Your president is delighted to address you through The Reporter. We have had the good fortune of having received over 60 impressive papers and addresses for the 1998 APA Convention in San Francisco. We hope you are planning to take part in the convention so that you can benefit from our members' contributions. I also want to mention the 24th International Congress of Applied Psychology just prior to the convention. Many Division 52 members will also be presenting their work there.

In addition to the facilities of The Reporter you have the option of discussing topics of mutual interest with other Division 52 members through our online chat room on the Internet. Our web site address is http://www.tamu-commerce.edu/org/div52. Please stop by and see what a lovely job Dr. Bill Masten, our webmaster, has done.

Another channel for instant information is an email listserv. We are planning to establish one very soon and invite you to send your e-mail address to Dr. Sheila Joshi, our secretary at drsjoshi@ccnet.com so that you can take part in our discussions.

In my upcoming address at the APA convention, I shall share with you some thoughts that I have had to encourage greater interchange among psychologists of the world. I would like to hear your opinion about establishing a special clearinghouse for psychologists who wish to make presentations abroad.

Finally, I would like to recognize the good work of our officers and committee chairs who have contributed so much during our first year as an APA division. A special thank you to Dr. Ivan Kos, our newsletter editor; Dr. Harold Takooshian and Dr. Joy Rice, our program chair and co-chair; Dr. Mary Reuder, our fellows chair and Dr. Sheila Joshi, our secretary.

In order to understand the current status of psychology in Mexico it helps to review some seminal events which, in a way, have a very long past but relatively recent history. As in most countries, the history of scientific or professional disciplines in Mexico is closely linked to that of its most significant academic institutions and psychology is no exception. The first time a reference to our discipline is found in Mexico's history dates back to 16th century when friar Alonso de la Veracruz conducted the first seminar in (Aristotelian) psychology as part of his teachings in theology at Mexico's Royal and Pontifical University.

Although its status specified that the university was expected to admit also New Spain's "Naturals" (native Mexicans) during the Spanish colonial times, most academic development revolved around the goal of educating Creole population (and to lesser extend the Mestizo) and strengthening the royal institutions. After the 1810 independence war, Mexican universities became more open and liberal. Teaching diversified to disciplines other than those classical at the time: theology, mining, medicine, architecture, and law. Once the country became more stable and communications with colleagues abroad turned viable, Mexican psychology quickly established links with academicians worldwide. By the end of the 19th century the School of Higher Studies of the University of Mexico had an almost complete replica of Wundt's Leipzig Laboratory. Later, visiting professors such as James Baldwin attested to the development of the discipline at a re-dedication of the university ceremony. The school later became the School of Philosophy and Letters, where the first set of organized courses aimed at training scientific and professional psychologists was put into effect in the late forties.

If one could choose a relatively specific period during which most of the current developments in Mexican psychology are based, in terms of the most significant immediate antecedents, most facts would probably fall in the two decades

(Continued on page 12)
EDITORIAL

Up to this fourth issue we were able to continuously publish short articles, national and international news, a student's column, and other pertinent material relating to the field of international psychology.

In future issues we hope to be able to include and publish increasingly psychologically findings, ideas, and/or concerns from countries around the world and thus, continue to promote and include the internationalization of the field of psychology in APA and on the global scene.

We strongly encourage our members to share and/or contribute their experiences, knowledge, or concerns regarding possibilities of new job openings, new research developments or findings, workshops, lectures, student exchange programs, etc.

Since we are a new division and still in need of funds in order to maintain the high quality and rich content versatility of The Reporter, we encourage all our present members to inform their colleagues of the work that we have been doing so far, as well as our commitment in regards to the future amelioration of international psychology as a field.

Presently, I thank all the members for their generous contributions. With their help we were able to continue with publication of The Reporter this year. Their names are acknowledged in this issue. However, if any name has been left out due to some oversight and/or error, I would appreciate personally if you will call me, fax, or e-mail your name so that in the next issue the contribution can be appropriately acknowledged.

Ivan Kos, PhD
Editor

LETTERS TO EDITOR

Hello, I am the director of the Culture and human behavior doctoral program at CSPP San Diego. I am interested in providing graduate students with an emphasis in international psychology. I see this as a way to promote the organization and field, as well as provide organized efforts to prepare international psychologists.

Are you aware of any programs in the US? I am in search of existing curricula to determine core courses. Please let me know.

We have had an exchange program with the Psychology Institute at Lund University in Sweden for a number of years (2 of our students are presently there), a partnership with neighboring Mexico in border psychology, and we are working on an exchange in Buenos Aires. This gives you some idea of what we have in place to date.

Billy Vaughn, PhD
e-mail: bvaughn@mail.cspp.edu

I am a mental health therapist with a practice in Cuernavaca, Morelos, Mexico. It is a small city located about 1 1/4 hours SW of Mexico City with easy access to the city. I have a client that is a prime candidate for EMDR and there are no qualified therapists here in Cuernavaca. The client is extremely motivated and is willing to travel if necessary to begin therapy.

Does anyone in your organization have a list of therapists in Mexico City and is there anyone that is specialized in EMDR? I can be contacted by e-mail at mtaylor@infosel.net.mx or by fax at: 011-52-73-11-73-06.

Thank you for considering this request.

Ann Taylor, MA, Agency Counselor
WELCOME TO DIVISION 52!

NEWS FROM THE DIVISION 52

DIVISION 52 ELECTION RESULTS

Florence L. Denmark, President-Elect and Nominations and Election Chair

Congratulations to the following individuals who were elected in the recent Division 52 election. Their terms of office will begin in January 1999.

President-elect: Frank Farley
Secretary: Sheila Joshi
Treasurer: Lenore Walker
APA Council Rep.: Frances Culbertson
Member-at-large: Harold Takooshian

I look forward to working with them in 1999.

THE 1998 CONVENTION PROGRAM

Harold Takooshian, PhD
Program Committee Chair

On the following pages (4, 5, 6) is the latest version of the inaugural program of our APA International Division in San Francisco, as of 7 July 1998, with some notes: (1) Thanks to several divisions (Teaching, Religion, Psi Chi), there will be a few suite gatherings for international visitors (pgs. 4, 5, 6), which will not appear in the APA program book. (2) Newsletter editor Ivan Kos is interested in collecting some of the APA papers for possible publication in an edited volume; contact him at ikosipa@aol.com. (3) The footnote at the bottom of the page 6 lists the 39 countries represented in our inaugural program. (4) Those with inadequate or no housing in San Francisco can still check www.citysearch.com/sfo. Joy Rice and I wish you a good summer and trip to San Francisco! Good luck!

Mona Abbondanza
Robert Bundy
Carlos Canales
Karen Duffly
Daniel Dupertuis
Natalia Encolpio
Pino Fumai

Minu Hemmati
Ally Hemstreet
Hiroshi Hirano
Karen Holbrook
Ronald Krate
Olga Mabin
Sandra Neil
Sally Nyandita-Bundy
Piero Rocchini
Louis Santalesa
Henk Thierry
Xiaolu Hu

Student Affiliates

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Defne Akol
Mizaho Arai
Lora Bertelsen
Bonka Boneva
Michaela Brueckner
Leo Cairo
Mitra Carruthers
Alison Carson
Valery Chirkov
Mindy Cohen
Maria Euga
Tresa Elliot
Schahresta Forman
Gali Franchuk
Fabiana Franco
Magdalena Gadomski
Louise Gagliano
Roxane Gervais
Tina Hallauer
James Hamilton
Payam Heidary
Douglas Hollis
Sharon Horne
Eva Hsiao
Louise Katz
Kristin Krueger-Mendoza
Elissa Lesser
Joan Lester
Lin Lim
Glen Milstein
Almatu Mustapha-Palmer
Keiko Muto
Larry Ng
Debra Palenske
Henry Prybysz
Gita Rakhsa
Kathleen Regan
Ana Rosas
Ritsu Sakamoto
Cynthia Scott
Lucie Slajerova
Kirsten Stoldt
Rabia Subhani Siddique
Arjaya Torraco
Susan Vettor
Parsa Vintere
G. Beverly Wells
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Division of International Psychology (52) Program at APA Convention
August 14-18, 1998, San Francisco, CA

FRIDAY, AUGUST 14
10-10:50, M272

1-3:00, M236

3-3:50, Marriott Nob Hill C/D

4-4:50, Marriott Nob Hill B

SATURDAY, AUGUST 15
8-9:50, Marriott Golden Gate B3

10-10:50, Marriott Golden Gate B1

11-11:50, Marriott Golden Gate B1

1-1:50, Marriott Nob Hill A/B

2-2:50, Marriott Nob Hill A/B

3-4:50, M228/230

4-4:50, M232/234

5-5:50, Marriott, suite *
Social Hour: Teaching division suite reception.

