**A MESSAGE FROM THE PRESIDENT**

The Type T Personality Goes Global

Frank Farley, PhD  
Division 52 President, Former APA President

There is a personality striding the global landscape that may have inordinate influence on the fate of humanity in the centuries ahead. I think it's had enormous influence to date. I call it the Type T Personality.

In my final column as Division 52 President, I thought I'd take the liberty of outlining one of my preoccupations, the role in human affairs of risk taking, thrill seeking, stimulation seeking and excitement seeking. Having reflected on the human condition for many decades, I am increasingly of the view that one of the deepest and most influential human qualities is risk taking and thrill seeking. Unlike most species, we have mostly broken free of those relentless rules called instinct. We are capable of going beyond the rules, or rejecting the rules; this quality is a hallmark that I believe underwrites all major human progress. This central quality is so forceful and so determinative in human affairs that I feel we need to consider it on a par with love and hate, and good and evil.

Taking a risk. Pursuing excitement. Seeking a thrill. Engaging in something with an uncertain outcome. The very essence of life is "uncertain outcome." We marry hoping for the certainty of bliss, joy, children, legacy, home and hearth. We are greeted at a 50% certainty level with divorce, acrimony, unhappiness and the strong smell of failure. We create a career and hope for happiness, success and achievement in that career, and end up with an apparent national average of seven career changes per working person. We study, work hard, focus, and get job security as, say, a teacher in Paris in 1938 with a loving home and hearth, and shortly thereafter the Nazis stomp the Champs Elysee and the loving life we created is over and the hand of unspeakable horror falls upon us and our loved ones.

The uncertain outcome is at the heart of our condition. The Type T Personality is at the heart of the uncertain outcome.

Let me explain.

The Type T Personality is a shorthand term to reflect a dimension of human behavior anchored at one end by high levels of risk taking (the uncertain outcome), and at the other end by risk aversion. I call folk at the risk taking end T Types, or Big T, and at

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EDITORIAL

In this issue of the Reporter we focus on current issues in international psychology. The Division has truly come a long way. Before the establishment of Division 52, international psychology was mainly represented and promoted by individuals. Thanks to their previous works and the creation of Division 52, we now have a forum for important international topics to be addressed.

The growth of the Division is noticeable. A forum was created for the members to express their views and opinions on cross-cultural, cross-divisional, cross-field, national, and divisional perspectives with a common idea of unifying different fields of expertise under the one umbrella -- the umbrella of international psychology.

This edition of the Reporter demonstrates how fast we are growing. Today, we are talking about internationalizing curriculum, internationalizing psychopharmacology, and even internationalizing mentoring. Our knowledge and experience, which are based primarily on divisional and national points of view are broadening to more global perspective.

Due to the variety and number of issues that international psychology brings, we can say that in the future Division 52 will have to consider the possibility of organizing itself by specific topics and issues as well. Currently we have an International Committee for Women and an International Liaison Committee that have provided an opportunity for communications among international psychologists interested and concerned with these topics. I hope that in the future more committees like these will be formed to discuss issues such as current clinical, psychosocial, developmental, aging, minority, and other topics and issues.

The road ahead of us is full of opportunities for international psychologists to contribute their expertise in support of human welfare. APA's new NGO status at the UN will involve the association and its divisions in international decision-making and will allow us to effectively promote and respond to issues of human development and global well-being.

Division 52 members are invited to let us know about the impact psychology is having in their area: how psychology is influencing urgent regional and/or global needs; how psychology is contributing to national and/or international decision-making; or about recent programs that advance an international psychological perspective.

Ivan Kos, PhD
Editor
NEWS FROM DIVISION 52

Division 52 Awards Report

Florence L. Denmark, Ph.D
Past President of Division 52
Pace University, NY, NY

As co-chair of the Awards Committee along with Robert Morgan, I am pleased to report to you on those Division members who received awards and recognition at the 2000 APA convention, held in Washington, DC, this past August.

There were three categories of awards presented at the Washington DC meeting. These consisted of the Distinguished Career Award, the Distinguished International Psychologist Award, as well as certificates of recognition for outstanding service to the Division. We also presented a special recognition award. I am sure you all join me in congratulating the winners, who are listed below.

Distinguished Career Award in International Psychology:
-Henry P. David, Transnational Family Residential Institute;
-Peter F. Merenda, University of Rhode Island.

Distinguished International Psychologist Award:
-Raymond D. Fowler, CEO, American Psychological Association;
-Bernhard Wilpert, Past President, IAAP.

Special Recognition Award:
-Joan Buchanan, Director, International Affairs Office.

The Certificate of Recognition for Outstanding Service to the Division:
-Ivan Kos, Editor, International Psychology Reporter;
-Joy K. Rice, International Committee for Women;
-Michael J. Stevens, Chair, International Liaison Committee;
-Richard S. Velayo, 2000 Program Chair;
-Carl N. Zimet, Member-at-Large, Division 52.

The awards were presented by President Frank Farley and myself.

I also want to thank Past President Ernst Beier, who served with Robert and me on the Awards committee. Special thanks go out as well to executive committee member Harold Takoosian. He served as a consultant to the committee and obtained the plagues and certificates for the presentation. Unfortunately, two recipients, Bernhard Wilpert and Ivan Kos, were unable to attend the APA meeting. I informed Bernhard Wilpert of his Distinguished International Psychologist award at the International Congress of Psychology convention in Stockholm, Sweden, which was also held this past summer, and since Ivan Kos was unable to attend the APA meeting, Harold Takoosian and I visited him and his wife, Mirella, to present his award to him personally.

I am including pictures of these two award recipients that I have received along with this report. The first, taken at the International Congress of Psychology in Stockholm, is one of Bernhard Wilpert and Peter Merenda (who did not know at the time that he would be receiving a Distinguished Career Award.) The second picture is of the presentation of the Certificate of Recognition for Service to the Division to Ivan Kos. I would like to take this opportunity to personally thank the Division for the gift of a music box, commemorating my service as President of the Division from 1999-2000. The music box has a picture of the globe of the world on its lid, and the tune it plays is "It's a Small World After All", which reflected the title of my 1999 Division 52 Presidential talk, "Making the Small World Smaller". I was surprised and delighted to receive it, and I thank you all for your consideration.

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Continues

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and is now engaged in a most exciting project regarding sharing tests in translation.

Our next Board meeting will take place in March, 2001 and I invite you to send me any ideas you may have for future directions for the division.

The Division has strong connections with the larger international psychology community. Frank Farley, Florence Denmark and Fran Culbertson (all on our Board) have each served as ICP President (International Council of Psychologists) and our Division President-elect designate Charles Spielberger is current President of the IAAP (International Association of Applied Psychology).

In addition to my duties as President of Division 52 in 2001, I will also serve as President of the International Society of Clinical Psychologists. We are planning our meeting early in July in London, 2001, in conjunction with the European Congress of Psychology and the International Council of Psychologist's meeting there.

I look forward to an exciting and work filled year in promoting international psychology.

the risk aversion end Small t. Most people and most behavior are at neither end, but are in the broad middle range. These people can take a risk if they have to, but it's not a way of life. The T stands for Thrill. I believe that when you get to the bottom of most risk taking and stimulation seeking, it is simply the thrill of it all that underlies the behavior. There are T+ and T- behaviors (positive constructive risk taking and negative destructive risk taking). There is T mental and T physical, incorporating mental or psychological risk taking, and physical risk taking. Einstein was a T+ mental, Evel Knievel a T+ physical.

Determinants of Type T I believe to be both genes and environment. Twin studies and some recent DNA studies implicate the former. I have a hunch the latter may have a clue to their fate (self-confident), show independence of judgment, and are creative.

Dealing with change in a changing world is a survival skill. Inoculating people against the fear of the unknown and the uncertain, teaching them to handle a changing future (e.g., the coming Second Age of Exploration) is a Type T process. We can't accomplish this with everybody but I believe we can with many.

So what about nations? The global reach of the Type T Personality Complex is far. I believe that immigrants generally are more risk taking than the stay-at-homes. Not always, but usually. If true, then immigration patterns world wide could give a clue to risk taking attitudes in various nations. Systems of laws and governance might also provide clues. Democratic systems with strong individual rights provisions will, I feel, reflect stronger risk taking attitudes than authoritarian systems. History should provide some clues, with strong evidence of exploration, adventure, etc., being signs of risk taking attitudes. Creativity should provide some clues. I believe risk taking to be at the heart of great creativity. Thus, comparisons on creativity among nations could be helpful, as in Nobel prize analyses (controlling for population, education, money spent on research, etc.). The founding of nations by revolution or radical (risky) action might also be a clue.

Putting together all of the foregoing allows us, I believe, to undertake rough estimates of the imprint of Type T upon nations. Thus "new world" nations might generally come out as tilted Big T or Type T compared to "old world" nations. If even remotely true, this might have implications for how nations relate to uncertainty, risk and conflict within their borders and at the international level. Could we predict a nation's response to international conflict if we had an estimate of its risk taking propensity or Type T?

I invite your comments on this speculative extrapolation of psychology to the behavior of nations.

Let me conclude this by saying the influences on my work have been many but I single out my doctoral advisor, the late H.J. Eysenck especially, who opened my eyes to a rigorous personality science, as well as M. Zuckerman, one of whose scales I used for many years, and the late D. Berlyne, who so profoundly analyzed the nature and effects of human stimulation.

Finally, I wish to say that it has been grand being Div. 52 President. This new Division is crucial to the future development of international psychology, and I am honored to have played some small role in it and to have worked with its distinguished leadership. I will stay involved as long as it takes to get to that place where our common goals and visions come together. Thank you for the opportunity to serve.

The Importance of Mentoring: An International Issue

Florence L. Denmark, Ph.D
Former Division 52 and APA President
Pace University, NY, NY

Mentoring: what is it? There are many definitions of mentoring, including an extreme classical view that sees mentor relationships as intense emotional interactions between and older person and a younger person. This view stresses the part of the older person as a wise guide to the younger person. A more modern view of mentoring seems to include such labels as teacher, sponsor, guide, counselor, and role model. For this article, we will refer to the modern, all-inclusive view of mentoring.

In the process of growing and learning, young and inexperienced persons, or even older persons who need to continue their learning and acquisition of new skills, will look to someone who is more experienced than themselves for guidance, nurturance, and training. Mentoring is an enriching experience that enhances the lives of both the mentor and protegée. The mentor opens new doors for his or her protegée, connects them to people in their field, and helps them to become more visible to their peers. The mentor also gains in personal satisfaction. Most of the time the mentor/protegée relationship has positive outcomes for both parties, and in most cases it is a rewarding as well as a growth experience for both. This is certainly true for mentoring as a global activity.

As I've noted before in my presidential address, the world is getting smaller, and it keeps on getting smaller, especially as a result of increased access to global means of communication. This presents a perfect opportunity for us to reach out and correspond with other psychologists and students of psychology around the world. I see the use of the Internet as a way in which we can help others keep in touch with activities going on in psychology, especially for those who cannot travel to international meetings. Those of us who do travel can also reach out to colleagues and students in other countries on a more personal basis. Through Division 52's International Liaison Committee, under the chairship of Michael Stevens, we are able to contact people around the world.

Some individuals in the United States do not know how to get started. I suggest attending Division 52's programs, going to CIRP (the Committee on International Relations in Psychology) and Division 52's special hour for international visitors held annu-
ally at APA, and getting to know the officers
and other members. For anyone wishing to
mentor students or students who are inter­
ested in finding an international mentor, I
will be happy to facilitate this process. I can
be reached at the Psychology Department
of Pace University, 41 Park Row, New York,
NY 10038, or via email at fdenmark@pace.edu. Research ideas can be
shared and joint projects conducted interna­
tionally. Clinical and other professional ex­
periences and ideas can be exchanged.

There is a lot we have learned and a lot
we need to learn about mentoring and pro­
fessional networks. Perhaps those of us who do
mentor and are considered “good” role mod­
els can stimulate our protégées to carry out
some of the needed research in this

Division 52 Council of
Representative’s Report
August 3 - 8, 2000, Washington, DC
Frances M. Culbertson, PhD, ABPP

Council of Representatives (COR)
meetings were held in Washington, DC on
August 3rd and August 6th, 2000. The
meeting was called to order by Dr. Pat
DeLeon, President of APA. As usual, it was
lively, informative, argumentative, and
enjoyable.

The meeting agenda involved 31
items, of which a goodly number included
budget items, an issue that is “to the front”
these days as we wish APA to do many things
and the monies that are available are very
limited. Therefore, one of the highlights of
the meetings was the budget, and then of
course, how we can arrange to meet the needs
and requests of the council members and
their constituencies. Very crucial to these
discussion is the issue of dues, and the need
to be protective of members’ finances,
particularly in the practice field. I say all
this so you are aware that you are being
placed “front forward” in all discussion with
regard to protection of your finances.

Informational Items

Much discussion on the need to
identify strategies specific to governance
groups (Bds., Committees, CORs, etc. that
will provide opportunities for newcomers
(those not having served previously in these
groups) to become active in these activities.
A task force was approved to
consider methods of providing that each
division and state association have at least
one seat on Council. Report recommendation
is to be presented at COR meetings, February

Council elected 126 Member to
Initial Fellow Status. All Division 52
members were voted in.

A task force on Retention and
Recruitment of members (numbers in both
areas are declining and this is a concern) was
approved.

“APA Council hits a home run for
Science.” COR approved funding of the
“Academic Enhancement Initiative,”
indicating APA’s commitment to advancing
the science of psychology.

COR established a Committee for
the Advancement of Professional Practice as
well as a Liaison/consultation Group for
Professional Practice. The latter will serve
as a liaison between the Committee for the
Advancement of Professional Practice and
state, district, and provincial psychological
associations and those Divisions involved
with private practice issues and concerns.

Also, there shall be a College of
Professional Psychology governed by a
Board of Governor which shall have the
authority to certify psychologists in
recognized proficiency areas of practice and
in other professional practice domains.

On Thursday afternoon, a
memorial remembrance was held for
Catherine Auff, PhD.

On Sunday morning, Russ
Newman, Ph.D., JD, Executive Director for
the Practice Directorate was presented with a
presidential citation. Rosemary Schwarzbard
and her colleagues also received a
presidential citation for their Disaster
Response Network work. And Rachel T.

Fairleigh Dickinson University's Psychopharmacology Postdoctoral Training Program

Dr. Anita Brown, Psychopharmacology Program Curriculum Director
Dr. Gloria Pickar, Chief Education Officer and Dean

Dear Colleagues:

Interest in FDU's program continues to escalate in the wake of national publicity on
this extremely important aspect of mental health care. The FDU program is intended to provide
the knowledge component and practicum as outlined in the American Psychological
Association Recommended Postdoctoral Training in Psychopharmacology for Prescriptive
Privileges (APA Council of Representatives, August 12, 1996). In fact, Dr. Patrick DeLeon,
APA President, featured information about FDU's program and its curriculum director, Dr.
Anita Brown, in a column in the Division 18 newsletter this month.

In reviewing information presented at the APA Annual Conference in
Washington D.C. this past August, Dr. DeLeon focused his attention on efforts to prepare
practitioners for the likelihood of gaining prescribing privileges:

"RxP- Training Modules Also at the convention, the Assistant Secretary for Health and US

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Recognition of Specialties and Proficiencies in Professional Psychology plans to conduct a self-study regarding granting of specialties, looking at its criteria and procedures for specialty recognition. Council voted to approve the continuation of funding for the Public Education Campaign as a regular line in the Association's budget with an on-going program assessment every three years beginning in 2003.

Scientific Affairs

Council moved that there shall be a Committee on Psychological Tests and Assessments. This Committee shall consider, address and monitor issues, practice, and problems in the test and assessment field, including monitoring actions of government. As noted above, the Academic Enhancement Initiative was approved and funded.

Public Interest

Council approved a motion advocating for more research and dissemination of research findings that examine causes and impact of poverty, economic disparity, and related issues such as families, ethnic strife, classism, ageism, etc.

Finance

Council voted to approve (1) instituting the practice of increasing the APA dues annually by an amount linked to the consumer price index for all urban consumers, and (2) to approve a dues increase from $215 to $219 (+$4.00) for the yearly dues of 2001. In addition, Council voted to approve changes in the Finance Committee structure. It will now consist of seven voting members (two elected each year for a three-year length of service). No member may serve more than two terms. The Treasurer will be a member of this committee and also serve as chair.

Council set a net worth target for the organization having assets equivalent to one year of operating expenses. Following common accounting practices for non-profit associations, APA will not include the value of its real estate in determining its worth. At present, APA has roughly 40% of its desired net asset value and ranks low vis-a-vis comparison organizations.

COR's Next Meeting

The next meeting of APA Council of Representatives will be in Washington, DC, February 23 - 25, 2001. If you have any issues or concerns pertaining to APA's governance, or anything else, please contact me at my e-mail address of jmculber@facstaff.wisc.edu or FAX me at 608-256-4449.

Have a happy, healthy next 6 months when I will be in touch with you once again.

(Psychopharmacology cont'd from page 5)

Surgeon General David Satcher, responding to an audience question regarding prescriptive authority, replied: "I'm not sure I know all the issues involved in that, but my basic position is that the privileges should be consistent with the training. So I think clearly if we can demonstrate that psychologists have the training to prescribe, then they should be allowed to prescribe." [Round of applause]. Former DoD Fellow Anita Brown has been working closely with Robert McGrath of the School of Psychology at Fairleigh Dickinson University to ensure that those practitioners in the field who are particularly interested in obtaining prescriptive authority will have ready access to a high quality, user-friendly program. Anita's innovative postdoctoral training module utilizes a forward thinking and integrated approach to psychopharmacology education. The curriculum incorporates progressive learning methods from schools of medicine, nursing, and related prescribing professions and will definitely meet the specific educational requirements proposed by APA's model training curriculum.

Working in conjunction with Global HealthEd, Anita's efforts are targeted towards the working professional, providing distance learning university-based education, without requiring attendance at traditional, campus-based classrooms. There will be 10 eight-week courses consisting of: * A sequence of four core courses providing the basic science foundation and knowledge base in pathopharmacology, neuroscience, health assessment, and psychopharmacology for clinical applications. * A comprehensive clinical pharmacology course presenting the major classes of drugs. * A professional issues course addressing the legal and ethical considerations and related "standard of care" topics. * A series of four treatment courses addressing specific categories of mental disorder and the related psychopharmacological issues, will conclude the didactic portion of the program.

Additional highlights of Anita's program include: A state-of-the-art distance learning delivery system providing * Internet-enabled curriculum and coursework, with online discussion groups, message boards, and e-mail between faculty and students. * Videotaped presentations and textbooks, providing the latest information from national experts. * The Compass Learning System includes mentor-professors hosting online sessions and monitoring the discussion boards to guide the busy practitioner through the program. * Information packed manuals and documentation allowing instant integration of the course work into one's professional practice. And, * One weekend Regional Interaction Meeting per course to focus on meaningful case discussions, presentations, and health assessments with mentor-professors and a small group of student colleagues."

Shape the future of the practice of psychology!

This groundbreaking, distance learning program is being offered through Fairleigh Dickinson in a collaborative effort with Global HealthEd, a leader in education for the working healthcare professional. The next semester begins Sunday, December 10. The registration deadline is November 20. To enroll, please contact an admissions representative toll free at (877) 471-1454 with any questions you might have and to discuss your admission. Discounts are provided to student association members.

We look forward to guiding your study and application of knowledge about this very timely and valuable information.

