzed separately, but, in any real world conflict, they are intimately connected with each other in a complex manner. Complexity of the contemporary conflict strongly influences the stability of the states, as well as the international community.

Related to the previous definition of conflict as a triadic form, the term conflict management is used to refer to the whole range of techniques which are defined as conflict avoidance, conflict prevention, and conflict settlement or conflict resolution.

Conflict prevention is related to the stage of latent conflict when goal incompatibility has been recognized. The main objective of the process of conflict prevention is to prevent destructive conflict behavior (by suppression, regulation, or institutionalization). Conflict settlement, or conflict resolution, is related to the manifest stage of the conflict when conflict involves incompatible goals, hostile attitudes, and disruptive behavior. From the viewpoint of peace research, peacekeeping is embedded in the theory and practice of conflict settlement and its activities are, therefore, limited. This conclusion is very interesting in the sense that preventive deployment is characterized as a form or model of preventive peacekeeping.

**Characteristics of the preventive deployment model applied in the Republic of Macedonia**

The preventive mission in Macedonia can be seen as an approach for conflict settlement as it will contribute to the advancement of the peacemaking process.

This applied model was also influenced by certain elements which contributed to the creation of a positive climate in the State for preventive activity of the international community. First, in the context of the global activities of the international community in preventing a spill-over from the former conflict in Yugoslavia towards the broader Balkan region, it is a crucial fact that the estimation of the stability of Macedonia is a prerequisite. If this conclusion is set in the position of the "security prism" of Macedonia, and/or "security prism" of the Balkans, the relation of interdependence of the internal and external stability of Macedonia, and widening of the conflict towards the broader Balkan region opens. Additionally impacted is the relation through which stabilization effects concentrated in the Macedonian region will have a positive impact on the peace-keeping efforts of the UN in the former Yugoslavia.

Secondly, the peaceful dissolution

(Continued on page 16)
of the former Yugoslav Federation was a beginning of the process of enlargement of the autonomous political subjectivity of Macedonia, and the establishment of its independence. During that process, there occurred a coincidence of the national goals, and those of the international community, for strengthening the process as a basic prerequisite for the spill-over of the conflict process. Thirdly, the whole constellation of circumstances and relations on political, economic, social, interethnic, military and other plans, constituted a positive basis in the State. Such a basis, expressed through pluralistic political ambient and market economy, stabilization of security-defense positions as well as the positive relation towards the issue of minorities, was a prerequisite for successful peace-keeping activity. Fourth, with the withdrawing of the Yugoslav Army by agreement, there were no circumstances for breaking out of a type of an internal conflict as in Croatia, Bosnia and Herzegovina. The eventual threat for its stability and territorial integrity would be followed by classical aggression or the widening of the conflict from the former Yugoslavia. Therefore, it can be concluded that the stated elements have created a very specific condition for engaging the third party and maintaining the stability and security of the State.

One of the most common assessments with respect to the establishment and function of a preventive mission in the Republic of Macedonia is that it irrefutably represents a successful one. Therefore, the characteristics which significantly contributed to this positive assessment are of great importance. First of all, the formal bearer of the initiative is the host country and, accordingly, its security and stability could be disturbed due to an overflow of hostilities from the conflict in the former Yugoslavia. As a result, the country asked for preventive deployment of peace-keeping forces.

In terms of the consent, a certain principle raised a number of questions since it is one of the basic principles and, in peacekeeping, confirmed itself through the approval of the involved parties. In the Macedonian case, in the absence of hostilities, as well as a reduced capability of the State (i.e., military) to keep a distance from the instability produced by the conflict in the former Yugoslavia, the approval is specific. It is expressed through the positive attitude of the ruling authorities of the State towards the presence of the peace-keeping forces. Besides that, it is also supported by the positive attitude of the political parties of the nationalities in Macedonia (first of all the Albanian nationality). From the other side, no approval has been asked from the neighboring countries, but they (Albania and Federative Republic of Yugoslavia) have been informed about the deployment of the peace-keeping forces.

In terms of the function, the mission is established as a deterrence aimed at preventing the spread of conflict from the former Yugoslavia towards Macedonia. This deterring function is expressed more as a determination of the international community and the host country to maintain the stability and security of the State. The mandate, constitution and power of the forces are not aimed at keeping the integrity and stability of the State by using force.

In terms of the mission’s mandate, which is clearly outlined as preventive and should be carried out by the monitoring and reporting on all elements which might destabilize the security and stability of the State. However, on the basis of the insight of internal stability of the State, and the statement that it is a promoter of the stability in the whole region, the mandate of the preventive mission is being supplemented with confidence-building measures, early warning, monitoring and reporting, as well as some social and development projects.