SUNDAY, AUGUST 16
10-10:50, M258/260

12-12:50, Marriott suite *
Social Hour:Psi Chi suite reception.

1-1:50, Marriott Yerba Buena 3

1-1:50, Marriott Pacific Suite A
Executive Committee meeting. Chair: Ernst Beier.

2-2:50, M Exhibit Hall B

3-3:50, M224
Business meeting. Chair: Ernst Beier.

4-4:50, M224

* Check the hospitality suite listing posted in the registration areas for exact room location.
MONDAY, AUGUST 17

8-9:50, M222

11am-noon, tentative *
Social hour: Psychology of Religion suite.

12-12:50, M224

Mo 1-1:50, M272

2-3:50, M228/230

TUESDAY, AUGUST 18

8-9:50, M310

10-10:50, M226


40 posters in a 50-minute session
Jo Ann A. Abe, Carrol Izard, A cross-cultural comparison of stranger reactions in Japanese and American infants. [J]
Jo Ann A. Abe, Katherine Abe, Ritsu Sakamoto, Michiko Takahashi, Emi Kawashima, A cross-cultural comparison of shame and guilt in Japanese and American college students. [J]
Salinah Adam, Frank M. Webbe, Eating attitudes of Arabs and Americans on an American campus.

Thomas Blass, Cross-cultural studies of obedience: Review and comparison of U.S. findings.

Michele Carlson, Gregory Brack, Catherine Brack, Chris Kornman, Professional issues in providing psychological services in South Africa. [So]
Theodora Consolacion, Lisa Amo, Hideko Uchida, Jayne Lee, David Matsumoto, American-Japanese ratings expressions and internal experience on varied intensities. [J]
Giuseppe Costantino, David Winter, Joan Riley Walton, Ronald L. Nuttal, Ena Vazquez Nuttal, Richard Dana, Robert G. Malgady, Elsa Cardalda, Multicultural /Cross-cultural Motivation as assessed by the TAT and TEMAS. Anthony T. Dugbartey, Clinical psychology in tropical Africa.

Elisa J. Grant-Vallone, Ellen Enshber, Work-personal life conflict, organizational support, and expatriate employees' well-being.

Pamela A. Hays, Using the DSM-IV across cultures.

Marmin J. Heisel, Toyomasu Fusé, College student suicide ideology in Canada and in Japan. [Ca,J]


Kristen M. Hilliard, Gayle Y. Iwamasa, So-hei Abe, The Beck Anxiety Inventory and Japanese American older adults. [J]

Toko Igarashi, Leo Neiszender, The boundary between self and nonself among postmodern Japanese. [J]

Moshe Israelashvili, William H. Reynolds, Suicidal ideation in young adults: An Israel-US comparison. [Ca,Is]

(Continued on page 6)
(Continued from page 5)

Anie Sanentz Kalajjian, Human rights and mental health: Post-Soviet reform in the Republic of Armenia. [Ar]

Polyxeni Kartakis, Home and native land: Cultural assimilation and intergenerational conflict. [Ca]

Howard Kassinove, Sergei Tsytsarev, Anger and psychopathology in Russian cardiac patients. [Ru]

Jeffrey Kassinove, David Sukhodolsky, Russian illusions of control and gambling experiences. [Ru]

Anastasia S. Kim, Intergenerational conflict among Chinese-Americans: An exploratory study. [Ru]

Eun Jeong Kim, Kyung Ja Oh, Eun Hye Ha, Seong Yoon Bae, Depression and psychosocial functioning of married women in Korea. [Ko]

Elissa L. Lesser, George Stricker, Predicting the adjustment of international students to college.

Yuliang Liu, Locus of control, intelligence and academic achievement in Chinese students. [Ch]

William G. Masten, A. Toy Caldwell-Colbert, Velma Williams, Joseph Helton, Gender differences in depressive symptoms in Mexican adolescents. [Me]

Daniel McKitrick, Kazuko Ikeda, Counseling Japanese international students: A new perspective. [J]

Elizabeth Messina, Luigi Grassi, Augusto Caraceni, Claudia Borreani, Marcello Tamborini, Jimmie Holland, Concordance of health care professionals' (HCPs) ratings of patient's pain intensity in Italy and the United States. [It]

Graciela A. Mota Botello, Adam Niemczynski, Zbigniew Necki, Betty Sanders Brocado, Roralia Reyes Mir, Maritza Montero, Political transition in Mexico and Poland: A social psychological analysis. [Me, PI]

Charles Negy, Douglas K. Snyder, Assessing Mexican and non-Hispanic white Americans. [M]

Sally Q. Oakes Edman, Jeremy Smith, A comparison of learning strategies in US. and Maltese students. [Ma]

Kyung Ja Oh, Eun Hye Ha, Young Ah Kim, Joo Mi Bae, Ryeo Won Ko, Yoon Ran Yang, A model of school-based mental health programs in Korea. [Ko]

Deniz S. Ones, Handan K. Sinangil, Canan Savran, Zeynep Balci, Levent Deniz, Gravitating to jobs commensurate with cognitive ability: Some Turkish data. [Tu]

Debra J. Palenske, Christian Crandall, Michelle Nario-Redmond, Adjustment of international students to American social and academic life.


François Rochat, André Modigliani, Holocaust rescuers and the banality of goodness. [Sw]

Canan Savran, Deniz S. Ones, Zeynep Balci, Levent Deniz, Using bilingual test-takers to identify problems with test translation and adaptation. [Tu]

Harold Takooshian, Rose Kandarjian, Samvel Jeshmaridian, Cross-national research on feminism: Why and how.

Naoko Tani, The bicultural self: A case study of dreams. [J]

Hsiu-Lan S. Tien, Research and practice of career counseling in Taiwan. [Ch]

Ladislav C. Valach, Conrad U. Frey, Torture and war traumatization as issues in clinical psychology. [Sw]

Hyun Sub Yun, Psycholinguistic structure in concepts of beauty between Korean and Chinese letters. [Ko]

Hamid K. Zarin, A comparison of depression in ill and healthy adolescents in Iran. [Ir]

Non-US researchers participating at 1998 convention = Albania, Armenia, Belize, Brazil, Canada, China, Czech, Colombia, England, Germany, Greece, Hong Kong, Iran, Israel, Italy, Japan, Korea, Kuwait, Latvia, Lebanon, Natel, New Zealand, Malta, Mexico, Poland, Portugal, Romania, Russia, Saudi Arabia, Singapore, Slovenia, South Africa, Sri Lanka, Switzerland, Tanzania, Turkey, Ukraine, Vietnam.

Announcements,

News,

Special Requests

You asked members to submit relevant news and I thought this might be of interest to Spanish-speaking members.

DIAL-3 (Developmental Indicators for the Assessment of Learning, 3rd edition) is now available in both English and Spanish. This global early childhood screener for children ages 3-0 through 6-11 is designed to assess large groups of children quickly and efficiently in a positive, nonthreatening environment. It was standardized on 1,560 English-speaking children and 650 Spanish-speaking children throughout the US. What makes it unique is that while most tests are normed and then translated, DIAL-3 was translated and then normed. When items were not developmentally or culturally appropriate in either language, they were dropped from the final version of the test, but only for the subgroup affected. Scores were equated so there is only one norm table for both groups. The DIAL-3 provides standard deviation and percentile cutoff points by C.A. at two-month intervals for total and area scores—Motor, Concepts, Language, Self-Help, and Social. Percentile ranks and standard scores also are provided. For more information, contact AGS at 1-800-328-2560 or www.agsnet.com. If you need any other information from me, please don't hesitate to ask.

Carol Mardell-Czudnowski, PhD (co-author)

The meeting of the International Society of Clinical Psychology will be Wednesday, August 12, 1998 at 5 pm at the San Francisco Hilton Hotel. Wine and cheese will be served. Ask the hotel for the number of the ISCP hospitality suite. Hope to see you there.

Dr. Don Routh
Creating a single ethics code for a large and diverse group of psychologists presents many complications because of the dissimilar specialties within psychology, diversity of practice settings serving, wide range of roles performed, and many consumer groups with quite different needs and interests. It is difficult to be specific when creating ethical mandates intended to apply equally to the physiological psychologist conducting research in a university primate laboratory and the clinician working with families in an urban community mental health center.

