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Global Warfare, Violence and Women

Joy K. Rice, Ph.D.
President, Division 52

I recently attended a wonderful conference at the United Nations and the International Red Cross in Geneva. The sessions spoke to a critical contemporary issue that directly affects the physical and mental health of women -- the prevalence of terrorism and war. Since its inception, the Division 52 International Committee for Women also has been concerned about global violence and abuse against women, and you will find several Division 52 symposia and presentations at APA this year discussing violence against women immigrants, the prevalence of sexual trafficking, and the impact of governmental violence on women and families.

The issue of interrogation during times of war and terrorism has also recently been of great concern within APA. This February Olivia Moorehead-Slaughter, PhD, chair of the APA Ethics Committee and recently been of great concern with in APA. This February Olivia Moorehead-Slaughter, PhD, chair of the APA Ethics Committee and the PENS Task Force, gave Council a briefing on the completed work of the APA Task Force on Psychological Ethics and National Security (PENS). She emphasized APA's longstanding prohibition against torture and other cruel, inhuman, or degrading treatment, which derives from the ethical mandate "Do no harm" and from international human rights documents such as the 1987 U.N. Convention Against Torture. The PENS report further stated that psychologists are duty bound to be alert to acts of torture and other cruel, violent, or degrading treatment and have an ethical responsibility to report these acts to appropriate authorities.

Today it is recognized that violence against women and girls is a global problem (World Health Organization, 2000). Women suffer the consequences of violence in war through rape, abuse and the loss of economic security. Families are disrupted and broken apart and women lose their children and children their parents. Mood disorders, adjustment disorders, phobias and other conditions may also be psychological sequelae for parents and children (Schuster et al, 2001). Violence against women continues as the threat of terrorism and war across the world does not abate.

**Sexual Violence**

Many factors have made sexual assault an extremely effective weapon of war and destruction. They include social stigmas, cultural or religious attitudes, emotional traumas, physical abuses, reproductive manipulations, and historical impunity. Although both men and women can be subjected to sexual violence, it is women and girls who are predominantly affected by rape, forced prostitution and sexual slavery and trafficking. Women can also be the victims of forced impregnation, pregnancy, abortion or sterilization.

The rape of women in conflict situations is intended not only as violence against women, but as an act of aggression against a nation or a community (Bryne, 1996). Thus rape and other forms of sexual violence have often been regarded as a "by-product" of war, either as a reward for soldiers or civilians or because of traditional institutions and barriers against violence that have broken down. Sexual violence is also a means of dishonoring your opponent when traditionally women are expected to either be chaste or only sexual partners for their husbands. Power over women's sexuality has traditionally been held by men, and thus its defilement can be an act of domination that asserts power over the males of a community being attacked (Coomaraswamy, 1999).

As women are not generally recruited to fight, they remain largely unarmed and unprotected at a time when traditional forms of moral, community and institutional safeguards have disintegrated and weapons abound. Women who are the wives, mothers, sisters or daughters of combatants, although civilians themselves, may be specifically targeted to put pressure on the opponent as a form of retaliation. The International Committee of the Red Cross (ICRC) notes that anything that blurs the distinction between civilians and combatants puts civilians at risk. Thus women who are forced to feed and shelter arms bearers are subjected to the risk of not only violence resulting from the presence of the soldiers in their homes, but also from reprisals by those in opposition who may incorrectly perceive them to be combatants themselves or collaborators (ICRC, 2004).

**Women's Experience of War and Terrorism is Multi-faceted**

The conclusion of the Women Facing War study by the ICRC (Lindsey, 2001) showed that women's experience of armed conflict is multi-faceted: it can mean separation, loss of relatives, physical and economic insecurity, an increased risk of sexual violence, wounding, detention, deprivation and even death. In all conflicts, women suffer in ways specific to women. Yet they should not be seen as a homogenous group. In wars and terrorism different groups of women are not passive and not necessarily victims. Around the world, women become members of the regular armed forces, armed groups or their support services or even terrorist groups. Moreover, women are engaged as politicians, leaders of NGOs, and active campaigners for peace.

Women in conflict situations are not universally vulnerable, but they are often at risk. Women are particularly susceptible because of other gender issues in peacetime: marginalization, poverty and discrimination. The degree of vulnerability depends on the nature of the women's situation as well. Consider, for example the different factors of vulnerability facing pregnant women, nursing mothers, mothers of small children, poor women, female heads of households and young girls. Rural women in agricultural communities may be especially reluctant to leave the land that provides their essential sustenance needs, yet conflict often compels women to flee their land and they may find themselves ill-equipped for urban life with no or low education and no skills for employment.

**Protection, Assistance and Prevention**

The magnitude of the problem as well as the moral and legal obligations to uphold international humanitarian law and to protect innocent parties including civilians, women and children in armed conflict, impel us to look for effective strategies, policies and global legislation. Many of these endeavors have already been put into action, but there is much room for improvement as will be seen in the following summary of action fronts.
**Assessment.** A big challenge to helping women who have been the victims of sexual violence in conflict situations is overcoming the stigma and taboos associated with identification as a victim. Few women come forward for help if they expect to be rejected by their husbands and families as unclean and guilty. They may be forced to conceal a pregnancy, attempt a self-induced abortion or even suicide. They may face not only ostracism, but retribution and more violence from their perpetrator(s). Furthermore women who remain in their community are much harder to identify or to come forward (ICRC, 2004).

In recent years various psychosocial programs have been set up by international organizations and NGOs to assist women survivors of rape, primarily in Bosnia and Kosovo, but also in other countries as Rwanda. Rape survivor programs have traditionally emphasized post-traumatic stress treatment (Brady et al, 1999). Evaluation of these programs, however, has revealed that Western approaches emphasizing PTSD treatment are frequently inadequate in cultures where women were not in post traumatic situations, but in ongoing, traumatic situations that involve systemic, widespread and repeated, multiple abuse.

Another obvious problem is that humanitarian organizations often have difficulty obtaining access to those most affected by armed conflict and they are denied access to the worst areas of abuse. Effective negotiation precedes any attempt to protect and assist women victims and to ensure interventions on their behalf. The staff employed by such agencies thus must receive culturally appropriate training in listening skills, interview techniques and fact finding. This can improve the response to problems such as sexual violence which depends upon developing a rapport with both victims and officials. In situations where direct access to women affected by armed conflict is not possible, information can be obtained from alternative sources such as social, health and religious organizations and grass roots women's groups (Lindsey, 2001).

**Protection.** When women or girls have been subjected to sexual violence, they need both protection to keep it from happening again and assistance to treat any psychological or physical consequences. For example, in displacement camps, adequate lighting, fencing and patrolling by female enforcement officers can deter further abuse. Easy access to cooking facilities rather than foraging for fire wood, reduces the risk for exposure and attack. Women need to have confidence in the forces present to protect them, and unfortunately, women can be the victims of sexual attack even by peace keeping parties. A UN study on children and war reported that in 6 of the 12 countries studied, the arrival of peacekeeping troops was associated with a rapid rise in child prostitution One solution that has proven effective is to have teams comprising women, yet the widespread inclusion of women in military police and civilian components of peacekeeping operations remains minimal (UN Division, 1995).

**International Humanitarian Law.** On a macro level, International Humanitarian Law (IHL) ostensibly protects women from sexual violence in armed conflicts, but IHL is not enough and not specific to women. Sexual violence is referred to only in a limited manner in the Geneva Conventions (Chinkin, 1994). Some advances have been made. The statutes of the International Criminal Tribunals for the former Yugoslavia and Rwanda specified rape as a crime against humanity (Lindsey, 2001). There is a need to analyze and access the extent to which international humanitarian law and human rights law (HRL) meet the needs of women and whether they afford adequate protection to women. Even if the conclusion is that the law is adequate, another large problem is the IHL and HRL are not upheld or enforced. Sexual violence is unacceptable and not inevitable. It can be prevented if IHL is respected and enforced and better fact finding and reporting mechanisms are put into place (Askin, 1997). A recent trial and ruling of the International Criminal Tribunal for Rwanda was the first time that an international court tried and convicted a person accused of international crimes of sexual violence (Lindsey, 2001).

**Assistance.** Along with identification and protection comes assistance. A first important step in assistance is helping women overcome the tremendous stigma associated with rape. ICRC programs talk to and receive women without stigmatizing them or blaming them. Key goals are to help women victims to understand that their plight is the result of societal forces and inequities rather than their fault and to raise their consciousness about the rights and needs of women.

Just as important, there is an emphasis on restoring autonomy and dignity by empowering women victims economically. Agro-pastoral micro projects in Rwanda and Sierra Leone are examples of such programs. Providing security and food preparation opportunities in the safe perimeter is critical to prevent recocurrence of attack and vulnerability. Again the women's voices provide the guidance. Women in Ethiopia wanted to raise pigeons because they served as a cheap source of protein and because they do not fly away; thus the women can remain in a zone of safety while restoring independence. (Holst-Roness, 2005).

Medical assistance and education is critical, including rapid access to pre and post natal care for those who have become pregnant. Safe transportation to assistance also needs to be a part of the plan, and again cultural sensitivities must be always respected. For example in Liberia, sanitary materials like tampons cannot be distributed, but opening up dialogues in a safe, confidential environment with trained counselors and interpreters has been invaluable to these women (Holst-Roness, 2005).

Women and children should not be automatically lumped together in assistance programs as their needs may be quite different. Children born as a result of sexual violence also need to be raised free from neglect, discrimination and ostracism. The fate of these children needs to be systematically researched, and public policies and global assistance programs developed and implemented.

