I recently attended the meeting of the US International Commission for Psychological Sciences. The members of the committee are appointed by the President of the National Academy of Sciences. In the planning stages is a proposed international workshop for collaborative research in the social and behavioral sciences. Among possible topics for this workshop are such practical issues as electronic communications and immigration and visa issues. From a methods perspective there could be discussions related to methodology and new approaches. Cultural differences and interdisciplinary topics may also be discussed. Discussants are likely to deal with how collaborations can be initiated and how differing views of science and psychology can best interface. You may also be interested that APA’s President-Elect Gerry Koocher is planning a conference in February 2006 which deals with immigration issues. A number of APA Divisions have been invited to send representatives and Division 52 is about to decide if the midyear meeting of the Executive Committee of the Division will be held in conjunction with this conference. Your President-Elect Joy Rice is working on this. This issue may have been decided when you read this.

You may know also that there is a European Congress of Psychology in Granada, Spain this summer and several Division 52 members will attend this meeting. Furthermore, you may want to think about attending the next meeting of the International Association of Applied Psychology in Athens in 2006. Also it is not too early to think about the next International Congress of Psychology in Berlin in 2008.

For those of you attending APA in Washington, D.C. in August I invite you to my Presidential address which will deal with ethical dilemmas faced by psychologists dealing with international issues. Also there are a number of excellent programs which will take place in the Division 52 Hospitality Suite at the Renaissance Hotel. At the Council of Representatives meeting at the APA Convention there will likely be a major discussion on the recommendations of the APA Task force on Diversity issues. A number of recommendations will be discussed concerning how we can make APA a more welcoming place for individuals of diverse backgrounds. I was pleased to have been a member of this Task Force which was appointed by Ron Levant, our current APA president.

Again, if you have questions about any of these topics feel free to contact me by e mail (abeles@msu.edu).

Have a good summer!

Division 52 Program at the APA Convention, Washington DC
(August 17 – 21, 2005)

Uwe Gielen, Ph.D., Michael Stevens, Ph.D., and Neal Rubin, Ph.D.
2005 Program Committee

The Program Committee has determined that in this year’s Division 52 program, presenters hail from 24 countries including Argentina, Australia, Canada, China, Colombia, Czech Republic, Germany, India, Italy, Israel, Japan, Jordan, Kuwait, Mexico, The Netherlands, Romania, Russia, South Korea, Switzerland, Turkey, United Arab Emirates, United Kingdom, United States of America, and Venezuela.

See pages 27-28 for the schedules of Division 52’s main program (August 17 - 21) and suite program (August 19 - 20) at the APA 2005 convention. These may also be accessed from the Division’s website at www.internationalpsychology.net [Note that times for the various sessions are subject to change by APA.]
Call for Announcements to the Division 52 “Announce-only” Listserv
http://webpage.pace.edu/rvelayo/announce.htm

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

International Council of Psychologists (ICP)
63rd Annual Convention
July 16-20, 2005
Foz do Iguacu, Brazil

An international psychology conference likely to be of great interest to Division 52 members is scheduled for Foz do Iguacu, Brazil from July 16-20, 2005. Information, forms for abstract submission, registration information and travel information can be obtained in English at the following website: http://www.ibapnet.org.br/foz. If you have additional questions, feel free to email me at sherri.mccarthy@nau.edu. This is a great opportunity to see one of the most fascinatingly diverse and beautiful places on the planet and meet colleagues from all over the world (and help me talk them all into joining our Division!)

Note: To download Call for Poster Presentation Proposals for the International Council of Psychologists Annual Convention, July 16-20, go to: http://webpage.pace.edu/rvelayo/announcements.htm

Submitted by:
Sherri McCarthy, Ph.D.
Visiting Research Scholar
Universidade Federal de Rio Grande do Sul
Porto Alegre, Brazil
Membership Chair, APA Div. 52
Sherri.McCarthy@nau.edu

International News

Tsunami Update
(A. Kalayjian)

International Perspectives on Sibling Abuse

Clinical Psychology in Brunei (N. Kumararwamy)

History of National Achievement Testing in China (W. Niu)

An Appreciation of Latin American Psychology (J. Whittaker)

The Urgency of an Ethics Code of Conduct for Portuguese Psychologists (M. Ricou)

International Psychology of Religion and Its Recent Developments (E. Swenson, C. Park, & R. Paloutzian)
Charles D. Spielberger: Recipient of the APA Award for Distinguished Contributions to the International Advancement of Psychology

The APA Award for Distinguished Contributions to the International Advancement of Psychology is presented to Charles D. Spielberger, Ph.D., ABPP for his outstanding contributions to cross-cultural research, the development of psychometric measures that are widely used throughout the world, and his exceptionally effective and dedicated leadership in international organizations. He has given lectures, colloquia, and taught seminars at more than 100 universities in numerous countries, participated in 50 international congresses, and organized and coordinated four NATO-sponsored Advanced Study Institutes in Bavaria, Norway, Italy, and England. Author, co-author, or editor of more than 400 publications, his State-Trait Anxiety Inventory (STAI) has been translated and adapted in 66 languages and dialects.

Professor Spielberger has also served on the Editorial Boards of the International Journal of Stress Management, the Inter-American Journal of Psychology, the British Journal of Clinical Psychology, and the Indian Journal of Psychology, and was Editor-in-Chief of the Encyclopedia of Applied Psychology, sponsored by the International Association of Applied Psychology and published in 2004. His leadership positions have included serving as President of the International Society for Stress and Anxiety Research (STAR), the International Stress Management Association, the International Council of Psychology, and, for the past 20 years, as a Board member and President of the International Association of Applied Psychology, the world’s largest membership organization of psychologists. In 1991-92 Professor Spielberger served as the 100th President of the American Psychological Association, and recently received the American Psychological Foundation’s Gold Medal Award for Life Achievement in Applications of Psychology.

Internationalizing the Undergraduate Psychology Curriculum: An APA Update

Richard S. Velayo, Ph.D.
Past-President, Division 52
Pace University, New York
Email: rvelayo@pace.edu

This past December, the APA Working Group on Internationalizing the Psychology Curriculum was convened to develop a project for the discipline of Psychology. This project was prompted by the American Council on Education (ACE) which has been awarded a grant by the Carnegie Foundation to coordinate a multidisciplinary effort to promote the internationalization of teaching and learning at U.S. colleges and universities. Participating disciplinary associations include the American Historical Association, the American Political Science Association, the Association of American Geographers, and the American Society for Engineering Education, and of course, the APA. The project involves having each of these organizations to demonstrate how they can take a leadership role in promoting internationalization of student learning, and to provide concrete strategies that may be adapted. It also aims to provide guidance to faculty to help them incorporate an international dimension into their teaching and the experiences of their students in both upper-level courses in the major and in courses that comprise general education or the core curriculum.

After two lengthy all-weekend meetings (one in December and the other this past April), the group has accomplished quite a bit. It has developed an introductory statement, five (5) central goals (and associated student outcomes) for the internationalization of the psychology curriculum, as well as proposed action plans for its implementation. Both the Introductory Statement and the 5 central goals will be distributed to selected psychologists (both international and domestic) who may be able to provide us with valuable feedback for the purpose of fine-tuning our work.

The APA Working Group is comprised of 5 university-affiliated faculty (Neil Lutskly, Judith Torney-Purta, Valeria Whittlesey, Linda Woolf, and me), and two APA staff liaisons (Maureen McCarthy and Martha Beanau) affiliated with APA’s Education Directorate. The group is expected to complete its work within a 1-year timeframe. Thus, we expect to have a proposal done by the end of the summer and continue with the rest of its action plans for dissemination until January 2006. The group plans to present our work at the upcoming APA Convention in DC.

For more information regarding this document, contact me at rvelayo@pace.edu.
Adopt a Psychologist!
Rivka Bertisch Meir, PhD, MPH
Michael Meir, MD
Chairs, International Liaisons Committee
Email: winsuccess@aol.com

In our recent work as Chairs of our Division’s Liaisons Committee in 2005, we have outreached to hundreds of psychologists abroad, and found that many of them would like to have a direct relationship with psychologists from the USA, and participate in the APA activities, including acting as Liaison for their country.

But we found some obstacles to this: (1) Some do not have an active credit card. For others sending money abroad is difficult or the rate of $25 dollars is too much for their exchange. (2) In a few cases, a couple are both psychologists, and to pay for two is difficult. (3) In some countries, many psychologists expressed that they should belong because of their high professional credentials and their work without the required membership fee. Therefore, whenever we ask them to pay, they feel offended.

One suggestion to eliminate this confusion and encourage equality and active participation is to “adopt a psychologist.” This would mean that psychologists from abroad would know that a USA psychologist paid his or her dues -- $25 for colleagues, $10 for students.

This will encourage proactively their inclusion and participation. This would also reinforce the idea that nobody is better than anybody else. In addition, it would encourage a sense of responsibility, respect and participation on the part of the person abroad (i.e. the adoptee).

This would also encourage the adopter to be in personal contact with international members in a closer professional relationship and active participation.

Our suggestion would be to adopt a psychologist in the honor of someone special... or to do it as a birthday present or recognition of merit participation. It would be called INTERNATIONAL LIAISON IN ACTION.

Once the adopted psychologist becomes a member of our Division, they are then eligible to serve as an official liaison for their region. Their liaison responsibilities include:

a. Create a database of their country’s psychological organizations,

b. Create a database of their psychologists’ interests and their addresses,

c. Distribute ‘The International Psychology Reporter’ and other pertinent information,

d. Match interests with psychologists in their country and USA psychologists,

e. Encourage collaborative research,

f. Encourage collaborative publication not only in the USA but in their countries as well,

g. Participation in conferences whenever possible,

h. Report monthly of Liaison’s activities. Division 52 will publish their accomplishments,

i. Promote joint projects, and

J. Help disseminate teaching opportunities and collaboration

We are eager to receive your “adoption” in honor of…. To select the country and member that presently needs sponsorship/adoption please contact us soon at:

Rivka Bertisch Meir, Ph.D., M.P.H. and Dr. Michael Meir
Chairs, International Liaisons, American Psychological Association
International Division
E-mail: winsuccess@aol.com
http://www.doctorrivka.com
Tel: 201-363-1391

Outreach Committee Report
(As of June 5, 2005)

Mercedes A. McCormick, Ph.D.
Chair, Outreach Committee
Email: mmccormick2@pace.edu

Harold Takooshian, Ph.D.
Co-Chair, Outreach Committee
Email: takoosh@AOL.com

Division 52 gladly welcomes the following individuals who responded to an e-letter sent to 212 affiliates during the month of March and April 05. All respondents were sent the newsletter and additional information to become a member of Division 52. See the respondents’ requests for newsletter and application status.

Greg Turnbull, PsyD, JD
greg@gregturnbull.com
Request for: International Psychology Reporter (PDF)

Azor Hui
huisfunkuen@yahoo.com.hk
Request for: International Psychology Reporter (PDF)

Ranjit “George” Joseph (SINGAPORE)
ranjitjoseph@yahoo.com; ranjitgeorgejoseph@gmail.com
Requested for: Position as international liaison for Singapore

Ralph W. Farrington (CHINA)
fanger@rwfconsulting.com
RWF Consulting LLC, www.rwfconsulting.com
Submitted membership application via email

Martine Wiltgen
martinejason@yahoo.com
Request for: Newsletter in electronic format

Mikayo Ando, PhD, MPH
mikayo@rc5.so-net.ne.jp
Submitted membership application by airmail

John Tse (SCOTLAND, UK)
john.tse@abdn.ac.uk
Industrial Psychology Research Centre, www.abdn.ac.uk/iprc
The University of Aberdeen
School of Psychology, College of Life Sciences & Medicine,
Request for: International Psychology Reporter (PDF)
The Outreach Committee will continue its efforts to expand the vision of Division 52 and recruit new members around the globe through networking efforts conducted at professional meetings (APA), conferences, and publications.

Division 52 Establishes International Visitor Program: MARILYN SAFIR First to Participate

Nancy Felipe Russo, Ph.D.
Member-at-Large, Division 52
Regents Professor of Psychology and Women's Studies
Director, Graduate Program in Social Psychology
Arizona State University
Email: NANCY.RUSSO@asu.edu

Have you ever wanted to expose your students to international perspectives on psychology? Have you wished your colloquium budget could afford to bring in an international speaker? Have you ever wanted to sit down with a colleague from another culture and talk about how concepts and methods that work in the U.S. might differ someplace else? Division 52 can help.

The Division of International Psychology (Division 52) of the American Psychological Association has established a new International Visitor Program and is seeking participants for the 2005-06 academic year. The purpose of the program is to increase access to international perspectives and expertise through facilitating exchange among international colleagues already residing in the U.S. The Division will maintain a roster of international visitors in residence in the United States who are willing to make short visits to present colloquia and provide consultation on a variety of issues to U.S. institutions.

We are pleased to announce that Marilyn Safir, Ph.D., University of Haifa, Haifa, Israel, is the first international visitor to participate in the program. Professor Safir will be based in the Department of Psychology at Arizona State University for the 2005-2006 academic year.

The program is conducted electronically. Institutions seeking visitors should contact them directly to negotiate specific terms for visiting arrangements, which may include honoraria as well as coverage of expenses and any audiovisual equipment that may be needed.