**Historical Overview**

The 1977 revision was created using another unusual technique. Hundreds of previously decided cases were summarized, and the code was crafted to assure that the agreed-upon infractions could be adjudicated (that is to say, the code could effectively speak to all of the summarized infractions). However, a decision to also create an uplifting, positive document, accomplished primarily by mandating what psychologists should do rather than what they should not do. Another major revision was issued in 1981, using a similar format and much of the same content of the 1977 revision, and minor changes primarily dealing with advertising issues were introduced later in the decade.

The latest code, issued in 1992, presents an entirely new structure and involved a multistage revision process, though not a critical incident collection or analysis. The first draft was published in the APA Monitor in 1990 and commentary was invited. Consultants were hired by APA to review the drafts from a legal perspective. The legal consultants, all members of the defense bar, were experienced in defending psychologists against malpractice charges. The failure to include attorneys whose primary specialty was public interest law has resulted in criticism. In all, three drafts were published, and many alternatives were decided toward the end of the process by action of the APA Council of Representatives.

Many new and improved features were introduced in the 1992 Ethical Principles of Psychologists and Code of Conduct of the American Psychological Association. It is comprised of two major sections. The first consists of aspirational principles. These are noble statements expressing ideal moral behaviors to which all psychologists should aspire, even though they would be virtually impossible to enforce. The six topics are: (1) competence, (2) integrity, (3) professional and scientific responsibility, (4) respect for people's rights and dignity, (5) concern for others welfare; and (6) social responsibility.

The bulk of the 1992 APA code of conduct consists of enforceable standards, intended to be specific enough to use as compelling rules resulting in sanctions should they be broken. The eight section headings are: (1) general standards (covering the relationship between the code and the law, competence boundaries, issues of respect and nondiscrimination, multiple relationships and other forms of exploitation, fees and records, third party requests for services, and avoiding harm); (2) evaluation, assessment, and intervention; (3) advertising and other public statements; (4) therapy (including informed consent, couple and family relationships, issues surrounding sexual intimacies with current and former clients, and termination); (5) privacy and confidentiality issues (including disclosure and the limits of confidentiality and record preservation); (6) teaching, training, supervision, research, and publishing; (7) forensic activities, and; (8) methods for resolving ethical conflicts.

The 1992 APA code, despite its strong points, has been criticized for its abstract and ambiguous wording, insufficient specificity for application to actual occurrences, and unclear meaning which makes the enforceable sections difficult to interpret. It contains many qualifiers (e.g., "reasonable precautions," "whenever feasible," and "attempts to") which allows for some flexibility in responding to different contexts. Given the diversity of activities under a wide range of conditions that characterize the work of psychologists, it is often difficult to make clear mandates that apply to every situation. That is to say, the code emphasizes that psychologists can be held accountable only for what is feasible and reasonable in a given situation. The effect, however, could also be to narrow psychologists' liability by creating enough ambiguity and loopholes to wriggle out of charges of unethical misconduct.

The current code is now under revision again, and the task force charged with updating it has begun a new critical incident survey and public call for comment. Readers interested in having input should send their comments to the Ethics Revision Task Force at APA headquarters in Washington, DC.

The ethics code is not the sole publication concerned with ethical matters within the APA, although it is the only standard enforceable by the APA Ethics Committee. Other APA guidelines dealing, at least in part, with ethical matters address guidelines for providing psychological services to ethnic, linguistic, and culturally diverse populations; computer based tests and interpretations; the care and use of animals; standards for educational and psychological testing; research with human participants; release of raw test and assessment data; child custody, record keeping guidelines; and animal care in laboratories. Many of these documents can be viewed in their entirety on the APA Internet website (http://www.apa.org).

**Enforcement**

All members and affiliates of APA sign a pledge to abide by the APA ethics code as part of the membership process, and the organization spends close to a million dollars each year on ethics enforcement. The APA Ethics Office follows careful rules and regulations to assure due process and fairness to both those who make complaints and those who are complained about. Most investigations are conducted by mail and evaluated by an eight member ethics committee. The committee is broadly representative of psychology by training, specialty, work setting, and geography, and includes a representative of the public. The work of the committee is largely confidential, although regular reports of the types of cases adjudicated are published. In addition, the committee will consider requests of advisory opinions on complex or emerging issues in (Continued on page 8)
If you have attended an International Congress of Psychology, or read the International Journal of Psychology, you may be familiar with the sponsoring organization, the International Union of Psychological Science (IUPsyS). Unlike many psychology organizations, the members of the International Union of Psychological Science (IUPsyS) are not individuals but are themselves organizations. The National Members of IUPsyS from more than 60 countries are national psychological associations or societies, coalitions of such associations, or national academies of science in the US, the National Member is the US National Committee, which is chosen by the Academy of Sciences from nominees submitted by APA, APS, SRCD and Psychonomics. Each country is represented by at most one National Member, which sends up to two representatives to the IUPsyS Assembly, the legislative body of IUPsyS, which meets every two years at an international congress.

The goals of the IUPsyS are to represent psychology internationally, to promote the exchange of ideas and scientific information, and to help develop psychology as a science and as a profession on an international level. It does this through a number of channels, such as sponsoring international Congresses, meetings and research networks; promoting international exchanges among scholars, students and young researchers; and sponsoring publications. As well, the IUPsyS instigates and supports international, collaborative research projects. On the international scene, the IUPsyS acts to promote the use of psychological expertise through activities with international bodies such as the UN, UNESCO and WHO, and by engaging in a number of collaborative activities with other international and national organizations.

The priorities, goals and programs of IUPsyS are set by the IUPsyS Assembly, and are implemented by the administrative body of the IUPsyS, the Executive Committee. Ten members of this committee are elected by the Assembly, which also elects a President and two Vice-Presidents. The Executive Committee then chooses a Secretary-General, Deputy Secretary-General and Treasurer who serve along with the Past-President. This group meets once a year to oversee implementation of the Union's current activities and to develop future policies and initiatives for the Assembly’s consideration.

A Brief History

IUPsyS's most consistent activity has been to sponsor international congresses of psychology. International meetings of psychologists to facilitate the exchange of ideas have taken place almost from the beginning of psychology as a modern science. The first International Congress of Psychology was held in Paris in 1889, the second in Munich in 1896, and the third in Paris, 1900. A continuing committee called the International Congress Committee was established to organize successive congresses of psychology. The Union grew out of this committee in 1951 at the Stockholm International Congress of Psychology. At that time, there was a growing sentiment that psychology should have an international organization with broader activities than just arranging for the international congresses. This idea coincided with a UNESCO initiative to encourage the formation of international unions by sciences that did not already have one. Over time, the breadth and scope of the Union's activities have grown to include a variety of projects within psychology and across psychology and other disciplines.

A synopsis of the main activities of the IUPsyS includes:

Sponsoring International Congresses of Psychology at regular intervals. These Congresses are now held every four years. The last, in 1996, was in Montreal, Canada; the next in 2000 will be in Stockholm, Sweden. The International Congress of Psychology offers an opportunity for psychologists from around the world to meet colleagues and provide an overview of progress in psychology internationally.

Organizing and/or issuing publications. The Union publishes the International Journal of Psychology, which includes regular scientific articles focusing on psychology from different regions of the world, a quick-access forum for national and regional developments, and a comprehensive listing of upcoming international psychology (Continued on page 10)
Tool of the Trade: An Alternative Approach for Training Culturally Competent Clinicians

Mikhail Lyubansky, MA, and Elaine Shpungin
Michigan State University, USA

For those of us with a clinical interest in cultural and acculturation issues, these are exciting times. The number of foreign-born individuals in the United States is at a record height and expected to keep rising (Culbertson, 1993). In response, elements of multi-cultural training are starting to be integrated into the curricula of many clinical psychology graduate programs. However, the typical approach to multicultural training, which focuses on differences among various heterogeneous groups (e.g., African Americans, Asians, Latinos), tends to leave students overwhelmed by the numerous and diverse findings of cross-cultural and ethnic minority research. This approach, which shall be termed difference-focused, offers few practical tools that beginning clinicians can use when working with minority or foreign-born individuals. In the course of this article, the main limitations of this approach will be summarized, and the advantages of an alternative way of training culturally competent clinicians, the experience-focused approach, will be presented.