**Prevention.** All the studies and reports emphasize the prevention side of intervention. Prevention is enhanced when IHL is widely disseminated and integrated into national laws, military codes and manuals and sessions with armed forces and armed opposition groups (Gardam, 1998). Declaring that sexual violence against women is prohibited is not enough as there may be deep cultural biases that mitigate against the law where women are traditionally not respected on all fronts within the culture. Culturally relevant communications and education such as public communication campaigns and posters widely distributed and displayed in the region can raise public awareness. "STOP RAPE - She could have been your sister, mother or daughter. Respect her - hold her to your heart." This was one effective message on buses in an ICRC initiative in a conflict zone. Youth education programs are also important. They reach the young and help to change the intergenerational transmission of prejudice and attitudes toward violence against women. The basic principles of
IHL can be made a part of school curriculum leading to humanitarian choices. Educational workshops with women in armed opposition groups have also been attempted. Women combatants are encouraged to contribute to the promotion of HRL and IHL. Women soldiers may feel doubly victimized having lost their families and opportunities to become combatants, yet not being represented at the table after war.

Research on War, Violence and Women

To understand and to respond to women's needs, research on war and violence needs to collect data that explores the links between rising tensions, terrorism, and violence. There is also a need for a comprehensive analysis of the impact of rape in war on survivors. The use of disaggregated statistics, involving a breakdown according to the sex and age of victims and beneficiaries is an important tool for monitoring the extent to which women are affected by violence as well as being helped by programs. It also helps to target assistance to the most vulnerable. Wherever possible, follow-up studies and information collection should be an integral part of activities such as assistance and medical programs.

Women's perspectives need to be included in the research as well as in all activities and programs and in the policy and legal solutions and responses to the problem. Women participants need to be regularly included in the assistance teams that help the victims of sexual violence in armed conflict and terrorist situations. There is a need to train local women volunteers and to overcome the cultural constraints that in certain countries prevent women from being the interpreters and therapists for women victims.

War, terrorism and armed conflict cause enormous suffering for those caught up in it. Women by virtue of their reproductive roles, less power, and discrimination in society can be at special risk for violence and abuse. Their role in war is multi-faceted from being participants in combat to victims of violence and loss. The general and specific protections women are entitled to under International Humanitarian Law need to be become a reality through constant efforts to educate and promote compliance within as wide an audience as possible. Psychologists working in the international arena are encouraged to help improve the plight of women in times of war and terrorism through active research, teaching, advocacy and consulting, and women themselves need to be more closely involved in all efforts made on their behalf.

References


New Division 52 Mentoring Project

Joy K. Rice, President
University of Wisconsin

Division 52 is happy to announce the start of a mentoring program for interested international students and early career psychologists. We hope that the mentoring experience will be beneficial to students or early career psychologists beginning their careers or as a mentor facilitating the development of a new psychologist’s career. As you may know, I appointed the Presidential Initiative Mentoring Task Force in 2006 because of the high interest expressed by members over the years in having mentoring opportunities available for students and early career psychologists. We are all very grateful to the efforts of the Mentoring Committee who have worked on establishing the guidelines for the project, Chair Irene Frieze and Web Master Richard Velayo who have also set up a mentoring web site, and Anie Kalayjian who has agreed to be the Division 52 Mentoring Liaison.

Mentoring is a relationship between a more experienced psychologist and a student or early career psychologist to facilitate the professional growth of the mentee. The mentor can act as guide, role-model, teacher and/or sponsor to the mentee. The mentor will provide guidance in professional development as suggested below and will supplement guidance from university faculty, supervisors and/or colleagues. His (her) role will not include therapy or supervision.

Mentors and mentees can define the specific areas for mentoring and frequency and method of communication. Suggested areas for mentoring may include:
- Applying for international research or teaching fellowships.
- Getting a beginning or higher level job in another country doing teaching or research.
- Collaboration on a cross-cultural research project.
- Assistance in preparing a paper for publication in a journal from another country.

The term of the match is for one year, but may be continued if the parties desire. Mentors and mentees will be expected to communicate at least bi-monthly or six times during the match. The frequency will be determined by the mentor and protégé based on the issues to be discussed.

Please complete the attached agreement form and return it to Dr. Anie Kalayjian at Kalayjian@aol.com or by post, whether you are a potential mentee or mentor. You will be contacted by a member of the committee as soon as a mentee or mentor with your primary interest area(s) and preferable geographic location is available. Please let us know if you have any questions about the program.

APA Division 52, International Psychology Mentoring Guidelines

Definition of a Mentor: Mentoring is a relationship between a more experienced psychologist and a student or early career psychologist to facilitate the professional growth of the mentee. The mentor can act as guide, role-model, teacher and/or sponsor to the mentee. The mentor will provide guidance in professional development as suggested below and will supplement guidance from university faculty, supervisors and/or colleagues. His (her) role will not include therapy or supervision.

Frequency of Contact: The term of the match is for one year, but may be continued if the parties desire. Mentors and mentees will be expected to communicate at least bi-monthly or six times during the match. The frequency will be determined by the mentor and protégé based on the issues to be discussed.

Method of Communication: The best method of communication will be determined by the mentor and mentee. We recommend at least some direct contact if at all feasible.

Early Termination: If events out of the mentor or mentee’s control necessitate early termination of the mentoring relationship, or the match is not appropriate, the mentor or mentee should contact the Division 52 Mentoring Liaison and the Division 52 Chair of the Mentoring Committee.
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<tr>
<th>TIME</th>
<th>WEDNESDAY 8/9</th>
<th>THURSDAY 8/10</th>
<th>FRIDAY 8/11</th>
<th>SATURDAY 8/12</th>
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<tr>
<td>8:00 – 8:50</td>
<td>Wedding: Applicability of Western Intervention Models Cross-Culturally (PS)</td>
<td>Stewart &amp; Drewes: Universality &amp; Diversity: The Therapeutic Value of Play (WKSP)</td>
<td>O’Roark: Invited Fellow Addresses (8 – 9:50 am); Nair: Psychology in the Developing Majority World;</td>
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<td>10:00 – 10:50</td>
<td>Consulting &amp; Coaching: Int’l Perspectives from the UK &amp; USA (WKSP)</td>
<td>Division 52 Business Meeting</td>
<td>Horne: Psychosocial Adjust. of Young Adults: An Int’l Perspective (PS)</td>
<td>(Div. 52 &amp; 9) (9 – 10:50 am)</td>
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<td>11:00 – 11:50</td>
<td>Enns: Personal Perspectives on Collaborating and Co-Mentoring Across Cultures (SYM)</td>
<td>Moody: Internationalizing the Curriculum: Focus on Culture and Gender Awareness (CH)</td>
<td>Takooshian: SCCR Invited Address; Gielen: Global Transformations of Childhood: A Comparison between High and Low Income Countries</td>
<td>Yakushko: Gender and Immigration: Stories of Trauma, Resilience and Hope (SYM)</td>
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<td>12:00 – 12:50</td>
<td>Sidun &amp; Stevens: Health &amp; Prevention in International Psychology (POSTERS)</td>
<td>Kalayjian: Psychosocial Recovery from Disaster: Lessons Learned from Recent Natural Disasters (SYM)</td>
<td>Bryant-Davis &amp; Takooshian: Acculturation, Gender and Culture in Int’l Psychology (POSTERS)</td>
<td>Giele &amp; Kalayjian: Assessment and Research Methods in International Psychology (POSTERS)</td>
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<td>4:00 – 4:50</td>
<td>Abeles: Ethics, National Security, and the Media (DISC) (Div. 52 &amp; 46) (4 – 5:50 pm)</td>
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<td>9:00 am</td>
<td><strong>Annual Meeting:</strong> International Committee for Women</td>
<td><strong>Photo Exhibit:</strong> 10:00am – 5:00pm</td>
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<td><strong>Strategic Planning:</strong> International Committee for Women</td>
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<td><strong>Strategic Planning:</strong> Committee on Ageing</td>
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<td><em>(Norm Abeles, Florence Denmark)</em></td>
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<td>12:00 pm</td>
<td><strong>Conversation Hour:</strong> Strategies to International-ize the Psychology Curriculum</td>
<td><strong>Annual Meeting:</strong> Students and Early Career, Outreach &amp; Liaison Committees</td>
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<td><em>(Richard Velayo, Nancy Piotrowski, Linda Woolf, Gloria Grenwald)</em></td>
<td><em>(Amanda Kracen, Lillian F. Stevens, Mercedes McCormack, Rivka Bertisch Meir)</em></td>
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<td>1:00 pm</td>
<td><strong>Reception:</strong> 2006 Division 52 Award Winners</td>
<td><strong>Conversation Hour:</strong> Publishing Books in the Global and Cross-Cultural Psychology Series by Erlbaum</td>
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<td><em>(Hosts: Norman Abeles, Joan Chrisler, Thema Bryant-Davis, Florence Denmark, Paul Lloyd, Ann O’Roark, Joy Rice, Chalmer Thompson, Richard Velayo)</em></td>
<td><em>(Uwe Gielen, Harold Takooshian)</em></td>
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<td>2:00 pm</td>
<td><strong>Getting Involved:</strong> International Disaster Relief Efforts</td>
<td><strong>Annual Meeting:</strong> Mentoring Committee</td>
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<td>3:00 pm</td>
<td><strong>Students and Early Career Committee:</strong> Meet and Greet</td>
<td><strong>Meet and Greet:</strong> Poster Sessions I, II &amp; III Presenters and Guests</td>
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<td><em>(Amanda Kracen, Lillian F. Stevens)</em></td>
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<td><strong>Conversation Hour:</strong> APA at the UN as an NGO</td>
<td><strong>Meet the Authors:</strong> Reviews of International Psychology Books</td>
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<td><em>(Deanna Chitayat, Florence Denmark, Corann Okorodulu, Neal Rubin, Janet Sigal, Norma Simon, Harold Takooshian)</em></td>
<td><em>(Danny Wedding)</em></td>
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<td>5:00 pm</td>
<td><strong>Invited Address:</strong> Ahmed Abdel-Khalek, Kuwait University: Psychology in the Arab World</td>
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Members of the Division of International Psychology (Division 52) and international/foreign attendees of the 2006 APA Convention are especially welcome to attend.
Giuseppe (Pino) Fumai was born in Bari, Italy on June 4, 1927, and died on June 30, 2006. In 1956, Pino married Concetta (Maco) Camassa of Lecce. They had three children (all girls), Mariolina, Simonetta, and Antonella, to whom he was affectionately known as Papa Nonno. In 2002, Pino published an autobiographical book, "A Mari-san con Amore" dedicated to his lovely and devoted ladies. To all of us international psychologists, Pino was an esteemed colleague; to many of us he was also a beloved friend. As an international psychologist, he held many -- too many to mention all of them here -- governing positions, primarily in IAAP and ICP, and in SIPS, the Italian Society of Psychology, of which he served as President from 1982-84.

