A MESSAGE FROM THE PRESIDENT

Summing Up

Gloria B. Gottsegen, PhD
President

The following column was written before the September 11, 2001 World Trade Center disaster. I cannot describe the number and quality of the outpouring of messages to us at the Division of International Psychology from our colleagues around the world. We know that you are with us in this time of turmoil.

I write this piece coming off a high from our meetings in San Francisco. What a busy and exciting time it was. Our programs were interesting and well attended (thanks to our great Program Chair, Joan Chrisler and her Co-chair, Susan Dutch). The poster presentations gave our members an opportunity to show their latest work and our combined social hour with Division 46 (Media Psychology) allowed us to provide more interesting food than our budget would normally allow.

It gave me great pleasure to share the presentation of our awards with Awards Chair, Florence Denmark, to the 2001 Distinguished International Psychologist, Elizabeth Nair from Singapore and the Psychologist of the Year Award to Robert Morgan from Guam. Others honored were our Past President, Frank Farley, outgoing committee chairs Harold Takoschian (Fellows), Joy Rice (International Committee for Women), Joan Chrisler (Program) and Students Shannon McColm and Evana Hsiao.

We cannot forget the generosity of Carole Rayburn who donated $300 to the Division to fund a new award for the first three years to an early or mid career psychologist in honor of Florence Denmark and Mary Reeder. Our Mentoring Award Chair Lynn Rehm and our Student Research Award Chair John Lewis have developed criteria for those awards which are soon to be implemented.

Most important was the work done by the Division in making comments on the various APA reports circulated. Thus, Paul Pederson and Fred Leong commented on the draft Guidelines on MultiCultural Counseling, Lynn Rehm and Maryka Biaggio replied to the President's Commission on Education and Training Leading to Licensure, Lenore Walker and Nancy Felipe Russo responded to the draft Revision of the Ethics Code, Florence Denmark commented on the Guide

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Division 52 at the United Nations

Florence L. Denmark, PhD
APA NGO Representative to UN

APA and our Division 52 have been busy at the UN. At the APA Convention in San Francisco, Corann Okorodudu led a panel reporting on our activities at the UN. On the panel were Debby Ragin, Thema Bryant, and me. It was well attended and included other UN representatives who are also members of Division 52. One of these is Pete Walker, a SPSSI NGO Representative, who serves with me on the Executive Committee on the Committee on Aging.

Immediately following APA, Corann and Thema left for Durban, South Africa, and the World Conference Against Racism (WCAR). Thema and Corann presented a symposium on the Psychological Consequences of Racism and the Role of Psychologists in Dismantling Racism. Both Corann and Thema effectively lobbied to get psychology and mental health included in the NACP document section on the causes, consequences, and solutions for racism. Unfortunately, the fine work of psychologists got lost in the uproar created at the Conference. Debby Ragin has also been working with other NGOs to make sure that Mental Health concerns are addressed in UN documents.

Harold Cook, a member of the Committee of Mental Health, the UNICEF working group on armed conflict and children, and the UNICEF working groups on child rights, has also been involved in lobbying government missions in Europe and South America. He has also been very active in the North American and Linkage Caucuses. Harold succeeded in inserting terms in the final alternative version of "The World Fit for Children" that included "emotional, cognitive, and intellectual development", "mental health", "psychological effects of war", "psychologists", and other psychological terms.

I have been particularly active on the Committee on Aging, where I have been elected Treasurer, and thus am a member of
CALL FOR NOMINATIONS - 2002

Committee on Women in Psychology (CWP) Leadership Awards

The APA Committee on Women in Psychology (CWP) invites nominations for its eighteenth annual Leadership Awards. These awards serve to actively demonstrate CWP's commitment to ensure that women receive equity both within psychology and as consumers of psychological services, and that issues pertaining to women are kept at the forefront of psychological research, education, training, and practice.

Nominees will be identified as “emerging” or “distinguished” leaders in one or more areas of influence: service provision, scholarship, public interest, and service in psychology. Emerging leaders are psychologists who have received their doctorate within the past 15 years, have made a substantial contribution to women in psychology and show promise of an extensive, influential career. Distinguished leaders are psychologists who have worked for 15 years or more after receiving their doctorate. They should have a longstanding influence on women's issues and status and should be recognized leaders in their area of expertise.

All nominations must include a brief statement of support for the nominee (500-word maximum), a current vita (6 copies), and three letters of reference (6 copies of each letter). Reference letters should address the nominees’ leadership activities, contributions, and scope of influence that advance knowledge for and about women, foster understanding of women’s lives, and improve the status of women and underrepresented populations of women in psychology and society.

Current CWP members, members of APA’s Board of Directors, individuals who have announced candidacy for APA President, and APA staff are not eligible. CWP members cannot make nominations. Award recipients, selected by CWP in March, will be announced at the APA Convention in August 2002.

Nominations and supporting materials must be received by Thursday, February 1, 2002. Send nominations materials to: Leslie Cameron, Women's Programs Office, American Psychological Association, 750 First St., N.E., Washington, DC 20002-4242.

International Psychology Reporter
APA Division 52 Newsletter
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ARTICLE SUBMISSION: For smaller articles (op-ed, comments, suggestions, etc.) submit up to 200 words by fax or e-mail. Longer articles (Division reports, academic articles, etc.) can run up to 1500 words and should be submitted on diskette, 3.5", IBM formatted. Time limitation in production requires all material to be submitted electronically.

Submit all materials to: Ivan Kos, PhD, Editor. International Psychotherapy Associates, 625 Main Street, suite 625, New York, NY 10044, Fax: 212-486-0174, E-mail: IKos@ipa.aol.com

Submission deadlines for:
Spring issue - February 28, 2001
Summer issue - May 30, 2001
Fall/Winter issue - October 30, 2001

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International Psychology Reporter, Fall/Winter 2001 Page 3

NEWS FROM DIVISION 52

Council of Representatives
Report:
San Francisco, California,
August 23 & 26, 2001

Frances M. Culbertson
Division 52 Council Representative

The Council of Representative meetings always involve a big package which means that it is more than the Council meetings that occur at the times of the meetings. Both at the Convention meetings in August and then again at the Council of Representative meetings in February, there are also the Council of Representatives’ Caucus meetings. These groups are special interest groups that enhance and assist in helping Council’s work during their meetings. Most of these meetings occur on the Wednesday night before the Council meets. They engage in discussions, that oftentimes provide needed information for Council members.

To acquaint you with the Caucuses, I thought a listing of some of them, important to Division 52, would be helpful to you and also give you some flavor of the work of your Council Representative. I am going to provide you with a listing and a short description. If you have further interest in any of these groups, you may write me for further information and I welcome you to attend and become a part of them. They are as follows:

1. Assembly of Scientist-Practitioner Psychologists - The work of this caucus is to promote the highest standards of training in science, education and practice and their integration. This Assembly was formed during the reorganizational struggle in APA to oppose the plan to divide APA in two parts - one practice and one science.

2. Association of Practicing Psychologists - the purpose of this Caucus is to further the agenda of practitioners in APA governance.

3. Caucus of State and provincial Representatives - This Caucus serves to identify and promote the interests of the State and Provincial Psychological Affiliates in APA.

4. Coalition for Academic, Scientific and Applied Psychology - The mission of CASAP is to serve as an advocate (Continued on page 4)

(Continuing from page 1)
I. GENERAL BUSINESS

The first item of business was the Council of Representatives approval of the minutes of the February 23 - 25, 2001 meeting in Washington, D.C.

President Norine Johnson gave a report on her year’s work and the goals she achieved in furthering her major program: PSYCHOLOGY BUILDS A HEALTHY WORLD. In this endeavor, she focused on bringing to the forefront in APA, and to the public at large, the importance of mental and physical health throughout the world. An important part of this work was to create a change in the mission of APA, and in May, 2001, the membership voted on a change in the APA mission statement to include “health” as one of our missions.

Dr. Fowler, our CEO, then presented a report on the “state of APA,” particularly our financial state. This was a good year for us. Our buildings have been financially very profitable and have proven not to cost APA any monies. The Publication Manual, published by Oxford University Press, was also a success. Our TV and media presentations have been very productive, particularly the media presentation of Adults and Children Together, a public service announcement. And, finally, our efforts to decrease staff turnover, with adjustments in salary and benefits have proven to be a success.

II. ELECTIONS, AWARDS, MEMBERSHIP AND HUMAN RESOURCES

Under this category, there were a number of items of interest to the Division. The first notable one was the report of the Task Force on Membership, Retention and Recruitment. The item in the report dealing with the recommendation for funding for increased membership retention and recruitment activities was postponed to the February 2002 meeting. In order to further the work of the Task Force, Council did approve extending the Membership Committee’s meeting one day in the fall and invited the Task Force Recruitment and Retention members to also attend this meeting. (Your Council Representative is a member of this Committee, and retention and recruitment of new members is vital to our Division. I hope to work on many proposals that will draw members to our Division as well as to all of APA).

Members who have reached the age of 65 and have belonged to APA for a total of 25 years (now designated as Life Members) have an option to choose a dues-
These members will be exempt from further payment of APA dues as well as division dues and assessments, or other assessments established by Council. However, these members will have the option of paying a subscription price/service fee if they wish to receive the American Psychologist and/or the Monitor. Also, Divisions may assess a fee to cover costs of their publications to these individuals.

III. ETHICS

Council received an update on the ongoing revision of the Ethics Code.

IV. BOARD OF DIRECTORS

Council referred the item of having a Graduate Student Member on the Board of Directors and Council to the Board of Directors for further discussion and requested that the Board consider a proposal to have an APAGS voting members on Council, but not on the Board of Directors.

V. DIVISIONS AND STATE AND PROVINCIAL ASSOCIATIONS

Council voted to approve the following amendment to Article VI, Sec 3, of the APA Bylaws. That amendment is that a Division shall be established whenever one percent or more of the members of the Association petition for it and Council approves. A 2/3rds vote of those present at a meeting of Council is required for establishment of a new Division. This will be forwarded to membership for a vote.

VI. ORGANIZATION OF THE APA

The number of Representatives from Divisions and State/Provincial Associations shall be 162. The 162 Representatives will be divided into two pools, one for State/Provincial Association and one for Divisions. There is a complicated procedure to determine this apportionment and if you are interested in this, please write me.

VI. PUBLICATIONS AND COMMUNICATIONS

The enhancement of dissemination of psychological knowledge to the Public, a new business item, was referred to the P&C Board and the Board of Scientific Affairs. In Executive Session, Council discussed policy issues regarding the American Psychologist's controversy arising over the editorial handling of a submission.

VIII. CONVENTION AFFAIRS

The convention in Chicago will be thoroughly evaluated and this evaluation plan for the clustering programming will be presented for review at the Council's February meeting. The evaluation plan will be implemented in two phases. One will be completed by September 30, 2002, and will lead to changes and a decision regarding the programming for 2003, which will then involve the second evaluation plan.

IX. EDUCATION AFFAIRS

Council approved an amendment to Membership, to include a 2-Year College Teacher Affiliates Membership, who are not Members of the Association and who shall not represent themselves as such. They also voted to approve an amendment to establish a Committee of Psychology Teachers at Community Colleges. These two groups will report through the Board of Educational Affairs.

X. PROFESSIONAL AFFAIRS

Council approved the Criteria for Practice Guideline Development and Evaluation as APA policy.

XI. SCIENTIFIC AFFAIRS

No items presented for Council approval.

XII. PUBLIC INTEREST

Council passed the motion of "Resolution of the Death Penalty in the United States" as follows: “The American Psychological Association call upon each jurisdiction in the United States that imposes capital punishment not to carry out the death penalty until the jurisdiction implements policies and procedures that can be shown through psychological and other social science research to ameliorate the deficiencies identified in the motion, (these listed deficiencies in the death penalty motion can be obtained by writing to me if you are interested in them).

XIII. ETHNIC MINORITY AFFAIRS

Council approved a motion regarding increasing Ethnic Minority participation on Council. APA will reimburse any Division or State or Provincial Psychological Association for expenses (Continued on page 37)
CALL TO MEMBERS:

to submit short academic articles up to 1500 words, viewpoints of approximately 200 words, relevant news regarding research in intercultural or international psychology, as well as 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 2002. Please send your contributions by February 28, 2002 to:

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More About Division 52 at the United Nation: Global Mental Health Issues for Women

Ricki E. Kantrowitz, PhD
Westfield State College
World Federation for Mental Health NGO Representative to UN

In the Summer 2001 International Psychology Reporter, Florence L. Denmark discussed some of the activities of Division 52 members at the United Nations. I am also a member of Division 52 and have been a UN-NGO (Non-Governmental Organizations) representative for the World Federation for Mental Health for the past six years.

On March 8, 2001, I had the privilege of presenting a position statement about Women, HIV/AIDS and Mental Health during the 45th session of the Commission on the Status of Women (CSW) at the United Nations in New York. The CSW was established in 1946 by the Economic and Social Council of the United Nations and is the main intergovernmental body given the responsibility of promoting the advancement of women and gender equality.

As part of my responsibilities as the convenor of the Gender Perspectives Working Group of the NGO Committee on Mental Health, I helped coordinate the writing of a position statement by members of the committee and by other interested NGOs. The statement highlighted the psychological impact of HIV/AIDS on women with the illness and those serving as caregivers. Women's powerlessness in many situations to protect themselves against the disease was acknowledged. A number of action priorities were recommended, such as including a mental health component in all HIV/AIDS programs and policies and providing psychological support services and grief counseling for women in caregiving positions. The statement was well received.

Within minutes of giving the statement, I was approached by NGOs and government delegates from such countries as Ghana, Cameroon, China, Taiwan, Australia and Canada to talk more about the issue. I believe the response demonstrates a growing awareness in the global community about the importance of mental health issues.

This recognition of women's mental health issues has been growing slowly since the UN Fourth World Conference on Women held in Beijing in 1995. At that conference the international mental health community sponsored workshops, attended caucuses and brought a psychological perspective to policy and general discussions. It was generally recognized that women's psychological distress is often socially based. The impact of violence, trauma, gender discrimination and poverty on women's mental health, as well as women's higher rates of depression and anxiety, were some of the topics examined. Those of us concerned with mental health issues left Beijing with a strong desire to turn discussion into action. One result was that many NGOs became active in the UN-NGO Committee on Mental Health. This committee sponsors programs each month on a variety of topics at the United Nations and has been active at the annual meetings of the Commission on the Status of Women.

From 1995 until 2000, the CSW focused its annual sessions at the United Nations on a review of the 12 critical areas of concern identified in the Platform for Action, the outcome document from the Beijing meeting. These 12 areas include: poverty, education and training, health, violence, armed conflict, the economy, power and decision-making, institutional mechanisms, human rights, media, environment and the girl-child. The issues discussed in 2001 included HIV/AIDS and racism and discrimination. Our advocacy efforts have focused on mainstreaming mental health across all 12 areas of concern.

The 43rd session of the CSW, held March 1999, was especially noteworthy for advancing women's mental health issues. "Women and Health" was identified as a priority theme and mental health was recognized as an "emerging issue." An NGO Task Force on Mental Health, formed many months before the session, convened to ensure that mental health issues would be given visibility. Members of the Task Force advocated for the inclusion of mental health professionals on expert panels. A statement on "Women and Mental Health" was read at a plenary session of the CSW, informational handouts were distributed to government and NGO delegates and several relevant workshops and caucuses were held. The workshops included "Roundtable on Mental Health: Effective Actions" and "A Dialogue on Mental Health: Developing Interventions for Asian Migrant and Rural Women." As a

(Continued on page 7)
result of these efforts, the final report of the 43rd session included a section on mental health.

Also during the 43rd session the Philippine government delegation asked the NGO mental health group for assistance in writing a Resolution specifically targeting Women and Mental Health. This resolution begins by reaffirming the commitments made in the Beijing Platform for Action that "women have the right to the enjoyment of the highest attainable standard of physical and mental health." It presents concerns about rates of depression for women, as well as the tremendous health burdens created by gender discrimination, violence and lack of access to appropriate mental health care. It calls for a number of initiatives including "the urgent implementation of the health objectives of the Beijing Platform for Action ... with the integration of mental health as a priority issue." The Resolution on Women and Mental Health, with emphasis on special groups, was passed by the CSW at the conclusion of the session and is one of the most significant outcomes of the advocacy efforts by the NGO Committee on Mental Health.

During the 2000 CSW session, at a meeting entitled "Dialogue on the Follow-up and Implementation of the Resolution on Women and Mental Health", representatives from the World Health Organization (WHO) reported that WHO had decided to follow-up a specific request made in the 1999 resolution. WHO had been asked to develop and disseminate a training manual designed to provide community health workers with "the appropriate skills for assisting women and girls who are experiencing problems and mental disorders as a result of trauma, all forms of discrimination, exploitation, abuse and oppression." This manual is currently in preparation.

In June 2000, a Special Session of the United Nations General Assembly on "Women 2000: Gender equality, development and peace for the twenty-first century, Beijing +5" was convened. The goal of the session was to review the progress made by governments on behalf of women in implementing the 1995 Beijing Platform for Action and to determine what obstacles remained. NGOs were not involved in the official negotiation of the document and there was little room to showcase mental health issues during these sessions. However, mental health workshops and workedshops were held. The NGO Caucus on Mental Health (composed of members from both the NGO Committee on Mental Health and the NGO Committee on the Status of Women) presented an official statement about women's mental health to the General Assembly. The statement begins "Mental health must be recognized as a priority issue for women and girls. The development of healthy self-esteem and positive identity for women is significantly hampered by their marginalized and subordinate position in society." This statement was presented in conjunction with a talk given by Dr. Gro Harlem Brundtland, Director-General of the World Health Organization, who has identified mental health as one of the top priorities for WHO. In fact, WHO designated mental health as the theme for World Health Day 2001 and a major document on mental health will be issued for the World Health Report in October.

For those of us working on behalf of mental health issues at the United Nations, it is exciting to see our efforts progress. We advocated for the inclusion of mental health language in the Beijing Platform for Action; we encouraged a fuller discussion of mental health in the review of the Health section at the 1999 CSW meetings; we assisted in the writing of the Resolution on Women and Mental Health, with emphasis on special groups; and we presented a statement to the Special Session of the General Assembly in June 2000. At each of the annual CSW meetings, including March 2001, mental health workshops have been held and mental health statements have been read and disseminated. Our main message has been that women's mental health and psychological well-being are cross-cutting issues that are relevant in all sections of the Platform for Action, not just in the Health section. We believe that the United Nations system, governments, intergovernmental organizations and NGOs should integrate mental health into all levels of policy and program development.

