MESSAGE FROM THE PRESIDENT

Initiatives for 2004: Focusing on Internet Technology and Membership
Richard S. Velayo, PhD, President, Division 52

The Division of International Psychology begins its seventh year. “Lucky 7” I should say! As the seventh President of our Division, I have a tough act to follow. Our Past-presidents (Ernst Beier, Florence Denmark, Gloria Gottsegen, Frank Farley, Charles Spielberger, and Harold Takooshian) have all left lasting impressions that have contributed to the growth and visibility of our Division since its inception in 1997, with three as Past presidents of APA (Drs. Denmark, Farley, and Spielberger). My experience as Program Chair and Membership Chair, and working closely with Drs. Takooshian and Denmark, has provided me with valuable insight on ways to lead our organization. I also look forward to working with our President-elect Dr. Norman Abeles, another distinguished Past-president of APA, who I believe will serve the Division well in its pursuit to internationalize psychology.

This year started off great! We have much to look forward to but let me begin by introducing the list of 2004 Division 52 elected officers and committee chairs. We have an outstanding group and I am confident that with the addition of more members (new and old) who are willing to actively be involved in Division 52, that we will continue to flourish.

Elected Officers:

President: Richard S. Velayo
President-elect: Norm Abeles
Past-President: Harold Takooshia
Treasurer: Kay Greene (-2006)
Secretary: William G. Masten (-2004)
Council Representative: Gloria Gottsegen
Newsletter: Ivan Kos
Members-At-Large: Frances Culbertson (-2005)
John Hogan (-2005)
Joy C. Rice (-2004)
Danny Wedding (-2004)

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NEWS FROM DIVISION 52

DIVISION OF INTERNATIONAL PSYCHOLOGY MENTORING AWARD

The Division 52 Mentoring Award is presented annually to a member or affiliate of Division 52, who plays an exceptional mentoring role in an international context. Mentoring may be defined by any of the following activities:

1. Mentoring students or faculty in or from other countries (e.g., helping a foreign university set up a program in psychology)

2. Mentoring students who contribute to international research, or who go on to work in international settings

3. Promoting projects that advance the education of psychologists with respect to international aspects of psychology

4. Contributing to the development of psychology in foreign countries

5. Assisting in research and/or applications of psychology as a profession in foreign countries.

Nominations should consist of a curriculum vita and at least two letters, attesting to the mentoring activities of the nominee. The nominations will be reviewed by the Division 52 Mentoring Award Committee. The Committee's recommendations will be reported to the Division Board of Directors. Nominations should be sent by May 1, 2004 to Lynn P. Rehm, Ph.D., Department of Psychology, University of Houston, Houston, Texas, USA, 77204-5022.

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International Psychology Reporter
APA Division 52 Newsletter

Volume 8, No 1 Spring 2004

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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, 3½" IBM formatted. Time limitation in production requires all material to be submitted electronically.

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Submission deadlines for:
Spring issue - March 31, 2005
Summer issue - June 30, 2004
Fall/Winter issue - October 31, 2004

International Psychology Reporter is the publication of Division 52 of the American Psychological Association.
At the March 17, 2003 Midwinter board meeting, the Long-range Planning/Visioning session (facilitated by Drs. Arthur Freedman, Ann O’Roark, and Paul Lloyd) helped achieve two important wishes of the Division: (1) to internationalize psychology and to infuse an international perspective in all other APA divisions, and (2) to allow for greater cohesive­ness among board members and chairs. There are several other goals we can focus on which can be summarized in terms of increasing and maintaining memberships and providing useful services to our membership that contribute towards making psychology more international (such as regularly sponsoring symposia, making psychology more visible in areas such as education, public policy, and practice, and providing networking opportunities.) These desired outcomes may be achieved in various ways and I am calling on all of­ficers and members to contribute towards helping achieve these objectives.

Given the tremendous set of desired outcomes we all wish for, one of my presidential initiatives focus on an important strategic tool which I believe will propel us towards many of our other goals. Our Division should further invest in the use of Internet-based technologies to enhance our membership and to allow the Division to reach out much further to psychologists from within the U.S. and those from abroad. These technologies are available, so let us utilize its potential to expand the reach of our Division, and to create a “portal” by which psychologists from around the world are able to effectively communicate with one another.

Many APA divisions continue­ally “beef up” their use of Internet technologies (e.g., websites) in order to reach their constituencies (as well as potential members), and to allow for better networking and communication. As an “international” organization, we are in a position to benefit more from investing and exploring the use of these technologies. It is paramount that we do so.

Another important initiative would be to boost our membership count, especially those of our international affiliates. If my calculations are correct, an additional 200 new members this year will help bring our membership to more than 1000.

Exploring ways for us to use available technologies is essential in helping internationalize psychology as a discipline and to provide psychologists from around the world with a vehicle by which to communicate and share information about their scholarship, teaching, and professional activities. In addition, I believe that one of the most important steps in promoting psychology around the world is to encourage a more international or multicultural curriculum, acknowledge textbooks that cite international authors and research studies that promote a multicultural perspective, and to prepare our teachers at all grade levels to effectively teach in a more diverse environment of learners with varying cultural backgrounds. We may efficiently do this through the Internet. Despite the lack of Internet access still evident in many parts of the world, it is nonetheless becoming increasingly available to many, allowing psychologists and students of psychology to share experiences that promote understanding and tolerance. Thus, the pedagogical applications of technology that takes into consideration the international and multicultural impact of teaching through multimedia and distance learning technologies must be explored further.

Our own Division has certainly begun utilizing technologies that help our board and members obtain divisional information and commun

(Continued on page 4)
We now have 74 international liaisons from various countries helping publicize our activities around the world. Many of these liaisons are also key in bringing in international members. At last count, especially those of our international affiliates. If my calculations are correct, an additional 200 new members this year will help bring our membership to more than 1000. With the help of our Outreach, Membership, and Communications Committees, I believe such a goal is realistic. Given that membership is the backbone of any organization, let us challenge ourselves in helping recruit new members and maintain current ones. I encourage you to have potential members contact our Membership Committee Chair, Dr. Weihua Niu (wniu@pace.edu) or Dr. Sherri McCarthy (sherri.mcCarthy@nau.edu).

Our Liaisons from other countries also play a key role in bringing in international members. At last count, we now have 74 international liaisons from various countries helping publicize our activities around the world. Much gratitude goes to Dr. Michael Stevens who has amazingly sought our liaisons from various countries. Many of these liaisons have contributed significantly to these. Other features that will be added include translation features for other languages (e.g., Arabic, Hebrew, and Chinese), a photo gallery of division-sponsored events, other readily downloadable documents, a more comprehensive set of links to websites of other international psychology organizations. Other features that will be explored in the near future are the ability to conduct seminars administered via distance learning modes, streaming videos, and other multimedia formats.

In other words, let us be ambassadors of International Psychology!

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In our board and members continue to help in further establishing close relationships with other international psychology organizations including the International Association of Applied Psychology (IAAP), International Council of Psychologists (ICP), International Association for Cross-Cultural Psychology (IACCP), the International Union of Psychological Sciences (IUPsyS), International Psychology Student Organization (IPSO), and of course APA's Council of International Relations in Psychology (CIRP). We also have numerous divisional liaisons that help further our ties with other APA divisions.

