International Psychology Practice Issues

Did you know that Division 52, International Psychology, is one of the 35 practice divisions of APA? APA divisions are operationally defined as "practice divisions" because more than 50% of their members pay the practice assessment. As such, our division is concerned about practice issues from an international as well as a national perspective and practice issues that affect not only US psychologists, but psychologists in other countries. Thus it was interesting to note the responses of our Executive Board when I circulated a recent policy statement from Division 29, Psychotherapy. The statement was approved by the Division 29 Board in September, 2005, and other practice divisions were asked to discuss the issues and to support the policy.

The policy addresses a very old concern and debate among practitioners and psychologists who feel that we are losing our distinctive connotation as a mental health profession. In sum, it asked that psychologists avoid the use of generic terms (e.g. clinician, therapy, assessment) when referring specifically to psychologists and psychological activities and instead "adopt brand recognition of psychology" (i.e., psychologist, psychotherapy, psychological assessment). The division policy recommends that we employ generic terms only in situations referring to the activities of members of multiple mental health professions. Division 29 is adopting this policy when applicable in its publications and intends to place the issue on the agenda of the APA Council of Representatives.

Not surprisingly, the reactions of our Board members to the proposed policy varied from very positive to very negative, reflecting the divisions within psychology as a profession.

- I strongly agree we should endorse this policy.
- The D29 statement seems a good idea, to distinguish psychology. (In our state we were surprised by the recent passage of MA-level certification for 4 types of psychotherapists.)
- As a licensed psychologist who practiced for many years, I absolutely support this policy statement and hope that we can add our support as a division. Thank you for bringing this to our attention.
- It appears elitist and exclusionary. It makes a number of unfounded assumptions about the competence of other professionals and the services they provide. It inappropriately infuses guild politics into scientific writing, and encroaches on freedom of expression.
- I don't disagree overall with the need to be clear about the distinct contributions and perspectives psychology brings to the table in all venues. Thus, on the one hand, I would like to be supportive. But on the other hand, those statements are placed in a context that results in the package as coming off as limited in perspective, detrimental to its own purpose, and offensive in language and approach.

Board members did agree about a common concern about the policy statement: It did not address or even allude to international concerns about the issues. Part of our role as psychologists working in our division and in the international arena is to raise awareness, wherever we can, about global perspectives. Books like Thomas Friedman's recent "The World Is Flat" (a very good, but dense read) document that globalization is escalating exponentially, and that you better get with it if you want to keep your job (or your profession). Yet often the international view doesn't get incorporated or is ignored, especially when there are state, economic, and/or specialty interests at stake.

Continued on page 2...
President’s column continued from page 1.

As an academician/clinician with a private practice, I have also observed that an international viewpoint is often missing in discussions of practice issues. I just attended the 2006 APA State Leadership Conference that brought together state presidents, federal advocacy coordinators, practice division presidents and governance personnel. The conference theme this year was advocacy on proposed federal legislation for several practice issues: maintaining patient privacy and state consumer mental health protections and ending insurance discrimination by passing the Domenici/Kennedy mental health parity bill. After several APA briefings, we went to the Hill where it was very interesting and informative to talk about these issues with legislators and aides. Then in our large group, there were heated discussions about "protecting psychology," master's level practice, mobility and legislation. Not surprisingly, people were not that interested in international perspectives and considerations regarding those issues.

Internationally, countries vary in how they define and grant degrees, how or whether they acknowledge degrees from other places, and what licensure as a "psychologist" means and covers. Facilitating cross border and cross national mobility of psychologists to practice is increasingly important to the profession and to countries around the world. Neighboring Canada, for example, is faced with the problem of large unpopulated land masses and limited mental health access. Licensed psychologists are credentialed by the Canadian Register at both levels, permitting independent practice for master's level psychologists and examination of competence regardless of degree (Wise, Hall, Ritchie, & Turner, in press). Most European countries require the master's level with the exception of the UK which mandates the doctorate for clinical psychologists. A proposed European Diploma would elevate training programs for psychologists to at least the equivalent of a master's degree (Lunt, 2002).

This has important implications for cross border and international practice mobility as well. When European and North American credentials (The European Diploma, National Register, Canadian Register and the Certificate of Professional Qualification) are deemed equivalent or mutually acceptable, licensing and regulatory bodies may facilitate cross border mobility, but not global mobility. Much of the rest of the world struggles to define psychology and its practice in a context that will help large numbers of people with no mental health access. The challenge internationally is to meet that goal while ensuring and preserving high standards of practice and the unique contributions of psychology as a discipline and profession.

References


Reviews Needed!

The Division 52 Board decided to formalize the peer-review process for research articles submitted to the International Psychology Bulletin. As a result, we need reviewers for the Bulletin. Interested individuals should contact the editor, Dr. Senel Poyrazli (poyrazli@psu.edu), and provide a copy of their curriculum vitae.

Submissions Instructions

For smaller articles (op-ed, comments, suggestions etc.), submit up to 200 words. Longer articles (Division reports, research articles etc.) can be up to 1500 words and should be submitted to Dr. Senel Poyrazli at Poyrazli@psu.edu. Submission Deadlines: Spring issue March 31, Summer issue June 30, Fall issue September 1, and Winter issue December 15.
Candidates for Division 52’s Upcoming Elections

Division 52 will soon be holding its elections for the President-elect, Council Representative, and two positions for Members-at-large. Below we present the candidates and their statements.

FOR PRESIDENT ELECT (2007)

Lynn H. Collins, PhD

I would be honored to serve as President of Division 52. I became involved in international psychology when I ran an intensive workshop on PTSD for Kuwaiti counselors after the Gulf War. I later helped to develop the “Resolution on Culture and Gender Awareness in International Psychology,” and presented papers, and organized symposia on international psychology. I am currently on the Committee on International Relations in Psychology (CIRP), a Fellow of Division 52, and serve as Chair of Division 52’s Divisional Liaisons Committee. I served as Division 52’s 2003 Convention Program Chair, 2002 Convention Program Co-Chair, and International Committee for Women Chair. Prior to that, I was Co-Chair of the Gender Research Interest Group of the International Council of Psychologists. I have also served as President of the Philadelphia Society of Clinical Psychologists and Baltimore Psychological Association.

I hope to continue my contributions to international psychology by serving as Division 52 President, and though my role on CIRP, helping to facilitate collaboration between the Division and CIRP. Building upon the accomplishments of the Division, and with the help of web-based technology, I hope to:

- Continue to build connections among the international task forces and committees within APA Divisions;
- Increase membership and communication among psychologists around the world;
- Bring a diverse group of U.S. and international members into the pipeline for leadership positions;
- Link domestic and international diversity training;
- Build connections among international researchers and scholars, and create opportunities for collaboration and dissemination of results.

FOR COUNCIL REPRESENTATIVE (2007-2009)

Danny Wedding, PhD

I direct the Missouri Institute of Mental Health (MIMH), a research, policy and training center associated with the University of Missouri-Columbia School of Medicine. The Institute supports 103 faculty and staff and has hosted numerous international scholars and postdoctoral fellows over the past decade.

INTERNATIONAL TEACHING: Fulbright Senior Scholar and John F. Kennedy Lecturer/Consultant in Psychology, Chiang Mai University School of Medicine, Thailand. I’ve lectured throughout Thailand and in Australia, New Zealand, Korea, India, China, Pakistan, Iran, and South Africa; in 2003 I traveled to Australia to consult with the Australian Parliament on policy fellowship programs. Lecture to medical students four weeks per year at the American University of the Caribbean. Attended and presented at the 2004 International Congress of Psychology in Beijing, and will be attending the 2006 International Congress of Applied Psychology in Athens.

SCHOLARSHIP: PI with previous NIDA and NIMH support, and current CDC funding. Numerous articles and twelve books, including The Handbook of International Psychology (with Michael Stevens). Current Psychotherapies (with Ray Corsini) has been translated into 13 languages. Co-Editor with Michael Stevens for PSYCHOLOGY: IUPsyS Global Resource. This CD-ROM, released on a yearly basis by the International Union of Psychological Science, attempts to compile all relevant information regarding the practice and science of psychology around the globe. Editor for PsycCRITIQUES: Contemporary Psychology: APA Review of Books. SERVICE: Various APA Committees and Boards; former Council Representative; Secretary, International Society of Clinical Psychology (ISCP); Board Member for D12; former Member-at-Large for D52; currently serving as Membership co-chair.

Uwe P. Gielen, PhD

(Ph.D., Harvard University)

I am Professor of Psychology and Director of the Institute for International and Cross-Cultural Psychology at St. Francis College. My involvements in international psychology include 16 edited and coedited books, editorship of two international psychology journals, serving as organizer of several international psychology conferences, and lecturing in 31 countries. In addition, I am a past president of the Society for Cross-Cultural Research and the International Council of Psychologists.

As an enthusiastic member of Division 52, I have served as Program Chair (2005) and Co-Chair (2004), Chair of the Communications Committee, Editor (with Harold Takooshian) of the new Erlbaum Series on Global and Cross-Cultural Psychology under the Division’s auspices, and Book Review Editor. For these contributions I received the 2005 Distinguished International Psychologist Award together with Fanny Cheung.

Division 52 has made excellent progress in the few years of its existence thanks to forward looking leadership. If elected I would like to continue this tradition, which is helping to create new, genuinely global forms of psychology. In this context, I would like to emphasize four goals for the Division:

- Increasing and diversifying membership with a special focus on international and minority group members.
- Supporting and expanding efforts to internationalize psychology curricula both here and abroad.
- Developing new ways to help members engage in collaborative cross-cultural research.
- Helping psychologists to become increasingly involved in practical issues of global relevance.

DIVISION 52 NEWS and UPDATES

PTSD for Kuwaiti counselors after the Gulf War.

INTERNATIONAL TEACHING: Fulbright Senior Scholar and John F. Kennedy Lecturer/Consultant in Psychology, Chiang Mai University School of Medicine, Thailand. I’ve lectured throughout Thailand and in Australia, New Zealand, Korea, India, China, Pakistan, Iran, and South Africa; in 2003 I traveled to Australia to consult with the Australian Parliament on policy fellowship programs. Lecture to medical students four weeks per year at the American University of the Caribbean. Attended and presented at the 2004 International Congress of Psychology in Beijing, and will be attending the 2006 International Congress of Applied Psychology in Athens.