The difference-focused approach is undesirable for three main reasons. First, it is unrealistically ambitious given the small period of time generally allotted to multicultural training. During this limited time, instructors attempt to cover all of the broad US minority groups (e.g., African-Americans, Asian-Americans, Latinos, and Native Americans). This approach typically inundates students with specific information about the histories, rituals, customs, gender roles, beliefs, psychopathologies, and approaches to mental health of each group, without providing ways to apply this knowledge. Second, because of the within-group variability among people typically classified in the same ethnic or minority group, the classifications themselves become too broad to be useful. For instance, “Latinos” consist of many diverse people, including those of Mexican, Puerto Rican, and Cuban descent. People from these countries have vastly different cultures and histories and very different experiences in the United States. The same is also true for other people who are typically lumped into one ethnic or minority category. Finally, the third main flaw of the difference-focused approach is that it is based on group differences, which are irrelevant in the typical one-on-one clinical relationship. For example, while it may be interesting to note that 24% of Cuban-Americans aged 25 to 34 have graduated from college compared to 8% of Mexican-Americans (Dana, 1993), this information is of little use to the clinician. This is because it remains necessary for the clinician to find out the particular client’s educational level and to determine the meaning that this client assigns to his or her education, regardless of the overall educational experience of this client’s ethnic or racial group. Thus, the clinician is left with a wealth of specific cultural information about clients’ identified groups, without any specific information that can guide him/her in conducting culturally sensitive and competent work with any particular client.

Although the three main limitations of the difference-focused training approach that have been presented here (over-ambiguity of method, overgeneralizations about groups, and over-reliance on group differences) prevent such an approach from being useful, we do not suggest that clinical training revert back to its past indifference to culturally relevant issues. Instead, we propose what we believe is a more viable and practical alternative to culturally competent clinical training: the experience-focused approach.

Language Ability and Preference

Although many clinicians are bilingual and conduct assessments with clients for whom English is a second language, language fluency is usually surmised instead of assessed. This is surprising, since language fluence raises several important issues regarding testing validity. For instance, is it better to test clients in English, so that the instructions and test items are not biased through translation, even when English is not the client’s “best” language? Or, is it better to test in the client’s native language so that he or she does not achieve artificially low scores due to language difficulties? Furthermore, is it appropriate to use US norms with immigrant and other non-US populations under any circumstances? Although an in-depth discussion of these issues is beyond the scope of this article, they do highlight the importance of a language fluency assessment before doing therapy or other testing with the client.

The assessment of language fluency and preference is particularly vital when working with immigrant children, who commonly gain (and lose) proficiency in languages with remarkable speed. In addition, we recently assessed a Russian-born child who had been in the United States for about a year. Although we spoke the child’s native language, the child preferred to be tested in English, because Russian reminded her of negative experiences from her homeland. However, what impressed us the most was that, after just a year in the country, the child was already more fluent in English than in Russian.

Acculturation styles

One major hurdle in trying to determine the impact of immigration on mental health is that immigrants do not all respond the same way when they make contact with the new culture. For example, some individuals may subscribe to the “When in Rome...” philosophy and try to blend into the new culture (high acculturation), whereas others may continue to identify with the values, attitudes, and tastes of their traditional culture (low acculturation). The concept of acculturation style was further expanded by Berry (1980). In addition to high and low accultur
marginalization. Biculturalism is identifying with the new culture while maintaining traditional cultural identity, while marginalization is characterized by the rejection of (or being rejected by) both the new and the traditional cultures.

The studies which have examined these constructs in different ethnic groups indicate that biculturalism is usually associated with the best levels of adjustment. For example, (Berry called them assimilation and separation), he identified two additional styles of dealing with a new culture: biculturalism and marginalization. Biculturalism is identifying with the new culture while maintaining traditional cultural identity, while marginalization is characterized by the rejection of (or being rejected by) both the new and the traditional cultures.

The studies which have examined these constructs in different ethnic groups indicate that biculturalism is usually associated with the best levels of adjustment. For example, Lang, Munoz, Bernal, & Sorensen, (1982) found that bicultural Latino adults (note the over-generalization among groups) reported higher life quality, better emotional stability, lower levels of depression, and higher psychological adjustment than those who were either monoculturally Latino (separated) or monoculturally US mainstream (assimilated). It is a mistake, however, to conclude that biculturalism is optimal for all individuals in all circumstances. In fact, there is evidence that in some circumstances, it may be more adaptive for immigrants to either assimilate to or separate from the host culture (Berry, Kim, Power, Young, & Bujaki, 1989). Thus, an understanding of how different acculturation styles may significantly affect individuals’ adjustment to the mainstream culture, is a vital part of being a culturally competent clinician.

In summary, a different approach to multi-cultural training has been proposed, which focuses on the common issues and experiences of ethnic and racial minority individuals rather than on group differences. This approach offers an alternative to the traditional difference-focused approach, whose limitations include over-ambitiousness of method, over-generalizations about groups, and over-reliance on group differences. Two factors (language fluency and acculturation style) common to the experiences of many immigrant and minority individuals were presented to illustrate the experience-focused approach. In conjunction with other components of good clinical training (e.g., empathy and listening skills, hypothesis testing), the experience-focused approach provides the beginning clinician with tools that can be used in a culturally competent way with individual clients, regardless of the client’s ethnic or racial background. Armed with the knowledge and understanding of experience-focused concepts and themes, clinicians will be able to ask pertinent questions, listen for these issues in their clients’ narratives, and respond in the most appropriate, culturally sensitive, and helpful manner.

International Psychology Reporter, July 1998

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CALL TO MEMBERS:

to submit short academic articles up to 1500 words, viewpoints of approximately 200 words, relevant news regarding research in intercultural and/or international psychology, as well as a news regarding upcoming programs, courses, or job opportunities.

You are also invited to submit your expressions of interest to participate in particular research, or your desire to join specific programs. You may also share your knowledge of international positions available, and/or your wishes to engage in or announce any other pertinent international contact.

The next issue of The International Psychology Reporter is scheduled for November, 1998. Please send your contributions by September 30, 1998 to:

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(Cross-cultural perspectives continued from page 10)

scholarships to attend both the ARTS seminars and the international congresses.

In addition to these specific projects, the Union keeps abreast of current, international developments, and seeks to ensure that psychology is well represented (for example, by publishing information in science reports, attending world science congresses, participating in international programs). The Union is a member of two comprehensive international science bodies - the International Council of Scientific Unions (which includes the natural and physical sciences as well as a number of more specialized groups), and the International Social Science Council - and is active in the governance and activities of these groups. As a member of these groups, the Union works to ensure that psychology can play an active role in planning and reflecting on global science trends and activities. The Union also has consultative status with UNESCO, and with the United Nations Department of Public Information, as well as a work plan for cooperation with WHO. These activities allow the voice of psychology to be more visible in international programs and policy deliberations.

CROSS-CULTURAL PERSPECTIVES

Health Psychology in Italy

Lucio Sibilia, MD
University of Roma "La Sapienza", Italy

Health psychology has been growing fast in Italy in the last few years. The discipline has flourished both at academic and professional level at an unprecedented rate since the early 1990's. It seems that only now the conditions fostering the discipline and the profession have reached a "critical density" to spark new advancements, and so to raise hopes to reach better developed countries in this field on the European scene.

The starting point, in fact, was fairly recent: it was only in 1974 that the first psychologists ever graduated in an Italian university. Since the implementation of the reform of health care system in Italy (1978), psychologists have been working in steadily growing numbers on health-related problems in health services, in hospitals, in child and family planning centers, in mental health centers and in schools, as well as in private clinics and institutions dealing with health problems, but with no formal acknowledgment of their role as health professionals. Their work has been somewhat subordinate to that of doctors in many contexts so far, and especially in mental health. The field of behavioral medicine was faster to develop, during the '80s, but it attracted only a few psychologists, who were drawn by the several trainings offered in psychotherapy.

However, psychologists started gradually substituting medically trained staff who were previously dealing with psychosocial issues. Interest groups in health psychology were being formed within different scientific associations, such as that of the Society of Cognitive and Behavior Therapy (SITCC), which was comprised of fifty members. A postgraduate course in psychosomatic medicine was more and more attended since its beginning in the late 1970's.

In 1987, a European workshop was organized in Rome on Health Psychology Perspectives in Europe: Analysis of the situation and proposals. It was the first occasion for many Italian researchers scattered in the country to meet both foreign and national colleagues, and become aware of the prospects of their field.

Further, in the academic year 1990/1991, the first Erasmus Course in Health Psychology was promoted in the University of Roma "La Sapienza" by the author jointly with the Universities of London (UK), Limburgs (B), and Tilburg (NL); it was an intensive two week course - supported by the European Union - that brought together thirty postgraduate students from different European countries. Focused on cardiovascular disease, the course was so successful that it has been repeated with roughly the same format, each year so far in a different European country, to the point that the so-called "Erasmus students" in health psychology now reach the number of two hundred with the participation of thirteen European Universities. A score of these students are Italians. The course was possible also thanks to the help of colleagues from the European Society of Health Psychology (EHP) established in 1987: faculty were all members of EHPs, where the author has been a Board Member from 1988-1994.