CALL FOR PAPERS

Potential contributors to the international journal on political psychology and political socialization, Politics, Groups, and the Individual, as well as those interested in subscribing to this new journal should contact the managing editor, Russell Farnen, @ UConn, 85 Lawler Rd., West Hartford, Ct., 06117 or fax to 860-570-9210 or tel. @ 860-570-9204 or e-mail @ Russell.Farnen@UConn.edu. Additional information on subscriptions, submissions, etc. will then be faxed, e-mailed, or airmailed to you as soon as possible.
Since assuming the Presidency of APA, every week I have made a special point of calling two colleagues from the membership directory whose names I do not recognize (e.g., who are likely not to be currently involved within our association’s governance). I like to informally listen to their views about APA and chat about what we collectively should be doing in the future. Psychology is an exciting field and our members are actively involved in a wide range of important societal agendas. It is now the fall of my tenure and so far, I must admit, that no one has yet mentioned international psychology as a priority. I know from being personally involved within our governance for over 25 years that we have a very active Committee on International Relations in Psychology (CIRP), which was established in 1944 and is currently chaired by Hawai‘i’s Tony Marsella. The recent establishment of this new Division clearly speaks to the governance’s enthusiastic support. A number of Past-APA Presidents, including George Albee, Smith Brewer, Florence Denmark, Joe Matarazzo, Charlie Spielberger, Jack Wiggins, Frank Farley, Norm Abeles, and Marty Seligman, have been actively involved with the Committee and/or international issues over the years. Relatively speaking, however, those of us who actually participate in our association’s governance represent only a very small segment of the total APA membership. Accordingly, I have begun to wonder what we must do as an association to affirmatively involve the entire membership and to capitalize upon the tremendous expertise, creativity, and energy which exists throughout the membership.

During our Fall APA Board of Directors' retreat we will focus upon international psychology. Throughout my tenure as President, I have made a special effort to facilitate forums for policy related discussions by the Board and by the Council of Representatives. In my judgment, it is important for the elected governance of any organization, including the APA, to avoid focusing upon administrative details – that is why we hire extraordinarily competent central office staff. The collective and unique expertise of governance is providing the vision and enthusiasm necessary for proactive accomplishments. Governance should set policy. Staff should implement the governance’s vision.

It should be clear to everyone of us that at least at the public policy level, that our nation (and world) is currently undergoing an unprecedented explosion of knowledge within the communications and related technological arenas. Telehealth, distance learning, and web-based instruction/interaction are truly revolutionizing how we fundamentally communicate, educate, and provide clinical and diagnostic services. The 21st Century will be the era of technological challenges. There are profound implications for all aspects of the discipline, including our ethical standards, graduate and undergraduate education, and professional scopes of practice. As one of the “learned professions,” we should be genuinely excited by the possibilities inherent in technological advances to expand our knowledge base and professional influence.

Where will our Board of Directors’ discussion take us? In all candor, I really do not have any idea. There are a number of Board members, including Bruce Overmier and Nate Perry, who have long histories of personal involvement in international issues. This year, our President-Elect Norine Johnson and Board member George Taylor represented us “overseas”. And, it is almost impossible to think of psychology’s international presence without the name of our Executive Officer Ray Fowler rapidly coming to mind. Bruce and Ray will lead our collective discussion, which should be quite enlightening and cover such diverse and evolving topics as the scope of practice of master’s degree practitioners in Europe, as well as the increasing numbers of practitioners being trained in Mexico. Those interested in the prescriptive authority agenda herald the advances made in South Africa. In his briefing document, Ray points out that: “Psychology began as an international discipline.... The first American psychologists were trained in Germany and were heavily influenced by the European literature.... Some countries are now experiencing the kind of explosive growth that occurred in the US 50 years ago, and that pattern is likely to continue....” And, that the Committee on International Relations in Psychology has recently taken on the task of internationalizing the psychology curriculum as one of its priorities. Advances in technology will undoubtedly play a major role in fulfilling this mission.

An Intriguing International Policy Issue: One of the most intriguing aspects of serving as President of APA is being exposed to aspects of the field that one never previously considered. This past January, APA and APAGS co-hosted a meeting of psychology related organizations in Mexico. At that time I had the opportunity of informally talking with my Canadian Psychological Association (CPA) counterpart, Gary Latham. The more we talked, the more I began to wonder: Why is it -- at the association policy level -- that our APA Council of Representatives has formal representation from the Canadian provinces, sitting and voting on APA issues? Psychologists residing in the United States do not formally participate in CPA’s governance. And, if our Mexican or Italian colleagues today were to petition for similar formal recognition, we would undoubtedly gently but firmly deny their request. We would urge them instead to invest their energies and resources in building up the expertise of the Mexican or Italian Psychological Association. If perhaps they felt that their association was not as supportive of the interests of any one subset of their members as it should be (e.g., their practitioners), we would suggest that that subset should become more involved within their own governance and perhaps even seek to “take over” their national association. [This type of guidance is provided regularly at the state association level.] If they felt that our journals or Practice Directorate expertise was of particular value, we could and would readily develop “governance to governance” (e.g., nation to nation) collaborative agreements of mutual benefit. They could, for example, send formal liaisons to Russ Newman’s State Leadership conference, the Accreditation Committee of our Education Directorate could work closely and respectfully with a similarly designated committee within their association, etc. We would urge their “best and brightest” to focus their creativity and energies on their national association, rather than “looking North or Westward”.

As the readership might imagine, I have subsequently informally discussed this view with various Canadian leaders, including the current Canadian Psychological Association President, Jim Ogloff; as well as present and former APA Council members who represent Canadian provinces, and lead...
The Importance of Psychology’s Vision

Pat DeLeon, PhD, JD, ABPP
APA President

APA’s 108th Annual Convention was extraordinarily exciting, not to mention personally rewarding. My wife and 17 year old daughter Kate attended the Opening Ceremony (highlighted by presentations from US Education Secretary Richard Riley, DC Mayor Anthony Williams, and American Legend Pete Seeger with his grandson Tao Rodriguez), as well as Saturday night’s Union Station Psychology Gala. For those who were not present, Oklahoma Council Representative William Shaw’s family won the major door prize and a number of our colleagues vividly demonstrated their considerable “line dancing” expertise. Past-Division President Stan “The Man” Moldawsky’s band performed admirably, as undoubtedly they will next year in San Francisco. When was the last time a mayor actually personally participated in our opening ceremonies? How nice it was to formally recognize the contributions of Johan Gardener, the only psychologists to ever serve in a President’s Cabinet (Secretary of Health, Education, and Welfare during the Great Society era).

On the dias where representatives from the DC Psychological Association, Council of Executives for State and Provincial Psychological Associations (CESPPA), Teachers of Psychology in the Secondary Schools (TOPPS), American Psychological Association of Graduate Students (APAGS), as well as several members of the APA Board of Directors and Past-President Marty Seligman. Charles Brewer and Ron Levant were instrumental in obtaining Secretary Riley’s acceptance -- the second Cabinet member addressing APA this year. During the ensuing days over 25 colleagues would stop me and report that Pete Seeger and his grandson had brought tears to their eyes -- thoughts and feelings they had long forgotten. We are a discipline of many strength and diverse experiences. This is our collective karma. The contributions of American Nurses Association Past-President, psychologist Bev Malone, underscored for the audience our breath of societal contributions. Those present undoubtedly appreciated how fortunate I have been this year that President-Elect Norine Johnson has been willing to so effectively represent psychology to the public. We truly are one family.

In my judgment Psychology’s destiny really resides within each and every one of us. It is our vision and dedication that will ultimately determine weather future generations of very bright and accomplished undergraduates decade to enter the field. In the public policy arena, it is once again at the individual state level where the next generation of health and educational policies are being developed -- not at the federal level. Accordingly, I was particularly pleased that those representing our future were on the Opening Ceremony dias.

Colleagues on the Cutting Edge

When Brandi Chastain scored on the fifth penalty kick taken by the US women’s soccer team in the Rose Bowl’s it was the largest crowd in history to watch a women’s sporting event. Worldwide, 1 billion people watched the US team win the World Cup. Our colleague Colleen Hacker was the mental skills coach for the team, a role she will continue with our nation’s Olympic team in Australia. Just after the convention, Colleen introduced me to one of her players who was proud to have received her masters degree in psychology from the University of Connecticut. Sara will be competing in the Olympics and in the forthcoming Women’s Professional League. Hopefully, she will decide to simultaneously enroll in the doctoral program.

In response to an audience question regarding prescriptive authority, US Surgeon General David Satcher replied: “I’m not sure I know all the issues involved in that, but my basic position is that the privileges should be consistent with the training. So I think clearly if we can demonstrate that psychologists have the training to prescribe, then they should be allowed to prescribe.” [Round of applause]

Mike Sullivan reports the literature of state elected officials continues to focus upon psychology’s efforts to expand our scope of practice: "Prescriptive Authority for Psychologists -- California Assembly Bill 1144 passed the Assembly in May 2000 and was amended in the Senate on June 1, 2000 to include prescriptive authority for psychologists ... A few other states have introduced legislation over the past two years. These include: Alaska... Georgia... Illinois... Missouri... Tennessee... Although other states have introduced these measures ... California’s bill is definitely the leader.

"Legislative efforts in 11 states addressing the issue of psychotropic medications with children might well become the forum for our ultimate success. As Colleen’s expertise brings the contributions of psychology to a world wide audience, those advancing the RxP-agenda address a pressing societal need.

The Evolving Health Care System

The Institute of Medicine (IOM) was established in 1970 by the National Academy of Sciences, possessing a Congressional charter to serve as a formal advisor to the federal government. Over the years, the IOM has become a health policy “think tank” for the Congress, developing state-of-the-art policy documents on the wide range of issues. The newest report, Promoting Health: Intervention Strategies From Social And Behavioral Research, has former APA Congressional Science Fellow Brian Smedley as co-editor and Board of Scientific Affairs Chair Neil Schneiderman as consultant. For psychology to ultimately receive parity equal to medicine and nursing, society must include “psychological factors” within its definition of “quality health care”. Until that qualitative shift in perspective, our practitioners will be seen as paraprofessionals or junior physicians. In this report IOM’s experts emphasize the role of social and behavioral factors as they influence health and disease at various stages of life cycle. This was a difficult decision because as they pointed out, almost everything one does in the health care field is organized around clinical diseases and not prevention.

Several IOM Findings

Several IOM findings were: 1) assessing the promise of social and behavioral research for improving the public’s health is a complex task; 2) the most effective intervention have involved research evidence that transcends the boundaries of a single scientific discipline; 3) communities must be involved as partners in the design, implementation, and evaluation of interventions; and 4) children should be a major focus of intervention efforts. This is the evolving clinical context of the 21st Century in which our practitioners must learn to intervene and innovate. Aloha.
ers of relevant Canadian psychological organizations. Clearly, reasonable people can and do differ on the wisdom of my musings. Perhaps, as has been suggested to me, there is a historical rationale for treating the Canadian provinces differently. But, in all candor, I would be more comfortable with this assertion if I knew that every American state and every APA division was guaranteed a voting seat on our Council of Representatives. And today, this is simply not the case. True, all of the divisions are represented, but not all of our small rural states.

In all candor, I do not expect the type of structural modification of APA which I envision to be adopted in the immediate future. However, I do sincerely believe that in the long run this would be in the best interest of both national associations. Perhaps our current relationship with our Canadian colleagues will be one of the issues which we will discuss at our forthcoming Board of Directors retreat. It definitely does qualify as a policy issue. Aloha.

**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 Spring 2001. Please send your contributions by February 28, 2001 to:

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**Globalization of Psychology: APA’s Key Role**

Norine G. Johnson, PhD
APA President-elect

This summer, as President-Elect of the American Psychological Association, I attended for the first time two international psychology congresses. So I am a novice in an area in which many of you are experienced leaders and participants. This article will focus on the international enhancement of one of my presidential initiatives, the vision of Ray Fowler in supporting APA’s involvement in international psychology affairs, experiences that broadened my perspective on the importance of International Psychology and Division 52 for APA and the globalization of psychology, and some highlights from Bruce Overmier’s report on the Board of Directors’ discussion of international psychology.

**Psychology Builds a Healthy World.** As a result of my attendance at the International Congress of Psychology in Stockholm, Sweden, Susan Pick, Ph.D will be the Presidential Invited speaker for the Psychology Builds Healthy Communities section of my Presidential Initiative. Psychology Builds a Healthy World. Please mark your calendars now for Sunday August 26th, 1:00 PM in San Francisco where Dr. Pick, former CIRP member, will speak of her cutting edge work in developing and implementing models that cross countries’ boundaries.

Dr. Pick, Professor of Psychology at the National University of Mexico, has directed research, training and advocacy work in sexuality and life skills education, prevention of violence against women, maternal and child health, and sensitization of health personnel. She has carried out projects in Mexico, her native country, and several other countries with the help of funding from over 90 national and international agencies. She was awarded the Mexican National Prize for Young Researchers in the Social Sciences in 1991.

**Ray Fowler’s Vision**

The APA’s involvement in international psychology, the depth of relationships, the enhanced globalization of psychology, the raising of educational standards, and much more owes a tremendous debt of gratitude to Ray Fowler, APA’s CEO. Through his vision and personal energy APA is a key player in international psychology. He had the foresight to carve a place and preserve it for international psychology within the APA governance structure, divisional structure and central office thereby allowing for participation by APA members in a more cohesive form. Through uncountable hours he has forged friendships and alliances, and defined missions for our involvement with our fellow psychologists throughout the world. It was heartwarming to see the high regard with which he is held by so many others from all corners of our world.

Other former APA Presidents attending the international congresses this summer and who have also made significant contributions are Norm Abeles, Florence Denmark, Bob Resnick, and Charley Spielberger, current President of the International Association of Applied Psychology. Bruce Overmier and George Taylor, members of APA’s Board of Directors, also attended. Dr. Overmier is on the executive committee of the International Union of Psychological Sciences (IUPsyS). Pierre Ritchie, former APA Council member, is Secretary-General of the IUPsyS and a major force in international psychology.

**Experiences that Broaden**

Attending two congresses in international psychology this summer broadened my appreciation of the synergy between the American Psychological Association’s contributions to the growth and development of psychology throughout the world and the strengthening of psychology as a science and as a profession. The stories of leaders from China and countries that were formerly part of the USSR- Estonia, Latvia, the Republic of Georgia- were extremely moving. They talked about the suppression of psychology and intellectual knowledge by previous regimes. APA’s provision of books and journals allowed psychology to survive and now provides opportunities for students to learn and for faculty to access the research they need. We are fortunate to have Gary VandenBos, Executive Director of APA’s Publication and Communication Directorate, as he found both the ways and the means to provide this intellectual nourishment for starving countries.

The Second International Congress on Licensure, Certification, and Credentialing of Psychologists took place July 2000 in Oslo, Norway. Our hosts, Halvor Kjolstad, Norway, Sverre Nielsen,
Secretary General for this Congress and Executive Officer of the Norwegian Psychological Association, An-Magritt Aanonsen, Norwegian Psychological Association, along with the planning committee provided an opportunity for these issues to be informed by experiences from throughout the world. APA was pivotal in provided multiple models for others to consider in the development of a regulatory structure in their own countries.

The Oslo Congress also provided an opportunity for focused conversations with leaders from the United States psychology groups involved in regulatory and standards issues, such as David Drum, Vice President and Judy Hall, Executive Officer, of the National Register of Health Service Providers in Psychology; Ted Packard, President of the American Board of Professional Psychology, and Emil Rodolfa, Association of Psychology Postdoctoral and Internship Programs.

Dr. Fowler and I had the opportunity to meet with Randolph Reaves, Deputy Secretary General of the Congress and Executive Officer of the Association of State and Provincial Psychology Boards and members of the ASPPB executive board. It provided an occasion to talk about ASPPB's dedication to providing mobility of licensure to psychologists in the United States, the importance for all psychologists to keep this initiative viable, and how to work together.

The International Congress of Psychology in Stockholm, Sweden was a much larger convention attracting approximately 6,000 psychologists from throughout the world. Attending sessions on scientific and practice issues allowed me to view issues from a global perspective. The social occasions provided an enhanced opportunity to talk with psychologists about their countries' issues, the role of psychology, and their own perspective of social issues such as HIV/AIDS, violence, fleeing one's home to preserve life and freedom.

For example, I was invited to a reception at the Chilean Embassy in Stockholm by the President of the Association of Psychologists of Chile, Dr. Carlos Urrutia. While there, I spoke with two Argentine women living in exile because of the past dangers in their country and their continued concern about protecting their freedoms and the well-being of their families. Bruce Overmier facilitated Board of Directors' discussion.

At the October retreat of the APA Board of Directors, President Pat DeLeon placed on the agenda a discussion of APA's role in International Psychology. Bruce Overmier facilitated this and the following comments are distilled from his summary.

APA has literally thousands of non-USA members and affiliates making it a large international organization although we think of it as a US national organization. The Board reviewed "International Psychology" including activities within APA, APA's new NGO status at the UN, and the structural organization of international psychology. Also reviewed were the focal interests of each of these international organizations and the congruencies with APA's goals and interests. Also reviewed were APA's efforts to foster the development of psychology through journal and PsycInfo donation programs, international newsletter, book donation brokerage, etc. It was also noted that the proportions of (1) APA journals sold internationally and (2) international authors appearing in APA journals have been increasing.

APA, as an organization, is deeply involved in international psychology and APA leadership is active internationally, as well. However, there is some concern in the US and internationally that US psychologists seem less and less committed to participation in international psychology even as psychology in other countries becomes more vigorous."

Internationalizing the Curriculum

Raymond D. Fowler, PhD, ABPP
APA Chief Executive Officer

Psychology began as an international discipline. Born in Germany, it was not long before France, England and other European countries developed psychological laboratories and began to hold international meetings. The first American psychologists were trained in Germany and were heavily influenced by the European literature. Most of APA's founders moved comfortably in international circles, spoke European languages fluently and participated in international meetings. For a variety of reasons, psychology captured the imagination of Americans. The United States was soon training more psychologists than the rest of the world, and the general public followed the development of the new discipline with considerable interest. During that same period, psychological training and research was almost eliminated in Europe as a result of two devastating world wars, and U.S. psychology became dominant for almost two-thirds of the 20th century. When I received my doctoral training in the 1950s, students were told to ignore the international literature since psychology was an American profession and there was little to learn from the war torn countries of Europe or from the developing nations of the world.

If that admonition ever had any validity, it certainly has none today. Although the U.S. still has a disproportionate number of the world's psychologists, psychology is growing rapidly around the world, especially in Europe and Asia. Some countries are now experiencing the kind of explosive growth that occurred in the U.S. 50 years ago, and that pattern is likely to continue. Exciting developments are taking place in scientific and applied psychology, and we have much to learn from developments in the rest of the world.

APA has been, and continues to be, deeply involved in international issues. The Committee on International Relations in Psychology (CIRP) and the APA Office of International Affairs are the principal focus of APA's international activities. Established in 1944, CIRP is one of APA's oldest committees. The Office of International Affairs, which is overseen by CIRP, coordinates a number of programs, including book and journal donations to libraries in less affluent countries, travel grants, the monitoring of international human rights issues, publication of a newsletter and a special section of the American Psychologist, and coordinating with a network of 75 national psychology organizations around the world.

The APA Committee on International Relations in Psychology (CIRP) has taken on the task of internationalizing the psychology curriculum as one of its priorities for the coming years. CIRP is planning a number of concrete first steps toward their goal. They want to survey graduate and undergraduate department chairs to determine what, if any, textbooks and other tools they may be using to teach cultural and international issues. They want to develop school curriculum modules and a curriculum tool kit that contains international case studies and looks at international societal issues (such as environment, urbanization, and immigration). And they want to collaborate with the experts already working in the area; textbook writers, teachers from around the world, and APA's own governance groups that are focused on education issues. Internationalizing the curriculum is a daunting task when one realizes that the ultimate goal is to

(Continued on page 11)
equipment the next generation with skills that will enable them to tackle the challenges of our increasingly global community. The Internet has changed the world’s boundaries in dramatic ways. E-commerce is a reality and its growing importance is reflected by the soaring value of internet-based companies. In science, the Internet has facilitated new relationships among researchers. A U.S. scientist can easily collaborate with one in China, New Zealand and South Africa. Telehealth, the provision of psychological services by Internet, is a rapidly growing practice area that knows no national boundaries. It is increasingly clear that new psychologists who do not have the benefit of a sophisticated orientation to international issues will be severely handicapped in their career options.