To nominate an international visitor (self nominations welcome), please send a message containing a brief bio, cv, list of abstracts for talks, and contact information to Nancy Felipe Russo at nancy.russo@asu.edu. “Division 52 International Visitor Program” should appear in the subject line of the message. The 2005-2006 roster, which will be posted on the Division 52 website [www.internationalpsychology.net] will be updated periodically as new participants are identified.

2005-2006 International Visitor Program

Marilyn P. Safir, Ph.D.
Professor of Psychology
Director, Project Kidma-for the Advancement of Women and University of Haifa, Haifa, Israel
Email: mpsafir@psy.haifa.ac.il

Professor Marilyn Safir directs Project KIDMA - for the Advancement of Women (1996-), which, in addition to programs for women from disadvantaged communities and villages, runs workshops for leadership training for multicultural and mixed socioeconomic groups. For information on Project KIDMA, go to:

http://bcc.haifa.ac.il/Chairs/kidma

Safir is Founder and former Director (1983-1993) of the University of Haifa Women's Studies Program and Advisor on the Status of Women to the institution's President and Rector. She is also a founding member of the Executive Committee and first President of the Israel Association for Feminist and Gender Studies (1998-2002).

In 1968, after completing her Ph.D. in Clinical Psychology and Research Methodology at Syracuse University, Professor Safir moved to Israel. Safir was a pioneer of the new Women's Movement, which began in Haifa in 1970. She is a Founder and served three terms as Member of the Executive Board of the Israel Women's Network, and is active in a range of women's advocacy organizations. She served as Director of the National Commission on the Advancement for the Status of Women from 1986 to 1991. Safir founded and chaired the First International Interdisciplinary Congress on Women: Women's Worlds in Haifa in 1981.

From 1993 to 1996, Safir served on the Ministry of Economics Committee to improve the Economic Status of Women. From 1984 to 1987, she served as a Consultant and Advisor to the Commander of HEN (Israeli Women's Army Corps) for special projects. She also served on the Prime Minister's Committee to Investigate the Lack of Symmetry of Boys and Girls in Israel on Intelligence Tests.

Professor Safir is a Fellow of the American Psychological Association (Divisions 35 & 9) and of the American Psychological Society, 1990. She was the First Recipient of the Florence Denmark and Gori Gunvald Award for Research on Women and Gender, International Council of Psychologists (2002).

Safir was elected to the International Academy for Sex Research in 1994, and APA’s Committee on Women and Psychology honored her in 1992 with Distinguished Leadership Citation for her professional contributions to the psychology of women both nationally and internationally.

She and Carmit Arieli received the Israel Society for the Study and Prevention of Sexually Transmitted Diseases - Prize for Outstanding Research, in Memory of Prof. Israel Serub, 1992, and was elected as a Member of the New York Academy of Sciences, 1987. She received the Menza Education & Research Foundation Award for Excellence in Research (1986) for her research on and exposé of gender differences on intelligence tests in Israel and the Elin Wagner Stipendia, Stockholm, Sweden, for her research on Women in the Kibbutz, 1975.

Safir was one of six Jewish Israeli Women selected to attend the seminar on “Conflict Resolution and Women’s Issues for Israeli and Palestinian Women,” held in Brussels on June 6 -11 1998. She was singled out as one of the 100 Heroines of the World in Rochester New York (10/98) in recognition of her lifetime achievements in furthering the cause of women’s rights, freedom health and equal opportunities; and for serving as a role model for women and girls around the world.

Possible Lecture Topics

Social factors and Psychological aspects of Life in Israel designed to be of interest in Psychology, Sociology, and Women’s Studies, but can be adjusted to a general audience.

- Was the Israeli kibbutz an experiment in social and sex equality?: A Historical Analysis
- Gender Role Education/Socialization on the Kibbutzim – from the Beginnings through the ‘80’s
- How Tradition and Public Policy Affect the Family in Israel.
- How Western and how Modern is Israel – Conflicts and Paradoxes that are often overlooked when Israel Society is counted as part of the Western World
- The Status of Women in Israel

These effects on more specific topics:

- Culture and Gender Issues in Sex Therapy in Israel.
- An Israeli Sex Therapist Considers an New View of Women’s Sexuality
- Nature or Nurture Effects on Male and Female IQ: Israeli Findings
- The Interface of Feminism and Women’s Studies in Israel
Research Based talks: (Power Point presentations)

- Recollections of Tomboyism, Sexual Orientation and Adult Gender Role Among Israeli Women (with Amir Rosenmann and Orly Klener)
- When Gender Differences Surpass Cultural Differences in Personal Satisfaction with Body
- Shape in Israeli College Students (with Shimrit Flaisher-Kellner, and Amir Rosenmann)

Internet studies:

- Push and Pull Factors of Internet Sexuality: A Case Study of Paraphilic Empowerment Online (with Amir Rosenmann)
- Workplace Worries: A First Look at Online Sexual Activities at the Office (with Al Cooper, Amir Rosenmann)
- The Role of Identity Dissociation in an Online Sample of Men Who Have Sex with Men (with Amir Rosenmann)
- A Comparison of Israeli and Palestine Women’s Status in Civil Services (with Varsen Agabekian-Shahin, Shimrit Flaisher-Kellner and Salam Hamdam)

September 6, 2005
NYC Conference

Harold Takooshian, Ph.D.
Fordham University
Email: takoosh@aol.com

Back in September 9, 2004, 20 psychologists representing 6 nongovernmental organizations (NGOs) at the United Nations gathered for a one-hour meet-and-greet during the 2004 NGO conference hosted by the United Nations that drew 2,000 NGO representatives from around the world. One resolution during this lively 2004 psychology gathering was to start some sort of periodic or annual gathering, if possible in a larger and more formal way in 2005—perhaps in concert with the 2005 UN Conference on September 7-9 in New York City.

On September 6, 2005, Fordham University in New York City is the place to be, for this six-hour conference on "Behavioral science and the global agenda: Making a difference in the 21st century." Due to security, the magnificent three-day U.N. Conference on September 6 actively welcomes all to meet and hear some international psychologists from the USA and overseas.

The September 6 conference spans from 1 pm to 7 pm, including a welcome, 4 workshops, a plenary session, and a reception saluting psychologists working with the U.N. and Dr. Merry Bullock, the new Director of the APA Office of International Affairs in Washington DC. Rather than overlapping with eight Millennium Development Goals (MDGs) addressed at the U.N. conference, the Fordham Conference's four one-hour workshops will focus on four practical "how-to" topics specific to psychologists: (a) Giving behavioral science away to decision-makers and practitioners, (b) Partnering with media, (c) Publishing our international work, and (d) Making psychology a household word. Pending student interest, a fifth workshop might focus on student involvement in international and U.N. work.

All participants receive a packet of helpful international publications, including the U.N. MDGs and state-of-the-world brochures, the Freedom House rating of democratic nations, and material from international psychology groups.

This Fordham conference is in the elegant Faculty Lounge atop 113 West 60th Street in Manhattan. It is cosponsored by several psychology organizations including SPSSI-NY, IAAP, the NYC group of the APA International Division, Fordham University, and its Institute of International Humanitarian Affairs. Fordham has agreed to keep the entry fee low to encourage participation by local psychologists and students. This fee is $20 payable to "The Fordham Institute," or $10 for members of cosponsor groups who preregister by August 21. The conference is free to preregistrants with a U.N. badge or those with a Fordham ID. For details, contact organizers Harold Takooshian at 212-636-6393 or Anie Kalayjian at kalayjian@aol.com.
2. On May 7, the 12th Pace Psychology Conference again hosted two international sessions. At 1-2 pm, a dozen international psychologists attended the meet-and-greet roundtable, to compare notes on their current activities. At 3-4 pm, the Benjamin B. Wolman symposium featured eight officers and members of the Division presenting their diverse international work: Nicole Moore, Edwin P. Hollander, Anie Kalayjian, Mercedes McCormick, Rivka Bertisch Meir, Michael Meir, Judy Kuriansky, and Florence Denmark. Earlier in the afternoon, Harold Takooshian was surprised with the 2005 Benjamin B. Wolman Award for "advancement of international psychology."

In summer 2005, the group plans its fall 2005 activities. On September 6, Fordham University will host a first-ever conference on "Behavioral science and the global agenda: Making a difference in the 21st Century," to bring together psychology scientists and practitioners. Funded by the APA Science Directorate, this half-day conference immediately precedes the United Nations’ 2,000-delegate Nongovernmental Organizations Conference on September 7-9, 2005. For details, contact Harold Takooshian at 212-636-6393, or Anie Kalayjian at Kalayjian@aol.com.

The 77th annual meeting of the Eastern Psychological Association will be held in Baltimore MD on March 17-18, 2006, with a call for papers due in November, at www.easternpsychological.org. Since 2002, EPA has kindly hosted the APA International Division's midwinter meeting and program, and a lively two days of activities for international psychologists and students.

The 2006 EPA Convention will contain two changes for international psychology: (1) The mid-winter board meeting is being tentatively planned by President-Elect Joy K. Rice’s committee for an exciting new venue, the 2006 APA Conference on immigration issues on February 2-4, 2006 in San Antonio, TX, and (2) At the kind invitation of EPA Executive Officer Arnold Glass and the Board of Directors, EPA has made international psychology one of the official tracks of its annual program.
For 2006, EPA Program Chair Rachel Barr of Georgetown has so far scheduled two distinguished EPA Invited Speakers of international stature at no cost to our APA International Division--Jim Georgas of the University of Athens, President of the International Association for Cross-Cultural Psychology (IACCP), and Haroutune K. Armenian, the President of the American University of Armenia. EPA is also considering an outreach to other international and cross-cultural groups for 2006. Spring of 2006 promises to be an unusually auspicious season, with two international events this February in Texas, and March in Maryland. The EPA actively solicits proposals from student and professionals, as plans are underway through November for another lively international program at the EPA Convention in Baltimore. For details, contact Uwe P. Gielen at ugielen@hotmail.com, or Harold Takooshian at 212-636-6393.

Regional Outreach 2006

Harold Takooshian, Ph.D.
Fordham University
Email: takoosh@aol.com

The Outreach Committee of our APA International Division welcomes your active cooperation in 2006. This fall 2005 is the deadline to submit proposals for the many regional conventions around the USA in spring 2006. Might you attend one of these conferences below? If so, would you be willing to propose a symposium on international psychology, distributing division information and bringing together a few Division 52 colleague in that region, as part of our Division's outreach? If so, we can easily provide a listing of international members in that region who might be contacted. This may be an effective way to reach out to many students and colleagues not yet involved in our international division. Contact us soon for details -- Harold Takooshian at 212-636-6393, or Mercedes McCormick at mmccormick2@pace.edu.

Please: Do You Know...?

Harold Takooshian, Ph.D.
Fordham University
Email: takoosh@aol.com

... of any politicians, celebrities, or other notables whose college major was psychology?

Only a small fraction of U.S. psychology majors proceed towards a graduate degree in psychology. But since psychology is the most popular major on US campuses, with 67,000 undergraduate psychology degrees each year, the great majority use their psychology training for other fields -- business, education, law, social work, medicine... So our congressperson, physician, or favorite actor might well have a psychology BA/BS degree. If you happen to know through the media or elsewhere of some notable(s) with a psychology degree, please email us their name(s), for a report being prepared for an APA committee this fall. Submitters may request a free copy of the final list of names. Direct the name(s) and any comments or questions to: Harold Takooshian at takoosh@aol.com, or Paul J. Lloyd at plloyd@semo.edu.

Fellows of Division 52

Ann O’Roark, Ph.D.
Chair, Fellows Committee
Email: annmoroark@aol.com

Below is a list of the 138 Fellows of the Division of International Psychology (APA Div. 52) as of April 2005. This list, including documents for applying for Division 52, and the Fellows Committee reports may be accessed at: http://internationalpsychology.net/about/fellows.cfm

Norman Abeles
Leonore L. Adler
Judith E. N. Albino
Sven I. Andersson
Ruben Ardila
Allan G. Barclay
Bernard M. Bass
Ernst G. Beier
A Mystery – Solved at Last

James O. Whittaker, Ph.D.
Professor Emeritus
The Pennsylvania State University

Most of the readers of my text Psicologia are in Latin America and remember the research I conducted there over the years. One of the most interesting projects, however, was done on an Indian Reservation in the United States.

In 1954, prohibition ended for American Indians (Native Americans) living on Reservations. Drinking had been a problem before that, but the end of prohibition (in effect since the late 1800’s) brought the problem out in the open.

In the early 1960’s I was asked by the Tribal Council of the Standing Rock Sioux Tribe (Sitting Bull’s Tribe) in North Dakota, to direct a large scale study of alcohol abuse and alcoholism – something never done before on any reservation in the United States. I hired four Indian young people who lived on the reservation and an Indian supervisor. For obvious reasons I, as an outsider, never conducted any interviews personally.

In total, some 300 interviews were conducted (10% of the entire Reservation population), ranging in age from 16-85. The detailed interview schedule was derived from similar studies done among White subjects, but also from interviews with Tribal personnel and Indian police. After six weeks the interviews were complete, and startling. Alcohol abuse and alcoholism, as many suspected (and others denied) was a major, major problem. Among young males it was virtually impossible to find any without a drinking problem. Young women tended to drink less, but all indications were that the problem was increasing.

The rate of alcohol addiction (alcoholism) I estimated to be at least five times that of the White population, and one of the highest in the world. When my daughter (Dr. Kellie Whittaker) and I replicated the early study had been funded by the Tribe itself, I among younger women had reached levels virtually par with the younger males in the Tribe. The early study had been funded by the Tribe itself, I should add, and the National Institute of Alcoholism and Alcohol Abuse in Washington DC funded the latter study.