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Gloria Gottsegen, PhD

Your support will allow me to continue my service to Division 52 as Council Representative. I have been active in the Division since its inception and have worked in the following capacities:

- President
- Council Representative
- Charter Petitioner and Member
- Charter Fellow
- Member-at-large
- Author and Co-chair of first Bylaws Committee
- Finance Committee

Of particular relevance are my international interests and experience –
- President, International Society of Clinical Psychologists
- Visiting Prof., LaTrobe Univ., Melbourne, Australia-(Sabbatical)
- External examiner for doctoral dissertations, University of New Delhi
- Chair, Bylaws Committee, International Society of Clinical Psych.
- Division Liaison to APA Committee on International Relations in Psy.
- APA Oversight Committee on International Lesbian, Gay and Transgender Concerns
- International addresses in New Delhi, Tokyo, Bangkok, Paris, Strasbourg, Mexico City and Perth.
- Treasurer, International Association of Applied Psychology; and currently serves as liaison to the APA Committee on International Relations in Psychology.

My current and former service to the APA includes:

- Chair, Committee on Division and APA Relations
- Chair, Board of Convention Affairs
- Chair, Committee on Structure and Function of Council
- Chair, Membership Committee (two terms)
- Policy & Planning Board
- Treasurer, Assembly of Scientist-Practitioner Psychologists

I am particularly pleased that the Division 52 Resolution on Cultural and Gender Awareness in International Psychology initiated during my Presidency became official APA policy.

I am proud that Division 52 has been taking its rightful place among those organizations interested in working toward a greater impact on international psychology and am eager to continue my record of proven and effective service, energy and commitment to our Division.

FOR MEMBERS-AT-LARGE

Two positions (2007-2009)

Ann O’Roark, PhD

Ph.D. and Med. studies at the University of Florida, psychological foundations of education, provided the foundation for my professional career in organizational and leadership development. At the University of Kentucky, I received a BA in journalism, magna cum laude, Phi Beta Kappa. Post doctoral studies included work in behavioral neurobiology and a sabbatical at the Jung Institute near Zurich, not far from where I spent my teen years.

Recently, I attended a gathering of the Nurnberg American High School Eagles in Wichita, Kansas, where there is a museum for the US Overseas School System. Oral histories were collected from those of us representing the first military families sent to Europe following WWII. These early years began a lifelong sense of belonging to an international community. My dedication to international psychology began at the International Congress of Applied Psychology, Munich, 1978, where I joined IAAP and the International Council of Psychologists (ICP).

A keen interest in strengthening International Psychology leads me to this nomination. I am in my second year as Fellows Chair. Earlier, I served as chair of 52’s Long Range Planning start-up committee. I would like to continue to work with these committees. Other interests, also related to building the international knowledge base, include:

- International Credentials: Identifying psychologists regularly working across national borders and in multicultural environments
- Collaborative Ventures: Promoting collaborations among psychologists and international associations.

I appreciate being slated with these colleague-friends, each of whom would fill this role with distinction.

Paul Lloyd, PhD

Paul Lloyd is a professor of psychology at Southeast Missouri State University and teaches organizational psychology, health psychology and cross-cultural psychology. He is also director of the psychology internship program. As a Consulting Psychologist, he specializes in organizational development, executive coaching, program evaluation and lifestyle enhancement (Positive Psychology). He is a Fellow of the APA through its Divisions of International Psychology (charter Member & Fellow), Consulting Psychology, General Psychology and Teaching of Psychology.

International activities include serving as director of the Missouri London Program (University of London's Imperial College) and as campus liaison for the Carnegie Academy on the Scholarship for Teaching and Learning. He served as Treasurer of the International Council of Psychology, which has NGO consultative status with the UN; and is a past Board member of the geropsychology section of the International Association of Applied Psychology; and currently serves as liaison to the APA Committee on International Relations in Psychology.

He currently chairs the APA Division 52 Long Range Planning Committee which is in its fourth year in helping the Division 52 leadership team develop and implement its own strategic plan. For ten years, Paul was chair of an international consortium of psychological associations designed to facilitate professional contacts for psychologists traveling internationally. In 2005, he was elected to serve a three year term on the APA Membership Committee which is charged with membership recruitment, retention and election of Fellows. Previously, he was Fellows Committee chair for both the International Division and Society of Consulting Psychology.

Nancy M. Sidun, Psy.D., ABPP, ATR

As the Chief Clinical Psychologist at Kaiser Permanente-Hawaii I have the privilege to work with a culturally diverse and international population. Prior to joining Kaiser in 2004, I was Head of the Graduate Psychology Department at Argosy University / Hawaii where the Clinical Psychology Doctoral Program I directed received the National Council of Schools and Programs in Professional Psychology's Institutional Ethnic and Racial Diversity Award for our diversity education; international psychology was a major component of our diversity education.

My personal cross-cultural research interests are focused on women’s issues. A major study I conducted was on single U.S. women who adopted children from China looking at the demographics of these women, what
motivated them to adopt, and the complexities of being a single parent with a child from a different race and ethnicity.

I have chaired our Division 52 International Committee for Women 2003-2005, which only further crystallized my interest in international psychology and women’s issues. I have presented on international women’s issues in China, Australia, Canada and the US. On a more personal note, I had the great fortune to live in Samoa (Western) in 1999. While there, I worked with the Women in Business Foundation and Ofa o Tamai, a non-profit NGO foundation that promotes and advocates for women’s interest in business and I consulted at the only counseling center in the country of Samoa, the Fiaola Centre Mo Fautuaga Liloia Counseling Center. These experiences heightened my resolve to understand the challenges of women internationally, especially South Pacific and Asian women. I would be honored to represent Division 52 members and welcome the opportunity to serve the international community.

Harold Takooshian, PhD

HAROLD TAKOOSHIAN, PhD, has served on the psychology faculty of Fordham University since 1975, and is the Director of the Fordham Institute. Since 1975, he has been an international teacher (visiting professor, or Fulbright Scholar), researcher (40+ publications with international colleagues), I-O practitioner (one of the six APA representatives to the United Nations). Within APA Division 52, he has served as Chair of the Division's inaugural program committee (1998), Chair of the Fellows committee (1999-now), Member-At-Large (1999-2001), and President (2002), and Outreach chair (2005-now).

STATEMENT: At a time when only 5 of APA’s 53 divisions are growing in size, our long-in-coming International Division grows, with several vibrant new programs as we approach our tenth year in 2007. With so many dedicated candidates willing to serve as officers, our International Division promises to become one of the largest and most active within APA.

Richard Velayo, PhD

I am a Professor of Psychology (Pace University, NY) with a Ph.D. in Educational-Cognitive Psychology (University of Michigan, Ann Arbor). My MA is in Applied Behavior Analysis and B.A. in Psychology / Sociology / Anthropology. My scholarship is in the area of multimedia learning, cognition, and the pedagogical applications of computer/ Internet technologies. I have been very involved in the Division since 1998, having served as President (2004), and chaired the Nominations (2005), Website Technology Task Force (2004-2005), and Program (2000) committees. Currently, I serve as the Webmaster and Listserv Manager, Associate Editor of the International Psychology Bulletin, and am a member of the its Long-Range Planning, Fellows, and Curriculum and Training Committees.

My service contributions extend to other organizations, having served as President and Treasurer of the NY State Psychological Association's Academic Division, Vice Chair of the NY Academy of Sciences' Psychology Section, Treasurer of the International Organization of the Study of Group Tension, Fellows Chair of the Society for General Psychology, and an NGO-DPI Representative to the U.N representing the International Council of Psychologists.

I am very honored to continue serving the Division and its members. The Division plays an important role in APA’s initiative to make psychology more "global" - providing opportunities to bring psychologists (and peoples) from around the world together and to make psychology an even more valued discipline worldwide. I look forward to spearheading efforts to internationalize psychology by exploring how communications technologies and curricular initiatives may contribute to such efforts.

Name Change for the INTERNATIONAL PSYCHOLOGY REPORTER

Senel Poyrazli, Ph.D.
Penn State Harrisburg
Email: poyrazli@psu.edu

During Div 52 Midwinter Board meeting in San Antonio, the board members had a discussion about whether the name of the division's official publication should be changed. The proposal was presented by the Editor and Associate Editors so that the name could better reflect the contents of the publication. Dr. Harold Takooshian’s suggestion was approved by the board and the name of IPR was changed to International Psychology Bulletin (IPB).

The Distinguished Psychologist Awards for Division 52

The Division of International Psychology presents two Distinguished International Psychologist Awards. One award is given to a psychologist from the United States and the second award is for a psychologist outside the United States. Both awards give recognition to individuals who have made outstanding contributions to international psychology through significant research, teaching, advocacy, and/or contributions to international organizations.

Procedure for the Awards

Each April the Secretary of the Division and the Division webmaster announce a call for nominations for both awards to our division, CIRP, and the APA office of International Affairs etc) with a two months deadline. Nominators are asked to provide names and brief statements concerning the nominees. The nominating committee makes award recommendations to the Executive Committee. The executive committee may suggest additional candidates and approves the final nominees. The nominees are presented to the Board for final approval. Nominees will then be contacted to provide additional background and information as needed. In any given year the Board may decide not to give these awards. Recognition of the awardees will occur at the APA meeting of the Board.

Deadline

Nominations for the Division 52 Distinguished Psychologist Award should be made by June 1, 2006 and should be sent to Dr. Norman Abeles (Psychology Department Michigan State University, East Lansing, MI 48824), or via email at Norman.Abeles@ssc.msu.edu.