I hope you share my great anticipation and enthusiasm for the 2004 APA Convention which will be held in Honolulu, Hawaii. I do hope you plan to attend for you can expect our programming to be as impressive as the venue. I believe many will be pleasantly surprised at the outstanding line-up of symposia, panels, poster session. One of the unique features of this year’s Division 52 program is a photo exhibit. In addition, there will also have a suite for the first 3 days of the convention dedicated to other divisional activities, as well as a place for our members, especially our international colleagues, to congregate. Thanks to Dr. Anie Kalajjian, Dr. Uwe Gielen, and Dr. Harold Takooshian, who have all spearheaded our impressive programming this year.

Last, I hope that from now and the years to come, we can make it our routine to seek opportunities to network with our colleagues and students by letting them know about International Psychology and what our organization hopes to accomplish. Let us take advantage of giving lectures, workshops and other ways of sharing our expertise with those from abroad. Let us encourage those from abroad to share with us in the same way. Let us promote international and intercultural research. Let us encourage students, here and abroad, to examine topics that propel this kind of research and to reach out to others beyond our own national borders. In other words, let us be ambassadors of International Psychology!

CONTEMPORARY PSYCHOLOGY SEEKS BOOK REVIEW VOLUNTEERS

If you are an avid reader of psychology books, I would like to ask you to consider being a regular book reviewer for Contemporary Psychology: APA Review of Books. I am the Editor-Elect for Contemporary Psychology, and I'm working with APA staff to identify psychologists to review books received after January 1, 2004. We want to pull together a cohesive team of psychologists who love to read and have one or more areas of expertise because of regularly reading a large number of books published each year in a given specialty area. If you are willing to commit to doing one or more book reviews per year, I would like to include you in the reviewer database of those who get e-mail lists of books to potentially review. Those who review at least six books in one year will be appointed to the Contemporary Psychology editorial board for the next year. If you are interested, please send an e-mail to me with your full name, affiliation, area(s) of interest, and a copy of your vita.

Thanks for helping me make Contemporary Psychology an indispensible resource for all psychologists.

Danny Wedding, PhD, MPH
Editor-elect, Contemporary Psychology & Prof. of psychiatry & Director Missouri Institute of Mental Health.
During World War II a significant number of APA psychologists were commissioned officers in the United States military forces. The majority of these became so-called "Aviation Psychologists" and served under John C. Flanagan in the development of the pilot training selection test battery. Many served in the U.S. Army, developing tests and classification procedures such as Measurement of Skill (MOS) Classifications and supervising the functions of the Army General Classification on Test (AGCT). In the latter years of the War, and following the end of World War II, the program was administered by the Personnel Research Division of the Adjutant General's Office in Washington, D.C. headed by Hugh Brogden. In the U.S. Navy, many of the officer psychologists were occupied in the development of the Navy Basic Test Battery designed for the purpose of classifying enlisted personnel into occupational specialties. (Merenda, 1958). The Navy Basic Test Battery is comprised of four tests: (1) General Classification Test (GCT); (2) Arithmetic Reasoning Test (ARI); (3) Clerical Aptitude Test (ARI); and (4) Mechanical Test (MECH). The battery became operational in 1943, and has continued since then. The development, analysis, and use of the battery and other Navy tests are fully discussed by Stuit (1947) and Feder (1946).

On March 15, 1950, the Bureau of Naval Personnel issued BuPers Circular Letter 33-50, specifying the requirements for the change of designator and listing the functions of the three categories of psychologists in which the Navy was interested. (The regular Navy special designator 1660, was not to become operative). The three categories were:

(1) Experimental Psychologist — Equipment Design, with active duty for training and/or drill assignments at the Navy Training Devices Center, Port Washington, NY, and the Naval Research Laboratory, Anacostia, Washington, DC.

(2) Social Psychologist — "to determine group behavior patterns and social forces affecting naval personnel".

(3) Personnel Evaluation and Measurements Officer — "Performs or directs research in personnel testing for selection and classification of naval personnel".

By coincidence, I was in a perfect position to become aware of this announcement by the Navy in 1950. In September, 1950, I was in Norfolk, VA. Having just been appointed as Research Psychologist (Test & Measurements) at the newly established U.S. Naval Examining Center. My assignment was to organize and develop the Research Department for the Center and to serve as its first Research Director. At the time or shortly thereafter, I became assigned as a naval reserve officer (LT, USNR-R) to a drilling division in Norfolk (Naval Reserve Surface Division 5-12) and served as Classification Officer.

Since I had been separated from active duty in the Navy in World War II (2/44 — 9/46) for four years, I had to become aware of the current status of affairs in the fleet and shore establishments before actively assuming my duties in this highly sensitive and responsible position. As a Department Head to be — I was able to set my own work schedule. The first assignment to myself was to read and study all the BuPers Circular Letters since the summer of 1946, beginning with the most recent ones. Hence, it was not long before I came across C/L 33-50. At that point, I realized that I was highly qualified for the 1665 designator as a Personnel Evaluation and Measurements Officer and would be of greater service to the Navy than as a general line officer. Therefore, I immediately applied for the change of designator (Continued on page 6)
nator which was approved by the Bureau on March 1, 1951. (I had become one of the very first naval reserve officers to be designated a line psychologist). Today, psychologists in the regular Navy and Naval Reserve are all in the Medical Service Corps.

During my thirty years of service in the Naval Reserve as a Line Psychologist (1950—80), I served as the first Commanding Officer of the Naval Reserve Research Company 1-2, Providence, RI and the Naval Officers’ School (Large), Providence, RI. My two weeks Annual Active Duty for Training (ACDUTRA) included assignments in the Research Division of the Bureau of Naval Personnel, Washington, DC (3 tours), John Dailey, Chief Psychologist; Office of Naval Research, Washington, DC (3 tours); Boston Branch Office of the Office of Naval Research; Research Seminar, Ohio State University and the Battell Institute; Naval Research Laboratory, Washington, DC, the Naval Human Resources Center, Newport, RI; and the Naval War College, Newport, RI.

Naval Reserve Officers in an active (Ready) status are assigned mobilization billets in which to be ordered in time of war or hostilities. In 1965, the year I was promoted to the rank of Captain, USNR, the Navy named me Project Liaison Officer for the Northeast Region with headquarters at the Boston Branch Office of the Office of Naval Research. In that billet, I would exercise control of research proposals and projects submitted/conducted within the military establishments (Army, Air Force, and Navy—Marine Corps). In 1972—73 was I was serving with two other Captains on the Counseling Board on the Staff of the Group Commander, Providence, RI. It was at that time that I learned that the specialist designator 1665 had been abolished. I inquired from the Navy Department what the procedure and prospects would be in reverting to my initial designator of general line officer. In a personal telephone conversation with Captain Snyder, Head of the Navy’s Officer Designation Board, I was informed that I could apply in accordance with routine procedures and under the circumstances my request would be approved. But, then he went on to tell me that I was the only 1665 Captain still in the program. And as such, I would be coming into the promotion zone for Flagg (Rear Admiral) rank. However, the Secretary of the Navy would hardly ever instruct the President of the Flagg Board to select a 1665 officer. So he told me that I would never be passed over “for promotion and forced to retire”. I chose to retain my abolished designator, and consequently, I was able to serve six additional years in a drill status within the Naval Reserve. (Incidentally, the other two Captains on the Counseling Board had the same date of rank as I did (1965) and completed their assured 30 years of commissioned service in 1974, as I did. Both were attritted on July 1, 1974, and I remained active until 1980, the year I turned 58, the forced retirement age for officers in the grade Captain).