In the mean time, academic training started being provided in the University of Roma "La Sapienza", with a one year postgraduate course in health psychology. Other research groups were growing in the universities of Bologna and Florence, which later joined together and with "La Sapienza" in 1996 to establish the first "Research Doctorate" (PhD level) course in health psychology under the coordination of the University of Florence (by Prof. S. Sirigatti).

At the research level, the National Research Council (CNR), started 1991, a grand targeted research program on preventive medicine (the FATMA project). For the first time in the history of this institution, psychological issues were given a primary scientific status within a biomedical research project, such as the perception of risk and psychosocial stress. An entire subproject was devoted to the subject of "Stress", with strong psychosocial content. In 1993 CNR agreed to establish a Medicine-Psychology Interface, upon proposal of the author, a service aiming at improving the information exchange between the two disciplinary fields, both at a research and a health care level.

Also, the pressure and enthusiasm of postgraduate students from the University of Rome, a first national conference was organized (by Prof. M. Bertini) in Orvieto (central Italy) in 1993, where prospects were discussed about possible developments of the field including the beginning of a national

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journal. A second one followed soon, organized in Cesena in 1995, by colleagues of the University of Bologna (Prof. Ricci Bitti), with large contributions of several academic and nonacademic institutions throughout the country. Also, the growth of the interest of Italian psychologists into the health field was indisputably testified by the increasing number of participants at European conferences held since 1994. Health-related subjects have also grown in the Italian psychological journals.

The Italian Society of Health Psychology (SIPS) was then established last year by a few academics from the Universities of Rome, Florence, and Bologna as a natural response to all these developments. Soon after a journal was founded, the Italian Journal of Health Psychology, which has released its first issue early in this year, on the occasion of the third national conference held in Milan. This last conference, focused on psychological applications of the recent developments in the management of the health care system, was the most crowded, being attended by four hundred and eighty participants. The newly founded society has already accepted more than one hundred applications, and their number is growing fast.

Some conditions, however, still hamper the development of health psychology as a profession. First, albeit the Faculties of Psychology are increasing in number, as other seats have been opened in Turin, Florence, and Naples, these hardly answer the demand of students to enrol in psychology. They have reached the number of 45,000 so far. The "old" seats of Roma and Padova are overcrowded as ever, and unfortunately in the most crowded seats the quality of teaching suffers. Second, the specialty schools, those which issue a required diploma for working in public services, are able to graduate only from "old" seats of Roma and Padova. Third, the number of "old" seats has been increased in Turin, Florence, and Naples, these hardly answer the demand of students to enrol in psychology. They have reached the number of 45,000 so far. The "old" seats of Roma and Padova are overcrowded as ever, and unfortunately in the most crowded seats the quality of teaching suffers. Second, the specialty schools, those which issue a required diploma for working in public services, are able to graduate only from "old" seats of Roma and Padova.

The eighties indeed witnessed the development of the health psychology in Italy. A panoramic view of current autonomous university discipline.

As a crowning of all these initiatives and efforts, the next annual conference of the European Health Psychology Society will be held for the first time in Italy (Florence) in October 1999. Its title is: "Psychology and the Renaissance of Health," and the attendance is expected to be very high, attracting researchers and clinician from every continent.

\[\text{(Psychology in Mexico continued from page 1)}\]

spanning form 1960 to 1980. Up to the late fifties most of the training in psychology was a haphazard mixture of orthodox and cultural psychoanalytists (Freud and Fromm). This was the case not because these two authors were taught in a complementary fashion, but because most faculty had one approach or the other and course options were scarce.

Then a sort of (not always) silent and relatively unknown - violent academic revolution started, led by a handful of young faculty and a group of students who, by personal choice, were avid readers of the work of experimental psychologists such as Woodworth and Schlosberg, Winfred Hill, O.H. Mowrer, Albert Bandura, Fred Keller, Leon Festinger, B.F. Skinner, Marray Sidman, and Ernest Hilgard, among many others. One of the first, if not the first department of experimental psychology in Latin America was founded in Mexico's National University; the same university which, four hundred years earlier, under a different name, had started a mainstream of academic life in the American continent.

Despite some resistance, change started spreading and, only thirteen years later, in 1973, an overgrown department of experimental psychology was the launching pad for a brand new and enormous school of professional psychology which, in only three years went from having about 2800 students to over 5000, and still kept all its previous options of psychological approaches which, by that time had multiplied vigorously.

Once psychologists became clearly identified as professionals able to make significant contributions to solving socially relevant problems, Mexican psychology engaged mainly in growth, maturation, and diversification. The eighties indeed witnessed progress and development in such aspects as access to public funding for research, a growing demand of psychologists in schools, hospitals, industry, and the government, in addition to consulting for a multiplicity of institutions, agencies and corporations.

A panoramic view of current Mexican psychology shows an interesting mosaic. In the general context of increased development, some areas are showing faster growth and more significant contributions, be it in the areas of research, evaluated interventions, education and training.

In the last three decades, research has traditionally been considered in Mexican academic institutions of psychology, as the core of the professional practice. This has been specially apparent in such fields as neuropsychology, cognitive and behavioral therapies, health psychology, behavioral medicine, and school psychology. Other clinical traditions still keep part of the psychodynamic flavor of the sixties, and industrial/organizational psychology is only recently getting more sensitive to the contribution of research to effective interventions.

Judging by the number of research articles in major peer-reviewed international journals, probably the best established and most solid areas include neuropsychology and psychopathology. Quality and quantity, however, have not gone together in these fields. One of their clinical counterparts, biofeedback, has not yet fared that well although it is growing quickly. It would probably be difficult to find more than fifty research or clinicians in these areas in all of Mexico.

Approximately half of all graduate Mexican psychologists had their main course load and practicum training in clinical psychology. Rough estimate of the type of clinical approach employed by them would probably rank first those who use some type of psychodynamic approach (approximately 70%) followed by the remainder use some kind of combination of humanistic and cognitive - behavioral approaches. It is interesting to note that the designation of Mexico (Acapulco Convention Center) as a site for the World Congress of Behavioral and Cognitive Therapies, has produced an unprecedented interest in these therapies. Informal reports by directors of schools of psychology affiliated with the Mexican National Council for Research and Teaching in Psychology suggest that continuing education departments of major Mexican universities received more information requests on causes for such therapies from August 1997 to June 1998, than in the previous five years.

For many years, school psychology occupied the second place as the concentration area choice of licensing degree students. The early nineties marked a shift toward industrial/organizational psychology as the second demanded option, although they are still very close together. One problem which characterized industrial/organizational (I/O) psychology in Mexico for a long time, and which only recently is receiving systematic...
Attention, is the fact that few Mexican I/O psychologists received specific training on the transformation and application of research findings to solving psychological problems in the workplace.

This relative lack of research-practice interface in their training has contributed to a somewhat peculiar status of Mexican I/O psychologists as compared to the demand of other professionals in work environments. As it turns out such professionals as business administrators and even engineers; compete for positions which are usually filled almost solely by psychologists in highly industrialized countries. Perhaps one exception is the role of Mexican psychologists in the area of personnel development and improvement of human relations in the work place. In this niche they have proven highly competent, efficacious, and cost-effective.

School psychologists in Mexico started forming an identifiable group in the mid-sixties. Some of the most significant contributions from those germinal days, in both research and applications stemmed from the work of young faculty in the area of child development and care at UNAM. From 1969 to 1976, for example, large courses on learning, child development, and experimental analysis of behavior were very successfully taught using the principles and format of Keller's Personalized System of Instruction. Later on, supported through symbiotic relationship with pedagogues holding posts at the ministry of education, other groups closer to the Piagetian tradition proliferated. Today, most school psychologists in Mexico placed themselves within the Piagetian and constructivist tradition. One interesting aspect of recent developments in this field is that, although papers by researchers within this approach are frequent in convention and professional meetings, the actual impact on the educational practices and outcomes is far less than conspicuous and is almost never evaluated.

Among others, one possible reason why Mexican school psychologists have barely been able to actually impact education, revolves around the fact that several Mexican laws at both the federal and state levels, specify that the responsibility for making just about every decision on the curriculum, personnel, and teaching polices at levels ranging from initial education (day-care centers), all the way up to high school relies on officials and educators who happen to have no research training in psychology whatsoever (except perhaps some comparative knowledge on theories). Most of these educators and officials were trained within the public educational system with very little, if any, functional contact with universities (other than the system's own). They often perceive psychologists as competitors and tend to form relatively closed groups united around teacher unions. Perhaps an extreme example of this situation is that, although UNAM has many of the top experts in child psychology, development and education in Latin America, the university employees' day-care centers at the university itself are run under the regulations and by persons from the other system.