We look forward to working with the new UN-NGO representatives from APA. The more individuals available to bring psychological expertise to the global community and to educate and lobby delegates about the importance of mental health, the more impact the psychological community will have. Our work is far from over.

Further resources on the CSW, the United Nations and the NGO Committee on Mental Health can be found on the Internet at http://www.un.org/womenwatch and www.conferenceofngos.org (Search the CONGO Substantive Committees and the Calendar of Events).

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Div. 52 Liaisons to CIRP
Ernst Boer, Ivan Kos and Gloria Gottsegen

AWARDS

Henry P. David, Ph.D. received the 2001 American Public Health Association Carl L. Shultz Award for "professional achievement, personal dedication, and long-lasting contributions," presented by the Population, Family Planning, and Reproductive Health Section at its October meeting in Atlanta. Dr. David is the Founder/Director of the Transnational Family Research Institute in Bethesda, MD.
Internationalizing the Curriculum

Training programs. In the 1950s and 1960s, psychology began as a new discipline in Europe and Asia, and international organizations, expanding the field, recognized the need for students to have an international orientation to international issues. APA’s Committee on International Relations in Psychology, recognizing the need for students to have an international orientation, has committed itself to facilitating that development. The committee has commissioned surveys to determine the degree to which international issues are included in graduate programs and has begun to develop educational modules that can be used in classrooms in the US and elsewhere.

Internationalizing the curriculum is a daunting task when one realizes that the ultimate goal is to equip the next generation with skills that will enable them to tackle the challenges of our increasingly global community. It is increasingly clear that new psychologists need a sophisticated orientation to international issues.

Future Trends in International Psychology

Raymond D. Fowler, PhD
American Psychological Association

Psychology began as an international discipline. International meetings occurred years before there were national organizations of psychologists. Psychology was such a new discipline that no country had a critical mass of psychologists, so they came together from all over the world to share new research and new ideas.

In the US and in much of Europe, most aspiring psychologists studied in Germany, until the US and other countries had developed graduate programs of their own. Before 1900, most of the world’s psychologists were young white men who knew each other and interacted freely with each other, felt comfortable in other countries and spoke several languages. When Freud visited Clark University near the turn of the century, psychologists came from all over the region to hear him. He gave long talks in German, and no one, I have heard, needed a translator.

After 1900, commitment to international psychology diminished in the US. Two world wars constrained travel to Europe, and US psychology began to turn in on itself.

By the 1950s, psychology had flourished in the US and faded in many other countries because of the devastation of war. Few US psychologists looked to Europe for new developments in psychology, and some even claimed that psychology was an American discipline and the rest of the world had little to offer.

By the 1970s and 1980s, expansion of psychology in Europe and Asia accelerated and began to rival the explosive growth the US had experienced in the 1950s and 1960s. Psychology began to be recognized, once again, as an international discipline, and international organizations and congresses flourished once again. Researchers began to collaborate across national boundaries, but there was still a lack of international orientation in many graduate training programs.

Internationalizing the Curriculum

As globalization takes place in business and communications, the need to orient students to the world of international psychology increases. Students who are not familiar with the world’s literature fall behind and those who do not understand the importance of international psychology will be at an increasing disadvantage in their careers.

APA’s Committee on International Relations in Psychology, recognizing the need for students to have an international orientation, has committed itself to facilitating that development. The committee has commissioned surveys to determine the degree to which international issues are included in graduate programs and has begun to develop educational modules that can be used in classrooms in the US and elsewhere.

Internationalizing the curriculum is a daunting task when one realizes that the ultimate goal is to equip the next generation with skills that will enable them to tackle the challenges of our increasingly global community. It is increasingly clear that new psychologists need a sophisticated orientation to international issues.

International Communications

The proliferation of international organizations and the increasing number of international congresses have helped to familiarize psychologists with what is taking place in other countries and helped them get acquainted on a face to face basis. Communication has been facilitated by international newsletters and journals such as the ones produced by the International Union of Psychological Sciences and the International Association of Applied Psychology as well as by commercial publishers. APA, which once ignored international psychology, now has thousands of international affiliates, and each year attracts to its convention several thousand psychologists from up to 50 different countries. PsycINFO, the research database developed by APA, helps to level the playing field among researchers around the world by making the world’s literature as readily available to a researcher in China or Estonia as one in New York or London.

Perhaps the most important new element in international communication is the Internet. Scholars and researchers around the world not only can rapidly retrieve research data on virtually any topic but they can almost instantly contact each other and collaborate on research. A decade ago, co-authoring an article with someone in another country could delay publication by months. With the Internet, it is as easy to collaborate with a colleague across the world as across the campus. The benefits of collaboration extend to all research areas, but it has been particularly beneficial in cross-cultural research.

Standards of Practice

The flourishing of international communication and collaboration first impacted academic researchers, but developments in applied practice are rapidly catching up.

In the more applied areas, global interactions have had a powerful effect on the standards and regulation of applied practice. A few decades ago, the standards of training for practitioners across countries hardly showed any commonality at all, and every country seemed to have its own criteria for certification and its own standards of practice. In the 1960s, I had the experience of traveling to several European countries and to Australia as part of a large scale applied personality assessment study. Going from England to Denmark to France to Italy was like visiting different planets. Standards of practice as well as criteria for practice differed so much that it was almost impossible to generalize from one country to another. Today, psychologists from most countries not only understand each other’s work but profit from sharing it. New developments in one country are rapidly communicated around the world to others. The increasing use of English as a common language for professional meetings and, in some countries, instruction in psychology creates problems for non-English speakers. Nevertheless, having a common language has probably facilitated international communication.

Another important issue is level of training. The US has always had the doctorate as the entry level for research, teaching and practice, but that is not true for
many countries. Not too long ago, most of the world certified individuals for practice with a masters degree or sometimes much less. There is a steady move in many of the countries of the world toward the doctorate as the entry level. This is taking place on an individual level as more doctoral training opportunities become available. In some jurisdictions, efforts are being made to upgrade large numbers of psychologists from the masters level to the doctoral level by providing high quality distance learning. South Africa, Quebec and the Virgin Islands are examples of that trend.

Let me briefly touch on two interesting developments in psychological practice, which will have strong international implications.

**Prescription Privileges for Psychologists**

In the United States, and in some other countries as well, psychology has far exceeded psychiatry as the largest doctoral level provider of mental health services. Fewer graduates of US medical schools are entering psychiatry, and many of those who do, receive little or no training in psychotherapy. Over the past decade, the number of clinically trained psychiatrists has decreased, and psychiatrists are spending less time on direct patient care and more time as administrators. Despite the large number of health and mental health professionals in the US, major gaps exist in the provision of mental health service.

While research continues to underscore the linkage between psychological and physical well being, there are fewer and fewer mental health professionals who are able to provide both treatment and medication. Psychiatrists, who are permitted by law to provide both, are decreasing in numbers and fewer of them are trained to do psychotherapy. Psychologists, who are increasingly dominant in providing psychotherapy, cannot prescribe medications their patient may need.

Despite the great need for the integration of mental and physical treatment, most US citizens do not have access to mental health professionals capable of providing the full range of services, using psychotherapy in combination with medication. Recent studies have confirmed that when treating some mental and emotional disorders, a combination of medication and psychotherapy results in faster improvement that either alone.

The American Psychological Association believes that training psychologists to prescribe is part of the natural growth and development of the profession in response to unmet patient needs. APA has developed standards for training and certification of psychologists to prescribe. It is still illegal in all US states for psychologists, no matter how well trained, to prescribe, but laws are being considered in many states to permit psychologists to prescribe.

The international implications of that development are substantial. Many countries are looking with interest at the developments in the US, but most will take a wait and see attitude until it is proved to be practical in the US. Not so in South Africa. In close collaboration with APA, South African psychologists are moving rapidly toward legally sanctioned prescribing by psychologists, and it is likely that they will reach that goal before the United States.

Getting to where we are in prescription privileges for psychologist has been very slow, but I predict that it will not be many years before prescribing psychologists will be practicing in many of the world’s countries.

**Telehealth and Professional Practice**

Another development that has far-reaching implications for psychology practitioners and consumers - literally worldwide - is the rapidly growing field of telehealth. Telehealth is the use of telecommunications and electronic information technologies to provide health care services across long distances. Some examples from medicine include the use of computers to send X-rays from a rural hospital to specialists in a large urban medical center to assist with diagnosis, or long distance treatment consultations between two facilities using a videoconference format.

Telehealth has existed in very basic forms for almost 40 years. However, rapid advances in computer and telecommunications technology have recently expanded the potential for many new uses in health care and in mental health care as well. Some of these include use of the Internet to provide information to patients and continuing education for practitioners through the Internet; the exchange patient records electronically -- and in mental health -- the ability to provide long distance psychotherapy through live video linkages or the Internet.

One innovative mental health example is the practice of a Seattle psychologist who, through a video hookup, works with attention deficit disordered children who live in rural areas. Moreover, the international possibilities are already a reality, since the World Wide Web permits, for example, a depressed person in one country to receive psychotherapy services from a clinician in another. Telehealth also makes health and mental health information widely accessible to persons around the world through the proliferation of websites dedicated to such information. And consumers are seeking this information at astonishing rates. In the US, a recent poll showed that over 60 million persons had searched for health information online in the previous year.

Because telehealth technologies are dramatically reshaping how consumers and providers access and use health care information and services, APA has been actively addressing the implications of these changes for psychology practitioners and their patients for the past several years. Besides working with government agencies and consumer groups on such issues as the regulation of telehealth services and provider licensure mechanisms in order to protect consumers, we are also addressing the additional complexities that telehealth models pose for the ethics of psychological practice and the maintenance of patient confidentiality.

**Mobility**

In the past, psychologists trained in one country could only practice in the country in which they were trained. In the US, it was difficult even to move from one state to another because of variations in licensing requirements.

The European Union has achieved an increased degree of mobility among the European countries. While there are still differences in level of training among some of the EU countries, the ability to move freely among countries with similar standards has improved.

At this point, about a third of US states have mobility agreements that permit psychologists to move from one state to another, but there is still a long way to go to create open borders within our own country.

Under the North American Free Trade Agreement, mobility has improved between the US and Canada, and progress is being made toward including Mexico in those arrangements.

Ultimately, we can look to free mobility among most of the countries of the world, and, eventually, among the US states.

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INTERNATIONAL NEWS
Meeting the Challenge:  
The Research Efforts of the International Union of Psychological Science

Pierre L.-J. Ritchie and Michel Sabourin  
Secretary General IUPsyS  
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The research activities of the International Union of Psychological Science (IUPsyS), the major body representing psychology on the international scene (in fact, 68 national psychological societies), reflect considerable diversity. These activities are determined by three related factors: (1) the major organizations of the United Nations family (e.g., UNESCO and World Health Organization) establish priorities for research they will support, (2) the major international scientific organizations (e.g., International Council for Science [ICSU] and International Social Sciences Council [ISSC]) establish their own parameters; however, they are influenced by the priorities of the UN bodies since the latter provide a substantial portion of the total funds available, and (3) with knowledge of these priorities and parameters, IUPsyS then determines the expertise and resources it can make available to pursue some of these objectives. Of course, IUPsyS also plays a role in determining the priorities and scope of research funded by the broader international bodies. As one of only three scientific disciplines who are members of both ICSU and ISSC, it enjoys a privileged position in promoting pertinent psychological factors in all areas of international scientific research.

Present research projects

The global nature of IUPsyS sponsored research can be found in illustrations of recent activities. They confirm that persistence of applied research is strongly determined by immediate social needs while basic research addresses the universal need for answers to fundamental questions about psychological functioning. The common feature is adherence to rigorous standards for the conduct of psychological research.

(1) Perception and Assessment of Global Environmental Change (PAGEC): Global change is a phenomenon whose importance to all persons has increased dramatically in recent decades. Yet, it is poorly understood; this is particularly true for the psychological dimensions of global change. As a result, the IUPsyS created PAGEC, coordinated by Professor Kurt Pawlik (University of Hamburg, Germany), with a network of colleagues working together across four continents (Africa, Asia, Europe and the Americas). This is a multi-year project supported by UNESCO, ICSU and ISSC to promote international cooperation and exchange in psychological research relating to human dimensions of global change. Among expected outcomes are: (i) an annotated international directory of behavioral scientists actively involved in research and/or action-implementation programs related to human dimensions of global environmental change; (ii) an expandable data file on completed and ongoing behavioral science research in this area, to be implemented on the Internet, linked to the IUPsyS web-page, and readily accessible world-wide (as a data resource and action-oriented research archive); and (iii) conducting regional PAGEC workshops to address region-specific issues and opportunities in studying behavioral dimensions of global change and efforts towards developing pro-environmental attitudes and human attitudes and behavior.

(2) Dealing with poverty and social integration through studying child-rearing practices of low socio-economic status women: Throughout the world, knowledge and applications generated by Developmental Psychology have made a major contribution to human well-being. A special challenge in this area is to identify and recognize the role of cultural and social factors in mediating the universal experience of attaining competent adult behaviors. This goal becomes more difficult during periods of change whereby traditional skills are less helpful in preparing children for the requirements of rapidly evolving economies and social systems. In particular, child-rearing patterns that involve low levels of verbalization and are oriented toward quiet obedience rather than autonomy, may not provide children with the degree of environmental stimulation needed for the development of certain types of cognitive competence. This in turn generates incongruence with the requirements of schools and increasingly specialized work settings. This is an area where scientifically based, culturally sensitive applied research can make a real difference in the development of children's competence. As a result, IUPsyS sponsored a comprehensive research project, coordinated by Professor

(Continued on page 11)

ARTS 2002
ADVANCED RESEARCH AND TRAINING SEMINARS

ADVANCED RESEARCH AND TRAINING SEMINARS  
www.iupsys.org

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ARTS is a program of international psychology (IAAP- International Association of Applied Psychology, IUPsyS- International Union of Psychological Science, and IACCP- International Association of Cross-Cultural Psychology) to provide training opportunities for scholars from low-income countries and to promote their attendance at the international congresses. Contributions from these international associations and from various national associations and universities have enabled the offering of the following seminars for 2002.
Cigdem Kagitçiba?i (Koc University, Turkey) to focus on this subject.

Among the project's outcomes is research which indicates that an increased sense of efficacy on the part of the women participants appears to be a key to positive changes in their interactions with their children and families as well as for their own well being. Supporting and training women can substantially promote children's overall development as well as facilitate better family relations. The impact is especially important for public policy in societies characterized by economic disadvantage facing rapid social transition where little institutional support is available.

(3) Knowledge Transfer in Health Psychology - The Psychological Contribution to the World Health Organization's Behavioral Science Learning Modules: The Psychology Behavioral Science Learning Modules are based on the recognition that many elements contribute to positive health status. They are anchored in the World Health Organization (WHO) definition of health as "a state of complete physical, mental and social well-being and not merely the absence of disease or infirmity." The attention accorded to behavioral health expanded dramatically over the past decade in North America and Europe. However, it has taken root to a lesser extent elsewhere. This led WHO to embark on an ambitious program to facilitate effective utilization of behavioral science knowledge among a wide range of health care providers across the regions of the world.

A cornerstone of this initiative is the production of Behavioral Sciences Learning Modules. The IUPsyS contribution is coordinated by Professors Robert Martin (University of Manitoba, Canada) and Pierre Ritchie University of Ottawa, Canada) with support from UNESCO via ISSC and from the Canadian Register of Health Service Providers in Psychology as well as with collaboration from colleagues in Brazil, Canada, Egypt, Italy, Kenya, Malaysia, Mexico, Palestine, Thailand, Turkey and the USA. Under the auspices of IUPsyS, two modules have already been completed. The module on "Behavioral Factors in Immunization" emphasizes disease and illness prevention while "Behavioral Factors in Prenatal Care Utilization" stresses health maintenance and promotion. They were designed to facilitate self-directed learning, emphasize opportunities for skill learning in concrete situations and demonstrate to the health care worker how acquiring the skills will help to achieve greater efficiency, be more effective and attain better work satisfaction. The modules can be readily incorporated into the curricula of medical schools and health care training settings. In developing, disseminating, applying, and evaluating the new modules, particular attention is being given to: (i) adherence to a target health status objective; (ii) enhancing coping; (iii) facilitating communication; (iv) attaining specified health behaviors; (v) facilitating the education of indigenous health care providers, professional health practitioners and health care consumers.

(4) Cognitive Psychology - Applications of Basic Research in a Multidisciplinary Environment: Basic research in cognitive psychology and information processing have produced some of the most important scientific applications for contemporary society. Nowhere is the computer as an essential research tool more evident. With the support of UNESCO and ICSU, IUPsyS embarked on a large project coordinated by Professor Michel Denis (Groupe Cognition Humaine, LIMSI-CNRS, Université de Paris-Sud) to facilitate collaboration within psychology across the world and between psychology and other scientific disciplines.

A recent project involved IUPsyS and the International Brain Research Organization (IBRO). The work with IBRO links psychologists with other neuroscientists through work based on neuro-imaging. Neuroscientists familiar with neuro-imaging techniques now wanted more collaboration with psychologists, who, with their knowledge of cognitive modelling, are well able to formulate specific questions to be solved by these techniques. Among the goals are that psychologists adopt a more active approach to neuro-imaging, become aware of the value and the potential uses of these techniques and to foster approaches which better integrate the perspectives of psychology and neuroscience. For neuroscientists, greater collaboration with psychologists will widen their scope and foster appreciation of the value of their techniques for human cognitive modelling. To launch a new era of collaboration, an IUPsyS-IBRO Joint Symposium on the Neuro-imaging of Cognitive Functions was held at the XVII International Congress of Psychology (Stockholm, 2000). The symposium was supplemented by a CD-tutorial, ensuring further dissemination of the ideas and knowledge presented.