Some have asserted for years that Native Americans are genetically predisposed to alcoholism. There is, and has been, I should point out, no scientific basis for such an assertion. Puzzling however, is that Native Americans should have such a problem with alcohol, in view of the genetic background. In the Americas, all Indians have descended from the migrations 9,000 and 12,000 years ago, of people from Asia who came across the Siberian land bridge to Alaska. Over the centuries these people moved south, eventually reaching even the tip of South America.

Now curiously, more research done recently on Asian populations has shown that such populations (Japanese, Chinese, Koreans, etc.) LACK an enzyme that is critical in metabolizing alcohol. In fact about 85% of such populations lack this enzyme. Consequently, when they consume alcohol, vasodilatation occurs and the face “flushes” – i.e., they get red in the face. They also experience dizziness and nausea. One consequence appears to be that alcoholism and alcohol addiction tend to be less in these populations than in Caucasian populations where 85% possess the gene and the related enzyme critical in metabolizing alcohol.

It was indeed a mystery to me and to other researchers in this field, as to why Native Americans should drink to excess in such great numbers. Since they are generally descended from their Asian ancestors, do they not also lack the enzyme? Professor Helmut Goede of the University of Hamburg in Germany read my work and contacted me. Goede was a biochemist and geneticist. He said that presence or absence of the suspected gene mentioned above, could be detected through an analysis of hair follicles. He proposed that, along with a Japanese colleague, Professor Shoji Harada of the Tsukuba University in Japan, we conduct a study here in the Southwest United States.

Goede, Harada, and myself met in Albuquerque, New Mexico, rented a car, and drove north to the large Apache Reservation in the north of the State. We paid each Indian subject $5.00 to pull a few hairs form the head. It is important, it should be noted, to retrieve the follicle since the genetic material is there and not in the hair itself. Fortunately, Indians were happy to cooperate and lined up to offer hair samples.

When we finished this collection, we drove hurriedly back to Albuquerque and Goede flew with the samples packed in dry ice to Los Angeles where he boarded a non-stop flight back to Germany. Later, I went to the Standing Rock Reservation in North Dakota and collected more samples. Packing them in dry ice I flew to Washington DC and put them on a non-stop flight back to Goede’s laboratory in Hamburg, Germany.

Surprise! Roughly 85% of the samples were obtained (both Apache and Sioux) were genetically similar to Caucasian samples. In other words, unlike their Asian ancestors who migrated to North America, present day Native Americans in the U.S. are more like their White neighbors than their ancestors. Had we found that not to be the case, it would have been difficult to account for the exceedingly high rate of alcoholism we observed in our earlier study.

The story get better and better. Goede later went to northern Chile (near the Atacama Desert) to take hair samples fro Indians living there. Analysis revealed that only 15% were like their North American counterparts. In other words, these people were more like their Asian ancestors than their Native American brothers. Why? In a later visit to present an invited address in Loja, Ecuador I did some investigating. At least in that area, and I am told in much of Latin America, Indians do not intermarry with Caucasians. Two communities, Indian and White, live side by side, but separately. In North America, on the contrary, the evidence suggests that intermarriage over the centuries has changed the genetic make-up. Lacking the gene which acts to prevent alcohol addiction, North American Indians have a severe drinking problem (at least on many reservations).

So if this is true, how can one account for the enormous problem we see on many Reservations. In fact, after living on the Standing Rock Reservation with my family, and conducting research there over twenty years I can say I would truly be surprised NOT to see such a problem, or similar problems. Socio-cultural variables more than account for the alcohol problem among many Indians – such that, there is no need to assert that there is some genetic predisposition. Our research gives us a good picture of the socio-cultural variables responsible for the problem. Genetic? No! The problem is solved.

Students’ Images of International Psychology

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International Psychology (IP) is a dynamic field of psychology. It represents a collection of principles from different psychology disciplines and works to define itself independently with new thoughts and actions. To understand IP today is important to understand how future professionals, college students, image this field, its meaning to them, and directions of the field. In this article, you will learn about Students’ Images of International Psychology. The
students who contributed their images of IP were enrolled in an undergraduate course—The Psychology of Industry and Business (PSY 201)—at Pace University, New York City, NY during the Spring 05 semester. Students were at the second to fourth year in their college studies. Students majored in psychology, business, math, or pre-law. The students ranged in age from 19 to 37 and worked full or part time. They came from diverse cultural backgrounds—American, Asian, Indian, Afro-American, and African. Several students were born in the Ivory Coast, Ghana, Israel, Iceland, India, Pakistan, China, Korea, Russia, France, and Yugoslavia. Such a background suggests that they have learned about contemporary images of International Psychology.

Fifteen out of 30 students volunteered to participate in a survey about IP. The survey consisted of 3 questions pertaining to their images and attitudes about IP. Students responded to three questions:

• What does International Psychology mean to you?
• How will the field of International Psychology help you?
• How will you connect with others in the world about the field of International psychology?

**Question 1: What does International Psychology (IP) mean to you?**

Students reported that International Psychology is the study of Psychology on the Global Scale. IP concerns itself with studying people around the world through the common thread of wanting to understand the psychological aspects of people and behavior with respect to cultures and values. It is a discipline that is for people who want to understand psychology from a global perspective and how it is proactive in countries around the globe.

Students remarked that IP is a ‘terrific’ vehicle to widen the perceptions of individuals about the mental processes and behaviors of different cultures. IP studies a society in a given country/area, its culture, its people. It examines why and how people think, act, and solve problems. IP respects differences among people in solving problems. IP encourages diverse people to work together to create better solutions through different thinking based on their personal and cultural experiences. We can learn what is important to them and what they need to improve their lives.

IP is imagined to help Americans become better equipped to understand the behaviors of people from different cultures in our own ‘diverse American’ society. For example, Vietnamese students are taught not to look at authoritative figures when spoken to and in the Vietnamese culture it is a sign of disrespect if you look at an authority person. While in the US we are taught that it is respectful to look at a person when speaking to them otherwise it is disrespectful.

Ultimately IP is seen to help reduce cultural and gender differences around the world. Students pointed out that IP helps us learn that other countries’ psychological interests vary than ours. What we see as our US- problem may not be a problem in another culture/country. For example, psychology in the US focuses on the individual that is based on our culture rooted in individualism. However in Japan, a collective culture, psychological issues may be studied more in the context of the group.

Moreover, IP provides a platform where psychologists from around the globe will have the opportunity to conduct research, collaborate, and to discuss findings that will enhance understanding people. Global studies will be conducted on psychological issues with a comparison of treatment methods and outcomes. Students suggested that these collaborations will provide outcomes to understand global communities better and to solve global issues more effectively.

**Question 2: How will the field of International Psychology help you?**

Students responded that the field of International Psychology will provide them with a more well-rounded view on psychology. It will open the door for them to communicate and learn from people who are experiencing similar and different issues than they do in the NYC. The field is seen as giving them a chance to collaborate and discover different perspectives.

One student mentioned that the field of IP will enable people to understand different cultures, provide norms for these cultures ways of thinking and behaving, and prepare people to be more receptive and appreciative of the various lifestyles amongst all cultures here at Pace University and in the workplace. Students envision that prejudices can be reduced and replaced with understanding and compassion towards others around the globe.

The application of IP was given by students majoring in Psychology, Business, and Pre-Law. For psychology majors, IP is perceived as an area to broaden views of psychological issues in foreign nations. These students imagine that IP psychologists may intervene as mediators to negotiate differences within cultures.

Students imagine IP psychologists will provide them with better access to global research. Students comment that it is crucial to learn recent developments in psychology from other countries as it will aid their research interests and help them find solutions to problems globally. They are especially interested in global research about women and family issues.

One student was strong in writing about the value of IP in expanding understandings about gender and cultural differences and their psychological implications. For instance, people in one country (Iraq) may have a strong negative reaction to another country (USA). Here IP can help others to understand such negative reactions and in turn provide ways to negotiate conflict that may vary according to cultural attitudes and behavior.

Some students see the application of IP’s concepts and research findings to business fields, such as, Human Resources. HR professionals apply material to multinational organizations to understand the workforce outside the US. HR specialists realize that needs of employers vary in different countries and if these needs are not met properly productivity will be reduced.

Students commented that all businesses entering new markets can benefit from an IP perspective. By understanding its potential clients needs—both personal and cultural—the company can create a better plan of how to introduce the ‘new product.’ Thus an opportunity for acceptance of the new market has a better chance of being established.

IP can help unlock the mystery of international business relations. IP can facilitate global business practices. IP can help to network with business partners to improve business relations. These areas include better communications with business expenditure, outsourcing, understanding cultural diversities, and its influence on businesses growth and potential.

Some students emphasized that IP can be readily applied to government and international matters to find out how different policies may affect other cultures. IP may be especially useful in helping the US win the war on terrorism. IP may provide information to predict how different terrorist groups might act in the future.

Also IP ideas may shed light on the differences in the behaviors of immigrants: why and how different countries react to different policies; and it can provide the tools to solve different problems regarding cross-national relations.

**Question 3: How will you connect with others in the world about the field of International psychology?**

All students commented that becoming a member of the American Psychology Association’s Division of International Psychology, using the Internet and technology resources, and consulting with academic psychology professors about IP matters are the best ways to connect and stay connected to the field of IP.

Students said that Division 52 is the best source to connect around the globe about psychological issues. Division 52’s networking activities, meetings, conferences, publications provide students with understandings about psychological issues in foreign nations. Students commented that membership in Division 52 is an excellent organization that can help people to recognize the difficulties people of all nationalities face with change and support others in developing strategies to deal with change.

Students recommend that Division 52 use advertising campaigns and cable network programs to communicate its message and to inform people about its efforts abroad. Furthermore, the development of A Directory of Psychologists world-wide is envisioned. Such a directory will help students in psychology contact with others on research and other mental health issues. Division 52 is recommended to provide...
opportunities for international internships and travel to learn first hand about what others think of psychology from their cultural perspective and experience.

Students report that the Internet is the greatest vehicle we have available to connect with others. Division 52 uses the Internet to promote IP ideas and agendas. Students see Division 52 hosting online classes, presenting Videos on demonstrations of different treatments to solve issues from around the globe, teleconferences; and weekly/monthly meetings.

Another great idea that students suggested is to have an International Message Board provided through the Internet that will bring groups of students together from all over the world to bounce ideas and propose questions. This sharing will provide a forum to better communicate. This will help all learn directly from each other.

Students recommend the development of a focus group/forum at the university level to discuss international topics and psychological issues. Students visualize this group meeting on a regular basis through a Chat Room forum. Outcome information may be useful towards developing future research studies and applied to formulate interventions and programs in IP.

Overall most students see themselves studying IP more intensely. Students expressed an interest to enroll in courses that address international psychology issues. Several students visualized a need to concentrate in studying International Psychology and recommended that colleges and universities consider offering IP as a major field of study.

In conclusion, I thank all students at Pace University for sharing their images of International Psychology. These contributions illuminate the importance of the field of IP today and will be useful in expanding the field of IP and enhancing the efforts of Division of 52. Additionally, I encourage you to contribute your images of IP. You may forward your images to me at mmccormick2@aol.com. I will be pleased to share them with other IP psychologists and Division 52. Thank you!
The Proposed Study

Pending modest funding, several NYC psychology historians at the April 16th SPSSI-NY sessions are prepared to form an on-going team that meets periodically to cooperate on specific facets of this project. These initially include (in alphabetical order):

1. Ted Coons (NYU)
2. Florence L. Denmark (Pace)
3. Uwe P. Gielen (St. Francis)
4. John D. Hogan (St. John's)
5. Ed Hollander (CUNY)
6. Mark E. Mattson (Fordham)

This team of historians is prepared to cooperate in an on-going effort with several specific facets, in 3 phases. First, it must necessarily start with simple lists of New York psychology: (a) people, (b) departments, (c) membership organizations, (d) institutions (Ellis Island, Bellevue, the Clarks' Northside Center, etc.), (e) archives/resources, (f) events, (g) psychology specialties, (h) lineages of psychologists, and (i) photos. In phase #2, following these iterative starting lists, the team will progress to start collecting information—for example a simple survey of academic psychology departments (date of origin, highlights, key figures, social issues contributions, etc.). In phase #3, the team will report back to SPSSI membership at semi-annual SPSSI sessions in November 2005 and April 2006.

The team of historians offers its expertise without compensation, but requires some assistance with the daunting legwork inherent in this effort. This is an ideal situation to compensate local SPSSI students as research assistants to work closely with historians to document the local history of our field. These student assistants will be drawn from a few institutions, and chosen based on their specific skills--such as photography, websites, interviewing, coding, database management.

Relevance

This research is highly relevant to the goals of the SPSSI Grants-in-Aid program in at least four ways: (a) It will involve a team of experienced historians in the work of the SPSSI-NY regional group, to document the until-now unsystematic topic of psychology and social issues in New York and to indicate the historical patterns of science, policy, and social issues that were established in New York. (b) It will also involve and compensate several local SPSSI students as research assistants in this daunting task. (c) With luck, it will provide invaluable new information useful to SPSSI for its 70th anniversary in 2006, which should be useful in advance planning for the 75th anniversary in 2011. (d) The team can disseminate its findings through meetings of the SPSSI-NY group. (e) This small grant may serve as a model to inspire other institutions to partially fund historical research on other specific aspects of the history of NYC psychology and its organizations.

