MESSAGE FROM THE PRESIDENT

Before very long we will be in Boston for the Eastern Psychological Association Meeting and we will have our Board Meeting there. Our own Dr. Anie Kalayjian will report on the Southeast Asian Tsunami Disaster and the post Tsunami Mental Health Outreach Project (MHOP) to Sri Lanka which she is spearheading. This is in collaboration with United Sikhs, an NGO based in the UK and the project is also collaborating with Columbia University’s School of Public Health, Center for Disaster Preparedness. The first team left for Colombo, Sri Lanka on February 9 after which they plan to go out into the fields and into refugee camps.

Meanwhile at the American Psychological Association level, the APA Board of Directors on January 6 donated $100,000 to the American Red Cross to assist in the relief efforts. This is an unprecedented effort by APA and current APA President Ron Levant pointed out that this was such a major catastrophe that it was essential that APA participate. CEO Norman Anderson also noted that the degree of human suffering needed to be addressed in a way that is unique to psychology. It is hoped that the expertise of psychologists can be useful by making Information available and providing assistance with the grief, and accompanying trauma and depression to the Tsunami survivors and their families. The Eastern Psychological Association Meeting will include a number of Div 52 Program activities. These include a paper session in cross-cultural psychology chaired by Oraine Ramoo, a symposium on psychology around the world chaired by Michael Stevens, a discussion on psychology organizations and the global agenda chaired by Anie Kalayjian, and a discussion on student involvement in International Psychology chaired by Gloria Gottsegen. Gloria is also the Council Representative for our Division. Paul Lloyd will Chair a workshop on positive psychology and international perspectives in management while a symposium on international and cross-cultural materials in psychology courses will be chaired by Uwe Gielen.

Of special interest to our Division members is the Resolution on Culture and Gender Awareness in International Psychology adopted by the APA Council of Representatives at their July 28, 2004 meeting. This resolution in part pointed out that more than 60% of the world’s psychologists live outside the United States and noted that most individuals including psychologists are not likely to access journals or books in languages other than English. Further, it was noted that there is a need for greater awareness and commitment to gender, cultural, social, economic, and religious justice so we can more fully understand the Values and mores of other nations and cultures. The resolution pointed out that a major catastrophe that it was unprecedented by APA and current APA President Ron Levant noted that this was such a major catastrophe that it was essential that APA participate. CEO Norman Anderson also noted that the degree of human suffering needed to be addressed in a way that is unique to psychology. It is hoped that the expertise of psychologists can be useful by making Information available and providing assistance with the grief, and accompanying trauma and depression to the Tsunami survivors and their families. The Eastern Psychological Association Meeting will include a number of Div 52 Program activities. These include a paper session in cross-cultural psychology chaired by Oraine Ramoo, a symposium on psychology around the world chaired by Michael Stevens, a discussion on psychology organizations and the global agenda chaired by Anie Kalayjian, and a discussion on student involvement in International Psychology chaired by Gloria Gottsegen. Gloria is also the Council Representative for our Division. Paul Lloyd will Chair a workshop on positive psychology and international perspectives in management while a symposium on international and cross-cultural materials in psychology courses will be chaired by Uwe Gielen.

In other activities of potential interest to our Division I should note that I recently served on our current APA President’s (Dr. Ron Levant) Task Force on enhancing diversity. APA President Ron Levant noted in the introduction that APA needs to be made more welcoming to marginalized minorities. The task force was composed of APA leaders with expertise in a number of dimensions of diversity including ethnicity, race, disability status, sexual orientation, aging, religion and Gender. The Task Force’s report will be available at the Consolidated Meetings in March and will eventually be acted upon by the governing body of APA, the Council of Representatives.

I look forward to meeting many of our members at the Eastern Psychological Association Meeting in Boston this March and at the APA Convention in Washington DC in August. For those of you who travel abroad we could also meet at the European Congress of Psychology in Granada Spain later this year. If you have questions or comments feel free to contact me at the following e mail address: abeles@msu.edu.

Norman Abeles, Ph.D.
President

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JOIN US as a Member of DIVISION 52! Membership Application may be accessed at:
http://www.internationalpsychology.net /membership/
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This issue of International Psychology Reporter may be accessed from the Division 52 website at: http://www.internationalpsychology.net

EDITOR SEARCH:
International Psychology Reporter

Uwe Gielen, Ph.D.
Communications Committee Chair

Harold Takoshoian, Ph.D.
Interim Co-editor, International Psychology Reporter

Nominations are now sought for the Editorship of The International Psychology Reporter, the official newsletter of APA Division 52. Based on bylaw 4.1.D, this is an unpaid position to serve for three years (August 2005-August 2008), with the Editor responsible for all aspects of production of 4 issues per year.

The Board of Directors takes this opportunity also to invite members’ feedback in this brief survey about the Reporter, to share with the incoming Editor. Please take a moment to submit your frank suggestions on the 6 items below no later than April 1, 2005 to ugielen@hotmail.com, or fax to 718-522-1274. All responses are held in strict confidence, and cumulated for a report to the Board of Directors for action at its March 12, 2005 meeting in Boston. Any inquiries can be directed to Dr. Gielen at ugielen@hotmail.com.

1. Nomination for the Editor, including a brief statement of support
2. Suggestions for Assistant Editors, including a brief statement of support
3. Any specific things you like MOST about the International Psychology Reporter to date.
4. Any specific things you like LEAST about the Reporter to date.
5. Any specific columns or other sections you would like to see regularly in the International Psychology Reporter
6. Would you like to see advertisements in the International Psychology Reporter?  __no  __yes
7. Would you need a hardcopy of the electronic issue/s of the International Psychology Reporter?  __no  __yes

SUBMISSION INSTRUCTIONS
For smaller articles (op-ed, comments, suggestions, etc.), submit up to 200 words. Longer articles (Division reports, academic articles, etc.) can be up to 1500 words and should be submitted by email to Dr. Harold Takoshoian at takoosh@aol.com.

Submission deadlines:
Spring issues -- March 31
Summer issues -- June 30
Fall/Winter issues -- December 31

International Psychology Reporter is the publication of Division 52 of the American Psychological Association
DIVISION 52 NEWS
and UPDATES

Division 52 Elections Update
Richard Velayo, Ph.D.
Chair, Nominations Committee

This coming April, all members of the Division of International Psychology will receive the official APA ballot to elect two officers: President-elect (2006) and Treasurer (2006-2008). We are indeed very fortunate to have excellent candidates running for these positions. Their names and candidacy statements are as follows:


Elaine C. Bow, Ph.D.

Elaine C. Bow, PhD, holds a doctoral degree in Industrial and Organizational Psychology. Elaine has served on the psychology faculty of The MBA Program, Nyack College since 2003, and is an adjunct Associate Professor at Fordham University. Before joining Nyack College, Elaine was an adjunct Associate Professor at John Jay College of Criminal Justice where she taught undergraduate and graduate courses. Elaine also has extensive corporate experience, having worked for both Fortune 100 and 500 companies, and as a private consultant to various corporate entities. RESEARCH: Areas of research include workplace diversity, specifically with respect to goal setting and expectancy, cross-cultural psychology with an emphasis on group interactions, psychosocial affiliation, and gender. SERVICE: Elected Secretary/Treasurer of the Academic Division of the New York State Psychological Association (2003-2006); co-chair of The Membership Committee for Division 52 of the American Psychological Association; co-chair of the Membership Committee of New York State Psychological Association, and member of Division 52's Public Interest Committee. PROFESSIONAL ASSOCIATIONS: Academy of Management, American Psychological Association, American Psychological Foundation, Eastern Psychological Association, patron, New York Academy of Sciences, New York State Psychological Association, lifetime member, Psi Chi, The Society for the Psychological Studies of Social Issues.

STATEMENT: As an active member of NYSPA and the APA, I am committed to serving the international community. In this challenging time fought with natural disaster, intentional disaster and cruelty to others, psychologists have the unique training to make significant positive contributions. It would be a privilege to contribute to the already outstanding efforts of Division 52 to further the cause of all people throughout the world community.

Michael J. Stevens, PhD, DHC

I am a professor at Illinois State University and at the University of Sibiu, Romania, where I completed a Fulbright grant and received a Doctor Honoris Causa. I teach a course in international psychology and have lectured in China, Finland, and Uruguay. My recent scholarship on international psychology includes the Handbook of International Psychology and Psychology, LUPs\$ Global Resources with Danny Wedding, and Toward a Global Psychology with Uwe Gielen. I also consult with SOBIS Consult in Romania.

I have been a member of our Division since its formation. I chaired the International Liaisons Committee, recruiting psychologists from 77 countries to help network our Division to the world. I created the Information Clearinghouse, which contains resources that support international teaching, research, practice, and service. For these contributions, I received the Division’s Recognition Award and Outstanding Mentor Award. I now co-chair the 2005 Program.

I am enthusiastic about serving as your president. First, I will nurture the accomplishments and vision of our past presidents. Second, having built links to psychologists and psychological institutions worldwide, I feel well positioned to advance our Division’s international presence and impact. I offer the following goals for your consideration:

- Increasing, diversifying, and internationalizing membership;
- Mentoring minority and international members for leadership positions;
- Enhancing international communication and collaboration via web-based technologies;
- Establishing international research and practice ties to psychological associations abroad; and
- Forming interdivisional consultancies, based on members’ specialty training and international experience, and marketing them to governments and NGOs.

For TREASURER (2006-2008):

Anie Kalayjian, Ed.D., RN

Anie Kalayjian, RN, EdD, BCETS, DrSc (Hon), the International Division's 2004 Program Chair and Acting Treasurer, was awarded an Honorary Doctor of Science from Long Island University in 2001 recognizing her 25 years as a pioneering clinical researcher, professor, and administrator at the United Nations. She is the author/editor of the landmark book, Disaster and Mass Trauma (1995), and 40+ articles/chapters on clinical methods, human rights, trauma, and women’s issues. Since 1990, Anie is an officer or chair & Vice Chair of several U.N. units -- its Human Rights Committee, NGO annual conferences, and NGO Executive Committee. Anie is a Fellow of APA and our International Division 52. In 52, Anie has served on several committees, including Acting Treasurer and 2004 Program Chair for the APA Convention Hawaii this past year.

STATEMENT: I will be honored to continue serving as the Treasurer of our Division, as I have enjoyed working closely with other officers of 52 the past 3 years. In Hawaii last year I coordinated our outreach with APA President Diane Halpern & my co-chair Uwe Gielen. As a result, our 2004 international program at APA in Hawaii was the largest, with over 400 presenters from 40+ nations. My election as the Treasurer would permit me to continue applying my energies and talents to our wonderful international division, to increase our membership and find other ways to make our division financially prosperous. Like my mentor Victor Frankl, my motto is: ”When one helps another, both are strengthened.”

Jason Young, Ph.D.

Jason Young, Ph.D. has been a faculty member of the Department of Psychology at Hunter College since 1990. His teaching and research interests focus on attitudes and persuasion, including the influence of media on personal and social attitudes, and the development of more effective public service messages encouraging safer sex. He has published on such topics as the agenda-setting effect of the
news media, evolutionary perspectives on attitudes and social cognition, and the impact of emotion and arousal on risky decision-making. In all of these areas, he has integrated cross-cultural approaches, working with students who have collected research data in Japan, Israel, Greece, and Trinidad. Most recently, he has an ongoing series of collaborative projects with a colleague at the University of the West Indies in Trinidad on the impact of news media on fear of crime. He has been very active as advisor of the Hunter College Chapter of Psi Chi, the U.S. Honors Society in Psychology, as well as been a member and reviewer for the International Society for Political Psychology.

STATEMENT: The growth of Psychology as a discipline requires that it expand its traditional boundaries and work to integrate the perspectives of the international community. Not only is this good science, but several new theoretical approaches, such as evolutionary psychology, demand a much broader consideration of attitudes and behaviors that cross national lines. This approach promises a much richer and fruitful discipline, and I am proud to work with Division 52 as it promotes this work.

Student International Research Awards for 2005

Robert Ostermann, Ph.D.
Chair, Student Awards Committee

The Board of Directors of International Psychology, Div. 52 of the American Psychological Association, announced that awards will be given for student international research - a part of the Div. 52’s ongoing program to encourage and recognize the global research contributions made by students in colleges and universities around the world. Norman Abeles, President of Div. 52, points out, “As we move toward global psychology, students are the ones who quickly recognize that the body of psychological knowledge needs to reflect the distinct characteristics of human behavior of various cultures and circumstances in different countries – even the smallest and most remote.”

Accordingly, Norman Abeles has appointed Robert F. Ostermann, Ph.D., Distinguished Professor Emeritus of Fairleigh Dickinson University, as chairman for this project.

Awards to be made at the APA 2005 Convention in Washington, D.C. in each of these categories:

A. International experimental/ experiential research
B. International comparative study
C. Descriptive study of large samples of mixed nationalities/cultures
D. Study of a trans-national sample
E. Descriptive research or correlation study in a developing country
F. International theoretical/historical analysis
G. Case study of representative international or cross-cultural significance.

Each research award will be given to a student affiliate of APA or to an undergraduate or graduate student affiliates of APA Division 52, as principal researcher, whose theoretical or empirical study explores psychological issues in an international context or employs global collaboration and resources beyond the student’s own country. The paper must be based on the student’s independent project, thesis or dissertation completed after June, 2004. Separate awards will be given for graduate and undergraduate submissions.