In the International Directory of Psychologists, Pino is listed as holding a degree (Laurea) in Pedagogy, Sociology, and Psychology. He credits the Italian psychologist, Alberto Marzi, with inspiring his interest in psychology. Under the supervision of Marzi, he wrote and defended his thesis for the "laurea" in Pedagogy at the University of Bari, June 23, 1952, with a theme in experimental psychology. (These were the days before Italian universities were authorized to grant degrees in psychology; the first degrees were not granted until 1975.) In his book, he writes about many international psychologists; to name a few Mario Bertini, Marcello Ces-Bianchi, Margaret Fisher, Ingrid Lunt, Franco Marini, Joe & Ruth Matarazzo, Peter Merenda, Luigi Meschieri, Emily Miao, Sandra Neil, Ann O'Roak, Enzo Spalvieri, Donald Super, and Phillip Zimbardo. Not only the aforementioned, but all of us will miss being with this joyful, fun-loving, generous, and loveable colleague at International Congresses, and APA Conventions.

Peter Merenda, Warwick, RI, USA, July 5, 2006.

Books by Women on International and Cross-Cultural Psychology

Michael J. Stevens
Illinois State University
mjstevens@ilstu.edu

As Chair of the Curriculum and Training Committee, I have completed the task of preparing a reference list of books edited or written entirely or in part by women on various topics germane to international and cross-cultural psychology:


Division 52 Election Results

For President of Division 52 (2007):

Uwe Gielen
Dr. Gielen is Professor of Psychology and Director of the Institute for International and Cross-Cultural Psychology at St. Francis College. His 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, he is a past president of the Society for Cross-Cultural Research and the International Council of Psychologists.


Danny Wedding
Dr. Wedding directs 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. Dr. Wedding taught in Thailand, Australia, New Zealand, Korea, India, China, Pakistan, Iran, and South Africa. He has 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.

For Member at large (2007-2009):

Richard Velayo
Dr. Velayo is a Professor of Psychology (Pace University, NY) with a Ph.D. in Educational-Cognitive Psychology (University of Michigan, Ann Arbor) and a master’s in Applied Behavior Analysis. His scholarship is in the area of multimedia learning, cognition, and the pedagogical applications of computer/Internet technologies. He has been actively involved in the Division 52 since 1998, having served as President (2004), and chaired the Nominations (2005), Website Technology Task Force (2004-2005), Interim Newsletter Editor (2005 with H. Takooshian), Membership (2001-2002), and Program (2000) committees. Currently, he serves as the Webmaster and Listserv Manager, Associate Editor of the International Psychology Bulletin, and is a member of the Long-Range Planning, Fellows, and Curriculum and Training Committees.

Harold Takooshian
Dr. Takooshian 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, 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).


A major achievement of our division was the initiation and co-sponsorship with CIRP of the Resolution on Gender and Cultural Awareness in International Psychology passed by APA in August 2004. The goal of this resolution is to encourage psychologists to become aware of and act differently from the historical processes of global imperialism and colonialism by educating themselves about cultural and gender issues and systems of power, privilege and domination in international psychology. As adopted by the Board of Directors and the Council of Representatives as APA policy, the Resolution on Gender and Cultural Awareness in International Psychology is included in the APA Policy Manual, posted on the APA world wide web site, and has been disseminated to APA governance boards and committees, APA divisions, and state and provincial psychological associations. The full resolution can be found on the APA web site at <http://www.apa.org/international/cirpresolution.html>. The implementation section of the Resolution states:

**THEREFORE LET IT BE RESOLVED** that the American Psychological Association will:

1. advocate for more research on the role that cultural ideologies have in the experience of women and men across and within countries on the basis of sex, gender identity, gender expression, ethnicity, social class, age, disabilities, and religion.

2. advocate for more collaborative research partnerships with colleagues from diverse cultures and countries leading to mutually beneficial dialogues and learning opportunities.

3. advocate for critical research that analyzes how cultural, economic, and geopolitical perspectives may be embedded within US psychological research and practice.

4. encourage more attention to a critical examination of international cultural, gender, gender identity, age, and disability perspectives in psychological theory, practice, and research at all levels of psychological education and training curricula.

5. encourage psychologists to gain an understanding of the experiences of individuals in diverse cultures, and their points of view and to value pluralistic world views, ways of knowing, organizing, functioning, and standpoints.

6. encourage psychologists to become aware of and understand how systems of power hierarchies may influence the privileges, advantages, and rewards that usually accrue by virtue of placement and power.

7. encourage psychologists to understand how power hierarchies may influence the production and dissemination of knowledge in psychology internationally and to alter their practices according to the ethical insights that emerge from this understanding.

8. encourage psychologists to appreciate the multiple dilemmas and contradictions inherent in valuing culture and actual cultural practices when they are oppressive to women, but congruent with the practices of diverse ethnic groups.

9. advocate for cross national research that analyzes and supports the elimination of cultural, gender, gender identity, age, and disability discrimination in all arenas—economic, social, educational, and political.

10. support public policy that supports global change toward egalitarian relationships and the elimination of practices and conditions oppressive to women.

**BE IT FURTHER RESOLVED** that the American Psychological Association (1) recommend that Boards and Committees consider the impact of the globalization of psychology and the incorporation of international perspectives into their activities, and (2) charge the Committee on International Relations in Psychology, in collaboration with appropriate APA Boards and Committees, to implement any directives from the Council of Representatives that result from the adoption of the resolution.

The following three articles in this Special Section of the *International Bulletin* address the important implications of the resolution and also offer practical suggestions for its implementation in research and teaching. In "Critical Psychology and Paradigm: Beyond Neo-Colonialism," Dr. Mary Ballou explores how challenges to the dominant paradigms in western psychology expand and extend psychological theory and practice, calling for psychologists to engage in reflective consideration of the international context in which they work and practice. In the second article, "Psychology and Globalization: Internationalizing Psychology Curricula," Dr. Tod Sloan discusses the five key underlying principles of the resolution and gives examples for integrating international perspectives and issues into undergraduate and graduate psychology curricula. Finally in the last article entitled "Indigenous and Euro-American Psychologies: Resources and Barriers for Generating Knowledge and Praxis," Drs. Brinton Lykes and Sandra Lazarus demonstrate the principles of a collaborative, self-reflective model in working with indigenous peoples. They discuss challenges facing psychologists trained within a Euro-American psychological epistemology seeking to collaborate with indigenous psychologists.
Critical Psychology and Paradigm, Beyond Neo-Colonialism

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Although international psychology has become increasingly important in this era of globalization, it is still a developing area. As we move forward to develop it further, may we do so with clarity, consciousness and a commitment to community. Can we in psychology proceed in a different fashion than has our current government which seems to seek to impose theories of capitalism and democracy on other nations regardless of their own cultural beliefs, national structures, and historical processes and dynamics?

All too often the theorists and practitioners of American mainstream psychology have imposed their methods and theories on what they seek to understand. In 1890 when the Englishman, Edward Titchener studied with William Wundt in Leipzig, Germany, he apparently grasped the laboratory method of knowledge generation, but failed to grasp Wundt’s equally important second kind of generating knowledge method that of cultural wisdom, as least as judged by the Structuralism Titchener developed at Cornell when he came to America. Wundt and Titchener used introspection as a method of data gathering. The method required training subjects to heighten their sensitivity to their own perceptions. While introspection has long given way to objective measurement for data gathering in American psychology, the dominance of positivist laboratory research has not essentially changed (Leahey 2004). The pragmatism of Charles Peirce, William James and John Dewey also moved US psychology toward an emphasis on observable measurement. The writings of these early forerunners of 19th and early 20th Century functionalism supported methodological pluralism and relative normative standards grounded in what worked. Peirce and later Harvard’s James and Chicago’s Dewey pragmatism also ultimately helped to cast the sight of US psychology to observable measurement (Leahey, 2004).

The first and second wars of the 20th Century left US psychology moving forward relatively unscathed, indeed economically boosted, as compared to the European locations of the wars. S-R behaviorism as theory and the method of positivistic laboratory behaviorism became the dominant influence in the United States. European rational theory, introspection and cultural knowledge were eclipsed, and Chinese reflection on levels of consciousness and Russian class consciousness with its related socio-political structures were ignored. African and South American worldviews reflecting nature’s patterns as principles of organization had by then been hidden by European colonization.