Student International Research Awards for 2006

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

Awards to be made at the APA 2005 Convention in Washington, D.C. in these categories:
A. International experimental/experiential research
B. International comparative study
C. Descriptive study of large samples of mixed nationalities/cultures
D. Study of a trans-national sample
E. Descriptive research or correlation study in a developing country
F. International theoretical/historical analysis
G. Case study of representative international or cross-cultural significance

Each research award will be given to student affiliates of APA or APA Div. 52, as principal researcher, whose theoretical or empirical study explores psychological issues in an international context or employs global collaboration and resources beyond the student’s own country. The paper must be based on the student’s independent project, thesis or dissertation completed after June, 2006. Separate awards will be given for graduate and undergraduate submissions.

Submission Requirements
1. A paper (or summary) not exceeding ten pages including references, figures and tables in APA publication format along with a one page abstract describing the study and its relationship to international interests and concerns. Include a separate Cover Page with title, student’s name, address, phone, e-mail address and academic institution.
2. Faculty endorsement attesting the student is author/principal investigator and a student affiliate of APA or Division 52. (Student affiliate membership requirements are on the web site below.)
3. E-mail submissions as a Microsoft Word attachment to rfostermann@verizon.net or chathomp@indiana.edu

Criteria include: originality, clarity of expression, complexity of analysis, sample difficulty (size, remoteness and complexity), insightfulness of findings and discussion, scope and timeliness of international references, significance and relationship to current international issues.

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

E-mail submissions to:
Robert F. Ostermann, Ph.D. at rfostermann@verizon.net or Chalmer E. Thompson at chathomp@indiana.edu

DEADLINE – JUNE 1, 2006
Late submissions will not be read.

The Florence L. Denmark and Mary E. Reuder Award for Outstanding International Contributions to the Psychology of Women and Gender

Purpose
The award is named for two charter members of Division 52 who are known for their scholarly contributions, international outlook, and outstanding mentoring. The award’s purpose is to recognize and encourage other outstanding psychologists who have made similar international contributions to further the understanding of women and/or gender. The outstanding contributions can be cross-cultural studies of women and gender, the mentoring of young colleagues across borders, the training of psychologists to do international work, or other areas deemed important by the Award Committee.

Criteria for Eligibility
The recipient must be a psychologist with a demonstrated interest in international or cross-cultural psychology. Current membership in Division 52 is not a requirement. The Committee will make up to one award per year.

The Award
The award shall consist of a plaque. The winner will be announced during the Division's annual business meeting at the APA convention.

Submission Requirements and Procedure
Submission requirements are a copy of the candidate’s c.v. and a letter of nomination setting forth the most outstanding contributions of the candidate.

Six copies of the materials should be sent to:
Joan C. Chrisler, Ph.D.
Department of Psychology
Connecticut College
New London, CT 06320
USA|

Deadline: All materials must be received by May 30, 2006. E-mail questions to Dr. Chrisler at jchhr@conncoll.edu

DIVISION OF INTERNATIONAL PSYCHOLOGY
American Psychological Association
Mid-Winter Board Meeting
February 2-3, 2006
Wyndham St. Anthony Hotel – La Salle Room
San Antonio, TX

Board Member Attendance: Norman Abeles, Fred Benak, Lynn Collins, Carol Enns, Gloria Gottsegen, Anie Kalayjian, Amanda Kracen, William Masten, Senel Poyrazli, Rivka Bertisch Meir, Michael Meir, Kate Richmond, Joy Rice, Neal Rubin, Nancy Russo, Charlie Spielberger, Michael Stevens, Chalmer Thompson, Richard Velayo, Danny Wedding, and Oksana Yakushko

Guest/s: Jeanette Abeles, Sally Leverty (OIA)

02/02/2006

Call to order at 7:06pm.
Introductions were made by those present.

Presidential Certificates were given to the following in recognition for their valuable contributions in 2005: Norman Abeles, Lynn Collins, Kate Richmond, Neal Rubin, and Richard Velayo.

1. Minutes of the 2005 APA Board Meeting in DC (8/17/2005) (Foster, Velayo). The minutes were approved with minor typographical corrections. In the absence of the Secretary, Richard Velayo and Kate Richmond took the minutes for these meetings.


3. Nominations Report (Abeles). The nomination slate for elected officers is as follows:
   - For President-elect (2007): Lynn Collins, Uwe Gielen

4. CODAPAR Report (Abeles). The Division was awarded an Interdivisional grant by CODAPAR for the collaborative project between Divisions 52 and 46 titled “Ethics, National Security, and the Media.” Velayo pointed out that applications funded needed to be truly collaborative between at least two APA divisions and that CODAPAR will request more interdivisional grant money from APA.

5. President’s Report (Rice). A written report was presented. Presidential initiatives that will help furthering diversity in the Division and will help women and early career psychologists advance in leadership. She further provided brief updates on the Handbook Committee, the APA Midwinter Immigration Conference, CIRP, ICP, and the Aging Committee.

6. President’s-Elect’s Report (Stevens). The need to follow the bylaws more closely regarding the nominations of the officers of the Division and Council representatives was pointed out. Also presented were initiatives related to: (i) the Interdivisional grant possibilities with Division 52: Divisions 1, 2, and 37; (ii) Networking with OIA and CIRP (e.g., link with website and listserv); (iii) Information Clearinghouse (e.g., work with CIRP); (iv) Collaborations with other psychology organizations (e.g., Asian Psychological Association); (v) Internationalizing the psychology curriculum; and (vi) Diversifying the Division’s membership.

6. Membership Report (Wedding). A membership report was distributed. Also distributed was the updated trifold membership brochure that may be downloaded from the Division 52 website. Issues presented were as follows: Licensing of International psychologists, CE credits, Division Credit, and recruitment and retention of early career psychologists.

7. Member-at-Large Report (Spielberger). It was reported that this past year, it was Division’s 52’s turn to nominate the awardee for the Lynn Stuart Weiss Lecture Award in the person.

8. Treasurers Report - 2006 Budget (Kalayjian). The financial statement of the Division was distributed as well as reimbursement forms. The treasurer’s report was approved by the board. Issues presented were as follows: Less reliance on Division Services to minimize the Division’s expenses.

9. Co-Sponsorship with Div. 46 of the Lynn Stuart Weiss Reception (Abeles). This part of the agenda was tabled until the budget pertaining to the sponsorship of this event is determined.

10. Co-Sponsor First Asian American Psychological Conference (Rice). The board agreed, in principle, to co-sponsor the 1st Asian Psychological Association (Bali, Indonesia) on August 18-20, 2006. Though there is no monetary contribution associated with this co-sponsorship, the Division will check with APA Division Services or legal counsel regarding potential liabilities that may be associated with this.

11. Co-sponsor with Division 2 (Society for the Teaching of Psychology) on the “Best Practices” event was unanimously approved by the board.

12. Use of Email list (Rice). A motion was presented on the policy that stated as follows: “In keeping with APA guidelines, review and approval of the Division 52 Executive Board is required for the designation of divisional cosponsorship of programs and publications or professional activities of members. The divisional mailing list shall not be used by members to promote professional activities without the approval of the Board. The list serv monitor will monitor the use of the announcement only list serv for division appropriate information.” This proposed policy received unanimous board approval.

13. Co-Sponsor “Marsella” Book Series (Stevens). The issue of co-sponsoring books relating to international psychology was discussed, including possible royalties of the sale of such textbooks. The Communications Committee will draft a policy on this to present to the board.

14. Curriculum and Training Task Force (Stevens). The Curriculum Task Force or Education Committee is to be resurrected and will be chaired by M. Stevens and co-chaired by R. Velayo. The possibility that this Committee may be considered as one of the Division’s Standing Committees was pointed out.

15. Newsletter (Poyrazli). The motion to change the name of the Division’s newsletter to “International Psychology Bulletin” was unanimously approved. It was also agreed that there will be up to three peer-reviewed articles for each quarterly issue. Section editors for the newsletter are as follows: Jennifer Lancaster for “Books by Members” section; and Uwe Gielen (for “Book Reviews”). There will also be sections including “Students and Early Career Psychologists” and “Division Business.” The need to coordinate with OIA in relation to their online newsletter was pointed out. Furthermore, it was suggested that the Division look into the feasibility of having paid advertising in the newsletter by looking into the policy by other divisions that do this. The issue on mailing printed copies of the newsletter (both domestic and international) was tabled until actual figures pertaining to the number of requests are made. The Newsletter Editor was commended for her work.

Adjourned at 9:30pm

02/03/06

Call to order at 9:05am

16. Changes to Bylaws (Rice). The board unanimously approved to include the following committees as part of the Division’s Standing Committees: History/Archives and Finance. The board also approved to have three board members – the current President, the President-elect, and the Treasurer comprise the Finance Committee. Note: The addition of the Past President to the Finance Committee for the sake of continuity was suggested and approved in later discussion.

17. Finance Policy (Kalayjian, Rice). A handout on the Division’s financial policies was distributed. This was unanimously approved by the board and will be added to the Handbook.

18. Member at Large Job Description (Rice). The board unanimously approved the following addition to the By-Laws describing the duties of a member-at-large: “A member-at-large contributes to the ongoing projects and activities of the division and/or initiates new special projects that further the goals of the division and reports on their progress annually.”

19. Council Representative Report (Gottesgcn). A written report was presented.

20. Member-at-Large Report (Russo). A report on the International Visitor Program was presented. The board approved to have this program continue for another year. There was discussion on ways to help fund trips of potential speakers from abroad to come to the U.S.

21. Task Force on Research Methodology (Russo). The board agreed to have Dr. Barbara Byrne to head this task force and to provide a report in person to the Division’s board meeting at APA in New Orleans, 2006. Several ideas on the potential “products” of this task force were presented. In addition, potential collaborative work with other divisions (e.g., Division 2, 5), and CE credits were discussed.

22. American Orthopsychiatric Association (Russo). A trifold brochure on the AOA was distributed. A proposal to have a pre-summit involving Div. 52 at the AOA meeting was presented.

23. Awards - Student (Thompson). A written report was presented. The proposal to have a required endorsement letter from the faculty advisor for students applying for the awards was approved by the board. The board also approved the proposal that faculty advisors of those students who win the
35. Trauma/Disaster (Kalayjian). A written report was presented.