Submission Requirements:
1. A paper (or summary) not exceeding ten pages including references, figures and tables in APA publication format along with a one page abstract describing the study and its relationship to international interests and concerns. Include a separate Cover Page with title, student’s name, address, phone, e-mail address and academic institution.

2. Faculty endorsement attesting that the student is the author and principal investigator and a student affiliate of APA or Division 52. (See below.)

3. E-mail submissions as a Microsoft Word attachment to rfostermann@adelphia.net

Review will be by an international committee, members of Division 52, considering the following: originality, clarity of expression, complexity of analysis, sample difficulty (size, remoteness and complexity), insightfulness of findings and discussion, scope and timeliness of international references, significance and relationship to current international issues.

Application forms, submission requirements and membership procedure are posted on the APA Div. 52 web site: http://www.internationalpsychology.net/awards/. Read the requirements carefully.

E-mail submissions to: Robert F. Ostermann, Ph.D. at rfostermann@adelphia.net.

[Note: DEADLINE is JUNE 1, 2005. Late submissions will not be read.]

Division Awards for 2005

Florence Denmark, Ph.D.
Chair, Division Awards Committee

Recommendations are requested for the following 2005 awards to be presented at the APA Convention in Washington, DC:

There are two Distinguished International Psychologist Awards to be presented. One award is given to a psychologist from the United States and the second award is for a psychologist outside the United States. Both awards give recognition to individuals who have made outstanding contributions to international psychology either through significant research and/or contributions to international organizations.

In addition, Division 52 presents recognition to an APA staff member who has been of assistance to our division. We will also recognize the contributions of our 2004 President, Richard Velayo.

Please submit your award nominations by May 1 to me at fdenmark@pace.edu.

Information Clearinghouse Committee Update

Michael J. Stevens, Ph.D.
Chair, Information Clearinghouse Committee

The International Psychology Information Clearinghouse contains general resources, career resources, opportunities in academic and research settings, opportunities in clinical and service settings, funding for research, support for conferences, support for travel, awards, resources for American psychology students, and resources for foreign psychologists and psychology students.

The Clearinghouse continues to be expanded and updated. The Clearinghouse now contains 227 sources of information on various opportunities in international psychology.

The Clearinghouse can be downloaded from the APA52 website (http://orgs.tamu-commerce.edu/div52/Clearinghouse.doc) and is available through the CD-ROM, Psychology: IUPsyS Global Resource, published by Psychology Press (http://www.psypress.co.uk/iupys/). New additions of the Global Resource appear annually as CDs.
Outreach Committee
Seeks Digital Photos with Captions

Mercedes McCormick, Ph.D. and Harold Takooshian, Ph.D.
Chairs, Outreach Committee

Div. 52's Outreach Committee invites all members - new and current - to have a virtual presence in the Division. Send a digital photo with a caption and email address that describes your work in psychological activities. These photos are to be sources of information to inspire members and to be vehicles to stimulate connection and collaboration among the membership. The photos will appear periodically on the Division's new Web site soon after if debuts under the link Global Gallery. Kindly remember to follow ethical guidelines especially in regard to informed consent that are necessary by such an activity. Thank you for your interest and participation in this initiative.

For inquiries, contact Mercedes A. McCormick, Ph.D., Chair (mmccormick2@pace.edu) or Harold Takooshian, Ph.D., Co-chair (takoosh@aol.com).

International Psychology Program
at the Eastern Psychological Association

Harold Takooshian, Ph.D.
Past President, APA Division 52

At the 2005 meeting of the Eastern Psychological Association in Boston this March 11-12, 2005, our international division officers will offer a series of 7 symposia on cross-cultural and international students, organizations, research, teaching, positive psychology, families. This event is immediately followed by the Midwinter Board Meeting of the Division (March 12-13).

Date: March 11-12, 2005
Place: Kent Room, Sheraton Boston Hotel
For inquiries, contact Dr. Harold Takooshian at takoosh@aol.com

Program Schedule

March 11, 2005 (Friday)

8:30 - 10 am: SYMPOSIUM: INTERNATIONAL PERSPECTIVES ON SIBLING ABUSE: A COGNITIVE-ECOLOGICAL APPROACH Chairs: Mizuho Arai, (Massachusetts -Boston), John Kim (Boston University).


March 12, 2005 (Saturday)

8:30 - 10:00 am: WORKSHOP: POSITIVE PSYCHOLOGY AND INTERNATIONAL PERSPECTIVES ON MANAGEMENT. Chair: Paul J.loyd (Southeast Missouri State). Sandra Foster (London, UK), Ann Marie O’Roark (Saint Petersburg, FL). Within psychology today, there is a growing global movement towards "positive psychology" research, theory, practice. How can positive psychology be integrated into cross-national work consulting with organizations? In this workshop, experienced consulting psychologists present their own experiences as a platform for interactive discussion.

10:15 - 11:45 am: SYMPOSIUM: INTERNATIONAL AND CROSS-CULTURAL MATERIALS IN PSYCHOLOGY COURSES. Chair: Uwe P. Gielan (Saint Francis). Florence L. Denmark (Pace), Gender. Richard S. Velayo (Pace), Distance learning technology. John D. Hogan (Saint John's), History. Norman Abeles (Michigan State), Aging. Uwe P. Gielan (Saint Francis), Development. Harold Takooshian (Fordham) Teaching materials. How can we integrate more cross-cultural and international content into our psychology curriculum at different level--with our introductory, undergraduate, and graduate students? In this symposium, several experienced teachers, authors, officers of the APA Division of International Psychology review materials currently available to help internationalize our courses.

SAT, NOON - 5 PM, SUNDAY 9 AM - NOON: APA52 MIDWINTER BOARD MEETING
Council Representative’s Report  
February 17-20, 2005

Gloria B. Gottsegen, Ph.D.  
Division 52 Council Representative

I attended the Council of Representatives annual meeting in Washington, DC on February 17-20, 2005 as the Division 52 representative. The Council’s agenda was lengthy and there are many items to report. I shall try to highlight projects that are particularly relevant to our Division 52 members.

President Ron Levant presided and described his three initiatives: Making Psychology a Household Word, Health Care for the Whole Person (a biopsychosocial model) and Enhancing Diversity in APA.

He named several Task Forces for the current year – Evidence Based Practice; Ethical Aspects of Investigations Related to National Security; Gender Identity, Gender Variance and Intersex Conditions; and Sexualization of Girls. He announced that APA had donated $100,000 to the Conference Against Racism and passed a resolution condemning anti-American prejudice and discrimination. Council also passed a $539,800 budget for 2005.

Council defeated a petition for the establishment of a new Division of Psychology/Organizational Consulting Psychology, funded two meetings of a Working Group on Psychoactive Medications for Children and Adolescents, funded a two year Task Force on Socio Economic Status and Security; Gender Identity, Gender Variance and Intersex Conditions; and funding of Armenia) at Fordham University.

He announced that APA had donated $100,000 to the Red Cross for Tsunami Disaster relief efforts and that an additional $150,000 was earmarked for mental health efforts for survivors. These funds are to be used for training purposes in the various countries through the auspices of the International Union of Psychological Sciences.

Council passed the Guidelines for Education and Training at the Doctoral and Post-doctoral Level in Consulting Psychology/Organizational Consulting Psychology, funded two meetings of a Working Group on Psychoactive Medications for Children and Adolescents, funded a two year Task Force on Socio Economic Status within the Public Interest Directorate and renewed Clinical Geropsychology as a Proficiency in Professional Psychology.

Council passed several resolutions: The Psychological Needs of our Troops, Veterans and Their Families which are the Consequences of the Current War; Against Imposing the Death Penalty for Certain Groups of People – e.g., Persistent Mental Disability, Mental Disorder or Disability at the Time of the Offense or Mental Disorder or Disability after Imposition of Death Sentence; In Favor of Empirically Supported Sex Education and HIV Prevention Programs for Adolescents.

Council received the Report of the Task Force on the World Conference Against Racism and passed a resolution condemning anti-Semitism and anti-Jewish and other religious, religion-related, and/or religion-derived prejudice and discrimination. Council also passed a resolution condemning prejudice and discrimination in all its forms.

Council defeated a petition for the establishment of a new Division – The Society for Human-Animal Studies.

Finally, Council passed a $539,800 budget for 2005.

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New York Regional Group in Fall 2004

Harold Takooshian, Ph.D.  
Fordham University

About 230 of the 800+ members of our APA International Division live in Greater New York – spanning from Connecticut to New Jersey. This is up from 180 members when the NY Regional Group formed in 2002, to offer a few local activities each season to promote international psychology and fellowship among members. In Fall 2004, our NY International group offered five free gatherings, kindly hosted by local institutions.


2. On September 3, 75 students and faculty convened at Yale University for "75 years of excellence," the public Convocation hosted by Dean Peter Salovey to celebrate the 1929 International Congress of Psychology, and the founding of Psi Chi Honor Society at Yale on September 4, 1929.

3. On Sept 8, 20 psychologists and others working at the United Nation convened at the U.N. Church Center, for a "Conversation hour with psychologists @ the United Nations."

4. On Oct 13, 60 people attended a lecture and reception, "Cultural and biological perspectives on race," with Jefferson M. Fish (St. John's), hosted by Uwe Gielen and Saint Francis College in Brooklyn NY.

5. On Dec 10, 75 people joined the joyous music and dancing at the 4th Interfaith Holiday Healing Circle at Fordham University, which was hosted by Anie Kalayjian, and featured healers from six faith traditions.

In addition, several members of Division 52 joined United Nations staff at two international gatherings at the villa of psychologist Anthony DeLuca in Staten Island NY in August and December 2004. Looking ahead to Spring 2005, the NY International group foresees several more diverse gatherings including sessions on "publishing international books," "genocide and human rights" (Drew University), "scientific psychology and global issues" (Fordham), and members' presentations of their research or other international work at the 33rd Hunter Psychology Conference on April 16 (150-word abstracts due by March 1 to psychcollective@yahoo.com).

For any details, or to help plan events for 2005, contact Harold Takooshian at takoosh@aol.com.

The Fall 2004 NY International Committee kindly helped organize these gatherings: Sue and Daniel Beckert (Georgia), Paul Echandia (Pace), Anthony DeLuca (Sofia), Florence Denmark (Pace), Uwe Gielen (St. Francis), John D. Hogan (St. John's), Anie Kalayjian (Fordham), Artemis Pipinelli (Walden), Vincent Prohaska ( Lehman), Oraine Ramoo (St. Francis), Robert W. Rieber (John Jay), Anne Garrett Robinson (Gateway CC), Steve Salbod (Pace), Peter Salovey (Yale), Laurie Santo (Yale), Narrelle Townsend (UN), Richard Velayo (Pace).

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U.S. News

Garen Harutyunian (2d from left) lectured at Fordham on Sept 1, 2004.

Conversation hour with psychologists@ United Nations on Sept. 8, 2004.
Out of Tragedy: Work Towards Resilient Communities

Leo F. Flanagan, Jr., PhD*, and Lisa Orloff
World Cares Center, Inc.

More than three years after the terrorist attacks of September 11th, 2001, we initiated a new support group specifically for rescue and recovery workers. By chance all members of this group were volunteers fulfilling these roles in the aftermath of the attacks on New York City. Remarkable as it may seem, to a person these individuals still experience frank symptoms of PTSD and came to us with one common question: Am I the only one? Indeed, many members of this and other groups here in New York, in Oklahoma City (about to observe the 10th anniversary of the bombing of the Murrah Building) and in Madrid ask themselves this question.

An estimated 100,000 volunteers, many unaffiliated with any formal voluntary organization, responded to the needs of their fellow human beings. One individual working construction at the WTC immediately began to act as the trained EMT he is at his local volunteer fire department. Another led an ambulance crew in from Long Island. Both would be caught in the collapse of the first tower – left to puzzle why they survived when so many others did not. These are just two of the individuals who continue to experience difficult challenges in virtually every sphere of their lives – work, relationships, and health. So it is clear that those who rise to meet the needs created by devastating attacks often pay the price on a long-term basis.

Further complicating the challenges they face is the reality that volunteers are often not the focus of healing and supportive programs. Volunteers after all are here to provide assistance – not to seek it (as is true for full-time rescue and recovery workers such as police, fire and emergency health). And so having risen to the occasion of meeting our most serious challenges, these people are left to their own devices – often excluded from programs and services because they are neither “survivors” nor credentialed respondents.

In recognition of this situation, World Cares Center, Inc. was founded. WCC’s mission is to prevent or minimize the devastating impact of responding to disasters from both natural and human causes on the people and their communities. The two core services provided to accomplish this mission are:
- September Space
- PERCS Trauma Prevention and Disaster Preparedness Program

September Space is a permanent community center in New York City open to all those impacted by the attacks of September 11th, 2001 and subsequent tragedies. It may be the only community center that is both permanent and welcoming of all those impacted by September 11th; survivors, family members, volunteers, full-time first responders. It offers a wide and diverse range of supportive services including:
- Interpersonal communications training
- Massage therapy
- Art therapy
- Career counseling
- Social activities (dance lessons, holiday gatherings)
- Support groups

It also conducts an on-going exchange program with its companion organizations in Oklahoma City. Under this program, a group of September Space participants travel to Oklahoma City each year on the anniversary of the bombing of the Murrah Building. In kind, Oklahoma citizens come to New York City each September. And so a lasting bridge is built between these two communities. Currently, we are seeking to build similar relationships with those impacted by the slaughter of innocents in a Russian school, the citizens of Madrid recovering from the train bombings of 2004 and the people of the Indian Ocean devastated by the tsunami of December 2004.