To my knowledge, two other Line Psychologists who were contemporaries of mine also attained the rank of Captain, USNR. They are Douglas Mayo, Research Psychologist, Naval Technical Training Command, Memphis, Tennessee, and Victor Fields, Research Division, Bureau of Naval Personnel. Also, to my knowledge—not to slight anyone—two other APA Division 52 Fellows who are retired naval reserve officers (Commander and Captain, respectively, are Charlie Spielberger and Joe Matazzo).

References


Committee on Violence and Disaster

APA Division 52
Elizabeth K. Carll, PhD, Chair

With increasing incidents of community violence, disaster and terrorism, it is important to be aware of the mental health resources available in the international community to address these problems and also to develop best practices protocols that would be helpful to support and facilitate recovery.

It is also the goal of the committee to include experts from a cross section of the global community. In addition, to meet the needs of the international community, it will be helpful to establish collaborative arrangements and agreements so a protocol would not only reflect best practices, but simultaneously be recognized as a collaborative initiative by members of the global community.

In working toward this goal, Elizabeth Carll had the opportunity to meet with a group of European disaster and trauma psychologists and the head of the Disaster and Crisis Task Force of European Federation of Psychological Associations (EFPA) in Vienna. We are pleased to report that EFPA has agreed to be a collaborator and participant in this project with Division 52’s Committee on Violence and Disaster.

It is anticipated that this is a multi year project and includes the development of a best practices protocol as well as programs for the 2004 and 2005 APA Conventions. For the 2004 convention in Hawaii, Division 52 along with Divisions 35, 46, and 48, are cosponsoring an interdivisional cross cutting plenary program on Media/ICT, Psychology, and World Events, which will include presentations on responding to disaster and violence and the use and potential misuse of information and communication technologies. More information about the program and schedule will be available in the program brochure. For more information contact Dr. Carll at ecarll@optonline.net.
In the 21st century the world is becoming increasingly smaller. The tendency for people from different cultures coming into contact with each other will continue to grow. When people from different cultures get together, some misunderstanding resulting from different cultural values and perspectives is unavoidable. This misunderstanding can, and usually does, lead to problems and conflicts, ranging from wars between nations and personal embarrassment in social interaction situations. Thus it is a universal goal to decrease cultural misunderstanding.

One way of decreasing this cultural misunderstanding is for people to get to know each other in some depth, so one can see thorough external labels such as man vs woman; Christian vs Islamic; American vs Chinese, etc., and SEE the individual behind the label. One way of accomplishing this is for people to bring people to the same environment, so they can work and collaborate with each other side by side. At the university/college level, that can be accomplished by sending our students abroad or bring foreign students to our campuses. However, there are many factors that make this difficult to accomplish, such as cost in money and time, risk of traveling, terrorism, and disease, psychological fear of being in a foreign country, etc. Thus according to NAFSA statistics only % of US students go abroad and only % of foreign students are on US campuses.

With the positive goal and the negative obstacles of getting students together from different countries, we decided to conduct a pilot program whereby we can overcome cultural gap, reduce cultural stereotyping and misunderstanding, by bringing international students together without the obstacles.

East Carolina University (ECU) is one of 16 state universities in the state of NC, has a cooperative exchange agreement with Soochow University (SUDA) in China. SUDA is a provincial university in the province of ChengJiang, in the southeast part of China, 40 miles west of Shanghai. Faculty from these two institutions had dreamed of and talked about such a pilot program. In the Fall of 2002, with the support of Provost Swart and Dean Poe of TECS at ECU, and President Bai and Dean Zhou of Management at SUDA, serious planning began. In January of 2003 two faculty from ECU visited SUDA bringing a Tandberg videoconferencing equipment.

In March, 2003, teachers and students were matched in pairs. Faculty were matched on the basis of similar discipline, students were randomly matched. Videoconferencing for teachers group, then for students group were held to introduce them to each other. Faculty pairs then started emailing each other to work out pre-seminar reading materials, topic of discussion during seminar, assessment method, etc. Using a series of exercises to get them to know each other, student pairs emailed and chatted on a weekly basis.

In early July a professor from SUDA came to ECU and two ECU faculty went to SUDA. After a few days of final preparation, the seminar began with a grand opening ceremony where the CEO and mayor of each institution and city were present and gave their blessing. This opening was followed by 8 days of seminar, 8-11am and 8-11 pm everyday. Each 3-hour session was monitored by one professor from each institution, and devoted to a different topic, ranging from philosophy, to HIV, to cross-cultural management. The Tandberg 880 was used over regular internet. Prior to the seminar many were skeptical about the feasibility of creating such a virtual collaborative environment (VCE) while at SUDA by linking with faculty at ECU using regular internet connection. Upon return to ECU, we recruited 10 students from our Honors program and invited 8 American faculty to join us in this innovative VCE project.

In March, 2003, teachers and students were matched in pairs. Faculty and students where we explained the project of holding a class ion a virtual collaborative environment (VCE) where Chinese and American faculty and students would sit in the same class via videoconferencing. Among many interested students and faculty, we selected 10 students and 8 faculty who seemed most enthusiastic and who are well versed in English conversation. ECU faculty also tested the technology of creating such a virtual collaborative environment (VCE) while at SUDA by linking with faculty at ECU using regular internet connection.

(Continued on page 12)
The Practice of Psychology in Switzerland

Hans J. Znoj, University of Bern, Switzerland & Jean Retschitzki, University of Fribourg, Switzerland

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.

The teaching of Psychology is strongly influenced by the situation in Germany because of the common language between this country and the majority of Swiss people; as a matter of fact German speaking universities in Switzerland belong in part to the German "market" and many professors of Psychology were educated in Germany. There are also close contacts between the universities in the French speaking part of the country and the French universities. As an example, the French speaking universities of Geneva and Lausanne have introduced recently postgraduate curricula for psychotherapy and other applied areas. The FSP in Switzerland is similar with the APA in terms of accreditation. In contrast to other countries, the title "Psychologist" is not protected by law. Here, clearly the situation in the United 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.