34. Liaisons/International (Meir). A written report was presented.

33. Liaisons/Divisions (Collins). A written report was presented.

Also discussed was the issue of mailing the Division’s newsletter to advertise the work and services of this new committee. It was also suggested that the Committee look into other organizations that offer mentoring services to serve as models, such as with the NY State Psychological Association, Columbia University, Divisions 17 and 45. Some members of the Board were appointed and agreed to join this Committee (Enns, Kalayjian, L. Stevens, Thompson, Bemak, Bryant, Yakusko).

28. Student and Early Career Committee (Kracen, Richmond). The proposed policy and procedures was unanimously approved by the board. Also approved was the name change of this Committee to “Student and Early Career Committee (SECC).” There was a brief discussion on the possibility of making this a standing committee.

(Note: p. 39 of Meeting Booklet, under “Budget” – “The SECC will request an additional budget…”)

29. Handbook Report (Gottsegen). A draft of the handbook was distributed. Board members were requested to help complete/update the handbook.

30. Information Clearinghouse (Stevens). A written report was presented and summarized. The Information Clearinghouse continues to expand, particularly in terms of new resources and opportunities in education and training.

31. Immigration Refugees (Bemak/Yakusko). A written report was presented.

32. Collaboration with the Office of International Affairs (OIA) (Leverty). S. Leverty presented updates on the work of the OIA. Handouts were distributed: (i) OIA Council of Representative Report, Feb. 20006), and (ii) 2005 Reports for Boards and Committees. She also mentioned the features of the OIA website and asked that the Division contribute a periodic column about its activities in the OIA newsletter. In addition, the Board asked that OIA put together a list of international programs/activities at the upcoming APA Convention (as it did last year) and to distribute it electronically. Also discussed was the issue of mailing the Division’s newsletter to its International Affiliates who are unable to receive or download the IPR via email or the web discussed.

33. Liaisons/Divisions (Collins). A written report was presented.

34. Liaisons/ International (Meir). A written report was presented.

35. Trauma/Disaster (Kalayjian). A written report was presented.

36. Informational Reports: (These reports were not aurally presented at the meeting, but were made available through the Midwinter Board meeting booklet.)

Members:
- President-Elect, Historian (Hogan)
- Member-at-Large, Historian (Hogan)
- Member-at-Large (Culbertson)
- Aging (Abeles)
- Mentoring Award (Davis-Bryant)
- Communications (Gielen)
- Long Range Planning (Lloyd)
- Outreach (Takoshian/McCormick)
- Parliamentarian (Masten) – no report.
- Public Interest (Denmark)
- Webmaster (Velayo)

The remainder of the day was devoted to Strategic Planning and Visioning lead by Velayo, Stevens and Richmond. The meeting was adjourned at 4:35 pm.

Respectfully submitted,
Sandra Foster, Secretary

U.S. and International News

PRESS RELEASE

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The first team of the Mental Health Outreach Project returned from Pakistan on Tuesday, Jan 24, 2006. The team comprised of Dr. Anie Kalayjian, Director of the program, and Nicole Moore, from Fordham University, New York; and Muhammad Hassan and Iqbal Hassan field coordinators from Pakistan.

Dr. Kalayjian and Ms. Moore were also invited to lecture at the International Conference on “Earthquake 8/10: Social, Human and Gender Issues,” taking place in Rawalpindi, Pakistan from 15-17 of January 2006. Fatima Jinnah Women University, Rawalpindi, and the University of Azad Jammu & Kashmir, Muzzafarabad jointly organized this conference in Collaboration with The Higher Education Commission, Islamabad.

Dr. Kalayjian delivered a Plenary address on the first day of the conference. Her presentation was entitled: “Earthquake 10/8: Human Issues.” On the second day Ms. Moore and Dr. Kalayjian presented another lecture entitled: “Post Traumatic Mental Health Outreach Program in SE Asia.” While at the conference, Dr. Kalayjian gave interviews on the University Radio Station, as well as several newspapers including Online, Daily Times, and Jang.

Dr. Kalayjian and Ms. Moore conducted several training sessions and workshops. The first training workshop was at the Fatima Jinnah Women University for psychologists. The second one was at the Ayub Training Medical Center, and the third workshop was at the Ministry of Population and Welfare in Abbotabad.

The team conducted the initial assessment of the impact of the earthquake on the surviving community. They visited hospitals, refugee tent camps (where most of the survivors were sheltered), homes, schools, and universities. Preliminary findings revealed the following:
Over 75% had moderate to severe levels of Posttraumatic Stress Disorder. Most frequently expressed feelings were: fear of repeated earthquakes, fear of going back to their homes, uncertainty regarding the future, nightmares, flashbacks, hopelessness, hypervigilance, and somatic complaints. As for living conditions, survivors were staying in tents, the majority without heat, hot water, or running water. The hygiene needs are not being met, and respiratory infections, pneumonia, and scabies were spreading rampantly.

As for lessons learned, survivors frequently expressed that they learned: to help others, be more accepting of that which they cannot change, focus on the moment, manage their feelings, gain more self confidence, become more trusting of God’s will, and trust their abilities in coping. Those who interpreted the quake as a punishment from God or “Allah”, were not able to identify a positive lesson at first, but during the workshop they were able to express their guilt and work through their emotions and beliefs to discover a positive lesson.

The team had a press conference on the last day of their stay in Karachi, Pakistan, where over fifty newspaper reporters, radio, and TV reporters were present. Dr. Kalayjian and Ms. Moore shared the following recommendations:

1. Disasters such as the earthquake in Pakistan shook not only the earth, but the people’s foundation of confidence, safety, and certainty. These have to be a focus on ensuring safety and security in each area;
2. Over three months have elapsed since the quake, disillusion and depression will follow as people have to face the harsh winter with no support (from outside as NGO’s will be leaving the area) nor heating;
3. Need for collaboration for rehabilitation: state, local NGO’s, foreign NGO’s, scientists, seismologist, economists, teachers, doctors and psychologists need to work together;
4. The Pakistan government, in collaboration with other UN agencies, need to make housing a first priority, people have to have their basic needs met first;
5. The Pakistan Government in collaboration with other agencies need to focus on establishing educational groups to ensure that buildings meet earthquake requirement codes by learning from the U.S. and Japan;
6. Working on mandatory education for boys and girls in the Frontier area, where illiteracy is very high. Our research in other countries consistently shows that those with higher education cope better after disasters (Kalayjian, et al, 2006, in press);
7. Having the needs of the women, who are injured physically or emotionally, met by physicians or psychologist. Educating and working with the husband, father or mother in laws on obtaining health care for these women, since the approval for care is based on the above people;
8. Implementing services for the special needs of girls and women in the camps particularly sanitation issues and safety issues;
9. Restoring a women’s population of paraplegics and amputees to the community and providing them with skill sets to function in society;
10. Providing activities for men and women in the camps to occupy their time and restore a sense of community;
11. Continued Mental Health Outreach Project to ensure the mental health of the surviving community after the international group’s departure from Pakistan since more depression will follow.

Mental Health Outreach Project (MHOP) was given a house for 6-months to continue the Outreach project. MHOP is seeking volunteer professionals in the field of psychology/psychiatry/ psychiatric social work/ psychiatric nursing and counseling. For those interested kindly complete the volunteer application located on our website: www.meaningfulworld.com together with your resume. MHOP is also seeking your donations to cover expenses of food, and translators, and pamphlets for the survivors. Kindly send your tax deductible donations to Association for Disaster & Mass Trauma Studies, (ADMTS), 139 Cedar Street, Cliffside Park, New Jersey, 07010-1003. Remember: When one helps both OTHERS are strengthened. Please help us help the earthquake-torn communities in Pakistan.

Call for Conference Papers:  
Korean Association of Psychological and Social Issues

The Korean Association of Psychological and Social Issues will be holding an international conference on October 28-29, 2006. The theme of the conference is: Asia’s Educational Miracle: Psychological, Social and Cultural Perspectives. The goal of this conference is to examine the factors that contribute to a high level of academic achievement, as well as the costs involved in the pressure to achieve. Its objectives can be summarized in the following way: 1) To examine the factors that contribute to educational attainment; 2) To examine the role that family, school, community, society and culture play in promoting high achievement; 3) To examine those adolescents who are not able to become high achievers and who suffer from psychological and social problems; who become either a bully or a victim of school violence; and those who engage in truancy, delinquency or drop out from the school system; 4) To examine diverse teaching methods, curriculum and a school environment that promotes curiosity and encourages creativity; 5) To encourage interdisciplinary dialogue and participation by addressing the above issues from psychological, social and cultural perspectives; 6) Although the theme of this conference focuses on Asia, we would like to explore various factors that facilitate or impede educational attainment globally; 7) To examine healthy human development throughout an individual’s life span; 8) To go beyond the focus on adolescent achievement by focusing on life-span perspectives and addressing topics such as family and parent-child relationship, developmental trajectories, school system and community integrity, interpersonal and social relationships, career selection and achievement in organizational settings, and health and quality of life.

The conference will become a forum for establishing the Asian Association of Educational and Developmental Psychology, and to launch the Asian Journal of Educational and Developmental Psychology. We will collaborate with the Korean Association of Psychological and Social Issues as well as the Asian Association of Social Psychology to explore the possibility of establishing a larger umbrella organization, tentatively named the Asian Association of Psychology. We hope to become a third force in psychology and become a counterpart to the American Psychological Association and the European Psychological Association.
The conference consists of keynote speakers and invited addresses, symposia, paper sessions, and poster sessions. Interested participants should submit a 150-word abstract, which includes title, author and institutional affiliation. For symposium submissions, please include a 100-word introduction, list of participants and abstracts of the participants. The deadline for submission is August 31, 2006. The conference will be held at Inha University, Incheon, South Korea. Incheon is the third largest city located on the coast of the Yellow Sea and is 40km from Seoul.