The recent context and adjustments expected under the NAFTA treaty, as far as psychology as a profession is concerned, seem likely to take place only gradually. One main obstacle to mutual recognition of licences seems to stem more from differences in diploma nomenclatures than from actual differences in training, at least in the context of Mexico's top universities. It is only recently that a group of psychologists from Canada, Mexico and the USA, who have been exchanging information and brainstorming about the profession under NAFTA for several years, have explored the possibility of comparing many US professional doctorates in psychology as functionally equivalent to an extended (probably to a masters) licensing degree (Licenciatura) with added supervised training and practice. One main reason for this comparison is the fact that Mexican psychologists are trained much in the way they do in Continental Europe, which does not include the actual title "doctorate" in many countries' diplomas since the "Licenciatura" degree constitutes the actual legal requirement to practice a profession.

Ethical principles and guidelines being relatively equivalent in all three countries, US and Canadian psychologists wishing to work in Mexico are only required to fulfill a supervised community service practicum called "Social Service" whose features and criteria for completion are contained in Mexican law of very high legislative status (and therefore hard to modify). Other than such academic-legal requirements, psychologists from otherwise accredited university programs in the States and Canada have little else in the way of additions to their training. On the other hand, however, a requirement that is perceived as only natural by both educators and regulators everywhere in North America is the need to speak the local language and having a mutually acceptable level of cultural competence.

(Continued on page 14)
19 members of which 12 are elected by the State and UT branches (there is an electoral college in each provincial branch) and the remaining seven, including the Chairman, are nominated by the President of IRCS. The provincial branches follow a more or less similar organizational pattern to that of the national headquarters, although details of their governing structure differ slightly from branch to branch. The common feature is that the governor of the province (state or UT) is the president of the provincial branch. The members of IRCS provincial committees are a mix of nominated and elected members and include one representative of each district branch, ex-officio government official and nominees of the president. The district branch committees are, in most cases, a reflection of the provincial model.

**Capacity**

**Leadership:** The managing body of IRCS is responsible for governance. The managing body meets from time to time to supervise the functions of the Society. It is assisted by the number of other committees: an executive committee, a finance committee, as well as committees for health, disaster relief, distribution, blood transfusion services, and awards selection. The members of these committees are appointed by the managing body. The function of the General Assembly is limited to consideration and adoption of accounts and budgets, and the appointment of auditors.

**Human resources:** There are a total of over 500 staff at national headquarters. The professional staff numbers around 150 (including one joint-secretary, one deputy-secretary, and five directors) and about 90 support staff in clerical ranks. The remainder is made up of drivers and assistants. National Headquarters directly operates primary health service programmes for civilians in the hill areas of the Uttar Pradesh. These programs employ approximately 210 persons: physicians, nurses, midwives, paramedics, as well as drivers, security guides, and assistants. Another 100 employees of national headquarters have field assignments for welfare services in defense service hospitals and in the home for disabled ex-military personnel. Some additional 80 staff are attached to the various field warehouses. Detailed statistics on IRCS staffing on branch levels are not readily available as the branches enjoy the high level of autonomy. Branches are financially independent and have their individual pay structure, although it generally follows the national pattern. Volunteers are involved in program activities at the branch level, particularly in the disaster relief work. The Society has approximately 8.5 million members.

**Financial resources:** National headquarters and branches work on separate financial systems. The main sources of income for national headquarters are: interest of investments, licence fees for leasing buildings, government grants, and membership fees. Branches raise their own resources through a variety of related activities. Branches contribute 15% of their local fund-raising to the Society's national headquarters.

**Material resources:** National headquarters and 22 of the provincial branches own their office and administrative buildings. There are also one central, three zonal, and two regional warehouses which are owned and administered by national headquarters. These warehouses are equipped with essential relief items. IRCS also own a training institute near New Delhi. Provincial and district branches run many service institutions, such as maternity and child welfare centers, medical dispensaries, as well as vocational cleaning centers. In addition, branches in flood-prone provinces have built up a network of 25 relief level warehouses.

**Organization:** In collaboration with the Federation, three disaster preparedness workshops were conducted during 1996/1997 covering the provincial branches. Six more workshops are being conducted during 1997 at different locations of the sub-continent mainly for the benefit of Red Cross volunteers and grass-roots level functionaries. With the support of the Federation and the large number of PNS, IRCS successfully completed one of the largest post-earthquake rehabilitation and reconstruction programs in Maharashtra. IRCS is a member of Federation's Health and Social Services Commission.

**Performance**

**Activities:** *Health and Social Services* - National Headquarters operates one of the largest blood banks in the country, a home for disabled ex-military personnel, 4 hospitals, 20 maternity and child welfare centers, 13 nursery schools, 13 craft centers, and 2 vocational training centers. The branches operate mother and child health care programs, medical dispensaries, clinical centers, vocational training centers, training for nurses and midwives, blood banks of various sizes, hostels for working women, homes for the elderly, for disabled children and children with learning difficulties, as well as children whose parents suffer from leprosy. In addition, there are drug rehabilitation planning services, eye banks, distribution services for artificial limbs, and adult literacy programs.

**Program areas seeking external support:** Programmes are being designed for the following areas for the coming years:

- **National Training Institute** - This will be closely linked to specific disaster preparedness training (e.g., earthquakes, floods, cyclones, community-based DP, logistics, and related subjects). The programme will be based on a study already undertaken and will address the fact that, despite the disaster proneness, no formal training institute is currently available.
- **Mother and Child Health and HIV/AIDS Awareness** - With India soon facing the disastrous fact of rapidly spreading HIV crisis, such awareness programmes will form an essential priority for IRCS.
- **Institutional Development** - This will address the needs for relevant training at various staff levels as well as the essential modernization of the still rather traditional facilities.
- **Blood Transfusion Services** - The national headquarters plans to expand and modernize its central blood bank in New Delhi.

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As psychology prepares for the challenges of the next century, it is striving to become more inclusive by expanding its base of scientific knowledge and clinical practice through links with other countries. This effort reflects the growing internationalization of the US and is influenced by its culturally diverse population, economic and political interdependence, and sophisticated telecommunications. The globalization of American psychology also rests on the realization that the science and practice of psychology must become less parochial and more receptive to psychology as practiced abroad if it is to help solve problems of living that have no borders (e.g., crime, divorce, infant mortality, pollution, poverty, racism, substance abuse, and unemployment).

Counseling psychology is a distinct specialty within professional psychology that is beginning to develop an international presence. Counseling psychology was established during WWII when there was a need to assess and classify military personnel and to rehabilitate returning veterans. Counseling psychology has its own division (Div. 17) within the American Psychological Association, and recently formed an international liaison program in which members, many of whom are former Fulbrighters, serve as contacts with individual psychologists and psychological associations from around the world. Counseling psychology liaisons also assist American psychologists who seek opportunities to teach, conduct research, and consult in various host countries.

Counseling psychology's distinctiveness obtains from its conceptual, empirical, and practical interest in generally well-functioning persons. Although they are didactically prepared and clinically trained as scientist-practitioners to study and treat the more severely impaired, counseling psychologists are oriented, by their tradition, toward lifespan development, personal and collective growth, vocational psychology, holistic interventions, and cultural diversity, with latter having clear relevance for international psychology. Counseling psychologists facilitate the resolution and completion developmental issues and tasks that emerge at certain stages in life (e.g., selecting a career path, grieving the loss of a parent, planning for retirement). Counseling psychologists attempt to empower individuals by nurturing their adaptive strengths, teaching an array of life skills, and advocating political change for disempowered groups. As vocational experts, counseling psychologists facilitate individual career development (e.g., exploring interests, consolidating and implementing work identity, assisting in the transition to retirement), improve organizational health (e.g., communication, conflict resolution, supervisory and managerial training), and promote a balanced and satisfying lifestyle. Counseling psychologists apply a broad spectrum of methods that are well-suited to the "normal" population: primary prevention and interventions with high-risk groups (e.g., children of substance abusers) often include the dissemination of information, presentations and workshops, and efforts to join forces with community leaders and organizations, in addition to traditional individual and group counseling. Counseling psychologists investigate and treat individuals in the context of their culture, making explicit the influences of age, gender, ethnicity, race, sexual orientation, and socioeconomic status on personal and interpersonal functioning.