In psychotherapy, the following courses, schools, and methods have been accepted for the title "Psychologist specialized for psychotherapy" (in German "Fachpsychologe oder Fachpsychologin"). 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 self-guided psychotherapy practice (in 3 cantons psychologists do need a license). In principle, it is not possible to work as a clinical psychologist without a postgraduate study. In most cases, a postgraduate program in psychotherapy is organized outside academia; there exist a large number of private institutions offering courses from dynamic approaches (e.g. Jungian), humanistic (e.g. Gestalt), systemic to cognitive-behavior therapy. These psychotherapy schools are mostly informed in the tradition of the founder of the particular "school" and thus psychotherapy is often viewed as being largely independent from modern psychology. However, the major trend is now to take into account the modern scientific aspect of clinical psychology.

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.

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In contrast to most universities in the anglosaxon world (U.S.A., 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. 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.

Usually, after finishing high school with the "maturity", at the age of 19 years – between 15 to 20% of all Swiss pupils finish school at this level – one is able to enter the university and study Psychology. In the German as well as in the French speaking part of the country, education will take a minimum of eight semesters and is finished with the "Lizentiat" or "licence". This degree is recognized by all universities and can be considered equivalent to a master. At university students will learn the basics of psychology and scientific reasoning. After an introductory cycle of two years focused on the introduction to the main topics in psychology as well as the methodological and technical aspects of the domain, the second part (two years also) is devoted to a deepening in a few domains, allowing the student to start a specialization. Most students specialize in clinical psychology, educational psychology, experimental psychology (mostly memory and learning), occupational psychology, or social psychology.

The Practice of Psychology in Switzerland

Hans J. Znoj, University of Bern, Switzerland & Jean Retschitzki, University of Fribourg, Switzerland

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The FSP is the only organization committed to the development of the work situation for
As for the time being, the FSP has certified the following postgraduate titles for practicing psychologists:

- Psychologist specialized (Fachpsychologe or Fachpsychologin) 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 oder 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
- Cognitive-behavioral psychotherapy and behavioral medicine
- Ecological-systemic psychotherapy
- Humanistic psychotherapy after Carl R. Rogers
- Integrative psychotherapy, Gestalt and Psychodrama
- Systemic psychotherapy
- Systemic and solution focused psychotherapy

The situation in the United States— with its clear criteria for becoming a clinical psychologist and psychotherapist—seems to be much better from our European point of view. In contrast to Switzerland, clinical psychology is not so much divided into different therapeutic schools although these schools exist.

Other postgraduate courses are strong candidates to get certification by the FSP, such as psychologist specialized for supervision and coaching, for health psychology, and for sports psychology. The regulation and acceptance of these postgraduate courses is under the responsability of the FSP.

In order to get accreditation as a psychotherapist by the FSP, the candidates must have a University degree in psychology. Additionally, 1200 hours of postgraduate training, 400 hours of theoretical knowledge, at least one year in practice, 200 hours self-experience in the chosen methods (at least 100 hours in single psychotherapy), 400 testified hours of supervised psychotherapeutic work, a minimum of eight psychotherapies and at least 200 hours of supervision sessions have to be completed and reported.

All the accredited postgraduate courses in psychotherapy fulfill or exceed these requirements. The requirements of the local authorities are similar or lower than the FSP standards. Unfortunately, a certification in psychotherapy and the title "Psychologist specialized for psychotherapy" 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 accomplishment and at the same time psychology trained psychotherapies have an economic perspective. On the negative side, the German law prescribes two traditional psychotherapeutic methods instead of an evidence-based psychotherapy that is more consumer oriented and scientifically based at the same time.

Due to the traditional health care system, psychologists have a weak position in Switzerland. Most of the governmental health programs are directed by medically trained people and the local medical centers offer few positions and career possibilities for psychologists.

These situations translate into economic dimensions as well—for the same job, a psychologically trained psychotherapist is paid less than a medically trained psychotherapist. The situation in the United States—with its clear criteria for becoming a clinical psychologist and psychotherapist—seems to be much better from our European point of view. In contrast to Switzerland, clinical psychology is not so much divided into different therapeutic schools although these schools exist. The trend in the scientific psychological community is towards more integrated view of psychotherapy focusing on psychological disorders and the most efficient treatments. In the Swiss Universities this conception dominates the training as well. However, as stated earlier, this trend has not been picked up by neither the Government nor the Federation of Swiss Psychologists (FSP).

The situation in other European countries differs but it is likely that the traditional schools of psychotherapy will eventually progress into newer forms of psychotherapeutic approaches for the treatment of psychological dis

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Activist Frames and “Pictures In Our Heads”

Marek Payerhin, Assistant Professor of Political Science
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“There is no compromise in the defense of Mother Earth!” shouted protesters as a throng of puzzled truck drivers watched in growing frustration. The words were chanted in Polish but they appeared alien to their immediate listeners: local workers and policemen intent on breaking down the road blockade by a colorful group of protesters who wanted to stop the construction of a dam. The case of the Czorsztyn Dam in southern Poland is informative for several reasons. On the one hand, just like in other similar cases, it pitted youthful ecological protesters against the government. Both sides tried to enlist allies, such as the local residents, mainstream environmentalists, and international interest groups. But what made the “Dam to the dam” action particularly interesting was the clash of framing efforts by both interlocutors, and the relative inefficacy of the some of the dominant frames employed by the protesters.

Frame theorists (e.g., Benford 1997, Glenn 2001, Johnston and Klandermans 1995, Gamson and Meyer 1996, Osa 2003, Snow and Benford 1992, Tarrow 1998) point out that movement activists adapt elements of popular culture to present (frame) their cause so as to mobilize recruits, energize followers, and weaken opponents. Effective framing is necessary for a movement to succeed. Therefore, leaders stride to create frames that blame the listeners’ suffering on a specific social actor responsible for the injustice; they exhort the followers to an immediate collective action, and try to overcome their audiences’ apathy or fear by greatly exaggerating the movement’s chances of success, routinely seeing “the glass... as half-full when it is often 90 percent empty” (Gamson and Meyer 1996: 286).

Yet, framing does not occur in a vacuum. Opponents of the movement, such as the government or other movements, also are likely to draw on the storehouses of available cultural symbols and values to create their own frames. Ultimately, the reception of any framing efforts depends on their resonance with the recipients’ own frames of reference, or what Lippmann (1922) called “the pictures in our heads.” While many social movement theorists, particularly in the United States, emphasize the importance of expanding political opportunities and resources to explain movement mobilization, others caution that those factors only “offer insurgents a certain objective ‘structural potential’ for collective political action. Mediating between opportunity and action are people and the subjective meanings they attach to their situations” (McAdam 1982: 48). In this Weberian approach, framing is pivotal to mobilization and support. To the extent that people “do not see first, and then define” but rather “define first and then see” (Lippmann 1922), successful framing helps create “pictures in our heads” to determine our perception of reality and, consequently, our action. At a minimum, it should activate those “pictures” or individual mental frames that align most closely with the leaders’ “master frames.” Failing this, movement mobilization may be difficult to achieve or sustain.

Data collection

The author collected primary data in Poland through interviews with ecological activists, authorities, historians, local residents, and contractors involved in the events. Other sources include a sizable collection of flyers, brochures, posters, and other publications by protest participants and their supporters. Archival research, mainstream media and a participant video provided additional information.