Registration fee (includes program, book of abstracts, two lunches, two dinners, cultural shows and beverages)
$150 - Economically developed nations (per capita GNP over $10,000 US)
$100 - Economically developing nations (per capita GNP less than $10,000 US) and students

Accommodation
$120 - Five-star Ramada Songdo Hotel (located 10 minutes drive from Inha University by shuttle bus)
$60 - Three-star hotel (near the university)
$50 - Inha University Guest House

List of keynote and invited speakers:
Allan Bernardo, Philippines, Cultural dimensions of learning and educational performance; Gian Vittorio Caprara, Italy, Longitudinal analysis of achievement in Italy; Chi Yue Chiu, USA, Role of Multicultural Experiences in Creativity; Ruy-Chu, Taiwan, Human relationship and achievement in Taiwan; Lutz Ecken berger, Germany, Moral development and action psychology; Ying-yi Hong, USA, Development of achievement motivation across cultures; Kwang-Kuo Hwang, Taiwan, Confucianism, relationalism, and achievement; Kenji Kamaguchi, Japan, Problems of adjustment to school in Japan; Kwok Leung, China, Understanding the cultural basis of achievement; Vivienne Lewis, Australia, Body image, learning and healthy social and psychological development in Australia; Jin Li, USA, How culture influences children's learning beliefs of Chinese, Chinese-American, and European-American children; Tsingsan Li, China, School and achievement in China; Chongdae Lin, China, Cognitive development, creativity, and academic achievement; Wen-Ying Lin, Taiwan, Analysis of academic achievement and cognitive development of adolescents in Taiwan; Luo Lu, Taiwan, Culture, self, stress management and subjective well-being; Ramesh Mishra, India, Education in India and challenges of traditional Sanskrit schools; Shahrenaz Mortazavi, Iran, Factors influencing educational attainment in Iran; Noriani Noor, Malaysia, Women and education in Malaysia; Cliff O'Connor, USA, Community integrity, delinquency and prevention; Gabriele Oettingen, USA, Goal-setting, self-regulation and achievement; Nansook Park, USA, Life satisfaction and character strengths in positive youth development; Rosnaah Ridzwan, Educational attainment and counseling in Malaysia; Toshi Sasao, Japan, Creating a safe school environment in Japan; Tri Setiono, Indonesia, Child development and achievement in Indonesia; Ramadhar Singh, Singapore, A new value of social responsibility; Peter K. Smith, UK, The nature of school bullying and violence: Intention and prevention; Shiori Sumiya, Japan, Adolescents, school adjustment and integrated learning; Romin Tafarodi, Canada, Self-concept and achievement across cultures; Ali-Gir Shell, Singapore, Cultivating creativity for the teachers; Junko Tanaka-Matsumi, Japan, Problems related to pressure to achieve in Japan; Susumu Yamaguchi, Japan, Concept of control, relationships and subjective well-being; Koyo Yamamori, Japan, Action research to foster self-regulated learning abilities for students; Tomoyuki Yasuda, Japan, The influence of cultural and community on adolescents and their achievement: Michelle Yik, China, Emotions and its effect on achievement; Michio Yoshida, Japan, The development of human relations program for teachers in Japan; Gang Zheng, China, Developmental trajectories of adolescents in China.

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The World is a Psychologist’s Oyster: The Buenos Aires-Cairo Connection and the Value of International Conferences
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One seldom thinks of there being a Buenos Aires-Cairo connection. This year, however, both of these historically rich, dynamic cities hosted notable conventions of international mental health organizations, namely, the World Congress of Psychotherapy (WCP) which met in Buenos Aires, Argentina, and the World Federation of Mental Health (WFMH) and the World Psychiatric Association (WPA) both of which convened in Cairo, Egypt. The psychiatry conference meets every year while the WFMH meets every four years. The World Council of Psychotherapy convenes only every three years, making attendance for the meeting significant for members. The next World Congress of Psychotherapy will take place in Beijing in 2008, while WFMH will meet in Hong Kong 2007, and the World Congress of Psychiatry will be hosted in Istanbul, Turkey in 2006.

Although all three congresses were global events, the flavors of the host country and region obviously influence the topics and the tone. The choice of locale also affects the attendance, since many professionals from local areas have more opportunity to be present. In Argentina, a Tango dance presentation tantalized at the opening ceremony and Spanish was the lingua franca of the congress, followed closely by Brazilian Portuguese and then English. With Buenos Aires the capital of psychotherapy, specifically psychoanalytic approaches,. Many presentations were about this discipline. Consistent with the culture, the meeting and ceremonies had a somewhat casual, though certainly energetic, tone.

In contrast, the events at the WPA in Cairo were heavily monitored. Entrance to the opening ceremony was strictly restricted, with a heavily guarded gate, allowing only pre-registrants who already had their conference pass to enter (most conferences allow for later registration due to participants’ travel schedules). However, given the recent horrific terrorist attack on the popular nearby Egyptian tourist area of Sharm El Sheikh, the security team at the Cairo International Convention Center was taking no chances. The official language of the psychiatry congress was English, even though the language spoken by many of the attendees was Arabic, making non-Arabic speakers yearn to understand the lively conversations of the mental health professionals from throughout the Middle East.

One thing crystal clear about the organizers and locals from both countries was the welcome — the spontaneous smile, quick hello, and friendly conversation. Argentinean and Egyptian hospitality lived up to their reputation and left foreigners longing to learn more and see everything in the countries. In fact, though the topics of the conference offerings were compelling, the lure of the host country could not be resisted. For example, Dr. Judy, Camilla and myself HAD to take a trip to the southernmost tip of South America – even for ONE day! The town –Ushuaia had been the name of a TV show about the most unusual things in the world, and was known for its beauty and its adorable penguins – which HAD to be seen! We even missed the five o’clock in the morning plane to Ushuaia, which left even fewer hours to visit, since our return plane was at 8 in the evening (the penguins had gone north, so we delighted instead with husky dog- sledding in the mountains ). We also visited the Museo del Fin del Mundo—the end of the world museum — aptly named after its location.

There was little time in Egypt, save for a quick trip to the famous Sphinx and pyramids of Giza (surprisingly close to the city of Cairo), and a tour of the Cairo Museum to view the thousands-year-old mummies. Some attendees at international meetings decide to come based on the desirability of the locale for tourism. These visitors barely attend sessions, while others like us try to do it all, dashing off for a quick (supposed to be leisurely) boat ride on the Nile, or for a fast tour through the celebrated

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Both Argentina and Egypt are developing nations, facing economic problems. But there are also striking differences. Egypt is a predominantly Muslim country -- albeit with low church attendance -- in a predominantly Catholic region. Buenos Aires has the most psychotherapists per capita in the world; Egypt, among the least. Argentina has a highly educated population with a literacy rate of 98 percent, whereas only about half of Egyptians can read or write. Many mental health conferences have been held in Argentina over the years, but few in Egypt, therefore hosting the World Federation of Mental Health and the World Congress of Psychiatry in the same city within days of each other was astounding. In fact, this meeting was the first World Psychiatric Association conference ever to be held in the Middle East or African region.

Bargaining in markets was a challenge in both countries, though seemingly harder in the intense atmosphere of Cairo’s famed Khan el-Khalili market that bustles all night. While Argentina’s own history has been fraught with controversy, the fever was intense in Cairo at the time of the conventions, given the impending political election, the caution of anyone speaking about it, and the concern over reported tactics where opponents were not allowed to register or post advertisements until just weeks before the election (no opponents, no campaign, no competition, and no surprises!).

The theme for the psychiatry Cairo conference was, “5000 years of Science and Care, Building the Future of Psychiatry” — paying homage to the practice of psychiatric medicine in Egypt 5,000 years ago, when physicians would instruct psychiatric patients to sleep in temples where healers would interpret patients’ dreams. Held by an organization mainly of psychiatrists, there were understandably many sessions on psychopharmacology. In contrast, the theme of the Buenos Aires conference was more psychological, namely, “Psychotherapy, A Bridge Between Cultures.”

The preprogram presented an interesting array of psychotherapies including ones little practiced in the mainstream American psychotherapeutic scene, includingBinswanger’s Dasein Analysis, varieties of Jungian and Reichian analysis, Hora’s Metapsychiatry, and east-west therapies, and a number of panels focusing on the dialogue between Yoga and Psychotherapy. The WFMH meeting’s theme was “Mental Health and Equity,” focusing on making mental health care accessible to underserved populations and to expand the influence of mental health in broader health policies.

Presenting at such international conferences has tremendous value in communicating your work to colleagues in remote regions, and to stimulate networking for collaboration. Dr. Judy participated in the plenary panel at the WFMH meeting in Cairo about disaster relief work with children after the tsunami, and at the WCP meeting in Argentina about her east-west psychotherapy model, and about psychologists’ role at the United Nations, being named a representative as part of the UN’s Department of Public Information with the goal of also involving other members in participation in these efforts. The downside of being a presenter, especially on multiple occasions, is that obviously you miss the opportunity to hear colleagues’ presentations that are of interest.

Concern had been high about attendance for the Cairo conferences because of the recent terrorism attack. Indeed, the fear seemed to have had an impact, making some professionals hesitant to come, but on the other hand, making attendees feel bonded by courageousness. The President of the World Psychiatric Association proudly reported that this congress had the highest percentage of scientific papers compared to the previous thirteen congresses, and announced plans to expand the percentage of scientific papers in next year’s congress.

A major focus of the World Congress of Psychotherapy meeting was to define psychotherapy, as well as to promote psychotherapy and create an international certification. Other goals were to expand the role of psychotherapists and the application of psychotherapeutic principles in international conflict resolution. Towards that end, a position paper was written, which Dr. Judy spearheaded drafting and in which Walsh and Hsiung participated, to be delivered at the United Nations in the week following the meeting at the conference of the (NGO) non-governmental organizations. Members of the WCP were to participate in two selected workshops, focused on the progress of the UN’s eight Millennium Development Goals. The position paper proposed a hypothetical 9th MDG of “overcoming human suffering” meant to emphasize the importance of considering mental health in the MDGs, such as eradicating poverty, achieving universal primary education, promoting gender equality and combating HIV/AIDS, malaria and other diseases.

A few themes ran through the psychiatry Cairo conference, including promoting Social Psychiatry -- the application of psychiatry to the prevention and resolution of social problems -- and the interface between culture and psychiatry, with a significant number of presentations being given on issues specifically relevant to Muslim and Middle Eastern Culture.