Neuroimaging techniques are costly and require highly trained experts and sophisticated equipment. IUPsyS and IBRO believe that it is not appropriate to limit these techniques to those in the developed world. As a result, the international scientific community has been mobilized to support psychologists in developing countries to acquire the technical capacity that can increase their scientific access to the functioning of mind and brain. Hence, a second initiative was a training workshop for young psychologists, with priority to those from developing and low-income countries.

Meeting the challenge

Facilitating research and research networks on a global scale presents many challenges. Differences in language and culture also appear in the diversity found in academic traditions and how science itself is conceptualized. However, the desire to create new knowledge which can respond to human needs found in every region of the world provide a common motivation for collaboration. The specific educational, health and social issues may vary but the pertinence of psychological science and psychological interventions is a constant. Whether it be the cognitive psychologist and neuropsychologist addressing fundamental properties and disorders of the brain, the developmental psychologist and educational psychologist working to improve literacy, the clinical psychologist and health psychologist reducing disease and enhancing illness prevention, or the social psychologist working on global change, the IUPsyS projects confirm the value of psychological research to the attain-ment of well-being.

Summary

Psychology, started as an international discipline, lost that orientation for many years, and then regained it. The globalization of the world's business and communications require changes in how we train and orient our students, how we collaborate in research and how we apply our science. New forms of practice, including telehealth and psychologists prescribing, can be rapidly transported from one country to another. National borders are no longer barriers to research collaboration, common standards of practice and the rapid adoption of innovative techniques and technologies. It seems reasonable to predict that the current trends toward globalization in psychology will continue to accelerate.

(Trends in Int. Psychology cont. from page 9)
This article describes the variegated activities of the University of Missouri-Columbia International Center for Psychosocial Trauma, a formal university center housed in the MU School of Medicine and dedicated to ameliorating the suffering of children around the world who have been exposed to trauma secondary to war or disaster. The article discusses the past activities of the Center as well as plans for future growth and international service.

The University of Missouri International Center for Psychosocial Trauma

The University of Missouri International Center for Psychosocial Trauma (UMICPT) is usually often at the scene of disaster with its rapid response team to provide counseling and emotional support to victims all over the world. The team volunteered its services with the terrorist attack on the World Trade Center in New York City, the team volunteered its services. At the time of this writing, they were among the Red Cross to deploy and help the grieving survivors in New York City and Washington, DC.

The UMICPT trauma team was also called to duty after the Oklahoma City bombing and afterward after the devastating earthquake in India in January 2001. The Center recently got funding from the U.S. Institute of Peace to provide counseling to Chechen refugee children who fled from the Soviet Republic of Ingushetia.

The Center was established in 1994 in response to the needs of war- traumatized children in Bosnia. The focus of the Center is to train mental health professionals and teachers to work with psychologically traumatized children and their families. The Center achieves this objective with two programs.

Center faculty conduct the first Center activity is the “Teachers As Therapists” program conducted at numerous overseas locations. Under this program, they MU faculty and mental health volunteers train teachers to become therapists. “Training the Trainees” is the second program under which selected teachers and mental health professionals are invited to attend an advanced training session during the summer at the Trauma Center in Columbia, Missouri. To

There they receive intensive and interactive training in trauma psychology. These trainees then return to their country of origin and train other professionals.

In the effort to treat war-traumatized children, months to years can go by before refugee and internally displaced children receive psychological counseling. When help arrives, it often comes from strangers who often do not have the means to sustain treatment once peace has been achieved. In 1994, the Trauma Center team of counselors was among the first mental health practitioners to comfort children in the war-ravaged cities of Bosnia and Kosovo, and later in the refugee camps in Albania and Ingushetia. For the past eight years, the Center’s faculty have directed a counseling program specifically adapted to assist war-traumatized children in Bosnia and Kosovo.

Since then, more recently, providing immediate and long-lasting treatment have been the goals of their work. The UMICPT treatment teams have focused on providing immediate and long-lasting treatment with war-traumatized children. Through its programs, the Center has trained indigenous and non-professional adults to fill the void of professional child psychiatrists who take the place of mental health professionals in countries undergoing or recovering from wars, disasters or ethnic conflict.

Dr. Arshad Husain, Director of the Trauma Center, is a U.S. Board-certified child psychiatrist with special expertise in trauma psychiatry. He has adapted standard Western treatment programs for children to better utilize the meager mental health resources available in these unstable and devastated regions. With his colleagues at the University of Missouri-Columbia (MU), he Husain initiated the “Teachers as Therapists” approach and it has made an immediate positive impact in the treatment of Post-Traumatic Stress Disorder, depression and suicide risk in traumatized children and adolescents.

Inherent in this approach is the assumption that in these particular venues, long-lasting success can best be achieved by helping people help themselves. The Center faculty recruits and trains indigenous adults in de-stressing techniques. They taught these volunteers, frequently schoolteachers and respected local leaders, how are taught to identify psychosocial trauma in children. They are also taught them specific therapeutic intervention skills so they can fill the void of professional trauma psychiatrists that is often created by war. Provide services that would simply not be available otherwise because of the paucity of mental health providers in war-ravaged countries.

Since 1994, the Center has trained about 2,500 indigenous adults to provide psychological counseling to more than 20,000 Balkan children. Building on the efforts of these volunteers, they established permanent counseling centers in Sarajevo, Bosnia and in Gjakova, Kosovo. Counselors at these centers continue to provide a full range of direct psychological care to children and their families who suffer from severe psychosocial problems caused by war trauma and loss. The centers also help to help install a general sense of stability and recovery in this war-torn region.

In April 1999, the UMICPT team expanded its humanitarian effort to the traumatized Kosovar children in about 14 refugee camps surrounding Tirana, Albania. They adapted their trauma therapy program that was so successful in Bosnia and taught basic de-stressing stress management skills to Kosovar teachers living in the refugee camps. The teachers agreed to continue to use the program new skills they learned to counsel and comfort the traumatized children in the refugee camps.

The counseling center in Sarajevo also serves as a research site for assessing the psychosocial effects of war trauma. Under UMICPT supervision, staff at the counseling center collect morbidity and treatment data needed to prioritize areas of training and psychiatric mental health services.

The UMICPT team also trains teachers in school settings to enable them to create a therapeutic environment in the classroom. This in-school training also has a research component in which they are currently studying which involves study of 791 randomly selected Sarajevo children with trauma who using PTSD and severe depression, and 92% have psychological development. Initial results indicate that 40% suffer from PTSD and severe depression, and 92% have contemplated suicide. The team will soon complete a three-year study on the long-term effects of trauma. Those results will help to identify the most effective interventions.

(Continued on page 13)
In March 2000, they the MUCICPT trained additional volunteers and developed new programs in Bosnia to enhance resiliency in children and to promote "emotional wellness." UMICPT has trained the Gjakova counseling center staff and teachers at Emil Durako School to conduct a pre-intervention assessment of 1,000 students. The assessment was followed by weekly one-hour in-class teacher interventions during the "emotional wellness" periods.

The Center plans to implement its "Teachers as Therapists" program and the emotional wellness curriculum in the United States to help prevent the growing problem of aggression and violence in U.S. schools.

Another component of the UMICPT outreach strategy is the Training the Trainers program. The Center conducts an intensive training seminar in trauma psychology each summer in Columbia, Missouri. The seminar enables teachers therapists to enhance their trainingspecific trauma treat skills and to learn shows them how to teach other adults and young people the therapeutic skills needed to work with traumatized children. Training sessions cover theory, psychopathology and a variety of treatment modalities in trauma psychology.

Training seminars follow a curriculum developed by the trauma psychology team to build upon a base of core information regarding normal child development and psychopathology. These Specific techniques covered during the summer Institute include play therapy, art therapy, relaxation therapy, and structured de-stressing groups. Participants also practice treatment techniques on each other in workshops devoted to expand their influence and train more teachers and mental health providers to treat void posttraumatic stress disorder and other anxiety disorders. The Center is now in consultation currently consulting with civic, health and educational institutions to provide its programs and interventions in East Africa.

The focus of these future activities will be on "trauma healing and reconciliation" and on "conflict resolution" to address the psychosocial therapy needs of victims in the conflict societies in of East Africa. The Center plans to develop an "emotional wellness" curriculum that will help to promote peace and stability in conflict societies. By training teachers and school counselors to include the "emotional wellness" component in the academic program at their schools, this component of the program will also help to institutionalize peacemaking by infusing conflict resolution skills in conflict societies via the school curriculum.

The efforts of the Trauma Center supplement those of the NGOs, peace organizations, and the diplomatic community trying to bring about peaceful resolution of conflict and to advance reconciliation in divided national communities. Like these other groups, the Center also seeks long-term solutions to preventing and healing the psychological scars of war, especially among the most vulnerable part of the population-children.

An important component of the advanced training at the institute is the resource guide that we provide to the participating schools for each participant. Each participant in program receives a copy of "The Psychiatric Training Manual for Teachers and Mental Health Professionals," which includes curriculum handouts, and functions as a "how to" guide for trainers' use. The manual is updated annually and has been translated into the Bosnian, Albanian and Russian.

Because there is still an unmet need for psychological treatment programs for the war-traumatized children around the world, the MUUMICPT team is willing and ready to help fill these gaps exploring ways to expand its influence and training more teachers and mental health providers to treat void posttraumatic stress disorder and other anxiety disorders. The Center is now in consultation currently consulting with civic, health and educational institutions to provide its programs and interventions in East Africa.

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A cross-national survey, no matter how well-constructed, yields meaningful results only when administered to comparable samples from different nations. Sadly, researchers with limited funding must often rely on non-random samples of convenience (Sears, 1986). Nevertheless, good sampling is crucial. Samples should either be equivalent, matching some identified group (e.g., homemakers, military personnel), or representative (i.e., a sociodemographic cross-section of a nation's population). A common error is to allow collaborators to sample willy-nilly their friends, family, neighbors, or students. Rather, collaborators should seek participants in public places (e.g., community meeting, markets, parks, plazas, theaters) where diverse people (e.g., elderly, women, minorities) congregate. Researchers should preferably (a) sample two or more locations to permit "cross-validation" of data across locations and (b) use a cover sheet for each location, recording the surveyor's identity, place, date and time, number approached, the number who

Note

Tim Gallimore is a journalist currently completing a postdoctoral fellowship in conflict resolution and violence prevention at the Missouri Institute of Mental Health (MIMH). Danny Wedding is the MIMH Director and an active member of Division 52. Both Tim and Danny have volunteered their time and participated internationally in MUCICPT programs in Rwanda and Pakistan.

Collaborating on Cross-national Survey Research: Why and How

Harold Takooshian, PhD, Fordham University and Michael J. Stevens, PhD, Illinois State University

Cross-national collaboration is encouraged by many research institutions and universities (Stead & Harrington, 2000). Although much cross-national research is based on surveys, the question of how cross-national survey data are produced and the implications for the quality of such data have been overlooked. Remarkably little has been published on how to collaborate cross-nationally (Adler, 1994; Stead & Harrington, 2000) compared to the literature on the importance of cross-national research (Hofstede, 2000), cross-national field methods (Lonner & Berry, 1986; Takooshian, Mrinal, & Mrinal, 2001), and test translation (Behling & Law, 2000). In this article, we offer some guidance on ways to collaborate successfully on cross-national survey research, focusing on six points.

Participants

A cross-national survey, no matter how well-constructed, yields meaningful results only when administered to comparable samples from different nations. Sadly, researchers with limited funding must often rely on non-random samples of convenience (Sears, 1986). Nevertheless, good sampling is crucial. Samples should either be equivalent, matching some identified group (e.g., homemakers, military personnel), or representative (i.e., a sociodemographic cross-section of a nation's population). A common error is to allow collaborators to sample willy-nilly their friends, family, neighbors, or students. Rather, collaborators should seek participants in public places (e.g., community meeting, markets, parks, plazas, theaters) where diverse people (e.g., elderly, women, minorities) congregate. Researchers should preferably (a) sample two or more locations to permit "cross-validation" of data across locations and (b) use a cover sheet for each location, recording the surveyor's identity, place, date and time, number approached, the number who

(Continued on page 14)
completed the survey, and any miscellaneous observations. Although conventional wisdom dictates moderate to high response rates, recent research suggests that low response rates do not invalidate survey findings (Krosnick, 1999), a finding which may allay concerns about enlisting a large cross-national sample.

**Materials**

Cross-national surveys frequently require translation, using transscription and back-translation, validation, using the bilingual retet technique, and cultural renorming (Behling & Law, 2000). Ideally, surveys are brief, contains simple, concise terms and grammatical constructions, and provides response options that are easy to make; equally important is that the sampled domains are not culture-specific or offensive (Behling & Law, 2000; Lonner & Berry, 1986). For example, researchers should avoid double negatives and items with multiple themes as these promote confusion and error (Bassili & Scott, 1996). Since respondents interpret survey questions according to the norms of everyday conversation, normative violations introduce error (Krosnick, 1999). This phenomenon has implications for the wording of questions and scale labels in cross-national surveys. Similarly, when constructing surveys, cross-national researchers should minimize threat salience as well as social desirability response bias (Krosnick, 1999; Singer & Presser, 1989). Cross-national researchers encounter unique challenges in countries whose citizens have experienced politically motivated surveys and ideological pressure when surveyed (e.g., Buckley, 1998). Specifying a survey’s objectives is especially important in research on sensitive topics, such as substance abuse (Jutkowitz, 1995) and the aftermath of torture (Willis & Gonzalez, 1998). Because of these and other threats to validity, surveys must be piloted (Krosnick, 1999; Lonner & Berry, 1986; Singer & Presser, 1989). Naturally, researchers should have an adequate number of surveys, clipboards, pencils, envelopes, and business cards on hand (Takooshian et al., 2001).

**Collaborators**

Assuming one lacks the time or funds for global travel, an effective way to conduct cross-national surveys is to enlist skilled collaborators in any of three ways: personal, interpersonal, or non-personal. In each case, it is important to evaluate one’s skills and resources and the complementary strengths of potential collaborators (Stead & Harrington, 2000). Should collaborators agree to help, it is essential to clarify the aims and process of the project.

**Personal**

Some fortunate researchers may have colleagues, former students, or other contacts abroad who are willing to assist in collecting survey data. For those who do not, understanding the nuances of initiating and nurturing relationships in other cultures is critical (Stead & Harrington, 2000).

Cultural sensitivity and competency (e.g., communication skills) are indispensable as are maintaining perspective and flexibility when interacting with international collaborators. To avoid awkward power differentials, ensure that everyone has a significant role in the survey, although it may be necessary to assume leadership status when focusing on project goals and tasks, motivating collaborators, and resolving misunderstanding and conflict (Stead & Harrington, 2000; Takooshian et al., 2001).

**Interpersonal**

If researchers lack contacts abroad, a second approach is to seek friends-of-friends or international colleagues during APA or other professional conferences (e.g., IAAP), particularly through interest groups that meet to discuss collaborative research projects (Stead & Harrington, 2000).

**Non-Personal**

Many non-personal sources for cross-national collaboration are available. Through Division 52, for example, researchers can recruit collaborators by posting notices on the Division’s website (http://www.tamu-commerce.edu/orgs/div52), listserves (div52affiliates@listserv.tamu-commerce.edu, div52members@listserv.tamu-commerce.edu, div52students@listserv.tamu-commerce.edu), and newsletter. APA’s International Affairs Office (www.apa.org/international) has a newsletter and two directories for recruiting collaborators in cross-national survey research: national psychological organizations and international psychological associations. The International Council of Psychologists (http://www.netspace.net.au/~icp/), International Association of Applied Psychology (http://www.iapsy.org/), and International Association of Cross-Cultural Psychology (http://www.iaccp.org) also have newsletters and liaison networks. Potential collaborators’ e-mail addresses are often listed in their publications or can be found on the Internet. When contacting collaborators by e-mail, express interest in their work and offer to exchange publications (Stead & Harrington, 2000). Joining interest groups on the Internet that focus on cross-national surveys can lead to fruitful collaboration (Stead & Harrington, 2000).

The listserv, listserv@uga.cc.uga.edu, provides such subscription lists (http://www.lsoft.com/lists/listref.html).

**Procedures**

Ideally, procedures should be uniform across nations. Yet, surveyor characteristics (e.g., shyness) and expectations may impact survey responses (Singer & Presser, 1989). Hence, the importance of training collaborators, either directly or through proxies, on conducting surveys cannot be overstated. A novice collaborator likely needs some coaching on the optimal approach for successfully engaging respondents (e.g., polite without being apologetic, encouraging without prejudicing the survey by discussing its contents, assertive without being intrusive). Collaborators should reassure participants who decline that their responses will remain anonymous and that their involvement will advance science and, perhaps, society. Collaborators should intervene if participants treat the survey lightly or complete the survey in groups rather than alone. Technological advancements provide more cost-effective ways to conduct surveys than interviews. Telephone surveys can be conducted if researchers have access to telephone directories. Although data may be collected reliably and in a relatively short time (Sasao, 1994), researchers should recognize possible biases due to the day of the week and time of day that calls are placed, the availability and quality of telephone service in developing nations, and the perceived threat of receiving a telephone solicitation. It may also be more challenging to gain cooperation via telephone and to compare the responses of telephone versus face-to-face interviews (Singer & Presser, 1989). In surveying professionals and organizations cross-nationally, fax machines may be used effectively to conduct brief surveys.
(Continued from page 14)

(Shannon & Arbet, 1994).

E-mail surveys are a convenient way to conduct cross-national surveys (Kittleson, 1997), particularly when reminders are sent to stimulate responding. Finally, Web surveys offer a means of obtaining cross-national survey data although limited to highly industrialized nations (Crawford, Couper, & Lamias, 2001). Moreover, several "burdens" associated with cross-national Internet communication tend to lower response rates (e.g., the cost of using the Internet abroad, slow servers and routers, lack of security).

Transportation

There are three ways to analyze cross-national data: (a) collaborators send raw survey data to the researcher for central coding and analysis, preferably through a dependable traveler or registered mail; (b) collaborators code data locally before sending it on disk or via the Internet for central analysis; and (c) collaborators code and analyze data locally, sharing the findings with the researcher through the Internet or other secure means.