A brief history of the conflict

The controversy surrounding the Czorsztyn Dam spanned six decades and involved a very diverse set of social actors. When the idea of building a dam on the Dunajec River at the entrance to a national park in the Pieniny Mountains was born in mid-1930s, it initially worried mostly the scientists. Geologists, historians, and biologists all pointed out the dangers of the dam’s location. Opponents of the movement, such as the government or other movements, also are likely to draw on the storehouses of available cultural symbols and values to create their own frames. Ultimately, the reception of any framing efforts depends on their resonance with the recipients’ own frames of reference, or what Lippmann (1922) called “the pictures in our heads.” While many social movement theorists, particularly in the United States, emphasize the importance of expanding political opportunities and resources to explain movement mobilization, others caution that those factors only “offer insurgents a certain objective ‘structural potential’ for collective political action. Mediating between opportunity and action are people and the subjective meanings they attach to their situations” (McAdam 1982: 48). In this Weberian approach, framing is pivotal to mobilization and support. To the extent that people “do not see first, and then define” but rather “define first and then see” (Lippmann 1922), successful framing helps create “pictures in our heads” to determine our perception of reality and, consequently, our action. At a minimum, it should activate those “pictures” or individual mental frames that align most closely with the leaders’ “master frames.” Failing this, movement mobilization may be difficult to achieve or sustain.

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The relocations did begin in...
the 1970s when the Communist government started pressuring local residents to move to new cinder-block houses, built in orderly rows high above the valley floor. The locals, feisty highlanders, resisted by throwing themselves in front of bulldozers, sneaking back into their condemned houses, and defiantly trudging to attend masses in the old church (Niemiec 1999). As the construction of the dam dragged due to the economic crisis of the 1970s and 1980s, frustrated locals watched the devastation of their land that turned into an eyesore.

The collapse of Communism in Poland resulted in an immediate activation of a new set of actors. Within two months of the first partly contested elections in the Soviet Bloc, in August 1989, members of the pacifist and ecological movement Freedom and Peace (Wolnoś i Pokój - WiP) demonstrated by the construction site. They painted and then “unveiled” slogans adorning the dam’s concrete foundations: “To the Polish nation from Communism, as a proof of its stupidity.” Soon the action spread to Kraków, where an ecological and pacifist organization I’d Rather Be (Wole Byc) and the Greens Federation joined the protesters’ coalition. By the following spring, WiP organized the first blockade of a road to the dam site. In the summer of 1991, road blockades in Czorsztyn involved nearly a thousand protesters, including some from Western Europe and Czechoslovakia. Once again, the police manhandled them, and they faced stiff fines and arrests (Zubek 1999). While Western ecological organizations sent donations and tried to pressure the Polish government, neither the central nor the local authorities yielded (Głuszczynski 2001). Despite continued protest of gradually diminishing intensity, the dam was officially opened in July 1997.

However, the strategy backfired as neither the government nor the local authorities or even the villagers were ready to adopt the frame. For one, the locals had had enough of the construction - completing the dam would bring back tourism and finally some compensation for decades of frustration. Moreover, with their spiked Mohawk hairdos, dreadlocks, colorful clothes, black flags, and other symbols of nonconformism, the mix of pacifists, libertarians, anarchists, and ecologists appeared quite alien to the conservative farmers. The urbanite ecologists came to the dam to defend Mother Nature and the local residents, but the latter sided with the dam builders, their former archenemies. The radical ecological frame did not resonate well with the farmers’ “pictures in their heads.”

The second strategy, and a powerful master frame, was presentation of the protest in terms of the “defense of Mother Earth” against the global forces of destructive development. This approach is closely connected to the ideology and phraseology of Western radical ecologists, such as Earth First! whose slogan opens this article. However, the strategy backfired as neither the government nor the local authorities or even the villagers were ready to adopt the frame. For one, the locals had had enough of the construction - completing the dam would bring back tourism and finally some compensation for decades of frustration.

Framing the dam

The “Dam to the dam” protesters use two framing strategies. The first was an attempt to blame the dam project on the ideologically driven “Communist stupidity.” The activists quickly re-named the dam “a monument of Communist (and not only) stupidity.” They also broadened the protest to include occupation of public buildings, “street theater” performances in front of ministerial offices in Warsaw, meetings with the ministers and other officials, and organizing an international ecological gathering near the dam site. In the summer of 1991, road blockades in Czorsztyn involved nearly a thousand protesters, including some from Western Europe and Czechoslovakia. Once again, the police manhandled them, and they faced stiff fines and arrests (Zubek 1999). While Western ecological organizations sent donations and tried to pressure the Polish government, neither the central nor the local authorities yielded (Głuszczynski 2001). Despite continued protest of gradually diminishing intensity, the dam was officially opened in July 1997.

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References


(Continued on page 12)


Let us give you a brief description of this seminar where students and faculty 6000 miles apart were brought together synchronously in the same environment, same classroom. In each 3-hour session, faculty from each country lectured for 20 minutes on the same topic but from different cultural perspectives. Then individual chatting, small group and large groups discussion methods were used for students to learn from each other and to collaborate with each other. In the beginning students were somewhat nervous and shy and not know what to expect, so they were reserved and quiet, especially the Chinese students. During the 8 days of the seminar, students came to class for three hours, had lunch or dinner, got some sleep, then back to the seminar again. It was a very intense 8 days when they were totally immersed in the interactive environment with students and faculty from the other country. As they proceeded through the 8 days, they opened up and blossomed and became more at ease and talked more. Toward the end it was hard to stop them from talking and there was even some light hearted flirting.

Overall we feel this VCE International Seminar has been most effective. We have collected assessment data in three areas: cultural experience, technology, and overall course evaluation. The objective ratings using a Likert scale from 1-5 had very high ratings from all students. Due to this ceiling effect and the fact that our N was small, there were very few statistically significant cultural differences in all three areas. Where there were differences, American students felt consistently more positive than Chinese students. The open ended questions and the free conversation we held with students after the seminar revealed their positiveness as well. At least two American students are making arrangement to visit Soochow, several others are thinking about it. One Soochow student is sending his application to ECU and a couple of others are thinking of ECU or other US universities. There were some slight variation between the students on the lecture section. Chinese students preferred to have more lectures and more content in lectures than American students did. They all loved the chat, small group and large group discussions. All felt at the end that there was not enough time.

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(Activist Frames cont. from page 11)

(Innovations Int. Ed. cont. from page 7)

ability of the regular internet, and thought it would not work with anything less than internet 2. However, our long term goal is to introduce this kind of learning via VCE to many countries, especially third world countries, therefore we chose to use regular internet as the mode of delivery. The effect of the technology was fantastic. Over 40 hours of connect time both video and audio aspects were perfect, we lost one hour in one session and that was the only glitch. Here is a snippet (?) of the seminar.