PERCS Trauma Prevention and Disaster Preparedness Program is based on the key principles of community psychology. It assumes that with effective preparation, skill-building and support that the human spirit will prove to be resilient even in the aftermath of devastation.

PERCS is a suite of programs offered by World Cares Center, Inc. PERCS stands for Prepare, Educate, Respond, Collaborate & Support; a lengthy title but one designed to communicate the need to support disaster responders prior to through well-after the occurrence of a disaster. PERCS offers support to assist communities in preparing, responding to and recovering from disasters at three levels:
- **Primary Prevention:** Educating people as to the experience, rewards and stressors of volunteering in a disaster environment.
  - The goal is to reduce the incidence of stress related physical, emotional, mental and social dysfunctions in response to a disaster.
  - Modules focus on self-assessment, selecting an appropriate volunteer assignment, self-care behaviors, building personal resilience and engaging social support.
- **Secondary Prevention:** Responding in the immediate aftermath of a disaster by assessing the use of volunteers, briefing spontaneous volunteers in self-care and advising local organizations in leading & using volunteers.
  - The goal is to reduce the severity of stress related physical, emotional and mental dysfunctions in response to a disaster.
  - This short module provided immediately before the volunteer accepts an assignment focuses on the immediate needs of self-assessment, warning signs of impaired functioning while working the disaster, accessing support services and communicating and accepting the support of significant others.
- **Tertiary Prevention:** Providing communities with a model, protocols and on-going advice to establish a long-term community center to support the needs of those impacted by a disaster.
  - The goal is to support people in long-term adaptation to stress related physical, emotional and social dysfunctions arising from exposure to a disaster.
  - Comprehensive training, protocols, process maps and on-going consulting provide the impacted community with the ability to establish a permanent community center to support those impacted over the long-term.

World Cares Center is committed to defining and developing strategies, tactics and tools that define the standard of care for disaster response volunteers at all three of the above levels. To achieve this we collaborate with researchers in the social and health sciences. This coming August we will launch a joint action research project with our companion organizations in Oklahoma City.

For further information contact Leo F. Flanagan, Jr., PhD, Director of PERCS Trauma Prevention and Disaster Preparedness, Leo@FlanaganConsultants.com, 203-321-8423; or Lisa Orloff, Executive Director & Founder, World Cares Center, Inc., lorloff@septemberspace.org, 212-563-1432.
The President's Room of Yale University is an elegant rotunda lined with stately portraits of many past presidents since Yale was founded in 1701. Under their watchful gaze, 75 people from several states convened in the President's Room of Yale to participate in "75 years of excellence" on September 3, 2004. This historic convention saluted two landmark events: the Nineteenth International Congress of Psychology hosted by Yale on September 1-7, 1929, and the founding of Psi Chi, the national honor society for psychology, on September 4, 1929.

On September 3, the first of 12 speakers was host Peter Salovey, the Dean of Yale College, who welcomed participants to Yale and the convention. Harold Takooshian of Fordham University joined Salovey to moderate the convention, and introduce ten speakers who noted its three-fold significance—for international psychology, for Psi Chi and Psi Beta, and for Yale.

The 1929 Congress was the first international congress held on American soil, over 16 years in the planning. It has been called "the most impressive gathering of psychologists in the history of the field," with 826 participants from 21 nations -- including three-quarters of all APA members that year. Among such luminaries as Ivan Pavlov (Russia), Francis Galton (England), Jean Piaget (Switzerland), and Kurt Lewin (Germany), two graduate students from Kansas almost went unnoticed. But not quite. With courage, Edwin B. Newman and Frederick "Bud" Lewis followed their dream to create a national honor society in psychology, undaunted by an ardent objection from distinguished Harvard Professor Edwin G. Boring. And so they did, when students representing 11 schools signed the charter. Psi Chi is now a unique organization at several turns: the world's largest psychology organization with 467,000 members that year. Among such luminaries as Ivan Pavlov (Russia), Francis Galton (England), Jean Piaget (Switzerland), and Kurt Lewin (Germany), two graduate students from Kansas almost went unnoticed. But not quite. With courage, Edwin B. Newman and Frederick "Bud" Lewis followed their dream to create a national honor society in psychology, undaunted by an ardent objection from distinguished Harvard Professor Edwin G. Boring. And so they did, when students representing 11 schools signed the charter. Psi Chi is now a unique organization at several turns: the world's largest psychology organization with 467,000 life members, the largest honor society with chapters at 1,010 campuses, and the founder of its partner society Psi Beta in 1981 to offer recognition to the growing number of students in two-year schools.

Yale University was the natural venue for these two watershed events, since the Yale faculty are known internationally, and have long emphasized their mission of students' education alongside research excellence. Current psychology faculty at Yale continue to undertake undergraduate teaching with their research.

Two keynote speakers shared their rich historical insights. John Hogan of St. John's University spoke as the official historian of Psi Chi, Psi Beta, and the APA Division of International Psychology. With trademark wit, Hogan detailed how the determination of students Newman and Lewis led Professor Boring to become one of the Society's many admirers. Hogan noted his history of Psi Chi would be incomplete without describing Ruth Cousins, its legendary Executive Officer for 33 years (1958-1991), and quoting Edwin Newman: "Psi Chi is not so much what we founded as it is what Ruth made it."

The second keynote speaker was Dan Bockert from Lookout Mountain, Georgia, the past Director of Publications for Psi Chi from 1989 till 2003, and the "unofficial" historian of Psi Chi, with an insider's knowledge of the organization. With aplomb, Bockert focused on the precarious first five years of the Society, and the oft-overlooked role of "the other Ruth," Ruth Guilford, whose able and selfless devotion led Psi Chi to flourish rather than wither during 1930-1935. As New York's Yankee Stadium is known as "the house that Ruth built," Dan described Psi Chi as "the house the two Ruths built."

Yale University was represented by Department Chair Kelly Brownell, Psi Chi faculty advisor Laurie Santos, five student officers of the highly active Yale chapter of Psi Chi, and Professors John Bargh, Linda Bartoshuk, William McGuire, Jerome Singer, and Edward Ziegler.

International psychology was represented by APA past-President Florence L. Denman, Richard Velayo of Pace University, and Robert W. Rieber of CUNY. Rieber slowly walked across the room as he delivered his message, noting that Lev Vygotsky of Russia was listed in the 1929 program "but actually never made it to Yale... until today," as Rieber presented a signed copy of his new biography of Vygotsky to Yale and Dean Salovey.

Psi Chi was represented by its dynamic Eastern Vice President Vincent Prohaska of Lehman College. Prohaska reported that Psi Chi is now the number-one sponsor of student research, with awards exceeding $160,000 per annum, and the able five-person staff and ten-person Council who head Psi Chi today are committed to expanding this sum by recycling revenues from the 22,000 members who join each year. Prohaska presented Yale with an embossed volume of the oral history of Psi Chi, co-edited by Stephen F. Davis and Michael Wertheimer. This volume included original letters from the Psi Beta and Psi Chi offices.

Psi Beta, the partner society for two-year colleges, was represented by past-President Ann E. Garrett Robinson of Gateway Community College. With panache, Robinson described the tight bond linking Psi Chi and Psi Beta, which were headed for years by Ruth Cousins and her daughter Carol Tracy. She noted "how pleased Newman and Lewis would be to know their "child" Psi Chi spawned yet another wonderful child in Psi Beta." On behalf of the Hon. John W. DeStefano, Jr., the Mayor of New Haven, Robinson presented Yale with a parchment proclamation September 3 as "Psi Chi day in the City of New Haven."

The convention ended with a group photo and sharing of a 75th anniversary cake. More information on the groups is available at http://www.psichi.org, http://www.psibeta.org, http://www.yale.edu, and http://www.internationalpsychology.net. Those interested to obtain a 90-minute videotape of the entire convention by videographer Steven Salbod of Pace University can contact takooshish@aol.com for details.
What Works in Treatment for Latino Men?
Results of a Qualitative Analysis of Cultural Treatment Components for Partner Abusive Latino Men in the United States

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Intimate partner violence is defined by the World Health Organization as “acts of physical aggression, psychological abuse, forced intercourse and other forms of sexual coercion, and various controlling behaviors such as isolating a person from family and friends or restricting access to information and assistance.” Intimate partner violence is increasingly seen as an important public health problem. In 48 population-based surveys from around the world, 10-69% of women reported being physically assaulted by an intimate male partner at some point in their lives. In the United States, the American Psychological Association (Guidelines on Multicultural Education, Training, Research, Practice and Organizational Change for Psychologists) has expressed the growing need for culturally-sensitive approaches to research and practice for different ethnic groups. The Task Force Report on Violence and the Family cited the need for culturally-sensitive approaches for different ethnic groups in the treatment of domestic violence offenders. The research presented briefly in this article was an attempt to discover specific treatment components that should be incorporated into domestic violence treatment for monolingual Spanish-speaking Latino men residing in California. The population of California is currently 31% Latino; this percentage is projected to reach 39% by 2020. In San Diego County, where the research study was conducted, the Latino population stands at 28% and is projected to rise to 33% by 2020. There are over 400 Latino men in treatment for domestic violence in the San Diego area, and of these, 89% are first or second generation Mexican immigrants. Therapists in California need to be prepared to treat increasing numbers of Latino, specifically Mexican, partner abusive men, in a culturally competent manner.

The study was conducted in two parts. First, the authors completed a demographic and risk factor survey of 159 Latino men in domestic violence treatment at four different agencies, and secondly, individual, in-depth qualitative interviews with twelve survey respondents were conducted. The anonymous, paper-and-pencil survey was conducted because descriptive statistics for the Latino domestic violence population were unavailable from the treating agencies and the Department of Probation.

The following major results of the survey were selected based on their importance as demographic and risk factor findings: Sixty-five percent of the total sample was 35 years old or younger. Only 18% of the men had completed high school or more, with 37% of respondents reporting a 6th grade education or less, and 49% of respondents having an 8th grade education or less. Moderate to severe domestic violence in their family of origin had been witnessed by 45% of respondents. Fifty-one percent of respondents reported having been moderately to severely physically abused by their parents. Calculating annual family income for 5 family members (average number of children, 2.6), 70% of respondents lived under the poverty line. Fifty-three percent of respondents had committed domestic violence before, without being arrested. Regarding alcohol use, 44% reported being intoxicated during the incident. Finally, at the time of the incident, 57% of the men’s children were either present in the same room or in the home.

Several risk factors are related to domestic violence in the general population, with three factors being consistently found across the population of abusive men: 1) a history of childhood violence; 2) low socioeconomic status with low educational achievement; and 3) alcohol use and abuse. The population of Latino men surveyed clearly fit these parameters.

The process of qualitative or discourse analysis was used for the second part of the study. Twelve interview participants were chosen. All were Mexican immigrants who had completed forty or more weeks of their 52-week court-ordered treatment.

Support was found for four major ecosystemic strengths of Mexican culture that reject domestic violence, and that might be expected to act as protective factors: 1) Positive aspects of the male gender role, such as providing for and protecting the family; 2) Familismo, strong attachment to family; 3) Respeto, deferential behavior towards others based on social position; and 4) the importance of spiritual values, offering a framework for respectful family life. However, for these abusive men, these accepted cultural strengths did not deter them from violence.

The interviewees offered the following justifications for their violence, with corresponding theories of domestic violence in the general population mentioned under each heading: 1) Normalization of Violence. They had learned to be violent by being frequently exposed to violence in their families and communities. This explanation corresponds to the social learning theory of the intergenerational transmission of violence. 2) Negative Aspects of Male Gender Roles, comprising both a) generally negative male gender roles, which presuppose the superiority of men and the devaluation of women to serve them, and b) machismo, which has been identified as a further, consistently negative distortion of the male role. The influence of patriarchal gender socialization in fostering a climate where domestic violence is tolerated and even supported was a prominent theme for all the men. The emphasis on the effects of gender socialization supports the sociocultural or feminist theory of domestic violence. 3) Psychological Dysfunction related to Early Trauma. Most had suffered physical and emotional abuse as children, and witnessed domestic violence. Five of the twelve men had symptoms of Posttraumatic Stress Disorder; others had problems with impulse control or depression. This finding relates to the clinical model and to self-psychology theory. 4) Maladaptive coping skills, including a lack of relationship skills, uncontrolled anger, and a high incidence of alcohol abuse. A lack of coping skills and distorted thinking form the basic premise of the cognitive-behavioral theory of domestic violence. 5) Environmental Stressors, such as financial stress and difficulties with immigration and discrimination. This finding lends support to the ecosystemic theory of domestic violence.

As regards their treatment experience, the interviewees described the usefulness of clear and structured teaching methods. As for the clinical style of the therapist, they appreciated such qualities as self-confidence, respeto, simpatía, and understanding. The strategy the men most disliked was therapists’ unwillingness to validate their concerns, and a tendency to blame clients for all the problems in their relationship. Their comments lend support to research demonstrating the greater efficacy of an empathic approach towards domestic violence offenders.