In terms of the mission’s structure, it is constituted as an operation for peace-keeping, including military and civilian personnel, military observers of the UN, and civilian police of the UN. Therefore, it is commonly described as preventive peace-keeping.

The stated characteristics of the mission surely represent elements which, composed to manage the preventive role, within the Macedonian model have shown positive effects. In that sense, certain factors which positively influenced the mission’s success can be distinguished. In fact, bearing in mind the global security and stability of the State and its limited military capabilities, the quick force deployment, that is, the shortening of the time from the mandate formulation until force deployment, represented an extremely important factor. Besides that, it was shown that “a relatively small and lightly equipped military component” could give a substantial contribution to maintaining security and stability of the State within a region stricken by conflict.

However, in this case the fact that the force deployment was made during the absence of hostilities in the host country must be taken into account.

Conclusion

The concept of preventive deployment, located in a broader category of preventive action, is directed at disputes and conflicts which by their essence and characteristics might pose a threat to international peace and security. In this context, it may be concluded that the characteristics of the preventive deployment, or the preventive peace-keeping, determine its function as a conflict control which will provide a space for diplomatic conflict resolution. From that point it can be stated that if the activity is limited only to its initial function (monitoring and reporting), the result will be an approach with a limited possibility for development of activities that will provide stability and long term peace.

The role and tasks of the preventive deployment in the circumstances imposed by the situation in the Balkans performed a function of deterrence. However, relying only on the monitoring and reporting mandate for performing the function of deterrence would not be enough, unless it is realized that the integral stability of the State is basic ground for the advertising function. Therefore, the preventive action, in the form of preventive diplomacy and preventive deployment, and undertaken when the State is vulnerable to war threats and danger of conflict spread, can be a real approach even in the sense that it will upgrade the stability of the State. This occurs only when there is no desire from the State for involvement in a military conflict.

However, here arises the question of whether such a type of engagement, especially in the post-communist countries which are facing internal problems such as in the socio-political, economic, or multiethnic sphere, is sufficient; in other words, is this the only approach? Additionally, not all Balkan post-communist countries are characterized by a lack of military capability was the case in Macedonia; on the contrary, they are facing the serious aspects of civil-military relations. International activity should be directed as complementary to the democratic processes within the State, in order to ease the process of transition and to reduce instabilities that arise from it. As a matter of fact, the very presence of the peacekeeping forces is not a quadrant of stability.
Political Affect and Japanese Voting Behavior

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Over the past fifteen years or so, research in the field of political psychology has focused on the structure and functions of affect (Abelson, Kinder, Peters, and Fiske, 1982; Marcus, 1988; Marcus & MacKuen, 1993). The following conclusions have been drawn from these studies: (1) The structure of affect is not one-, but two-dimensional, consisting of both positive and negative aspects, and (2) Positive and negative affect are independent of each other and have their own unique functions. Positive affect is self-regarding and occurs when one's task at hand is going well. Negative affect, on the other hand, is environment-regarding and occurs when one perceives the signs of evident danger. This article examines these dimensional and functional differences between positive affect and negative affect in the voting behavior of the Japanese electorate.

Data

The data used in the following analysis were obtained through a mail survey conducted during the House of Councilors (Upper House) election in 1995. Respondents were selected at random from all eligible voters living in Tokyo. Out of the total sample of 1,200 persons, we obtained 485 valid answers.

Respondents were asked their feelings toward three major political parties: the Liberal Democratic Party (LDP), the New Frontier Party (NFP), and the Social Democratic Party of Japan (SDPJ). These three parties have complex relationships that are both confrontational and cooperative. Since the LDP was in power from 1955 to 1993, rivalry existed primarily between the LDP and the opposition parties led by the SDPJ. But, when the research was conducted in July of 1995, the LDP and the SDPJ had formed a coalition government (the prime minister was the leader of the SDPJ), opposed by the NFP, the largest non-government party. From an ideological point of view, the LDP and the NFP are basically conservative, whereas the SDPJ is positioned towards the left.

We presented a list of feelings including sympathy and hope as positive affect, anger and anxiety as negative affects. Each feeling was measured by 4-point (from "Not at all" to "Very much") scales.

The structure of affect

First, to show that measured positive and negative affect are independent, we compared the correlation between the two positive feelings, between the two negative feelings, and between the positive and negative feelings. The average correlation between the two positive feelings for all three parties combined was .72, between the negative feelings was .59, and between the positive and negative feelings was a low -.26. These results suggest that positive and negative affect are independent of each other.

We then conducted a factor analysis for all twelve variables (3 parties x 4 feelings) to get an idea of the overall structure of affective responses toward three major parties. We decided to adopt a four factor solution according to the change in the eigenvalues. Table 1 presents the factor loading of the first factor before rotation and the four factors after varimax rotation.