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Italian University Internationalization

Psychology Faculty today

Anna Laura Comunian
University of Padua, Italy

In 1999, the whole Italian University system was reorganized by Ministerial Decree No. 509. This reform allows Italian universities to be fully independent in their decisions, regarding what courses are offered to students, creating more diversity in courses offered. Another advantage of the reform is that the Italian system now has more in common with the European model, that was set out in the Sorbonne and Bologna agreements which aimed at creating more international student mobility and free circulation of professional people, through the recognition of qualifications achieved inside the EU. Italy has restructured its University education system. Faculties of the University have reformulated their teaching strategies on the basis of the new system, offering three-year graduate degree courses, postgraduate and specialization courses, and have arranged the Masters courses. The students may be attended the Masters courses after the three-year degrees or after the postgraduate courses. The structure of the courses and the ways of studying have changed. According to the new organization, after an entry test at the beginning, students study until they gain their degree, the specialist degree and the Ph.D.. Master courses (their level depends on the level of the degree). Educational activities are necessary in order to obtain a qualification and they are: basis activities, characterizing activities, similar or integration activities, activities chosen by students, activities for the final test and for foreign languages, activities in order to learn more language competencies, to learn computer competencies and relation competencies, for training, etc. These activities consist in assisted didactics (attendance of lessons, exercises, seminars, activities in laboratories), individual study (study and writing of texts, study for examinations); assessment of one’s results (periodic tests). They define the educational aims common to all universities, i.e. the preliminary contents necessary for the subject of the study course and to get a study qualification. The PhD courses are aimed at developing scholars to be oriented toward research activities at universities and in public or private institutions. Italian universities currently recruit future researchers and professors from among the young people who have completed the doctoral examination. In Italy the deep diversified realities, especially among Northern-Centre and Southern, appear to influence the relation between training system and work market. A university without conditions (Derrida, & Rovatti, 2002), and a university as a changing world (Fray, & Gignoni, 2002), with training at high qualitative and quantitative levels, appears to be fostered both from the international research (EDEX, Education expansion and labour Market) and from CRUI (Conferenza dei Rettori delle Università Italiane) documentation. This debate continues (De Maio, 2002). At an institutional level, the international dimension is witnessed by the wide participation in the European Programmes concerning education and research (Socrates, Leonardo da Vinci, Tempus, Alfa, Jean Monnet, Framework Programmes, etc.), by the liveliness of many "traditional" bilateral agreements with foreign institutions, by the cooperation agreements with institutions in the developing countries, by the participation in the university internationalisation policies of the Italian Government and by a convinced participation in the activities of the Coimbra Group (the network of the historical European Universities). The University Rectors devoted great attention to promote the international relationships. Two dedicated ProRectors (for Foreign Affairs and for the Relations with the European Commission) and four Delegates (for the European educational Programmes and Internationalisation; for the Cooperation with Developing Countries; for the Relationships with the German Universities; for the Relationships with the North-American Universities) cooperate -often daily- with the administrative service Servizio Relazioni Internazionali in order to run the many existing programmes and projects and to develop new actions and plans. Interesting international projects, with a plurality of educational programs, are European Credit Transfer System, Turning Educational Structures and Life-Long Learning (Pontremoli, & Luzzato, 2002). Internationalization of the degree courses is realized by developing joint degree courses with foreign partner institutions. These actions received a fresh impulse from the recent Ministry Calls for the Internationalization, within the framework of the National Triennial Plans for the university system. Since 1200, the Italian University has been a significant learning and research centre. The establishment of a degree course in Psychology is much more recent (1970) (Comunian, 1996). Today psychology and its professional aspect is recognized through norms and a deontological code which legally confirm its professional status. This aspect is so important in the history of Italian psychology because for many years there has been great opposition towards both the practice of psychology and the role of the psychologist and about the methods used in areas such as mental health. At present, psychology in Italy can develop and offer a general perspective of its future as a science and integrate psychologists in the national and international debate. As a consequence of the 1999’s reform, the Faculty of Psychology has also redefined the courses offered, resulting in a extremely rich and innovative assortment. The professors and researchers of this faculty carry out their teaching and research activities in a large number of

(Continued on page 17)
Psychologists Working With Depression Across The Life Cycle

Edited by Sandra Lancaster
Review by Florence L. Denmark, Ph.D.

In more and more parts of the world, depression is being recognized as a serious health problem. Researchers and clinicians have focused a great deal of time on understanding the onset and course of this threat to mental health. Because of the increasing prevalence of depression among both young people and the elderly, there is a concern that health care professionals must be well equipped to understand and treat this condition.

Dr. Sandra Lancaster did an excellent job putting “Psychologists Working With Depression Across The Life Cycle” together into an integrated work. Although based on a series of workshops that took place in Australia, it is useful to professionals all over the world. The book provides an opportunity to promote a greater understanding of this disorder to psychologists and other health care professionals by giving the perspectives of several different authors, all of whom are clinical psychologists currently in practice and having had several years experience. In this way, the book provides a broader view of depression by creating understanding through the perspective of clinical psychology.

This book serves to reach out and educate psychologists, as well as others interested, about the ways that psychology can help those suffering from depression. This book will likely encourage communication among members of the mental health community through its promotion of awareness of the importance of recognizing this disorder, as well as effective routes of treatment and prevention.

This book can be read and referred to continuously in the coming years. The knowledge that it provides will serve as a resource to psychologists and mental health professionals in many parts of the world where depression has become a growing concern. The authors are to be admired for producing a work that will certainly prove to be a very helpful reference.

Overall, this book provides a wealth of interesting and useful ideas about the onset, treatment, and prevention of depression across several populations. The authors are all very knowledgeable, practicing clinical psychologists and have a great deal of experience working with the populations that they discuss.

This book does a wonderful job of providing a broad perspective on the effects of depression with all age groups; from infancy to adolescence, as well as the elderly. Each author has significant experience working with the populations that they discuss, therefore making their perspectives extremely useful to other clinicians. The writings included in this collection also demonstrate the importance of making the

for specific forms of recognition and treatment that are useful for each particular group. The references provided give readers an opportunity to explore the topics that interest them further in order to find more detail about the topics presented.

In addition to providing information about the recognition and treatment of depression with different age groups, the book also includes a discussion of particular theory on the beginnings of depression. This provides an interesting background while at the same time giving a new way of thinking about the possible reasons for feelings associated with depression. Additionally, a chapter is included that focuses on family dynamics and how the support and education of families can help to provide an ongoing aid to those suffering from depression. This chapter was put together wonderfully by Dr. Sandra Neil, who is a foreign affiliate of Division 52 of APA. Sandra Neil’s chapter includes useful information about particular changes in families that can contribute to the onset of depression, as well as signs and symptoms, and ideas on how families can be educated and taught to work together to ease the pain of this disorder.

Overall, this book provides a wealth of interesting and useful ideas about the onset, treatment, and prevention of depression across several populations. The authors are all very knowledgeable, practicing clinical psychologists and have a great deal of experience working with the populations that they discuss. This book will no doubt prove to be an important resource to psychologists as well as other health professionals to provide further education about depression, as there continues to be a growing need to focus more attention on this disorder.

Break the communication barrier

Log on to www.pschat.org for real time translated chat rooms, e-mails, and text.