Ethics

Although the Ethical Principles and Code of Conduct (American Psychological Association, 1992) provide guidelines for cross-national survey research, psychological associations in other countries have their own ethical standards which may or may not coincide with APA's. Discuss potential ethical problems once they are recognized as they may threaten current and future projects (Stead & Harrington, 2000). To avoid ethical entanglements, several matters should be resolved at the outset. (a) Make ownership of survey data explicit. Typically, both the researcher and collaborators have access to the data, but alternative arrangements can be made by consensus. All agreements should be signed. (b) Determine authorship. Normally, whoever publishes a survey's findings is primary author, with others' contributions reflected in co-authorship or author notes; once authorship is decided, it becomes easier to allocate research tasks (Stead & Harrington, 2000). (c) Since institutional review boards expect U.S. researchers to follow identical ethical procedures in other nations, it is important to do so. An example is informed consent in which participants are told who is conducting the survey, whether it is confidential, and how to learn more about the research and its findings when they become available (Singer & Presser, 1989; Takoooshian et al., 2001). (d) Ethically, researchers should provide information in their final reports on nonresponders (Singer & Presser, 1989; Takoooshian et al., 2001). (e) Finally, whenever possible, surveys should benefit the community in which they are conducted (Stead & Harrington, 2000).

We are creating a survey kit for potential collaborators and intended to render sampling and data collection uniform. When available, survey kits can be purchased by contacting us. However, the kit may not suit the demands of all cross-national projects and, consequently, may be modified. For example, election polls are a special case of surveys and differ on what is observed and reported as well as the time pressure and logistics of data processing and analyses. Hence, the content, format, and instructions of a poll differ somewhat from that of traditional surveys (Akkerboom & Schmeets, 1998).

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Dear Div 52 Colleagues,

I am a member of Division 52 and want to share an opportunity with other members. Through a grant from the National Institute on Drug Abuse (NIDA) the University of New Mexico Center on Alcoholism, Substance Abuse and Addictions is offering a free training in Motivational Interviewing for Spanish-speaking licensed health professionals in July 2002 in Albuquerque. I have attached the announcement here in English and in Spanish. What do I need to do in order to post the announcement for Div 52 colleagues? Thanks in advance for your attention to this inquiry.

Cordially,

Carolina E. Yahné, Ph.D.
Research Associate Professor of Psychology, University of New Mexico, Center on Alcoholism, Substance Abuse & Addictions, 2350 Alamo, SE, Albuquerque, NM 87106 USA cyahn@unm.edu <mailto:cyahn@unm.edu> or cyahn@nui.edu <mailto:cyahn@nui.edu>
As society continues to change, so too does the role of mental health in our society. The need to study the psychological effects of disaster and provide services for the victims was highlighted by a series of disasters in 1989: the crash of a DC-10 in Sioux City, Iowa; Hurricane Hugo; and the Loma Prieta Earthquake (Jacobs, 1995). In an effort to respond to these needs, a national plan for mental health services following disasters was announced by the American Red Cross (Red Cross) in November 1991 (Jacobs, 1995). In addition, a statement of understanding between the American Psychological Association and the Red Cross was announced to assist the Red Cross in recruiting, training, and deploying disaster mental health professionals (American Red Cross, 1991). While the notion of trauma and mental health can be traced back 50 years, the acceptance of disaster mental health has grown among mental health professionals and has emerged as a new field within psychology (Weaver, 1995).

In 1997 the Disaster Mental Health Institute at the University of South Dakota was created with the mission to serve in local, state, national, and international disaster work, develop new and innovative research, and become the first program to offer specialty training and degree program for students and professionals in the area of Clinical Disaster psychology. As one of the first graduate students to work in the institute, I believe I have been given an opportunity to work in a cutting edge area of psychology. Disaster mental health goes beyond the "black box" of the traditional role to taking services into the community where and when they are needed most. Workers must be able to be flexible and sensitive to the special needs of the victims and services must also be delivered in culturally and situationally appropriate ways. Working and studying within the institute provides students with not only the theoretical academic and research oriented aspects of disaster mental health, but also a "hands on" approach to conceptualizing, organizing, and participating in disaster response.

There are two ways for students in the program to become involved with work in the institute, either through a paid fellowship or participation in the specialty track in-structure and research. Through this specialty instruction students are taught the fundamentals in crisis intervention, disaster mental health (which includes the Red Cross Disaster Mental Health training), serving diverse communities in disasters, and basic behavior therapy. Students are able to pursue additional specialty training in areas that include: PTSD, international disaster psychology, management in disaster mental health, refugee mental health, and children and trauma. Much of the training is delivered in a very applied method where competency is measured not only in written exams and papers, but also by the ability of the student to take the information and apply it in real time simulations or real world settings. For instance, as part of the requirements for the Disaster Mental Health course, students were required to conceptualize and organize a disaster mental health plan for a particular area. These activities require the student to go beyond the books and work with community resources to collaboratively develop a working plan of action. Another example is the specialty track capstone project. All students are required to participate in a "table top" disaster response scenario simulation. During this exercise students are presented with a disaster scenario and together they have to organize themselves, create a plan of action, and begin service delivery while taking into account all of the factors that can cause difficulties in disaster response. These activities allow students to walk away from the training thinking of disaster response in a much more macro and systemic format.

Outside of the classroom, students are also given the opportunity to put these fundamentals into action. Once appropriate training has been completed, students are invited to assist in service delivery following a disaster. I was given the opportunity to respond with the American Red Cross to three different disasters. My first disaster response was in a small town that was destroyed by a tornado and left 6 people dead. I was paired with a more experienced graduate student as part of the small group from the program who assisted daily in the recovery efforts. This was not only an excellent opportunity to see a peer put into action the techniques learned in the classroom, but it also gave me the opportunity to use the techniques with an "on the spot" peer supervisor. A year later, I assisted in the response to the Hurricane Floyd floods. This provided me with an opportunity to see a response on a much larger scale, not only in terms of direct mental health service delivery but also administration issues, personnel and staffing issues, and the basic structure of the Red Cross response and how that interrelates with other response organizations. It was also an opportunity to develop a better understanding of how the community, the culture, and existing systems play a role in people's recovery from a disaster. My most recent response was for windstorms that severely damaged a part of another small town in South Dakota. During this response, I served as a peer supervisor for less experienced graduate students during their first time out in the field. Most recently students from the program have also assisted in a response after a school exploded in rural South Dakota and in New York City following the 9/11 World Trade Center Attacks.

The final requirement is that students must complete either their thesis or dissertation research in the disaster or trauma related field. The unique setup of the institute allows students to become involved in all levels of research, including international projects. Through the Disaster Mental Health Institute, I was able to collaborate with a group of researchers at Massey University in New Zealand. This unique opportunity not only gave me excellent experience in producing a culturally appropriate methodology for collecting international field data, but also in thinking cross-culturally about the disaster experience and how people conceptualize their experiences within different cultures.

In addition to the classroom education, the institute also hosts paid fellowship positions. These positions allow the student to participate in the functioning of the institute, contribute to the institute research, and participate in various national and international internship opportunities. As part of the daily operation of the institute, students help to fill requests for information and assist the faculty members in their work. Students assist faculty members in organizing an annual conference that brings together the top international researchers in the area of disaster and refugee mental health. In addition, students are also involved in the insti-
A Psychology Students’ Road to Ph.D. Studies in the Field of Migration and Trauma

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As a Ph.D. student, I will use my own educational journey as an example of training opportunities for psychology in the field of migration and trauma.

I was raised in a multicultural setting and found the love for travelling at an early age. This began my personal journey into international psychology. From the start of my studies, I had made a decision that I would study in at least two different countries outside Europe before finishing my Masters of Psychology. My educational journey to the field of migration and health began with my studies in Psychology at University of Natal, South Africa in 1997. This time was significant for me because it exposed me to South Africa when the country was trying to find its way in a new era. Hardship was a part of everyday life, university psychology students not being an exception to this rule. Local tribal disputes in the KwaZulu-Natal area blossomed, student demonstrations were going on, and hunger and desperation lived next door. However, what fascinated me the most and made me (in a new way) believe in the good and strength of people was the hope, strength, singing, dancing and laughter that was never far away during my time there, despite the obvious desperation and fear. On an educational level, what I gained from the exchange was the possibility of new perspectives, different ways of teaching, and a new frame of reference to psychology and mental health.

During my Masters training, I combined the obligatory classes with classes in crisis intervention. To supplement that training, I completed my internship at the head psychiatric ward at Rigshospitalet, University Hospital in Copenhagen. Following this, I took one semester as an exchange student at Bond University, Australia, where I had the opportunity to become involved in clinical work at the University Clinic in addition to my classes. I finished my Masters degree by doing my final thesis as a project for the Asylum Department at the Danish Red Cross with the project title: Development of a Self-Evaluation Method of Measuring the Mental Health of Asylum-Seekers at a Local Danish Asylum Center: An Exploratory Case Study (Wiking, 2001). The resulting screening battery is currently being prepared for in the Asylum Centers and will be used as a basis for future treatment outcome research. During my five years of psychology instruction I have worked clinically (on the side of my studies) both in Sweden and Denmark with mentally ill people, in drug addiction programs and as a center worker at local asylum centers in Denmark.

ARTS #1: Pre-Congress Seminar:
THE FAMILY: CULTURE AND PSYCHOLOGICAL FUNCTIONING

Singapore July 4 - 6, 2002
Professor James Georgas, The University of Athens (Convener)

Family is a universal context variable that mediates between culture and psychological functioning. Urbanization, industrialization, technology, and information technology have contributed to increased autonomy of the individual and to changes in the structure and function of the family system in cultures throughout the world. Some of the questions related to the seminar are: To what degree has the structure and function of the family changed and how have these changes affected psychological functioning in cultures throughout the world? To what degree are these changes in family functioning affecting the degree of communication and contact between parents and children, parents and grandparents, children and relatives, etc.? Will the family system in nations throughout the world inevitably follow the same path as in North America and Northern Europe? These issues will be presented and discussed through the results of a recently completed 30 nations study of cultural dimensions and family structure, function, and related psychological variables. Additional Instructors include John Berry (Canada), Cigdem Kagitcbasi (Turkey), and Fons van de Vijver and Ype Poortinga (The Netherlands).

APPLICATION PROCEDURES: Applicants should submit the completed application form (Continued on page 22)
The Emperor Has No Clothes, or, Do You See Individualist-Collectivist Societies?

Elizabeth Nair, PhD
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This article will take a critical look at research that is conducted with the aim of drawing cross-cultural comparisons. Selected aspects of concern pertaining to the process of conceptualization and model-building, methodology, procedure of data-collection, the tools used, and the manner in which interpretations are made will be examined. The title draws attention in a rhetorical question to the paradigm of individualist and collectivist societies that has been flogged in various ways for a quarter of a century. The scope of this article will extend beyond this paradigm to various aspects of cross-country and ethnic studies, and the global platform.

Large scale cross-country studies

Large-scale cross-country studies using the same questionnaire tend to convey a false illusion of security in drawing conclusions based on a large total sample size. There are several problems often associated with such studies, three of which are highlighted.

Single strata of society as sample

Several studies use only one strata of the society, for example, students/teachers/IBM employees. Hofstede (1998) ably defended the need to provide only for equivalent matched samples in comparing groups across countries. There is, however, an obvious problem in using such cross-national studies to infer the prevailing characteristics of any single country that participated in the study. Each of these selected groups have peculiarities such as educational level and type of education and training, which is specific in nature, and which is not generally true for the rest of the population in their countries of origin. This narrow band of sample selection means that there should not be generalization to speak of the culture of the rest of the country. This sin is committed, many times over, when the original study is cited in other articles.

Small intra-country sample size

The total sample size may be impressively large, for example, 116,000 IBM employees from 40 countries in the original study (Hofstede, 1980). Singapore was one such country. When the intra-country sample size is examined, there may be little justification to extrapolate further. A case in point is a total sample size of 58 for the Singapore IBM sample, consisting of 53 men and 5 women. Yet, many ensuing learned journal articles confidently cite the relative positioning of Singapore society with regard to various cultural dimensions such as Masculinity-Femininity, Power Distance, Uncertainty Avoidance and Individualism-Collectivism on the basis of this deficient sample.

Forcing square peg conceptualizations

There would appear to be a clear case of entrapment in some lines of enquiry that persist in spite of clear evidence that calls for a final burial rather than a phoenix-like resurrection. One example is research looking for similarities or a common theme in Chinese values across different countries. Bond (1996) very correctly drew the conclusion that the study of values endorsed by ethnic Chinese in different countries has reflected more divergences than similarities. He found little statistical support to reliably group ethnic Chinese from Hong Kong, Singapore and Taiwan together as sharing distinctive Chinese values compared to other countries. The Chinese culture studies could be better translated to an acknowledgement and celebration of the diversity found amongst ethnic Chinese in various parts of the globe, such as has been found in epidemiological studies of disease prevalence of ethnic Indians living in different countries. In the latter case, diet and lifestyle are held accountable. In the study of 'values', the diversity would best be explained by the differences in history, geography and socio-political environment as well as diet and lifestyle.

OB markers in international psychology research

The advances in information technology and instantaneous global communication via the Internet have meant that physical geographical boundaries no longer exist. Computerized data-collection will enable running simultaneous experiments across latitudes and longitudes if so desired. Are there OB (out-of-bound) markers that need to be respected in international psychology research, or should 'freedom' prevail over all other considerations? In the sports arena, there are always rules and regulations that one is obliged to follow. National psychology societies have their ethical codes and regulations for professional practice. There is no such equivalent for international psychology research.

I shall in the following paragraphs make out a case for why there is a need to establish such a code of professional conduct for international psychology research, by highlighting specific areas of concern.

Negative ethnic attributions

In studying differences across ethnic groups, there must be heightened sensitivity in making negative attributions purely on the basis of ethnicity, and thereby committing the fundamental attribution error (Nair, in press). The solution lies in being thorough in looking for explanations of observed differences, and not generalizing on the basis of simple correlations. Intelligence testing and drawing inferences and racial aspersions on the basis of such measures should have served as a learning experience. International psychology should not contribute to history repeating itself yet again, this time by associating ethnicity with various denigrated personality attributes such as dispositional anger or hostility. While knowledge is best served by not suppressing negative information, professionalism demands thoroughness in the scientific enquiry.

Constructing conceptual frameworks

In studying the culture of a country, taking a leaf from anthropology, structural and conceptual frames of reference should be based on detailed work done within a country. For greater accuracy,
psychologists within the country should do this initial work. Their advantage would be familiarity with the culture, language and nuances of meaning in the communication during data-collection. Hofstede (1998) had correctly drawn attention to the fact that both the key players involved in the study of cross-country values were of Anglo-Saxon origin, and this may have affected the development of the structural framework for comparison.

It is argued here that inter country comparisons can only validly be inferred commencing with this initial mapping of country-based conceptual frameworks. Similarities or differences between countries vis-à-vis these structural conceptual frameworks can then be examined.

Changing international norms for excellence in research

The continuing sin of resorting to the inappropriate use of undergraduate psychology students as research participants in social and cross-cultural research should be robustly challenged. The soundness of the study and the boundaries of its generalization should be the priority in place of expediency and availability of a ready subject pool. To bring about such a change would require a shared norm amongst peer-reviewers for journal publications. There is a need to target journal editors as a group in order to change this norm on an international platform.

One intervention would be to organize workshops with the specific objective of changing the international norms for publication in psychology journals of repute, and working towards the genesis of a code of acceptable practices in cross-cultural research. Such workshops would need to be repeated periodically so that new journal editors continue to be invited to participate. To encourage attendance, sponsorship could be sought, and the invitation to attend these should be seen as prestigious and important within the discipline. APA as a world leader in psychology is well positioned to initiate this norm changing activity for global psychology.

Avoiding tunnel vision

As one becomes a specialist, the research and reading tends to be circumscribed more and more within a very narrow band of research pursuits. This can lead to insularity and tunnel vision within sub-specialties of the discipline. This issue is applicable to all branches of the discipline, and a problem faced by psychologists everywhere.

The value of large international congresses like the International Congress of Psychology and the International Congress of Applied Psychology is the cross-fertilization of ideas theoretically possible with co-location of different specialties at the same congress. One possible solution would be to make it a Continuing Education requirement that there is attendance at a specified minimum number of cross-divisional papers/workshops - for the purpose of maintaining a broader perspective in psychology. For professional associations and academic staff that do not require certification, there could be provision for making the certification available as an additional credit. As forced compliance is unfailingly repulsive, this suggestion is offered to generate dialogue, which may lead to a generally acceptable modus operandi for the health of the discipline.

Conclusion

The scope of international psychology by definition would cover all the countries in the world, developed and developing. The latter are the majority world. To stimulate and nurture the growth of the discipline, colleagues in the developing world can be invited to present the issues that psychology can help with in their countries. There can be research initiatives, perhaps collaboratively, that can address these issues. This requires dialogue to establish research and training priorities, and can be set as an agenda to truly harness psychology theory, research and skills where it can be of help - psychology beyond national boundaries, on a global platform.

References


Group Counseling in Israeli Schools to Increase Students’ Well-Being

Zipora Shechtman, Ph.D

The new trend in the science of psychology and psychotherapy is positive psychology and prevention (see American Psychologist, 2000). Positive psychology is about well-being, happiness, satisfaction, hope and optimism (Seligman & Csikszentimihalyi, 2000). Therapy, therefore, focuses on systematically building competency and resilience, not correcting weakness. Positive psychology includes both an individual and a group level. The individual level is about traits such as capacity for love, courage, positive interpersonal skills, and forgiveness. The group level is about responsibility, responsiveness, altruism, and tolerance. Research on protective factors and resilience has supported these individual and group factors (Garmezy, 1992; Werner, 1992; Leffert et al., 1998).

One of the greatest obstacles to happiness is the lack of intimacy among people and the great loneliness and alienation (Buss, 2000; Meyers, 2000). For children and adolescents, beyond relationships with parents and other significant family members, positive peer relationships were found the strongest protective factor, and the most significant predictor to decrease of anti-social behavior (Dykeman et al., 1996).

Schools are expected to be the carrying and supportive systems needed for children’s well being, but do not really live up to these expectations. School focuses primarily on academic achievements; classrooms are large, and relationships are formal and cold (Bauer, 2000).