Table 1

<table>
<thead>
<tr>
<th>Factor</th>
<th>Loading</th>
</tr>
</thead>
<tbody>
<tr>
<td>Positive affect</td>
<td>0.72</td>
</tr>
<tr>
<td>Negative affect</td>
<td>-0.26</td>
</tr>
</tbody>
</table>

For the influence of affect on party support, we found that positive affect is greater than negative affect for all three parties. For all parties, positive affect's influence is in the right direction and statistically significant. Thus, positive affect strengthens support for the party. The influence of negative affect is small and more obscure. Only for the NFP do we see significant influence in the right direction (negative affect weakening party support). For the SDPJ, the influence is in the right direction but insignificant, and for the LDP it is in the wrong direction. The influence of positive affect is also greater in voting behavior. Negative affect does not directly influence voting behavior for any of the three parties, while positive affect has a direct and significant effect on voting for the SDPJ and the NFP. For the LDP, however, voting seems to be only indirectly influenced via party support. In all cases, we confirmed that the influence of positive affect is greater both for party support and voting behavior, which coincides with prior researches.

A similar relation can be found between the voters' past party support and their present affect. In this survey, we asked...
gain psychology degrees from Spanish universities each year enabling them to commence their professional practice. Bearing in mind that the Spanish population is less than 40 million, these statistics illustrate that Spain has the greatest ratio of psychologists in the world.

Approximately, half the number of courses taught in a psychology degree are considered to be "core" subjects, and are therefore compulsory in every university; the other half is left at the discretion of individual universities. Among the latter courses, approximately 50 percent are "optional" subjects; that is, the students can choose up to a certain number of credits (one credit equal 10 contact hours) from them. The total number of credits, including compulsory and optional courses, must be 305. Teaching is organized into specific areas: General Psychology, Social Psychology, Personality and Clinical Psychology, Developmental and Educational Psychology, Psychobiology, and Methodology.

From the outset, a feature of psychology in Spanish universities has been the weight given to the teaching of quantitative approaches of a mathematical-statistical nature. Despite this quantitative approach, generally speaking, psychology has maintained a theoretical, non-practical nature, regarding both content and methodology.

Only in the case of clinical psychology is it possible to obtain a specialized official qualification: the Spanish Public Health Service offers some ten posts each year in order to train clinical psychologists in hospitals and similar institutions (Spanish graduates must sit for a competitive selection examination to secure one of these posts). In addition to the courses available on the five-year first degrees and two-year doctoral degrees syllabuses, most faculties offer the possibility of reading for a masters degree to make up for the lack of specialized practical training. In some universities, the Sociology Faculties do offer degrees with social psychology as the main specialist area.

Against the opinion of most psychologists and their professional bodies the present Government has recently devised a mixed Psychology-Pedagogy degree: Psycho-Pedagogy. Graduates in this new degree, specialized in the area of education. According to some, this signals the development of a new field of expertise, although others regard it as a case of the pedagogues interfering with what has traditionally being Educational Psychology. Given that this is a very new degree, and therefore has not produced any graduates yet, it is impossible to assess its impact on psychology as a whole.

The apparent lack of well-established schools of thought or theoretical approaches could be explained by the fact that psychology in Spain is a relatively young science. Generally speaking, a strong theoretical training is present among lecturers and researchers, as well as an up-to-date knowledge of the different developments in psychology, especially in America. Moreover, Spanish researchers are not lacking in original ideas, or in scientific capacities, but they may not possess the necessary confidence in their own ideas and theoretical proposals, together with a lack of public recognition of the value of their work by their colleagues. In the theoretical field, one has the impression that their work is hardly more than a reflection of, and a reaction to, the work published by mainstream American psychologists.

A factor that has undoubtedly contributed to curtail personal initiatives is the system used to employ and promote University lecturing staff. University lecturers are civil servants, and must pass a competitive selection examination to obtain their initial lecturing post, or to move to a higher post. In a process lasting from one to three days, a panel of five university lecturers assesses the candidates' curriculum vitae and theoretical knowledge, culminating in a vote to decide which candidate best meets the requisites needed for the post. Under these circumstances, it may be more sensible for the candidates not to favor "unorthodox" theories, or criticize established assumptions. This may be the reason why, for instance, the few supporters of psychodynamic approaches have turned to other schools of thought, to the extent in which psychoanalysis has practically disappeared from the psychology teaching.