Psychology can no longer lay claim to “objective” methods that lead to truths. For if “truths” exist, they do so only in the material realm. Neurontransmitters may be manipulated and measured, but phenomena and experiences of meaning, values and health may not be, at least not without changing the nature of the subject. Contrary to the hopes of the founding fathers of psychology in the United States, the hypothetico-deductive method of science within logical positivism, is not the only true road to understanding and knowledge. Multi-cultural, feminist and critical perspectives have helped us to appreciate that understandings are historically, contextually, and standpoint dependent. If we are to begin to communicate with, rather than selling to or dominating the international psychological community, we must undertake a critical analysis of the strengths and limits of US and western psychology and culture.

Selling our products, be they personality typologies, IQ measures, or CBT interventions to reduce anxiety, is not appropriate nor ethical without a thorough critical analysis. US psychology is, of course, based on western dominant group values and behaviors and to assume that our theories, practices and methods will fit the cultural and socio-historic dynamics of another country can be naïve, if not arrogant, and what we might call “neo-colonial.”. Indeed, principal outcomes of the knowledge-generation methods of contemporary mainstream psychology in the United States, are prediction and control: or in language of practice, definition and management, diagnosis and intervention – goals consistent with neo-colonialism.

Paradigm, Power and Critical Theory

Critical theory is a collection of perspectives that sees knowledge as constructed and powerful, - knowledge as absolutely enmeshed with power of various kinds. Paradigm and power are the basic constructs in critical theory. Just as feminists called our attention to the personal and political being inextricably linked, critical theory calls us to see a similar entanglement of knowledge and power. Critical psychology is a developing area within psychology, that is informed by feminism, transformative multiculturalism, liberation theory, and post-colonial standpoints. While these positions have their own distinctive ideological allegiances, active literatures, and practitioners, they share common theoretical and political underpinnings and are important contributors to critical theory (Comas-Diaz, Lykes & Alarcon 1998; Fox & Prilleltenshy,1997).

Critical theory draws together standpoints that question the underlying assumptions, normative standards, and values of mainstream psychology that may contribute to injustices by supporting the dominant players, rather than by promoting human welfare for all. Critical psychology shares with other critical standpoints, a commitment to viewing reality from the perspectives of the non-dominant group(s). Prilleltensky and Fox (1997) write of the goals of critical psychologists, “agents for social change rather than agents of social control” (page 5).

Critical theory as it has come to community and social psychology offers an integrative position that explicitly examines the theory, methods of inquiry, and practices of psychology from outside the dominant standpoint of mainstream US psychology. It questions the paradigm and the practices. This is especially important for groups whose experiences and history do not share equally in the sociopolitical power and the economic and cultural structures that interlock to support and advantage the dominant. Feminist psychology and cultural psychology have both served to identify practices and power distributions that may fit for some white men of upper middle classes, but not for many women and racial/ethnic minority groups, for instance normative expectations of competition and individual achievement orientation for corporate success instead of relational values and community orientations.

Although the awareness and inclusion of sex/gender, race/ethnicity, class, age, ability status, sexual identities and a host of other categories are important points in psychology’s continued development, critical theories psychology diverges from the mainstream in its realization that these categories have historically been and continue to be
The APA Resolution on Gender and Cultural Awareness in International Psychology

The small group of feminist women involved in the resolution initially came together in Boston at the open invitation of Joy Rice, then Chair of the International Committee for Women of the APA Division of International Psychology. We discussed the importance of gender and power and of avoiding neo-colonialism. As we talked, the idea emerged of a position paper calling for value, history, power and paradigm analyses as a necessary step toward increasing the awareness of gender and culture in international psychology. We pursued this idea through a symposium at the next APA convention in Washington, DC followed by a work group session in which we began developing the position paper. The resulting draft was circulated to the division and then to other APA divisions and international psychologists around the world. Finally, after the position paper was reformulated into a resolution and reviewed by APA governance, boards and committees, it was passed by APA in 2004.

The APA Resolution on Culture and Gender Awareness in International Psychology attempts to think beyond the paradigm that defines US mainstream psychology. Multiculturalism, Feminism, Ecological, Liberation, Native American cultural wisdom, Post Colonialism, Critical Psychology, and Ecological, Liberationist and Transformative stances are perspectives which are enormously helpful in moving beyond the limited assumptions and conceptual structures that shape the theory and method of mainstream psychology in the United States. In drafting the resolution, we sought to articulate a transformative vision of a psychology that, instead imposing its dominant practices and theories on people of different cultures and worldviews, respects, embraces and learns from them.

Endorsing and publishing this resolution is an important step for APA, because it commits the organization to valuing social justice and human welfare as US psychology moves into the international arena. To act on this commitment, we are striving to engage in a broader analysis of our constructs, methods, and underlying assumptions and practices, and supportive economic and political structures. This includes a critical examination of the ideological underpinnings and normative criteria of mainstream psychology. We need to find the intellectual structures and standpoints that help us change and move beyond the part of academic and professional US psychology that is narrow, single-disciplined, and ahistorical. If we can step beyond our rigid schemas and firmly held beliefs, and listen to and talk with our colleagues in other countries, we will learn many and diverse ways of understanding and coping. Critical perspectives, multiple paradigms, valued-based actions, and the help of our colleagues are the indispensable components of the internationalization of US psychology.

References


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Psychology and Globalization: Principles for Internationalizing the Psychology Curriculum

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To put it bluntly, the APA Resolution on Cultural and Gender Awareness in International Psychology, if fully understood and implemented conscientiously, has the potential to transform radically not only the contribution of psychologists to social well-being globally, but also the foundations of scientific psychology in the United States --- a transformation that feminist, postmodern, multicultural, humanistic, and critical psychologists have urged for many decades. This potential derives from taking fully into account the ways in which power operates in every concept, method, and micro-practice of the discipline (Rose, 1998).

The underlying principles of the Resolution are:

- Understanding the Experiences of Individuals in Diverse Cultures and Contexts
- Respect for Pluralism Based on Differences
- Awareness and Analysis of Power
- Critical Analysis of Western Perspectives

International and Inter-disciplinary Social-cultural Perspectives

A full understanding of the Resolution’s five underlying principles entails a realization that our aim should not be to ‘globalize psychology’ in the sense of exporting and sharing the accomplishments of US scientific psychology around the world. Seemingly benign acts such as translating US psychology textbooks or supporting the travel of leading US psychologists to lecture at impoverished universities in ‘developing societies’ must be called into question. Our aim, instead, should be to disentangle psychology from corporate globalization, cultural imperialism, and neo-colonialism in order to contribute to what is known as ‘globalization from below’ (Brecher, Costello & Smith, 2000). This process entails full attention to how our practices in psychology can contribute to:
• Deepening the self-determination of peoples
• Fostering the expansion of human rights
• Meeting the basic human needs for food, shelter, and health care
• Supplanting rampant consumerism and material inequality with ecologically sustainable economic and industrial practices
• Replacing militarism with a culture of peace

Here I illustrate briefly how psychology curricula could incorporate the five principles behind the Resolution in order to ally with the vast majority of humanity in the process of globalization from below.

Principle 1: Understanding the Experiences of Individuals in Diverse Cultures and Contexts

Why not require, minimally and as an essential part of our curricula, a semester abroad or deep cultural immersion experience at both undergraduate and graduate levels, along with relevant language fluency requirements? Such experiences are usually pointed to as the most transformative of educational experiences, but they are just a beginning of a long process of understanding that must be followed by long-term commitments to achieve multiculturalism.

Principle 2: Respect for Pluralism Based on Differences

Why not train all students at all levels in emerging methods of facilitating deep dialogues across cultural and political divides? Dialogue and mediation methods are emerging as critical tools in the repertoire of psychosocial professionals. Why not build skills training in these areas into every training program? (See the National Council for Psychosocial Professionals. Why not train students to conduct ideology criticism on psychosocial practitioners? (This will simply mean catching up on what has been done for two decades in cultural studies, anthropology, and other humanities courses.)

Principle 3: Awareness and Analysis of Power

Why not do our homework on critical theories and micro-politics of power (e.g., M. Foucault, J. Habermas, T. Lukes, N. Rose, J. Butler) to examine how oppression and discrimination are embedded in the most benign and neutral-seeming psychological methods and practices – interviewing, testing, diagnostics, training, counseling? Such studies should be front-loaded in curricula in order to disrupt the scientistic urges that many students carry with them as they begin their studies, leading them to believe that scientificity is a product of engaging in objectifying methodologies.

Principle 4: Critical Analysis of Western Perspectives

Why not train students to conduct ideology criticism on psychological concepts, models, and theories, just as they are trained in media studies courses to recognize racism and sexism in sitcoms and advertisements? (This will simply mean catching up on what has been done for two decades in cultural studies, anthropology, and other humanities courses.)

Principle 5: International and Interdisciplinary Sociocultural Perspective

Why not set our aim, at both undergraduate and graduate levels to educate global citizens and hybrid psychosocial practitioners or change agents who, operating beyond ethnocentrism and nationalism, address as systematically as possible, in broad and effective alliances with global social movements, the most pervasive and entrenched forms of human suffering? These professionals would be equipped to work effectively to transform the social systems that affect large groups of people – humanitarian organizations in refugee camps and post-conflict zones, disaster relief efforts, conflict resolution projects, long-term socio-economic development projects, slums and inner cities.