One effective way to provide students with a healthy psychological development is through the use of groups in the school. The group is a place where a supportive climate and caring relationships are developed, and the individual is empowered. In the group, the sense of loneliness is buffered through the intimate relationships among group members and with the group leader. Finally, in the group cognitive and emotional growth take place, and interpersonal skills are acquired.

Indeed, groups in the school are in the increase, particularly groups of a psychoeducational type (Kulic et al., 2001).

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(Group counseling cont. from page 19)

Owens & Kulic, 2001). Several recent reviews have demonstrated the accountability of group intervention with children and adolescents (Dagley et al., 1994; Hoag & Burlingame, 1997; Holmes and Sprenkle, 1996; Gazda et al., 2001). These reviews include all the types of groups identified by professionals: psychoeducational, counseling, and psychotherapy groups (Conyne et al., 1997; Gazda, 1989; Gladding, 1995). Psychoeducational or guidance groups are targeted towards the normal population, and aimed primarily at teaching skills. Therefore, they are often practiced in large groups (e.g. classrooms), and led, sometimes, by para-professionals in mental health (e.g. teacher). In the USA as well as in Israel, educational groups account for about 50% of the groups conducted in school (Kulic et al., 2000).

The school or classroom community may be effectively affected by educational groups (Shechtman, 1997), thus providing a supportive environment, and a place to acquire life-skills (Elias et al., 1997). However, a supportive community is only part of the protective factors necessary for well-being; to affect also the internal factors, such as caring and responsiveness, positive self-identity and reflectiveness, (Leffert et al., 1998), counseling groups appear to be more effective than educational groups (Shechtman & Bar-El, 1994).

Counseling groups are aimed at helping participants resolve developmental or situational difficulties, grow in personal and interpersonal competencies, and increase self-confidence (Kulic et al., 2001). All these result of the supportive group climate and interpersonal group interaction, using the whole range of therapeutic factors in group counseling and psychotherapy (Yalom, 1995). As opposed to psychoeducational groups aimed at teaching/training participants in a variety of life skills, usually on a cognitive level, counseling groups are structured so that learning occurs through emotional experiencing. Emotional experiencing is based on self-disclosure, cathartic experiences, and the emotional exploration of personal present and past events.

In a series of studies we found these groups effective in relation to a variety of difficulties. First, we studied intimacy in a close friendship. Although friendship issues in relation to groups were studied in the past, they were mostly oriented to investigate social status rather than close friendships. Yet, a close friend is perhaps the most important source of support and a crucial factor in children's and adolescents' well-being. Moreover, intimacy in a same-sex relationship is the base for future opposite-sex relationships including family relationships. Thus, the capacity to feel intimate in a relationship is essential for good living.

Results of several consequent studies showed increase in a dyadic out-of-group close friendship (Shechtman, 1991; 1993; Shechtman et al., 1994), with boys showing a greater need for such service (Shechtman, 1994). Recently, we found a positive effect of this same construct, on adolescents of a highly disadvantaged background (Shechtman et al., in press). The results were attributed to the intimate climate characteristic of such groups, which is akin to intimacy in a friendship.

In several studies we found growth in self-esteem, which is fundamental to an intimate relationship. Moreover, in another study, growth in self-esteem also explained the increase in academic achievements of low-achieving students, although learning processes were not discussed in those groups (Shechtman et al., 1996).

Finally, groups for angry and aggressive children were found effective in reducing short-term aggression (Shechtman, 2001; 2000; Shechtman & Bar-David, 1999; Shechtman & Nachshol, 1996). These groups were found as effective as individual treatment, using the same intervention (Shechtman & Ben-David, 1999). Reducing aggression is crucial for the well-being of all, the aggressor, the victim, and the general population.

Many more areas for group counseling still await exploration: Children of divorce, immigrating students, students with chronic illness, and students under emotional stress due to catastrophic events, are only a few examples. These populations may benefit greatly of group counseling in the school, and without this service would hardly reach out for help.

Counseling groups in Israeli schools are accepted and encouraged. Our training programs in school counseling recognize the importance of group interventions, including groups for children and adolescents. This is one way in which the school becomes a place to encourage students' resilience. It is an avenue that offers hope for an economical and effective approach for prevention because the protective factors appear to be similar whether prevention efforts are aimed at violence, early sexual experiences, or drug and alcohol use (Bauer, 2000). Indeed, the question now is not whether to use groups to enhance students' well-being, but how to use them effectively. The question about processes in group counseling with children and adolescents has been hardly addressed

(Barlow et al., 2000; Shechtman, in press). Yet, research on group processes will inform us about the best practices to enhance the protective conditions for children's well-being.

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The Practice of Psychology in Switzerland

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To understand the situation of Psychology in Switzerland it is useful to keep in mind that this country is a confederation with 26 cantons, and therefore 26 ministers of education as well as 26 ministers of health, and four national languages (German, French, Italian and Romansh). In what concerns the scientific activity, Switzerland can be considered a bilingual country, the universities being established in the most important German or French speaking cities; in the Italian speaking part there is no possibility yet to study psychology at the University level. So Psychology can be studied in the German as well as in the French speaking part of Switzerland.

In all parts of Switzerland we have observed a growing interest in Psychology during the last years. This is reflected by the number and percentage of students in psychology. In 1990 they were about 3700; 10 years later more than 5500 people study psychology in one of the seven Swiss universities in which such a curriculum is offered. Today, the federation of Swiss psychologists (FSP) represents more than 4500 academically trained psychologists.

Usually, after finishing high school with the maturity between 15 to 20% of all Swiss pupils finish school at this level as is not possible to work as a licensed clinical psychologist in Switzerland until now follow the two level system with licentiate and doctorate level. Following the Bologna declaration of the European community, the anglosaxon system will likely be established as a new standard in the next few years in all the European countries.

Few students choose to continue for the doctorate level. In contrast to the USA it is not necessary to have a doctoral degree to work as a licensed clinical psychologist in the anglosaxon world (US, Australia, England). where study courses are divided into three different levels (bachelor, master, and doctoral level), universities in Switzerland until now follow the two level system with licentiate and doctorate level. Universities being established in the most important cities, for example, the University of Geneva and Lausanne have introduced recently postgraduate teaching leading to diplomas named DESS or DEA, after the French denomination.

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States or in many other countries is better. However, due to the political work of the FSP and a first success in the Parliament, this situation will likely change in the next years.

The FSP is the only organization committed to the development of the work situation for psychologists in Switzerland. As the political organization in Switzerland is federalistic, each canton has its own regulation for practitioners and psychotherapists. Up to the present time, a majority of these cantons have strict regulations for psychotherapists but not for psychologists and they do not distinguish between academically trained psychologists and self-imposed iPsychologistsi. The policy of the FSP guarantees standards and attempts to regulate this situation. Due to international contacts these standards resemble the standards of other European countries such as Germany.

The Universities offer postgraduate programs in clinical psychology, educational psychology, neuropsychology, and organizational and workplace psychology. These programs are still young and in the process of development. It might be of interest that these postgraduate studies do not include a doctoral degree; the doctorate is strictly limited to academic achievements.

As for the time being, the FSP has certified the following postgraduate titles for practicing psychologists:

- Psychologist specialized for children and adolescents
- Psychologist specialized in clinical psychology
- Psychologist specialized in neuropsychology
- Psychologist specialized in occupational and career development
- Psychologist specialized for psychotherapy
- Psychologist specialized for traffic psychology

In psychotherapy, the following courses, schools, and methods have been accepted for the title "Psychologist specialized for psychotherapy" (in German "Fachpsychologe or Fachpsychologin"):

- University of Basel with focus on cognitive-behavioral and interpersonal methods
- University of Bern: Psychotherapy with focus on cognitive-behavioral and interpersonal methods
- University of Fribourg with focus on cognitive-behavioral therapy with children and adolescents
- University of Zurich with focus on psychodynamic psychotherapy
- University of Zurich with focus on cognitive-behavioral psychotherapy and behavioral medicine
- Cognitive-behavioral psychotherapy
- Dynamic psychotherapy
- Ecological-systemic psychotherapy
- Humanistic psychotherapy after Carl R. Rogers
- Integrative psychotherapy, Gestalt and Psychodrama
- Systemic psychotherapy
- Systemic and solution focused psychotherapy

Unfortunately, a certification in psychotherapy and the title iPPsychologist specialized for psychotherapyi does not guarantee economic safety because health care does not include non-medical psychology in the obligation. In contrast to Germany or the United States, psychologists are not embodied in the health care system. Traditionally, many psychologists oppose to work under a medical health care system. In a recent revision of a law defining professions in the Swiss health care system, psychologists were not included, mainly because of this disagreement.

In Germany the situation is better but not ideal either. The German government has approved two methods, namely psychodynamic and cognitive-behavioral psychotherapy. All psychologists who have completed a postgraduate study in one of these psychotherapeutic schools are eligible for opening a practice. These practices are limited depending on population and region. This regulation guarantees a sufficient supply of psychotherapeutic services.

(Continued on page 23)
Psychology in France: A popular discipline with a strong tradition

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The year 2001 is marked by the 100th anniversary of the French Society of Psychology (SFP), created some months after the 4th international congress of Psychology which took place in Paris, in 1900. This creation was followed, some years afterwards, by the edition of the "Journal de Psychologie normale et Pathologique" transformed in "Psychologie Française" in 1956, and by installing themselves in the building situated 28 rue Serpente, in the centre of Paris, which remained the crib of French Psychology until the move of the Institute of Psychology of the University René Descartes to a modern building in the outskirts of Paris, at Boulogne, in 1999. The institut hosts also the most complete library of psychology, the "Bibliotheque Henri Piéron".

Psychology has a strong tradition in France. At the end of the 19th century, at the Parisian psychiatric hospital "La Salpêtrière", Charcot, Janet and Ribot studied hypnosis and hysteria and marked the foundations of clinical psychology and Psychopathology. In 1903 A. Binet, working with Simon on the measurement of the intellectual capacities of children, published his book on the experimental study of intelligence "Etude expérimentale de l'intelligence", which represents the first systematic works in psychology. The birth of social psychology, with G. Tarde in 1901, dates as well from the very beginning of last century.

Universities are ruled by the Ministry of Education, Research and Technology. They are invested with two missions: create and transmit knowledge. Research and the organization of teaching psychology, programs and diplomas are national and depend on Ministerial accreditation.

Research

In France research depends nearly exclusively on government budget. France is in third position, after the USA and Japan and comparable to Germany in the budget allocated to research. Research is organised in university laboratories. Besides the universities, some government agencies are dedicated to pilot and coordinate scientific research (the CNRS concerning all sectors of research, INSERM specialised in medical and related topics, and INRA dedicated to agronomic research). Most of the research in Psychology recognised by the CNRS (National Centre for Scientific Research) is basic research, applied research in social sciences has only recently been encouraged by this organism.

In most of the universities full time professors and lecturers are organised into research groups. University research groups cover for most of them fundamental research concentrated on three main specialisations: clinical and pathological psychology, social and work psychology and cognitive experimental psychology. Only few research groups are engaged in interdisciplinary and applied thematic. In spite of the fact that several university laboratories do significant research in all directions and domains of psychology, only those developing fundamental research in cognitive psychology, mostly linked to the neurosciences, are also recognised by the CNRS in its “Sciences of life” scientific department: “mental functions - integrative neurosciences and behaviour”. Those associated and recognised by the CNRS deal with developmental psychology cognitive psychology and social psychology. There is no clinical and pathological psychology at the CNRS. Only one laboratory the “Laboratory of environmental psychology” is integrated in the “Human and social sciences” division of the CNRS. In addition to that, a significant number of researchers in psychology participate in multi disciplinary laboratories at INRA, and INSERM.

The vivacity of research in France is illustrated by the wide range of academic journals, having a long tradition taking there roots at the beginning of the past century. Publishing mostly in French, some of them recently decided to accept contributions in English.

Organisation of Training in Psychology

In France, psychology is rather popular. 45000 students are registered

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The first two years of Psychology give access, with the DEUG (Diplôme d'Etudes Universitaires Général·s - Diploma of general university studies), to the 2nd cycle. The DEUG is normally prepared in two years, but one third of the students get the diploma after having completed more than four semesters of study. Courses include developmental psychology, differential psychology, experimental psychology, clinical psychology, psychopathology, psychophysiology and social psychology. The seven fundamental courses are completed by introductory courses in a related discipline (sociology, education, linguistics, or other), statistics, general culture and expression, methodology of academic work and a certain number of optional courses. The DEUG Diploma gives access to several professional schools related to psychology. Less than half of the students accede to the 2nd cycle in psychology.

The 2nd cycle includes one year of general psychology, and one year of specialisation in one of the domains of general and applied psychology, leading to the "Maitrise". In the fourth year students can choose to prepare either two fundamental sections, or a fundamental and an applied section. In addition to that, they have to defend a thesis consisting of an original work.

Access to the 3rd cycle is restricted as well for those who plan to prepare a professional Diploma (DESS) than for those engaging in Doctoral studies. Academic records, motivations and sometimes additional examinations are required to enter into the fifth year.

From professional training to working as a psychologist. The three main sectors of intervention covered by professional training (DESS) are : 1) health, with clinical psychology and psychopathology, 2) work and social life and 3) development and education. Near two third of the students (59% out of 2700) seek a diploma in the health sector, one fourth (26%) in work, organisational and social psychology, and only 15% in development and education. Approximately half of the proposed DESS in different universities are highly specialised. The Diplomas are prepared in one year including an average of 14 weeks of practice.

Only recently, the title of psychologist has been protected by law. People with a five years degree in psychology (DESS) and practical training in the field, can call themselves "psychologists". Beyond the public health and education sector, where their role are clearly defined, psychologists work in a wide range of areas. Job opportunities are found in organisational and work psychology, adult training, sport psychology, as experts in the police or in tribunals, with the elderly, in communication, publicity and marketing, or in environmental psychology.

PhD studies

PhD candidates follow the "Diplôme d'Etudes Approfondies" (DEA) during their first year. This degree, which is roughly equivalent to a Masters degree, is followed by the doctoral dissertation in one of the numerous research-laboratories. 23 universities and the EHESS (Ecole des Hautes Etudes en Sciences Sociales), an institute of higher education associated with the Ministry of Education, Research and Technology offer the possibility to prepare a PhD in Psychology. Doctoral studies are integrated in "doctoral schools" which often federate two or more universities offering the whole range of psychological specialities. The overall capacity of doctoral schools is about 600 students. At the present doctoral studies essentially provide professors and researchers in the field. Only few PhD owners in psychology seek employments in the industrial or the civil society sectors.

Perspectives

Psychology remains a very popular discipline. Compared to other disciplines, the number of students engaging in psychology does not decrease. Despite of poles of excellence in the province, most of the teaching and research potential in psychology is concentrated on Paris and its outskirts.

The traditional gap between fundamental and applied approaches of the discipline still remains, in spite of the fact that in recent years teaching in psychology is evolving : On one side the discipline shows a growing concern about applicability and sensibility to social demands which reflects in the diplomas accredited by the Ministry of Education, Research and Technology : health psychology, environmental psychology, psychology of the elderly, intercultural psychology. On the other side, research is increasingly concentrated in fundamental experimental psychology with a main trend towards neuropsychological approaches in cognitive psychology taking advantage of progress in cerebral imagery. Also linked to neurosciences by some of its aspects, clinical and pathological psychology is highly influenced by the different theoretical approaches of psychoanalyses. The development and education sector is gaining importance as well in teaching as in research.
South African Psychology in the 21st Century

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Vista University, South Africa

As South African psychology moves into the new millennium it has had to reorganize itself and re-examine its goals. This process has necessitated psychologists to dynamically interact with their environment so as to play a meaningful role in society. Apartheid played a major role in shaping the perspectives of the psychology profession in the latter half of the 20th century. For example, Black students were seldom accepted at historically White universities, they were prevented from entering highly paid careers, and the psychological profession was largely silent about apartheid and its damaging effects on people, families, and organizations. Although apartheid ended in 1994 when a new democratic government was elected, psychologists still have to deal with problems that were prevalent in the 20th century and simultaneously plan for the future.

There are many problems psychologists in South Africa have to grapple with. This is complicated by the rapid political, economic, and social changes that have occurred in a post-apartheid South Africa and, indeed, throughout the world. Some of the more pressing issues are referred to briefly and they include the appropriateness of imported psychologies, psychological assessment, professional issues, HIV/AIDS, and violence.

Discussions of the appropriateness and applicability of psychologies from other countries provide an overarching framework for examining psychosocial issues in South Africa. Psychologists in South Africa emphasize the importance of researching individuals in relation to their contexts, and hence more holistic and systemic psychological perspectives have become more prevalent. An understanding of the interaction, relationship, and connectedness of people within systems is therefore emphasized. South Africa is a multi-cultural country and this is partly reflected in the 11 official languages, e.g., Zulu, Xhosa, English, Afrikaans, and Sotho. Herein lies the tension as South African psychology has historically been dependent on European and United States psychologies, the former being embraced largely by the historically 'English-speaking universities' and the latter by the historically 'Afrikaans-speaking universities.' Given the immense psychological output from these continents, particularly the United States in the past 50 years, their contributions cannot be ignored. At the same time it is questionable whether theories, research findings, assessment measures, and also research methodologies from other lands are appropriate in a multi-contextual South African environment. This has led to some psychologists examining, for example, the appropriateness of liberatory psychologies, the importance of indigenous psychologies (i.e., developing one’s own psychological approaches) and the usefulness of indigenization (i.e., adapting psychological techniques from other sources to suit one’s own environment).

The role of research methodologies and psychometric assessment are two examples of how psychology is adjusting to be more accommodating of its own realities and how South African psychology is changing. On the research front, qualitative methodologies are becoming more prevalent although quantitative methods are still much in evidence. The issue is not which of these paradigms is 'correct', but which can best assist social scientists in answering the questions they pose. There has been a sharp increase in research among Black South Africans who form the majority of the population and who were largely neglected as research participants prior to 1994. In addition, many researchers acknowledge that they conduct their research with a political or liberatory agenda and that such values are infused with their research. Hence, discourse analysis, phenomenology, in-depth interviews, focus groups, and participatory research, to name a few methodological approaches and tools, have increasingly been employed. In so doing, there is an attempt to allow research participants to perhaps provide new psychological insights, rather than to rely solely on theories and research findings from other countries to determine the questions researchers in South Africa need to pose.