The interviewees reported that therapist ethnicity was unimportant, as long as the therapists were fluent in Spanish, possessed a good grasp of the material, and profound knowledge of Mexican culture. This knowledge increased the clients’ trust in their therapist’s ability, consistent with findings that ethnicity is a distal variable in therapy, while credibility is the proximal variable.
The interviewees were proud of the changes in attitude and behavior that had resulted from treatment, such as better communication skills, and the ability to manage their anger. They also identified becoming more flexible in gender roles as a vital element of their new approach to their family. Gender equality, although an innovative idea, was eventually accepted, and they were integrating it into their current relationships. Overcoming alcohol addiction, usually through simultaneous court-ordered programs, was another major accomplishment. Finally, the men spoke gratefully of the parenting skills some had acquired in treatment. Being able to break the cycle of violence for their children and grandchildren was intensely motivating.

The following culturally specific topics were identified by the interviewees as essential in treatment for Latino men: 1) Emphasis on discussion of rigid male gender roles, especially machismo; 2) An emphasis on parenting education; 3) Acknowledgment of discrimination against immigrants and women; 4) Discussion of changing gender roles after immigration; 5) Open discussion of sexual abuse in relationships; 6) Inclusion of spirituality as related to prevention of domestic violence.

These components were subsequently added to the translation of a respected domestic violence treatment program (Wexler, 1999), and a new program specifically for Latino men was piloted for two years. It was then published, initially in the United States as Violence Domestica 2000. It is currently in press in Mexico City for distribution to the Spanish-speaking world under the title Respuesta Violenta de los Hombres en la Pareja y la Familia (Welland & Wexler, 2005). A further qualitative research study into psychological factors of Latino partner abusive men is nearing completion, to be presented at the California Psychological Association’s next meeting in Pasadena.

The authors are grateful to the men who shared their experiences in this study. Their courage in discussing their personal journey through pain and darkness into light paves the way for other men like them to create a new life for themselves and their families. As one participant said so simply, “I like that my therapist taught me another way to be a man.”

References are available from the authors upon request.

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China Revisited

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The 28th International Congress of Psychology, convened August 8-13, 2004 in Beijing, provided a welcome opportunity to revisit China after 22 years. Our first visit, in 1982, had been as members of a group of psychologists led by Ray Fowler. On this trip we were primarily in Beijing and Shanghai with a visit to Guilin and a Yangtze river cruise in between. In this essay we will recount some personal observations on the many changes we noted.

In 1982, China was (as it still is) the world’s most populous nation with over one billion people (David, 1982). At that time, we were engulfed by men and women wearing shapeless blue grey unisex Mao suits; in 2004 we saw none. In 1982 the never-ending flow of bicycles was interspersed by an occasional black government car; today cars clog congested streets with drivers often ignoring the “zebra” crossings and endangering pedestrians. We were told that in Shanghai alone there are more than one million cars, including 48,000 taxis, all contributing to pervasive smog. Twenty-two years ago the shops were mostly government owned and operated, selling primarily Chinese produced goods; in 2004 they are largely individually owned enterprises. High rise glitzy shopping malls feature prestigious European boutiques with foreign made clothes and other luxury goods. The old “Friendship” stores still exist but offer no bargains. The red banner propaganda posters of earlier years have been replaced by outdoor bill boards displaying western models with advertisements using English subtitles to increase marketing appeal. The only portrait of Mao we saw was the familiar one in Tiananmen Square. There were no portraits of government or party officials in the hotels, offices, or shops we visited. Starbucks and McDonalds are everywhere. The dynamic economic growth is reflected in the towering cranes, the new glass and marble office buildings, and the super modern hotels and new or remodeled cultural centers such as the Shanghai Museum. All this is in stark contrast to life in the countryside. But even there, some farmers have turned their simple homes into acres of tomatoes, cucumbers and other vegetables for weekend guests. Along the banks of the Yangtze river, in areas flooded as part of the gigantic Three Gorges Dam development, villagers have been moved into apartment buildings with elevators installed only if the building rises eight floors or higher.

The physical and political changes we observed were dramatic. Since Deng Xiaoping’s famous statement of a quarter century ago, “To get rich is glorious,” China has seen the greatest burst of wealth creation in human history (The Economist, 2004a). Per capita income has increased significantly while income inequality between urban rich and rural poor has widened to a worrisome degree. Urban residents earn on average three or more times as much as migrant workers or farmers (The Economist, 2003). The relentless “march to capitalism” has greatly influenced Communist Party policies. A socialist market economy is replacing the centrally planned economy. There is a widespread belief that economic growth will solve all problems. This is unsettling for a government that likes to identify itself as "socialist" though many Chinese joke privately that presently the United States has a better claim to that description (The Economist, 2004b). Billions of migrants, largely unemployed peasants displaced by development projects or workers dismissed from state-owned enterprises, are pouring into urban centers, providing cheap labor. Of Shanghai’s 16.4 million inhabitants, three million are migrant workers, ineligible for many social services. Prostitution, officially illegal, is tolerated. Aggressives and scam artists prey on visitors. Air pollution has become an acknowledged urban environmental problem. Water pollution exists primarily in rural areas where some of the dirtiest polluting industries have been relocated (Kurlantzick, 2004; Yardley, 2004a, 2004b). In a new book on China’s environment, Economy (2004) documents how the air quality in two-thirds of Chinese cities is below World Health Organization standards. Some public health observations: cigarette smoking was banned in the Congress halls and in our hotels. We saw little on the streets of Beijing and Shanghai. We also noted very few obese Chinese.

One of the purposes of our 1982 visit was to learn about the dramatic social action program designed to curb population growth. In 1979 China became the first country in history to restrict the right to procreate, a policy enforced through state- and party-guided incentives and disincentives (David, 1982b). The psychologists we met at that time endorsed the rationale for the one-child family policy but wondered about longer term effects, emphasizing the need for research on physical and intellectual development as well as on the personality of only children (Ching, 1982).
Across generations, the majority of women believed family planning had grown-up with and were largely resigned to the restrictions on family size. As early as the 1970s, they learned that one-child families were only children, they may have a second child. Members of these families who have too many children, to rewarding those who had fewer children, or two daughters, or whose children are deceased or disabled (Xinhua, 2003). The gender gap has led to worries by social scientists that in coming years some 40 million men might not find wives, fueling social tensions. The Chinese call such men "bare branches" of the family tree that will never bear fruit. There have already been press reports of kidnappings as bachelors try to "purchase" wives (China Daily, 2004a).

To reduce the imbalance in the next 10 years, the government has banned the use of ultrasound for sex determination and sex-selective abortion. Such a policy is difficult to enforce when physicians are increasingly dependent on private income. Programs are being launched in more than a dozen of China’s poorest provinces to foster more respect and concern for women and girls, teaching rural families to have their daughters more. Financial aid is being expanded to farmers 60 years of age and older, living in poor areas, who have no children, no son, or just one child, or two daughters, or whose children are deceased or disabled (Hoo, 2004).

There is a shift in policy from using disincentives, punishing families who have too many children, to rewarding those who had fewer children and abided by the one-child policy. Still looming ahead, however, is the "demographic time bomb" created by rising longevity and falling fertility (Kahn, 2004). Some critics (China Daily, 2004b) argue that a balanced sex ratio is necessary for a healthy economy and society. If China’s policies are relaxed, the country could one day face a shortage of workers.

While the one-child family policy resulted in an estimated 300 million fewer births over the last 10 years, one of the unintended consequences has been a growing gender imbalance. Chinese census figures for 2000 show 117 boys born for every 100 girls, described as "the largest, highest, and longest" gender imbalance in the world (Gu, 2004). Many couples abort female fetuses, hoping to try again for a boy (China Daily, 2004a). Nearly all babies placed for adoptions abroad are girls (Xinhua, 2003). The gender gap has led to worries by social scientists that in coming years some 40 million men might not find wives, fueling social tensions. The Chinese call such men "bare branches" of the family tree that will never bear fruit. There have already been press reports of kidnappings as bachelors try to "purchase" wives (China Daily, 2004a).

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We wondered about urban university-educated only children now in their mid-twenties. They belong to the first cohort of Chinese youth whose formative years were spent amid rapid economic growth and an explosion of commercialism. The privations and turmoil of the Maoist years and the Cultural Revolution are often merely a part of family lore (Yardley, 2003). Parental resources do not have to be shared with siblings. Often they still live at home, even when married, postpone having a baby, and are not afraid to borrow money. Keenly aware of fashion, brands, and quality, they crowd the boutiques on Nanjing Road in Shanghai (The Economist, 2004c).

Hardee, Xie, and Gu (2004) reported some of the effects of the one-child family policy (modified over the years) on women’s lives in rural areas. They used survey and focus group data collected in 1996 and 1998 with three generations of women. The oldest women had more children than they wanted and regretted not having access to modern contraceptives. Middle-aged women had desired fewer children but would have preferred making their own fertility decisions. The youngest women had grown-up with and were largely resigned to the restrictions on family size. Across generations, the majority of women believed family planning had a positive effect on women’s lives, citing better health, less household work, and more educational and career opportunities for their children. All women, regardless of age, felt strong pressure to have a son. Currently, rural families are permitted to have two children if the first is a girl or if the first child has a disability or died. Moreover, if couples themselves are only children, they may have a second child. Members of minorities may also have two children and Tibetans are allowed three.

During one day of the Congress, Dr. Baochang Gu, Deputy Executive Director of the Chinese Family Planning Association (with a Ph.D. in sociology and demography from the University of Texas in Austin) and co-author of the rural inquiry, drove us to a regional family planning center located about one hour north of Beijing. The three story air-conditioned facility dispenses contraceptives free of charge to all who request them without inquiring about age or marital status. (An attractively packaged box of condoms included the word "condom" printed in big English capital letters). Additional services include free once-a-year health checks, ultrasound screening, and abortion via vacuum aspiration. In the Conference Room, a large wooden plaque proclaimed in huge gold colored Chinese characters "Control Population Quantity; Improve Population Quality." Great efforts are devoted to strengthening reproductive health services and HIV/AIDS prevention programs in the surrounding countryside but sexuality education continues to be a very sensitive topic. It is embarrassing for teachers and parents. Abortion of unwanted pregnancies is a social problem. The number of unmarried adolescents has increased and premarital sex has become the norm.

Over the years the Chinese Family Planning Association (CFPA), affiliated with the International Planned Parenthood Federation, has become one of the largest nongovernmental organizations in the country. It works in close cooperation with the government and receives major funding from the state. In Shanghai, local CFPA leaders told us about developing considerable resources to improving sexuality education, reinforcing the fight against HIV/AIDS, and developing specialized counseling services for unmarried adolescent migrant women (among other activities).

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When discussing China, the sensitive question of free access to information inevitably arises. Newspapers are censored, some books and movies are banned. Satellite TV is available in 4 and 5 star hotels but requires special permission for home installation. Controversial web sites and internet servers are blocked.

Sexual mores can only be pushed so far: homosexual bars remain officially taboo, magazine sex columnists are shut down when they become too prominent, and a museum on ancient Chinese sex culture was moved from Shanghai to a town a two-hour drive away. Political activists risk imprisonment. However, there seems to be a greater governmental and party willingness to accept criticism when related, for example, to environmental disasters, long term governmental planning, or corruption. Many people believe that, over time, economic growth will inevitably bring greater freedom and democratic reforms. A new generation is emerging adept in accessing the Internet. Their capacity to disseminate once "secret" information was proven during the SARS epidemic. As one consequence, governmental actions on health policy and HIV/AIDS prevention have moved significantly.

One amusing personal note: We were surprised by how many people approached us to inquire about our ages. Most Chinese women and men of a certain age dye their hair black. We have never changed our hair color. When one woman stared at Tema’s white hair and asked her age, she replied "75 and my husband standing over there is 81." The woman looked surprised and blurted out in English "Oh, an antique!"
contraceptive preferences (mostly IUDs and condoms). We came away with an appreciation of an ancient people, whose culture has evolved over more than 40 centuries. China is an awakening giant whose economic, political, and military influence in the region and in world affairs will grow steadily in the foreseeable future.

References

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Conferences are excellent avenues for disseminating the latest psychological research. Unfortunately, the amount of information available at conferences is often overwhelming. One of the questions my advisor in graduate school would always ask me after a conference is "what is the take home message from this conference?" After posing the question we would spend some time discussing what each of us felt were the key findings and what some of the research trends were in the conference. This kind of discussion helped to summarize the vast amount of information gained through conference attendance into a manageable amount of information that could be readily applied in our own research. It also helped provide breadth since we did not always go to the same sessions. As a result, I have always tried to summarize the key points and research trends of conferences I attend into several short statements.

I have found that the conference summary not only benefits my own understanding and research, but it directly impacts my students as well. When I return from a conference, I present the summary to my students and we discuss the latest research methods and results while drawing connections between the material we covered in class and the current trends in research.

Organizations will sometimes publish conference summaries. The American Psychological Association, for example, publishes summaries and highlights of different sessions of the annual APA convention in the Monitor. Similarly, highlights of the APS convention are presented in the Observer. Conference summaries are helpful for several reasons. First, these conferences are large enough that it is not possible to attend every session. Therefore, attendees who cannot attend one session because it conflicted with another session they attended, for example, can read a summary of the missed session and be aware of the important points addressed in it. The summaries are also valuable to people who could not attend the conference (e.g., students). However, there are numerous conferences of interest to psychologists that are not summarized in this way although a conference summary is occasionally published in a journal (e.g., Arnold, 1996; Bruhn & Parcel, 1982).