Psychology is certainly not the only discipline that needs to consider these issues. Economists, political scientists, and sociologists, to name just a few, are no doubt looking down the same path at this very point in history. But in some ways psychology needs a wider lens, since our field spans such a broad array of relevant issues. The diversity of psychology is reflected by APA’s 53 specialty divisions, many of which also have special sections devoted to additional specialization.

Under the APA umbrella, there are a number of existing resources that can help foster such initiatives. The following are just a few examples. You can learn more about these efforts on the APA website (www.apa.org).

The Teachers of Psychology in the Secondary Schools (TOPSS), another APA committee, has developed a series of unit plans for teaching psychology in U.S. high schools. While the slate does not yet include a model on international issues per se, a plan on diversity is currently under development. TOPSS also maintains a database of literature, bibliographies, and model classroom activities. I understand that CIRP hopes to work with TOPSS to help expand their international perspectives.

The recent APA Board of Educational Affairs’ Task Force on Diversity Issues at the Precollege and Undergraduate Levels of Education in Psychology developed the 1998 Expanding the Psychology Curriculum: An Annotated Bibliography on Diversity in Psychology. Since international and diversity issues frequently converge, this is a handy reference for anyone interested in internationalizing curricula.

The Society for the Teaching of Psychology (APA Division 2) offers a wealth of materials and resources designed to enrich the existing curriculum. The Division has had a long-standing interest in fostering internationalism through its journal, Teaching of Psychology. You can access the Division’s home page through the APA website. The Society for the Psychological Study of Ethnic Minority Issues (APA Division 45) does a lot of work that is implicitly international in nature. For instance, the Division’s journal, Cultural Diversity and Ethnic Minority Psychology, publishes materials across a wide spectrum of “ethno-social-cultural factors.” Again, you can learn more about Division 45 by looking at its home page on the APA website.

APA’s international efforts are greatly facilitated by the Division of International Psychology. For the first time, APA has a division that focuses entirely on international issues, and its membership will be a valuable resource to CIRP in the development of an international curriculum. In fact, I would guess that most, if not all, CIRP members are already actively involved in the Division. The Division’s network of national representatives - volunteer correspondents from dozens of countries around the globe - is a wonderful resource for collecting both anecdotal information and other materials to enrich the teaching curricula.

webmaster@apa.org

The APA Central Office houses several important offices that can provide ongoing information and resources for an international curriculum.

I have already mentioned the Office of International Affairs, which serves as the Association’s clearinghouse for international psychology. This Office is usually the entry point for psychologists from abroad who are interested in learning more about APA. Now that APA has credentials as a formal United Nations non-governmental organization, the Office of International Affairs can also help members access the wealth of information available through UN networks.

The Education Directorate is a mandatory stop for anyone interested in curriculum development. The Directorate is looking at curriculum related issues from the ground up - K through 12, undergraduate, graduate, and post-graduate programs. In addition to the TOPSS and Bibliography products mentioned above, the Directorate is working to implement the goals of the St. Mary’s Conference on Enhancing the Quality of Undergraduate Education in Psychology. That 1991 meeting has spawned a number of activities right up to the present time. Just last month, on July 16-19, there was a 2000 Summer Institute Workshop on “Reforming the Undergraduate Psychology Curriculum: Beyond the St. Mary’s Recommendations.” The Education Directorate also produces the accreditation guidelines and principles, and the criteria for Continuing Education sponsor approval, both of which have been used as models in other countries. The Directorate maintains an informative home page within the APA website.

And, the APA Office of Ethnic Minority Affairs, located in the Public Interest Directorate offers a number of tools that can potentially be applied in developing international curricula. These include: the Directory of Experts in Multicultural Psychology, which provides contact and other information for US psychologists who specialize in cross-cultural issues; Diversity and Accreditation, targeted toward directors of clinical, counseling, and school psychology programs; and the Diversity Needs of Academic Settings Manual, an instrument that enables post-secondary institutions to identify strengths of and barriers to diversity training.

The APA Practice Directorate has compiled a wealth of information about the provisions of health and mental health services by electronic means. Members can learn more about this area by a visit to the Practice Directorate through the APA website. Other organizations can provide useful information. The International Association of Cross-Cultural Psychology has compiled a listing of about 20 graduate programs in cross-cultural psychology and education. I expect that CIRP will use these programs as a baseline for their curriculum initiative.

As I noted at the outset, internationalizing the curriculum is a monumental job. All of the resources I have just listed are important but, frankly, primitive tools for the task. Internationalization is a life style, a way of thinking, acting, and communicating.

I am very pleased to report that the United States Government has come to this very recognition. On April 19, 2000, President Clinton signed an Executive Memorandum on International Education policy. The document begins “To continue to compete successfully in the global economy and to maintain our role as a world leader, the United States needs to ensure that its citizens develop a broad understanding of the world, proficiency in other languages, and knowledge of other cultures.” The Memorandum commits the U.S. government to:

1) encouraging students from other countries to study in the United States;
2) promoting study abroad by US students;
3) supporting the exchange of teachers,
I had the honor of representing APA at the Surgeon General’s Conference on Child Mental Health held September 18-19, 2000, in Washington, DC. Joining me as APA representatives were President-Elect Norine Johnson and former President Robert Resnick. In addition there were a large number of APA members in attendance either as presenters, group facilitators, or representatives of other organizations. Hence it would be fair to say that psychology was well represented at this meeting.

Background to the Surgeon General’s Conference on Child Mental Health

The Surgeon General’s Conference grew out of the March 20, 2000, White House meeting on the mental health of children, called in response to concerns about the drugging of preschool children generated by a well-publicized study published in the Journal of the American Medical Association. This study found a dramatic increase in the prescription of psychotropic medications to pre-school aged children between 1991-1995. The Surgeon General’s Conference also built on the Clinton Administration’s significant accomplishments in the area of mental health, including the first-ever White Conference on Mental Health and the release of the unprecedented Surgeon General’s Report on Mental Health last year, both of which were initiated by Tipper Gore, the President’s Mental Health Advisor.

The First Lady, Hillary Rodham Clinton, sent a prepared statement to the Surgeon General’s Conference on Children’s Mental Health, subtitled “Developing a National Action Agenda.” Quoting from Mrs. Clinton’s statement:

“I want to applaud Surgeon General David Satcher for bringing together so many advocates and experts today for the Surgeon General’s Conference on Children’s Mental Health: Developing a National Action Agenda. The work you are doing today and tomorrow has the potential to bring more health and hope to our nation’s children-and more peace of mind to their parents.

Despite the progress already made, we know there are still many questions we must confront. We must ask whether children diagnosed with emotional and behavioral conditions are provided appropriate care in today’s health care system. More specifically, are they receiving the full range of services they require? Are these services being managed appropriately? And does insurance cover the types of services necessary to provide optimal care?

We also should look at the concerns that have been raised by physicians, patient advocates, and other experts about the extraordinary increase in marketing expenditures for a whole range of medications, including Ritalin. We need to determine whether such marketing has been constructive in making the public more aware of available treatment options. Moreover, we need to determine the implications of the increased use of these medications in very young populations given the lack of knowledge about their long-term effects.

We need to develop long-term strategies for addressing our children’s mental health needs, and your work today and tomorrow will play a large role in making that happen. With your input, the Surgeon General will develop recommendations to improve the way we diagnose, treat, and care for the children with emotional disorders.

This week’s conference is a very important step, but it is certainly not the last step. I look forward to your recommendations and to working with all of you to ensure that young people get the care they need to have the childhoods and future they deserve.”

The Surgeon General’s Conference on Child Mental Health and its Results

The conference was structured as follows. On the first day there were three panel discussions: 1) Identifying, recognizing and referring children with mental health needs; 2) Health service disparities: Access, quality, and diversity; and 3) State of the evidence on treatments, services, systems of care and financing. The presenters include both scientists and family members/consumers (referred to as “youth”). Several attendees commented that there was a notable lack of practitioners on the panels. Breakout groups began on the first day, and continued for four hours on the second day, beginning with preliminary questions on
barriers and opportunities to improved child mental health care, and leading up to recommendations for strengthening and improving federal, state, or local policies and practices in five major areas:

1. How to increase appropriate recognition of mental health problems and referrals?

2. How to increase access to treatments or services that are developmentally appropriate (e.g., financial and organizational mechanisms)?

3. How to support the use of scientifically-grounded prevention and treatment services for children and adolescents with mental health needs (e.g., family engagement, sensitivity to issues of diversity)?

4. How to promote mental health and prevent risks and antecedents of mental illness?

5. How to monitor and evaluate the above efforts?

During a working lunch on the second the group facilitators synthesized the responses from all of the breakout groups and prioritized the recommendations into what was termed a “consensus statement”, which was reported out at the end of the day plenary session. Following one hour of open comments from the floor, Surgeon General David Satcher made the closing comments. He indicated that he expected his staff to work on the output from the conference and write a report on Children’s Mental Health which will be posted on the Surgeon General’s website and distributed widely within the next few months.

In terms of the substance of the report as it was reported at the plenary session, barriers and opportunities to improving children’s mental health were identified, and then there were two overarching points followed by a set of specific recommendations. To paraphrase the overarching points: 1) The national leadership should adopt and communicate a new vision of children’s mental health with promotion of wellness at its center and based in primary care. Every child should have an annual check up for mental health. 2) Develop and utilize evidence-based standards for practice. Develop a consensus list of evidence-based treatments, which should be funded and reimbursed with parity with physical health care.

During the open comments session, I rose to express appreciation to Dr. Satcher for his tremendous leadership in calling together a diverse group of professionals and parents/consumers to address the nation’s crisis in child mental health, and for his pioneering work in issuing the first ever Surgeon General’s Report on Mental Health. I also made four comments about the overarching points:

1. Before we can adequately address the problems of identifying children in need of mental heath services at the primary care level, we must acknowledge that we know very little about the development of mental health problems in childhood, about the antecedents, risk factors and early signs. Longitudinal research on the development of psychopathology is urgently needed.

2. Although it is very important to address the problems of identifying children in need of mental heath services at the primary care level, it is also very important to address the relative lack of qualified mental health professionals trained to work with children and families who would do the actual treatment of the children once they are identified.

3. Although developing a consensus list of evidence-based treatments is an admirable goal, we must recognize that we know very little about effective interventions for the full range of mental health problems in children. There is a need to understand more about childhood disorders within the context of family, peers, school, home, and community. This will help us see how children with different sets of symptoms and different needs respond to different types of interventions. To increase the use of evidence-based strategies, new modes of collaboration are needed between researchers, parents, providers, and practitioners. To increase the relevance of treatment studies, more research is needed to understand children in diverse “real world” settings, and to measure improvements in symptoms, as well as in functional outcomes such as how children are doing at school, family and peer relationships.

4. Finally, it is also a worthy goal that we utilize evidence-based standards for practice. However, although establishing incentives for this are important, they are not enough. We must recognize that mental health practitioners are too busy to take substantial time away from their practices to learn new treatment techniques. Furthermore, for some of the more complex treatments the traditional weekend CE format is not sufficient. Hence new methods of post-degree training of mental health practitioners are needed. These methods might involve such distance education formats as on-line learning and compressed video. Research into the effectiveness of varying methods of post-degree training is also indicated.

As always, I welcome your thoughts on this column. You can most easily contact me via email: Rlevant@aol.com

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Ronald F. Levant, Ed.D., A.B.P.P., is Recording Secretary of the American Psychological Association. He was the Chair of the APA Committee for the Advancement of Professional Practice (CAPP) from 1993-95, and a member of the APA Board of Directors (1995-97). He is Dean, Center for Psychological Studies, Nova Southeastern University, Fort Lauderdale, FL.

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**ESTSS 7th European Conference on Traumatic Stress**

26th-29th May 2001
Edinburgh, Scotland

Hundreds of forms of therapy are currently available for the treatment of traumatic stress disorder from pharmacotherapy, psychodynamic interventions and cognitive-behavioural therapy, to the newer therapies including EMDR. Asking the question: “What works for whom, and why?” the 7th ECOTS conference aims to synthesise a wealth of information on the efficacy of these interventions.

A wide range of issues will be addressed, such as: origins of trauma both biological and psychosocial; children and trauma; early intervention; community responses to trauma; treatments of all types: integration of different models and treatments; legal issues in trauma work, combat/war veterans, refugees and sexual trauma survivors.

Key speakers include: David Alexander, Rachel Yehuda, Stuart Turner, Bas Schreuder, Arieh Shalev, Simon Wessely, and more.

Please visit the conference website: www.ecots.org.uk

Or email: ecots@meetingmakers.co.uk
I support our efforts to seek prescriptive authority.

I entered this debate years ago on the side of maintaining our identity as psychologists, psychotherapists, and rejecting the notion that psychology should pursue obtaining the legal authority to prescribe. I have slowly changed my mind. I'd like to tell you about this soul searching journey and at the same time remind us that it isn't as simple as it sounds.

Many of my good friends were strongly in favor of psychologists prescribing and I certainly wasn't very convincing in changing their minds. I attributed wrong motives to them... They wanted power. They wanted more money. They weren't "real" therapists like me. I became open to their ideas and I listened to graduates of the DoD program. I found them really concerned that they sometimes needed something more for their patients than psychotherapy. They were well trained. They were better trained than any medical person because they spent years studying the physiology and the impact of drugs on the body. But I was cautious about getting on the bandwagon. I knew that when I began work with a patient it was always the relationship first and foremost that needed to be established. I know that the relationship is the primary healing force in therapy, not the cognitive interpretations. I believe the interpretations are valuable and important as we convey our understanding to our patients but it is the caring, the trying to understand, the listening, the nonjudgmental interaction with another person that is so rare but so helpful. It happens in other relationships as well, but it is the consistent, reliable, working alliance, that allows a feeling of safety in our patient to develop which leads to slowly removing defenses to feeling and knowing about oneself. So when do I reach out to a psychiatrist for drugs? When the relationship alone doesn't reduce anxiety but increases it, when the relationship alone doesn't lift depression but continues it, then I ask for help and ask for drugs. The patient and I continue our work together and as the improvement begins to occur feelings emerge that had been repressed... greater freedom of assertive action occurs, relationships begin to improve, self-esteem improves... physiological deviations are reduced... the patient gets weaned off the drugs... with collegial discussions with the psychiatrist. So what is to be gained by my prescribing the drugs?

If I can maintain my focus... a lot is to be gained. I can take my patient off the drugs for one thing. I recall a patient who was referred to me by a psychologist who had been my patient. My former patient was Jane's friend and knew she had been seeing a psychiatrist for the past few years and was on meds that were uppers and downers. Up for the day... down for the night. She saw her psychiatrist weekly and there were at least 2 telephone calls per week asking for advice about her children etc. My former patient encouraged her friend to see me because she felt an analytic approach would be helpful. I saw Jane for three sessions a week... She called me on the phone at first, with the same kind of dependent... behavior. I would always take her calls but would generally suggest we talk about whatever it was in our next session. When the session began I'd ask her what was going on that made her call me? I brought the phone calls into the session. Within 2 or 3 weeks she stopped calling and that continued for the remainder of our work. After a year, she stopped taking her medications without any word from me and was med-free for the rest of our work. If you asked her what helped her in her therapy (as I did when she visited me a year after we finished our work), she would say... He helped me realize I was a grown up and could take care of myself. Her dependency had turned to self-reliance by the way I behaved and by what we discovered about her life. In this case, she had become infantilized by her previous therapist and the drugs played a large part in maintaining that. Now were I in a position to prescribe, I would have suggested she stop taking the uppers and downers. Would I have prescribed those for her in the first place? I don't know. I certainly would have waited to observe how she was making use of our relationship and whether the relationship was sufficient to contain her anxiety. I don't have any plans to get the additional training so I will always need a relationship with a supportive medicator. But I saw that being able to prescribe could be a good thing so long as the psychologist worked from a position of psychotherapy first... medication as necessary.

The drug companies spend $5 billion dollars on advertising their products. Our culture has been saturated with the idea that there is "magic" in the pill and we are led to think that whatever ails us, a pill can cure it. This goes for problems in marriage, relationships, sleeplessness, potency, and general well being. There is a medicine for whatever ails you. We are told that mental illnesses are all caused by chemical imbalances and SSRI or other anxiolytics can re-balance us. A psychiatrist told me that the pill in a particular case works 40% of the time. My understanding is that psychotherapy has a better success rate and psychotherapy with drugs is also successful.

Just think! What if Psychology had $5 billion dollars to advertise our product? Imagine ads about the importance of relationships in healing? We could turn the mental health world around and the people would buy our product—psychotherapy. Advertising is powerful and more powerful than the effects of drugs. People have come to expect that drugs will cure everything because of the advertising not the research.

So why am I in favor of psychologists prescribing? Because they are trained first in the methods of psychotherapy both long and short term. They approach a patient from the vantage point that psychological processes are responsible for much of the person's difficulties. When you add the additional psychopharmacological training, you have added a valuable extra. This is very different from medical training, where you learn that biology is basic and what is taught is from a disease model. As a result, psychiatrists treat every symptom as a chemical imbalance and drugs therefore are the treatment of choice. I trust that Psychologists would see whether a therapeutic relationship can be established with the patient before resorting to biological methods. Data is available showing that patients of psychiatrists, who are being medicated, leave treatment, 85% remain on medication. When patients of psychologists leave treatment who have been medicated, 13% remain on medication. This says a great deal about how psychologists view the medicating process.

My concern has always been that we do not follow psychiatry into the world of biology but remain psychological. I think we can do this. My journey from an opponent to a supporter has taken three years. The next generation of psychologists will be more open to these developments and we can educate them to remain true to their roots. So... on to the future!
On September 6-8, 2000, in the General Assembly Hall of United Nations Headquarters in New York, the largest gathering of Heads of State and Government in history addressed unresolved problems of the century just past, and laid out plans for the resolution of those problems in the new millennium. In place of the planned festive opening, Secretary-General Kofi Annan somberly began, "I regret to inform the Heads of State and Government of a tragedy that has occurred in West Timor. A few hours ago, the Office of the Untied Nations High Commissioner for Refugees in Atambua was attacked by a militia opposed to the independence of East Timor. At least three international staff were killed, and the rest are being evacuated to East Timor. May I ask the Assembly to observe one minute's silence in honour of those brave colleagues who have lost their lives?"

Annan then threw out his challenge to the historic gathering. "In an age when human beings have learnt the code of human life, and can transmit their knowledge in seconds from one continent to another, no mother can understand why her child should die of malnutrition or preventable disease. No one can understand why they should be driven from their home, or imprisoned or tortured for expressing their beliefs. No one can understand why the soil their parents tilled has turned to desert, or why their skills have become useless and their families are left hungry. People know that these challenges cannot be met by one country alone, or by government alone. Human progress has always come from individual and local initiatives, freely devised and then freely adapted elsewhere. Your job, as political leaders, is to encourage such initiatives."

Middle East

As leader of the host country, US President William J. Clinton was the opening speaker. He addressed the Mideast crisis. "From Burundi to the Middle East to the Congo to South Asia, leaders are facing a choice between confrontation and compromise. Among them, Chairman Arafat and Prime Minister Barak are with us today. The time to help both sides take risks for peace is now. There is not a moment to lose. Can we seize this chance for peace? Let our children read one day that we came together in a moment of choice, and chose to change the world."