As many psychometric tests from Europe and the United States are in English, such instrumentation has become scrutinized in South Africa. English is spoken as a first language by only 9% of South Africans. Therefore, a reliance on imported measures can be problematic for those speaking other languages, even if they understand English to some extent. There are also concerns about the contextual embeddedness and the theoretical origins of these measures. This has resulted in the Psychometrics Committee of the Professional Board for Psychology undertaking to classify and advise on the revision of psychological tests. The use of psychometric testing is a sensitive issue, particularly in industrial settings, owing to its previous misuse when hiring and placing people. Unless test scores are deemed to be valid among the population in the question, they may not be employed for selection and placement.

Most psychologists accept that psychology needs to be community oriented

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Application Procedures: Applicants should submit the complete application form (see below) together with a brief overview of their background and training in psychology and their specific interest in emotion. Because seminar instruction and discussion will be in the English language, applicants must have the ability to function independently in English.

Submit Application Materials to:
David Matsumoto, Ph.D.
Professor of Psychology, San Francisco State University, 1600 Holloway Avenue, San Francisco, CA 94132 USA

Phone: 510-236-9171 Fax: 510-217-9608 Email: dm@sfsu.edu
in South Africa. Although there are about 5,000 psychologists and 200 psychiatrists for a population of 43 million, too many psychologists are involved in private practices rather than assisting the large numbers of people on and below the poverty line. This is ironic, as psychology departments in South Africa claim to focus on making psychology useful and applicable among African communities. The South African Institute of Race Relations stated that in 1996, 57% of the population was living in poverty and there is no reason to suggest that this figure has decreased substantially since. In addition, the official unemployment rate was 23% in 1999 and it doubtless remains high. According to the South African Institute of Race Relations, the economic growth rate has not exceeded 5% since 1985, it having been 1.4% in 2000. Economic development is slow and thus many people cannot afford psychologists and this needs to be addressed by both government and the psychology profession.

In order to overcome the dearth of mental health workers, the Professional Board for Psychology has decided to introduce Registered Counselors from January 2004. Students will study for a 4-year undergraduate B. Psychology degree that will include 6 months of practical training. The courses will focus on certain core competencies such as general screening, identifying symptoms for referral, short-term counseling, and promoting psychosocial well-being. Depending on the psychology department offering the course, focus areas may include, for example, career psychology, psychometrics, HIV/AIDS, trauma, or school psychology. As well intentioned as this may be, there is no clear indication that there will be sufficient employment possibilities for these counselors. At present few new jobs are being created in government-funded organizations for psychologists. The Human Sciences Research Council stated that between 1998 and 2003 the growth in demand for psychologists would only be between 5% and 10%.

One wonders to what extent the Professional Board has planned for the future employment of Registered Counselors.

Of major concern is HIV/AIDS, which has recently been reported as the major cause of death in South Africa. Approximately 1,500 people are newly infected with HIV each day and approximately 6 million people were HIV positive in 2000. This will lead to a steep drop in the life expectancy rate. However, the effects of HIV/AIDS on the fabric of society are immeasurable. Clearly, many resources to combat HIV/AIDS are necessary, and this includes effective education and counseling programs and services. Nevertheless, uninformed beliefs that people hold regarding this crisis, some of which are linked to traditional customs, are difficult to alter. For example, some males insist on unprotected sex. This has resulted in psychologists having to be skilled in counseling people with HIV/AIDS as well as understanding traditional world-views and beliefs that may be very different to that of the counselor. There are complex legal and ethical issues surrounding the HIV/AIDS crisis and psychologists need to be conversant with these issues. Fortunately, many psychology departments offer courses and some undergraduate psychology degree programs on HIV/AIDS.

Another concern is that of violence. The depths of gross violations of human rights during the apartheid era were partly uncovered during the Truth and Reconciliation Commission hearings. While psychologists have been involved in counseling victims and contributing to the hearings, violence in general has not abated. Violence used to realize political goals has now largely made way to civil violence. Stress, depression and anxiety disorders are common in South Africa where rape, assault, robberies and murder occur too frequently. For example, the Institute of Race Relations stated that there were 51,249 reported rapes in 1999. Also of concern is the effect of violence, whether it is gang-related or familial, on many children. Questions surrounding how these children adapt to and cope with the violence they are exposed to is garnering research attention.

In conclusion, South African psychologists are making some headway in addressing the diverse psychosocial problems of the region. Relatively small numbers of psychologists work among disadvantaged people, and for those who do, their professional training needs to be multi-faceted and multi-cultural. For psychologists to have high levels of specialization in this context is probably impractical as they need to employ their counseling skills in varied situations. It is the generalists who will most likely be most effective in addressing the numerous psychological issues that confront them on a daily basis.

Psychology in Azerbaijan

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Chief of the Department of Theory and Methodology of Psychology,
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When willing to be introduced into psychology (as well as other social sciences) in Azerbaijan, one should take into account that, because of its unique geographical situation, for ages my country appeared to be an original center of "inter-hemispheral connections" between Orient and Occident; unique cultural ground for harmonious co-existence of such different influences as Russian, Turkish, Persian and Arabic; a universal Heart hosting scents of ancient mythology and the beautiful fruits of Zoroastrian, Jewish, Christian and Muslim spirituality, philosophy and mysticism...

Putting a few words about history one should mention 4 main stages of development of psychological science in Azerbaijan:

1. World-wide known works of Nizami, Fizuli, Nasimi, Sukhravardiy, Tusi, Nizamulmulk and other geniuses of great Sufi orders of Middle Ages.
3. Modern studies by researchers as F. Ibrahimbekov, A. Bayramov, A. Alizadeh, I. Seyidov and many others, mainly (but not only) on pedagogic, ethnic and theoretical general psychology implemented since the early stage of Soviet rule till independence.

Major research institution that is involved in psychological studies is Institute of Philosophy and Law of Azerbaijan National Academy of Sciences; more precisely - its two departments: department of Sociology and Social Psychology (established in 1997) and department of Theory and Methodology of Psychology (established in 2000). Research priorities of the departments are set according to inter- and meta-disciplinary value of the studies:

• Variety of social psychological problems
• Research for metadisciplinary approach

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Since independence Azeri psychologists acquired an opportunity to develop international contacts with their colleagues all over the world, regularly present their works at international conferences, participate in joint research projects, publications. Unfortunately, contacts with colleagues and organizations of former Soviet republics have become comparatively weaker. Regular South Caucasian Psychological Conference, for instance, never happened since Soviet Union crushed.

Psychology is presently taught at mostly all schools, state and private universities and at several specialized institutes.

Pupils of 8th - 10th year at secondary schools are taught "Ethics and Psychology of Family Life". As a pilot project, "Psychology" course was introduced in several schools in Baku. This is considered as a first step towards rising psychological awareness among young generation.

Recently, Ministry of Education has officially established "school psychologist" position in schools of Azerbaijan. It is obvious that there are not enough trained specialists to cover all vacancies all over the country, but the Ministry is doing its best in this direction by attracting teachers and pedagogues to recently establishing 2-year training courses. On-going reforms of educational system in Azerbaijan and last years' achievements are quite promising in this regard.

Since independence in Azerbaijan several private schools - lyceums - were established in Baku. Work of several psychologists in these schools is aimed to build and develop a special pedagogic approach to education for talented, gifted children, and I should say that their achievements in the field of psychology of creativity are progressing every year.

Major higher education institutions involved in teaching psychology are Department of Psychology and Social Sciences at Baku State University, and Psychology Department of Baku State Pedagogical University. Despite the fact that those departments offer all levels of degree programs, departments themselves are not involved in any research like it is usually done in Western countries.

I should also give a short note regarding strange system of certification: students that enter at the age 16-17 earn Bachelor degree after 4 years, and Master's in 2 years - as in Western system. But then they will have to go for degrees of Candidate of Sciences and Doctor of Sciences as in former Soviet way.
in bookshops and libraries, and more that 70% of this literature is available only in Russian. Unlike elder generations, this circumstance is causing big problems for students and is crucial for practicing professionals, who have to deal also with a deficit of translated and adopted diagnostic methodology.

In Academy we are doing our best (presently department of Theory and Methodology of Psychology is involved in translation of several fundamental texts of contemporary psychology and psychotherapy, and is preparing to publish compilation of new articles by Azerbaijani psychologists), but work in this direction should be supported much widely to bring any substantial effect.

One of the most effective solutions could be achieved through establishing various exchange programs between Azerbaijani and foreign universities and Academies, as well as through collaborative projects at the level of NGOs and individuals.

Past and Present: Fifty Years of Psychology in Chile
Sonia Salas B. Ph.D
Universidad de La Serena, Chile

The nemesis and development of Psychology in Chile and most likely the rest of the world is firmly rooted in European Continent.

In 1889 the Pedagogical Institute (belonging to the University of Chile), was established under the supervision of the Wundt German disciples. In 1908 Wundt began to work on selecting equipment for Experimental Research on Psychology, even though psychology as a career had not been established at that time. In 1941 the Psychological Institute was set up followed by the Department of Psychology in 1947. The department of Psychology at the University of Chile (the main state institution) aimed to train psychologists as professionals and still remain filling these purposes.

In 1954 the Catholic University (the second largest University in Chile), created the Department of Psychology. It’s approach combines a humanistic and Christian perspective towards the dilemmas of the individual and the society.

After having completed 10 semesters, a 600 hour residency and a written thesis, students from both the Catholic University and the University of Chile received the degree of “Licenciado en Psicología” and the professional title of “Psicólogo” allowing them access to private practice or post-graduate studies.

The year 1973 marks the beginning of deep changes within the educational system. With the collapse of democracy and the emergence of the military regime (which lasted for about eighteen years) a series of political, economic and educational changes took place. The Junta Militar intervened into universities naming representatives of the armed forces as Presidents.

From 1973 to 1981 there was no support for the social sciences disciplines (including psychology), in the eight universities that the country had at that time. Many psychologists migrated to Europe and the United States to pursue graduate studies.

In 1981 there was an important change affecting the Higher Educational System. A new law was established (N° 18962) by the Military Government mandated that the Higher Educational System include Technical Formation Centers, Professional Institutes and Universities.

Only twelve disciplines (Psychology included) could be offered at Universities. The remaining disciplines were allow to be taught at the other two levels of Education.

In addition, all regional university campuses were declared autonomous, increasing the number of Higher Education Institutions.

In 1981 the Higher Council of Education, an autonomous organism linked to the Ministry of Education through the President (Pinochet at that time), became responsible for institution project evaluation and recommending sanctions if necessary. To date, two universities has been closed by the Council due to the lack of fulfillment of administrative, economic and academic requirements.

The last twenty years have seen an enormous increase in the number of private universities. At present time thirty-seven higher education institutions (public and private) are offering fifty-eight undergraduate psychology programs. Most universities (75%) are located in Santiago (Capital of Chile) or within its vicinity. (Figure 1). The number of psychologists is expected to reach 12,000 professionals by the year 2005. This is a significant increase if one considers that were only 3000 students enrolled in Psychology Programs in 1993.

Candidates who consider entering an undergraduate program in psychology must undergo a rigorous selection process. This process is especially designed to weed out those individuals who may be prone to developing psychopathologies. Programs focus on classical specializations and residence in the areas of clinical, educational and industrial fields. However over the last years, and mainly due to social problems that the chilean society faces, a social-communitarian area is strongly emerging. At the end of the psychology program students must fulfill a written thesis or seminar requirement. This process from start to finish takes approximately 6 or 7 years.

Postgraduate programs mostly at master’s level are offered in four psychology departments. A new doctoral program was recently introduced by the University of Chile (the oldest university in the country).

At the professional level Chile has one National Association (Colegio de Psicólogos). It opened its doors in Santiago in 1957. Due to the military regime Chilean associations status was extensively diminished. Currently however (living in democracy) enrollment has increased with a current membership of 2 thousand, expected to increase in the next five years. The Chilean Association in turn has sponsored other associations (Clinical, Educational, Child and Adolescent and Accreditation Comission). The Chilean Association is also in charge of publishing a periodical psychological journal and organizes the National Psychology Congress.

Due to the tremendous increase of diverse Psychology Programs a special Committee has namely set up and it recently published a Manual outlining the minimum requirement a psychology program. Universities must include the following requisites to be accepted as a member of the Chilean Psychological Association. Sixteen courses have been described in that publication covering three main areas: basic, general and professional psychology. Currently there are attempts to pass a law (at the Congress) regulating psychological profession itself.

Research on psychology did not exist as a separate field from sociopolitical processes. In fact, before the military coup and under the influence of the educational reform research on psychology covered a wide topic range. Since 1973 a few...
The State of Psychology in Cyprus

Stelios N. Georgiou, PhD, University of Cyprus, and Charalambos Tziongouros, PhD, Cyprus Ministry of Education and Culture, Current President of the Cyprus Psychological Association.

History and demographics

The profession of psychology in Cyprus was almost unknown until the early 70s. In fact there were only three psychologists practicing on the whole island at that time. The Cyprus Psychological Association (CyPA) was established in 1980, its membership counted 20, since young graduates started returning from their studies abroad at that time. Now, more than 20 years later, there are almost 300 CyPA members or candidates. This shows that psychology as a field and as a profession has enjoyed a remarkable increase in popularity in recent years. Most of the existing professional psychologists are clinical and educational in terms of their specialization. There are also some developmental, social and occupational ones. The great majority of them were trained in European countries such as England (23%), France (20%), the former Soviet Union or Russia (8%), Greece (5%) and Germany (3%) as well as in the United States (22%). Smaller numbers were trained in other countries, 16 in total including those named above, according to records kept by the association.

It should be noted that the importance of psychology was appreciated much earlier. Immediately after the establishment of the Cyprus Republic in 1960, when the new public service was set up, psychological positions were included in two Ministries, those of Health and Education. Both Services were developed in the course of time, and presently they employ clinical and educational psychologists respectively, about 15 in each case. In addition to the public sector, private companies and institutions dealing with social services employ psychologists. Some examples include special schools, geriatric institutions, research organizations and welfare services. The majority of psychologists who work in the private sector maintain their own practice or are employed in clinics. Thus, clinical specializations are very popular among students of psychology, because these enable them to practice privately as well as be employed in the public sector, which continues to be an extremely desired employer.

The numbers reported above are expected to continue growing and the supply of new psychologists is expected to cover sufficiently the respective demand in the coming years. According to the most recent records of the Statistics Department of the Republic of Cyprus, 171 students (32 males and 139 females) were studying psychology abroad in the year 2000. Twenty-three students (2 males and 21 females) studied at various local colleges. Finally, 50 students (6 of which male) studied psychology at the University of Cyprus.

As it is noticeable from the above statistics, the percentage of female students of psychology is considerably higher than that of males. The same applies to the existing professionals in the area, even though the ratio is not necessarily so low as it is with students. In general, Cypriot men prefer occupations such as engineering and business management that are still considered to be more appropriate for the “man of the house” and, of course, have higher salaries and other benefits. Occupations such as psychology and teaching are, thus, women-dominated.

Similarities and differences in training and in practice

The training of psychologists in Cyprus is more or less the same as it is in other European countries. For decades, in the absence of a local university, Cypriots traveled abroad to obtain higher education degrees. Therefore, the State had to find procedures to make sure that these degrees were of appropriate level, especially for professions that deal with public health, such as the profession of a psychologist. The various professional associations played at the beginning the role of the “gate-keeper” in these professions. Hens, the psychological association (CyPA), restricted its membership only to those who were fully qualified to be psychologists. According to the Association’s Constitution, the following qualifications are necessary for becoming a member of the Association:

University degree with psychology as the major subject. The degree must be accredited by the competent authorities of the country where the student has obtained the degree.

Postgraduate degree in Psychology obtained by a University or by another Institution which is considered to be equivalent to a University by the competent

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authorities of the country where the student has studied

A new development in the training of psychologists is the beginning of a psychology first degree offered by the University of Cyprus (UCy). It has started two years ago. The degree needs four years of full-time study and follows the American credit hour system. Thus, a student takes 128 credit hour courses 90 of which are in psychology courses and the rest in general education and other requirements (research, statistics, computer education, language courses etc). All the main areas of psychology (e.g. developmental, educational, cognitive, social, clinical) are covered. A supervised practicum is also required, even though during a first degree a student does not receive any specialization. At a later stage the UCy will offer graduate degrees in clinical and in educational psychology.

The practice of psychologists also follows the standards set up by many European countries. This was not always the case, however. Up until recently, almost everyone could practice the profession, independently of the academic or other qualification he/she held. In 1995 the Law, which consolidates the profession of psychology in Cyprus, was passed. According to that law the following qualifications are needed for becoming a professionally qualified psychologist: 1) a degree with a major in psychology and 2) two years of postgraduate qualifications in an area of professional psychology including at least nine months of professional training and supervised practicum.

Thus, for all practical purposes, the state of Psychology in Cyprus does not differ from the other European countries. In terms of methods followed and techniques used by psychologists in their every day practice, we can say that, obviously, there is a strong influence by the country in which the said professional studied. Since so many Cypriot psychologists were trained in the US, one can see theoretical and practical concepts that remind one of American emphasis. The British influence is also quite visible. Many local psychologists are members of professional associations in the country where they studied and participate in conferences organized there. Most are also members of international associations, mostly European. Among clinical and counseling psychologists, the most frequently used therapeutic traditions are psychoanalysis (both Freudian and Adlerian), behaviorism and person-centered therapy. The family systems approach is also quite popular in recent years.

Future prospects of psychology

Psychology as a profession and as a field is expected to have a bright future in Cyprus. The UCy, even though young and small in size (established only in 1989 and with an enrollment of about 2500 students in its current state of development) has gained a reputation of a dynamic, research-oriented institution. A strong group of academic psychologists have staffed the relevant Department and their research already appears in prestigious international Journals.

A laboratory for "observation of human behavior" was recently set up at the UCy and its aim is to assist research in educational, cognitive and counseling psychology. It is equipped with latest technology organs and is expected to produce cutting edge research results. The University, in collaboration with the association (CyPA) and the various public and private services dealing with psychological issues organize regularly seminars and conferences to promote their general objective and to help the public appreciate psychology better.