Fortunately, there are a few journals that designate space for conference summaries. One of these journals is Voprosy Psychologii. This journal is one of the leading psychological journals in Russia (it is also one of two Russian journals indexed in PsychInfo). Summarizing a conference for an international journal such as this has at least two potential benefits. First, the conference summary can facilitate personal research and teaching as already discussed. Second, the summary allows researchers from another country to understand the current trends in psychological research conducted in the United States and to see how their own research can either add to or be benefited from that described in the summary. This type of cross-cultural-pollination of ideas can help enhance research and potential international collaboration. Thus, writing something as simple as a conference summary can have a significant impact on personal research, teaching, and international relations and research. We should continually search for opportunities such as this to move closer to a global research community in which international exchanges of research ideas and psychological theory emphasizing different perspectives facilitates understanding of psychological principles worldwide.

References


Promoting International Awareness of Psychological Research and Updating Course Material Through Conference Summaries

International Status of Testing: A Brief Summary

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Test use is universal. Tests are used in virtually every country, with new-borns through the elderly, and most commonly with students. Tests are used to describe academic attainment, estimate future behaviors, assist in guidance and counseling services, plan interventions and evaluate progress, screen for special needs, diagnose disabling disorders, help place persons in jobs or programs, and assist in determining whether persons should be credentialed, admitted/employed, retained, or promoted. Tests also are used widely in research and for various administrative and institutional planning purposes. Testing resources include group and individually administered measures of aptitudes,
achievement, intelligence, personality, social, language, perception, and motor skills.

**Availability of Locally Developed Tests is Uneven**

Although test use is universal, the availability of locally developed tests is uneven. Locally developed tests generally are available in Australia, Western Europe, and the United States. Few locally developed tests are found in Asia, Central and South America, the Middle East, Mexico, sub-Saharan Africa, and the countries that comprised the former Soviet Union.

**International and Regional Efforts to Promote Test Development and Use**

Important developments impacting test development and use are occurring internationally and regionally. These efforts, in part, mirror the growing global interest in psychology. Its scholarship, once dependent mainly on contributions from scholars in Western Europe and North America, is broadening to include research and other forms of scholarship from many countries in Africa, Asia-Pacific, Eastern Europe, and South America. Furthermore, its practices and technology are growing in popularity in countries that recognize psychology’s potential contributions to important social goals (e.g., higher educational attainment, more effective and efficient industrial and managerial practices) and resolving vexing social issues (e.g., mental illness, violence prevention, racial-ethnic understanding, population control).

The globalization of psychology is seen in the international use of tests and other forms of data collection instruments. Their use helps address various needs: to facilitate research, describe behavior, identify talent, certify attainment of knowledge and other abilities and skills, improve educational and vocational selection, diagnose disorders, and monitor change. These needs are universal and prompt decisions by many countries to develop or in other ways acquire testing technology to help address these needs.

**International Test Commission**

The International Test Commission (ITC) has been addressing global issues important to test development and use for more than 25 years. The ITC has sponsored three international conferences and developed guidelines that address broad and important international issues. These include test adaptations, test use, and computer-based and internet delivered testing. Most guidelines have been translated into languages other than English. These guidelines and the ITC’s newsletter, *Testing International*, are accessible through its web site (http://test.com). The ITC also publishes a scholarly journal, *International Journal of Testing*. An ITC-sponsored international conference in 2004 at William and Mary University will address issues important to test development and use with diverse populations in ways that help support fairness and equity.

**International Association for Evaluation of Student Achievement**

The work of the International Association for Evaluation of Student Achievement (IEA) often has a profound impact on education. IEA has co-sponsored and directed three international surveys of achievement. The Third International Mathematics and Science Survey (TIMSS) represents a watershed in international assessment due to the participation of 41 countries and the importance of its results. TIMSS measured, compared, and discussed acquisition of knowledge in science and mathematics in grades 4, 8, and 12. A prior study examined reading. The results of IEA’s Civic Education Study of 90,000 14-year olds in 28 countries together with their teachers and school principles provided one of the first international studies on social and political knowledge and views of those involved in education.

**Forthcoming Issue of Applied Psychology: International Review**

Various efforts hold promise for test development and use. A forthcoming issue of *Applied Psychology: International Review* addresses the following issues: uses and abuses of psychological and educational tests internationally; assessment in developing countries; advances in psychometric theory, models, and method; personality assessment; assessment in organizations; and large scale assessment and educational policy.

For example, Laurence Wolff identifies issues and problems associated with educational assessments in several countries of Latin America and suggests ways assessment programs in this region can be used more effectively to improve educational quality. Fanny Cheung discusses the use of Western- and indigenously-developed personality tests in Asia. She and others have developed models of personality that better reflect Asian traits, some of which typically are not included on personality tests developed in the West.

**Iberian-Latin American Association on Psychological Assessment**

The Iberian-Latin American Association on Psychological Assessment is assuming leadership for the development and use of psychological tests in Spanish- and Portuguese-speaking countries.

**The Brazilian Institute on Psychological Assessment**

Brazil, similar to many countries, had few locally developed standardized tests. Psychologists and others typically relied on translated tests or informal measures, often qualitative assessment measures. However, recognizing the need for additional test instruments, psychologists in Brazil were instrumental in creating six regional university-based laboratories devoted to psychological assessment: University of Brasilia, University of Sao Paulo, Pontifical Catholic University of Campinas, University of Sao Francisco, Federal University of Brasilia, University of Unisinos. Each laboratory is responsible for constructing/adapting, developing, and norming tests on the Brazilian population. The model developed in Brazil could assist other countries in their test development activities.

**Protecting Copyright**

The failure to protect copyright constitutes one of the major impediments to test development. The critical work of authors and testing companies leading to the development and distribution of tests is disregarded when record forms and test manuals are photocopied—a common practice in most counties. These practices extinguish interest in engaging in these critical endeavors.

The Russian government seemingly is taking steps to institute government-imposed rules and regulations governing testing policies and practices, including the protection of copyright for both foreign and locally developed tests. This effort could have a major impact on promoting test development and use in Russia.

**The Futures of Testing**

Conditions external to the specialization of testing strongly impact its activities. Tests typically have been developed and used to meet the needs of a country’s institutions (e.g., governmental, educational, industrial, military, professional). A country’s social, political, linguistic, religious, industrial, and economic conditions and values, together with its needs and resources strongly determine the degree to which tests will be developed and used.

Test use is stronger in countries that value science, technology, and individual differences; utilize resources based on notions of meritocracy instead of egalitarianism; have well-established universal education systems and well-developed undergraduate and graduate programs in psychology and other social sciences; have well-established systems supporting commerce and industry; have technology and commercial resources needed to develop and distribute tests; and, as noted above,
School Psychology Internationally*

Thomas Oakland**
University of Florida

School psychology services exist in approximately 30 countries, including most Western European and some Eastern European countries, Australia, Canada, Brazil, Hong Kong, Israel, New Zealand, Turkey, and the United States. School psychology services in these countries are authorized by state or national legislation and/or are represented by a professional association. The presence of a strong national association is the single most important quality that determines the presence and strength of school psychology within a country.

Signs of growth in school psychology are seen in some large countries that have few school psychologists (e.g., the People’s Republic of China, the Russian Federation), whereas growth in others is not apparent (e.g., Africa, Arab countries, India, Indonesia, Pakistan, and most of Central and South America).

How Many and Where They Work

Approximately 100,000 to 110,000 school psychologists work internationally, an increase of about 20% 1990s. The plurality, about 25,000, work in the United States. Most are women and are in their 30s to 40s. Those providing school psychology services may hold the title of school psychologist, educational psychologist (e.g., in countries associated with the British Commonwealth), psychologist, or counselor (e.g., in Australia). Employment numbers are closely associated with a country’s gross national product (GNP). On average, 2,000 school psychologists are employed in countries with a high GNP and about 300 in those countries with a low GNP. Some countries employ fewer than 10 school psychologists.

School Psychologist and Student Ratio

On average, one school psychologist serves a population of 11,000 students. The ratio of school psychologists to students averaged 1:3,500 in countries with a high GNP, and 1:26,000 in those with a low GNP. Few work in rural areas. Annual salaries, based on 1990 data, also varied considerably by GNP, with an average of $17,000 for those working in high-GNP countries and $3,000 for those working in low-GNP countries.

School Psychology Faculty

Among faculty who teach in school psychology programs, 35% had a doctoral degree and 50% had a master’s degree. Faculty typically worked 21 hours weekly at a university. Most had two or more jobs. Faculty salaries varied considerably. Those who had taught between 5 to 10 years averaged $33,000 in high-GNP countries and $4,000 in low-GNP countries.

International School Psychology Association

The International School Psychology Association (ISPA) was formed about 25 years ago to help address international issues important to the practice of school psychology. ISPA’s membership approximates 550 from 48 countries. The ISPA holds conferences yearly, often to help stimulate the development of school psychology within the host country. The ISPA publishes a newsletter and sponsors a peer-reviewed journal, School Psychology International. It is a member of the UNESCO Nongovernmental Organization Liaison Committee, provides international leadership on children’s rights, offers crisis-intervention response services, and sponsors receptions during the annual meetings of the National Association of School Psychologists as well as cross-national member exchanges. The Special Collections Library at the University of Memphis houses its archives, and Thomas Fagan serves at its archivist.

Future of School Psychology Internationally

The future of school psychology internationally will be influenced by many conditions, including four that are external (i.e., the degree services are institutionalized through legislation, as well as economic, language, and cultural conditions) and five that are internal (i.e., professionalism, the scope and functions of service, expansion of professional services, improved interface with education, and promotion of test development and use). Each is briefly discussed below.

External Qualities That Affect School Psychology Internationally

Institutionalization of services through legislation

The future of school psychology is bright in countries that institutionalize school psychology services through legislation. Lacking such legislation, school psychology services are likely to be nonexistent or marginal at best. Thus, efforts are needed to work outside the profession to secure needed legislative endorsement and associated financial support.

A country’s GNP.

Economic realities strongly influence psychology. Psychology is stronger in industrial countries with a high GNP and, within countries, in prosperous urban areas. Thus, growth of school psychology will occur in countries as they become more prosperous; within them, growth will occur first in larger cities and nearby suburbs. Little growth can be expected in low-GNP countries.

English language use

English has become the most prominent language of science and the professions. Psychology and school psychology are strong in all English-speaking countries except Belize. The growth of school psychology is likely to be stronger in countries that use English as their second language and require its psychology students to be fluent in English.

Scholarship in psychology that reflects research and theory from more countries

Cultural views have a decisive influence on the emergence of and support for psychology, including school psychology. Psychology and its professional specialties emerge and remain strong when they are viewed as providing technically sophisticated and relevant services within a context that respects cultural values and beliefs. Psychology’s decided Western emphasis limits its effect in many regions (e.g., Africa, Asia, the Asian subcontinent, the Middle East). The future acceptance of the discipline and practices of psychology depends, in part, on the extent to which psychology expands to embrace conditions that are important to child growth and development, as well as other educational, social, and cultural issues, in non-Western countries. Thus, the growth of school psychology will be stronger to the extent that its scholarship incorporates more perspectives from countries other than the United States and those in Western Europe.
Internal Qualities That Affect School Psychology Internationally

Development of strong national associations

The growth of school psychology requires the presence of national professional associations representing school psychologists in all countries. About 10% of countries have them. The attainment of the remaining four conditions discussed below depends, in part, on the formation of strong and viable national associations of school psychology.

Establishment of parameters for school psychology practice

Statements that establish the nature of service, prepared and endorsed by a national professional association, are needed. They help establish the nature of practice, conditions for academic and professional preparation, and interprofessional understanding and respect. Statements defining practice also aid lobbying efforts to mandate school psychology services and to certify and license practitioners.

Expansion of practices

School psychology services in many countries are restricted to caring for the needs of the mentally retarded and conducting assessments. Although important, these services constitute a limited range of possible services that the profession is able to provide and that clients need. Emphasis on primary prevention, interventions, consultation, organizational and program development, and supervision is needed in many countries to expand the nature of school psychology practices and demonstrate the profession’s ability to meet national priorities through these services.

Response to critical educational needs

School psychology has two important affiliations: psychology and education. School psychology services emerge when specialists in public policy and education see value in funding these services. These specialists, not school psychologists, typically determine whether school psychology services are provided and the nature of these services. Thus, school psychologists must demonstrate to these specialists the value that school psychology services add to education.

The presence of school psychology generally follows a discernible pattern. General education services for students in elementary schools are established first, followed by those for students in secondary schools. Special education services may follow. Thereafter, school psychology services may be added. When federal or state laws governing school psychology services are vague or absent, the views of leaders in special education may be especially important in determining whether these services will be used.

Development of national test resources

Test use often constitutes one of school psychology’s most important and unique contributions to education. Nationally developed educational and psychological tests are often needed for improving professional services. However, testing resources are frequently inadequate.

Most countries use tests developed elsewhere, principally the United States. National norms and information on a test’s psychometric features are often unavailable. The availability of nationally developed tests to assess children’s achievement, intelligence, personality, temperament, and other qualities would advance research and practice.