Twenty-one scheduled presenters were heard—including President Vladimir Putin of the Russian Federation, King Abdullah II of Jordan, and President Jiang Zemin of China—before Israel's Prime Minister Ehud Barak rose to say, "Jerusalem, the eternal capital of Israel, now calls for a peace of honor, of courage and of brotherhood. We recognize that Jerusalem is also sacred to Muslims and Christians the world over, and cherished by our Palestinian neighbors. A true peace will reflect all these bonds. Jerusalem will remain united and open to all who love her. The opportunity for peace in the Middle East is now at hand, and must not be missed. I call out to Chairman Arafat to join me in this historic passage. We are at the Rubicon, and neither of us can cross it alone. History will judge what we do in the next days and weeks. Were we courageous and wise enough to guide our region across the deep river of mistrust into a new land of reconciliation; or did we shrink back at the water's edge, resigned to lie in wait for the rising tide of bloodstream and grief?"

Nine speakers later, but still on that first morning—following Prime Ministers Bertie Ahern of Ireland, Tony Blair of the United Kingdom, Gerhard Schroeder of Germany and John Howard of Australia—Yasser Arafat, President of Palestine, addressed the assembly. "The UN has been a contemporary of the question of Palestine since its inception, and still remains responsible for shaping and achieving a just solution to this issue. On this basis, Palestinian people everywhere look up to you from their homeland, from the refugee camps, and from the Diaspora, sending out a collective cry, from the depths of pain and lengthy suffering that has lasted for 52 years, and goes on. Let this summit be the beginning of the end of the greatest and most difficult refugee tragedy in the world. We shall continue to do our utmost during the coming short period of time, in order to arrive at a final settlement between Palestine and Israel, and we invite the Israeli government to do likewise. We shall cooperate fully with the two sponsors of the peace process, the United States and the Russian Federation, as well as the Arab and European countries, the Islamic nations, China, Japan, countries of the non-aligned movement, and our other friends. We thank them all for the efforts they have exerted on all levels."

Sanctions

Cuba's President, Fidel Castro Ruiz, criticized those gathered: "Three dozen developed and wealthy nations that monetize the economic, political and technological power have joined us in this gathering to offer more of the same recipes than have only served to make us poorer, more exploited and more dependent. It should be clearly stated that the principle of sovereignty cannot be sacrificed to an abusive and unfair order that hegemonic superpower uses, together with its own might and strength, to try to decide everything by itself. That, Cuba will never accept." President Yahya Jammeh of Gambia spoke in defense of Cuba, "The economic embargo on Cuba has proven to be very counterproductive and it is my Government's hope that the international community's recent change of attitude would usher in renewed cooperation and reconciliation with that great Country." Sheikh Hamad bin Khalifa Al Thani, Emir of Qatar, expressed the hope that "checks would be put on the way international sanctions are imposed, and would establish a time frame to stop the continuation of sanctions forever." A different view was taken by President Boris Trajkovski of Macedonia, who said that his country "has always supported UN sanctions. Even though they have hurt us in the past, they were justified by the long-term stability that they are now providing."

Peacekeeping

World leaders from Jordan, Kenya, Fiji, Belgium, Bulgaria and Poland spoke with pride about their contributions to peacekeeping efforts in such places as Sierra Leone, East Timor, while expressing sadness at their sacrifices and losses during those missions. Sultan Haji Hassanal Bolkiah of..."
### Peacemaking

President Kim Dae-jung of Korea, and Nobel Peace Prize winner for 2000, stated his belief that "the establishment of the United Nations was humanity's greatest feat of the 20th century," saying that "Were it not for the United Nations, how much more would humankind have suffered from wars, calamities and infringements upon human rights." He went on to say, "The new millennium is beginning with a miracle on the Korean peninsula. Warm sunshine has begun to melt the cold war that has stood between the South and North during the past fifty-five years of Cold War division. You must have seen some of the televised scenes of the South-North Korean Summit in June, as well as the separated families reuniting on August 15 for the first time in all those years of national division. They were miraculous, and were brought about not only through the efforts of South and North Korea, but also through the steadfast support and encouragement of the United Nations and the leaders of the world. I thank you wholeheartedly.

President Ali Abdullah Saleh of Yemen reported that "concentration on dialogue, understanding and arbitration has resulted in solutions to border problems with its neighbors in Oman, Eritrea and Saudi Arabia." President Valdas Adamkus of Lithuania noted that "Ten years of profound transformation and good-neighbor relations have, despite serious disagreements in the past, evolved into a remarkable strategic partnership between Lithuania and Poland." President Aleksander Kwasniewski of Poland said, "I am proud to represent a country which has made a substantial contribution to the positive transformation. Twenty years ago, the phenomenon of the Polish 'Solidarity' gave rise to a surge which eventually melted the ice of the Cold War. In 1989, the Poles showed how the will to negotiate an agreement above divisions could bring about a historic breakthrough." President Eduard Shevardnadze of Georgia remembered his participation in "brining the Cold War, the longest war in history, to an end. Everyone remembers a world split in two. A world of 'East and West' separated by the Wall. A world over which the specter of possible nuclear war incessantly hung. This was a unique phenomenon--a world war ending without bloodshed." President Abdurrahman Wahid of Indonesia noted that his country's experience has shown that it is only through dialogue lasting solutions can be found, that dialogue provides a human face, regardless of ethnicity, cultural differences or historical backgrounds.

### Post-Conflict

President Paul Kagame of Rwanda expressed concern about "an inability or unwillingness to assist countries in the postconflict situations. International agencies seem more effective in reacting to humanitarian crises, but are wholly inadequate in assisting affected countries in the aftermath of conflict." He quoted the oft-heard phrase, "The 1994 genocide in Rwanda must go down as one of the darkest hours in the over 50-year history of the United Nations," and said, "The people of Rwanda, have, since 1994, sought to rebuild their society under most difficult and challenging conditions. My Government is doing its best to address these, but the task is not an easy one." President Ahmad Tejan Kabbah of Sierra Leone brought "greetings from the people of Sierra Leone, a people who have been subjected to the worst form of brutality the world has witnessed in the closing years of the 20th century, a people who, against all odds, have become shining symbols of resilience, of faith and of hope. They would like this august assembly of world leaders to know that they are determined and ready to embark on the difficult task of national reconstruction." President Abdikassim Salad Hassan of Somalia said, "It is gratifying for me to bring back Somalia to the United Nations. It has taken us ten long years to bury the hatchet and to start healing our self-inflicted wounds. A democratic Somalia, at peace with itself and its neighbors, will be a strong and productive member of the United Nations. Somalia's association with the UN has been significant though troubled in recent years. The generous attempts of the United Nations to respond to the humanitarian disaster in the country have unfortunately led to the loss of life of UN staff. We regret deeply these losses, and on behalf of the Somali Government and people, I extend my condolences to their families. Thank you for affording me the opportunity to address this historic Summit."

### Small Island State Issues

Small island states are challenged by unique vulnerabilities. Prime Minister Barak Sope Maautamate of Vanuatu said that the Pacific region "covers the largest area of ocean, huge marine resources, dynamic and diverse cultural and traditional values and, a young and growing population." Panapasi Nelesone, Chairman of the Delegation of Tuvalu, noted that "peace is the absence of threat to the security and survival of a nation." Hersey Kyoto, Chairman of the Delegation of Palau, and chair of the 16 island Member-State South Pacific Forum, reported that "mounting evidence continues to demonstrate the inevitable reality of the insidious impact of the so-called greenhouse gases that are responsible for global warming. The earth's atmosphere is warming at an alarming rate, and sea levels have risen at an unprecedented rate. Rising sea level has invaded our taro patches, subsequently destroying some of our prime sources of daily nourishment. Many people of our neighboring Pacific countries have been displaced from their homes as their sea level rises, becoming part of the estimated 25 million 'environmental refugees' forced from their homes." President Bernard Dowiyogo of Nauru expressed concern that "the area constituted by the Pacific States does not receive sufficient attention from the United Nations," and he and other small island leaders urged that the Pacific be recognized as a separate regional group by the United Nations.

### Africa

Prime Minister Tony Blair of the United Kingdom of Great Britain and Northern Ireland, said, "There is a dismal record of failure in Africa on the part of the developed world that shocks and shames our civilisation. Twenty-one of the 44 countries in sub-Saharan Africa are affected by conflict, which undermines efforts at development. Even worse, ten times as many people died of AIDS in Africa last year as were killed in all the continent's wars combined. Nowhere are more people dying needlessly from starvation, from disease, from conflict. Deaths caused not by acts of fate, but by acts of man. By bad governance, factional rivalries, state-sponsored theft and corruption. Nowhere are more people being left behind on the

(Continued on page 17)
wrong side of a growing digital and educational divide, children being denied the opportunities that will transform the lives of their contemporaries elsewhere in the world."

President Daniel Toroitich arap Moi of Kenya: "The first few months of the new millennium have not been kind to Africa. We have suffered from severe and extreme weather conditions. In Kenya, we had the worst drought since independence, setting back economic growth and recovery, and with a high human cost. Conversely, Southern Africa had to cope with torrential rainfall and widespread flooding. These are natural disasters, which we cannot prevent, and we must rely on international assistance to mitigate the worse effects. Increasingly, the international response, so generous in the past, has slowed down. Man-made disasters--civil wars and endless conflicts--destroy, at a stroke, years of painstaking development. In certain cases, these wars have lasted for generations. They spell across our borders, bringing weapons of war, instability, and increasing crime into peaceful countries. They bring thousands of refugees we cannot afford to look after. These conflicts also make a mockery of attempts to reduce poverty--the greatest challenge faced by our continent. The overall international reaction is an eroding of confidence in Africa, which leads to a cutback in foreign investment, already at pitifully low levels. A lack of foreign investment means fewer jobs across the continent and a weakening in the battle to combat poverty. We need to address this growing and dangerous pessimism, challenge the voices of despair. We need to counter those so-called commentators who so often ignore the sheer size of our continent--and conveniently forget that we are divided up into fifty-four sovereign states, each with its own culture, customs and systems of government. Perhaps they also need reminding that our borders were created artificially by the colonial powers without regard to the wishes of our people, which, of course, a major cause of the conflicts today."

President Jerry John Rawlings of Ghana sadly reported that the "absence of strong and resilient institutions in regions like Africa has encouraged corruption from within and without, which has drained some of our countries of resources that should have been used to improve the quality of life of the poor and disadvantaged." He asked, "Where do the proceeds of this corruption end up?" He answered, "In the vaults of the financial and banking institutions of the western world. For every dollar of corrupt money that is kept in western banks, one African child dies, two African children starve and three African children suffer from disease and ignorance resulting from lack of health care and education. There will be less corruption in Africa if there is no place to hide the proceeds of corruption or if the proceeds of corruption, once uncovered, are returned to their real owners, the people of Africa."

The UK's Prime Minister Blair expressed hope. "Thirty years ago, the same depressing analyses might have been made of parts of Asia or Latin America. There can be change. There can be hope for Africa. There is political leadership, business opportunity and, above all, the will on behalf of people for a better future in Africa. We must be partners in the search for change and hope."

He stated that, "By 2004, under the new British Government, we will have increased our aid budget by 70 per cent since 1997, much of it going to Africa. We have pushed forward on debt relief. We should use this unique summit for a concrete purpose: to start the process of agreeing a way forward for Africa. For the first time, we have in one place the leaders who hold Africa's destiny in their hands. And so as we continue our discussions in the roundtables, at the Security Council, in our bilaterals, I urge you all to ask one thing: 'What can we do for Africa?' Britain stands ready to play our part with the rest of the world and the leaders of Africa in formulating such a plan."

Kenya's president optimistically shared, "Our people have great qualities, and above all, great resilience. And progress is being made. Africa has huge natural resources that remain virtually untapped. There are expanding markets as African countries come together to create new dynamic trading blocks. There is rapid development of our human resources potential across our entire continent. There are highly sophisticated business and banking centres in many of our cities. Our farmers have proved that, given the right circumstances and favourable weather conditions, they can double and triple their yields. We live, we know, in an increasingly complex and interdependent world. Globalization has brought us closer together. Information technology offers tremendous opportunities--not only for business, but for education and health. At this Millennium Assembly, we declare our confidence and faith in the future of Africa. I hope you share this confidence, too. Our people--our greatest resource--deserve no less. We will move forward together."

Poverty

President Thabo Mbeki of South Africa chided those present: "Poverty, deprivation and underdevelopment are as offensive and violent to everything human as slavery, colonialism, world war, or genocide. The poor of the world stand at the gates of the comfortable mansions occupied by each and every King and Queen, President, Prime Minister and Minister privileged to attend this unique meeting. The question these billions ask is, what are you doing--you in whom we have placed our trust--what are you doing to end the deliberate and savage violence of against us that, everyday, sentences many of us to a degrading and unnecessary deaths!" President Frederick J. T. Chiluba of Zambia stated, "Poverty is not an accident, but a result of inequitable economic and political interaction in which the weak continue to be deprived of resources necessary for development." Prime Minister Bertie Ahern of Ireland quoted statistics, "Half the world's population struggling on less than $2 a day; over a billion on less than $1. Governor-General Orville Turnquest of the Bahamas, reported that "One billion people in the developed earn 60% of the world's income, while 3.5 billion people in the developing earn less than 20%." Prime Minister Kenny Anthony of Saint Lucia asked, "Where is the hope when the World Trade Organization has orchestrated the destruction of the economies of some small Caribbean countries, through a ruling that condemns the preferential marketing arrangements for their bananas in Europe as being 'anti free trade'? How can this be just or defensible when these arrangements are a life force of the economies of these countries, and when the Caribbean banana trade represents only 2% of world banana trade?" President Robert G. Mugabe of Zimbabwe stated that, "in Zimbabwe, and only because of the colourline arising from British colonialism, 70% of the best arable land is owned by less than one percent of the population."
who happen to be white, while the black majority are congested on barren land. When we sought to redress this inequity through a fast track land reform and resettlement programme, to effect economic and social justice in terms of our constitution and laws, my country, my Government, my Party and my person are labeled “land grabbers,” demonised, reviled and threatened with sanctions in the face of accusations of reverse-racism.”

President Bakili Muluzi of Malawi reports that their efforts toward poverty reduction are hampered by factors beyond their control. “Malawi’s very basis of economic survival, tobacco, is likely to be phased out due to the international anti-smoking initiative, compelling my country to economic diversification.” President Jorge Batlle Ibanez of Uruguay believes that “One of the most important tasks of the United Nations in the next millennium must be to guarantee our right to create and to produce, as well as our right to offer and to sell our products.”

President Miguel Angel Rodriguez of Costa Rica: “During the last two years, Costa Rica reduced its infantile mortality rate by a 17%. It abolished its army over half a century ago in order to invest in education and health. According to the World Health Organization and the Economist, our health system surpasses today those of developed countries and we are the healthiest society in Latin America. This year we committed to close the digital divide to prevent injustice and inequality—Costa Rica launched the “Communications without Frontiers” program and became the first nation to provide free electronic mail to all its population.

**HIV/AIDS**

President Ahmad Tejan Kabbah of Sierra Leone: “Just when we were celebrating the eradication of smallpox, and while we were struggling to control malaria, the most deadly disease in Africa and the primary source of poverty in the Continent, HIV/AIDS, raised its vicious head within and across our frontiers and threatened to wipe out millions of families.” King Mswati III of Swaziland: “Because of AIDS, around a quarter of my people will not survive beyond the next ten years, a fate they share with too many others in the developing world. AIDS is a far greater threat to global stability than even the great wars of the last century.” Prime Minister Guy Verhofstadt of Belgium: “The tragedy of AIDS has grown to an alarming extent: 36 million human beings afflicted by the disease, of which approximately two thirds in Sub-Sahara Africa. As in all major epidemics in history, the uncontrolled propagation of AIDS is reinforced by poverty, ignorance, dogmatism, social exclusion, non-recognition of the rights of women and the refusal of a number of people in charge to confront reality.” Prime Minister Denzil L. Douglas of St. Kitts and Nevis: “HIV/AIDS threatens to undermine future economic and social development, and roll back the clock on progress in many of our nations in Latin America and Caribbean, a region said to have the second highest number of cases of infection after sub-Saharan Africa.” First Deputy Prime Minister Eriya Kategaya of Uganda: “It is not surprising that the most alarming rates of HIV/AIDS infection are in sub-saharan Africa and Asia. Poor diet and poor/lack of medical services contribute to make the situation worse. Even where medical facilities are available, their costs are so prohibitive that only a few privileged people can afford the treatment.” President Bakili Muluzi of Malawi: “The costs of drugs that help decelerate the impact of HIV/AIDS on patients are prohibitive. The international community has a moral obligation and responsibility to ensure that cheaper drugs are available to poor countries through grants, not loans.”

President Festus G. Mogae of Botswana: “I am the leader of the country most seriously affected by HIV/AIDS in the whole world. In the last twenty-five years, we had achieved economic growth rates comparable to those of the Asian tigers, attained human development indices that were the envy of many, practised multi-party democracy, accountable and transparent governance, maintained an open society and ran an open economy. Now we daily witness elderly mothers mourning the untimely deaths of their beloved children, babies born today only to be buried the next day, and a growing population of orphans yearning for parental love and care. We suddenly find our gains in social upliftment reversed by this scourge. The economically active in our society, our most precious resource, is being decimated. Our life expectancy is calculated to have been reduced by twenty from sixty-seven to forty-seven years. It is frightening to note that half the people who become infected with HIV are those under the age of twenty-five.”

Botswana’s president described several strategies they use. 1) All are centered around “Information, Education and Communication,” combined with concerted efforts at destigmatization. 2) Multi-sectoral National Council the president chairs personally. 3) National Aids Coordinating Agency to implement anti-HIV/AIDS programmes. 4) Consultative meetings with all key stakeholders. 5) Prevention of Mother-to-Child Transmission through anti-retroviral drugs. 6) Voluntary Testing and Counselling Centres in major settlements and other parts of the country. 7) Community mobilisation through house-to-house counselling. 8) Alliances with Botswana youth and other civil society organisations. 9) Home-based care to ease congestion in hospitals and health centres. 10) Allocation of more manpower and financial resources, including the diversion of development funds. He says, “So far, the Government of Botswana funds 80 per cent of its HIV/AIDS prevention and care activities, but that this may not be sustainable.”

Prime Minister Guy Verhofstadt of Belgium: “Belgium will provide, in four African countries, in cooperation with UNAIDS, medications worth 250 million BEF. Direct distribution to patients, to start this year, will be guaranteed through existing primary health care structures, and must reach the poorest categories of patients. Belgium has also allocated 150 million BEF to research in HIV.

**Closing Challenge**

Prime Minister Lester B. Bird of Antigua and Barbuda: “The evidence at hand provides no comfort to the poor and powerless. The world is still one in which justice is cloaked in the raiment of wealth. This Millennium Summit will adopt a Declaration projecting a vision for the world. It will be a high-sounding document filled with laudable objectives and admirable pledges. Many have little faith that the words of this vision will be met by the deeds necessary make it a reality. So I say: Surprise me. Surprise small countries like mine by showing that, even though we are small and powerless, account will be taken of our conditions and our views by the big and powerful. Surprise the countries burdened by debt, whose people repay that debt into the coffers of the rich in misery and despair. Surprise the millions of people who live in abject poverty. Surprise the children who suffer from malnutrition and are denied a rudimentary education. Surprise those who are born with no expectation except that of a short and miserable life. Surprise me.”