Human subjects

This is historical/archival research which does not involve human participant concerns.

Investigators

Harold Takooshian is on the psychology faculty of Fordham University, the Director of the Fordham Institute, and chair of the SPSSI-NY regional group. Wade E. Pickren is the Historian and Director of the Archive of the American Psychological Association, and incoming historian of the Eastern Psychological Association. John D. Hogan is Professor of Psychology at St. John's University, and the historian for several psychology organizations (NYSBA, EPA, Psi Chi, Psi Beta, APA International Division). Ted Coons is a historian and Professor of Psychology at New York University. Florence L. Denmark is the Robert Scott Pace Distinguished Professor Emerita of Psychology at Pace University. Uwe P. Gielen is a historian, Professor of Psychology at St. Francis College, and the Director of its Institute for International and Cross-Cultural Psychology. Ed Hollander is Distinguished Professor Emeritus of Psychology at Baruch College and CUNY Graduate School. Mark E. Mattson is a historian and Associate Chairperson of the psychology department at Fordham University. Elizabeth G. Messina is an author and psychologist at Lenox Hill Hospital in Manhattan. Robert W. Rieber is a historian and Research Professor of Psychology and Social Service at Fordham University. Kurt Salzinger is Professor of Psychology at Hofstra University, and past-President of the New York Academy of Sciences. Steve Salbod is on the psychology faculty of Pace University.

References


Table 1. On April 16, 2005 at the 33rd Hunter College Psychology Convention, three SPSSI-NY sessions on the history of psychology and social issues in New York.

11 am: History of Psychology organizations and programs in NYC. New York is the home of so many historic psychology institutions, yet there is little systematic writing on this. This session brings together experts to describe specific aspects of the history of NYC psychology and its organizations. Chair: Wade E. Pickren

Presenters:

John D. Hogan, St John’s
- The New York State Psychological Association
Kurt Salzinger, Hofstra
- The New York Academy of Sciences
Mark E. Mattson, Fordham
- Fordham University
Margaret E. Donnelly & Steven Salbod, Pace
- Pace University
Edgar Coons, NYU
- New York University

Noon: Psychology Historians of New York planning group over lunch.

2 pm: History of Psychology in NYC. New York is the source of many psychologists who have greatly shaped world psychology. Yet there is little systematic writing on psychology in New York. This session brings together a few experts to describe specific aspects of the history of NYC psychology. Chair: John D. Hogan, St. John's

Overview - Wade E. Pickren, American Psychological Assn
Social issues - Florence L. Denmark, Pace
Psychotherapy - Robert Rieber, Fordham

International Psychology Reporter (Volume 9, No.2) Spring/Summer 2005 page 13
International Perspectives on Sibling Abuse

Mizuho Arai, Ph.D., Kathleen-Malley-Morrison, Ed.D., Majed Ashy, Ph.D., Barbara Farell, David Oli, Keren Rabi, M.A., Elizabeth Routch, Mona Shaahab, Shihho Takagi, Handan Titiz, Alev Yalçınkaya, Ph.D., & Tanvi Zavieri

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One of the growing roles of cross-cultural research is to examine how families are different across cultures, and how they are the same. We know that many college students come from families that contained sibling abuse, a universal yet hidden problem cross-nationally. In this report, we describe findings of a recent study, in which a team of 30 researchers completed a comparative study of this hidden problem of sibling abuse in 30 countries.

Sibling abuse has been one of the most understudied forms of family violence, although it has begun receiving some attention in the research literature in the United States. Siblings are the hidden victims of family violence, because generally sibling fights and aggression are not seen as a problem; rather, they are considered a natural part of growing up (Segal, 1999). Although consensus is lacking as to the kinds of sibling behaviors that should be considered abusive, it is known that sibling aggression can be extreme to the point of murder. According to Frazier and Hayes (1994), violence between siblings is common, maybe more common than child abuse and/or spousal abuse: An estimated 3 in 100 children have been dangerously violent toward a brother or sister in the United States (Straus & Gelles, 1990). Moreover, APA (2004) reported that sibling incest estimated to be much more common than parent-child incest.

The purpose of our research was to determine the extent to which judgments as to the kinds of sibling behaviors that are considered abusive vary across countries. Our research team developed a survey, Cross-cultural Definitions of Family Violence and Abuse (Malley-Morrison et al., 2001), which has been translated into 20 languages, and has been completed by participants in more than 25 countries. This survey includes open-ended questions asking respondents to give examples of severe, moderate, and mild abuse in a range of family relationships, including sibling relationships. Examples of abuse fall into two major types: contextual specifications (e.g., identification of specific circumstances under which a particular behavior is abusive) and specific forms (e.g., psychological, sexual, and physical). In this paper, we report on perspectives on sibling violence and abuse in nine countries representing very diverse cultures.

Our sample consisted of 121 Japanese (74 women, 44 men and 3 unidentified), 90 Taiwanese (56 women and 34 men), 11 Mexican (7 women and 4 men), 20 Nicaraguan (10 women and 10 men), 91 Israeli (50 women and 41 men), 34 Turkish (22 women and 12 men), 6 Canadian (3 women and 3 men), 16 Australian (12 women and 4 men) and 36 Saudi (15 women and 21 men) respondents.

The most common types of abuse listed by respondents in all the countries except Canada at the level of extreme abuse were various forms
of physical abuse. Both physical and sexual abuse were frequently listed as examples of extreme sibling abuse by Japanese, Mexican, Turkish, Israeli, and Australian participants. The most common examples of moderate abuse given by Mexican, Nicaraguan, Turkish, Israeli, and Canadian participants were psychological, whereas the most common examples of moderate abuse given by Japanese and Taiwanese participants were forms of physical aggression. Examples of psychological and verbal aggression were the most common examples of mild sibling abuse given by participants from all countries except Australia, where physical abuse was listed as the most common type of mild abuse.

An emphasis on the hierarchical nature of sibling abuse, based on age, was common in participants from the following countries: Japan, Taiwan, Turkey and Saudi Arabia; in these countries sibling abuse was characterized as something older siblings did to younger siblings. For example, as examples of extreme abuse, one Japanese respondent’s said “Elder sibling inflicting physical violence such as hitting or kicking onto a younger sibling”, and one Taiwanese respondent said “The older one hits the younger sibling when the younger sibling does something wrong.”

Sexual abuse was considered as extreme form of sibling abuse in many countries. For example, one Mexican participant stated “To abuse sexually the younger sister” is an example of severe form of sibling abuse. However, sexual abuse was not mentioned in Taiwan, Nicaragua or Canada. Based on survey data, we are unable to say whether these differences reflect actual variation in the rate of sibling sexual abuse, or whether admitting to the occurrence of sibling incest is more taboo in some countries than in others.

Differences in reporting sibling abusive behaviors may be a reflection of the culturally constituted psychological differences and cultural values of individualistic-collectivistic societies. In other words, these differences may not be differences in behaviors, as much as in the meanings attached to the same behaviors and the cultural implications of acknowledging the occurrence of some behaviors. For example, in collectivistic cultures such as Mexico, Saudi Arabia, Turkey, Japan and Taiwan, it is considered important to keep family issues private due to the cultural value of “saving face.” These countries have traditional values such as family cohesiveness and privacy, acknowledging abusive behaviors among siblings may mean dishonoring the family.

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In conclusion, the findings of this study highlight some culturally unique perceptions of Japanese, Taiwanese, Mexican, Nicaraguan, Israeli, Turkish, Canadian, Australian, and Saudi responses on sibling abuse. The problem of sibling abuse appears to exist in every country, although the particular behaviors identified as abusive shows show some variation. To understand and deal with sibling abuse internationally, the issue must be approached as a multicultural problem warranting intervention from multidisciplinary fields with cultural sensitive approaches.

References


**AUTHORS NOTES:** Mizuho Arai, PhD (Japan), University of Massachusetts Boston, teaches Psychology, Sociology, and Women’s Studies. Her next research project is to examine conceptualizations and experiences of family violence among Asian Americans from diverse backgrounds. Kathleen Malley-Morrison, Ed.D. (USA), Boston University, has written many articles, books, and book chapters (some under her prior name of Kathleen M. White) in the area of adult development, family relationships, and family violence. Majed Ashy, PhD (Saudi Arabia), is a research Fellow in Psychiatry at Harvard University Medical School/McLean Hospital and a lecturer in Psychology at Boston University. His research focus on the effects of stress and childhood experiences on brain development and later physical and psychological health. Barbara Farell (Mexico City), earned her Master’s degree in General Psychology from Boston University in May 2004, and is a full time Counselor at Arbour Counseling Services in Massachusetts. She works with patients with the addiction disease and victims of abuse, trauma and neglect. David Oh (New Orleans, LA), of Korean ancestry, will earn his M.A. in Psychology at Boston University in September 2005 and is working on various research projects concerning human rights and cross-cultural definitions of abuse. Keren Rabi (Israel) earned her Master’s degree in General Psychology from Boston University in May 2004 and is contributing to a series of ongoing research projects on family violence from cross-cultural perspectives. Elizabeth Roach (USA) is completing her Master’s degree in Psychology from Boston University. She is currently working at Planned Parenthood League of MA in Boston as a research assistant working on studies related to women’s health. Mona Shahab (Saudi Arabia) earned her undergraduate Psychology degree from Boston University in May 2003, worked in Saudi Arabia for a year in HR for Saudi Aramco and will continue to obtain her Masters Degree. Shiho Takagi (Japan) is an undergraduate student at Boston University majoring in Psychology and Anthropology, and is currently working on research projects of family violence from cross-cultural perspectives. Alev Yalcinkaya, PhD (Turkey) is an adjunct faculty at University of Massachusetts Boston. Her research focuses on parents’ childrearing beliefs, migration, ethnic identity and acculturation, as well as attitudes towards family violence from a cross-cultural perspective. Tunvi Zaeveri (Silver Spring MD) is an undergraduate at Boston University, expecting to graduate in May 2006. She has worked with wonderful undergraduate and graduate students on sibling abuse, wife abuse and mental illness projects.
Regarding our unit namely the Clinical Psychology Unit, well accepted and cooperated. Doctors were reluctant to accept that a "Clinical Psychologist" can also cater to patients from RIPAS Hospital. It took nearly a year to recognize International Psychology Reporter (Volume 9, No.2) Spring/Summer 2005, page 16.

Negara Brunei Darussalam, also known as the Nation of Brunei, the abode of peace, is on the northern coast of the island of Borneo. It has a land area of 5,765 sq. kms, and a population of 330,700 in 1999. The Sultanate of Brunei's influence peaked between the 15th and 17th centuries when its control extended over coastal areas of northwest Borneo and the southern Philippines. Brunei subsequently entered a protectorate; independence was achieved in 1984. The same family has ruled Brunei for over six centuries. Brunei benefits from extensive petroleum and natural gas fields.

Brunei is a Malay Muslim monarchy ruled by His Majesty the Sultan and Yang Di Pertuan of Brunei Darussalam, the 29th monarch in succession to the throne. Malay or Bahasa Melayu is the national and official language of the country. The Malays form the biggest ethnic group in Brunei, but English is widely spoken, especially in the business community. The various indigenous groups speak indigenous dialects in Brunei. Chinese groups speak Mandarin, Hokkien and Cantonese as well as the national language.

Clinical Psychology. RIPAS Hospital is the main and largest referral hospital for the country, committed to provide integrated and specialized health care services to all. It has 555 beds with 15 clinical specialities and 25 administrative, clinical, operational support and technology sections.

The department of Psychiatry of the hospital is a short stay facility having an open door policy. It remains a reality that psychiatry is a stigmatized specialty although the misconceptions are slowly changing. It provides services for a catchment population of over 213,000 in 1999.

The clinical psychology unit started functioning independently in October 2002. During the past 20 years few psychologists were employed and most of them worked for a short period and left. During the 1991-1993, one Australian psychologist worked in the Ministry of Health, in the child development center, where she also used to take care of patients from RIPAS hospital and sad to note of her demise due to illness. From 1995, one local Clinical psychologist did her masters from Australia, working in Public health side attached to Ministry of Health. She was taking care of adults patients referred from RIPAS Hospital, otherwise she is attached to Child Development Centre (CDC) where a multidisciplinary team is taking care of the children with psychological and associated disabilities.

I was appointed in 2002, to start an independent unit of Clinical Psychology catering the needs of RIPAS Hospital. It took nearly a year to establish this unit and make aware of the doctors and also the public regarding the existence of Clinical Psychology unit and its utilities. Doctors were reluctant to accept that a "Clinical Psychologist" can also treat patients with psychological problems independently. Slowly, they are all accepted and cooperated well.

A public awareness article published in the local news paper regarding our unit namely “Reaching out to emotionally unstable”.

Beginning 2004, RIPAS Hospital formed a clinical psychology unit which is being run by a qualified clinical psychologist and two other trainee psychologists. We generally function as a separate and independent section that also accepts referrals from other health centres/clinics.

Saying that, one must firstly be familiar with the differences between psychological and psychiatric problems to understand what it is the Clinical Psychology Unit actually does. A person suffering from psychiatric problems tends to exhibit behavioural problems that are inconsistent with society's rules and regulations. Abnormal behaviour is noticeable and, when a person suffers from a psychiatric problem, he must be given treatment to control this abnormal behaviour. These problems are predominantly taken care of by psychiatrists.