Imagine what a generation or two of psychologists and other psychosocial practitioners educated in this manner could accomplish, especially if the focus of their work were to establish global social and economic justice, overcoming the immense gaps between North and South. This would fulfill the broad vision for a global-community psychology laid about by Anthony Marsella almost a decade ago (Marsella, 1998). Anything less than what is proposed here would represent a failure to comprehend and respond compassionately to the global situation of humanity – and a failure to actualize psychology’s potential to contribute directly to globalization from below.

References


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Indigenous and Euro-American Psychologies: Resources and Barriers for Generating Knowledge and Practice

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The American Psychological Association’s Resolution on Culture and Gender Awareness in International Psychology, adopted in 2004, provided a set of guidelines and a context within which we, the authors, could explore together how we responded to a challenge to respect and to “consider the ramifications of national and cultural perspectives and indigenous psychologies in research, practice and educational efforts” (APA, 2004). This exploration began by situating ourselves and our intellectual perspectives within the global society in which we live, while acknowledging our particular set of ascribed and acquired identities. For Sandy, this includes being a White South African woman, with a pluralistic worldview influenced by many traditions and practices that have emerged as a result of being part of the apartheid struggle and the reconstruction of a new South Africa. For Brinton, this includes being from the United States, having a worldview formed in the country’s Southern region of New Orleans, Louisiana and the Gulf Coast of Mississippi, with its...
particular traditions and practices as well within a set of economic, educational, and racial privileges particular to U.S. Americans. For both of us these identities include our training as community psychologists, our critical feminist theoretical frameworks, and our experiences of collaborating with Native communities.

Our research and practice has required bridging the apparent disparities between the accepted standards of Euro-American psychology (including positivism and post-positivism, a linear world view and understanding of time, and individualism) with those of communities and societies that tend to view the world in holistic, collectivist, community-minded and cyclical ways. In work with Guatemalan Maya (Brinton), and with South African communities (Sandy), we have both tried to do this by drawing upon participatory and community-based interventions aimed at developing collaborations with those marginalized from power, to redress injustice and positively transform the social environment. Two such interventions are discussed below.

In a study within Native American contexts in the United States Sandy (Lazarus, 2004) explored how indigenous worldviews, including healing approaches, can contribute to and transform support services in schools and other educational institutions. Lessons that were learned from these Native American initiatives were systematized and then drawn out for the South African context to elaborate life skills programs and health promoting schools that address barriers to learning and development including, for example, the challenges of poverty, HIV and AIDS, substance abuse, violence and various forms of discrimination (Lazarus, 2006).

Brinton’s research among the indigenous Maya in Guatemala during and after civil conflict explored the interface of indigenous beliefs and practices and Euro-American community and cultural psychology. The products of this interface were used as resources for understanding and surviving racism, structural oppression, and state-sponsored violence and in rebuilding community, particularly with and for Maya women and children. The work included a range of studies and actions over a 20-year period, including the design of popular education booklets for educational and organizing work with refugee women and children (Lykes, 1994a); development of training programs in community-based psychosocial assistance with rural health promoters and childcare workers (Lykes, 1997); a four-country community-based participatory action research project using creative resources with youth in contexts of state-sponsored violence, to assess the impact of these interventions (Lykes, 1994b); consultation and organizational development with rural Maya women’s organizations; and a PhotoVoice project with 20 rural Maya women and children (Lykes, 1999; Women of ADMI & Lykes, 2000).

Whereas Sandy’s work focused on how Native American worldviews and healing approaches can transform “western” dominated approaches to education support services in the United States and South Africa, Brinton’s projects sought to develop collaborations wherein the synergies between Mayan beliefs and traditions and those from Euro-American community and cultural psychology might contribute jointly to community survival, reconstruction, and change. Drawing on our respective work as examples, and the APA 2004 Resolution on Culture and Gender Awareness in International Psychology, we argue that constructive interventions at the intersection of indigenous and Euro-American psychologies should critique and foster resistance to oppression and discrimination, while promoting cross-cultural understanding, critical analyses of power, and collaborative partnerships within research and action groups. There are clearly challenges and contradictions in developing a more inclusive intercultural community psychology, specifically, those related to developing a critical approach to the complexities of knowledge construction and collaboration, and in the generation of “transformation.” Below we discuss some dimensions of these challenges and contradictions.

A critical approach that grapples with synergies and contradictions within and across culture and gender realities - wherein power dynamics play a constitutive and constraining role - is essential for all partners in the processes wherein we have worked. Neither culture nor indigenous practices are static or unchanging. Indigenous leaders who speak for the group’s values, such as those of sovereignty, respect, self-determination, mutuality of interests, full participation, reciprocity, and collective benefit, are also engaged in processes of critical self-reflection within their communities. Those “outside” of these conversations who seek to collaborate with indigenous groups, including Euro-American and South African White psychologists such as ourselves, interface with them in complex ways, critically interrogating our own praxis while seeking to generate knowledge of indigenous traditions and negotiate sometimes conflicting and contradictory values and practice.

Knowledge construction is a core focus of psychological research and practice and, as argued within the APA resolution, much of that recognized by the discipline has been generated using a limited set of methodologies by U.S. and European psychologists. In an effort to “popularize” knowledge construction and to disseminate existing knowledge, indigenous perspectives are frequently “framed” or “understood” within dominant schemas and discourses, thus failing to “stand-under” the realities of indigenous perspectives, within their own schemas and discourses. Power circulates through these processes, challenging those who hold power and privilege to “listen and hear” in new ways.

Partnerships and collaborations are potential ways in which to transfer existing knowledge and power and to co-construct knowledge and practice that more fully responds to the diversity of needs in each of our countries of origin; however, power dynamics and historical and contemporary relations among diverse groups within each country shape the possibility of more egalitarian relations. Also there is the ongoing challenge of “negotiating” alternative worldviews towards shared praxis. Self-reflection and critique of the potential imposition of the hegemony of Euro-American perspectives therefore needs to be at the forefront of any partnership between indigenous communities and Euro-American researchers.

Actions by institutions can have an impact upon research relationships as well, “shifting the playing field” toward positive outcomes, not only for the generation of knowledge that more directly benefits tribal communities, but also in the service of our collective search for a more comprehensive human psychology. For example, the 1968 Indian Civil Rights Act, the 1975 Indian Self-Determination Act, and several Presidential Executive Orders whereby former President Bill Clinton elevated the federal-tribal relationship to one of government to government, have created Tribal Indian Health Service and Institutional Review Boards that both represent Native American tribal values and defend tribal sovereignty in the review of potential research involving members of Native American tribes within the U.S. These efforts reflect an important shift in institutional power wherein tribal groups who are potential participants in research processes seek to guarantee the protection of participants and the generation of knowledge that has personal and practical benefits for the tribes.
Manson, Garroutte, Goins, & Henderson, 2004, for an extended discussion of these issues). These changes have improved the quality of research, ensuring that it better responds to the needs of participant groups.

In partnerships such as these, Euro-American psychologists must ask themselves to what extent they are seeking “awareness” or “transformation.” Many endeavors within community psychology, especially those that seek to engage in partnerships or collaborations, speak of “empowerment.” Yet, it is typically the Euro-American or South African White researchers who suggest that the less powerful partners in the relationship are changed by the research process. In our experiences, we have been convinced that researchers must be attuned to the persistence of structural forces, including hierarchical power and privilege that sustain oppression and the marginalization of indigenous communities, and must critically interrogate the rigid conceptualization of power as “power over,” recognizing instead multiple forms of power and how they circulate within and between groups.

Our collaborations highlight some of the resources, barriers, and challenges for generating knowledge and practice at the interface of indigenous and Euro-American psychology. As well as being aware of the need for intercultural research and understanding, we encourage Euro-American researchers to engage in knowledge-co-construction with indigenous communities, in self-reflection, and in critical analyses of power in their approaches to international psychology. In this regard, the APA Resolution on Culture and Gender Awareness is an important resource for analyzing past work and planning future collaborative research.

References


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The Student and Early Career Committee (SECC): A Vibrant and Growing Community within Div 52

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Welcome, welcome…especially student and early career readers (defined as an individual who has received a degree within the last seven years). We want to share the exciting developments that are afoot with the Student and Early Career Committee (SECC). Additionally, we want to encourage student and early career members to register with us so that you can be informed of our initiatives. Finally, we’d love to solicit members who are interested in becoming more active, which has both personal and professional benefits!

Before continuing, let us share a brief historical overview of the SECC. Just a few years ago, Div 52 decided to develop a new subcommittee dedicated to nurturing student and early career members, recognizing that we are important members of APA and future leaders in the organization. For nearly three years, Kate Richmond, a graduate student at Nova Southeastern University, chaired the committee. She laid the groundwork, recruited members, wrote the draft of the Policy and Procedure Manual, and much more. Kate was joined by Dr. Bill Masten of Texas A & M University, who served as the faculty advisor, and his student, Mei Jiang, who served as co-chair of the committee. Together, they invested the time and energy required to develop a community within a population that is so diverse and spread out.

After doing such a stellar job with the SECC, both Kate and Mei needed to move on to new professional challenges (thankfully for us they continue to stay actively involved). Fresh perspectives were desired for 2006; therefore the leadership torch was passed to us. After attending sessions sponsored by Div 52 at the APA conference in 2005 and communicating her interest to get involved, Amanda was asked to lead the SECC by Dr. Joy Rice, the current Div 52 president. With a preference for collaboration and shared leadership, Amanda was thrilled to ask Lillian to join as a co-chair of the SECC. (Note: Recently the SECC policies and procedures were revised so that future SECC chairs will be elected by peers to ensure equal opportunity for all members.)