2001: A Landmark Year in World Mental Health

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Three major events will take place in 2001. World Health Day will be devoted to mental health. The Day, to be observed on April 7, will be followed by a discussion on mental health issues during the World Health Assembly in May. This forum convenes the Ministers of Health of all WHO Member States. Subsequently, in mid-June, the World Health Report will be launched. The report's main feature will be on mental health. 2001 thus provides ample opportunities to mental health workers to make their voice heard by all quarters.

WHO's strong focus on mental health is justified by a number of factors: the burden of mental and brain disorders is high (1), technologies to reduce it are now available but the treatment gap remains wide. In the case of epilepsy it reaches dramatic proportions: it has been estimated that out of 5 million persons affected by epilepsy in Latin America and the Caribbeans, about 3.5 million are without any or with only limited treatment (2). For depression, a recent WHO publication reports a considerable time lag between the onset of the disorder and the first consultation (3). According to the World Mental Health Report by members of the Department of Social Medicine at Harvard University, the tide could be turned around provided that innovative public health interventions are devised and implemented, that technologies currently available are used, services improved, and healthy public policies enacted. None of these strategies are beyond the reach of most if not all countries of the world (4). The tied can only be turned, if there is full recognition by governments and society of the magnitude and impact of the mental disorders, and thefact that there are man-made obstacles in the way of care. This process must be fuelled by continuous and strategically oriented efforts by advocates, consumers, and professionals. World Health Day provides an excellent opportunity to raise global awareness to the crucial importance of mental health and the need to combat stigma and passivity.

World Health Day 1959 was for the first time devoted to mental health. Achievements made since then are encouraging: new and effective psychotropic drugs have become part of the pharmacoepocea, psychotherapies of proven effectiveness are in use, mental health service research has lead to important findings about the effects of community-based alternatives of care, the role of psychosocial factors in the therapy and rehabilitation of severe disorders has been identified. Some governments, e.g., the USA (5), are aware of the importance of mental health care in human development. In 2001 World Health Day will be devoted for the second time in WHO's history to mental health. Are we not entitled to rejoice? Perhaps not, or not yet. Let us look into the world situation like the main character of Thornton Wilder's "Our Town", staring from afar into her lost home, family and community.

Equity in mental health care has not been achieved, the poorest who need services most have lesser or no access to services. Human rights violations are frequent, (6) both in developing countries (7) and in established economies. Evidence-based policies and interventions have yet to enter the repertoire of all services and professionals. Parity is being disputed by health insurers. Stigma and discrimination have not been eradicated. Primary prevention programmes have yet to be adopted in most countries.

World Health Day has two main themes in 2001, "Dare to Care" and "Stop Exclusion". WHO believes that once we are on the way to improving and extending services, and to reducing exclusion, we will be better understood by the public and more credible when proposing preventive and promoteional programmes. To do that, mental health professionals such as psychologists who are key players in the field must extend their view from the individual and the family to the community. Only community-oriented interventions can make a dent in the burden of disease. Research is providing us with individually-oriented interventions. The problem, however, is that their impact is not felt in the population, unless such interventions are based on public mental health models (4).

To improve the mental health of the populations requires a new vision: comprehensive information based on science rather than on ideology, creative interventions, the establishment of a network of services that capitalize on the existence of multiple community players, the deconstruction of hierarchies within the professional domain. Psychologists are well placed to make a vital contribution to this end, together with the active support of other sectors such a policy makers, service users, families and mental health advocates. World Health Day 2001 provides a forum to raise awareness and involve all the key players in this effort.

References:


International Psychopharmacology from a Different Point of View

Jack G. Wiggins, PhD, ABPP
Former APA President

International psychology and psychopharmacology can be viewed from many perspectives. This presentation is first about people coming into this country, noncitizens, and the US Immigration and Naturalization Service (INS). Our need for people who are technologically proficient has recently resulted in a relaxation of quotas set for US immigrants with these desired skills. However, not all potential citizens have the skills desired by American industry or agriculture. Some have physical and mental impairments which may be evaluated as to the suitability of the individual to live in this country. Non-citizens in violation of our laws or requiring special services place an additional burden on the available public services and the infrastructure of utilities supported by the tax payers. The screening of these immigrants is a societal function assigned to the INS.

The demand for mental health has increased and has expanded the role of the psychologist into doing mental status examinations as well. The US Public Health Service (USPHS) and private practitioners in psychology and psychiatry provide these evaluations. Psychologists have traditionally evaluated the mental abilities of immigrants by direct contracting with the INS. More recently the USPHS assigned Captain Gilbert O. Sanders to its Detention Center in El Centro, California. He is the first full time psychologist there and perhaps the first USPHS psychologist in the INS. Dr. Sanders, an Ed.D. psychologist whose rank is equivalent to a full colonel in the Army, arrived in El Centro to find 85 of the 535 detainees classified as having mental problems. The only treatment for them was psychotropic medications supplied by a consulting psychiatrist who came weekly to do medication checks.

It is now a year later after Dr. Sanders has been granted limited collaborative medication privileges to add to his psychological interventions of listening, psychotherapy and a combined psychotherapy-pharmacotherapy. The detention centers remain at near capacity but the number of detainees classified as mental has dropped from 85 to only 22. The number of people on medication has been reduced from 73 to 13 by adding psychotherapy to the treatment options. The psychiatric consultant now comes only once every two weeks.

The over all mental health costs to the INS program have been reduced through Dr. Sanders' expertise in the use of psychological interventions and collaborative management of medications. This vignette is a vivid illustration of the importance of not only the value of psychological treatments but also the necessity for psychologists to be able to practice collaboratively in pharmacotherapy. Without the staff privileges to manage medications collaboratively, the reductions in the use of medications and the cost savings would not have been possible. This experience attests to the fact that psychologists use these drugs safely and effectively but differently than psychiatrists do. This reiterates the conservative use of psychotropic medications by the psychologists who were trained to prescribe by the Department of Defense (DOD). For the laudatory GAO Executive Summary of this DOD training program go to www.apa.org/divisions/div55.

Another twist to international psychopharmacology also occurs within our borders. Treaties with Indian tribes give their reservations independent nation status with their own police powers. The northern tier of Arizona, known as the high country, is composed predominantly of Indian lands and is distinctly rural in character. The Navajo Reservation in Northern Arizona is an area larger than the state of West Virginia. The USPHS is charged with the responsibility of providing health care on Indian lands. Psychologists have had collaborative practice privileges on Indian lands for a number of years. Some tribal health facilities are staffed with USPHS personnel while some of the more affluent tribes prefer to hire their own psychologists. These tribal populations vary in language customs and culture among each other as much as any other international groups. There is a shortage of native Americans in psychology to provide the needed mental health services. Dr. Arthur McDonald, an honored native American psychologist with the Dull Knife Memorial Foundation in Montana, has established a national training program for the Indian Health Service to address this shortage.

Even with staffing from the USPHS there are still important shortages of mental health and substance abuse services typical of rural areas that psychologists can provide. Captain John Spaulding, Director of the USPHS Mental Health Services of the Arizona region and Commander Jon Perez have worked hard to address the mental health shortage problems of this area. Drs. Spaulding and Perez, both licensed psychologists, have established a postdoctoral training program in primary care psychology at the Phoenix Indian Medical Center where Dr. Perez is Director of Mental Health Services. This training program is open to native Americans as well as other psychologists. There are two training positions available for this next year.

Psychologists have expanded their services within the Indian Health Service and in the rural native American communities. One example of this is mental health triage in the emergency department of the hospital of the Phoenix Indian Health Center. Dr. Patricia Roe, who is also a certified Advanced Nurse Practitioner, is in charge of mental health triage and prescribes the psychotropic medications as required. Advanced Nurse Practitioners have full prescribing privileges in the Indian Health Service. The Center has telehealth facilities but still has to provide services by flying personnel into the Grand Canyon and other remote communities. Psychologists participate in these programs as well.

Another international twist to international psychopharmacology occurred recently with the enactment of a law permitting importation of medications approved by the food and Drug Administration (FDA). It well known that many medications can be purchased more cheaply in Canada and Mexico. Senior citizens and others visit border towns to purchase their medications prescribed by their local doctor. Canadian law requires the dispensing pharmacist only honor the prescriptions when countersigned by a Canadian physician. This new law would facilitate the purchase of these reduced cost medications by mail. Regulations to implement this drug importation law have yet to be written.

This new US importation legislation spotlights ironies in international psychopharmacology. Many countries, especially underdeveloped nations, have open pharmacy policies. An open pharmacy policy means any medication available can be purchased without a physician's prescription. Mexico has a very liberal policy on pharmaceuticals which is in sharp contrast to the tightly controlled pharmaceutical US policies of the FDA. The amount of control needed over pharmaceuticals is a controversial matter. FDA requirements for proof of

(Continued on page 21)
Internationalizing The Psychology Curriculum: Toward New Competencies and Directions

Anthony J. Marsella, PhD, DHC
CIRP, Chair
University of Hawai'i, Honolulu, Hawai'i

If psychology is to survive and grow as a profession and academic discipline, it is essential for it to be responsive to the changing world in which we live. Unlike the world of the last few decades, today's world requires psychology to acknowledge the global context of our times, including the increased interdependency of our individual and collective lives. Today, events and forces in distant lands and cultures -- once considered inconsequential and unimportant -- have a daily impact upon our lives. Under these circumstances, psychology needs both to reconsider its training and research priorities, assumptions, methods, and ethics with a new vision, vigor, and commitment, and to respond to the emerging international challenges of overpopulation, poverty, environmental desecration, cultural disintegration, ethnopolitical warfare, and urbanization.

In a previous call for the development of a psychology for a global community, I stated: Human survival and wellbeing is now embedded in a complex and interdependent global web of economic, political, social, technical, and environmental forces. The scale, complexity, and consequences of these events, forces, and changes constitute an important challenge to our individual and collective wellbeing by confronting us with an array of complex, conflicting, and confusing demands and/or opportunities (Marsella, 1998, p. 1282).

In addition to the sheer scope and complexity of current global events and changes, there is also the problem posed by their time-compressed speed and unpredictability. We now speak of specific syndromes of distress and disorder associated with this problem, such as future shock, culture shock, alienation/anomic, acculturation stress, meaninglessness, rootlessness, and identity confusion. We speak of societal and group disorders such as cultural disintegration, cultural dislocation, ethnic cleansing, social disillusionment, sick societies, urban blight and decay, social fragmentation, cults, endemic crime and violence, and cultural abuse and collapse.

Clearly, our response to this challenge as individuals and societies will shape the nature, quality, and meaning of our lives in the coming century. And our response to this challenge as psychologists will shape the definition, identity, growth, and survival of our profession and discipline. The key to psychology's response resides in its willingness to internationalize the curriculum so that psychologists -- especially those from North America and Northern Europe -- can develop the new competencies necessary to meet the challenges of our times.

Internationalizing the psychology curriculum will be no easy matter. The biggest impediment may well be the ethnocentricity of western academic and professional psychologists, many of whom seem to have little awareness or sympathy for altering a psychology curriculum that both reflects and supports their personal values, epistemologies, praxiologies, and training cultures. Indeed, there appears to be a reluctance among many of these psychologists to accept a very basic "truth" -- that western psychology is rooted in an ideology of ethnocentrism, racial supremacy, and disregard for non-western ethnic and cultural traditions. While the many contributions of western psychology toward understanding and resolving psychosocial problems must be acknowledged, admired, and respected, it is (Continued on page 22)
now clear that greater effort must be made also to recognize that there are many non-western psychologies that reflect the cultural experiences and contexts of other people beyond those discussed and presented as "truths" in western textbooks and research studies.

For many international students coming to the United States or Europe for study, there is a felt sense of unreality to what they are taught. Their own culturally constituted experiences and psychologies are either devalued, ignored, or misunderstood. This is also true for many American minority group students. Ask an American Indian, Pacific Islander, Asian, Black, or Hispanic student if much of what they are taught is consistent or applicable to their realities. When I have asked this question, the reply has typically been a resounding "no."

Yet we continue in psychology to proceed without making the training changes necessary to improve the accuracy and validity of our course work, oblivious to the consequences of our actions. Our own power and position has blinded us to the limitations and faults of our knowledge. We pass off as science, data that has little validity for most of the world's population. We speak confidently of clinical diagnostic, assessment, and therapeutic procedures that lack relevance and may well result in victimization of our clients because of minimal cultural and international equivalents. How can this be? How can our own scientific orientation in the west which is supposedly committed to constant inquiry, doubt, and toleration of uncertainty result in such widespread insensitivity to its assumptions, methods, applications, and conclusions?

For me, a sizeable portion of the answer to this question is that we have failed to use the concept of culture in much of our training and research activities. Culture is a critical determinant of human behavior! This means that our curriculum - virtually every course we teach -- needs to consider this variable. The consideration cannot be incidental or passing. Rather, the extensive research that highlights and documents critical cultural variations needs to be integrated with material that is relevant to western cultural experiences. In doing this, western psychology would be taking a giant step toward increasing its own validity and toward assisting in the resolution of many of the challenges facing the world.

It is my opinion that as we proceed to internationalize the psychology curriculum, certain steps along the way will be needed. Our training will need to be not only more multidisciplinary, but also more multisectoral, multinational, and multidisciplinary. We will need constantly to be aware of the importance of developing new western psychologies, indigenous psychologies, and syncretic psychologies that resist the hegemonic imposition or privileged positioning of any psychology because its powerful economic, political, or cultural context.

I see internationalizing the psychology curriculum as a potent first step toward resolving the challenges facing the world because so many of these are rooted within political ideologies and economic systems that are culturally and nationally contextualized and generated. I propose that internationalizing the psychology curriculum begin with a recognition of the competencies that are needed by psychologists to function successfully (validly) in today's world. The things we do as psychologists -- teaching, conceptualizing, researching, consulting, assessing, evaluating, intervening, preventing -- must be considered within the range of levels in which we can demonstrate our competencies and participate in international and cultural activity arenas. We can be aware of cultural differences, share knowledge of these differences, consult across cultures, or actively participate in bringing about cultural changes. Each step in this progression requires greater cultural and international competency and perhaps formal certification. The interesting fact is that even as we speak of educating our students, it will also be necessary to educate our faculty. Cultural awareness training as well as formal academic coursework will be a critical part of continuing education.

Yet, even as I speak of increased cultural sensitivity and awareness, I also feel it will be necessary for psychologists to improve their knowledge of the global problems we are facing. I would like to challenge the clinical training programs that dominate psychology's numbers as a profession to begin to train students to resolve problems of global proportions as those cited at the beginning of this essay. While training in clinical practice directed toward the healing of individual minds is obviously important, psychology needs to evidence an increased commitment to healing nations, cultures, communities, and regions.

Let us move some of our practicum sites to refugee camps, homeless shelters, impoverished villages, urban slums -- places where we can deal with street children, torture victims, refugees, migrants, the homeless and abused. I recognize that this is already being done by some programs in psychology, but I am asking for a broader response from our profession and academic discipline.

I would like to see our new psychology curriculum incorporate greater attention to indigenous psychologies, the non-western psychologies of such great cultural traditions as China, Islam, India, and the American Indians. In addition, I would encourage the teaching of post-modernism, feminist theory, social constructivism because they point out the biases and abuses of entrenched power. I would also like to see a psychology training that refrains from self-righteous claims of objectivity and acknowledges openly its subjectivity, and with it a commitment to social interest (gemeinschaftsfuehl), diversity, social justice, and internationalism. Even as we internationalize the psychology curriculum, it will be important for us to learn new skills in conflict resolution, peace building, and community development.

In brief, I call upon psychologists throughout the world to dialogue, to exchange views and actual positions, to learn the challenges facing our world, and in the process, to create a new professional and global consciousness that can advance our field, resolve problems, and restore dignity. It is within our capability to do so! It is our responsibility to do so! I am reminded here of the words of Vaclav Havel (1997), who wrote: For the real question is whether the "brighter future" is really always so distant. What if, on the contrary, it has been there for a long time already, and only our blindness and weakness has prevented us from seeing it around us and within us, and kept us from developing it (Havel, 1987, p.122).

References:


Note

Anthony J. Marsella is Professor of Psychology and Director of the Disaster Management, Humanitarian Assistance, and International Peacekeeping Program at the University of Hawaii, Honolulu, Hawaii, 96822. Professor Marsella has published 10 books and more than 150 book chapters, journal articles, and technical reports. Many of his publications are considered essential reading in the fields of cultural psychology and psychopathology. He received the American Psychological Association Award for the International Advancement of Psychology in 1997, and in 1999, the University of Copenhagen awarded him an honorary doctorate -- Doctoris Honoris Causas -- for his contributions to international understanding. His email address is marsella@hawaii.edu.
On the Joys of Being an International Psychologist

Philip G. Zimbardo, Ph D
Stanford University, Stanford, CA

My involvement with the international community of psychologists stretches back many decades to my first trip to Europe in 1959 where I presented a research paper at the Bonn, Germany, I C P. It was a heady experience for a newly minted PhD from Yale University who had never traveled much beyond New York City and New Haven, CT. I listened to many exciting lectures from foreign scholars who opened my thinking to a new world of ideas that went well beyond the animal behaviorist tradition that had dominated my graduate training. Since that formative experience, I have been privileged to attend international congresses and conventions in London, Tokyo, Brussels, Athens, Stockholm, and Caracas, as well as smaller international meetings of social psychologists in Visegrad (Hungary), Majorca, Salamanca, and Okinawa. I made new friends among colleagues at the German and Japanese Psychological Associations where we exchanged conceptions about various research domains, and where my developing curiosity about cross-cultural differences was both stimulated and refined. One thing that American academics learn when they are hosted by colleagues in foreign countries is new rules and elevated thresholds on what it means to be a good host -- and how we often fail to extend the same courtesies and respect to our visitors as they do to us. It is a message that we all need to heed.

Given the space constraints in the Division 52 Newsletter, it is probably best to organize my nostalgic international reminiscences around the themes of: research collaborations and scholar exchanges, publishing and media, teaching and lecturing, honors, and epilogue. Research Collaborations and Scholar Exchanges

Our research on shyness in adults revealed that among American college-age participants shyness was most prevalent among Asian-Americans and least so among Jewish-Americans. So with the help of colleagues in Israel, Japan, and Taiwan we went to the source to see if similar differences existed and what might be some determinants of these cultural variations. We also extended this research to a number of other countries collecting self-report data on comparable age samples in nine cultures. Shyness was universally experienced by large numbers of people in every country studied, and as comparable to our U.S. data, shyness was lowest among Israelis and highest among the Japanese and Taiwanese. There are a variety of reasons for this difference, among them, cultural differences in who gets credit for success and who gets blamed or failure, respect for authority, and suppressing or extolling individuation.

My research on the psychology of time perspective examines the determinants, correlates, and consequences of the ways we partition the flow of our experiences into cognitive temporal frames, of past, present, and future. Cultural variations are being explored in collaboration with Pio Ricci Bitti (University of Bologna), and Debo Akande (South Africa). A fascinating current program of research extends my general interest in the social psychology of evil to an analysis of the process by which young men are recruited into being torturers for the State. Mika Haritos-Fatouros (University of Thessalonika) has uncovered the torturer training program used in Greece during the era of military junta control. She and I, along with Martha Huggins (Union College, and Brazil expert), are now investigating (through in-depth interviews) how ordinary men were transformed into torturers and death-squad executioners in Brazil during their military dictatorship. An intensive research collaboration has flowered over the past decade with Gian Vittorio Caprara (University of Rome) and his research team, mine, and that of my Stanford colleague, Albert Bandura. We have been studying how personality contributes to aggression, citizens' appraisals of politicians' personalities, and the power of prosocial behavior to influence academic performance and reduce school children's aggression.

Out of this collaboration, we have promoted a scholar exchange of graduate students, post docs, and faculty from Stanford University and University Rome in psychology and several other disciplines (supported partially by the Italian Fulbright Committee).