A link for this site can also be found on Division 52 web site:

www.tamu-commerce.edu/orgs/div52
November 2003, and we were off to Espana. I had been invited to lecture for three chapters of the Institute of Family Businesses – Instituto de Empresas de la Familia (IEF). This is a huge organization with regional groups in over a dozen cities. In Spain, as in the United States, over 80% of the businesses are family owned and/or operated. Once there we learned that corporations are much more likely to remain privately owned if possible; the majority do not wish to go public. And they tend to be much more private about discussing their transactions and thoughts – so that open dialogue with other family members in the business is apt to be more restrained than we are accustomed to in our country. Although, on the surface, many of the Spanish people are warm, gregarious, fiery, and fun loving, they are cautious about self disclosure and trusting others, even some family members. I was to learn that sangre (blood) relationships are the main privileged ones; new in-law relatives tend to be kept at a distance, and perceived as outsiders – for a very long time! But more on that later.

Our first stop was the lovely seaside resort area of San Sebastian. Dining al fresco under the stars on fresh caught fish prepared delectably is always a treat.

The next morning we drove to Bilbao to visit the Guggenheim. This titanium colossus is indeed an architectural work of art. Gehry has transformed the entire area with his striking, many-sided edifice. The structure itself merits viewing; the art collection is less striking but, as the Bilbao Guggenheim rotates collections with the (now) three other Guggenheims, no doubt it would continually improve.

From there we drove the fine superhighway to Zaragoza, where I lectured the next day for the Zaragoza branch of the IEF. Zaragoza is a bustling, lively metropolis. We could not find our hotel, and alighted from the car on a main thoroughfare to ask a passerby if he could direct us. He said it was nearby, but complicated to find. As he spoke very little English and my Spanish is far from fluent, we did not communicate very well. To our surprise, he and his wife indicated they lived near the hotel and were out for an evening stroll, and they would be willing to get in our car and drive us there. We were startled by this kindness, and not at all suspicious of it; this behavior exemplified the generosity of spirit we encountered throughout the trip, from our hosts and guides in the various cities, to literally the man and woman in the street.

In Zaragoza, about 80 people attended the 4-hour late afternoon seminar – which began at 4:00 PM. (The same time frame was designated in Madrid.) Throughout, everyone seemed to be dressed in expensive, well tailored dark business suits. No one came in jeans or other casual attire. Proper dress typified these successful entrepreneurs; about 80% of the audiences were male, and 20% female. To be eligible for membership in IEF, the corporation must gross a minimum of the equivalent of 50 million euros per annum, so those assembled numbered many of the top business leaders in their respective cities.

I had been invited to talk to these CEOs and their firms’ top ranking officers about Resolving Family Conflicts in Family Businesses, focusing on sibling rivalry, parent and adult child clashes, the emerging role of women in family businesses, and the impact of these changes on family relationships and corporate culture. Each facility used was attractive and well equipped with state of the art equipment. Those assembled were accustomed to attending interactive sessions and preferred lecture segments, followed by a brief question and answer period. The lecture was followed by a lovely reception and a small, extravagant dinner party arranged by our local host.

Then it was on to Barcelona, which is truly a magnificent city with its wide boulevards, elegant stores, and fine restaurants. The streets were adorned with unusual looking churches, a cathedral, and other edifices built by the distinguished, now famous, architect, Gaudi. His wavy, curvy structures give the appearance of movement and of having been designed uniquely for each space. This is an art lover’s paradise, which also is home to both a wonderful Miro museum and an interesting museum devoted to Picasso’s early works.

My sessions were held at the former Stock Exchange Building, which is now used for meetings and special functions. The theatre style auditorium was equipped with a screen on stage behind the podium, and another on a wall placed so that the speaker also has an excellent view of the power point slides being presented. They had insisted that I utilize power point, as this would be the best format from which they could translate the main substance of my presentation. This audience was also formal, very proper, and appeared unaccustomed to engaging in dialogue. They came to hear a lecture by “an expert” who was deemed to be a source of wisdom. By now I had learned that they highly value “protocols”, documents all family members agree to abide by and uphold in writing. It was again emphasized to me that in-law relatives are often perceived as outsiders, and I had become more attuned to the intrafamilial struggles and how these exacerbated sibling rivalry, distribution of profit,
prenuptial agreements and marital tensions, as well as generation-skipping ideas as part of financial and succession planning since grandchildren are treasured and are part of sangre (blood) family, even though one parent (the in-law adult child) is not.

The luncheon in the crystal-chandelired dining room was punctuated by speeches by the organization's leaders. Much protocol was observed, and those at the two head tables were seated according to two factors: rank in the organizational hierarchy, and status and power of their business. I was surprised at how few of these top-ranking entrepreneurs spoke much English, especially since many of their ventures have become globalized.

A comment on the private city club at which we stayed for four nights will further convey the propriety of our surroundings, hosts, and the expectations of all involved. The Barcelona branch of IEF has a membership at an upper-class dining club that has hotel style rooms for members and their guests. Gentlemen are not admitted for meals or in the bar unless they are appropriately groomed with tie and jacket; such rules are strictly enforced. They do have ties available, (for purchase - not loan), should one be remiss. Our host, a gracious gentleman who is the Director of the Barcelona branch of IEF, had engaged a charming young woman to join us throughout the work-sessional portion of our stay to serve as our translator and guide and to see that all our questions were answered - a task she fulfilled with great aplomb.

And then, on to Madrid, a colorful, bustling city. Here they had arranged for us to stay at a regal 5-star hotel. (This luxurious treatment differs from the usual hotel accommodations provided when one is speaking on the psychology/family therapy circuit.)
areas: cognitive science, neuropsychology, social psychology, developmental psychology, perception and psychophysics, psychometrics, clinical psychology, etc. The degree is achieved at the end of a three-year course. This qualification allows the students to have enough familiarity with methods, instruments and tools, as well as awareness of general scientific content and specific professional knowledge, that enable them to, immediately and competently, compete in professional job opportunities, or to continue studying for further specialized education. A Master degree is a scientific specialization course of high-level continual or recurrent education which may be attended either directly after a three-year degree or after a specialist degree. A research doctorate is aimed to improve knowledge of a specific topic. The doctorate may be attended after a specialist degree course. It is aimed to those whom wish to acquire the necessary competence for performing highly qualified research at a university or in the professional world in general. The situation in Italy concerning research doctorates in psychology is diversified and changes from year to year. In many universities with recently instituted degrees in psychology, few PhDs in psychological disciplines have been awarded, whereas at universities with no degree courses in psychology, some humanistic or scientific departments have established PhDs in psychological subjects. In general, it is not just the Psychology Department that organizes (or participates in) these doctoral courses, but also other departments such as Philosophy, Pedagogics, Political Science, Social Sciences, or medical and psychiatric disciplines. In recent years, however, the radical restructuring of the Italian university system has been accompanied by a large growth of programs directed at expanding the areas of research, increasing the number of places available, and extending to all universities the possibility of activating courses of doctoral research. Presently, PhD programs in psychology include many subjects: psychobiology; psychophysiology; general psychology; clinical psychology; psychology of interpersonal relations; social psychology; health psychology; psychology of programming and artificial intelligence; developmental psychology etc. The principal universities that have instituted doctoral studies in psychological subjects are: Bari, Bologna, Cosenza, Florence, Genoa, Catholic University "Sacro Cuore" of Milan, Naples, Padua, Palermo, Pavia, Rome "La Sapienza," Torino, and Trieste. In very diversified situations, one or more departments in each university may have activated parallel courses other one or more doctoral courses, each department depending on itself or in association with other departments of the same or of other universities. In order to guarantee a high qualitative standard for their own students, the Psychology Faculties of Italian universities set up affiliations with each other or in some cases also with foreign universities. An example of this is the European PhD activated under the Erasmus-Socrates program is aimed at overcoming the different national organizations of postdoctoral studies, both in terms of their regulations and financing, and in terms of the quality of their curriculum. An other example is "The Euro PhD in Social Representations and Communication" (De Rosa & Moscovici, 1998), which stresses the importance of improving the process of European cultural integration, within a scientific context meant to be oriented more and more toward the internationalisation of training and research standards. The European PhD in Social Representations and Communication has been successfully training postgraduates from EU and non-EU countries since 1996. It is a doctoral course that concludes with a PhD thesis and involves a network of 13 EU universities supplying advanced research training. Activities – carried out with scholars from foreign universities and individually promoted by the University teachers/researchers – and by the teaching offered to about 1500 foreign students. Such a wide variety of educational opportunities is founded on the satisfactory willingness of the professors who have based their teaching activity mainly on the scientific research, which is improved in each field of study. EU programs design to foster research collaboration and exchanges in the work forces, are encouraging Italian psychologists to found new identity into common European perspectives. In this context, it is be hoped that the future European Constitution will be decisively based on the contrib-