Psychological problems, on the other hand, include problems everyone faces in their daily lives. People may sometimes encounter difficulties both in their personal or professional lives and, in some cases, there are some who may find it difficult to cope with their problems and feel like they are having a breakdown. We can then say that this person is suffering from psychological distress. The way one copes with their problems normally depends on their personality, which varies, as each and every one of us have our own distinct personality.

Generally, problems start when a person becomes emotionally unstable. Initially, they may find it difficult to cope with their day to day problems and, when things become unbearable for them, they may suddenly develop somatic problems (or bodily complaints) such as headaches, sleeping problems, or back and chest pains to name a few. When they consult a doctor for help and detailed lab investigations reveal nothing to be normal, that person can then be considered as having psychological problems rather than anything physical. These patients are referred to the unit for psychological evaluation and treatment. Since the unit was opened, we have been treating patients suffering from Anxiety-related Disorders (General Anxiety Disorder, Panic Disorder, Phobias, Obsessive Compulsive Disorder), Post-Traumatic Stress Disorder, Depressive Disorders.

Treatments. The present treatment is multi-modal, especially for patients with anxiety-related disorders, as they may initially require medication (usually prescribed by psychiatrists or medical practitioners) along with the psychological treatment given.

1. Relaxation exercises such as Jacobson’s Progressive Muscle Relaxation. This exercise initially requires 5 supervised sessions, which can then be continually practiced at home. Depending upon the nature and severity of the anxiety symptoms, this relaxation exercise may need to be practiced for as long as 3 weeks to 3 months.

2. Cognitive Behaviour Therapy to change a person’s distorted thoughts and feelings. Again, it requires regular practice of these techniques to get good results.

3. Systematic Desensitisation to decondition patients suffering from phobic disorders where they have morbid fear. This method involves getting rid of the phobic behaviour, either through imagination or graded exposure to phobic avoidance behaviour (Implosion or Exposure).

4. Response Prevention Technique to treat obsessive-compulsive disorders, in which patients suffer from obsessive ruminations of thoughts or compulsive behavior.

We also help people in managing and dealing with the problems in their personal lives, including: (a) Relationship, family and marital problems, (b) Stress-related difficulties and any adjustment problems (which may also be affecting their professional and societal lives), (c) Alcohol and drug abuse, (d) Anger and hostility issues, (d) Sexual abuse, including rape and incest, (e) Learning difficulties, such as slow learners, those with mental retardation or specific learning abilities and other childhood psychosocial problems.

Initially, for adult patients, personality assessments will be employed to know their strengths and weaknesses. Assessments of their intelligence, subjective well-being, level of anxiety and any adjustment inventories are done by using questionnaires. Patients are then given the appropriate treatments, such as: counseling, cognitive-behaviour therapy, behavioural therapy, psychotherapy, stress management, anger management, coping strategies, and family therapy.

Furthermore, we also see child cases with: childhood neurotic disorders, school-related problems, childhood anxiety, depression, school
phobias, specific mutism, specific learning disorders, attention-deficit hyperactive disorder, mental sub normality, autism. In these cases, detailed assessments are also done using psychological tests. After assessing the child’s intelligence, personality and other related assessments, they will then be taken up for psychological treatment. Parental counseling and behaviour modification are also employed.

Belief in this region regarding evil spirit, Satans, black magic is still prevalent. A survey revealed that more than 75% of the patients suffering from Psychological and Psychiatric problem will consult “Bomoh” (“Bomoh” is a traditional healer), they are self-styled and most of them does not have any background knowledge of illness and medications. To give an example, even a Mental Health Professional took his relative to a psychiatrist.

All the psychiatric disorders, consulting Bomoh is a must in this region. A strong belief is still present even among educated people. After the awareness article, last year, we have seen 134 new cases, out of which 63 patients had anxiety and stress-related problems, 38 suffering from psychotic diseases, 5 neuropsychiatric disorders and 27 with psychological-related disorders. These cases were referred to the unit for the purposes of detailed assessment and evaluation of their personalities, intelligence, memory and cognitive dysfunction. Cases were also seen for diagnoses and psychological treatment. Based on recent successes, many patients with stress related disorders are now referred to our unit form Medicine, Cardiology, Pediatrics, Neurology, Oncology and Neurosurgery. Regular referrals are from Psychiatry department.

Our unit is also taking an active part of a multidisciplinary team of “Cardiac Rehabilitation Centre”, “Obesity Clinic” and “Stroke Rehabilitation Centre” at RIPAS HOSPITAL. In addition to routine patient treatment, the unit also conducted workshops and seminars for General practitioners (Anxiety disorders), Ministry of Health’s Nurses (Approaches to counseling, How to motivate your staffs), Mental Health Nurses (Counseling skills) and for public (How to cope up with adolescent problems).

At present our unit has two graduate trainees (graduated in psychology honours from United Kingdom) who will have supervised training before they go on to complete their graduate degrees.
standardized tests such as national accounting examination, national bar examination, and Chinese language proficiency test for non-Chinese speakers. A professional evaluation of test difficulty was conducted after each year’s testing, and testing experts adopted modern testing theories to monitor items so that they became more and more appropriate in testing students’ aptitude in each subject. Moreover, scanning machines for the purpose of reading responses were widely used in scoring multiple-choice items.

NCEE still undergoes major changes in the 21st century. A fairly recent reform, was actualized in Beijing of the summer of 2002, is called the 3+X system. The new NCEE includes only four subtests – Chinese, mathematics, English, and one of the several comprehensive tests depending on the track a student chooses (China Education and Research Network, 2001). Accordingly, change allows examination time to be reduced from three days to two.

Despite the changes in format and the content of the NCEE, the purposes of the test and its role in students’ lives have not changed. Students still need to take this high-stakes examination at a fixed time of the year – July 7th-9th (from the summer of 2004, the exam was held from June 7 to June 9 annually, in consideration of the health of the students, according to Chinese Ministry of Education). These few days generally have a tremendous impact on the lives of millions of students. For many teenagers, especially for those living in rural areas, obtaining a high score on the NCEE is almost their only chance to change their life path. Their personal goals have been set up from the very beginning of their school lives, that is, to get as high a score as possible on the NCEE. For them, the amount of knowledge they have obtained, supposedly reflected in their scores, becomes less important than the scores per se. Although standardized tests face new criticisms from both psychologists and the public in China for their determining roles in people’s lives and the validity of these tests in predicting one’s future. More and more people are concerned about the overuse of standardized tests in people’s everyday lives. Despite all the criticism, China is marching into a new era of using standardized tests as the major criteria in selecting human resources.

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References


small so we don’t expect to sell many copies—perhaps 5,000.” I readily agreed, and thought no more about it.

The first edition in Spanish was published by Interamericana in Mexico City in 1968, and sold 15,000 copies—three times the estimate. Later, the second edition in 1971 sold over 70,000 copies in Spanish—a phenomenal number. The third and fourth editions in 1977 and 1984 took off like a skyrocket—selling more copies than any other psychology text ever published in Spanish, and eventually used by 1.5 million students. A CBS takeover of W.B. Saunders precluded publication of a fourth edition in English after disagreements with the “bean counters” in New York. But with it, I regained ownership of the copyright and everything else normally demanded of authors by their publisher. This made all the difference in the world.

The third and fourth editions in Spanish were written specifically for that market. I thought “If this text is being read in Rio de Janeiro, Lima, and Santiago, why should all the photographs of schoolchildren, experimental subjects, women, etc., be of North Americans?” Cooperation with newspapers in Mexico City allowed us to change most of the illustrative material. I also changed much of the content and thrust of the text to match the needs in Latin American psychology. There is much greater emphasis on clinical and social psychology than the more traditional experimental and research methodology seen in American texts at that time. In addition, my wife Sandy and I made our first trip to South America to participate in the SIP meeting in Montevideo, Uruguay.

Shortly thereafter, I secured a research grant from the U.S. Air Force Office of Scientific Research to conduct the largest cross-cultural replication of “classic” American studies in five widely separated cultural areas of the world: Brazil, Lebanon, Hong Kong, India, and Rhodesia (now Zimbabwe). With my wife and two small children, we moved to the largest city in the Southern Hemisphere, Sao Paolo, Brazil.

Living with your family in another culture is quite different from flying in to attend a meeting, staying in a hotel, and eating in restaurants. Our stay in Brazil in 1965 gave us the first real perspective on a Latin American culture, and this had a great influence on my writing of the third and fourth editions of Psicologia. In Brazil, I might add, our daughter Kellie began first grade. She spent the summer with us in Beirut, Lebanon, and finished first grade that fall in Hong Kong. (Kellie now has a Ph.D. in molecular biology from Cal Tech.)

Over the next twenty years we flew to Latin America every 18 months or so to attend the SIP meetings. We not only learned a great deal about research being done in Latin America which was included in the text, we also learned that attitudes toward text books are quite different than in the United States. Up here, students typically regard the text as something to be discarded or sold as a used book as quickly as possible after finishing a course. Seldom do students know the name of the author.

In Latin America, on the other hand, there is virtually no used book market. Texts are cherished by their owners and added to a personal library. The author in many cases (including mine) is regarded almost as a “god” or “rock star.” Once the book took off I could not believe the reception we received from delighted students all over the southern continent. Incidentally, one of the biggest battles I had with my publisher down there was to hold down the cost of the text. Most texts are used by perhaps a half dozen students who, on their own, could not afford to buy a copy.

The United Nations World Health Organization asked me next to come to the University of Buenos Aires Medical School during my sabbatical in 1974. Again, with a wife and young children, we had a chance to enjoy and begin to comprehend another very important Latin culture. Later a similar initiative to teach medical students psychology at the University of Auckland in New Zealand gave us still another cultural perspective. My wife Sandy was a strong collaborator throughout, co-authoring the third and fourth editions in Spanish. After my return from Viet Nam in 1966, and a project funded by the Advanced Research Project Agency (working with Ithiel de Sola Pool of MIT) we included a chapter on “Insurgency and counter-insurgency.” For Latin America at that time, this topic was most appropriate as many of the countries had or still were experiencing Marxist movements that threatened democracy and the freedoms we all enjoy.

We would have gone on with fifth, sixth, and seventh editions but, unfortunately for us, Interamericana was purchased by McGraw Hill and we could not resolve differences we had with their managers in Mexico. Because of the phenomenal sale of Psicologia in Latin America, some have called me the “Father of Psychology in Latin America,” but I reject that fanciful title. There are many distinguished Latin American psychologists who have made the field what it is today. I salute them.

References

The Urgency of an Ethics Code of Conduct for Portuguese Psychologists

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One of the goals of an ethics code is to help to establish the professionals into a class (Seitz & O’Neill, 1996). Unfortunately, no ethics code of conduct currently exists in Portugal for the Psychology professionals. Being so, it is not possible to talk about a professional class of psychologists. Currently, there are approximately 10,000 psychologists in Portugal (for a population of about 10 million people) and the number of people joining this profession is showing no signs of slowing down. Yet we still have not implemented a set of rules and regulations for the profession.

A profession is paid work, which demands education and specialization. It could also mean a public declaration of principles, beliefs or opinions. So, in a way to reach a professional status we need a learning phase trough education and peer modeling, that brings us to the professional class notion, because we have to learn working principles, techniques and methods with other professionals. In the same way, a professional activity has a specific goal; in psychology the goal is to work in a way to promote people’s general health.

This is the professional class that amongst its many roles has the task of setting conduct standards of excellence, but imposing this upon themselves is not enough, they have to come across to the public as a group of professionals who are committed to deliver excellence. It can seem a too consequencialist of an argument, but the bottom line is that this is the pertinence of any profession. If psychologists are not considered responsible professionals, useful to the individual, people will minimize them. Without the professional’s rational authority over the individual, the result of psychologists’ work will be more than doubtful. That is why it becomes essential, for all psychologists, to instill great
constantly evolving code is not feasible. However, it won’t be certainly society is faster than any attempt to regulate the practice; the idea of a code of this kind as well as the presuppositions underlying it. We insist in the general public, tend to ignore the great majority of the contents of a population they serve. Our belief is that the professionals, and above all for any profession, both for members and students alike, as well as for the public in general for which the creation of an ethics code of conduct can take into consideration, necessarily, their main goal: the individual’s well being, reason for which it will be in even terms with the other health professions. We should not forget that society has well defined expectations for the profession and the psychologists have the responsibility to adhere to them. This is possible if the code has a structure that allows answering to the conflicts that appear among the professionals’ many duties. For that it becomes necessary to structure ethical principles to aid psychologists in the resolution of the ethical dilemmas that will show up.

Although we defend an ethics code for psychology that promotes a standard of excellence for the professional activity, it would always be reducer to accept, or even worse, to give the idea that the simple execution of the rules of the code would be enough to satisfy all of the moral applications (Beauchamp and Childress, 1994/2002). In fact, if ethics is the science of the relationship (Ricou, 2004), contributing for a constant and dynamic evaluation of the human relationships, psychologists should have as an imperative to develop a deep educational effort in this area and is why such a desideratum should consist of any code proposal presented. For the same reasons, we believe that teaching ethics and bioethics should be mandatory for all university psychology curricula. We shouldn’t forget that the development of science and society is faster than any attempt to regulate the practice; the idea of a constantly evolving code is not feasible. However, it won’t be certainly correct to consider that the absence of an article in a code of ethics can be a valid justification for misconduct.