A similar procedure has recently been adopted in a research assessment exercises: a panel appointed by the Ministry for Education appraises the scientific value of the research published by each lecturer. Depending on the results obtained by each researcher, their salary may increase approximately 5 percent every six years. Once more, the holding of unorthodox or "politically" incorrect theories may have an influence on the candidates' success. In so far as the system is effective, it will guarantee a minimum level of research; but in reducing innovative initiatives, it may also give rise to mediocrity. In fact, a typical publication may contain a great deal of academic references and technical information, but will often lack personal viewpoints, unless these have been backed by well-known researchers. There is a bias towards eclectical positions with a cognitivist approach, and a disposition to assimilate eventual theoretical developments, especially those coming from America. There is still a lack of tradition or sufficient theoretical output to form the basis for a national autonomy that may act as a reference frame. This is not to say that there are not a number of acknowledged researchers who regularly publish outstanding papers in national and international journals.

No less than fifty psychology journals are published in Spain, including research papers in various subjects. The number of papers devoted to basic research is small, especially general publications aimed at theoretical developments; papers are usually devoted to a specialized practical subject. There is no other prevailing theory, apart from the dominant cognitivist framework. Perhaps there is a dividing line between a minority who defend strict experiments at all costs, and a majority ranging from less extreme empirical standpoints to positions closer to a qualitative approach.

Psychology has permeated Spanish society very effectively in a short period of time. Today, psychologists are not only valued participants in the selection, training and management of human resources, and as professional workers themselves, in hospitals, in the education system, in prisons, in the case of catastrophes, etc., but are also people in general seek the help of psychologists both in terms of clinical problems and in terms of advice for their individual, family or social life (dependencies, conflicts, education, etc.).

Both at individual and institutional levels (research, departments, faculties), Spanish psychologists maintain close contacts with colleagues in other countries: overseas lecturers visit Spain frequently, and Spanish researchers participate in, and occasionally organize, international conferences.

Professional psychologists have created an effective instrument for the coordination, management and promotion of their interests: Colegio Oficial de Psicologos. This Spanish correlate of the American Psychological Association is the second organization of its kind world-wide, both in terms of membership and in terms of organized activities.

As with many other disciplines, there is in Spain today a clear misuse of potential human resources provided by psychology, both in professional practice, and in research and theoretical developments. This situation may be the most immediate and urgent challenge facing psychology today.
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Division 52 of American Psychological Association

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__________________________________________________________
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voters which party they had supported in the previous year. We conducted multiple regression analyses to predict current positive and negative affect by several independent variables including past party support. For positive affect, the influence of the past party support was significant for all three parties (LDP: $f^2 = .23$, p<.01; SDPJ: $f^2 = .14$, p<.01; NFP: $f^2 = .10$, p<.01). But for negative affect, we found only one significant influence in the wrong direction for the SDPJ ($f^2 = .09$, p<.05).

### Conclusion

The above analysis shows that positive and negative affect are independent of each other. The former exerts strong and persistent influence on party support and voting behavior. But what about negative affect? The results of further analysis suggest that negative affect primarily influences voter interest in elections. When we predict the extent of this interest using the average values of positive and negative affect toward all three parties, we see that both raise interest significantly, yet the influence of negative affect is slightly stronger. The stronger the negative affect for all three parties, the more interested voters will be in the elections. This result demonstrates negative affect’s function as prior researches described: namely, people fall out of customary behavior and begin seeking new information. If positive affect is an accelerator that is applied continuously, negative affect is the brake that is applied in shifting circumstances.

### Table 1 Factor Structure of Affect

<table>
<thead>
<tr>
<th>股东</th>
<th>I</th>
<th>II</th>
<th>III</th>
<th>IV</th>
</tr>
</thead>
<tbody>
<tr>
<td>LDP sympathy</td>
<td>-.42</td>
<td>-.08</td>
<td>.09</td>
<td>.88</td>
</tr>
<tr>
<td>LDP hope</td>
<td>-.46</td>
<td>-.11</td>
<td>.09</td>
<td>.88</td>
</tr>
<tr>
<td>LDP anger</td>
<td>.65</td>
<td>.74</td>
<td>.06</td>
<td>-.22</td>
</tr>
<tr>
<td>LDP anxiety</td>
<td>.67</td>
<td>.67</td>
<td>.05</td>
<td>.03</td>
</tr>
</tbody>
</table>

### Table 2 Regression of Party Support and Vote on Affects

<table>
<thead>
<tr>
<th></th>
<th>LDP Support-Vote</th>
<th>SDPJ Support-Vote</th>
<th>NFP Support-Vote</th>
</tr>
</thead>
<tbody>
<tr>
<td>PA</td>
<td>.35** .01</td>
<td>.31** .23</td>
<td>.26** .11</td>
</tr>
<tr>
<td>NA</td>
<td>.09* .03</td>
<td>-.05 .05</td>
<td>-.10* .02</td>
</tr>
<tr>
<td>Support</td>
<td>.50**</td>
<td>.32**</td>
<td>.34**</td>
</tr>
</tbody>
</table>

Note. Entries are standardized OLS regression coefficients. Some control variables are omitted from the table. * p<.05. ** p<.01.