In conclusion, we can say that the general goals set up informally by the psychological community of Cyprus are two-fold: On the one hand to break new ground in terms of theory and applications of psychology by doing sound research and on the other hand to continuously improve therapeutic methods and intervention techniques for the benefit of the suffering individuals who request for our help.

Psychology in Oman or Oman in Psychology?

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This paper examines the status of psychology, with reference to its likely future development, Arab/Islamic country, Oman. Given that there is diversity in how tradition interplays with society to produce culture-specific psychological functioning, do modern psychology, emanating largely from the Western industrialized world, have a role to play in an Arab/Islamic society such as Oman? In entertaining this discourse and with reference to mental illness, this article highlights the situation in Oman and the need to establish cultural variations as a pillar of establishing psychological services in Oman.

Geography and Culture

The Sultanate of Oman, a nation of two million people, lies at the Southeast border of the Arabian Peninsula. It has an area of 31,000 square kilometres with a coastline of 1,700 kilometres. Although Oman is part of the Gulf region, it has a distinct history and subculture (Al-Adawi, Burjorjee & Al-Issa, 1997). With a long coastline, enterprising population and, most

ARTS #3: Post Congress Seminar:

WORK PLACE SAFETY, SYSTEM SAFETY AND PSYCHOLOGY

Singapore July 13-15, 2002

Professor Bernhard Wilpert & Dr. Babette Fahlbruch, Berlin University of Technology (Conveners)

This three day seminar introduces a field of growing importance to psychologists- the safety domain. Traditionally concerned with occupational safety and the avoidance of work place injuries the field was the domain of ergonomists, engineers, and physicians. During the 1980s safety thinking changed in response to large scale industrial accidents, such as Bhopal and the Exxon Valdez, which forced safety theorising and practice to extend its coverage to systems safety. Both work place safety and system safety are assured by the efficient interaction of three equally important constituents: men, technology and organization. As a consequence the discipline of psychology has to play an increasing role in work place and systems safety. The seminar will combine the most modern work and organizational psychological approaches to safety to provide participants with theoretical knowledge, analytical and diagnostic competencies, and practice-relevant intervention methods and competencies in the work place and systems safety domain. This ARTS opens a new field for professional practice to enhance the industrial safety

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important, strategic geographical location for sea routes, Omani maritime exploration has sailed to the East as far as China and to the Mozambique Channel in the South. Geographically, Oman is isolated, with the sea enclosing the country on three sides and the forbidding sandy desert Al-Rab' Al-Khali (the empty Quarter) on the fourth. The country’s contact with the rest of world has been, with a few exceptions, via the sea. Besides providing a link with the outside world, the sea has connected Oman’s coastal towns and provided them with a source of livelihood. The desert, on the other hand, has been primarily a barrier cutting off Oman from intimate contact with the interior of the Arabia peninsula. Oman developed its own particular form of Islam, called Ibadhisism, after its founder, Abdullah ibn Ibadh who lived during the 7th century AD but there are significant numbers of Sunnis and Shia Muslims in Oman.

Something akin to psychological distresses is often believed to be the result of witchcraft or the interference of offended spirits or simply a result of God's will. Such commonly views are held is considerably modified by local, social and psychological characteristics. This means that psychological morbidity either was in the hands of traditional healers or left unattended (AI-Ismaily, in press). A typical treatment often reflects the healer's specialization and local belief in the concept of health and disease. The intervention itself may either be directly curative or include protective or preventive factors, involving either the patient or the patient’s family or the whole community (Al-Adawi, 1993). As in the rest of the Arab countries, mental illness is stigmatised (AI-Ismaily et al., in press) but cruel and inhumane treatment of patients has never existed to any remarkable degree. Mental illness usually aroused pity and sorrow, and suffers in general have been treated accordingly. This may reflect traditional view that suffering, rather being divine indignation is considered a religious virtue. The prophet Mohammed is reported to have said: “He who dies on a sickbed, dies the death of a martyr and is secure against the inquisition of the tomb” (cited from Al-Adawi, 1993).

**Current Situation**

Oman may be a typical, rapidly developing acculturating country where individuals are juggling between two opposing cultural influences. Oman once thought to be the 'Tibet of Arabia', oil revenue has reshaped its landscape. In the words of Smith (1988), "money from oil has brought the Omanis progress through development that took a thousand years in Europe in less than 20 years"(pp. 297). Such a rapid pace of modernization has brought in their wake an erosion of traditional infrastructure and a subsistence economy. Within a generation, the country has ceased to be rural and traditional and, instead, has become modern without the accompanying intellectual revolution or technologization (Allen & Rigsbee, 2000).

The spread of education on a wide scale has resulted, naturally, in the raising of the level of expectations. Omanis tend to regard such things as improvements in the employment situation, or guaranteed higher levels of income, and especially the ability to seek higher social standing in the new social order as an acquired right. The psychology of ever-rising expectations will lead to frustration. If the desire to have higher social mobility is not realized, then social insecurity will set in (Allen & Rigsbee, 2000).

Although there are no adequate statistical studies to indicate the incidence of psychological distress in Oman, it is clear that psychological disorders are not a minor problem. Many types of mental disorders encountered in other countries are common, with some minor differences in the incidence of the types of reaction. Other differences occur because of certain culturally determined aspects of symptomatology (Chand et al., 2000; Al-Sharbatat et al., 2001). Whatever the real number of people afflicted with psychological disorders, it is severe when considered in terms of personal distress, family disruption and interference with productivity and economic growth (Martin & Al-Adawi, 2000).

The population structure of Oman is like a pyramid with a large young base. The population has been growing since the late 1970's at an annual rate of 4.86% (Statistical Yearbook, 2000), one of the fastest in the world, making competition for employment situation, or guaranteed higher levels of income, and especially the ability to seek higher social standing in the new social order as an acquired right. The psychology of ever-rising expectations will lead to frustration. If the desire to have higher social mobility is not realized, then social insecurity will set in (Allen & Rigsbee, 2000).

**What Can Be Done?**

At the dawn of the new millennium, the rising rate of alcoholism, drug abuse and suicide are indications that psychology and its allied fields have only marginally satisfied the need for the resolution of emotional, behavioral and social problems. In the midst of this tribulation, how can psychology develop in Oman so that it is congruent to its needs? This should be based on the undeniable fact that psychology is rooted in the context of cultural and social processes that make behavior and thinking different.

By any standards, psychological services in Oman have been poorly dispensed and utilized. Before 1970, the delivery of health services remained rudimentary and there were no modern services for those in need of psychological help (Burjorjee & Al-Adawi, 1992). As yet, the care of psychological disorders has been given low priority, existing mainly to serve a custodial function while the services themselves tend to adhere to medical models at the cost of culture-sensitive interventions. As elsewhere in developing countries, available resources are more likely to be allocated to controlling maladies such as trachoma, diarrhoea, rather than to invest in the "luxury" of psychological well-being (Burjorjee & Al-Adawi, 1993).

Being the last frontier to embrace psychological science and its application, Oman stands a good chance to reflect and digest the experiences of other developing countries. For one thing, psychology in Oman ought to steer clear of experiences of other Arab countries. Based on its short history, modern psychology has already been equated to an alien science in the Arab world. It is sometimes considered incompatible with Islamic teaching or, simply, an agent of intelligence services. As yet, any graduate of social science could reinvent him or herself as a 'psychologist'.

As seen elsewhere, whenever psychological services are introduced in a foreign land, it will inevitably contain views of human nature that are essentially derived from the industrialized world. This is understandable, for modern psychology owes its roots to the development of individualism in the West, which was nurtured by the social and cultural climate of these societies. In contrast, collective identity of the family and tribal affiliation appears to be central to individual identity and functioning in an Omani society. Relevant to this, in a traditional Omani

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society, attribution to supernatural forces occupies a central position in health and illness.

As distress is often experienced in a social and cultural context, studies are being conducted in Oman with the aim of discovering how culture and environment shape the formation, distribution, and manifestation of health and illness. Psychological disorders in Oman appear to be camouflaging and supplanting previous cultural forms of communications such as spirit possession and conversion disorder (Chand et al., 2000). Contrary to widely held wisdom; males tend to fare worst in the climate of emerging acculturation and modernization. Whereas women in Oman have experienced emancipation due to education, males, who were once privileged with all that is entailed in a patriarchal society, have now been relegated to confusing roles by modernity (Al-Adawi et al., 2001). A qualitative research has examined how Omani traditional communities cope with irrecoverable traumatic events (Al-Adawi, Burjorjee & Al-Issa, 1997). The findings suggest that Omanis tend to negate the immediate effect of loss by assuming that the ‘deceased’ is only ensorcelled and will return alive. Such culturally sanctioned belief can be interpreted as coping mechanism to loss. The phenomenon has paved the way to view cultural refractions as well-recognized psychological reactions. The separation between the western and traditional view of health can be overcome by incorporating folk concepts of emotions and interpersonal interaction, rather than exclusively adhering to individual psychopathology (Al-Adawi, Burjorjee & Al-Issa, 1997).

Sultan Qaboos University, the only national University in the country, has two departments that teach and utilize psychological sciences. The College of Education maintains psychology courses relevant for prospective Omani teachers. The main thrust of the course is to orient teachers with different views of learning and developmental psychology. The second centre that imparts psychological sciences is in the College of Medicine and its teaching hospital, offering psychology as an integral part of the behavioural sciences course modules relevant for medical students. The clinical department is an essential part of psychiatric services but with its own independent psychological unit. It functions like other clinical psychology department offering diagnostic and psychotherapeutic services. Due to lack of qualified psychologists, the services so far have been considerably oversubscribed. With the exception of few foreign psychologists catering to the needs of the expatriate population, there is only one qualified Omani psychologist in the country and it is unlikely that enough indigenous psychologists would be available for a considerable long period.

Despite these caveats, it is likely that some Omanis would be interested to pursue psychology as a career. While attracting young bright Omani to study psychology, a body is needed to oversee the code of conduct and regulation for those who are practicing psychology in Oman. It is hoped that these future psychologists would be equipped with rich appreciation of human diversities and to realize that knowledge gained almost exclusively from one part of the world might not be compatible with another part. If that is not realized, then we would do well to heed the old saying, “We shall not cease from exploration. And the end of all our exploring will be to arrive where we started. And know the place for the first time” (T.S. Eliot, 1974).

References


Two Anecdotal Snapshots from Abroad: Santiago, Chile and South Korea*

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T he major portion of this paper focuses upon my experiences and observations as a participant in the Interamerican Congress of Psychology, convened in Santiago, Chile, July 29-August 3, 2001. My substantive participation included a conversation hour (A personal agenda for psychology in the new millennium?) and an invited paper (Beyond psychology: literature and the arts as supplements for understanding and predicting behavior). A secondary, and incidental aspect of this paper derives from a recent meeting with a former Ph.D student of mine, Professor Won-Woo Park, College of Business Administration, Seoul National University, Korea.

SANTIAGO

General impression: The service employees in restaurants, hotels, taxis, shops, and tour guides, were extraordinarily efficient, courteous, and hell-bent on providing the very best service and accommodations possible. They were highly professional, extremely knowledgeable, taking intense pride in their work, and sensitive to even the slightest wishes of their clients and customers. From my experiences in Santiago and in America, I would have to say with no qualification whatever that these Santiago workers were far superior to their counterparts in the United States, hands down, no comparison.

The City of Santiago, Chile’s capital, whose population is about 5 1/2

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million people, is a modern, bustling metropolis very much in the 21st century. High-rise buildings of every architectural description and elegance. Ten thousand little yellow buses darting in and out of traffic. Cell phones. The Internet. The whole nine yards. The mighty Andes mountains are very much in evidence on Santiago’s landscape.

The Congress of Interamerican Psychology itself took place on the site of a Catholic University whose courtyards and outdoor strolling and study areas exuded indescribable charm. The young women, students, who served as guides, were enthusiastic, always helpful, and most congenial. Pigeons from the outdoor courtyard meandered independently throughout the corridors of the university.

I was disappointed to observe that very few psychologists from the United States attended the Congress, perhaps no more than 10% of the total participants. It was very much a Spanish-speaking crowd. APA held a magnificent Congress-wide reception featuring ample food, drink, and animated chit-chat at the Crowne Plaza Hotel.

Cultural glimpses. From conversations I had with several residents of Santiago, I learned that there are virtually no Blacks in Chile, that homosexuality is taboo, that most wives work, families occupy a strong position in attitudes and in the everyday lives of people.

It is very common among male first-year college students to wear their hair long and to wear earrings. However, toward the end of their college tenure, nearing the time when they will be looking for jobs, their hair becomes noticeably shorter. I never did learn about their earrings as college seniors.

Smoking was very common in restaurants. Non-smoking areas were nowhere in evidence. It was very common to see fashionably attired as well as casually attired young women smoking cigarettes on the streets in the city.

Verbal disparities: On the day of my arrival, discovering that there was no gift shop (other than for jewelry) in my hotel, the Plaza Hotel San Francisco, I asked the concierge to arrange for a bellman (they’re still called bellboys there) to go to a nearby kiosk to get me some bottled water, pretzels, chewing gum, and life savers. The bellboy later came to my room with bottled water, chewy candy instead of chewing gum, Pringles potato chips instead of pretzels, and no life savers. I asked him about this, and he pointed to a package of condoms. They apparently understood life savers? to mean condoms, which is quite a stretch. Go figure!

A university student (with impressive English fluency) who was extremely helpful to me throughout my stay, was Veronica Polycon, without whom I would have been a fish out of water. Muchas gracias, Veronica! In 2003 the Congress of Interamerican Psychology will be held in Lima, Peru. (It is interesting to note that the programs in Chile and Peru will have been in countries dominated by infamous leaders, Pinochet and Fujimori, respectively.)

SOUTH KOREA

A few days after my return to Pittsburgh from Santiago, I met with one of my former PhD students, Won-Woo Park, now a member of the College of Business Administration faculty at Seoul National University in Seoul, Korea. Won-Woo and his family were visiting their old Pittsburgh haunts following his participation in the annual meeting of the Academy of Management, which took place in nearby Washington, DC.

A random potpourri of Korean anecdotes: During our catch-up meeting, I asked Won-Woo a number of questions regarding Korean culture.

What is South Korea’s relationship with Taiwan? They have a strong bond with Taiwan economically, but are very careful not to become too cozy with Taiwan politically, for to do so would place South Korea? strong economic ties with the People’s Republic of China in grave jeopardy.

Women in South Korea are still, by and large, seen more in the home than in business. Won-Woo’s College of Business Administration has nary a woman on its faculty, although 40% of its students are women.

Homosexuality, whose existence statistically is not known, is still very much in the closet. Living together prematurely is taboo.

Another verbal disparity. Recently Won-Woo lectured and consulted in Poland. In one of his talks he used the word innovation, whereupon his translator drew a blank. There is no word for innovation in Poland! Human resource management in South Korea. Won-Woo left a number of his recent papers with me (along with an elegant gift of serving spoons) among which I would like to excerpt for you three instructive paragraphs. These are from Park, Won-Woo (2001), ?Human resource management in South Korea,? in P. S. Budhwar & Y. A. Debrah (eds.), Human Resource Management in Developing Countries, London: Routledge Taylor & Francis Group, pp. 34-55. These excerpts, below, offer fascinating glimpses into Korean culture and business practices, glimpses I daresay which are probably new to most of us.

Both Buddhism and Confucianism have been generally accepted as religions in Korea and have become an integral part of

(Continued on page 34)
the minds of Koreans. This means that Confucianism has been accepted as a set of moral teachings and ethical values, but not as a religion. Based on Confucianism, Korean society has the following characteristics: orderly society (understanding and maintaining your position in society); free society (no religious caste system, no food restrictions except for health reasons, ability and determination determine your ultimate rank); family-oriented society (filial piety to your parents, loyalty to superiors, paternalistic society); group-oriented society (individualism in a group setting hwa [harmony] among members); and education-oriented society (career success = f [level of education] mentality, respect for scholars) (Chang and Chang, 1994). (p. 40)

One of the unique aspects of Korean management is management by family. Many founder-owners have handed over the company to the eldest son in the family because of their Confucian belief that the company can be managed more effectively with the loyalty of and hierarchy within the family. Also, various social connections based on clan, home town or school have a substantial impact on various levels of relationship within the company. Lifetime employment is evident in many Korean organizations. However, some of the more talented employees will leave the company to obtain better positions or opportunities elsewhere, especially in the high-tech industry. This can be expressed as a high degree of mobility in comparison to the immobility of Japanese. As a result, the concept of lifetime employment in Korea is quite flexible (Lee and Yoo, 1987).

One of the most striking features of Korean organizations is the high degree of centralization and formalization of their managerial practices (Chung et al., 1997). Important decisions are usually made at the top level, then filtered down to lower levels, and there is little evidence of consensus decision-making. (P. 47)

The moral of this story is that there is a big, wondrous world out there, going way beyond the boundaries of the United States of America. Psychologists of APA, venture forth into that world, spread your wings, enabling you to learn a very great deal. The cost of all of this will be the salutary loss of your provincialism culturally and your myopia professionally and scientifically.

Psychology in Norway: A Survey of Recent Developments

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Psychology in Norway has undergone some striking developments over the last 15 years. These include an increase in the number and demand for licensed psychologists, gender shifts in education and employment, and a decreased proportion of Norwegian psychologists working for the public health system. In addition, revisions have taken place in educational programs leading to the degree Candidatus Psychologiae, the traditional "practice" degree in Norway, and a new law has been passed governing authorization and licensing as a psychologist.

Historical and international trends

Although Norwegian psychology has its roots in German and Austrian psychology, the dominant influence since World War II has been the United States. However, there may be a shift to a more European psychology in the near future. One cause of this shift is the emergence of recent cooperative initiatives between Norway and both Nordic and EEA (European Economic Agreement) countries. These initiatives include agreements to facilitate exchanges in the psychology work force. There has also been a trend toward the internationalization of Norwegian research through centralized authorities such as the Research Council of Norway and the major learning institutions. The EU (European Union) has played a key role in this internationalization process.

Norwegian psychology is generally seen as a more homogeneous and "harder" science than in the US. Research funding and educational curricula are largely regulated by central authorities leading to less variation in psychological practices and research than in the US. The smaller scale and close cooperation among Norwegian psychologists, and the homogeneous Norwegian culture, also contribute to this reduced variability. Although clinical, educational, and social psychology are well represented in Norway, the primary emphasis has been on biological and cognitive psychological research. Because of limited university research funds, Norwegian researchers have, to some degree, been dependent on centralized government
and private organizations that favor applied studies.