Together, we are committed to cultivating and expanding the SECC, as well as making the experience of being involved fun for active members. We want the SECC to be a strong, diverse, and productive team that is dedicated to helping students and early career psychologists become involved with the dynamic community of international psychologists. We plan to provide support and guidance to coordinate and create opportunities that further the careers of members. Ultimately we want to inspire the development of new leaders in the field of international psychology.

We defined various goals for the SECC for 2006, including: recruiting new members, clarifying and publicizing the mission and role of Division 52 to students and early career members, creating opportunities and experiences for our members, and collaborating with the Division 52 Mentoring Committee. In order to carry out these goals, we created subcommittees, and many interested graduate students at Virginia Commonwealth University (VCU) have enthusiastically assumed leadership positions to tackle different aspects of these goals. The following are active subcommittees:

- The Membership subcommittee has created brochures, certificates of membership, a database of SECC members, and an SECC website linked off of Division 52’s webpage with an online membership form. These efforts are aimed at increasing recruitment of new members and keeping members updated and informed about opportunities for involvement.

- The Publishing subcommittee is working on submitting articles about the SECC and Division 52 in various publications in order to publicize the SECC.

- The Collaborating and Mentoring subcommittee will work closely with the Division 52 Mentoring Committee and is currently conceptualizing a support network for international students studying in the United States.

- The General Initiatives and Early Career Initiatives subcommittees are developing projects to meet the needs of our members. For instance, we are working to create a listserv so that members can communicate with one another. Additionally, the SECC will host a conversation hour at the upcoming APA annual conference in New Orleans to explain the role of the SECC and present attendees with opportunities to get involved.

VCU has become a hub of activity for the SECC; however, we aim to involve students and early career folks from around the country and world. We are still developing ideas, and there are many opportunities for members to become involved in the SECC. We also value and invite new ideas and initiatives, so there is plenty of room for interested members to create subcommittees or projects that relate to the mission of the SECC!

So, there you have it – hopefully a better understanding of the origins, current structure and goals of the SECC. We hope you’ve been inspired, not only to join us, but also to get involved. We want to cultivate a vibrant community of members around the world.

And if you are still not convinced of the benefits of joining the SECC, let us give you eight more reasons: it is FREE and you can enjoy leadership opportunities, awards and recognition, networking and mentoring, professional visibility, exposure to diversity, involvement in policy development at the international level, and involvement in APA.

To register with the SECC (free with Div 52 membership!), please complete the application found off Div 52’s website: http://internationalpsychology.net/home/

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SECC Co-Chairs, 2006 – 2008

Amanda Kracen

Originally hails from Illinois, but after living abroad for nearly seven years, now feels at home in Dublin, Ireland. A third year counseling psychology student at Virginia Commonwealth University, she is interested in the health and well-being...
Lillian Flores Stevens is originally from Honduras, but has lived in the United States for most of her life. A second year clinical psychology student at Virginia Commonwealth University, she is interested in working with racial and ethnic minority patients with HIV/AIDS.

Getting to Know Joy K. Rice, PhD: On Leadership, Social Change, Elephant Rides and Bread Dumplings

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Joy Rice is an Emerita Professor of Educational Policy Studies and Women’s Studies at the University of Wisconsin – Madison, and Clinical Professor of Psychiatry at the University of Wisconsin Medical School. She received her doctorate in Clinical Psychology from the University of Wisconsin in 1967. She is the 2006 President of Division 52.

What internationally-related work have you done? How did you become interested in this work?

My first job in the 1970s involved counseling international students at the University of Wisconsin (UW), and I attended a very enjoyable International Council of Psychologists (ICP) gathering at the home of Secretary-General, Patricia Cautley, in Madison, my home town. She encouraged me to join ICP, which was one of the best decisions I ever made. Later I joined the UW faculty and the first course I taught was a graduate seminar on Women and Higher Education. As I began to have more foreign students and advisees, I extended the curriculum to women and higher education internationally. The response and result was so rich and exciting that it lead me to a much broader perspective on the needs and welfare of women beyond the issues of the U.S. women's movement at the time.

My professional work and research over the past few decades has continued to focus on topics of family change, education, poverty, and mental health with social policy work on behalf of disadvantaged families and women nationally and internationally. Most recently I have been researching cross national data on family change, alternative families and the effects of divorce, and just finished co-editing a new book on women and leadership with a chapter on collaborative leadership among national and international women's organizations. I’ve also enjoyed working actively in professional associations promoting international psychology and have served as Secretary of ICP, Chair of the APA Committee on International Relations in Psychology, and in a variety of past roles within our division including Chair of the International Committee for Women. I am honored to now serve as your president.

What do you think is the most important thing you have learned from your international / multicultural work? How has your work shaped your personal growth as a psychologist?

Working internationally is such a pleasure and privilege. For me it has and continues to open up all kinds of doors to new people, friendships, ideas, ways of thinking and living and the positive feeling of making some small difference in working towards greater tolerance, peace and understanding. I think of Maslow's stages of personal growth and adult development where the end stage is achieving a sense of a global perspective. Maybe it's too optimistic, but I think that we as international psychologists achieve some of that perspective a little earlier in our lives which leads us to a concern and desire to connect with people around the world.

How do you see yourself as a leader in this area?

This is a very interesting question for me, having co-edited a book on women and leadership with Jean Chin, Bernice Lott and Janice Sanchez. It's being published by Blackwell and is called Transforming Leadership: Diverse Visions and Women's Voices. The inspiration for the book came out of many talks about the special aspects of women's leadership in terms of such defining qualities as inclusion, collaboration, equity and social action. As a feminist leader, these characteristics translate into strong attempts to make sure that all voices are heard and validated in planning, decision making and implementation and to promoting and relying upon a collaborative, rather than a top down, process. Finally I think what also distinguishes this kind of leadership is a vision of social change. One is leading and working not just to run an effective organization, balance a budget, or increase a constituency. Completely embedded in those goals is another end goal of affecting positive change towards social justice and equity.

What led you to Division 52?

I was a charter member of the Division. My dear Madison friend and colleague, Fran Culbertson, a well known figure in our field and APA, asked me to become involved with many others in starting a new division in international psychology, which was long over-due. We all worked to gather names for a petition and secure collegial support from active international psychologists around the country. Having been active in the International Council of Psychologists, we knew well the benefits of being able to work with colleagues at international meetings and throughout the year within the umbrella of a professional international organization. Those early meetings of Division 52 were especially exciting—sometimes difficult—but always interesting.

What do you think are the most important benefits of being a Div. 52 member? How has being a member shaped or influenced your career path?

There are many advantages to belonging to a home division. Perhaps the most obvious and important is that in such a large organization as APA, the only real way to meet and become closely involved with other colleagues in your field and to feel a sense of connectedness is through membership and activity in a division. For psychologists with international interests, our division offers additional benefits of meeting, consulting, and working with international psychologists and affiliates from around the globe. Our monthly listserv announcement offers members an incredibly rich array of information about
What advice would you give to new members of Division 52 who are just beginning their careers?

To new members of Division 52 beginning their careers, my advice is to get involved, not only in a small way, but in some activity of the division which will help you to make contacts with other international psychologists, network in collaborating on international and divisional projects and issues, and maybe have a valuable mentoring experience. Our Student/Early Career Committee is very large and active and welcomes new ideas and members. Our newly created Mentoring Match program offers mentoring opportunities for students and early career psychologists, and more detailed information about mentoring is on our website at www.internationalpsychology.net.

What was your favorite holiday or vacation?

My husband, Dave, and I decided early on that we would not wait until retirement to travel, so we began to do fairly strenuous international trips early in our marriage and careers when our sons were still little. Our favorite trip was to Nepal, staying at Tree Tops Lodge in Chitwan National Park where an elephant ride actually dropped you off at the second story entrance to the lodge built high on stilts. What a ride! It's not that easy for me to pick a favorite holiday or vacation, although putting up seven holiday trees each year gives you some idea of how much I enjoy the season. I like to make up new holidays to celebrate, like the Ides of March (toga theme) and Mid-Summer's Night (magic and medieval). One March, Dave and I couldn't decide whether to have an Ides of March or St. Patty's party and in a particularly inventive mood, we threw a gala called "When Irish Ides Are Smiling." In my mind's eye I can still see a couple of friends who came in togas and wreaths around their heads made of little new potatoes!

Please share a favorite international recipe with us.

I suspect few 52 colleagues know this [and it's not on my resume, :-)], but I wrote a cookbook in 1998 with 6 other friends, called "Global Gourmet." We had been attending and cooking together for decades for a monthly Foreign Foods Luncheon group, and we had gathered a storehouse of wonderful family and international recipes. The recipe below is one of my contributions to our book. Since I am Czech on both sides, this is a recipe for bread dumplings which we ate all the time in my childhood - delicious with roast duck, pork or chicken accompanied by sauerkraut or red cabbage and lots of gravy - forget the carbs!

**BREAD DUMPLINGS (HOUSKOVE KNEDLIKY)**

8 Servings

- 2 heaping cups of white flour
- 1/2 teaspoon salt
- 1 teaspoon fresh baking powder
- 1 cup warmed milk
- 2 eggs, beaten
- 5 slices of white bread, slightly stale, not soft.