We believe that an ethics code of conduct is an indispensable tool for any profession, both for members and students alike, as well as for the public in general for which the creation of an ethics code of conduct must be implemented with extreme pertinence and the utmost urgency.

Psychology is no longer a new and unknown science but an activity with a significant social impact. As Nuria Vendrell (1995) said, the ethics code of conduct is assumed as fundamental because it allows the establishment of boundaries for the practice of the profession, as well as it contributes to the formulation of principles, narrowing the space for individual and potentially harmful interpretations of the psychologists’ work.

Further more, given the increased number of activities in the field of parapsychology or even of the mere quackery, making an understandable attempt to be associated to the psychological science, it becomes more and more urgent that an external identification of the profession will in turn educate the public on the procedures and goals of all members of such professional association. This will help avoid confusion to the general public for which the creation of an ethics code of conduct can contribute significantly.

We support, then, along with M.B. Canter, B.E. Bennett, S.E. Jones, and T.F. Nagy (1996) and J. Seitz and P. O’Neill (1996) that an ethics code of conduct should work as an educational instrument for the professionals, sharing the best and most positive practices and values relevant to the psychologists’ work. It should be set as a group of obligations that come with the trade (R. Nunes, 2002). Just as well, it should take into consideration, necessarily, their main goal: the individual’s well being, reason for which it will be in even terms with the other health professions. We should not forget that society has well defined expectations for the profession and the psychologists have the responsibility to adhere to them. This is possible if the code has a structure that allows answering to the conflicts that appear among the professionals’ many duties. For that it becomes necessary to structure ethical principles to aid psychologists in the resolution of the ethical dilemmas that will show up.

Although we defend an ethics code for psychology that promotes a standard of excellence for the professional activity, it would always be reducer to accept, or even worse, to give the idea that the simple execution of the rules of the code would be enough to satisfy all of the moral applications (Beauchamp and Childress, 1994/2002). In fact, if ethics is the science of the relationship (Ricou, 2004), contributing for a constant and dynamic evaluation of the human relationships, psychologists should have as an imperative to develop a deep educational effort in this area and is why such a desideratum should consist of any code proposal presented. For the same reasons, we believe that teaching ethics and bioethics should be mandatory for all university psychology curricula. We shouldn’t forget that the development of science and society is faster than any attempt to regulate the practice; the idea of a constantly evolving code is not feasible. However, it won't be certainly correct to consider that the absence of an article in a code of ethics can be a valid justification for misconduct.

We believe that an ethics code of conduct is an indispensable tool for any profession, both for members and students alike, as well as for the population who serve their services. Our belief is that the professionals, and above all the general public, tend to ignore the great majority of the contents of a code of this kind as well as the presuppositions underlying it. We insist in the idea that a code should work as an educational tool on procedures and values considered important in the lecturing, researching, and hands-on practice and familiarity and knowledge of the code should be interpreted as a priority.

The identification and resolution of ethical dilemmas has particularities that should be taken in consideration, namely the one that we call the development of ethical reasoning (Ricou, 2004). The improvement of our capability to accept the others as different people by respecting their values, faiths, and ideologies becomes imperative. This goal can be reached with the real, or at least imaginary (that can be achieved through discussion and resolution of clinical cases), experience of practical situations and it is indispensable to cross the existent "gap between the theory and the practice" (R. Nunes, 2002, pp. 49).

We’ve designed a study where, after the analysis of 19 psychologists’ ethics codes, a group of six principles were defined: Nonmaleficence; Beneficence; Respect for Autonomy; Justice; Professional Responsibility; Social Responsibility. Then we asked other Portuguese psychologists about their feelings towards these principles in their professional activities. After the critical analysis of the results, we believe that there is great ignorance about bioethics subjects, even though Portuguese psychologists have suitable values. It’s imperative to introduce the lecturing of bioethics in psychology curricula in order to increase the students awareness for subjects of ethical nature; to promote their critical thought on values; to identify the underlying ethical principles in professional decisions; to learn the structure of the ethical analysis of the situations; and to allow a critical and systematic approach of the ethical decision in the professional context (Nunes, 2002), in conclusion, to develop ethical reasoning. It is also imperative that the creation of a professional psychologist association comes to fruition, in order to organize, guide, and introduce the profession to non-practitioners while transmitting a core of fundamental values for the valorisation of the science and ultimately for the fulfillment of its central goal: the person's welfare and integrity.

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International Psychology Reporter (Volume 9, No.2) Spring/Summer 2005 page 20
The internationally burgeoning field of the psychology of religion and spirituality continues to produce high quality research that contributes to general psychology and its specialized areas, including Division 52, who will co-host a symposium on it at the APA convention this August. Religion and spirituality permeate every nation and culture. Unlike any other force, religion shapes and influences people’s worldviews, how they communicate, and how they lead their lives. As our modern world becomes more diverse yet also more interdependent, it becomes more important to understand the ways in which the powerful phenomenon of religion operates and what it means in the lives of individuals worldwide.

The psychology of religion holds a prominent place in both the US and European psychological domains, with growing interest in regions far beyond North America and Western Europe, including Iran, Malaysia, Pakistan, Poland, Scandinavia, Australia, and Turkey. Other journals, books, and presentations indicate the growth of the psychology of religion and spirituality. The forthcoming Handbook of the Psychology of Religion and Spirituality (August 2005, Guilford) presents the field in all its latest breadth and scope. Edited by Ray Paloutzian and Crystal Park, it consolidates the immense progress in the field into 30 chapters written by scholars who present the latest research and theory.

Some of these exciting advances will be presented at a symposium at the APA convention. It is titled “Integrative Themes in the Current Science of the Psychology of Religion” and will draw from the handbook to introduce 5 ideas that cut across all topics in the field and help researchers integrate material and develop new and better hypotheses. As the amount of research in this field increases in the US and abroad, the need for a global framework is becoming clear. Although these 5 integrative themes may not be exhaustive, they provide a starting point from which researchers can work. Paloutzian and Park identify them as:

1) The paradigm issue: There has long been a need for a framework to serve as an over-arching umbrella within which research in various areas would proceed and be related to each other. The multilevel interdisciplinary paradigm (Emmons & Paloutzian, 2003) may be able to serve this purpose.

2) Methods and theory: Scholars have had divergent views on whether the psychology of religion should rely on the laboratory experiment as a gold standard for research and whether a comprehensive theory can be stated that could integrate all the data. An array of new and creative methods, both quantitative and qualitative, are emerging that may allow the resolution of these issues in a way consistent with the proposed paradigm.

3) The question of meaning: The answer to the question of meaning’s meaning and its role in religion is essential in order to begin creating a theory of the psychological processes in religiousness that captures the heart and soul of its object of study. The model of religion as a meaning system (Park, 2005; Park & Folkman, 1997; Silberman, in press) facilitates this.

4) The path of the psychology of religion: For a science to flourish, a critical mass of ideas and knowledge must develop that can serve as the springboard to stimulate research that either extends one topic or supports cross-topic collaboration. Future research under the dual conceptual umbrellas of the multilevel interdisciplinary paradigm and religion as a meaning system can be more knit together while at the same time set it on a wider and more expansive course that accommodates a global, international perspective.

5) The role of the psychology of religion: To whom and to what is the psychology of religion contributing now, especially with respect to general psychology and overall human well-being? The psychology of religion has a compelling role to play in disciplinary affairs and in the world beyond psychology.

Together, these themes provide a unifying language that is valid for all of the topics and allows us to tie the disparate threads of work together, pose new research questions that integrate them, and foster the development of integrative theory.

The Handbook and the APA symposium include an increasing amount of multicultural research. Recent studies include Muslims, Buddhists, Hindus, and other non-Judeo-Christian groups that in the past received little attention. Increasing numbers of universities worldwide teach and do research in the psychology of religion; their contributions are permitting the field to expand in ways that were previously not feasible. Some of the international authors in the book or the symposium present material that is especially current and timely. Israeli Silberman, an Israeli residing in New York, presents research on religious violence and terrorism. Her chapter and symposium presentation address how religion can promote war and violence as well as charity and peace-activism in national and international relations. Her remarks are very far reaching and show a truly global application of the integrative themes. Canadian Bob Altemeyer, University of Manitoba, and Bruce Hunsberger, Wilfrid Laurier University, present their extensive research on fundamentalism and authoritarianism, psychological processes of obvious international importance. Jozef Corvelyn and Patrick Luyten, Katholieke Universiteit Leuven, Belgium, use a modern, research based psychodynamic perspective to address new approaches to psychology of religion. As these individuals exemplify, the psychology of religion is truly an international field.

This year will undoubtedly move the international field of the psychology of religion and spirituality beyond its current bounds and into the future. It offers exciting knowledge about one of the most universal, yet little understood, human phenomena.

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APA Committee Activity at the UN in the Early 1960s

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Beginning in 1960, and for about five years after, APA had a Committee on Psychology in National and International Affairs, initially under the Chairmanship of Charles Osgood, of the University of Illinois. I was its interim, part-time Executive Secretary, as a Committee member in Washington in the early ’60s when on the faculty of American University’s School of International Service. This is a personal account of some of the Committee’s activities, especially regarding the UN, and some of what followed after the Committee no longer existed.

The Committee’s mission was to provide policy makers with resources from psychology that could aid their decision-making, consistent with scientific evidence and without special pleading.

Three papers about the Committee’s activities were published in the American Psychologist (AP): a progress report by the Committee in 1962; a summation of major activities in 1964, authored by Larry Solomon, who was full-time Executive Secretary (1962-64); and proposals for the UN’s 1965 International Cooperation Year (ICY) psychological research, authored by Herbert Kelman and myself.


Lawrence N. Solomon, AP, 1964, 19, pp.105-110, "The Committee on Psychology in National and International Affairs"

Herbert C. Kelman & Edwin P. Hollander, AP, 1964, 19(9), pp. 779-782, "International Cooperation in Psychological Research"

The Committee began with a Working Group, set up in 1959-60 by Roger Russell, then APA Executive Officer, who authored a report to the APA Board of Directors in 1959 entitled “Roles for psychologists in the maintenance of peace” (AP, 15, pp. 95-109). I was a member of this exploratory group and saw its program realized in the Board’s 1960 creation of the Committee, with this mission:

a) Examining international and related national issues for those aspects to which the special competencies of psychologists may be applied, b) initiating and coordinating actions, approved by the Board and Council, which are likely to encourage such applications, and c) maintaining liaison with APA boards, committees, and divisions, and with other individuals and organizations whose special interests intersect those of the Committee.

Also noteworthy was the Board’s affirmation of a policy statement recommended by the Committee from issues raised at the APA’s 1962 Convention:

“The Association should speak for the psychological profession on social and political issues only when psychologists have a professional expertise which is clearly relevant to the issues involved and when there is a substantial convergence of judgment among psychologists on the nature and implications of relevant scientific data” (See AP, 17, 1962, p. 52).

Our activities at the UN began during a time when Osgood, Morton Deutsch of Teachers College, Columbia, and I were Chairs of the Committee. We made contact with the Secretary General’s Office, where we met with the then Under Secretary General, Ralph Bunche. We were received in a welcoming atmosphere to discuss ways that psychologists could contribute to the UN’s activities. Among the Committee members there were Urie Bronfenbrenner, Morton Deutsch, Otto Klineberg, Charles Osgood and myself. Subsequently we met with senior UN officials on areas of applied research that could be helpful.

Charles Osgood was author of a 1962 book entitled An Alternative to War or Surrender (U. of Ill. Press). His “GRIT Strategy” (Graduated Reciprocation in Tension-reduction) is believed to have been part of the actions employed in defusing the Cuban Missile Crisis of 1962. This approach had served as one of the salient bases for seminars and discussions, which were held by us in various places in the US Government, including Congress, the Arms Control and Disarmament Agency, and other agencies of the Executive Branch. The interest at the UN was facilitated at the office of Under Secretary General Bunche by his broad social science background, as a former professor of political science. He also was a friend of Otto Klineberg, on the Committee, who was a well-known social psychologist and former Director of UNESCO’s Social Science Division. Long a professor of psychology at Columbia University, he inspired many of us studying for our doctorates there, and beyond.

One outcome of this meeting was to anticipate how psychologists could be of aid in the UN’s upcoming 1965 International Cooperation Year (ICY). A subcommittee was formed to consider the implications of this special occasion and to propose psychological research internationally. As its convening members, Herbert Kelman and I published a paper in the AP in 1964 on this topic, cited above. It was based on a two-day meeting at APA of the two of us with Urie Bronfenbrenner and Eugene Jacobson, the latter from the APA Committee on International Relations in Psychology (CIRP). Our paper specified a range of research topics suitable to undertake for the ICY, and even now seems relevant.

We also did individual projects on topics of immediate interest to the UN. In my case, I undertook a study on the treatment of UN activities in news stories published in major papers in many nations. We found that the efforts of the UN through its various agencies, such as UNESCO, UNICEF, WHO, and WLO, were rarely given as much attention as those involving conflict. The unsurprising nature of this finding was balanced by the reality that even in peace-keeping functions, conflict was emphasized as the major theme in many newspaper stories. I also had an opportunity to collaborate on a cross-national study of college student attitudes towards atomic power, with variability shown among and within nations.