Teaching and Lecturing

A significant turning point in my career came as a consequence of being invited to teach in the first summer school program of the European Association of Experimental Social Psychology held in Louvain, Belgium (Joseph Nuttin, Jr. Head). An international faculty team worked with graduate students from all over Europe to conduct a variety of experiments; mine on the relationship between deindividuation and aggression using Belgian soldiers as participants. This six week intense immersion not only broadened my intellectual perspectives, it started life-long contact with many foreign colleagues, and added considerable stature to my lowly assistant professor identity at NYU. Since then I have taught in Florence for a semester, summer school in Lugano, and this current year at University Warsaw. In addition I have given invited lectures and colloquia in dozens of universities throughout Europe, Asia, South America, and Latin America. Because I love to teach and believe good teaching is a perfectible skill, I enjoy giving teaching workshops to faculty and graduate students, and have done so recently at the Chinese University in Hong Kong and several British universities.

Publishing and Media

My concern that psychology should not be bounded by geography, but rather enriched by its globalization and appreciation of cultural contributions, is reflected in my active attempts to publish abroad, and make available special materials to foreign colleagues and students. I have published research articles in the journals of ten different nations. My "Stanford Prison Experiment" research was first published in the International Journal of Criminology and Penology, and a slide show of that research first put on the web by the Open University of England (now www.prisonexp.org). The Psychology and Life textbook, that I have authored or co-authored for the past 30 years, is one of the most widely used in Germany and Poland, with a companion European version, published in Britain, with British and Dutch co-authors (McDermott, Janz, and Metaal). Other publishing abroad includes: translation of my trade books, Shyness and The Shy Child in a dozen languages, and my PBS-TV video series, Discovering Psychology, shown around the world both at universities and on public television.

One of the key ways to fulfill psychology's mission "to give psychology away to the public" is by portraying what we do in media formats that reach millions of people in the general public. In addition to Discovering Psychology, I have tried to contribute to a more International Psychology by participating in a number of TV projects, primarily
in Italy and England. Shyness was a prime-time featured program on the highly rated Italian REI series "Quark," hosted by Piero Angela, with whom I worked to structure the program and participate as his guest. I also was an expert guest on a series, "The Roots of Evil," developed in London (Rex Bloomstein), shown also on the Discovery Channel. Currently I am serving as scientific advisor and on-screen expert to two British productions that feature psychology in interesting ways. London Weekend Television (LWT) has just completed a three-program series, "The Human Zoo," in which basic themes in social psychology are illustrated as a group of a dozen strangers first meet, form groups, and then live together for a week while their every move is recorded (Discovery Channel, spring 2001). BBC is producing a human rights feature, "5 Steps to Tyranny," with my collaboration, that teaches viewers how to understand the psychological processes involved in the development of tyrannical regimes -- and how to resist and rebel.

Honors

Three international honors of which I am most proud include receiving honorary doctorate degrees from The National University of San Martin, Peru, and from Aristotle University, Thessalonika, Greece, and the Peace Medal from the Tokyo Police Department. That medal award is a "special recognition of a foreign national whose research and ideas significantly contributed to improving criminal justice administration."

Epilogue

Looking ahead, as President of the Western Psychological Association, I have helped promote the theme of "Pacific Rim Psychology" for our May, 2001 convention in Maui, Hawaii. In addition to many invited symposia and posters on cultural psychology, we have invited distinguished guests who are leaders of psychology in their respective countries, among them: Professors Hiroshi Azuma (Japan); Qicheng Jing (China); Michael Corballis (New Zealand); Kevin McConkey (Australia), and James and Jane Ritchie (New Zealand). Still a bit ahead lies the creation of a new program just approved in my Discovering Psychology video series, on "Cultural Psychology," with my colleague, Hazel Markus, as chief scientific advisor.

With a Janus-like past and future view, I realize how professionally and personally vital it has been for me to be connected in all these ways to colleagues around the world. I have matured through opening myself to new cultures, to sharing in the wisdom of these foreign colleagues, and to making enduring friendships. And as I look forward, I envision continuing to contribute to the greater involvement of APA in international affairs and the globalization of psychology. But I must end by confessing, that beyond the professional, is the personal pleasure I have derived from enjoying good conversation, good food, good wine, and much fun along the international way. And that international way is indeed a long way up and far out from my origins as a poor kid from New York's South Bronx ghetto.

How "American" is the APA Publications Program?

Susan Knapp, PhD
APA Deputy Publisher

Information is international -- If there were ever any doubts about that, the last decade, with its incredible growth of online resources and services, has erased them. This is not to say that there are no more barriers that prevent or impede the free flowing of information to psychologists in all countries. Linguistic barriers, cultural differences, differences in approaches to the conduct of science, currency differences, and technological difficulties still play a role, albeit we hope a diminishing one.

The American Psychological Association (APA) has long been a participant in the international community, as a society and as a scientific publisher. Memberships in such organizations as the European Association of Science Editors, the International Federation of Science Editors, the International Council of Scientific Unions (abstracting and information science section), the STM (Scientific, Technical and Medical publishers group) have provided the publishing and information dissemination programs with a depth of vision and an appreciation for the promise as well as the pitfalls of paper and electronic publishing in this new century.

Journal Publishing: APA is a good size publisher of primary and secondary publications. Currently, APA publishes 25 primary journals, a book review journal, a subscription newsletter, 8 secondary publications, and 10 specialty primary journals. A new primary journal, Emotion, will be added in 2001. As a testament to the growing international flavor of some APA journals, this newest APA journal is co-edited by Dr. Richard J. Davidson at the University of Wisconsin and by Dr. Klaus R. Scherer at the Universite de Geneve.

Some of the APA primary journals have long benefited from an international perspective, attracting authors and editorial board members from outside US borders. The Journal of Comparative Psychology and the various Journals of Experimental Psychology are such journals, while some others, like Psychology, Public Policy, and Law with its emphasis on US law, are more likely to almost exclusively involve Americans.

The majority of the APA editors are very interested in broadening the perspective of their journals and would welcome submissions from the international community. A visit to the APA journals web site (http://www.apa.org/journals) will provide the interested author with information about the content area of the journals and the instructions to authors for each. The editors are not equipped to provide a great deal of assistance for authors whose first language is not English, but the APA International Affairs Office does have a program for matching such authors with an advisor who should be able to assist them in developing their manuscripts for submission.

Ad hoc reviewers are always needed and the editors would welcome inquiries and vists from prospective reviewers. The criteria for being a reviewer include (a) having been published in peer-reviewed journals and (b) being a regular reader of high quality journals in the area covered by the journal. Reviewers make a commitment to provide objective, fair, and thoughtful reviews on a timely basis and by so doing, make a considerable contribution to the field as a whole. They are essential to the validity of the process.

Books

In spite of what some of the technology people would have you believe, the book is not dead. It may possible go through a transformation into an electronic medium, but what appears to be happening is that the technology is simply getting closer.

(Continued on page 25)
and closer to mirroring the book. They almost look like books, and even the marketing for the new e-books makes them sound like our old familiar friends by letting you “dog ear” a page, highlight text, or add notes in the margins. It is true that catalogs, directories, and other such compilations are being supplanted by electronic resources, but the book remains as a viable route for conveying information. Indeed, the APA book publishing program has grown very quickly during the last decade and now produces approximately 50 volumes per year. A visit to the APA book web site (http://www.apa.org/books) provides information about a number of current titles.

The market for these books is not restricted to the American audience - each October a group of APA staff members go to the Frankfurt Book Fair to negotiate translation rights and distribution arrangements, as well as to discuss such arrangements APA handling of non-US titles. New areas are opening up in the book publishing world of APA, and book proposals should be sent to the APA Books Program. (American Psychological Association, 750 First Street, NE, Washington, DC 20002-4242).

Electronic Information

The international community has been aware of the PsychINFO database for many years - if they had access to one of its databases or CD-ROMs through their university libraries. It is, however, only in the last couple of years that the number and variety of information products has exploded, and scope of distribution has really opened up.

The PsychINFO database contains abstracts of the literature in psychology and related disciplines from over 1400 journals reaching back to 1887. The scope of coverage includes non-US titles from more than 50 countries, and the English-language abstracts are from journal articles published in more than 50 languages.

In addition to this traditional library resource, there is the newer APA Full-Text Article Database (PsycArticles) which contains the full text of all APA primary journals going back - in 2001 - to 1988 for all titles and back to 1980 for select titles. Each year, APA is committed to adding not only the current year information, but also at least one additional year to the back file. APA also has entered into two international agreements to include non-APA titles in this database: the Canadian Psychological Association journals and the Hogrefe & Huber title, the European Psychologist. Additional discussions are being held with other international publishers and societies to include their journals.

APA members who purchase a subscription to an APA journal automatically, and at no extra cost, have access to a 3-year electronic file for that journal.

APA members who purchase a subscription to at least one APA journal now can also purchase access to the PsychINFO Database and to the Full-Text Journal Article Database on their fall “Member Journal Order Form”.

Nonmembers and the general public are not completely left out - access to the PsychINFO database is available to them through the PsycDIRECT web site (http://www.pyscinfo.com). In this service, for $9.95, the individual can purchase a 24-hour period of access.

[Unfortunately, at this time, access for those resident outside of the US and Canada may be very difficult due to the heavy internet traffic in North American and across the Atlantic Ocean during certain times. As one colleague noted, “American does not exist in the afternoon.” Negotiations are currently underway with partner groups to provide better, faster access for members [living outside the US and to our international colleagues].]

Additional current developments in the electronic area

In-press servers permitting APA subscribers to preview the draft manuscripts currently in production for future issues of the journals. Neuropsychology is the first journal with such a server, but more are in the works for early 2000 and 2001. The expectation is that all journals will have such servers by 2002, eliminating the old “publication lag time” before a paper can be viewed.

Linkages - the promise of the electronic versions of the articles was always in the ability to seamlessly move from text to reference to original material for a citation, to be able to follow a thought as far as it would go. The barrier was that the journals were not all published by the same publisher, and publishers had never been famous for cooperating with one another, particularly not the society and commercial publishers. The scholarly community has changed that and, in their demand for linkages, they have forced the publishers to come to the table and develop such programs as CrossRef that will enable just such linkages to occur. APA is participating in CrossRef and there will be linkages in the full-text articles that will enable the interested reader to read the PsychINFO abstract for a reference (if it exists) and then to link to the full text, a source for full-text, or to the publisher for information about access.

There are many opportunities in this new technological world, not only in terms of new products and services, but also in international communications, cooperation, and collaboration. The publications and information services outlined above may have represented a goal in the last century, but they are only a baseline for future developments in this one.]

ASSISTANT PROFESSOR IN PSYCHOLOGY/POLITICAL SCIENCE
UNIVERSITY OF MINNESOTA

The College of Liberal Arts at the University of Minnesota - Twin Cities seeks outstanding candidates for a faculty position in Political Psychology. This appointment will be made at the tenure-track Assistant Professor level and be shared by the Departments of Political Science and Psychology. Decisions about the tenure home for this position will be determined in the context of a candidate's qualifications and departmental fit. Essential qualifications are a Ph.D. in political science, psychology or related field by August 27, 2001, a commitment to quality teaching, and the potential for carrying out outstanding interdisciplinary research.

The successful applicant will be expected to carry on an active program of research and scholarship, and contribute to the education and training of graduate and undergraduate students in both departments. The applicant's primary research area should be in political psychology. We are interested in all areas of political psychology research, including, but not limited to, elite and group decision making, attitudes and persuasion processes, personality and individual differences, and political cognition and information processing. Additional expertise in survey research, measurement, or experimental design is preferred.

Teaching responsibilities will consist of graduate and undergraduate courses in the (Continued on page 31)
SEISOH SUKEMUNE/BRUCE BAIN
ENCOURAGEMENT OF EARLY CAREER RESEARCH AWARD

Awarded by the International Council of Psychologists (ICP)

Purpose

The Award for Research in International Psychology recognizes outstanding early career contributions to scholarly endeavors addressing psychological issues of a universal or multinational significance. It is designed to encourage research that systematically addresses the psychological dimensions affecting the quality of human life, and to enhance and reinforce the mission and goals of ICP. For the purpose of this award, "research" is broadly defined to include all paradigms of scholarly endeavor, such as laboratory experiments, field experiments, field studies, correlational and evaluation studies, historical studies and case histories.

Criteria for Eligibility

The recipient must be a psychologist. Membership in a professional psychological association is highly desirable as evidence of commitment to the science and practice of psychology, and of specialized training in psychology as a discipline.

Submission Procedure & Requirements

Candidates should submit a paper by May 15, 2001 to:

Seisoh Sukemune, Prof. Ph. D Chair of the ICP Research Awards Committee C/o Graduate School of Clinical Education Mukogawa Women's University 6-46 Ikebiraki-cho, Nishinomiya 663-8558, Japan Tel: +81 798 45 9911 Fax: +81 798 45 3553 Email: seisohok@mwu.mukogawa-u.ac.jp

The paper must meet the following requirements:
- the research must be based primarily on the candidate's own work, and must be considered distinguished;
- the paper must not have been published elsewhere, but may be based on the applicant's unpublished paper or dissertation research;
- the paper must be prepared in the style and format specified for journal articles by APA, and limited to 20 typed, doublespaced pages, including abstract, references, figures and tables.

Four copies of the paper are to be submitted, accompanied by a cover letter which provides the following information:
(a) Title of the paper, author's name, institutional affiliation, mailing address, telephone and fax numbers, and email address. (b) A statement signed by the candidate applying for the award certifying that: (1) The material presented is original and is primarily the candidate's own work, and that material has not been previously published; (2) additionally, if that paper is judged to be the winner of the competition, the candidate agrees to present it at the next annual convention of ICP.

The application must include (a) at least two letters of support which stipulate why the applicant is deserving of the award, and (b) the applicant's vita.

The Prize

The Prize for the winning research will consist of:
- a plaque;
- $100 (US dollars);
- an invitation to present their research at the next ICP convention;
- a waived registration fee at the next ICP convention.

The first winner is Dr. Cecilia Cheng, Division Social Science, The Hong Kong University in Social Relations and Psychological Distress: Toward a Variability Approach to Subclinical Depression." She presented her winning paper at the 58th Annual Convention of ICP held in Padua, Italy, July 17-21, 2000.

This epoc-making program plan was presented and discussed as an agenda several times to the Boards: at the Lisbon Board (1994), Taipei Board (1995), and last approved by the Banff Board (1996). I am very grateful for many ICP members who have much contributed to the birth of this program.

ICP Research Committee members are as follows: Seisoh Sukemune, Chair (Japan); David Ho (Hong Kong), Edith Grothberg (USA) and Joan Chrsler (USA).
Psychology Programs Internationally

KOREA
Kye-Min Yang
University in Seoul, Korea

The history of psychology as a recognized science in Korea is rather brief. It is generally believed that the first psychological research with modern scientific methods was conducted on Korean soil about 55 years ago. Despite this brief history of psychology in Korea, 32 universities currently have a psychology department. These departments train Masters and Doctoral students in 12 subfields (health, development, social and personality, social issue, industrial and organization, counseling and psycho-therapy, biological and cognition, experimental and cognition, women, clinical, cultural, and psychology and law). The courses for a Master of Arts degree generally require 2 years to complete, and those for a Ph D, 3 to 4 years. However, it has become a recent trend that many universities combine the two courses to be a continuing 6 years doctoral program.

The research interests of graduate students in Korea are very diverse. They participate in the annual conference held by the KPA (Korean Psychological Association) and monthly, bi-monthly, or seasonal colloquiums held by each subdivision. Many students also participate in regional and international conferences such as, for example, AASP (Asian Association of Social Psychology) and IACCP (International Association for Cross-Cultural Psychology) almost every year.

Many leading Korean psychologists were trained in the United States. As a result, Korean psychology is strongly influenced by American Psychology. Recently, however, some social psychologists are working to find unique aspects and methods of Korean Psychology under the assumption of cultural determinism. It is yet to be seen whether the assumption of cultural determinism could be a viable explanation for the diversification of human behavior and ecological dynamics.

TAIWAN
Chung-Chieh Tu, Taiwan

Clinical psychology as a profession is still growing in Taiwan. In this country of 21 million, there are about 200 clinical psychologists and less than 10 graduate programs in clinical psychology. Students can enter Clinical Psychology Graduate Programs in two ways. One is to pass the entrance examination, and the other is through the application procedure. The Masters Degree students usually spend 2 years in academic study and 1 year on internship. The Ph D students usually spend 6 or 7 years to get their degrees. Generally speaking, the students have to dedicate most of their time to massive study, assignments, internship, and eventually a thesis or dissertation.

On September 21, 1999, Taiwan suffered a major earthquake, which caused more than 2000 fatalities, 10,000 destroyed houses and massive psychological trauma. Soon after the disaster, students in clinical psychology provided outreach to the most-injured communities, helped the residents recover the everyday lives after the earthquake, supported them emotionally, and educated them about how a crisis could affect them psychologically. The impact of the disaster is still ongoing on the island and has become a chance for the graduate psychology students to integrate their knowledge with practical experiences, and to help resolve the psychological concerns of their people and their country.

RUSSIA
Elena Savina
Orel State University, Russia

The Russian system of university education differs from the American system. Russian students study at the university 5 years during which they receive their full professional education. At the end of fifth year they defend their research project and pass through the final National Exams. Those who pass the exams successfully receive a document akin to a diploma (e.g. certificate that is proof their professional qualification). Students who want to be psychologists enter faculties of psychology which are in the large universities. They complete entrance exams including Russian language and literature (written essay), mathematics and biology. Some of universities demand that students pass tests which assess the personal and communicative abilities necessary to work with people. Faculties of psychology usually consist of different departments. Among them may be the department of general, developmental, clinical, social, organizational psychology. The amount of departments depends on the size of university. Each department is responsible for certain specializations (for example, developmental or clinical psychology).

During first two years students receive general psychological education. They attend lectures in general, social, developmental, educational, cognitive, personal psychology, neuropsychology, psychophysiology, and statistics. Third year students choose a specialization and start to develop their knowledge in depth. Their preparation includes theoretical classes as well as practical ones. In their third year, students begin to do research, usually developing one project over a three year period of time. Students are also able to change their topic during this time if they wish.

The most advanced students after graduation may enter a post-graduate course of study which lasts for 3 years. During the post-graduate course of study, students do only research and do not attend any classes. Usually, students will finish their program of study after receiving their Ph.D. However, if desired, students may continue their scientific work further and do post-doctoral dissertation. A Ph D is not necessary to work as a psychologist. However, people who want to work as a professors at universities or as a researcher at the research center have to defend a doctoral dissertation.

CZECH REPUBLIC
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In general the school system in the Czech Republic differs a lot from those in North America. Unlike North America not everybody continues their studies at a high school after elementary school. High schools are very competitive and only the best students, those who expect to continue their studies at a university are accepted after a very rigorous entrance exam. The rest of the students continue their studies at specialized secondary schools or other specialized schools.

Those who graduate from high school are expected to go to a university, although even there they are not accepted automatically. Everybody has to complete an en
complete the graduate program students also have to complete and defend a Masters Thesis (a major research project carried of in the filed of interest under supervision). Having defended their thesis (usually after two years in the graduate program) students are also required to pass a comprehensive final oral exam (MA exam). After a successful completion of all of the above, they are awarded the degree of "Magistr (Mgr.)", Master of Arts.