Attending international conferences is an invaluable learning experience for American psychologists; a good way to travel to a place you have always wanted -- or never expected -- to go, a great way to make new friends, network with colleagues abroad, share tested techniques, and form collaborations. For example, at the Buenos Aires meeting, all three authors connected with Argentine psychiatrist/psychoanalyst Moty Benyakar, with plans to convene an international conference about disaster recovery and prevention and to further develop his multi-media site. Dr. Judy attended a meeting Dr. Benyakar arranged with top level governmental officials about the projects, including at the foreign ministry and the Presidential palace. These sorts of projects which can evolve spontaneously out of such international meetings are another major reason to attend.

All attendees, including Americans, also have a valuable chance to learn fascinating trends in mental health from the rest of the world. For example, presentations at all three conferences raised awareness about one area of the world that seems to be at the cutting edge of change and possibilities in mental health: Africa. While culturally, ethnically, and geographically diverse, the continent has one constant in terms of mental health care: a lack of well-trained professionals and a great disparity between local “traditional” healing systems and modern techniques.

Yet, the situation in Africa is far from desperate, according to Dr. Sylvester Ntomchukwu Madu who was the only African who traveled far from his homeland to take a major stage at the Buenos Aires meeting. Madu has just finished editing a series on psychotherapy in Africa and outlined the many systems of culturally adapted systems of psychotherapies throughout Africa. Some African healthcare professionals are learning how local systems of healing are practiced, and a few are collaborating with native healers in providing health care services. Dr. Madu’s series promises to be the best reference for anyone interested in contemporary African psychotherapy and behavioral healthcare.

Another fascinating trend which became evident at the WCP meeting was about pluralism. While it is a little surprisingly that so many parts of the world, especially China, want to focus learning on CBT (cognitive behavioral therapy), the mental health culture of Argentina encourages psychotherapeutic pluralism and integration. One intriguing new system of psychoanalytic thought was presented in Cairo by Dr. Moty Benyakar, which reframes the basic theory of psychoanalysis by integrating conceptualizations of the structure of the psyche into a cohesive model. Dr. Benyakar told Walsh that this model has been explicated in the book, “Lo Disruptivo. Amenazas individuales y colectivas,” which is currently available only in Spanish. This work can be of value to the American psychoanalytic community, enhancing the possibility of increasing the applicability of psychoanalytic thought to understanding an individual in the modern world.

Yet, there are difficulties in traveling to international conferences, including current costs of travel and accommodation, which can be substantially higher then a conference in the States. In developing countries,
one must be prepared for a two-tier charge system where those from the developed world are charged far higher fees both at the conference on “on the street.” Pre-planning with colleagues and being flexible with arrangements also helps. 

The point about traveling far makes it likely that some speakers do not show up. In such a situation at the WCP meeting, where the two Israelis due to talk about children coping with terror did not show up, the room was so packed with eager attendees, that Kuriansky, knowing the topic well, was given permission to step in and make the presentation and lead a discussion that turned out to be exceptionally interesting.

Unfamiliarity with the language can pose another problem. While some colleagues are attracted to more foreign places, others shy away if the locale is too different from what they know. One of Walsh’s professors told of attending a conference in Qatar where all proceedings were done in English, but nameplates on the dais during presentations were written in Arabic, which made it difficult for him to remember the people who presented.

Transportation can also be a problem. In Argentina Walsh had one bout with a Buenos Aires taxi who was trying to convince him that his money was counterfeit; fortunately, his passable Spanish allowed him to exit the situation safely. But that was of little consequence compared to the well-publicized challenges of taking taxis in Egypt, where all of us had problems with every taxi ride, fighting to get a fair price to any destination (clarifying the price before getting in the cab is smart). Staying at the convention hotels allows for easier transport, especially when buses are provided, as they were for the WPA in Cairo, but staying at more local places leaves you on your own. In Argentina, the conference guidebook gave participants specific instructions on what precautions to take as a traveler and how to avoid being ripped off or robbed; no such instructions were given at the Cairo conference where travel is more difficult.

Whatever the considerations of time, money, language, culture, safety, relative international experience, or other challenges in traveling to conferences abroad, the experience can be exceptionally rewarding and even life-changing – for a professional and certainly for a student. When all is said and done, there are benefits to living in a globalizing world and bridging cultural gaps to meet colleagues in our fascinating mental health field. For more information on attending International conferences or on any of the references in the article contact Neil Walsh by e-mail at wakanye@yahoo.com.

Authors:
Neil Walsh is a masters degree student in psychology and mental health counseling at The New School for Social Research; Dr. Judy Kuriansky, an APA Fellow and member of Division 52, is on the faculty in the department of clinical psychology at Columbia University Teachers College; and Camilla Hsiung is a masters student in the M.A. counseling program at Teachers College.

Research Articles

Reasoning About Parental Rights to Physically Discipline Children in the United States and Korea

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Parents around the world have long enjoyed the legal, social, and cultural rights to inflict corporal punishment on children for the purposes of maintaining order and discipline—perhaps because, historically and cross-culturally, children have been viewed not as separate individuals but as members of a family, with few independent rights and freedoms of their own (Cohen & Naimark, 1991). However, the notion that children have no rights within the family is slowly being challenged on an international level, particularly since the promulgation of the United Nations Convention on the Rights of the Child. According to the United Nations Convention on the Rights of the Child, the body charged with supervising the Convention, has consistently stated that legal and social acceptance of corporal punishment of children, whether in their homes or in institutions, is not compatible with the Convention” (p. 117). Although progress has been slow, the UN Convention has led to legislation banning corporal punishment in some countries that ratified the Convention—e.g., Sweden, Austria, and Finland (Newell, 2000). The United States is one of only two member states of the United Nations (the other being Somalia) that has not ratified the Convention; it has no federal law banning corporal punishment, although some states have banned the practice in the schools (Fottrell, 2000). The question of interest in the current study was whether public attitudes towards the use of corporal punishment differed between the United States, an individualistic Western country that has not ratified the Convention, and Korea, a collectivist Asian country that has ratified the Convention but has also not banned corporal punishment in the home or the school.

Our particular focus was on quantitative ratings of agreement with statements concerning a parent's right to hit a child and the qualitative explanations of these ratings. Specifically, participants were asked to rate, on a scale of 1 to 7, the degree to which they supported six statements concerning a parent's right to hit male and female children ages 1-5, 6-12, and teenaged “hard”. Participants' open-ended explanations of their ratings were coded for themes related to the acceptability or unacceptability of corporal punishment.

The American sample was a convenience sample of 72 female and 55 male undergraduates from a northeastern university in the United States. Ages ranged from 18 to 27 (M=23). The majority of participants (65%) were Caucasian, 13% Asian American, 7% Latin American or Hispanic, 4% African American, and 3% “other.” The Korean sample was a convenience sample of 71 male and 71 female undergraduates from a general psychology course at the University of Seoul in Korea. Ages ranged from 18 to 27 (M=21). For the Korean sample, all statements were translated into Korean by a native Korean and then back translated for accuracy.

To code the qualitative data, each open-ended response was divided into scoreable thematic units. Based on a grounded theory approach, four main categories of response were identified by a joint American/Korean coding team: 1) general assertions that corporal punishment is sometimes acceptable, necessary, or desirable; 2) reasons or justifications concerning why and when corporal punishment is sometimes acceptable, needed, or appropriate; 3) blanket statements that corporal punishment is never acceptable, that it is abusive, that it is not a parental right, or that it is acceptable only in the case of self-defense; and 4) reasons why corporal punishment should not be used. The American responses were coded by a psychology graduate student and the Korean responses were coded by a psychologist in Korea. A random sample of responses from the two samples were coded blindly by a third member of our research team to establish inter-rater reliability. The percentage of agreement (exact matches on coding categories) of the third coder was 80% with the other United States coder and 70% with the Korean coder.

Average approval scores for male and female respondents from both countries were all below 3 on the seven point scale, indicating overall that there was not high agreement that parents have the right to hit children. On the other hand, the percentage of respondents totally disagreeing with parents’ rights to hit children was very low.

Multivariate analysis of variance indicated that Koreans agreed significantly more than Americans that parents have the right to hit school age and teenage sons and daughters; however, Koreans and Americans did not differ significantly on a parent’s right to hit small sons or daughters ages 1-5.

Within the United States sample, level of agreement with the parental right to hit children hard did not vary significantly in relation to age of the target child. However, Korean respondents were consistently more supportive of parents’ rights to hit school age children and teenagers than to hit preschool age boys and girls. There were no significant differences in the American sample in tolerance for corporal punishment of boys as compared with girls. However, Korean participants were consistently more supportive of parents’ right to hit boys than girls.

Chi square tests on each of the major qualitative response categories indicated that Koreans and Americans differed significantly in the types of...
explanations offered in support of the use of physical discipline. Koreans were more likely to make a blanket statement that hitting is an acceptable method of discipline for children ages 6-12, to argue that it is an age-appropriate method of disciplining children ages 6-12 and teenagers, and to suggest that it is necessary in order to teach teenage children right from wrong. Koreans were also more likely than Americans to respond that for school-age children and teenagers, hitting may be a more appropriate disciplinary tactic for males than for females. In contrast, Americans were more likely to make general assertions, without further qualification, that hitting may sometimes be acceptable for small and school-age children.

Koreans and Americans also differed in types of rationales offered against physical discipline. Koreans, in regard to all three of the specified age groups, were significantly more likely to mention that hitting is not acceptable because it will lead to physical and psychological damage, that it is not a parental right, that it is not age-appropriate for small children, and that there are other more effective methods of discipline for school-age children. Americans were more likely to argue that hitting is never an acceptable method of discipline for teenage children and that hitting children in all three age groups teaches the wrong message.

Despite the fact that Korea has ratified the UN Convention on the Rights of the Child, and the United States has not, results revealed that Korean college students were more supportive of a parent’s right to hit both younger boys and girls and teenage boys and girls than were American college students. Consistent with that pattern, Koreans were more supportive in general of parental rights to hit older teenagers and children hard than to hit preschool children hard, and more supportive of parental rights to hit boys than girls. Quantitative data support a picture of Americans showing some willingness to support parental rights to discipline children irrespective of age and gender, whereas the Korean respondents show somewhat more concern regarding the parental right to hit preschool children than to hit school-aged children and adolescents.