Education

During the last 15 years, the Norwegian educational system has seen an increase in programs leading to the degree Candidatus Psychologiae. These programs have expanded due to the strong demand for licensed psychologists, the growing popularity of psychology as a profession, and the need for educational programs and psychological services in areas not covered by the Universities of Oslo and Bergen, such as the provinces of northern Norway. For example, the Board of the University of Tromsø gave their final approval for a Candidatus Psychologiae Program in December 1988 and admitted their first class in the spring of 1991. The Norwegian University of Science and Technology in Trondheim has also approved a Candidatus Psychologiae program and admitted their first class in the spring semester of 1995. In addition to the Candidatus Psychologiae professional degree, the Norwegian University of Science and Technology also has a Candidatus Politicarum Rerum program in psychology, which is a research degree similar to the M.S. degree in the United States.

Candidatus Psychologiae programs have become increasingly popular and, as a result, increasingly competitive. Prior to the spring of 1997, admission to these programs was based on a minimum grade from Psykologi Grunnskole (The Psychology Foundation Subject). Any applicant with a grade of Laudabilis or better was guaranteed admission, and placed on a waiting list if the number of applicants exceeded the admission capacity for any one semester. But in 1997, as a result of a steady increase in applicants, this guaranteed admission and “waiting list” system was abandoned in favor of a competitive admission process based strictly on grades from the Examen Facultatum and Introductory Semestret Course in Psychology). Because of the strong competition for admission, students sometimes retake these courses for as long as two to three years to improve their grades. This is true in spite of the fact that the Norwegian Educational system doubled its capacity for educating psychologists from 1990 to 1995.

Demographic issues

As of April 9, 2001, there were 3891 licensed or authorized psychologists in Norway. This figure represents an annual growth rate of approximately five percent over the past 15 years, a rate that is expected to grow over the coming decade. Because of the increased demand for psychologists, the Ministry of Health and Social Affairs has implemented an action plan (Oppturingsplan for psykisk helse 1999-2006) which is expected to result in an additional 940 authorized psychologists by the year 2006.

The Norwegian Psychological Association (NPA) reports that there have been approximately 400 vacant positions for psychologists in the mental health and education fields over the last ten years. There is very little involuntary unemployment among Norwegian psychologists. The NPA had 4113 members as of January 1, 2001. Among its working members, 888 were employed by private businesses or were in private practice. The proportion of psychologists working in the private sector continues to grow.

The last 15 years have also seen a marked shift in the ratio between male and female psychologists. As of January 1, 2000, 2408 of NPA’s members were women and 1705 were men. Because of the greater proportion of women in Candidatus Psychologiae programs, the representation of women among Norwegian psychologists is not expected to decline. Currently, female psychologists earn approximately 95% of what male psychologists earn. However, it is believed that this figure is due to the increasing number of female psychologists recently entering the profession and, consequently, holding a greater proportion of the entry-level, lower-paid positions. Authorization and Licensing

To work as a psychologist in Norway, an authorization or license must be obtained from the Norwegian Registration Authority for Health Personnel (SAFH). The title “Psychologist” has been protected by the Psychology Act (Psykologloven) since 1973. This law specified educational requirements for authorization, rules regarding record keeping and confidentiality, and penalties ranging from revocation of authorization to fines and imprisonment for breaking the law. On July 2, 1999, the Health Personnel Act (Helsepersonell) replaced a number of acts pertaining to health personnel including the Psychology Act. The Health Personnel Act is essentially an extension of the Medical Practitioner Act (Legeloven), but it includes all 27 recognized health professions. It also incorporates some of the practices that were developed with the Medical Practitioner Act and clarifies some of the duties. An important change with the Health Personnel Act is that it is no longer just the title “Psychologist” that is protected, but the very concept of the profession itself. Before the Health Personnel Act, a person could legally provide some of the same services as a psychologist as long as the title “Authorized Psychologist” was not used. However, this is no longer possible since the new act also protects the functions of a psychologist.

The purpose of the authorization requirements is to protect the rights of patients and to ensure that psychologists are qualified for the profession. To obtain authorization as a psychologist an applicant must be younger than 75 years of age and possess a Candidatus Psychologiae degree from one of the four Norwegian universities, or a comparable degree from a foreign learning institution.

The curriculum for Candidatus Psychologiae programs, which is based on the “scientist practitioner model,” is, in part, defined by law to ensure core quality standards nationwide. A key standard for determining whether a foreign degree qualifies for authorization is the extent to which its curriculum is similar to the Candidatus Psychologiae curriculum. An agreement exists among the Nordic countries of Denmark, Finland, Iceland, Norway and Sweden for the mutual recognition of authorizations from other Nordic countries. In such cases, no determination is made as to whether the qualifications are equivalent to the corresponding Norwegian qualifications. For applicants educated in other EEA countries, applications are considered in accordance with Council Directive 89/48/EEC, cf. 92/51/EEC (and subsequent amendments). While not granting an automatic authorization, the Directive contains rules for how considerations should be made. The main rule is that the educational requirements should not deviate in any marked degree from Norwegian standards.

Bibliography/Further Reading


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Polical Psychology has always been sensitive to effects of a political system on the motives, thoughts and behaviors of its actors. To some extent, varieties of political behavior—or activities with important political consequences seem to escape the critical eye of Political Psychologists working on authoritarian bureaucracies in developing countries. Specifically, the need for both theoretical and methodological universality seems more urgent today than ever. Partly, the shrinking global space and the need for resolution of conflicts makes the case for studying the less developed countries stronger. That Political Psychologists are uniquely placed to address the pressing problems resulting from authoritarianism including conflict resolutions is no longer in dispute.

This paper focuses on the political behavior, attitudes and consciousness of provincial administrators (PAs) in Kenya. Provincial administrators are field level offices responsible for the public safety, development and political stability in rural areas. They include Provincial Commissioner (PC), District Commissioner (DC), District Officers (DO) and Chiefs in locations and sub locations. The study arises out of concerns for widening our understanding of how individual bureaucrats in authoritarian systems operate. More troubling, though, is that the behaviors of PAs across the board seem to form a pattern. Over the years, the Kenyan media has continued to document examples of behaviors such as:

- A Chief stabbed a man over dreadlocks hair. The man had resisted the chief’s order to shave his dreadlocks (Daily Nation May, 12 2001).
- A Chief arrested two people unlawfully and left them in custody for two days without food (Daily Nation April, 21, 1994).
- A 65-year-old man fled for his life after harassment by his chief. The chief kept him tied with a rope for over three hours at a public meeting (Standard January 20, 1994).
- A DO in declared Lodwar his territory in which reporters had no business (Daily Nation September 6, 1992).
- A DC reported that he would resign if FORD-Kenya (Opposition party) won the elections in 1992 (Daily Nation September 6, 1992).
- A DC ordered a Teacher to be shaved in public (Interview).
- A PC ordered the arrest of a citizen who refused to offer the public official a ride in his car (Interview).

**Characteristics of PAs**

Unfortunately, few political psychologists have examined the implications of these behaviors for our understanding of authoritarianism. Generally speaking, the main psychological characteristics of the administrators’ political attitudes are summarized as: sycophantic, active involvement, authoritarian, and pseudo-conservatism. Besides, PAs are notorious for preserving their own identities as “elite core” among the country’s public administrators.

Several PAs interviewed and observed for this study showed a strong sense of sycophantic behavior. By examining their reported speeches, it was found that PA’s echo statements issued by the head of state. It is common practice for PAs to “follow through” statements from the president in their areas of jurisdiction. The reason for this is that they are administratively representatives of the chief executive and are employed at his pleasure.

Another attribute is the high incidence of authoritarianism and active involvement in local politics. DOs, for example, were active during the elections held in 1992 and 1997. Some went as far as declaring support for candidates sponsored by the ruling party. An acting DC even went on record threatening to resign if the opposition won the elections in 1992. Participation also took the form of mobilizing rural populations in political activities. The respondents regarded the role of PAs as being complementary to that of the party machinery. Several respondents in this study regarded their mission as including “promoting the good image of the government.” With this expectation, PAs over the years have cancelled licenses of meetings sponsored by opposition figures, stubbornly declared some parts of the country as closed for opposition politics, and harassed anti-government activists. Such behaviors correspond neatly to authoritarian submissiveness.

From a psychodynamic perspective, the authoritarian behavior of PAs cannot be understood outside his colonial antecedent and socialization—many of the colonial PAs were former British soldiers who fought in the World Wars. Many had no formal training in “multiculturalism” and more often than not resorted to authoritarian communication styles in their interaction with their captive natives. Perhaps, also, as soldiers, they were more conversant with receiving and giving orders—and of course, using force if compliance was questioned. Moreover, PAs dressed as military personnel and were indeed inducted in authoritarian tactics at the Administrative Officers Police Training College (APTC) and at Kenya Institute of Administration (KIA).

The above perspectives do not in any way reduce the salience of political culture as an independent variable. Research shows that the behaviors of state operatives might also be their adoption of prevailing norms and beliefs. For some, the fear is that African society was for a long time conditioned to authoritarian cultures. Even if resistance existed, subsequent administrators merely reintroduced these behaviors—sometimes justifying these in derogatory terms. Ironically, both colonial and independent governments believed that without a degree of authoritarianism, no progress would be achieved in some parts of Africa.

**Pseudo-conservatism, psychological commitment to ruling party and political consciousness**

PAs' cognitive mobilization measures the degree of political conservatism and the extent of psychological commitment to the ruling party's agenda. PCs, DCs, DOs and Chiefs score very highly on how frequently they participated in conversations about the Moi succession and elections in Kenya. The element of commitment to Kenya African National Union (KANU) was quite high especially in the Rift Valley and Northern Kenya. Although, as career civil
Explaining the pseudo-conservatism and support for the regime

The reasons for the support might be summarized as follows:

(1). The frequent charges of corruption among politicians who have abused public office did not target the PAs, but it contributed to their solidarity and identity formation.

(2). The unending search for a new constitutional order at the national level, while recognizing the need to reduce the role of PAs, has not been operationalized. PA's would rather retain their privileges in the existing order.

(3). The failure of the opposition parties to chart out an alternative vision for Kenya translated into greater societal apathy that included agents of the state such as the PAs.

(4). The decline of meritocracy in the civil service has been moderated by greater discretionary use of power in the PA levels. Besides, horizontal transfers to Head offices have reduced the possibility of the “exit” and “voice” options.

(5). Ethnic based patronage systems have forced PAs to look for “godfathers” for their own protection and preservation.

(6). And the increased political interference in the rural lives (through decentralization-District Focus for Rural Development strategy) of the population increased the powers of the administrators making them the core agents of the political system.

Conclusion

This study adds to our understand-
A visit to a thoracic surgeon's office is not exactly everybody's idea of spending a nice morning or afternoon. The visit is often prompted by a terrifying diagnosis: cancer. Only a few days prior, life had marched along at its normal pace, but now all has come to a halt. It is with a frame of mind dominated by fear, confusion and a sense of uncertainty that patients are seen by their surgeons. Given the enormous emotional impact of the diagnosis and its implications on the patients and their families, it is astounding that thoracic surgeons - indeed that all surgical oncologists - are not sufficiently schooled in the art of compassionate counseling. Often, our only resource in this regard is the wisdom passed to us by our mentors. One such teaching reveals to us that the "secret for caring for the patient is to care for the patient." During the many years of experience with gravely ill patients, we have found that compassionate and emotional support often begins at the very first minute of the first encounter. A friendly, warm attitude may go a long way to allay the anxiety of the patient and his or her family. During that first encounter the patient should understand his/her condition and the various options available. They should be informed as clearly as possible of the advantages and disadvantages of each alternative. Through this process, they assume control of their condition and become active participants, if they wish, in their treatment plan. However, if patients seem ambivalent about their treatment, it is essential for the surgeon to clarify and emphasize the patient's optimum course of action.

Once a course of action is determined, all efforts are directed to preparing the patient and their family for the planned intervention. A surgical procedure, though a daily and routine event for the surgeon, is a lifetime event for any patient. Fear is the prevailing underlying emotion. Some of our patients who are physicians themselves may project an image of bravado and nonchalance. One should not be fooled by these projections for they are all afraid; any reasonable person would be. Indeed it has always struck me that the contract between a patient and his surgeon (not internist) defies any logical explanation. A human being meets another with whom he has no enduring previous relationship and practically hands over his life to him or her to do as they see fit. The moral content in such a transaction is a burden that we as surgeons, should bear with humility and devotion.

During this process, it is important to stress the positive aspects of the patient's situation to foster a synergistic atmosphere for a successful outcome. In general, patients with hope for an optimal result, based on knowledgeable treatment planning and education, tend to cooperate better with their therapies and are more resolved to deal with their illness. The behaviorist, Bandura (1986) performed several studies proving that self-efficacy is increased by positive feedback. He further explained that through verbal persuasion encouragement was provided to the people empowering them to believe they have the ability to cope with their situation. Many times the patient is so stressed about the information they received regarding clinical findings, that his or her judgement is not clear enough to make major treatment decisions. Based on experience, a highly skilled practitioner is able to guide the patient and his or her family to the best choice for their well-being and give them the confidence that this is the "right" decision.

From a practical point of view patients need to understand and be well prepared for the physical consequences of the planned operation. In chest surgery, the main concern is always postoperative pain. Patients are informed of the benefits of epidural analgesia in the immediate perioperative period and that sufficient pain medications will be prescribed upon discharge from hospital. They are gently forewarned that post-thoracotomy pain can endure for several months after surgery and that in 5% of patients it may be a life-long problem.

Once discharged from the hospital the next major issue is an honest and informative discussion of their pathology. What is the stage of the tumor? Is chemotherapy or radiotherapy necessary? These are all obviously important questions that can be easily answered if the news is good. Bad news is harder to deliver. Some believe that stating the facts as they are is essential to avoid misleading the patients. This cold realism in our opinion is neither warranted nor is it in keeping with the old Hippocratic axiom of "at first do no harm." Undoubtedly a "truthful" delivery of the news is a basic ingredient in upholding the "contract" and maintaining the confidence level between the patient and his or her surgeon. However, the key word is "delivery." There is nothing worse than transforming a serious situation into a hopeless situation. We believe that academic institutions by fostering basic and clinical research can always provide patients with advanced disease with the hope of participating in novel clinical trials that may be of benefit to them or future patients.

At our institution we hope to accomplish all of the above goals by bringing together a large team of individuals with various interests such as pain management, clinical care, and a clinical trials programs. More recently we recognized the time constraints imposed on the surgeon by a busy clinical practice and how that might impact our overall objectives. To fill in this gap a nurse practitioner plays a major role in educating, coordinating and dealing with the constant concerns of patient and families. We also initiated a Lung Cancer Support Group with planned monthly meetings. These monthly meetings are designed to provide education coupled with emotional support for the patients and family members of people with lung cancer on an ongoing and long-term basis.

Although further research is necessary regarding the psychological aspects affecting surgical outcome, its potentially beneficial effect cannot be ignored. Quite simply, patients benefit from hope. We are surrounded with everyday examples of how performance is enhanced with encouragement. Whether it is the endurance and fortitude to reach the summit of Mount Everest, the ability to finish number one in the Ironman competition, or winning the Olympic gold medal in a cross-country race they are all based on more than physical training and ability.

Reference

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_____ I authorize Division 52 to charge my VISA—MASTERCARD—AMERICAN EXPRESS (circle one) in the amount of $__________ USD.

Credit Card Number ____________________________ Expiration Date _______ Signature _________

Please send your completed application together with your payment to: Division 52 - Administrative Office
American Psychological Association
750 First Street, NE
Washington, DC 20002-4242
APPLICATION FOR ARTS 2002

Last Name First Name Initial Title (Dr., Mr., Mrs.)

__ Age Date of Birth _
Academic rank ______________

Institutional Affiliation: _______________________________________________________

Highest Degree _____ (specify degree)
Year obtained: ______________

University granting degree __________________________________________________

Fax: __________ E-mail: __________ Phone: __________

Fluency in English: ___ Reading ___ Listening ___ Speaking

2002 Congress Attendance Plans

IAAP Congress (Singapore, July 7-12)
Plan to attend: ___ Yes ___ No
Submit Paper/Poster ___ Yes ___ No

IAACC Congress (Yogyakarta, July 15-19)
Plan to attend: ___ Yes ___ No
Submit Paper/Poster ___ Yes ___ No

Previous Congress Attendance
1992: ___ Brussels (IUPsyS) ___ Liege (IACCP)
1994: ___ Madrid (IAAP) ___ Pamplona (IACCP)
1996: ___ Montreal (IUPsyS) ___ Montreal (IACCP)
1998: ___ San Francisco (IAAP) ___ Bellingham (IACCP)
2000: ___ Stockholm (IUPsyS) ___ Pultusk IACCP)

Previous ARTS?: ___ No ___ Yes: Specify year and/or topic ____________________________

Seminar Applied for:
__ ARTS #1: The Family: Culture and psychological functioning (Singapore, July 4-6)
__ ARTS #2: Emotion and inter-cultural adjustment (Singapore, July 12-14)
__ ARTS #3: Work-place safety, systems safety and psychology (Singapore, July 13-15)

Funding Support Provided and Supplementary Assistance

Required: During the seminars meals, accommodation and instruction will be provided. (During the international congresses participants are expected to provide for their own food and lodging; no ARTS assistance is provided during the Congress). Participants from low-income countries may also be eligible for modest assistance with their travel expenses from ARTS, but must first seek funding from other sources in their home country (university or national granting agency). Moreover, our funding is limited so that full travel support is unlikely. When requesting assistance include detailed information about your travel expenses, funding sources and the institutions from which you have sought financial support.

Statement of Qualifications: Please attach to your application a description of your special qualifications for the seminar you have selected (See the application requirements for each seminar).

Send your application: Directly to the convenor of the seminar you wish to attend. John G. Adair, Professor Emeritus, Department of Psychology, University of Manitoba, Winnipeg, MB, Canada R3T 2N2 Phone: 204-474-8248 Fax: 204-474-7599