Counseling psychologists work in many settings, including primary and secondary schools, university counseling centers, retirement communities and nursing homes, community mental health centers and freestanding social service agencies (e.g., halfway houses, shelters), medical centers and veterans hospitals, substance abuse treatment centers, correctional facilities, human resource departments, employee assistance programs, managed care companies, and independent practice. As researchers, counseling psychologists examine the process and outcomes of counseling; vocational behavior (e.g., decision-making); the measurement of interests, values, and adjustment; effective approaches to counseling diverse populations (e.g., nontraditional and native therapies); supervision and training of future practitioners; and the effectiveness of prevention and outreach programs. Counseling psychologists have also been leaders in developing qualitative and heuristic research methodologies.

Counseling psychologists are well-qualified to collaborate "horizontally" with psychologists from abroad because of the type of knowledge and skills which they have to offer as well as their sensitivity to different economic, political, and cultural realities around the world. They are available to share their expertise in order to ease the problems of living faced by people across the globe without imposing their ethnocentric biases. Counseling psychologists are also eager to learn how psychologists from other countries construe, measure, and use psychological concepts that are peripheral to American culture (e.g., collective identity) and about research and therapeutic procedures that have promising applications to their scientific and professional work.
BOOK REVIEW

The Role of the Media in America: Helping or Hindering Democracy?


Reviewer: Daniel B. German, PhD, Appalachian State University, Boone, NC, USA

Theoretically, a free media contributes to the health of politics in democratic societies. Examination of the media effects in totalitarian political regimes discloses that government control of the media stifles an important critical voice which can help in correcting illnesses within the system. In western democracies, this media role is referred to as fulfilling the watch-dog functions of the political process. If the government goes wrong, a loud bark alerts the people to rally for change. Is the US media in a post-cold war and increasingly market-oriented world providing the necessary bark to keep the political process on a proper course?

Media socialize the entire population, majorities and minorities, rich and poor, young and old by the way they depict and discuss politics. Our attention to images of and political plans to resolve conflict pertains to societies problems in part are shaped by the media [in Alger, D.E. (1996) "The Media and Politics," p. 27-32].

Matthew R. Kerbel and W. Lance Bennett present an impressive amount of evidence that the US media are failing to provide an independent, sophisticated international, and useful source of governmental examination. Kerbel argues that the contemporary media is "aggressive, cynical, and harsh." (Kerbel, 1995, p. 23). He suggests that the rise of public cynicism toward government has been fueled by press coverage of politics. Through the use of Gallup Polls Kerbel demonstrates that a big decline in public trust in government begun about 1974. This is, of course, about the time of the Watergate affair when the media became more aggressive as a result of investigating and contributing to the resignation of Richard M. Nixon. Other survey data, for example, the American National Election Studies, date the decline of public trust as far back as 1963 [in Ericson, et al., (1991) "American Public Opinion: Its Origins, Content, and Impact," p. 121].

Kerbel states that the media contribute to this cynicism and deny the American people a responsible presentation of the issues. In political campaigns the coverage is increasingly negative shifting from "good news" to distinctly "bad news" beginning in 1980. While the media do not attack the American democratic system itself, they increasingly and "constantly call into question the actions and the motivation of its political participants" (p.92). In a very strong assertion Kerbel states: "It takes far more imagination for the public to find virtue in the process that the media relentlessly portray in negative terms" (p. 94).

If Matthew R. Kerbel finds fault with the US media W. Lance Bennett goes much further and more in-depth in his damning of the media. In a richly documented and detailed analysis of the media in America today, Bennett claims that the new media style hinders democracy by failing to inform the people about important political events (see particularly Bennett, 1996, p. 1-23). Instead of giving the who, what, where, when, and why detail of political events, television puts emphasis on "visual information, creating vivid images that communicate without words." Snips of news images come at us without any design. Newspapers have gone for the advertising dollar with more features such as cooking, shopping, travel, people, and gardening.

A five nation study referred to by Bennett show that while the US may have the freest media in the world, "American reporters have the narrowest range of choices about how they would cover various hypothetical news situations." As networks face increasing competition due to the explosion of news disseminators (cable, etc.) they have discontinued new gathering bureaus domestically and internationally turning to outlets such as World Television News and video swapping enterprises such as Eurovision and Asiavision (p. xiii and 16).

Exposing an unhealthy in the news Bennett refers to the constant psychological dose of phantasy emanating from today's news fixation on personalities and imagination induced events. We all explore our wishes, hopes, fears, and desires. The news is turned into these emotions political events, for example, presidential inaugurations (p. 186-188). A healthy fantasy dimension to our likes helps us deal with some of the pains and tragedies which befall us. But, although Bennett does not carry his analysis this far, a constant depiction of fantasy instead of harsh reality can lead to chronic escape from the political necessity of people responding to political problems which is the essence of democratic politics. [For a theory of how healthy psychological dispositions, e.g., fear, can lead through stages to chronic illness see Kos I. (1997) "Politics in Transition and Fear."] Whereas, under communism problems were swept under the carpet by not revealing them to the people, and equal phenomenon may overtake the people in a democratic political system where the media become so market oriented that they dish out far too much fantasy in the guise of news as opposed to addressing the world's real politics.

Bennett gives advice on personal, media, and government change. Be aware and discerning (people); do a better job (media); and, debate more and break up media monopolies (government) are suggestions for the country.

In this reviewers mind, the country need much more assistance in bringing about a needed change in the media's direction of giving negative, fantasy-laden news as opposed to a responsible reporting of political realities. We are moving into the 21st. century with so much technological change that people are increasingly less interested in historical trend analysis and careful examination as they are enamoured with "what's next!" We have entered an age of a market driven economy which fuels a future momentum, devoid of trust and studied evaluation. A market economy is not citizen oriented, it is consumer oriented, and will give the buyer what it wants, not necessarily what it needs. As Kerbel asserts in his closing statement: "Let the buyer beware," (p. 143). The US media may be hindering more that helping American democracy.
A psycholinguistic analysis of the European Union's political discourse regarding the Middle East (1980-1995)

Christl De Landsheer, PhD and Lise van Oortmerssen, MD
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The European Union's political integration raised expectations regarding a constructive role of the Union in international conflict negotiation. It is often argued that the Union, unlike the US that has vested interests in one side and is deeply distrusted by the other (Grahl & Teague, 1990: 285), is particularly able to further the Middle East peace process. The Union's geo-political situation, its close links with all the parties concerned, and its experience of regional co-operation and integration support such a theory. So do the facts that the situation in the Middle East has obviously been a concern of the member states of the European Union ever since the start of the unification process, and that the European Union has become the most important donor to the Occupied Territories/Palestine (Cogen & Francois, 1995: 360). The Union seems, however, until now, unable to come up with firm international initiatives.

This study aims at exploring factors which (negatively) affect the Union's capacity for decision-making, such as its many cultural divergences. As the Greek representative in the European Parliament, Nikolaou, stated, '...account has to be taken, on the one hand, of the political groups, and, on the other, of the nationalities' (Debate of 5.7.1983). Beside, the Council, the Commission and the Parliament are European institutions that have distinguished positions and power. The European parliament (directly elected since 1979) is the Union's only democratic institution; it has, however, but restricted (mostly advisory) power. This study examines which institutions, countries and political factions advocate a more or less active role for the Union in the Middle East peace process. Focus is on debates held in the European Parliament between 1980 and 1995. As a method we use a psycho-linguistic analysis. This analysis assumes action verbs to coincide with points of view which favor action while it assumes stative verbs to coincide with reserved positions. Conclusions may point at particular power levels that might - more than other levels further peace-advancing initiatives taken by the Union.

Psycho-linguistic Analysis

Experiments learn that action verbs express action and drive attention of message receivers toward concrete actions. Stative verbs refer to mental states and appeal to emotion. Questions containing action verbs lead to answers describing concrete events; questions containing stative verbs evoke abstract answers. Both verb types transfer similar lexical information, even though (pragmatic) meaning of these verb types differs (De Poot, 1996). The subjective choice aspect, which directs the use of action verbs or stative verbs, informs us about the speaker's preferences.

Action verbs (e.g., to negotiate) and stative verbs (e.g., to believe) are the main verb categories listed in Semin and Fiedler's Linguistic Category Model (1991). In order to distinguish verbs which denote a state from those verbs which denote an action or process, the following questions are useful: What is happening?/What happened? If one cannot answer this question, because nothing is happening at all, the verb is describing a state. If the question can be answered, because what did x do? or What happened to x? is applicable, the central verb belongs to the category action (Chafe, 1970: 98-100). The following examples include action verbs (among which process verbs) and stative verbs.