Morton Deutsch had established and directed the International Center for Cooperation and Conflict Resolution at Teachers College, Columbia. It did a “considerable amount of training of UN personnel in conflict resolution, negotiation, and mediation” (personal communication, April, 2005). He also gave talks on these themes at the UN and participated in a lunch with U Thant, then Secretary General. This brief account of a small part of what APS does not do justice to its totality, including raising funds from Brookings to hold a conference on the UN and the media, cooperation with numerous organizations, much of which was reported as accomplishments by Larry Solomon with the Committee (See his report, AP, 1964, 19 cited above). Many of us maintained strong interest in this activity, though the Committee’s functions went into the APA Committee on International Relations in Psychology (CIRP) in the mid 1960s. While a member of CIRP in the 1980s, I saw interest shown in policy issues. For instance, CIRP sponsored a symposium at the 1983 APA Convention on “The role of psychological factors in outbreaks of war,” with Irving Janis, Herbert Kelman, Ralph White, Morton Deutsch, as Discussant, and myself as proposer and Chair.

There also was a proposal in 1969 within the Society for the Psychological Study of Social Issues (SPSSI) for a program dealing with conflict resolution to be established in a proposed Washington Office. It did not materialize, but SPSSI did move its central office to Washington from Ann Arbor in recent years. The proposal was supported by Robert Chin, its president elect, Kenneth B. Clark, soon to be APA president, among others including myself who were SPSSI Council members. Some of us had been on the APA Committee, including Ralph White and myself. Issues surrounding this kind of effort were still of concern to APA, which established an ad hoc Committee on Public Affairs, chaired by Leona Tyler, who was APA President in 1973, and presented the ad hoc Committee’s report to the Board. It was published in the AP, 1969,
The evolution of psychology in the news media has gone through many interesting transformations on regional, national, and international fronts. Having first begun (1990) the initiative of using the news media to promote psychology and facilitate the public's understanding of trauma in the wake of disaster, when I founded the Disaster/Crisis Response Network of NYSPA, most of my colleagues thought I had a few loose screws believing the media would misquote me and would do harm to my professional reputation. I still recall having to really encourage people to speak to the media and, simultaneously, providing crash course telephone consultations on the dos and don’ts of media interviews for those interested in giving it a try.

Subsequently, psychologists also began attending media trainings at APA conventions, and began to feel more comfortable with the prospect of interviews. Prior to this, psychologists in the media, were seen as a specialty group of media psychologists who appeared on entertainment talk shows and occasional health segments. However, from my perspective, it was important for psychology’s role to be recognized in relationship to world events and for all psychologists to become media savvy. It is gratifying to observe after 15 years of promoting psychology’s role in hard news programming and in explaining world events, it is commonplace for psychologists to appear in the news.

The UN program described in this article highlights how both traditional media, such as print and broadcast media, as well as newer information and communication technology (ICT), is being used globally to promote psychological well-being.

A unique and thought provoking program “Media Matters: Promoting Psychological Well-Being on a Global Scale” convened at the United Nations on April 14, 2005. Organized by the Media/ICT Working Group, of the UN NGO Committee on Mental Health, the program explored applications and best practices for using the news media and newer information and communication technology (ICT), such as the Internet, for supporting mental health and psychological well-being, globally. The program also focused on promoting resilience in dealing with world problems, such as violence, war, disaster, and illness.

The program was also unique for its comprehensive organization, which included speakers from government, private industry and civil society, represented both developed and developing nations, and had equal gender representation.

The keynote speaker was H.E. Khuying Laxanachanthorn Laohaphan, Ambassador and Permanent Representative from the Mission of Thailand to the United Nations. As part of the keynote address, Ambassador Laohaphan spoke of her observations of the impact of the tsunami on the people of Thailand and the important role of the media.

The UN program described in this article highlights how both the positive and negative aspects of the news media. She spoke of many positive media stories of courage and hope, including a special TV program of a 27 year old woman who lost her entire family and was discussing how she was coping and attempting to resume her life. On the negative side, the Ambassador spoke of the repetitive broadcast of gruesome pictures of thousands of dead victims and many print stories that served to further traumatize the people. Her words were reminiscent of observations of the US media following 9/11.

An innovative program to help victims of violence, rape, and human rights violation was presented by Dhiman Deb Chowdhury, Founder and President of the Human Rights Congress for Bangladesh Minorities (HRCBM). Mr. Chowdhury described how persecution of minorities also resulted in gang rapes of women who were then ostracized from society and the pressing need for support services and the prevention of suicide. He spoke of his innovative work with the internet and video applications and networking for promoting access to health services, promoting justice for victims, and accountability for government.

Jamie Talan, long time Health and Science Reporter for Newsday, described the pressures on reporters for getting a high interest story and simultaneously being meticulous as to accuracy, and respecting the situation of those she interviews. She spoke of her personal experiences and placed a human face on the media, in contrast to the perception of media as impersonal and sensational.

Richard Alderslade, MD, the Senior External Relations Officer for Health Policy of the World Health Organization (WHO) served as the discussant. Dr. Alderslade spoke of the role of the World Health Organization and the growing interest in and reliance on the importance of media and ICT in providing both physical and mental health services.

A lively question and answer discussion followed the presentations with many questions continuing well after the program had concluded.
U.N. Update: Decade for Human Rights Education

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As 2005 begins, the United Nations’ Decade for Human Rights Education has come to an end. One glance at the events currently occupying most of the world’s attention provides striking proof that this mission is by no means complete. But just how far have we come and where do we have to go? These questions and others were addressed on January 20th at a panel discussion entitled Human Rights Education: Best Practices. The event was organized in part by the International Non-Governmental Organization’s Committee (NGO) on Human Rights in Consultative Status with the United Nations Economic & Social Council, and the New York Office of the United Nations’ High Commissioner for Human Rights (OHCHR).

Dutima Bhagwandin, a human rights officer representing the UN High Commissioner for Human Rights was the first panelist to speak. “Human rights education is a strategy for making human rights a reality for all,” she said. “It is about learning about one’s rights and the mechanisms for their protection and developing the skills to exercise, defend and promote those rights.”

She went on to highlight much of the feats that the OHCHR accomplished during this period, emphasizing their efforts to translate the Universal Declaration of Human Rights (UDHR) into hundreds of national and local languages. These translations are available on OHCHR’s website.

The Decade, which came to an end on December 10, 2004, sought to infuse human rights education in primary and secondary school systems. Recently, a plan of action stemming from this was developed by OHCHR’s website. The event was organized in part by the International Non-Governmental Organization’s Committee (NGO) on Human Rights in Consultative Status with the United Nations Economic & Social Council, and the New York Office of the United Nations’ High Commissioner for Human Rights (OHCHR).

Fourth: promoting learning environments in which human rights are respected and upheld. All school actors (students, teachers, staff and administrators and parents) should practice human rights and solidarity through real-life examples and activities. Children should be able to express their views freely and to participate fully in school life;

Fourth: providing the teaching profession and school leadership, through pre-service and in-service training, with the necessary knowledge, understanding, skills and competences to facilitate the learning and practice of human rights in schools, as well as with appropriate working conditions and status.

Bhagwandin was followed by Karen Robinson of Amnesty International USA. She began by stating that Amnesty sees itself as “one cog in the wheel of human rights education.” Human rights education, is a “deliberate attempt to empower individuals, groups and communities,” she said. Robinson also provided a brief evolutionary history of Amnesty International’s role in promoting human rights which, in the past, was not a major concern, or even on the radar screen of many governments. Slow, political and ideological challenges, accompanied by an increased development of NGO’s and advances in information technology—which permit distance learning and global networking– are what enabled it to occupy its current position on much of the world’s political agenda.

She later outlined Amnesty’s new strategy of ensuring that human rights is a “cross-cutting aspect” of everything it does. Amnesty plans to achieve this in part by capitalizing on some of these technological advances. Through their online newsletter and magazine, Amnesty seeks to reach people—especially educators—at all levels, with the goal of putting theory into practice in the communities.

“The those who can, do...Those who can’t teach...” These were the humorous opening words of Aram Schvey, the Joseph R. Crowley Fellow in International Human Rights at the Fordham University School of Law, and the afternoon’s final presenter. Focusing on best practices of human rights education and beginning with the theoretical emphasis of the Romans, Schvey led the audience on a voyage through the different teaching traditions and models of law school instruction, focusing on the gradual shift from theory to practice. Similar to Robinson, he pointed out that while human rights education is now at the cutting edge of legal education, only recently–mid to late 20th century–did it begin to garner serious attention. As Crowley Fellow, Schvey adheres to the clinical model, focusing on a mix of classroom and experiential learning. This allows for 9-10 students to embark on a 2-week mission in countries such as Turkey, Hong Kong, Mexico, Malaysia, Ghana, Bolivia, and Kenya. This year’s destination is Romania. Confident that this is the wave of the future, Schvey pointed out that similar programs continue to surface throughout the world.

Dr. Anie Kalayjian, a psychologist and a Fordham professor, moderated the afternoon’s presentation.

Enforcing U.N. Genocide Convention: Lessons Learned & Challenges to Overcome

Benjamin A. Bensadon, Ed.M.
Email: bnyce35@yahoo.com

On Thursday, May 12, 2005, the International Non-Governmental Organization Committee on Human Rights in Consultative Status with the United Nations Economic and Social Council and the Office of the United Nations High Commissioner for Human Rights convened a panel discussion focusing on genocide that those in attendance may never forget. Dr. Anie Kalayjian, a New York-based psychologist with extensive experience working with trauma victims, chaired the event entitled “Enforcing UN Genocide Convention: Lessons Learned and Challenges to Overcome.”

The panelists included H.E. Stanislas Kamazi, UN Ambassador to the Mission of Rwanda, Juan E. Mendez, UN Special Adviser on Prevention of Genocide, and Dennis Papazian, a History professor of Armenian descent, at the University of Michigan–Dearborn. In addition, several survivors of prior genocides added a human voice, boldly and graphically recounting their seemingly incomprehensible realities. Immaculee Ilibagiza, a Rwandan woman orphaned by the Hutu-Tutsi conflict, spoke of being forced to hide in a bathroom with seven others for three straight months. Ranjit Singh, a Punjabi Sikh, shared experiences of being tortured by the Indian army once it had decided “all Sikhs are enemies.” Michael Majok Kuch, spoke of his days as a five year-old soldier in his native Sudan. Orphaned as a result of North vs. South conflict, he detailed his 3-month, 600 mile nighttime treks through the African desert, first to Ethiopia, then back, and finally to Kenya where he managed to remain until coming to the United States in 2000.

Ambassador Kamazi opened the discussion with somber confessions regarding the past, particularly the conflict in Rwanda. “We are all guilty of complacency…with respect to the ever broken promise to ‘never again’,” he said. He asserted this might be due to the fact that many of the regions affected, particularly those in Africa, lanced any strategic interest for the international community.
The survivors then shared their experiences, filling UN Conference Room 6 with intense emotion. Amazingly, they seemed to continue to have faith and hope, in spite of their pasts. “If you can forgive you can still find a joy in your heart,” said Ilibagiza, who wore a heart-shaped pendant on her lapel. “The only way to prevent genocide is to practice love…That dream belongs to my heart, no one can take it away…we must each love.”

The discussion could not be more timely and relevant, given the current conflict that continues in the Darfur region of the Sudan. The obvious concern among attendees and panelists was, what is the UN doing about this? Mendez addressed this question with honesty.

“No one at the UN is satisfied with current attempts at stopping worldwide genocide,” he said. “The most important thing we can do is learn from the past.” He also mentioned a UN Security Council mandate that he helped create. Security Resolution #1366, as it is called, is the only human rights related mandate to emerge from the Security Council. Though he admitted it is extremely difficult to find early warnings of genocide, Mendez outlined several guiding principles:

- Be guided in any given moment by what is most likely to save lives.
- Action must be taken today because tomorrow will be too late.
- We must be able to predict future events.
- Suggest action that is tailored to the specific conflict and/or region, not one size fits all.
- We must have enough analytical background into each conflict to understand its particular dynamics.

Mendez, who describes his approach to battling and preventing genocide as “comprehensive and holistic,” has already traveled to Darfur this year. He believes that justice could have a preventive effect. “One thing that makes displaced people believe they can return home is the concept of justice,” he said. “Peace without justice only leads to new violence down the road.

“The ideal combination would include emergency resources, peace resources, and a disposable force,” Mendez concluded. “Right now, however, it is a pipe dream.”

A Student Intern at the United Nations:
Working with a living legend at the UN

Catherine Bonet
Fordham University
Email: Catherine.bonet@gmail.com

Students interested in international careers should know that the United Nations headquarters in New York City offers many internships for students. As a student at Fordham University, I served as one of these interns in 2005, where I not only helped in U.N. work, but also worked with some unforgettable people.

This April, I served with the U.N. Human Settlements Committee during its historic CSD-13 meetings, as an aide to one of the U.N.’s most senior and active members: the legendary, 91-year-old Zena Daysh. She is an influential woman with the humility and commitment to others that has inspired me to join her quest for equality. The two Fridays, the 22nd and 29th of April 2005, mark two significant dates for our society and our planet, the former being Earth Day and the latter, a birthday of one very influential woman. What better way to acknowledge and celebrate these dates, than to speak of those who have contributed to the fortitude and the developments that have been made to insure our planet’s ecological balance.