*Many of the data reported below are derived from the most recent international survey of school psychology (Oakland, T., & Cunningham, J. (1992). A survey of school psychology in developed and developing countries. School Psychology International, 13, 99–130). Except when otherwise noted, the data reflect conditions in 54 countries not including the United States. Portions of the current article appear in the November 2003 issues of the American Psychologist.

**Dr. Oakland is Past President of the International School Psychology Association and the 2003 recipient of APA’s Award for Distinguished Contributions to the International Advancement of Psychology. Psychology in Armenia

Samvel Jeshmaridian, Ph.D.
Division 52, International Psychology
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October 7-10, 2004, Yerevan, Armenia

The International Psychiatric Conference on Mental Health Perspectives in Public Health, devoted to the 100th anniversary of Academician A. H. Mehrabanyan, was organized by World Psychiatric Association, Armenian Association of Psychiatrists and Narcologists, Armenian Medical Association, Yerevan, Armenia, October 7-10, 2004. Among the lectures, Armenian Professor Ada S. Tadevosyan’s “The Psychiatrist in the World of Suffering,” Russian Professor Valery N. Krasnov’s “Structural-dynamic Analysis as a Method in Psychopathology” and US Professor Haigaz M. Grigorian’s “Mental Health Perspectives and Public Health” were listened to with profound interest. Among Psychiatry presentations, the most impressive reports were those of Marietta Melik-Pashyan, Armen Melik-Pashyan (Armenia), Samvel Margaryan (Armenia), Hrachia Tatevian (Armenia), Narine Manasyan (Armenia) Samvel Sukiasyan (Armenia), N. Khodakarami J. Maghsoudi (Iran), Samuel Tyano (Israel), Jeannette Lely, Erik Romme (The Netherlands).

Among Psychology presentations, “PSYCHOLOGICAL ASPECTS OF QUALITY OF LIFE ASSESSMENT IN PATIENTS WITH PSYCHOSOMATIC DISORDERS” presented by Professor Sergey N. Enikolopov (Mental Health Research Centre of Russian Academy of Medical Science, Moscow, Russia) was recognized as the best. It is an investigation, conducted in Moscow, on assessment among patients with psychosomatic disorders. From the discussion one could come to know that a definite and concrete cognitive dissonance exists in the value systems of the subjects and that the patients employ quite different value approaches and life positions when assessing their own and other’s behaviors, actions and activities. It could also be concluded that persons’ motives have a key impact on their understanding of life assessment.

Sixty-eight Abstracts are included in the Proceedings Booklet of the Conference. [ISBN 99930-78-55-7]

October 21, 2004, Yerevan State University

Information Day of the European Union “TEMPUS” Educational Program in Armenia

Under the auspices of the EU Tempus Program, Ministry of Education and Science of Armenia, Yerevan Office of the Delegation of the European Commission to Georgia and Armenia, Directorate General for Education and Culture of the European Commission, and National Tempus Office organized a TEMPUS INFORMATION DAY. It took place on Thursday, 21 October, 2004 at Yerevan State University. The goals of the full day program were the following:

- To underline integration of the Armenian High Education system in the Bologna process;
- To deliver information on latest Tempus program developments and innovations;
- To present cooperation opportunities for Armenian Universities with European Union countries;
- To make practical recommendations to potential applicants;
- To elaborate the selection procedure.

TEMPUS is the Trans European cooperation/mobility scheme for higher education which supports projects aimed to reconstruct and develop curricula and teaching materials, upgrade teaching facilities, and/or improve university administration in higher education institutions.
The TEMPUS program started in 1990. Armenia has been participating in the TEMPUS program since 1995.

November 11-23, 2004
US Psychology Professor Addresses Armenian Students and Professionals

Hagop Pambookian, Professor of Psychology, Shawnee University, Portsmouth, Ohio was the guest of The Armenian Philosophical Academy, Armenian Pedagogical University, Yerevan Ajarian University. The Armenian psychology students, lecturers, and scholars had the chance to talk and share useful information with the prominent US Professor. Hagop Pambookian’s schedule was well planned, so the Professor was able to address different groups and meet with various individuals, in a comparatively short period of time. He lectured for the students and had professional talks at about a dozen institutions of higher education. Besides his host institutions, Prof. Pambookian was also kindly received by the Armenian Linguistic University “Interlingua,” Yerevan State University, Yerevan Rotary Club, Mental Health Rehabilitation Centre “Stress”, TV Channel “Gendron” (“Center”). Hagop Pambookian was elected Honor Member of the Armenian Pedagogical Academy.

Though there was so much to talk about and the time was short, the US Professor was able to sensitize the Armenian professors and students alike. “There is so much to be done!” he used to exclaim, during his visit. The prominent Armenian American Professor, whose visit was hosted by Academician Georg Brutian, Professor Sergey Arzumanyan, and Docent Samuel Jeshmaridian, is the Founder of the Pambookian Book Foundation (over 5000 Psychology top books in English) at the Armenian National Academy’s Library.

Psychological Phases of Disasters and Stages of Emotional Response After a Mass Disaster

Dr. Anie Kalayjian, Ed.D, RN
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Treasurer, Division 52
Chair, Committee on Trauma and Disaster

Psychological Phases of Disasters

According to experts in disaster fields, five psychological phases are likely to occur after a disaster (American Red Cross Manual on Disaster Health Services). According to this author’s research in many disaster ridden countries around the world, these phases vary in length and intensity depending upon vulnerability, kind of disaster, extent of physical damage, and resources available.

1. **Initial impact phase**: characterized by increased shock, disbelief, anxiety and fears.
2. **Heroic phase**: characterized by survivors helping each other in efforts to deal with the catastrophe.
3. **Honeymoon phase**: characterized by experiences of joy at having survived and feeling important and special for receiving aid from various private and governmental organizations.
4. **Disillusionment phase**: characterized by increased frustration and resentment at officials and agencies for failing to provide assistance in a more timely fashion.
5. **Reconstitution phase**: characterized by thoughts and plans for reconstruction and acceptance of the need to assume responsibility for personal problems.

Stages of Emotional Response After a Mass Disaster

Although disasters differ in their intensity and magnitude, according to this author’s research, the following are universal reactions to disasters:

1. **Shock and disbelief**: During the first stage, survivors are in shock, emotionally numb, and in some cases in denial, because the pain is too severe for any human being to bear.
2. **Strong emotional response**: In this second stage, the survivor is emotionally aware of the problem and feels overwhelmed and unable to cope with it.

**Common Reactions in Children**:
1. Separation anxiety
2. Refusing to sleep or be left alone
3. Conduct disorder
4. Regressive behaviors: thumb-sucking, enuresis, or clinging behavior
5. Hyperactivity
6. Withdrawal
7. Somatic complaints: stomach ache, headache, joint aches, etc
8. Sleep disturbances

**Common Reactions in Adolescents**:
1. Withdrawal
2. Anger
3. Increased aggression
4. Regression
5. Sleep disturbances
6. Nightmares
7. Increased daydreaming
8. Inability to concentrate 9. Irritability

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Common Reactions in Adults:

- Uncertainty and fear
- Anger expressed towards terrorists
- Feeling tense, edgy and jumpy
- Loss of appetite
- Sleep disturbances and nightmares
- Withdrawal
- Loss of concentration
- Inability to make decisions
- Aggression: domestic violence, increased alcohol/drug use, etc.

3. Acceptance: In this stage, the survivor begins to accept the magnitude of the disaster and makes an appropriate effort to address it. Survivors feel more hopeful and goal-oriented. At this time, survivors may take more specific actions to help themselves and their families.

4. Recovery: Last but not least is the recovery stage, during which survivors feel that they have returned to their pre-disaster level of functioning. A sense of well being and adjustment is restored and realistic memories of the traumatic experience are developed.

In these chaotic and catastrophic times it is important to do the following:

1. Continue your pre-disaster routine (as much as possible): work, school, housework, and other activities. Since there is a lot of uncertainty, it is best to focus on things that you have control, or can be certain about. Try to reduce the time you spend worrying about the things you cannot change; ask yourself “What can I do now?” rather then “Why did this tragedy happen to me, to us, to New Yorkers?”

2. Use your resources and support systems fully: Stay with family, friends, neighbors, and co-workers;

3. Don’t hide your feelings -- talk it out: Talk, cry, express, and share your feelings: grief, sadness, anger, helplessness, or whatever else you may be feeling. You’re not in this alone. It is normal to have those feelings after such a disaster, and it is healthy to get them out of your system. If you don’t, they may be locked in your body, psyche, or soul, and become poisonous. Help your children to tell their stories, express their feelings, role model for them;

4. Reach out to your spiritual support system: Go to your church, temple, mosque, or wherever else you may receive spiritual support. According to my research, spiritual support has helped survivors;

5. Know your limits – and make time to rest, and relax;

6. Avoid self-medication: Drugs and alcohol may seem to remove stress temporarily, but in the long run they generally create additional problems or behavior that compound the stress you were feeling initially. Even caffeine and nicotine can have a negative effect on your ability to control the sources of anxiety in your life.

7. Find a positive lesson that you learned through this catastrophic experience: Every experience and disaster can have a positive meaning and change; ask yourself “What can I do now?” rather then “Why did this tragedy happen to me, to us, to New Yorkers?”

8. Find love and express love: Caring and loving produces positive feelings in us all, and helps us cope with the worst situation. Be generous with your hugs and physical expression of love, caring and compassion.

If the above steps do not help you with your stress after this catastrophic tragedy you may contact me, Dr. Anie Kalayjian, Fordham University, 201, or E-mail: kalayjiana@aol.com.

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The Importance of a Psychological Crisis Management Plan for the Athens Olympic Games

Elizabeth K. Carll, PhD, Chair
Committee on Violence and Disaster

The mission of the Committee on Violence and Disaster is to collaborate with international psychologists to develop a best practices protocol with regard to disaster and crisis intervention. As part of this effort, in 2003, 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 Psychologists’ Associations (EFPA) in Vienna. As a result, EFPA agreed to be a collaborator and participant in this project with APA Division 52’s Committee on Violence and Disaster.

Most recently as part of this collaboration, the chair of the EFPA Task Force on Disaster and Crisis Psychology, and Secretary General of the Association of Greek Psychologists had expressed concerns that there should be a crisis management plan in place for the 2004 Olympics in Athens to deal with the emotional aftermath of possible terrorism or large scale accidents. There had been a number of terrorist alerts in Europe, in addition to the unfortunate disaster in Madrid earlier in the year.

Although the Secretary General of the Association of Greek Psychologists, had several meetings with official and the Organizing Committee of the Olympic Games, an official response as to the status of psychological contingency plans had not been received. EFPA sent a letter, in May 2004, requesting information about the crisis management plan in place and offered assistance to the Olympic Organizing Committee. As the Games were drawing closer, both the Secretary General of the Association of Greek Psychologists and the chair of the EFPA Task Force on Disaster and Crisis Psychology asked Elizabeth Carll to facilitate the possibility of APA also sending a similar letter, emphasizing the importance of such a plan.

The above request was discussed with APA president Diane Halpern and Division 52 president, Richard Velayo. As a result, it was requested that Elizabeth Carll draft a letter which was reviewed and signed by Diane Halpern, Richard Velayo, and Elizabeth Carll, and was sent to the president of the Organizing Committee of the Athens Olympic Games in June.

The letter emphasized that since the goal of terrorism is to create fear and panic, the psychological component is integral to an effective crisis management plan. Given this possibility, it is important that a comprehensive crisis management plan, which includes dealing with the immediate emotional shock and trauma, be in place should such an unfortunate event occur.

Since the terrorist attack at the 1972 Munich Olympic Games, contingency plans for crisis management have been developed. More recently these crisis management plans have included training and dealing with the psychological aftermath at Olympic Game venues, such as in Lillehammer, Atlanta, and Sydney. Given the current international climate today, the potential for a terrorist incident and disaster is even more of a concern than in the past.

In collaboration with EFPA, the APA urged that the Olympic Committee contact the Association of Greek Psychologists to discuss the plans that were in place and possibly provide any volunteer assistance that may needed to help insure the well-being of all who participate and attend the Olympic Games.

In follow-up to this action, Vassiliki Boukouvala, Secretary General of the Association of Greek Psychologists, subsequently met again with NATO officials. It was determined that psychologists with expertise in trauma and disaster intervention, serving in the armed forces as part of NATO, would be available to respond to any crises at the Olympic venue, should such an unfortunate event occur. It was positive to learn that intervention plans for the psychological aftermath of any potential

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Multimedia Technology and the Internationalization of Psychology*

Richard Velayo, Ph.D.
Past-President, Division 52
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At the current rate of technological growth that we all experience in our everyday lives, it is not surprising that its impact on the field of Psychology has been tremendous and continues to be so. Few would dispute that technology is significantly changing the face of higher education, bringing about a host of new tools and choices. The same forces that directly influence pedagogy are also causing changes in areas of research, practice, policy-making, and international relations. Internet and interactive technologies are changing the way we communicate with the people we deal with and among ourselves as psychologists. Although technologies have provided us with more efficient and effective ways to do many tasks, I am particularly interested in designing multimedia technology to produce effective presentation and pedagogical tools, examining combinations of modalities (such as textual, visual, and audio elements) that enhance the quality and impact of information. The impact of technological innovations is very much evident in many aspects of a psychologist’s professional life, not to mention its impact on bringing psychologists from various cultures and nations together.