Even though mean quantitative scores were relatively low, suggesting some limited support for a parent’s right to hit children, qualitative explanations indicated that some Americans and some Koreans approved of corporal punishment as a method of discipline. Korean statements that hitting was an age-appropriate disciplinary technique for school-age children and teenagers and that it is necessary for rearing the proper kind of child is consistent with previous research indicating that Koreans view corporal punishment as an appropriate means by which to raise children (e.g., Yoon, 1997, as cited in Doe, 2000). Qualitative explanations against the use of corporal punishment also indicated differences between Koreans and Americans. Koreans offering specific reasons against the right to hit children seemed to focus on more on the psychological and physical damage this type of discipline might cause whereas Americans argued that it teaches the wrong message. Americans who provided rationales against hitting generally argued that hitting is never an acceptable method of discipline for teenagers. Americans may be more likely than Koreans to see teenagers more separate adults no longer subject to the same type of treatment as younger children.

The current study provides an interesting case study of perspectives on the parental right to physically punish children in two very different countries. It is also rather unique in its inclusion of qualitative responses as well as quantitative data, thereby permitting greater insight into young people’s reasoning about a parental behavior seen by many child advocates as a violation of children’s rights irrespective of traditional cultural practices.

References

**Miscellaneous**

The Institute for International and Cross-Cultural Psychology at St. Francis College: A Pioneering Effort

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Think Globally, Act Locally

In recent years *International Psychology Reporter* has published a series of articles that discuss the growing internationalization of psychology as part of the globalization process that pervades most areas of life both in this country and abroad. This process means that students must prepare themselves for a world in which events taking place in far-away corners of the globe can have powerful repercussions in their own lives. In a similar vein, as human lives become more intertwined, the more important it becomes to try and build bridges of understanding between diverse peoples. At St. Francis College, a small undergraduate institution located in New York City, we have responded to the growing recognition of the interconnectedness among diverse peoples by establishing the Institute for International and Cross-Cultural Psychology (IICCP). This article discusses the establishment of IICCP (in the context of the history and milieu at St. Francis College), the five major goals of the institute, and how we have furthered our mission through each objective. We hope that disseminating such information might help other academic institutions to develop similar programs tailored to fit the needs of their community.

St. Francis College and the Establishment of IICCP

St. Francis College is a small, liberal arts college founded in 1859 by the Franciscan Brotherhood during a time when immigrants were often not welcomed in Ivy League and other institutions of higher learning in the United States. With the mission of providing a superior education to working-class and immigrant populations at an affordable price, St. Francis College has and continues to be an urban school attended primarily by first-generation, multi-lingual, multi-ethnic college students. As such, St. Francis strives to be responsive to its multicultural and ethnically varied population.

Dr. Uwe Gielen, Professor of the College and Executive Director of IICCP, founded the institute in 1998. His commitment to cross-cultural psychology and international psychology began with his work at Harvard in the early 1970s, and his dream of developing an institute whose mission would be “to foster the internationalization of psychology” came to fruition with the support and financial backing of the President of the College, Dr. Frank Macchiarella. Since its rather modest beginning, IICCP has expanded to include all full-time psychology faculty, one adjunct faculty member, an advisory board of sixteen prominent psychologists and other academicians from seven countries, and the President of the College.

The institute’s mission is accomplished through meeting five specific objectives, which include: promoting cross-cultural awareness on campus; involving students in cross-cultural research; fostering a sense of appreciation for cultural diversity among members of the St. Francis community; sponsoring research and publications; and creating a network of ties with similar institutions in the U.S. and abroad. What follows is how each goal has been translated into action.

Objectives and Their Translation Into Practice at IICCP

**Goal #1**, To Promote Cross-Cultural Awareness on Campus by developing classes, workshops, symposia and conferences for the college and wider community. IICCP faculty members have reached out to other academic departments – Foreign Languages, Fine Arts and International Cultural Studies, Religion, Sociology, and the college-wide Honors Program – to teach and team-teach a number of courses such as seminars in ‘Multicultural Psychology’, ‘The Human Life Cycle in Cross-Cultural Perspective’, and ‘Culture, Therapy, Counseling and Healing’; an honors
seminar on ‘Images of Human Nature in Non-Literate and Eastern Cultures’; a course on ‘Gender Roles in Cross-Cultural Perspective’; a class on ‘Cross-Cultural Psychology and Communication’; and various Independent Study projects. The institute also sponsors an on-campus lecture, movie and symposia series that has included such diverse topics as: Caribbean Fathers: What Do We Know About Them?; The Role of Women in the History of Psychology; The Psychosocial Adaptation of Immigrant Children and Adolescents; Children of the World; The Prevalence of Trauma in an Urban, Ethnically Diverse College Sample; Festival of Tibet; and an exhibition entitled “All of Us Are Related, Each of Us Is Unique” which challenges common conceptions of “race” in the United States. In November, 2006 the Institute will also host the 18th Greater New York Conference on Behavioral Research, an event held under the auspices of the Society for the Psychological Study of Social Issues (SPSSI).

Goal #2. To Involve Students in Cross-Cultural Research by providing mentoring and guidance, often through the process of publication. Examples of projects with students include ‘The Acculturation of Chinese-American Immigrant Adolescents in New York City’, which uses the interview method to explore the acculturation process among 13-24 year old male and female Chinese-American adolescents; ‘Corporal Punishment and Personality Traits in the Children of St. Croix, United States Virgin Islands’; and a project investigating ‘The History of International and Cross-Cultural Psychology in New York City’.

Goal #3. To Foster a Sense of Appreciation for the Cultural Diversity On-Campus by sponsoring college-wide events such as our annual ‘Community Day,’ an international festival each spring that brings together the many cultures on campus to perform dance, poetry and song from their native culture. Community Day is attended by an average of 350 people, and includes a multi-lingual, multi-ethnic mass. Other projects include ‘International Movie Nights,’ where movies and food from a chosen culture are shared by students, faculty, administration and staff; a recent example is ‘India Movie Night’ which consisted of a Bollywood film, that was followed by dining at a local Indian restaurant.


Additional research in progress include: The Development of Moral Reasoning in Cross-Cultural Perspective, which in collaboration with colleagues from Italy, Japan, and Kuwait focuses on a newly developed moral reasoning test; and Global Childhood, a project that contrasts psychosocial patterns of childhood and adolescence in high income and low income countries by using global data published by UNICEF, the World Bank, and other institutions.

Goal #5. To Create a Network of Ties with Similar Institutions in the US and Abroad by developing and implementing collaborative research projects such as those cited above, and practical projects such as the preparation of the APA Division 52’s (International Psychology) 2004 and 2005 conference programs, and the preparation of reports for the Psychology Steering Committee of the New York Academy of Sciences from 1998-2002. The Institute has also served as host for the Armenian Fulbright scholar, Dr. Samvel Jeshmaridian, and Dr. Naoko Tomiyama, now at Ochanomizu University in Tokyo, who completed a major portion of her dissertation in New York.

In its eight years, IICCP has done much to foster its goal of internationalizing the curriculum at the College and promoting a sense of appreciation for the diversity that makes up our local and global community. Future plans include developing more on-campus activities to promote cross-cultural understanding, broadening research activities, developing a certificate program in diversity training, sponsoring workshops on human trafficking and on family violence, and supporting the activities of the APA’s International Psychology Division and similar organizations. For further information concerning the Institute, or for advice on how to develop similar programs, consult the following website: www.iiccp.freeservers.com, or contact Dr. Uwe Gielen or Dr. Renée Goodstein at St. Francis College, Brooklyn, New York. The website includes several e-books on international psychology that interested students and faculty members may download free of charge.

International Psychology Organizations Today:
Psychologists at the United Nations**

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While psychology has been an international field since its origins in 1879, it is only recently that key psychology organizations have accelerated their formal involvement in United Nations activities. This brief presentation offers an overview of psychology groups currently working as nongovernmental organizations (NGOs) with the U.N. (1) Individual psychologists have long been involved in U.N. work (Hollander, 2005). (2) There are close to 100 international psychology organizations (www.iupsys.org), yet only a handful of these are among the 3,000 NGOs registered with the U.N. (3) There are 60+ identified psychologists in NGOs (Takoochian & Kalayjian, 2005), far fewer than those in other fields. (4) In 2006, about 30 psychologists applied for 1 slot on the APA team at the U.N., indicating strong interest that may be channeled into their increased involvement in U.N. activities.

References
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<tr>
<th>Organization</th>
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<td>APA: American Psychological Association</td>
<td>1892</td>
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<td>apa.org</td>
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<tr>
<td>IAAP: International Association of Applied Psychology</td>
<td>1920</td>
<td>2003</td>
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<td>ICP: International Council of Psychologists</td>
<td>1941</td>
<td>1981</td>
<td>internationalcouncilo fpsychologists.com</td>
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<td>AWP: Association for Women in Psychology</td>
<td>1969</td>
<td>1976</td>
<td>awpsych.org</td>
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<td>IAQ: International Orthopsychiatric Association</td>
<td>1924</td>
<td>1999</td>
<td>amerortho.org</td>
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<td>WFMH: World Federation for Mental Health</td>
<td>1948</td>
<td>1996</td>
<td>wfnh.org</td>
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** Presentation to the symposium on international psychology organizations today, at the meetings of the Eastern Psychological Association, Baltimore, 17 March 2006. Direct any inquiries to ectbow@aol.com, or takooshi@aol.com.