Zena Daysh, an Ayurvedic Ecologist, is one of these miraculous gifts that have graced society with her knowledge and commitment to the environment. She was born on April 30, 1914, in New Zealand, the daughter of the mayor of the city. Zena recounts, how once her father spent 6 weeks during 1920, traveling to England in order to inform the British, that New Zealand must have aeroplanes. They gave him a promise that they would send out a plane to his city in 1920 with a First World War hero. Unfortunately, while carrying the war hero and her father, the plane crashed and killed them both. Zena has continued her travels in spite of that tragic date and has been a faithful traveler with British Airways since 1945. She was also a pioneer passenger on the first Flying Boat Service from New Zealand to UK in 1905.

Mrs. Daysh is a remarkable 91 years old and has given a lifetime of charitable service for the betterment of disadvantaged populations in the Commonwealth countries, in terms of, improved ecological conditions and educational services. According to the late Charles Liburd “Her pioneering work began in Britain's wartime factories under the aegis of the Ministry of Supply and laid the foundation for the establishment of Joint Industrial Councils in Britain. These Councils integrated management and trade unions and recognized for the first time the contribution of women in industry”. She is now the Chief Executive Director and Founding Member, of the Commonwealth Human Ecology Council International HQ; a charity of long standing, and international repute.

Zena has been honored with a number of awards throughout her years of devotion to Human Ecology and the Commonwealth. For example, she was awarded the honor of CNZM, “Companion of the New Zealand Order of Merit,” by the Queen of England, for her lifetime allegiance to the Commonwealth. In 2003, Zena was awarded the international, “Habitat Scroll of Honor: A Life Time of Commitment to the Cause of Shelter for all.” It was an unforgettable experience for me to work with Zena, and I learned much in her two brief weeks in New York. I admire her dedication to those that do not have her strong voice in our society. I can vouch how much a student internship at the United Nations can open many wonderful new opportunities, and I recommend this to others interested in gaining experience before their degree.

A Student Intern at the United Nations: Working with a living legend at the UN
SIGHTINGS

Midwinter Board Meeting of the APA Division of International Psychology
(March 12 – 13, 2005)
2005 Eastern Psychological Association Convention
Washington, DC

Long-range Planning session facilitated by
Drs. Ann O’Roark (in picture on far left) and Dr. Paul Lloyd

UPCOMING CONFERENCES

58th Annual DPI/NGO Conference will be held 7 - 9 September 2005 in NY headquarters of the United Nations
The theme this year is “Our Challenge: Voices for Peace, Partnerships & Renewal.” We are beginning the search for speakers. Kindly send in your recommendations to me.

June 20-24, 2005
International Society for Theoretical Psychology Conference
Cape Town, Western Cape, SOUTH AFRICA
Contact: Vasi van Deventer
Website: http://www.udallas.edu/istp/

June 26-30, 2005
30th Interamerican Congress of Psychology
Buenos Aires, ARGENTINA

July 3-8, 2005
IX European Congress of Psychology
Granada, SPAIN
Website: http://www.ecp2005.com

July 16-20, 2005
63rd Annual Convention of the International Council of Psychologists
Foz do Iguacu, BRAZIL
Website: http://www.ibapnet.org.br/foz
For more information, contact Dr. Sherri McCarthy at sherri.mccarthy@nau.edu.

July 19-23, 2005
14th General Meeting of the European Association of Experimental Social Psychology (EAESP)
Wurzburg, GERMANY
Contact: LS Psychologie II, Rontgenring 10, 97074 Wurzburg, Germany
Tel: 49-931-312871
Website: http://eaesp2005.uni-wuerzburg.de/

July 22-24, 2005
4th Summer Institute of the International Network on Personal Meaning
Vancouver, CANADA
Website: http://www.meaning.ca/summer-institute05.htm/

August 14-19, 2005
Contact: International Psychogeriatric Association
Website: http://www.ipa-online.org

August 23-26, 2005
Second ICOH International Conference on Psychosocial Factors at Work: East Meets West - Job Stress Prevention in a Global Perspective
Okayama, JAPAN
Contact: Akizumi Tsutsumi, MD, Conference Secretariat, Okayama University Graduate School of Medicine & Dentistry, Hygiene & Preventive Medicine, 2-5-1 Shikata-cho, Okayama 700-8558, Japan
Tel: 81-86-235-7173; Fax: 81-86-235-7178

October 15 - 16, 2005
International Panic Attacks Conference
Hilton Garden Inn, Philadelphia Center City, at 11th and Arch Street. US.
Website: http://anxiety-panic.com/conferencehttp://anxiety-panic.com/conference

November 12-13, 2005
1st Asia-Pacific Conference on Trauma Psychology: Life Adversities and Challenges
Chinese University of Hong Kong
Website: http://www.psy.cuhk.edu.hk/~sfprogs

December 12-14, 2005
4th International Conference on Researching, Work and Learning
Sydney, AUSTRALIA

July, 2006
26th International Congress of Applied Psychology
Athens, GREECE
Contact: Prof. James Georgas, Department of Psychology, School of Philosophy University of Athens, Panepistimiostrap, Athens 15784 Greece
Tel. 30 1 7277524, Fax: 30 1 7277534
Web site: http://www.iaapsy.org or http://www.erasmus.gr
# Division 52: Schedule for APA 2005 Convention in Washington, DC

<table>
<thead>
<tr>
<th>TIME</th>
<th>WEDNESDAY 8/17</th>
<th>THURSDAY 8/18</th>
<th>FRIDAY 8/19</th>
<th>SATURDAY 8/20</th>
<th>SUNDAY 8/21</th>
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</thead>
<tbody>
<tr>
<td>8:00 – 8:50</td>
<td>Tejirian &amp; Robertson: The Cost of War (SYM) (Div. 51 &amp; 52) CC 101 8/18, 8:00-9:50 am</td>
<td>Campbell: International Applications of Group Process: What Works (SYM) (Div. 52 &amp; 49) CC 148</td>
<td>Masten &amp; Jiang: How Can Students Become Involved in International Psychology? (CH) CC 209A</td>
<td>Moghaddam &amp; Marsella: Understanding Terrorism: Psychological Roots and Interventions (SYM) CC 149B</td>
<td>Pharaon: Culturally Competent Mental Health Services for Arab Patients (SYM) CC 155</td>
</tr>
<tr>
<td>9:00 – 9:50</td>
<td>Tejirian &amp; Robertson: The Cost of War (SYM) (Div. 51 &amp; 52) CC 101 8/18, 8:00-9:50 am</td>
<td>Campbell: International Applications of Group Process: What Works (SYM) (Div. 52 &amp; 49) CC 148</td>
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<tr>
<td>10:00 – 10:50</td>
<td>Business Meeting Renaissance, Rm 5</td>
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<tr>
<td>11:00 – 11:50</td>
<td>Abeles: Presidential Address Discussion of Ethical Dilemmas Arising out of International Activities by Psychologists Renaissance, Rm 5</td>
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<tr>
<td>12:00 – 12:50</td>
<td>Rice &amp; Gottsegen: International Mental Health and Clinical Issues (POSTERS) CC Hall D+E</td>
<td>Spielberger &amp; Foster: Assessment Across Cultures (POSTERS) CC Hall D+E</td>
<td>Denmark &amp; Chrisler: International Perspectives on Women and Children (POSTERS) CC Hall D+E</td>
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<tr>
<td>1:00 – 1:50</td>
<td>Ostermann &amp; Collins: Acculturation and Cross-Cultural Issues (POSTERS) CC Hall D+E</td>
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<td>Draguns: Invited APA Fellow Address: Empathy Across National, Cultural, and Social Barriers (SYM) CC 204B</td>
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<tr>
<td>2:00 – 2:50</td>
<td>Kuriansky &amp; Takooshian: Unique Psychological Approaches to Healing in Countries in Conflict (CH) CC 143B</td>
<td></td>
<td>Bemak: Cross-Cultural Implications in Working with Refugees and Immigrants: A Critical Issue for the 21st Century (SYM) CC 102A</td>
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<tr>
<td>3:00 – 3:50</td>
<td>Khoury: Challenges of the Field of Psychology in the Arab World (CH) CC 102A</td>
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<td>Communian: Cross-Cultural Research on Morality Using Different Assessment Instruments (SYM) CC 102A</td>
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<tr>
<td>4:00 – 4:50</td>
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<td></td>
<td>Gibbs: Ethnicity and Treatment of Women: Stereotypes and Reality (SYM) CC 159</td>
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<tr>
<td>6:00 – 8:00</td>
<td>Executive Meeting Renaissance, Rm 10+11</td>
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## Notes
- All times are in 24-hour format.
- The schedule includes various sessions such as presentations, workshops, and discussions.
- The locations are provided for each session, indicating where the presentations or discussions will take place.
- The schedule is organized by day, with sessions listed under each hour slot.

## Additional Information
- The schedule covers the days from Wednesday, 8/17 to Sunday, 8/21.
- The divisions and symposiums are indicated by codes and titles.
- Some sessions include notes about the nature of the presentation or the focus of the discussion.

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This schedule is designed to help attendees navigate the various sessions and events during the APA 2005 Convention in Washington, DC.
**2005 American Psychological Association Convention**  
**DIVISION 52 - INTERNATIONAL PSYCHOLOGY**  
**HOSPITALITY SUITE PROGRAM**  
(August 19 and August 20)

**Location:** Renaissance Washington Hotel  
999 Ninth Street, NW, Washington, DC 20001 (Tel.: 202-898-9000)

<table>
<thead>
<tr>
<th>AUGUST 19 (Friday)</th>
<th>AUGUST 20 (Saturday)</th>
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<tbody>
<tr>
<td><strong>10:00am</strong></td>
<td><strong>10:00am – 5:00pm</strong></td>
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<tr>
<td><strong>Photo Exhibit:</strong> 10:00am – 5:00pm</td>
<td><strong>Photo Exhibit:</strong> 10:00am – 5:00pm</td>
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<tr>
<td><strong>Conversation Hour:</strong> Early Career Group</td>
<td><strong>Conversation Hour:</strong> Early Career Group</td>
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<tr>
<td>(Mei Jiang, Kate Richmond)</td>
<td>(Mei Jiang, Kate Richmond)</td>
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<tr>
<td><strong>11:00am</strong></td>
<td><strong>Conversation Hour:</strong> Enhancing International Psychology via Web-based Technology</td>
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<tr>
<td><strong>Annual Meeting:</strong> International Committee for Women</td>
<td><strong>Conversation Hour:</strong> Tsunami Disaster Relief Efforts</td>
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<tr>
<td>(Chair: Nancy Sidun)</td>
<td>(Anie Kalayjian)</td>
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<tr>
<td><strong>12:00pm</strong></td>
<td><strong>Conversation Hour:</strong> Strategic Planning: International Committee for Women</td>
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<tr>
<td><strong>Strategic Planning:</strong> International Committee for Women</td>
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<tr>
<td>(Chair: Nancy Sidun)</td>
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<tr>
<td><strong>1:00pm</strong></td>
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<tr>
<td><strong>2:00pm</strong></td>
<td><strong>Conversation Hour:</strong> Strategic Planning: International Committee for Women</td>
</tr>
<tr>
<td><strong>Meet and Greet:</strong> Poster Sessions I, II, III, and IV Presenters and Guests</td>
<td><strong>Conversation Hour:</strong> Strategic Planning: International Committee for Women</td>
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<tr>
<td>(Hosts: Joan Chrisler, Lynn Collins, Florence Denmark, Sandra Foster, Gloria Gottsegen, Robert Ostermann, Joy Rice, Charles Spielberger)</td>
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<tr>
<td><strong>3:00pm</strong></td>
<td><strong>Conversation Hour:</strong> Strategic Planning: International Committee for Women</td>
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<tr>
<td><strong>Conversation Hour:</strong> Becoming Involved in Division 52 Committees and Task Forces</td>
<td><strong>Conversation Hour:</strong> Strategic Planning: International Committee for Women</td>
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<tr>
<td>(Mercedes McCormick, Harold Takooshian)</td>
<td>(Mercedes McCormick, Harold Takooshian)</td>
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<tr>
<td><strong>4:00pm</strong></td>
<td><strong>Conversation Hour:</strong> Strategic Planning: International Committee for Women</td>
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<tr>
<td><strong>Conversation Hour:</strong> The Handbook of International Psychology and Reviews of Other International Psychology Books</td>
<td><strong>Conversation Hour:</strong> Strategic Planning: International Committee for Women</td>
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<tr>
<td>(Michael Stevens, Danny Wedding)</td>
<td>(Michael Stevens, Danny Wedding)</td>
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<tr>
<td><strong>5:00pm</strong></td>
<td><strong>Conversation Hour:</strong> Strategic Planning: International Committee for Women</td>
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<tr>
<td><strong>Reception:</strong> 2005 Division 52 Award Winners</td>
<td><strong>Conversation Hour:</strong> Strategic Planning: International Committee for Women</td>
</tr>
</tbody>
</table>

*Members of the Division of International Psychology (Division 52) and international/foreign attendees of the 2005 APA Convention are especially welcome to attend.*
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e-mail: mjstevens@ilstu.edu
http://www.psychology.ilstu.edu/mjstevens
Call for Announcements to the Division 52

“Announce-only” Listserv
http://webpage.pace.edu/rvelayo/announcements.htm

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
http://webpage.pace.edu/rvelayo/announcements.htm

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. Senel Poyrazli at poyrazli@psu.edu

Submission deadlines:
Fall issue – September 1
Winter issue -- December 31
Spring issue -- March 31
Summer issue – June 30

International Psychology Reporter is the publication of Division 52 of the American Psychological Association