1. Fill a large 4-quart pot or kettle with salted water to within 3 inches of the top and bring to a boil. In a large bowl, combine the flour, salt and baking powder. Add the warmed milk and mix with a large spoon. Gradually add the beaten eggs, mixing well. Mixture will be very sticky. Slice and dice the bread into one-inch cubes and mix in well to distribute throughout the dough mixture. Flour your hands and form 3 balls the size of baseballs (3 to 4 inches) and place in the boiling water. Water should boil at all times. Partially cover the pot and boil for 15 minutes. Do not allow the balls to stick to the bottom of the kettle.

2. To test if the dumplings are done, remove one with a slotted spoon and insert a wooden toothpick. If it comes out clean, the dumplings are done. Remove dumplings with a slotted spoon, drain and place on cutting board. The best way to slice the balls is to use heavy white thread to slice them vertically. You will get about six to seven slices from each ball. Separate the slices, laying them flat on wax paper, layers separated by wax paper sheets. They can be used immediately, refrigerated, or frozen. To reheat the dumpling slices, place them in a colander in a pot of simmering water. Do not let water touch dumplings. Partly cover and steam for 10 minutes until warm.

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International Psychology Bulletin (Volume 10, No. 3) Summer 2006
Call for Papers

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 15, 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.

List of keynote and invited speakers:

Azy Barak, Israel, Learning and counseling through internet; Allan Bernardo, Philippines, The social and moral dimensions of academic achievement goals: Insights from Philippine research; Gian Vittorio Caprara, Italy, Longitudinal analysis of achievement in Italy; Chi Yue Chiu, USA, Role of Multicultural Experiences in Creativity; Ming Ming Chu, Hong Kong, How resources, distribution inequality, and biases toward privileged students affected academic performance: Results from 41 countries; Ruey-Ling Chu, Taiwan, Human relationship and achievement in Taiwan; Lutz Eckenberger, Germany, Moral development and action psychology; Kit-Tai Hau & Herbert W. Marsh, Hong Kong & UK, Advances and Empirical Evidences in Academic Self-Concept Research; Esther Sui-Chu Ho, Hong Kong, Strength and weakness of Chinese students and educational attainment; Ying-yi Hong, USA, Development of achievement motivation across cultures; Kwang-Kuo Hwang, Taiwan, Confucianism, relativism, and achievement; Kenji Kamaguchi, Japan, Problems of adjustment to school in Japan; Yael Knafo, Israel, Value similarity between generations: Theory and evidence from multiple perspectives; Chang Lei, Hong Kong, Parenting Behaviors and Beliefs and Child Social and Academic Adjustment; Kwok Leung, Hong Kong, 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; Catherine McBride-Chang, Hong Kong, New directions for literacy achievement in Asia: A cross-cultural approach; Saheenaz Mortazavi, Iran, Factors influencing educational attainment in Iran; Yukiko Muramoto, Japan, Achievement, attribution and the role of the self and group; Noriani Noor, Malaysia, Women and education in Malaysia; Cliff O’Donnell, USA, Community integrity, delinquency and prevention; Gabriele Oettinger, Germany, Goal-setting, self-regulation and achievement; Nan- sook Park, USA, Life satisfaction and character strengths in positive youth development; Rosnah Ridzwan, Malaysia, Educational attainment and counseling in Malaysia; Toshi Sasaki, 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: Intervention and prevention; Shiori Sumiya, Japan, Factors influencing school adjustment, learning motivation, and basic academic abilities: Lessons from the results of longitudinal surveys in Japan; Romin Tafarodi, Canada, Self-concept and achievement across cultures; Ai-Girl Tan, Singapore, Cultivating creativity for the teachers; Junko Tanaka-Matsui, Japan, Problems related to pressure to achieve in Japan; Susumu Ya-
maguchi, Japan; Concept of control, relationship and subjective well-being: Koyo Yamamori, Japan, Action research to foster self-regulated learning abilities for students; Tomoyuki Yasuda, Japan, Sense of community and achievement goal orientation: Building bridges between community and educational psychology; Michelle Yik, Hong Kong, Emotions and its effect on achievement: Michio Yoshida, Japan, Human relations training program for teachers in Japan; Gang Zheng, China, Developmental trajectories of adolescents in China.

**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

**Tours:** Tours will be arranged for interested participants before and after the conference and also for the spouse during the conference.

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**Opportunities in International Executive Coaching**

Richard H. Wexler, Ph.D.
President, Personnel Systems, Inc.
President Elect, Industrial, Organization & Personnel Division, NY State Psychological Association
richardhwexler@aol.com

Executive Coaching is transforming and energizing organizations and leaders worldwide in the manner that good soccer coaches transform teams and players from remote playing fields into major international competitors. World-class business talent is beginning to realize that it is as unacceptable for them to go without a coach as it is for a world-class athlete to do the same. The problem for most executives is how to find a good coach, identify qualities, credentials and experiences that matter, and protect themselves from countless charismatic charlatans that are attracted to this growing field. As psychologists we have a unique responsibility and opportunity to help management talent identify issues within themselves, their teams and their organizations that affect their business and careers with executive coaching. As international psychologists we have an additional opportunity to share and utilize our knowledge, experiences and networks to help transform organizations and leaders from provincial players into major international competitors.

Executive Coaching is rapidly encompassing the globe. Virtually unknown ten years ago, there are estimated to be 10,000 Executive Coaches worldwide, with top fees in excess of $1,000 US dollars per hour. An official from the Executive Coaching network estimates that coaching is a billion dollar a year business in the United States alone. Expanding quickly, the field is still in a frontier stage, and in the process of creating itself.

**What is Global Executive Coaching?**

“Coaching” is a term borrowed from sports. Every individual or
was the mentor for Genghis Kahn. Machiavelli’s “The Prince” has influenced world leaders for centuries. In the Old Testament, Joseph interpreted the Egyptian Pharaoh’s dreams and became a most trusted advisor during his father’s absence. In Homer’s Odyssey, the goddess Athena influenced world leaders for centuries.

Executive Coaching History

Although the term is relatively new, core practices used in Executive Coaching have affected and been affected by history for eons. Mentors, advisors, philosophers, courtiers, spiritual and religious leaders, shamans, and wizards have influenced executive leaders of organized groups throughout history. In Homer’s Odyssey, the goddess Athena assumes the form of Mentor who tutored Ulysses’ son Telemachus during his father’s absence. In the Old Testament, Joseph interpreted the Egyptian Pharaoh’s dreams and to become a most trusted advisor of the ancient world. Socrates taught Plato, who taught Aristotle, who was the mentor for Genghis Kahn. Machiavelli’s “The Prince” has influenced world leaders for centuries.

During the early and mid twentieth century, the coaching process was virtually nonexistent in Western corporate culture. Psychological handicaps such as conceit, pseudo-machismo, pseudo-independence, and materialistic-tunnel vision made it unthinkable for a Western Executive to admit to limitations that could be resolved through the coaching process. False fears limited growth. Several forces joined to overcome this limitation. Major civil action lawsuits brought against organizations in the seventies, eighties and nineties demanded that leaders change their attitudes and behaviors towards minorities, women, and the disabled. Facing hundreds of millions of dollars in penalties, executives who were too proud to admit group Equal Employment or Sexual Harassment programs with lower level employees were individually “coached” to protect the organization. Executives unwilling to adapt faced termination. At the same time, management, organization and team development training was expanding into a multi-billion dollar business. Trainees who would later become executives sophisticated in the benefits of team building and leadership skills where more open to continued development. Organizations became more aware the costs of new executive failure rates and the benefits of assisting women and minorities into new executive positions.

Current Global Executive Coaching Trends

As the world shrinks and international mergers, acquisitions and organizations expand, economic competition and the need for cultural intelligence and adaptations increase. More psychologically sound and educated decisions are required to be made faster, communicated more clearly, and supported by employees and peers more quickly and effectively. Investors, stockholders, organizations and the world can no longer tolerate ill-informed, egocentric, xenophobic, inappropriate and costly decisions from leaders trapped in their personal neuroses and ego-fixations. Smart Executives realize that competent Global Executive Coaches enhance critical decision-making required for dealing with increasingly complex international issues.

Consistent changes in the worldwide workplace also influence the rise and direction of Global Executive Coaching. There are increasing quantitative, emotional and mental demands of workers on the job and at home. Technological advances (e.g. cell phones; blackberries) blur boundaries between work and home. Family structures are changing throughout the world. There is an increasing realization of the relationship between psychological health of employees and organization productivity. In more sophisticated organizations, there is a growing appreciation for learning from other cultures rather than assuming that one’s own group has all the answers. Global Executive Coaches must be sensitive to these issues. They must also be broadly knowledgeable, flexible and creative to tailor techniques to meet unique client needs, regardless of location or culture.

Qualities of a Good International (Global) Executive Coach

Great Executive Coaches obviously benefit from extensive knowledge, expertise, and experience in: psychology and human behavior; leadership, organization and team development issues and skills; organization and business cultures; empathy; and communication skills. They also benefit from “vision with 3 I’s”: Intellect, Instinct and Intuition. Using their mind, they apply intellectual skills, abilities and experiences that are broad, deep and flexible. Great coaches also listen to instinctual visceral reactions within their body to “feel” emotional reactions within their client and themselves. Instinct helps them understand the client’s and their own resistances and limits, assumptions and unexpressed messages. Great coaches also demonstrate spiritual and artistic intuition, calling upon communication skills for which there may yet be no scientific explanation, but intuitively make sense. They demonstrate and encourage vision and courage for their clients. They create confidence, trust and a safe place to think, encourage change, maintain confidentiality, talk straight, are generally nonjudgmental, and are dependable, accessible and organ-
ized. The must also have the energy, curiosity and ability to keep up with ever-changing developments in this remarkable field. Licensed psychologists trained in these skills and who maintain confidentiality have an advantage in this field.