### International Employment Opportunities

**Compiled by**
Michael Stevens, Ph.D.
Illinois State University
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#### Senior Lecturer in Quantitative Methodology in Psychology
The Department of Psychology, University of Geneva, invites applications for a position of Senior Lecturer in the area of Quantitative Methodology in Psychology. Temporary position limited to one year, starting October 1, 2006; possible subsequent extension to a tenure track position. Teaching language: French. Email Address: presidency-psy@pse.unige.ch Website: www.unige.ch/fapse

#### Lectureships
Two lectureships are available in the School of Psychology, which has a strong identity nationally and internationally for excellence in research and teaching (see www.tcd.ie/Psychology). The School includes the Children’s Research Centre, which is a joint endeavor with the School of Social Work and Social Policy (see www.tcd.ie/childrensresearchcentre), elements of the Trinity College Institute of Neuroscience (see www.tcd.ie/Neuroscience) and the Aerospace Psychology Research Group (see www.tcd.ie/Psychology/aprg/home.html). Lectureship in Developmental Psychology: Permanent Contract. The successful candidate will teach core courses and advanced options in developmental psychology on the undergraduate degree course, as well as supervising undergraduate and postgraduate research theses. In addition, the person appointed will have an active program of research in developmental psychology that will contribute to the international profile of the School and will be expected to develop research links with the Children’s Research Centre. Lectureship in Applied Psychology: Three-Year Contract. The successful candidate will have responsibility for the development of, and act as course director of, a new taught Master’s course in Applied Psychology and will contribute teaching on the course, preferably in areas such as research methods and psychometrics. The successful candidate will also contribute teaching to undergraduate students in psychology, will provide supervision to both undergraduate and postgraduate students and will have an active program of research in psychology that will contribute to the international profile of the School. Informal enquiries for both positions to the Head of School, Dr Howard Smith, hsmith@tcd.ie, or Tel: +353 1 608 2428. Further particulars are available from our website. Candidates should submit a full curriculum vitae, to include the names of three referees to; Recruitment Executive, Staff Office, House 4, Trinity College Dublin, Dublin 2 Tel:+353 1 608 8489 Fax: + 353 1 677 2694 For applications by email: cdevlin@tcd.ie

#### Lecturer/Senior Lecturer in Psychology
The Department of Psychology University of Canterbury, New Zealand invites applications for two appointments at the Lecturer or Senior Lecturer levels (approximately equivalent to North American Assistant Professor/Associate Professor). One position is in Industrial/Organizational Psychology (Vacancy No A081-06J), the other in the area of Applied Psychology (Vacancy No A080-06J). The successful applicant(s) would receive tenure on appointment. Responsibilities: Maintain a productive research program, teach in the department’s graduate and undergraduate programs (including the M. Sc. in Applied Psychology), supervise graduate students, and contribute to university service activities. Qualifications: Ph.D. evidence of effective teaching, and a demonstrated ability to conduct research. Additional information for Vacancy No A081-06J - Industrial/Organizational Psychology. The successful applicant should have demonstrated research expertise in Industrial and Organizational Psychology, particularly in Organizational Behavior and Organizational Development, and a commitment to teaching in the area. Additional information for Vacancy No A080-06J - Applied Psychology. Applicants may be specialized in any area of Applied Psychology, i.e. a demonstrated ability to conduct research. Additional information for Vacancy No A080-06J - Applied Psychology. Applicants may be specialized in any area of Applied Psychology, i.e. a demonstrated ability to conduct research. Additional information for Vacancy No A081-06J - Industrial/Organizational Psychology. The successful applicant will be required to make a teaching contribution to the existing M. Sc. in Applied Psychology which focuses on Industrial and Organizational Psychology. Thus, preference may be given to applicants with specializations in such areas as Human Factors/Ergonomics, Vocational Counseling, Industrial Relations, Employee Health and Wellbeing, or...
Associate Professor/Professor In Psychology, Organizational Psychology

We are looking for a suitably qualified applicant for appointment as an Associate Professor or Professor (equivalent to professor in the North American system) to teach and conduct research in the area of personnel psychology. Candidates must have extensive university level teaching experience and an excellent research/publications record in some or all of personnel selection, training and development, performance management and organizational research methods. The appointee will have a PhD and be able to demonstrate a record of scholarly accomplishments of international standard. Registration, or eligibility for registration, as a psychologist would be preferred. The appointee will contribute to teaching both undergraduate and graduate classes, and be expected to have a program of relevant research, and supervise research students. Contributions to administration of the graduate program in organizational psychology will be expected, as well as a high level of academic leadership and general departmental administration. Candidates should comment directly in their applications on the criteria set out in the Person Specification section of the position description. Salary will be commensurate with qualifications, experience and skills. Enquiries of an academic nature should be made to Professor Michael O'Driscoll, Chairperson, Department of Psychology, email psmc0181@waikato.ac.nz. Applications should be submitted by March 27, 2006, but applications will be considered until the position has been filled. Applications should be made on the University of Waikato Application Form available from our website jobs.waikato.ac.nz or contact HRM - Email: jobs@waikato.ac.nz, phone +64 7 838 4003, Fax +64 7 856 0135. The University is committed to providing equal opportunities for all. E. herea ana te Whare Wananga ki te kaupapa kia whakarorotia te mea angitu orite ki nga tangata katoa. Call +64 7 838 4003.

JOBS.WAIKATO.AC.NZ

Professor/Associate Professor of Clinical Psychology and Director of Clinical Training

Applications are invited for the continuing/tenured position of Professor or Associate Professor and Director of Clinical Training in the Department of Psychology. Applicants with an active research program in any area of Clinical Psychology (or a related area) will be considered, however, depending on the outcome of current recruitment, preference may be given to an applicant with strengths in child clinical psychology. Clinical training in the Department is committed to both a scientist-practitioner and a general cognitive-behavioral orientation. The appointee will be part of a team responsible for the subject area of Clinical Psychology at the graduate level. Undergraduate teaching is also expected. Minimum qualifications on appointment are: the PhD degree (preferably from an accredited clinical psychology program), eligibility for registration as a clinical psychologist in New Zealand, a proven ability to teach in a university setting, a program of relevant research, and supervise research students. Contributions to administration of the graduate program in clinical psychology will be expected, as well as a high level of academic leadership and general departmental administration. Candidates should comment directly in their applications on the criteria set out in the Person Specification section of the position description. Salary will be commensurate with qualifications, experience and skills. Enquiries of an academic nature should be made to Professor Michael O’Driscoll, Chairperson, Department of Psychology, email psmc0181@waikato.ac.nz. Applications should be submitted by March 27, 2006, but applications will be considered until the position has been filled. Applications should be made on the University of Waikato Application Form available from our website jobs.waikato.ac.nz or contact HRM - Email: jobs@waikato.ac.nz, phone +64 7 838 4003, Fax +64 7 856 0135. The University is committed to providing equal opportunities for all. E herea ana te Whare Wananga ki te kaupapa kia whakarorotia te mea angitu orite ki nga tangata katoa. Call +64 7 838 4003.

JOBS.WAIKATO.AC.NZ

The 4th Biennial International Meaning Conference

An International Conference focusing on psychosocial aspects of addiction

The 4th Biennial International Meaning Conference will tackle the problem of addiction focusing on psychosocial resources, such as meaning and spirituality in different cultural contexts. Alcoholism, substance abuse, smoking, gambling, and crystal methamphetamine pose serious health problems in both developed and developing countries. Psychologists can play an important role in addiction prevention, treatment and recovery. This International Meaning Conference will be held in Vancouver, Canada July 20-23, 2006. The first day (July 20) will be pre-conference professional workshops. It is organized by the International Network on Personal Meaning (INPM) and the International Society for Existential Psychology and Psychotherapy (ISePP). According to Dr. Paul Wong, President of INPM and ISePP, International Meaning Conferences have established a reputation for attracting leading experts from the globe to address timely and significant issues.

For this current Meaning Conference, Keynote speakers include George Vaillant from Harvard Medical School, G. Alan Marlatt, Ph.D., Professor of Psychology, Director of the Addictive Behaviors Research Centre, University of Washington, and J. Scott Tonigan, Ph.D., Research ProfessorPsychology, University of New Mexico. There are many...
distinguished researchers and clinicians from different countries taking part in this Conference.

Those interested in presenting papers, please submit abstracts at http://www.confmanager.com/main.cfm?cid=450&nid=4209


For any additional questions, call Dr. Paul T. P. Wong, Conference Chair at ptpwong@shaw.ca.

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Prizes for Student Presentations
This contest is intended to encourage student research participation. Students may submit papers based on their theses or their professors’ research projects. Upon acceptance, all students who are the first authors of their submissions will receive a registration waiver. (This Basic package is normally worth $350).

The Conference will address a broad spectrum of issues related to addiction, meaning and spirituality, such as: What is the meaning of addiction? What is internet addition? What are the psychological and physiological mechanisms for the craving for positive affect? To what extent does meaninglessness contribute to addiction, aggression and depression? What are the cognitive and behavioral coping mechanisms in dealing with existential anxieties, boredom, despair, and meaninglessness? What is the role of culture in vulnerability and resistance to addiction?

We also welcome submissions beyond the theme of addiction. We accept submissions from different disciplines, such as addiction, counseling/clinical psychology, social/personality psychology, health psychology, positive psychology, cross-cultural psychology, social work, psychiatry, medicine, theology, religious studies, literature, and philosophy.

Three prizes for the best student presentations as judged by an international panel of professors:

First Prize: $200    Second Prize: $150    Third Prize: $100

All award winners will receive a certificate, admission to the Award Luncheon on July 23, and their papers will be published in the Proceedings of the Conference as well as the International Journal of Existential Psychology and Psychotherapy.

Please visit www.meaning.ca for more details of the Meaning Conference.

Submit papers (between 2000 and 3000 words) to Dr. Paul T. P. Wong (ptpwong@shaw.ca or wong@twu.ca)

Deadline for submission: May 15, 2006
Notification of results: June 15, 2006

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Sightings

Mid Winter Board meeting; some of the board members massaging each other after a long meeting
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Call for Announcements to the Division 52 “Announce-only” Listserv

The Division 52 “Announce-only” listserv is available to its members and affiliates only and is distributed once a month. Submit announcements regarding international issues and topics of interest to the Division to rvelayo@pace.edu

For the latest announcements, notes, and news from the Division of International Psychology…

Go to…
Division 52’s ANNOUNCEMENTS WEBPAGE at http://webpage.pace.edu/rvelayo/announcements.htm