Before applying into the PhD program, psychologist are expected to work full time for at least a year in their respective fields. During this time they choose their specific interest and focus for their dissertation. Following that all the applicants go through an oral entrance interview, where the applicants ability and motivation are assessed. It is also insured that there is an appropriate supervisor for each student accepted into the PhD program. There are two types of PhD programs: 1) internal, where the psychologist works at the department of psychology as an assistand and is expected to stay at the department after completion of his/her PhD (this usually takes three years); and 2) external, where psychologists remain working at their full time jobs outside the department and complete their course work during weekends. The external PhD program takes three to five years. In both students are expected to complete a number of courses and write a dissertation project which they defend in the end of the program.

A Comparison of Mental Health Values between Students in the US and Russia

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Abstract

As the world has gotten smaller with the increase of accessibility through technology, the need for internationally collaborative efforts and global understanding has immensely increased. Although many academic disciplines have participated in the world classroom, the field of psychology has been slow to respond. This study serves to bridge the classrooms of Russia and the United States by investigating mental health values in undergraduate students. Specifically, this study will serve to identify difficulties, of which the prevalence, frequency, and intensity of these will also be explored. In addition, the level of which these problems and how they interfere with students’ daily functioning will be examined. Measures of how students cope with their problems will also be administered. The Mental Health Values Questionnaire (Tyler, 1983) was administered to 50 undergraduate students at a small mid-western university in the United States and to 50 additional students at a mid-sized university in Russia. In addition a general demographics questionnaire was given to each participant. It is hypothesized that general knowledge and acceptance levels of mental health would be greater in the United States than in Russia. Results indicate that the mental health values display significant differences between the Russian and American students.

Introduction

American affluence has lead to an increased mental health awareness. Steps have been taken to increase mental health awareness in America and other highly industrialized countries, but much more research and information exchange is needed. What exactly is mental health? A body of research has addressed this very question. Because of

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its immense complexity, combined with geographic distances and international borders, it has been cumbersome to generate a generalized measure of mental health. To date, research on mental health has been limited. Some more focused studies that have dealt specifically with mental health in college students. One example of a culture that is in need of increased mental health awareness is in found in Russia. Psychology is making some progress in Russia. However, at present date there is still a great need for development and awareness (Kassinove, 1998). A major factor in this situation is Russia’s detachment from the rest of the world during the period of the Cold War. Under the rule of Joseph Stalin, the science of psychology was virtually suspended, limiting the course material of its universities to the work of Pavlov and general psychology taught as a philosophical discipline (Fowler, 1999).

One goal of this study is to explore some basic differences between the two groups in various mental health areas. Specifically, this study serves to identify difficulties, of which the prevalence, frequency, and intensity were also explored. In addition, the level to which these problems interfere with student’s daily functioning were examined. Qualifying the differences between the populations will perpetuate further research in this area.

Methods

The human subjects review board at this mid-western University approved this study. The participants in this study, 50 from each university were university level psychology students. To measure the mental health awareness of our participants, the MHVQ (Mental Health Values Questionnaire) was administered along with a general demographics questionnaire. This 99-item questionnaire was originally developed by John D. Tyler in 1983 and has been used in a variety of other cross-cultural studies including Japanese-American populations (Tyler 1983). For the purposes of this study, the MHVQ and the demographic portion was translated into Russian by Dr. Savina. The MHVQ’s 99 items each include a statement that tells something about a hypothetical individual. The participant would then rate the mental health of a hypothetical individual based on this statement on a scale of 1-5, 1 being Very Poor Mental Health and 5 being Very Good Mental Health.

Results

The sample for this study was composed of 50 students from the university in the U.S. and 50 students from the university in Russia. The American and Russian populations showed demographical differences. One such difference was the sex of the participants. All 50 of the Russian students were female, while the American sample only had 29 females. The Russian sample also had achieved a higher level of education than the American students. Yearly income also showed notable differences. The American group had an average family income of $50,000 and the Russian average was the equivalent of about 10,000 US dollars. Both groups were predominantly caucasian.

The responses to the MHVQ displayed statistically significant differences in six of the eight sub-scales. These results were as follows:
- Untrustworthiness: Russian M=35.60, American M=27 (t=10.10 p<.05),
- Good Interpersonal Relationships: Russian M=44.28, American M=46.88 (t=-2.60 p<.05),
- Negative Traits: Russian M=28.96, American M=23.00 (t=-7.193 p<.05),
- Unconventional Reality: Russian M=27.52, American M=23.40 (t=4.75 p<.05),
- Self-Acceptance: Russian M=44.48, American M=46.64 (t=-2.39 p<.05),
- Religiosity: Russian M=30.78, American M=32.38 (t=-2.12 p<.05).

Summary of Results and Discussion

This study investigated mental health values in university students in the U.S. and Russia. There were notable findings in six of the eight sub-scales. One of the more notable of these findings was in the sub-scale for Unconventional Reality. Results indicate that the Russian students felt an unconventional sense of reality is more indicative of poor mental health than the American students did. One such question on the MHVQ that deals with this sub-scale is, "The person sees things that others do not see." The participant would then rate the mental health of a hypothetical individual based on this statement on a scale of 1-5, 1 being Very Poor Mental Health and 5 being Very Good Mental Health.

There is some question as to the efficacy of the MHVQ being used with this population. It is believed that these results are valid using this survey. A previous study by Tyler in 1990 used the MHVQ in Caucasian vs Japanese-American populations. The study on Russian students is different because the data for that population was taken in Russia. The questionnaire had to be translated and administered to students not living in America, so it was more demographically diverse than previous studies. Because of the differences displayed in 6 of the 8 sub-scales, I believe that the MHVQ can be used in this nature of a cross-cultural study.

It was hypothesized that mental health awareness would be greater among the American students. The results of this study served primarily to identify differences between the perceptions of mental health in the respective populations. Further research is needed to adequately assess the mental health values of the Russian population.

Limitations

The American to Russian Translation left some terms loosely defined. Because of the limited knowledge and focus on mental health awareness in Russia, there are a limited number of comparable terms in Russian regarding mental health. There is also an explicitly religious element to mental health that is absent in American culture.

References


Joel Merkwan is a first year student in USD’s Clinical Psychology Training Program. He is a native South Dakotan whose research interests include; international studies, the impact of cultural immersion on comfort scales, and rural mental health. Other research done on international studies include tolerance and racial identity (Psychological Reports 1999), and the interaction of spirituality and racism. Future plans include continuing research in the area of mental health values in Russia.
A t the invitation of the President of the Yemen Psychological Association (YPA), Prof. Hassan Kassim Khan, I organized and chaired a panel on "Reproductive Behavior, Rights and Responsible Parenthood" at the International Symposium on "Behavioral Sciences and Millennium Challenges in Developing Countries," convened on the occasion of the YPA First Jubileum Anniversary, March 7-9, 2000 at the University of Aden. It was cosponsored by the World Federation for Mental Health (WFMH) Eastern Mediterranean Region, the World Islamic Association for Mental Health, and the Yemen Mental Health Association.

At the Opening Session, Dr. Michel Sabourin (University of Montreal) conveyed the greetings of the International Union of Psychological Sciences; Prof. Eugene B. Brody (former Director-General of WFMH) extended greetings from the World Federation for Mental Health; and I brought greetings from the American Psychological Association. The International Symposium attracted over 60 registrants, including representatives from Egypt, Lebanon, and Saudi Arabia as well as France, Hungary, Canada, and the United States. As far as could be ascertained, it was the first time that reproductive behavior was discussed at a national psychological association meeting in the Arab world.

The English language presentations and ensuing discussions ranged from women's rights and men's responsibilities in reproductive behavior to training health professionals, female genital cutting, and violence against women. Other symposia topics included diverse aspects of child development, juvenile delinquency, school mental health, health psychology, psychoanalysis and human rights, brief therapy, and mental health and the law. There were receptions each evening, providing further collegial exchanges. Much is owed to the devotion and energy of Profs. Hassan Kassim Khan, Maan A. Barry, and their colleagues in the Department of Behavioral Sciences at the University of Aden Medical Faculty who spearheaded the Organizing Committee. The MacArthur Foundation generously supported our panel which included Gulnara Kuzibaeva, a sociologist/demographer from Muslim Uzbekistan. Another foundation that wishes to remain anonymous provided support for editing the Proceedings which expected to be published in late 2000 in English with Arabic summaries for distribution by the World Federation for Mental Health in the region and beyond.

On arrival in Sana'a we were met at the airport by Dr. Maan A. Barry, Head of Behavioral Sciences, University of Aden, and Dr. Zaki Mubarak, Director of the Neuropsychiatric Teaching Hospital, Aden. The next morning we were graciously received by the Minister of Health who was very supportive of endeavors to slow population growth (which has doubled in less than 20 years). The Total Fertility Rate declined from 7.7 per 1,000 women aged 15-49 years in 1990 to 7.3 in 1998 but remains one of the highest in the world. Nearly 50 percent of the population is under age 15.

The situation of women is difficult. Current family law allows early marriage and thus encourages early pregnancies. More than 75 percent of Yemeni women are illiterate compared to 36 percent of men. In rural areas only about 15 percent of women can read and write. Contraceptives are provided at low cost in public health facilities to currently married women. However, any woman can purchase supplies in any pharmacy without prescription. Lack of knowledge, the husband's opposition, cost (although low), and religious prohibitions constitute the major barriers to modern contraceptive practice. Sexuality education in public school is nonexistent. While there is political commitment to improved services, the shortage of funds from within and outside Yemen makes service improvements difficult to implement. There is much interest in programs developed in the Islamic Republic of Iran, considered the best in the region and supported by religious leaders.

From a visitor's perspective, Yemen is different. That is the theme of an article by Andrew Cockburn in the April 2000 edition of the National Geographic magazine. It is a view with which my wife and I concur. Located on the Gulf of Aden opposite India and facing Ethiopia across the Red Sea, Yemen shares borders with Saudi Arabia in the North and Oman to the East. Divided by nature into three geographic regions -- coastal plains, highlands, and desert -- Yemen has a turbulent political history. Kingdoms and empires have risen and fallen for more than 3,000 years with the most recent civil strife ending only about five years ago.

In the North, men are seen walking with their ornamental jambiya dagger held in front at their waist by a heavily embroidered belt. An ankle-length white shirt or wrap around futah cotton skirt topped by a Western style man's jacket is preferred to a suit. Their heads are covered often in a rakish way with a twist of the familiar red and white cotton scarf. Women typically talk, walk, and shop in groups of three or more, all covered in black polyester robe-like outer garments from head to toe, with only their eyes visible and often veiled completely. Young children and older girls are usually with their mothers on the street, older boys are with their fathers. Seldom did we see men and women together.

Legend has it that Sana'a, the capital city in the North, was founded by Shem, the son of Noah. Historical evidence stretches back to 1,000 B.C. and the days of Sheba whose queen visited Solomon. Walking in the ancient suk of Sana'a (the market of salt) evokes descriptions of biblical times. In the old city, some houses dating from the 16th century, are still built with mud bricks and basalt stone and decorated elaborately with white wash. Camels and donkeys, however, have been replaced by rusting and rattling small Japanese trucks and cars that pollute the air. In the afternoon, men can be seen chewing the mildly narcotic fresh leaf

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of the qat tree which is then kept in their cheek and develops into a golf ball size bulge.

Life in Sana’a is crowded. Some cement apartment blocks are crumbling from neglect. Streets are dusty and filled with rubble from unfinished buildings and uncollected refuse and garbage. Trees that survive are stunted in growth and a blade of grass or a flower is rarely seen. Live goats are sold in the market beside a stall where auto replacement parts are crafted while rock and hip-hop blare from “a hole in the wall" stocked with American tapes and CDs.

The Southern part of Yemen with the port city of Aden along the coastal plain is "different" yet again. In 1839 it became Queen Victoria’s first imperial acquisition. British rule continued until 1967 when a separate People’s Democratic Republic was established in the South and declared its independence from the Saudi dominated North. The first Marxist state in Arabia, it encouraged women to burn their veils and was strongly supported by the Soviet Union which provided scholarships for talented young people to study at Russian universities. Plagued with political instability and civil war, the PDRY reunited with the North in 1990. The unified republic adopted a democratic constitution with an elected parliament. Women have the vote but only two women were elected to the 30 member parliament in 1997. There is a relatively free press. (Read The Yemen Times on the web at www.yementimes.com.) Aden changed from the most secular city in Yemen to one outwardly adopting the religious strictures and veilng of the more traditional North. Still, a distinct difference between Aden and Sana’a remains. It was that more liberal spirit which embraced us and our panel at the University of Aden.

Plans are in place to establish a separate Psychology Department in the Faculty of Arts and Sciences. The NeuroPsychiatric Teaching Hospital is seeking an American or Canadian-trained Arabic speaking clinical psychologist to develop training programs. (Write to Dr. Zaki Mubarak, Director, NeuroPsychiatric Teaching Hospital, Aden.) The Woman’s Research and Training Center is expanding the scope of its activities to improve women’s lives. Perhaps indicative of the future, we saw a veiled woman at the airport slipping away from her group of other veiled women to answer the ring of her “cell” phone. With satellite dishes sprouting rapidly everywhere on city roofs and ever greater exposure to Western ways, further cultural changes are inevitable. The present is intruding on Yemen’s past.

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Ukrainian Psychology Since the Fall of the USSR: A Brief Review of Trends

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The nature of psychology in countries that were formerly Soviet republics has changed dramatically since the fall of the U.S.S.R in December of 1991. A recent search of the PSYCINFO database using the terms “Ukraine” and “Ukrainian,” done in September 2000, reveals the nature of the changes. The literature between 1945 (post-World War II consolidation of Ukraine into the Soviet Union) and 2000 was examined for its thematic content for this report.

The most apparent change that has occurred in Ukrainian psychology is the relative explosion of studies. More studies were published in the last nine years (97) than had been published in the previous forty seven years (96). Since 1992, there has been a significant expansion of international interest in Ukrainian psychological issues. In the last nine years 66% (64 studies) of the publications have been in non-Ukrainian or Russian journals. From 1945 through 1991, only 18% (17) were outside the Ukraine.

In the last nine years, the greatest research interest has been in examining psychological impacts of the Chernobyl disaster. Seventeen of the publications (17.5%) have reported on such issues as post traumatic stress disorder and children’s perceptions and responses related to the incident and its aftermath.

Beyond Chernobyl, the psychological literature has made important thematic shifts. Prior to 1992, the literature was largely focused on three areas of study. These were: (1) education/pedagogy, (2) chronic mental illness and schizophrenia/psychosis, and (3) pharmacology and physiological studies (particularly studies of various brain lesions). These three big areas had accounted for virtually half (48%) of all the literature (education = 22%, mental illness = 11.5%, pharmacological/physiological = 14.5%). Today, these same areas account for only 11% of the literature!

There is now a greater variety of areas studied. More importantly, "social psychology" has begun to emerge. If such topics as inter-group (ethnic) relations and perceptions, organizational/business psychology, environmental, as well as traditionally social psychology are counted, then 23% of the work reported in the last nine years is of a social psychological nature. At the same time, the big three areas of the earlier era now account for only 11% of publications.

These are all hopeful developments. However, it appears that no coherent bodies of research have yet emerged. With the possible exception of inter-group and ethnic relations, no programs of research are apparent. Perhaps there simply has not been enough time for such developments. It is hoped that in the near future work will become more theoretically driven and therefore more cohesive.
Before I discuss our current problems and our struggle for solutions, I want to acknowledge that in spite of our difficulties American psychologists are extremely fortunate. In many of the countries I have visited and for millions around the world, their struggle is to survive the day, often with little or no available healthcare of any kind. Although we rarely think of it in that way, psychology is really a luxury profession in such circumstances. By way of contrast, in this country we are now seeking to be primary care providers in a vast (but still inadequate) healthcare system. Many citizens are aware of and seek out mental health services. Such services are part of many health plans. Many of our people can afford to pay for our services whether their insurance covers them or not. Starting from this position we need to realize that we have a great deal to look forward to even if it will be difficult getting there from here.

Most characteristic of independent practice in America right now is that it is in the process of change as a result of the commercialization of healthcare by managed care companies. Psychologists and mental health services have been especially hard hit by managed care. The income of independent practitioners has been reduced and patients are not getting the care they need. This has been accomplished by significantly reducing fees for psychologists, limiting services by focusing on immediate crisis management and demanding endless documentation, which the psychologist must provide for no fee. The latest downer is called provider profiling. It traces provider activity so that managed care companies can easily track and fire providers who create problems or seek to many visits for patients.

Many independent practitioners have been and still are going through a crisis of spirit. Managed care companies do not respect our professional judgement. We must often beg for what our patients need and from people much less qualified than we. We can not use our hard won skills for helping people achieve long term change. Our families have less. The general squeeze in healthcare has reduced training sites for our students. Dispiriting indeed. There seem two approaches to dealing with these problems. One is to change the system and the other is to change ourselves. We are proceeding on both fronts.

APA’s Practice Directorate has taken steps to reduce the inequities of managed care and to broaden the scope of psychological practice. They have provided education and support for appropriate legislation in Congress. An example is their support of the patient bill of rights that would enable patients to sue their managed care companies and holds them responsible for their poor medical decisions. They have supported a series of lawsuits that are designed to set precedents that will keep managed care from its worst abuses. Very significant from the point of view of the independent practitioner is APA’s support for prescription privileges for psychologists. This means that in this country it can be done. Americans spend millions of dollars a year on alternative forms of health care for which there is no reimbursement, on makeup vitamins and more. In other words, if people have a need and we can convince them that we can effectively meet that need, they will part with their money to get what we have.

I do not want to diminish the problems involved in doing this however. Most human beings are resistant to change and psychologists are no exception. The new market economy requires that the psychologist research the fee for service niches that are available in his/her particular marketplace, choose one and get appropriate training if needed, and then market to people who need the service chosen. New skills are clearly required for many psychologists. Market research and marketing are not part of the graduate school curriculum. What amazes me is how productive we have been in developing new markets. Those in the forefront are now writing books about practice development and marketing. Many of them are consultants helping others develop productive fee for service practices.

The niches that have been developed are numerous and I will name but a few, infertility, psychological preparation for surgery, biofeedback, collaboration with dentists and other professionals in dealing with problems specific to their clients, helping with interpersonal problems in family businesses, jury selection, helping to prevent...
workplace violence and innumerable other business consulting services, consultation in a fitness center to help athletes and ordinary folks deal with the psychological barriers to meeting their fitness goals, and on and on and on. The truth of the matter is that there are probably more things that psychologists can do outside the usual healthcare model than inside it, if we are willing to look with a discerning eye.

Two new activities are especially important because they free the psychologist from the local marketplace and put him/her into a potentially international market. They are telehealth, and virtual coaching. Telehealth is providing healthcare services using advanced telecommunications. Most of psychology's services can be done at a distance, assessment, diagnosis, and treatment. We can be connected at a distance to businesses, other care providers, clients and their families. This would make qualified professional services available to many people that are now out of reach physically, providing them with needed services and us with new markets. There are many as yet unresolved ethical issues involved in this area but it is moving rapidly nevertheless.

I chose virtual coaching because it is an example of one of the new non-health related areas. Coaching usually helps people identify their central goals and then helps them achieve it or them. It is usually brief and focused. Virtual coaching involves coaching on the phone or Internet, e-mail, at a distance rather than face to face. The types of people and the subject of the coaching can be very variable. A recent issue of the Div. 42 newsletter contained articles on many forms of coaching, executive coaching, coaching for sexual harassment, power-coaching for executive women, academic coaching, coaching for midlife women, coaching couples and more.

I hope it is clear that there are an astounding number of opportunities for psychologists in independent practice in this country. At the same time awareness needs to be maintained that as psychologists move toward a fee for service model of professional activity, those that can not afford our services are left out. It is, I believe, our responsibility to do some part of our practice at a much-reduced fee. In addition psychologists need always to be politically active in support not only of our own profession, but also of those who need our services but are shut out of the loop. That is only a fair return for the incredible good fortune of being able to practice our satisfying profession in a country with so much opportunity for us.