The Psychology of Technology

A study by Mitchell Weil and Larry Rosen in 1994 suggested that we may not be ready for eventual changes brought about by the rapid growth of technologies. In their work with practicing psychologists, they found at that time that less than 1% have what they referred to as an “Information Age” Office (an office in which all business operations are performed on computer by a highly computer-literate staff. Information is routinely communicated to and from other computers through electronic transmission). All insurance billing is transmitted via fax or modem by direct linkages with major insurance carriers. The fax machine is on a dedicated phone line. The office also has a sophisticated voice mail system that has distribution groups and preprogrammed messaging for emergency paging.) Times have certainly changed from 10 years ago.

How many of you think that you have leaped into this “Information Age” kind of office? Although a significant proportion have embraced this change, there are those in our field who find the transition difficult or even resist it? In Weil and Rosen’s 1994 study, there are several clear reasons why these Psychologists will find it difficult to assimilate. These are:

- Too Many Choices /Lack of Information
- Too Much Jargon
- Technophobia
- Bad Early Experiences and/or Poor Introduction to Technology

Transformations

Computer technology has changed the way we teach, do research, and practice…

Teaching

Teaching with technology is undoubtedly here to stay. There are many instances in which students even expect their courses (…yes, even psychology courses) to have some technology component to it, be it the use of e-mail, computer conferencing, research using electronic databases, or a dedicated website for the course.

Pedagogical strategies are also evolving because of technology. For example, the use of web boards (a computer conferencing tool) and distance learning tools allow courses to be conducted without the constraints of time and place. Of course, there are proponents and opponents of these new pedagogical trends.

Electronic and computing-based technologies increase the speed of communication between psychologists of different nations (as well as geographical regions within a country), therefore allow the training and the education of psychologists to be conducted anywhere and any time. Such transformation imposes changes in the role of trainers and educators of psychologists. The Internet also allows for the management of knowledge and provides just-in-time information and skill-sharing among psychologists through electronic support systems and networks (Macquar and Keenley, 1998).

Many new technologies, the Internet in particular, have already had a strong application in training and education (Kincaide, Ferracuti, & Santiago, 1997). The role of psychology on the education and training of future psychologists, both local and international, would be to start a universal dialogue between nations and cultures of the world. Computer-based distance education and training in developing countries ought to fulfill the same goals as the whole educational system to prepare people for the oncoming globalization. A virtual college is one expression of a growing virtual society.

Research

The continual progress of computer technology and the increase in Internet usage by the general public provide intriguing opportunities for researchers in all areas of psychology.

Many psychologists are now taking advantage of these innovative media to conduct a number of research projects, from social psychological surveys to experiments on cognitive processes. The Web certainly offers many advantages over traditional means of data collection. I have begun preparing for the future by converting two of my research projects into what I call “Internet-accessible” media in which participants could fill out questionnaires via the Internet and e-mail their responses to me. The number of experiments and surveys available online has increased dramatically in the past five years and will continue to offer research opportunities for researchers to advance their theoretical ideas and experimental designs.

New information about various subfields in psychology and the Internet critically influences the way we work, live, communicate, and/or behave. Research opportunities for social scientists exploring the social norms issues of human behavior as well as interesting outcomes published by Western researchers of computer-mediated communication and virtual communities are evidently growing (Bajan, 1998). For example, Ono (1996), examines how users reveal a reflexive projection of the self in Internet “speech,” and how Internet communication encourages users to internalize globalization in their self-identity. This study further describes the Internet as a global networked society. Data collection via the Internet is also becoming a popular way to do research. Many interactive questionnaires are now on the web, the most common of which are associated with experiments on perception and cognition.

The inclusion of indigenous psychologies in the knowledge base of all psychology is also an important emerging issue to tackle. Sampson (1995) describes the postmodern era characterized by “postindustrial, information-based and globally linked social environments”. Much current Western views of the self – as free, independent, and self-contained – will become inadequate in providing a basis for understanding the individual. It is anticipated that it will become essential
for a person, to view themselves as parts of a global system in which people's identities are inextricably linked with where they are socially located in that system. Thus, many personality and social psychologists may have to recalibrate their views to reinforce the central importance of culture in shaping the way people construe the self.

The Internet has also greatly influenced how people work and learn, manage themselves in the workplace, and manage knowledge in their lives. Industrial / Organizational psychologists should further their research on how technology can help people and organizations achieve the level of competence necessary to survive and succeed in the global marketplace of the next century (Marquardt & Kearsley, 1998).

Practice

Many practicing psychologists have tapped the Internet market not just to advertise, but to deliver their services... provide interventions and consultations. Then again, many of us have doubts about the clinical effectiveness of such practices.

Nonetheless, many are also using listservs and other forms of asynchronous communications to share or consult one another on issues of common interest.

The internationalization of our field through sophisticated communication technologies put us in touch with countries known previously to only a few. We, like others abroad, will need to be responsive to the demands of a multi-racial, multi-ethnic, multinational group of psychologists. According to Mays, Rubin, Sabourin, and Walker (1996), the challenges that new technologies bring can and will range from such issues as ethical decisions of who can and will have access to expensive technology that saves and prolongs life; to the development of conflict management strategies for peaceful coexistence with neighbors whose behaviors, beliefs, and values are strongly shaped by their cultural, religious, and ethnic backgrounds and socioeconomic circumstances. Thus, inclusion of and sensitivity to various socio-cultural perspectives are all the more necessary. Given the changes in telecommunications, transportation, and economic ties, we are probably linking our careers to events and forces in distant lands. Emerging social, cultural, political, and environmental problems around the globe are imposing intense and complex demands on our discipline, challenging our sense of identity as psychologists and as a professional collective. We can assist in addressing and resolving these concerns, especially if we are willing to reconsider some of Psychology's fundamental premises, methods, and practices that are rooted within Western cultural traditions and to expand its appreciation and use of psychologies from abroad. Marsella (1998), suggested that there may even be a need to advocate the development of a meta-discipline of psychology – global community psychology - defined as a set of premises, methods and practices for psychology based on multicultural, multidisciplinary, multisectoral, and multinational foundations that are global in interest, scope, relevance, and applicability. The characteristics of global-community psychology as a disciplinary specialty are important to discuss, are as various issues supporting its development and need.

So What's the Lesson Here?

As psychologists, it may be wise to begin, if we have not yet done so, to anticipate and prepare for changes brought about by the globalization of psychology facilitated by the Internet if we are to successfully and effectively promote our discipline to the world. Some of the transformations in the field of psychology as a function of this multi-modical approach that technologies afford us to do. I look at the role of technology as essential to the growth of psychology. Many of us have been caught off guard, have procrastinated in using effective technologies that are available to us, or have found it difficult to train ourselves with the more "standard" technological tools of the times. In order to remain competitive and to provide what our students, clients, participants, and customers, may expect of us, it may be a strategic to begin investing in our technological knowledge and skills... in our discipline's future.

The Internet's influence on psychology and how cultures are viewed will also have a profound impact on the world's various cultures themselves. Though cultural and language barriers exist in bringing psychologists together, telecommunications technology has begun to thin out these barriers such as through sophisticated language translation software programs, and Internet-based platforms (e.g., Internet 2, distance education). Although psychology may be largely assumed to be a value-free, universal, and relatively objective branch of science, in actuality, it is deeply enmeshed with Euro-American cultural values that champion rational, universal, and relativistic, objective values. In North America for example, to accommodate ideas is valued, and ideas are purportedly evaluated through public and competitive venues. This belief certainly affects how conferences are organized, research collaborations developed, research is funded, and publications are accepted. In East Asia, human relationships characterized as being virtue-based rather than rights-based is more evident. Individuals are considered to be linked in a web of interrelatedness and ideas are exchanged through established social networks. The dissemination of research findings does take a different form. Thus, there is value in becoming cognizant and sensitive to these differences.

Moreover, the generalizability of findings in psychological literature may now be assessed given its particular cultural perspective. Kim (1996) even proposed the need for the development of universal psychological science. Empirical research and the development of psychological models that relate to technology use is needed to determine ways in which psychologists may effectively use technologies in their profession, particularly those that focus on information-sharing and presentations, as well as the interaction among psychologists.

A Growing "Cyberpsychology"

There are many other related questions asked about this growing "cyberpsychology," some of which are as follows:

- Should society guarantee universal access to the Internet?,
- Should there be restrictions on the content of the Internet?,
- What are the long-term effects of interacting in a virtual environment?,
- Will advanced multimedia systems and Internet connectivity replace the traditional classroom experience?,
- Can psychological services be effectively delivered over the Internet? How so?, and
- Can interactive technologies reduce mental health care delivery costs?

In the near future, we can expect to provide clearer answers to some, if not most, of these questions. One thing seems to be certain … that the Internet and multimedia technologies has opened the gates for a more efficient and effective communication among many members of the psychology community around the world. As Dr. Florence Denmark, who was then President of Division 52, mentioned in her Presidential Address at the 1999 Annual Convention held in Boston, "The Internet is one major factor that contributes to making our small world smaller."

References


*Division 52 Presidential Address delivered on July 28, 2004 at the 112th Annual Convention of the American Psychological Association*  

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**BOOK REVIEW**

Where Is East Asian Social Psychology Going?  

Review by  

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*St. Francis College, USA*


Of all the specialties in the realm of psychology one would expect social psychology to be most cognizant of the pervasive influence of cultural meaning systems and practices on human behavior. Surprisingly this is not the case for American psychology as, for instance, a review of the authoritative *Handbook of Social Psychology* (Gilbert, Fiske, & Lindzey, 1997) demonstrates. By and large, American social psychologists have attempted to construct a “universal” social psychology while conveniently ignoring the fact that both their theoretical constructions and their data are overwhelmingly western in origin.

In recent years, however, a group of mostly East Asian psychologists, with the sympathetic support of some western cross-cultural and cultural psychologists such as Harry C. Triandis, John W. Berry, and Patricia M. Greenfield, have attempted to create a distinctive Asian social psychology. As a part of this effort, the Asian Association of Social Psychology (AASP) was founded in 1995 and held its first conference that year in Hong-Kong. Under the leadership of the Hong Kong based psychologist Kwok Leung, a book series was established under the title of *Progress in Asian Social Psychology*. The volume under review is the third one in the series. It mostly contains papers presented at the 1999 Taipei biannual AASP conference, which was attended by more than 300 scholars from thirteen Asian countries and eight non-Asian countries. Together with the two earlier volumes in the series (Leung, Kim, Yamaguchi, & Kashima, 1997; Sugiman, Karasawa, Liu, & Ward, 1999), the book can help us gain an overview of recent efforts in Asian social psychology as presented by some of its most influential practitioners.

Let us first take a look at the editors and contributors of the volume. They are mostly associated with institutions located in East Asian countries such as Japan (9 contributors), Taiwan (7), South Korea (6), Hong Kong (5), and Singapore (2 plus 1 Singaporean now living in England), United States (2), India (1), and New Zealand (1, a self defined “Chinese-American New Zealander”). The book’s senior editor, Kuo-Shu Yang, is a research fellow at the Academia Sinica in Taipei and arguably the foremost living Chinese psychologist. Perhaps for political reasons, psychologists from the People’s Republic of China are not represented in the volume, except for the five contributors living in the special enclave of Hong Kong.

The book is divided into five parts focusing, respectively, on conceptual perspectives, socialization in family and school, achievement and achievement motivation, social behavior and rehabilitation. The contributions in Part I explore different trends toward the indigenization of psychology in India (Jai B. P. Sinha), Korean self concepts in contrast to western concepts (Sang-Chin Choi and Kibum Kim), and “benevolent” (paternalistic) authority structures in Confucian-heritage societies (James H. Liu and Shu-Hsien Liu).

Part II contains a chapter on the beneficial and harmful effects of filial piety (Kuang-Hui Ye), a cross-cultural comparison of parental beliefs about shame and moral socialization (Heidi Fung, Eli Lieber, and Patrick W. L. Leung) and a discussion of Chinese views of education (Wen-ying Lin). The three chapters in Part III continue the heavy emphasis of many of the earlier chapters on such Confucian themes as educational achievement, early socialization toward moral responsibility, “benevolent authority;” interdependent self-constructions, and the linkage between generations through the moral glue of filial piety. Eli Lieber and An-Bang Yu compare achievement motivation in Taiwan and the United States, Weinig C. Chang and Lilian Quan analyze the impact of collectivism on the motivation to achieve in Singapore, and Uichol Kim and Young-Shin Park disect success attributions among Korean students and adults.

The four contributions to Part IV trace the dynamics of behavior within and between groups. Asako Miura analyzes communication styles and performance in face-to-face and computer-mediated group brainstorming, Fumio Murakami discusses the themes of equity and interpersonal harmony in the context of reward allocation as an instrument for group management, Tomoko Oe and Takashi Oka report an experiment on effective and ineffective strategies to suppress stereotypes, and Anna Lim and Colleen Ward’s experimental study indicates that Singaporean Chinese working in the private sector had more favorable perceptions of a (fictional) American employee than a matched employee from the People’s Republic of China.