(Continued on page 19)
Fresh out of college, I got an amazing opportunity to visit Southern Africa in April of 2003. A good friend from school, who was studying abroad, was willing and welcomed my company for a few weeks as his fall break approached. My initial feelings rested on pure enthusiasm and joy. I was ready to travel to the continent where man originated, which was home to Mt. Kilimanjaro and the Nile, and a continent that housed numerous exotic species, as well as unique cultures and languages.

Although I knew part of my trip would involve being on safari and camping, my hiking pack chiefly contained every battery draining gadget I could lay my hands on. Amid my video, digital, 35mm and Polaroid cameras, no site, moment, laugh and smile would go undocumented or lost.

Almost three months later, only three rolls of film still sit by my bed on the black leather album my mother bought me, which was meant to hold hundreds of pictures. About ten minutes of video footage exist that I have not even watched since my return. And as for the digital and instantaneous Polaroids, I have concluded that all images I could and should capture were exhausted with the first two devices.

Two facets to my journey existed. The first being the road trip that took me from the vineyards of Stellenbosch, through the diamond center of Kimberley, to the capital of Botswana. After a half-day drive down the most perfect road, streaming with butterflies from every direction, we made our way to Durban via Johannesburg and the Drakensberg Mts, and safely back to Cape Town along the coast of the Eastern Cape and the Garden Route. Along the way we went on safari, sunbathed and swam, observed the famous surfers of Jay Bay, traversed through capitals, stood at the most southern tip of Africa and met some great people, while even making time to give a geography lesson to the Botswana customs agents as to the location of Croatia (my home and issued passport).

A mere read of the previous paragraph would indicate nothing more then a pleasant and thrilling adventure. But among all these moments lies the other aspects, the ones that struck me deeper.

Knowledge of my South African history is minimal at best, but I was aware that the Dutch settled it in the 1600’s, who in turn fought with the British during the late 19th century.

Months later, I now go between two mind-sets. With time, the fun, comical and smile-bearing moments predominated, but in the end I remember it all. It is easy to talk about the beaches, national parks, jokes and encounters two friends shared on their road trip, but it is all the rest that most people do not want to hear about that truly characterizes the reality of the region.

Meanwhile, all were seriously suppressing the rights and existence of the Africans for whom the situation only got worse in the last half of the 20th century, as the rest of the world was making slow strides in human rights movements.

I did not expect the abolition of apartheid in the early 1990’s to solve all problems and although progress has been made, the differences in how Africans, Afrikaans, coloreds and whites live are drastic, in my opinion. Coupled with the mentalities and degrading manner in which each spoke about the other groups only made the boundaries among classes more severe. All these realizations were heightened when African and colored children would hide behind their parents as we, the “white people”, passed towns in the internal
regions such as Limpopo and Gauteng.

Added to the ethnic problem is the growing crisis of AIDS. The matter has hailed growing concern from the international community, as well as criticism by international governments regarding President Thabo Mbeki’s policies and opinions. As disheartening as it is to know that the government rejects international aid in terms of money and drugs, knowing that almost every second African face has AIDS was indeed the most painful.

During my extended layover on the way back home, I spent sometime overlooking the canals of Amsterdam with my coffees. I was desperately trying to collect my thoughts before arriving home and being bombarded with everyone’s overzealous questions about my voyage to Africa. Not only did I leave Cape Town disillusioned and sad, on my fifteen-hour flight to the Netherlands I was even more confused by the two separate parties with whom I sat between. Like myself, they had spent the past few weeks traveling through some of the same areas and beyond, all having “the most incredible, cathartic experience” of their lives. Envious and jealous that their positive experiences outweighed any negative they may have witnessed, I did not wish to interject with my frustrations or point out the painful facts. I simply wanted and tried to relive the beautiful moments I did experience and capture some of their positive attitude.

Months later, I now go between two mind-sets. With time, the fun, comical and smile-bearing moments predominate, but in the end I remember it all. It is easy to talk about the beaches, national parks, jokes and encounters two friends shared on their road trip, but it is all the rest that most people do not want to hear about that truly characterizes the reality of the region.

Perhaps my distressing feelings regarding Southern Africa are rooted in my own personal experience with the present day Balkans. As my true home, it is difficult to watch an area [Balkans] so full of potential, be divided and stagnant, constantly held back by its history. I was empathetic to the South African situation. As a country budding with beauty and brimming with opportunities, it is not only divided by its complicated history, much like the Balkans and other areas in the world, but is plagued with an endemic internal problem that has managed to infiltrate all facets of peoples lives, government policies and economy.

Although my photo album will remain unfinished for sometime and my feelings in disarray, I know for a fact my journey was a rewarding one. Perhaps this personal travel essay/statement does not expose the true worth and value of my trip, it is an accurate reflection of my confounded feelings regarding this trip. I know for a fact I will never be able to truly explain the juxtaposition of uncertainty and awe I feel. But I do know that if someone offered me a ticket (even a one-way) to go back, my cameras and me would be ready in a second.

### Quotes

A man sits with a pretty girl for an hour and it seems shorter than a minute. But tell that same man to sit on a hot stove for a minute, it is longer than any hour. That’s relativity.

Albert Einstein (1879-1955)

All science is concerned with the relationship of cause and effect. Each scientific discovery increases man’s ability to predict the consequences of his actions and thus his ability to control future events.

Laurence J. Peter

An expert is a man who has made all the mistakes which can be made, in a narrow field.

Niels Bohr (1885-1962)
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