Sport and Exercise Psychology Around the World

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Sport Psychology is an Olympic Event

The recent Olympic games not only highlighted international sport, but also showcased psychology at work (or at play). Olympic competitors from around the world discussed mental training and cited experiences with sport psychologists. Less visibly, but no less important, sport psychology is reaching diverse sport and exercise participants around the world. We can see sport psychology with youth sports or health-related exercise programs in France, Korea, Brazil or New Zealand. Although the prominence of sport psychology in the Olympics is relatively recent, sport psychology was an international event when it emerged as a discipline in the 1960s, and the early roots of sport psychology over 100 years ago stretch around the world.

Sport Psychology: A Definition

Sport psychology, as defined in my recent text (Gill, 2000) and for most professionals in the field, refers to sport and exercise psychology, and includes both science and practice. So, sport and exercise psychology involves the scientific study of human behavior in sport and exercise, and the practical application of that knowledge in sport and exercise settings. This definition is not unique to me or to North America. The European Federation of Sport Psychology (FEPSAC, 1996) recently defined sport psychology as including affective, cognitive, motivational and sensorimotor dimensions of psychology, and defined sport as physical activity in competitive, educational, recreational, preventive and rehabilitative settings, including health-oriented exercise. That statement noted that sport psychology draws upon: (a) sport practice, (b) psychology, and (c) other sport sciences; and that sport psychologists have three interrelated tasks: research, education and application.

Sport Psychology: A History

Sport psychology has deep roots. Participants, the public, and the occasional scholar have long been intrigued by the mental game. Still, the discipline of sport and exercise psychology did not emerge in North America until the late 1960s, when physical education scholars looked to scientific disciplines. Although the specific historical events, trends and emphases differ, European sport psychology developed over a similar time frame. Norman Triplett's (1898) study, widely cited as the first social psychology experiment, is a benchmark for sport psychology. Triplett, a cycling enthusiast, observed that social influence (pacing machine, competition) seemed to motivate cyclists to better performance, and his lab experiment tested those observations.

Other researchers conducted isolated studies of such issues as speed and accuracy of motor responses, mental practice, transfer of training, attention, and character development and sport in the early 1900s, but Coleman Griffith was the first person to conduct systematic sport psychology research and practice in North America. Griffith taught sport psychology classes, published research articles and books, and ventured into the field to make observations and interview athletes. Peter Roudik and A.C. Puni in Russia, and R.W. Schulte in Germany, carried out parallel efforts, but sport psychology was not an identifiable area.

Sport Psychology Organization

Sport psychologists began to organize in the late 1960s. The North American Society for the Psychology of Sport and Physical Activity (NASPSPA) began in 1967. Although North Americans think we did everything first, international sport psychology developed earlier. In 1965 the International Congress of Sport Psychology in Rome marked the beginning of the International Society of Sport Psychology (ISSP). In describing ISSP, Vanek (1993) noted that the use of psychology in sport was stimulated in the 1950s by the "sovietization" of top-level sport. Thus, international sport psychology traditionally has aligned more with performance enhancement of elite athletes and has a clearer applied emphasis than the more research-oriented discipline in North America.

Several sport psychologists from Europe and the Soviet Union were instrumental in forming ISSP, including Paul Kunath (East Germany), Peter Roudik (Russia), Miroslav Vanek (Czechoslovakia),
Many sport psychologists focus on youth research on health-oriented exercise, and emerged in the 1960s. Scholars have through the USOC since then. Many other today is different from the discipline that for some time, and that work continues.

Moving to a Global Future

Sport and exercise psychology activity expands around the world, we will likely enrich our scholarship, and enhances sport and exercise for all.

References


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lassical political theorists and historians -- Plato and Aristotle, Herodotus, Thucydides, and Gibbons -- all paid considerable attention to the impact of the character of statesmen as well as tyrants on the politics of the polity they led. In the 20th century the new field of psychoanalytic psychology suggested ways of making psychological judgments of leaders more explicit. As Harold Lasswell suggested in 1930 personality theories would be used to explicate the motivations of political leaders and make comparisons between them easier.

In the decade of the fifties and sixties there were several important biographical works along these lines suggested by Lasswell, albeit they all differed somewhat in the personality theory that was used. These included Alexander and Juliette George's (1956) work on Woodrow Wilson; Goffman's (1962) analysis of Anton Cermak as mayor of Chicago; Edinger's analysis of Konrad Adenauer (1965); Glad's biography of Charles Evans Hughes (1966); and Erikson's study of Gandhi (1969). These were followed in the next decade by several other indepth biographies: Tucker (1973) on Stalin; Waite (1977) on Hitler; Goodwin (1976) on Johnson; Glad (1980) on Jimmy Carter; Hirsch (1981) on Felix Franklin; and Greenstein (1982) on Eisenhower.

Other scholars urged the development of a more general leadership theory and suggested some of the questions that might be addressed. See for example Paige (1972); Hollander (1964); James M. Burns (1978); and Barbara Kellerman (1986). Leadership became a major subject of inquiry in several different disciplines. The leading journal dealing with primates behavior, Folia Primatologica, ran 70 articles out of a total of 325 (or 22.2%) between 1963 and 1981. The major journals of business management The Sloan Management Review, ran 87 articles (out of a total of 640) between 1970 and 1989 -- or 14.6% of total. And the number of books dealing with leadership proliferated. Since 1975, 2,151 books dealing with the topic of leadership was catalogued by the Library of Congress. This was almost two-thirds of the 3,131 books catalogued over the course of the prior 77 years (from 1989 to 1975). [Footnote 1]

Somewhat paradoxically, the study of political leadership in American political science has not flourished as one might have expected. The American Political Science Review, since its beginning in 1906, published only 42 articles out of a total of 4,856 articles. That is under 1 percent of the total number of articles. Moreover, in the last two decades of this century several students of the American presidency have suggested that the goal in their field should be the discovery of general laws of political behavior and that most leadership studies were too focussed on the idiopathic to serve that goal (Moe, 1993, 338; Gary King, 1993, 353-54).

This emphasis on finding general laws and restricting analysis to "rational" behavior, as I have argued elsewhere, handicaps us in the examination of some of the most important stuff of politics (Glad, 1991 forthcoming). To understand even basic institutional structures, for example, one must look at the roles of individual men and women at the turning points in history. Thus the actions of a few men at the constitutional convention at Philadelphia established the specific institutional forms that Moe and others now see as determining the actions of their successors in high political positions. The road the Soviet Union took in 1985-89 cannot be understood without an analysis of Gorbachev's desires to reform the communist system (Glad and Shiraev, 1999a, b).

The US failure to join the League of Nations after World War One cannot be explained without an analysis of Woodrow Wilson's puzzling rigidity in dealing with the US Senate in 1919 (Alexander and Juliette George, 1956). The subsequent failure of the Harding administration to even attempt to enter the League was also due in part to the world view of Charles Evans Hughes, the Secretary of State at the time, who saw all rational development as the embrace of slow, evolutionary changes at the margin (Glad, 1966).

Moreover, when we assess the choices of some important leaders, it becomes evident that their reliance on values and affect may not have been all that "irrational." In 1956, Eisenhower had a horror of the possibility of nuclear war and he acted, almost single handedly, to avoid a military confrontation with the Soviet Union at the time of the uprising in Hungary in 1956. At the height of the crisis, he pulled the issue off the agenda of the National Security Council, where he would have been confronted with proposals for direct action. Rather he looked at a map of Eastern Europe and decided that intervention would be militarily counterproductive and risk the danger of war with the USSR (Kitts and Glad, 1993). Kennedy's ability to empathize with Khrushchev during the Cuban missile crisis in the fall of 1962 was also crucial to the peaceful outcome of that crisis. At the critical EXCom Committee Meeting of October 27 (Blight, 1987-88), Kennedy was the one person who kept bringing the group back to the view that the Russian might really see a parallel between the US missiles in Turkey and Soviet missiles in Cuba, that they would not back down if the US did not make some concessions to their feelings along these lines (Glad, 2000).

Actually, as Sartori (1970) has pointed out, a truly scientific approach to the world requires us to study idiosyncratic events -- both as a means to understanding those events and as a starting point for building broader generalizations. Somewhat along the same lines Popper (1982) and Almond and Genco (1977, 492) have noted, that the world is made up of clouds as well as clocks. Indeed, the study of clouds lead us to the recognition that any complex phenomenon contains certain unique characteristics, as well as generalizable factors. (See also Sartori, 1970).

Certainly this is recognized in the natural sciences today. In biology, Crick notes that the genetic code could have had "almost any structure since its details would depend on which amino acid went with which adapter." The patterns that emerge are the result of an interaction between certain process rules and accidental combinations.
(Political leadership cont. from page 35)

(Crick, 1988, 96). Even physics and chemistry, as Karl Popper has pointed out, require a knowledge of contingent (i.e. improbable) events in the past. Bohr's theory of the periodic system assumes that the properties of the nuclei of the heavier elements actually result from "a rare process which makes several hydrogen nuclei fuse into heavier nuclei, under conditions which are only rarely encountered in the cosmos" (Popper 1982, 142-43). Indeed many physicists have begun to note the irregular side of the universe -- its discontinuities and unpredictability's. Chance events, as chaos theorists have noted, influence the fall of a drop of water or the route of a snowflake. Even though these disorders are minor, they can, over time, create overwhelming differences in final outcomes (Gleick, 1988).

In the social sciences case studies are the usual method for delineating complex and or contingent events. But as Eckstein (1975) and many others have pointed out, they may also be employed to develop broader theory (Erlsandson, et al, 1993, 16, 32-33; Yin, 1989, 23 and Van Evers, 1997). They can be used to test hypotheses developed elsewhere. Thus the works of Jervis (1970; 1976) and Janis (1983) on the role of stress and cognition in decision making have been tested via case studies by Larson (1985), Lebow (1981), Glad (1989) and others. Indeed, even the ostensibly idiopathic world views and character structure of a given leader usually fit some sort of mold. If such a person is widely honored and educated in institutions typical of a class of decision makers, his views can be assumed to be typical of others (Glad, 1966).

Comparative case studies moreover, provide us with "natural experiments" in which we can select our problems in accord with the variables we wish to consider. (For examples, see James David Barber's studies of presidents (1972), McConahay's (1950) study of South Carolina legislators and Glad's study of Key Pittman (1990). When these comparisons are made across cultures, one can build toward the establishment of more general "laws" of political leadership. In Political Leadership, for example, James M. Burns (1978) identifies clear distinctions between transformational and transactional leadership in several cultures. Building on this work, my recent work suggests that the relationships between transformational leaders (those tied in some ways to the old order, the others for the new order coming into being) can be critical in whether or transformational endeavors are successful in accomplishing their goals. (Glad 1996; Glad and Shiraev 1999a, b; Glad and Blanton, 1997). Comparative studies also suggest that the self destructive behaviors of tyrants can best be understood in terms of the impact of absolute power on a narcissistic/malignant personality structure (Glad, 1998). For other cross culture studies see Kellerman and Rubin (1988) and Anthony King (1993). [Footnote Two]

The proofs we employ for these case studies do not always follow a simple formula. "The issue of verification by repetition," as Stephen Jay Gould (1989, 278) notes, "does not arise because we are trying to account for unique details that cannot, both by laws of probability and time's arrow of irreversibility, occur together again." Even the proofs for general theories -- when they deal with the complex and contingent -- always require inductive processes and synthetic reasoning. Darwin called this kind of proof "consilience." (Gould 1989, 282). In the social sciences George and McKeown (1985) have explained, the proofs we rely on for the analysis of an individual's character or decision making processes resides in the discovery of patterns -- and these patterns must correspond to a more general body of social science knowledge (George, 1979). The end result of our individual and collective inquiries is not apt to be a few simple general rules of political leadership from which everything else can be derived. Rather the result will be a mosaic -- a complex body of theories in which we answer some of the questions noted above. This approach may lack the elegance and simplicity that we find in certain basic laws of physics. But in other natural sciences such as biology, as Francis Crick (1988, 138-39) has noted, the search for grand abstraction has not proved that useful. Herbert Simon (1985, 301), despite his early distrust of psychology, has addressed the situation as follows: A hope of finding our "three laws of motion" was probably a major part of the appeal of rational choice theory in its purer forms. ... Perhaps our aspirations for lawfulness should be modeled upon the complexities of molecular biology -- surely a successful science, but hardly a neat one -- rather than upon the simplicities of classical mechanics.

In conclusion, the study of leadership in political science has been impeded by textbook notions of science that see the discovery of abstract laws as the only legitimate form of inquiry. But in the social sciences, as in the natural sciences, some of the most important facts to be explained are historical in nature - i.e. a particular set of contingencies coming together and changing a significant line of development. Even the discovery of more general and abstract laws requires some naturalistic inquiry. Ultimately, the kinds of proofs offered will vary with the nature of the inquiry undertaken. But one process does not fit all inquiry. In "good" science, as Almond and Genco (1977, 510) have pointed out, "methods are fitted to the subject matter rather than subject matter being truncated or distorted in order to fit it to a preordained notion of 'scientific method.'" [Footnote One]

These figures were compiled for me by Chris Dolan, a graduate student at USC. Though most of the journal articles did not have the term leadership in the title, the topic was indirectly addressed in the analyses of dominance patterns in terms of social interaction, conflict behavior, and other patterns of group dynamics. Wilhoite's study of leadership of religious groups, it should be noted, did appear in the American Political Science Review in 1976. [Footnote Two: For guidelines, we should be clear about when individual personality traits matter the most. For how we can operationalize variables see Runyan (1982) and Alexander George (1986).]

References


BOOK REVIEW

Profiling Political Leaders: Report on a Forthcoming Research Collection

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The study of political leadership presents a challenge to researchers from both psychology and political science. The relationship of personality to political leadership and the general assessment of the effects of personality in political decision-making and processes, have attracted a growing amount of attention in recent years and have resulted in numerous studies (for example, Hermann, 1977; Smith, 1992; Renshon, 1995; Feldman, 2000). We have worked in this general area of research and have produced several research papers and books on the complexity of the linkages between personality and leadership. In recent years we have begun to focus our interest on the application of available analytic methods capable of furthering understanding of the political personality and its function from an international, comparative perspective. To this end, we established a project which had as its goal, the explanation and evaluation of current methods—and their application—available for the assessment and examination of relationships between personality, motivation, decision-making, leadership style, and behavior, among political leaders and across divergent cultures.

The result is a two-volume set of collected research soon to be published by Greenwood Publishing Group (Westport, Conn.: USA). These two volumes describe and analyze theoretical issues related to political leadership; examine available methods and the cross-cultural application of these methods in the analysis of political leadership (including thematic content analytic methods used in the measurement of motive imagery and integrative complexity); present techniques that may combine one or more of the extant methods or develop a novel approach to the assessment of the political personality; and evaluate psycho-diagnostic and psycho-diagnostic and psycho-diagnostic and methods and their application in profiling the personalities of political leaders.

The focus of the first volume—Political Leadership: Cross-Cultural Studies of Personality and Behavior—is the examination and application of a variety of methods designed to profile political leaders from divergent societies. It is innovative in the sense that it is the first scholarly attempt, in one volume, to examine the utility of these methods in the analysis of linkages between personality, political motivation, and behavior in countries such as China, Japan, Israel, Iran, Russia, New Zealand, Germany, Canada, and the United Kingdom. Chapters utilize rarely examined case studies that include those who are undoubtedly among the most powerful and significant leaders of the twentieth century—Mao Zedong of China; Nobusuke Kishi of Japan; Tony Blair of the UK; David Lange of New Zealand; Sayed Mohammed Khatami of Iran; Yitzhak Shamir, Yitzhak Rabin, Shimon Peres, and Benjamin Netanyahu of Israel; Helmut Kohl of Germany; and Stalin, Yeltsin, Lebed, Zhirinovsky, and Putin of Russia. This volume illustrates the role of cultural and political context, including historical circumstance, environmental factors, and socialization agents that affect and shape political leadership and performance in divergent societies. The chapters together provide a broad social scientific view of political leadership from different perspectives (multicultural, multi-disciplinary, and multimethodological).

The second volume—Political Leadership for the New Century: Personality and Behavior among American Leaders—is specifically designed to analyze and deal with the complexities of evaluating those political leaders who have become prominent within the United States. It examines Presidents John F. Kennedy, Ronald Reagan, George Bush, and Bill Clinton, and other prominent leaders including Texas Governor and presidential candidate George W. Bush, Vice-President and presidential candidate Al Gore, U.S. Senator John McCain, and Vice-President Spiro Agnew.

Many of the top researchers in the field are participants in our project, including Peter Suedfeld, who examines Canadian prime ministers from the perspective of archival records; Stephen Walker and Mark Schafer with an evaluation of UK Prime Minister Tony Blair's leadership in the foreign policy domain, and a separate chapter on Presidents Bill Clinton and George Bush; Thomas Preston with an examination of the personality and leadership style of Iran's President Khatami; Juliet Kaarbo who expands the current research on prime ministers by focusing on individual differences and isolating personality factors as potential determinants of policy outcomes; Dean Keith Simonton on modern heads of state and historic hereditary monarchs; David Winter with an overview of the state of the art in at-a-distance methods; Betty Glad with an analysis of methodological considerations in leadership studies; Aubrey Immelman analyzing the political personality of Texas Governor George W. Bush; Shigeku Fukai on Prime Minister Nobusuke Kishi of Japan; John Henderson focusing on David Lange, Prime Minister of New Zealand during a time of policy change and political upheaval (1984-1989); and Robert Gilbert with an analysis of the health and personality of JFK. Stanley Renshon provides concluding remarks for both volumes, critiquing current methodological approaches and analyzing U.S. Senator John McCain and presidential candidates George W. Bush and Al Gore. Renshon provides valuable commentary on future research and the role that political leadership plays in modern societies. He deals with the importance of cross-cultural studies and perspectives in developing a better comparative model of psychological function and political behavior, and in enhancing our understanding of the tasks of political leadership.

The two volumes survey state-of-the-art research on psychological profiling and the analysis of political leadership. Accordingly, both volumes should be read together as they combine contributions from international scholars concerned with cross-cultural perspectives on political leadership; and they each communicate across national and disciplinary boundaries with contributing authors from a variety of societies and disciplines including history, political science, psychology, social psychology, and communication. The two-volume set presents chapters that speak to each other in their attempt to find answers to similar queries using differing perspectives and diverse research methods. Finally, both volumes aim to stimulate broad general appeal and professional interest in the linkages between personality and political behavior.

Taken as a whole, the two-volume set addresses the role of a nation's culture and politics in framing the association between psychological profile and leadership (Continued on page 40)
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performance. Chapters call attention to the fact that the behavior of leaders is only a subset of the behavior of people. Cross-cultural comparative research on leadership should be applied within the broader study of cultural and national differences and characteristics; with acknowledgement of and understanding that the behavior and function of leaders within societies can shed light on the (accepted) behavior and norms of the societies themselves. It is our sincere hope that readers will find this book useful and that it will stimulate further research into political leadership around the globe.

References


Note

OFER FELDMAN is Associate Professor of Social Psychology and Politics at Naruto University of Education, Japan. He is the author of Politics and the News Media in Japan (University of Michigan Press, 1993), The Japanese Political Personality (St. Martin's Press, 2000), and two books in Japanese on political behavior. He is the editor of Political Psychology in Japan (Nova Science Publication, 1999), and the co-editor (with Christ'l De Landtsheer) of two books entitled, Politically Speaking (Praeger, 1998), and Beyond Public Speech and Symbols (Praeger, 2000). He serves as the Chair of Psycho-Politics Research Committee of the International Political Science Association.

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