The remaining three chapters in Part V focus on problem behavior and conceptions of rehabilitation. Kye-Min Yang, Hyun-hee Chung, and Uichol Kim analyze the negative effects of school violence and social exclusion on South Korean adolescents and report that bullying is a serious and rapidly increasing problem in Korean schools. Akira Sakamoto, Kiyoko Sekiguchi, Aya Shinkyu, and Yoko Okada report Japanese time-series data from 1959-1990 and conclude that media coverage of capital punishment appears to augment rather than decrease homicide rates, whereas coverage of life sentences does not appear to have this augmentative effect. Finally, Sing-fai Tam, Wai-kwong Man, and Jenny Yuen-yee Ng compare Eastern and Western perspectives on rehabilitation and discuss social psychology theories relevant to the rehabilitation process.

Asian social psychology, at least as presented in this volume, refers predominantly to the social behavior of men, women, and children living in Confucian-heritage societies, and it is often based on the responses of university and high school students in short-term experiments or on questionnaires. When cross-cultural comparisons are made they most often involve the United States or some East Asian societies rather than societies located in Africa, Latin America, Europe or the western parts of Asia. In this context, one may doubt whether this social psychology is any more representative of the lives of semi-literate peasants from Turkmenistan, polyandrous women from Nepal, Pashto tribesmen from...
Afghanistan, former head hunters from New Guinea, Siberian pastoralists, Russian engineers, or temple dancers from Bali than can be said to hold true for mainstream Western social psychologists for some time to psychologists, like their societies in general, appear to be preoccupied with catching up with the United States rather than with comparing themselves with their neighbors in West and Central Asia.

How distinct and original is (East) Asian social psychology as seen through the eyes of the contributors to this volume? Methodologically speaking, not very much. There is nothing in the book that would surprise a mainstream American, Scandinavian or German social psychologist. Similarly, the postmodern emphasis on qualitative interviews and interpretation, ethnographic detail, reflection on one’s subjectivity and role in the research process, and steady emphasis on within-group diversity is largely missing from the chapters nor do they contain much emphasis on the advantages of interdisciplinary cooperation and multiplicity of perspectives.

Conceptually speaking, however, Asian social psychologists are beginning to break new ground. Confucian dynamism, benevolent authority structures, nurturant group leaders, filial piety, shame oriented moral socialization practices, the arts of guanshi (a special kind of Chinese networking skill), renqing (interpersonal sensitivity to social favor), interconnected and permeable indigenous self-conceptions, Indian conceptions of liberation (moksha), socially rather than individually oriented achievement motives, deprecating rather enhancing self-presentation strategies, and quite a few other ideas have recently been advanced by Asian and some western psychologists. When taken together, they may be used to analyze societies that are integrated by different sociocultural forces than those prevailing in African, Latin American, North American, or Islamic societies. We may add in this context that many Asian cultural practices, ideas, and family structures can nevertheless be successfully adapted to western sociocultural systems, as has been one manifest in the striking educational and economic success of East Asian and Indian immigrants in the US, Canada, and increasingly, Australia. Their success suggests that the West has much to learn from the East about cultural flexibility, successful socialization practices, stable family systems, and social control of deviance.

East Asian social psychology, in spite of its tender age, has entered a successful quantitative and qualitative growth phase. Consequently, the highly selected contributions to the volume are of good quality and introduce some interesting concepts and findings. They suggest that for the first time in the history of social psychology, a critical mass of nonwestern researchers and theoreticians has coalesced and is ready to lead social psychology in new and exciting directions. Given the relentless drive of East Asian societies toward economic success together with their superior educational systems, we should not be surprised about the rapid rise of social psychology. After all, psychology needs to prosper in those societies that are well-to-do, reasonably open and modern.

One may ask, however, whether the contents of this book are not pervaded by an implicit, yet powerful, form of East Asian ethnocentrism. Homo Asiaticus, as s/he appears in this volume, tends to live in an efficient and modern society located on the Pacific Rim, has grown up in a fairly small though moderately collectivistic family, speaks an East or Southeast Asian language and increasingly some English, is thoroughly literate, spends much of his/her time thinking about achievement and educational success rather than sex and aggression, is a child of the information age, and possesses a mind filled with both modern and Neo-Confucian ideas. This Homo Asiaticus, however, is unlikely to bow toward Mecca, to be veiled, or to hate the West. S/he does not speak Russian, Persian, or any number of other Asian languages, and does not live in a pre-modern or poor society.

Whereas East Asian social psychologists are thoroughly aware of scientific developments in the United States, they mostly ignore European or Latin American achievements. In this context it is hard to avoid the impression that “the dominance of psychological models internationally is determined by military and economic clout” (Moghaddam, 2003, p. 1) rather than merely by their scientific merits. Although the United States are likely to remain the only psychology superpower for some time to come, we may interpret the efforts of East Asians social scientists toward the creation of an indigenous social psychology as a bid to match the economic and political rise of their respective countries in the realm of cultural creation. Given that East Asian social psychologists are frequently aware of the political underpinnings and implications of their work, it is not exaggerated to say that Progress in Asian Social Psychology represents not only a scientific but also a politically significant effort. We can be certain that similar efforts will follow.

References
Moghaddam, F. (2003). Interobjectivity and the globalization of Western psychology. In A. Brock (Chair), Internationalizing the history of psychology. Symposium conducted at the 111th annual convention of the American Psychological Association, Toronto, Canada.
family and mother Dina, and also Mexico to Carmi's father Ezra. When his two daughters married and moved west, Carmi often visited us and his four grandchildren—Alyssa, Emily, Phillip and Jacob.‘ Carmi passed away peacefully on July 19, 2003 at age 82. A memorial service was held at his home with Zaraley in New City NY.

At the August 2003 APA meetings in Toronto, officers of the International Division expressed their admiration for Carmi's distinguished work in psychology, and sympathy with his family on his passing.

Submitted by:
Karen H. Tarnofsky, Michelle Chino Kelly

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**SIGHTINGS**

**2004 Midwinter Meeting of Division 52**
**Eastern Psychological Association**
*April 18, 2004*  
*Washington, DC*

Arthur Freedman (standing), Ann O’Roark and Paul Lloyd, facilitating the Visioning/Organizational Renewal Session

Division 52 Board members hard at work

**International Psychology Symposia**
**At the 2004 Eastern Psychological Association**
*April 17, 2004*  
*Washington, DC*

Photo 1: Division 52 Officers, Chairs, and Guests soon at the International Psychology symposia at the 2004 Eastern Psychological Association

Photo 2: Division 52 Officers, Chairs, and Guests soon at the International Psychology symposia at the 2004 Eastern Psychological Association
112th Annual Convention of the American Psychological Association
July 27 – August 1, 2004
Honolulu, Hawaii

Division 52 Board Meeting on July 27, 2004

Past-Presidents of Psi Chi at Florence Denmark’s Reception

Photo 1: Slide presentation at the Division 52 Hospitality Suite, Honolulu Hawaii (July 2004)

(From left to right): Richard Velayo, Uwe Gielen, Paul Dukes, Anthony Marsella, and Weihua Niu.

Photo 2: Slide presentation at the Division 52 Hospitality Suite, Honolulu Hawaii (July 2004)

Dr. J. Groebel presenting at the Division 52 Hospitality Suite.
Student Committee Group meeting with Richard Velayo (2004 Division 52 President)

International Congress of Psychology Convention
August 2004
Beijing, China

Henry David, Ph.D. at dinner at the International Congress of Psychology in Beijing. Dr. David I organized this event on behalf of the World Federation for Mental Health Committee on Responsible Parenthood.

Some attendees of the International Congress of Psychology in Beijing (including Nancy Russo and Susan Pick, and Henry David)
4th ITC International Conference
Equitable Assessment Practices: Building Guidelines for Best Practices


The purpose of this conference was to highlight advancements for developing and using tests and assessment data in a manner that helps ensure fairness for all individuals, regardless of age, gender, race/ethnicity, and exceptionality. The conference participants discussed issues related to equitable assessment practices and fairness in testing and offered skill-building training in assessment and psychometric practice. Pre-conference assessment and measurement workshops and conference presentations highlighted recent advances in theory, research, and practice that promote equity to those who take tests, those who use test results, and those engaged in the business of test development and distribution.

More than 150 participants came from five continents and 15 countries. The conference was co-chaired by Drs. Bruce A. Bracken and Thomas Oakland, and hosted by the Center for Gifted Education.

International conference keynote speakers included David Bartram (SHL Group, United Kingdom), Fanny Cheung (The Chinese University of Hong Kong), Elias Mpofu (formerly of Zimbabwe, now Pennsylvania State University, USA), and Robert Sternberg (Yale University, USA).

Invited conference workshops included such topics as adaptive behavior, intelligence, differential item functioning, personality assessment, and neuropsychology, executive functioning, and structural equation modeling. Workshop presenters included Barbara Byrne, Peter Isquith, Elizabeth Lichtenberger, Thomas Oakland, Hector Ochoa, Gale Roid, Robert Stern, Lawrence Weiss, and Bruno Zumbo.

Submitted by:
Harold Takooshian, Ph.D.
Past President, Division 52
Fordham University

5th Conference of the International Test Commission
“Psychological and Educational Test Adaptation Across Languages and Cultures”

The 5th Conference of the International Test Commission “Psychological and Educational Test Adaptation Across Languages and Cultures” will be held in Brussels, Belgium from July 6 to 8, 2006. The main goal of the conference is to bring together experts on the topic of test translation and adaptation theory and practices with researchers, educators, psychologists, policy experts, and testing specialists for the purpose of sharing insights, guidelines, and research findings. The conference program will consist of invited lectures, workshops, symposia, paper sessions, and posters.

Topics that will be on the program include presentation of the 2nd edition of the ITC guidelines for test adaptation, advances in test adaptation methodology, approaches to testing validity invariance over language groups and cultures, test ownership and adaptation, and international comparative studies of educational achievement. Applications of test adaptation advances will be broad to include the educational, industrial, and clinical fields. More information about the conference can be obtained by writing itc2006@psp.ucl.ac.be or by going to the conference website at http://www.psed.ucl.ac.be/itc2006.

Submitted by:
Thomas Oakland and Bruce Bracken

U.N. Psychology Graduates


Submitted by:
Harold Takooshian, Ph.D.
Past President, Division 52
Fordham University
December 31, 2004

Dear Colleagues:

We were all deeply affected by the news of the terrible disaster that struck 11 countries, from Indonesia to Somalia. Certainly, our thoughts and prayers are with all the victims as well as the survivors of the disaster and their loved ones. May our positive energies, thoughts and consolation be with them and us all at this time.

With this letter we are seeking donations to help fund our disaster relief efforts. Kindly send your checks to: Association for Disaster & Mass Trauma Studies, which is a not-for-profit NGO, with 501c3 status. All your donations are tax deductible.

In addition, if you are a professional who has done any disaster outreach addressing mental health and Psychosocial aspects of disasters, kindly complete the application and send it back to me at E-mail: kalayjiana@aol.com.

Much gratitude and appreciation,

R. Anie Kalayjian  
Chair, Committee on Trauma and Disaster  
APA Division 52

Name: ___________________________________________________________
Address: __________________________________________________________
City: ___________________ State: _____________ Zip code:  _____________
Contact Information: Home:____________   Fax: ____________  Mobile: ____________ Office: ____________ E-mail: ____________
Degree: ____________ Year granted: __________ License: ____________
Specialty:  Child: ____________ Adolescence: ____________ Adult: ____________ Older adult: ____________
Affiliation: ______________________________________
Past disaster experience: Year(s): ____________ Countries: ____________
Types of disaster: ________________________________
I am a:   ___Female  ___Male
My age is:  ___a. under 30 ___b. 30-39 ___c. 40-49   ___d.  50-59   ___e. 60-69
1.  I need to be notified:
   A. At least 2 weeks before my departure:_____  
   B. One month before my departure:______
   C.   Two months before my departure: _____
2.  I can volunteer for:  ___a. Two weeks  ___b. Three weeks  ___c. One month
3.  I speak the following languages (kindly specify languages used in the 11 countries impacted by this disaster):
______________________________________________________________________________________________________
4.  I am available the following weeks:  ___________________________________
5.  Do you have considered yourself experienced in group therapy?  Yes ___  No ___
6.  Kindly describe in two sentences the reason you wish to volunteer:
_______________________________________________________________________________________________________________________________ 
____________________________________________________________________________
_______________________________________________________________________________________________________________________________ 
7.  What was your initial feeling when you heard about this disaster, and what did you do to alleviate your feelings?
__________________________________________________________________________________________________________

Kindly complete and E-mail to Dr. Kalayjian: kalayjiana@aol.com, fax: 201 941-5110
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The Division 52 “Announce-only” listserv is available to its members and affiliates only and is distributed once a month. Submit announcements regarding international issues and topics of interest to the Division to rvelayo@pace.edu.

For the latest announcements, notes, and news from the Division of International Psychology… Go to…Division 52’s ANNOUNCEMENTS WEBPAGE at http://webpage.pace.edu/rvelayo/announcements.htm

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For smaller articles (op-ed, comments, suggestions, etc.), submit up to 200 words. Longer articles (Division reports, academic articles, etc.) can be up to 1500 words and should be submitted by email to Dr. Harold Takooshian at takoosh@aol.com.

Submission deadlines:
- Spring issues -- March 31
- Summer issues – June 30
- Fall/Winter issues -- December 31

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