In this respect the Community will play the most important role (action). We met all the official representatives (process). The Twelve are of the opinion that any settlement should comply with the resolutions 242 and 338 of the U.N. Security Council (state).

Our research design is based upon the design of a metaphor study of European Parliamentary rhetoric in which metaphorical power is calculated according to political factions, nationality, language and gender (De Landsheer, 1998). Political style was found to correspond rather with ideology and to a lesser degree with gender and nationality than with the language used. The three power levels investigated in the current study are represented in Table 1. At each level, comparative analysis was performed on the use of both action verbs and stative verbs by politicians where "Europe" was the grammatical subject. We assume that the discourses at each level will reveal certain developments over time with regard to the positions taken by the participants at each level (institutions, political groups and nations) concerning the role of Europe in the Israeli/Palestinian conflict. Each of the three rhetorical levels, thus, expresses, with the use of its language, a degree of 'activeness' with regard to the Union's policy.

At level 1 literature suggests that the European Parliament and the European Commission see a more active role for the European Union than the Council of Ministers does. We therefore hypotheses that speeches by members of the Parliament and Commission will predominantly display a bias towards the use of more active verbs when dealing with the subject of the role of the Union in the Middle East peace process. Literature also suggests that the Council's attitude towards the Union remained reserved until the early nineties (its members only spoke in terms of opinions about developments in the Middle East). Since then, the Council's position has moved more into line with the position of the Parliament. It has shifted away towards a policy of joint action. The language of the Council's representatives has changed from being predominantly descriptive to more active.

At level 2 and level 3, previous research indicates that common European dispositions (similarities in political style) are most profiled at the level of the political factions (3). We therefore hypotheses that dissimilarities in the use of action verbs when dealing with the subject of the role of the Union in the Middle East peace process will be more considerable at level 3 than at level 2 or level 1.

Table 1. Discursive levels of analysis European Parliamentary Debates (1980-1995)
1. Institutional level: Council, Commission, Parliament
2. Member state/national level: Austria, Belgium, Denmark, Finland, France, Germany, Greece, Ireland, Italy, Luxembourg, The Netherlands, Portugal, Spain, Sweden, United Kingdom
3. Political group/ideological level (composition and names of the groups have changed over time): Extreme Left, Left, Greens, Social-democrats, Christian-democrats, Liberals, Conservatives, Extreme Right.

Procedure

We used the Dutch versions of the proceedings of the European Parliament de
debates (Official Journal of the European Union). Literature would appear to justify the use of translations of the debates. Although we acknowledge the importance of the linguistic variable, previous results show that stylistic differences of speeches within European parliamentary rhetoric are neglectable at the linguistic level. We focus on formal characteristics by investigating verbs. While we are dealing with the content of stylistic elements, this semantic content is universal. The nature of a verb remains the same if translated accurately. Dutch language has about hundred stative verbs and about thousand action verbs (De Poot, 1996: 45). We assume ratio (A/B :1) to express the disposition toward action in a corpus of speeches. Ratio's (A/B :1) were calculated for action verbs (A) and stative verbs (B) at all distinguished levels. When applied to the central verb in the sentence, used in combination with the subject "Europe" (or an equivalent), ratio (A/B :1) indicates whether one sees a more active or passive role for the Union in a certain sphere (the topic of the debate).

The 1980 -1995 sample includes European parliamentary debates which dealt with Israel, the Palestinians, or both parties. This sample is based on two indexes (the annual registers of the European Union "Bulletin" for the period 1980 -1985 and the European Parliament On-line Query System (Epoque) for debates after 1985. It consists of about ninety pages of text (80.221 words). For each year, we analyzed upon average five pages from one or more debates. Our assumption refers to sentences that have (parts of) the European Union as the grammatical subject as described in Table 2. 

Table 2. Symbols for grammatical subjects referring to actors at three levels of analysis: - Europe, the European Economic Community, the (European) Community, the European Union, the member states, the Twelve/Fifteen (or, before, a lower number), the states of Europe, the governments, the (members of the) Council, the ministers (of foreign affairs), the (members of the) (European) Commission, the (members of the) (European) Parliament - we.

The amount of text was converted from lines into words. Since the layout of the debates varied over time, the average amount of words per line differed: between 1980 and 1996 four different layouts were used. Only states and groups whose total amount of text exceeded 400 lines were considered.

**Results**

The results of this 1980-1995 psycho-linguistic investigation confirm what could be expected from literature in international studies.

Power partners at all levels (institutions, nations, political factions) of the European Union hold quiet different views of the role which the European Union could play in the Middle East peace process. The differences between the views by the political groups and between the views by member states are, however, wider than between those held by the European institutions. The positions of political groups diverge the most. European political integration mainly exists through ideology.

**Level 1. Results should be detailed as follows.** Ratio's for all six subject categories are, in order of magnitude: Commission 2.3 : 1 (A: 124, B: 53, 10009 words); Council 2.0 : 1 (A: 136, B: 69, 12250 words); Parliament 1.8 : 1 (A: 449, B: 249, 57960 words). Ratio's only considering the subject category "we" are, in order of magnitude: Parliament 1.3 : 1 (A: 280, B: 210, 57960 words); Commission 1.3 : 1 (A: 36 , B: 27, 10009 words); Council. 0.9 : 1 (A: 36, B: 40, 12250 words).

The Commission is the one which speaks about Europe using the most active terms. In addition, the Council uses more action verbs in combination with the subject "Europe" than the Parliament does. The fact that for the Council and Commission the ratio for all subject categories was higher than that for the Parliament, might be caused by the nature of parliamentary speeches (these also include reports on activities). However, if only clauses including the subject "we" are considered, a more representative picture might be paint ("we" by far exceeds those in the other categories). The Commission and Parliament, thus, show the same ratio, whereas for the Council the amount of stative verbs exceeds the amount of action verbs. This might indicate that, as would be expected, the Council was fairly reserved as far as the European Community playing an active role in the peace process was concerned. Both the Commission and Parliament favoured a much more active attitude. When comparing the first half and the second half of the period analysed (1980-1987 and 1987-1995), it can be concluded that the position (ratio) of the Parliament remained constant. The Commission has, over time, used fewer active terms when discussing the role of Europe in the Middle East. The ratio for the Commission decreases from 2.5 : 1 to 2.0 : 1. Finally, the discourse of the Council has changed into a much more active one. The Council's ratio increases substantially from 1.6:1 in the first period to 2.7 : 1 during the second period.

**Level 2. Results for all six subject categories read, in order of magnitude, as follows:** Spain 2.4 : 1 (A: 29, B: 12, 4122 words); Italy 2.1 : 1 (A: 78, B: 37, 10363 words); Germany 1.8 : 1 (A: 60, B: 34, 5877 words); France 1.8 : 1 (A: 148, B: 81, 19431 words); United Kingdom 1.7 : 1 (A: 51, B: 30, 6602 words); The Netherlands 1.1 : 1 (A: 16, B: 15, 3699 words). Italian and Spanish representatives use relatively few stative verbs per hundred lines with "Europe" as subject. Dutch parliamentarians, on the other hand, employ few action verbs per hundred lines. The prominent role of Germany in European political integration and the more distant attitude by The Netherlands and Britain seems to correspond with their action verb ratio's. The average of the ratios of considered nations (Germany, France, Italy, The Netherlands, Spain and the United Kingdom) is similar to the above-mentioned ratio for the entire Parliament (1.8:1).

**Level 3. Results for all six subject categories read, in order of magnitude, as follows:** Communist group 3.0 : 1 (A: 57, B: 19, 7608 words); Conservatives 2.0 : 1. (A: 66, B: 33, 18146 words); Christian Democrats 2.0 : 1 (A: 64, B: 32, 3647 words); Socialist group 1.8 : 1 (A: 103, B: 57, 4033 words); Liberals 1.0 : 1 (A: 26, B: 27, 3592 words).

Contributions to the analysed debates by all other parties (1980-1985), including the Greens, who entered the arena of the European Parliament in 1990, were less than 400 lines. These results seem to confirm the conclusion from our metaphor study which says that speech by political extremists - both from the Left and the Right - differs from speech by conventional political groups.

**Conclusion**

This psycho-linguistic exploration of diverse positions within the European Union regarding the international role of the Union might contribute to evidence for a democratic deficit within the European Union. This exploration - again - shows that political integration of the Union proceeds with the growing power of the Parliament. It further suggests that a more powerful Parliament is the best guarantee for a confident and active policy of the Union in international (peace) negotiations.
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