Great Global Executive Coaches must also demonstrate multi-cultural competence and sensitivity, worldliness, and genuine openness that helps develop trust, understanding and open dialogue between a coach and executive. A great Global Executive Coach should also be aware of major issues that can affect the coaching process, and how and with whom to network to learn what is necessary to succeed in the international arena. Membership in International Psychology organizations provides an obvious advantage.

Current Issues in Global Executive Coaching

Many issues that affect International Executive Coaching are just beginning to be understood. For example, intra-national coaching techniques seem to reflect methodologies employed by other talent management applications within the same country. In China, trust and friendship are an important part of business development, so Executive Coaching in China may be conducted over a meal after a comfort level is established. In the UK, selection is often conducted with an extensive series of specific interview questions, so Executive Coaching within the UK may be conducted likewise. Serious debate arises regarding whether any Executive Coach can be effective for all cultures, or whether cultural differences limit success. In the opinion of this author, restrictive assumptions (e.g. Coaches cannot be effective for executives from different cultures) are more detrimental for an emerging frontier field that can benefit from reasonable experimentation, than unrestrictive assumptions (e.g. Coaches can be effective for executives from different cultures).

Paradigms regarding applications of Global Executive Coaching will continue to expand with the field. One challenge faced by International Psychologists is to determine when a cultural anomaly is a broadly applicable anomaly worth challenging or reshaping a paradigm, and when an anomaly is a narrow one to be restricted to a particular organization or location. What we can be sure of at this time is that substantial opportunities exist in the field of International Executive Coaching for psychologists in wide-ranging areas, including research, academia, consulting, and internal employment. Psychologists who join in the development of this frontier field may find a rewarding homestead. Although definitive literature regarding International Executive Coaching is as yet sparse, articles regarding the emerging practice and philosophy of Executive Coaching are becoming increasingly available through APA publications.

References


Consulting Psychology Journal: Practice and Research. 57(4), 246-258.


Kuwait University and Psychology

Harold Takooshian
Fordham University

Uwe Gielen
St. Francis College

With 20,000 students in its 14 schools, Kuwait University is currently channeling its nation’s wealth to provide an excellent education in all fields, including psychology. Tuition is free, and many students receive a stipend for their studies. In spring 2006 a team of 3 psychologists active in the APA Division of International Psychology—Juris Dragons, Uwe Gielen, Harold Takooshian—visited Kuwait to explore ways to make the already-solid KU psychology department a model for others across the Middle East. Psychologist worldwide are welcome to join in the third annual KU International Social Science Conference on 3-5 December 2006, described at www.conferences.css.kuniv.edu.

Harold Takooshian
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On 5 September 2006, Tuesday 3-6 pm, New York City will be the site of a gathering focusing on “Psychology and social issues at the United Nations.” Since 2004, this is the third annual gathering of psychologists working with the U.N., the day before the 59th NGO Conference at the United Nations draws 2,000+ NGO representatives world-wide to NYC.  http://www.unngodpiconference.org. Due to security, the annual U.N. Conference must exclude hundreds of interested psychologists and students in New York City who lack a U.N. badge.

In contrast, this September 5 gathering is open to all. It is a structured three-hour event, designed to maximize the flow of information among U.N. and other international psychologists and students, in 3 parts: (1) Three simultaneous 45-minute panels at 3:15-4 pm, (2) Three more 45-minute panels at 4:15-5 pm, (3) A reception for participants at 5-6 pm. There is again a large display table for speakers and others to share handouts on their work, upcoming activities and events. This gathering is at a convenient Manhattan location—if not a U.N. mission, then Fordham University at 113 West 60 Street. All are welcome without fee. For any details, contact the NYC group of the APA Division of International Psychology: Harold Takooshian, 212-636-6393, takoosh@aol.com.

International Employment Opportunities

Michael J. Stevens
Illinois State University

Lecturer/Senior Lecturer in Psychology

The School of Psychology at the University of New South Wales is seeking to make academic appointments in clinical psychology (one position) and in experimental social psychology (one position). These are entry-level positions approximately equivalent to North American Assistant Professor/Associate Professor. The successful applicants will carry out independent research, teach courses and supervise research projects in the School's undergraduate and postgraduate programs. The School of Psychology at UNSW is located in the Faculty of Science and is recognized nationally and internationally for its excellence in research and teaching. It is a leading Australian psychology department on quality measures such as research publications and competitive grant funding. The School has well equipped research and teaching facilities and offers a comprehensive range of undergraduate and postgraduate programs that attract outstanding students from Australia and overseas. UNSW is located five km from the center of Sydney and is close to other research centers, teaching hospitals, transport, shopping, and beaches. Essential criteria include: a Ph.D. in psychology, a significant record of research achievement relative to opportunity, demonstrated potential to attract research funding, and a demonstrated capacity for high quality teaching and supervision at undergraduate and postgraduate levels. For further information and details of the application procedure, see www.psy.unsw.edu.au. Employer: University of New South Wales, Sydney, Australia. Contact: Professor Peter Lovibond, Head of School, Email: p.lovibond@unsw.edu.au; Website: www.psy.unsw.edu.au

Lecturer/Senior Lecturer in Sport and Exercise Psychology

The Schools of Human Movement Studies and Psychology both hold leading positions in their field in Australia and abroad. They are seeking to make a second joint appointment in the area of exercise/sport/health psychology to allow delivery of teaching, research and service activities that harness expertise present in both schools. The successful applicant will be expected to develop a vibrant research program and contribute to the teaching, learning, and service activities of both schools. They will teach and research across two successful schools in exercise, sport and health psychology, contribute to one of only two postgraduate coursework programs in sport and exercise psychology in Australia, and develop their research program with established researchers in physical activity and health. Applicants should possess a Ph.D. or equivalent in exercise or sport or health psychology and be eligible for full registration by the Psychologists Board of Queensland. A demonstrated ability to engage in high quality teaching at undergraduate and postgraduate level in exercise/sport/health psychology is essential, as is evidence of scholarly research leading to publications, and the potential for attracting external research support. Eligibility for membership of the College of Sport Psychologists or College of Health Psychologists within the Australian Psychological Society would be highly regarded. The remuneration package will be in the range of Academic Level B or Academic Level C, and includes employer superannuation contribution of 17%. This is a full-time, continuing appointment at Academic Level B or C. Obtain the position description and selection criteria online at http://www.jobsatUQ.net/ or contact Professor Doune MacDonald, telephone +61-7-3365-6241 or email dOUNCE@hms.uq.edu.au.
Lecturer / Lecturer or Senior Lecturer

Lecturer-Psychology, Faculty of Sciences, Engineering and Health CQU Rockhampton Queensland, Australia. Full-time. Total remuneration range from A$70,383 to A$83,580 per annum includes salary from A$60,156 to A$71,436 per annum and employer superannuation plus annual leave loading. Applicants should possess a doctoral degree in psychology with specialization in clinical psychology. Eligibility or current membership in the APS Clinical College, plus experience in training and programmatic research is required. The successful applicant will be an integral part of a new Clinical Psychology Training Program. Senior Lecturer-Psychology, Faculty of Sciences, Engineering and Health CQU Rockhampton Queensland, Australia. Full-time. Lecturer-Total remuneration range from A$570,383 to A$63,580 per annum includes salary from A$60,156 to A$71,436 per annum and employer superannuation plus annual leave loading. Senior Lecturer-Total remuneration range from A$86,217 to A$97,987 per annum includes salary from $73,690 to A$84,748 per annum and employer superannuation plus annual leave loading. Applicants should possess a doctoral degree with specialization in clinical psychology and be able to undertake directorship of a new training centre. Eligibility for APS Clinical College membership plus experience in teaching and programmatic research is essential. The successful applicant will be an integral part of a new Clinical Psychology Training Program. Applicants are invited to apply for either or both academic positions. Appointment will be made on a Level B or Level C depending on the applicant's qualifications and experience. To apply for positions grouped above: Professor Kevin Ronan, Chair of Clinical Psychology, telephone +61 7 4930 6746, or email: k.ronan@cqu.edu.au. Applicants must complete an application cover sheet, refer to the position description and address the selection criteria, which can be obtained through the Division of Human Resources website: http://dss-portal.cqu.edu.au/plato/vacancies.html or leave your details on the 24-hour automated telephone line: +61 7 4930 9974. Applications should be forwarded by email: electronic-applications@cqu.edu.au or post five copies to the HR Officer (Ref: 10250383), Central Queensland University, Rockhampton, Queensland, Australia, 4702.

Clinical Psychology

A tenure-track position in Child Clinical Psychology at the Assistant Professor level is available starting July 1, 2007 or as soon as possible thereafter, subject to budgetary approval. Applications will be accepted until October 31, 2006 or until the position is filled. For information see our website at http://psyc.queensu.ca/. The Clinical Psychology Program is strongly committed to the scientist-practitioner model, and demonstrated excellence in research is an essential requirement. Preference will be given to candidates with research interests in developmental or behavior disorders in children and adolescents. The area of specific research interest should expand and complement one or more existing strengths relevant to the Clinical Program. These include developmental and health psychology, adult and adolescent psychopathology, assessment, and neurobiological mechanisms of behavior relevant to psychological disorders. The successful candidates must hold a Ph.D. in psychology and be either registered or eligible for registration as a clinical psychologist in Ontario. In addition, he or she must be able to teach abnormal psychology at the undergraduate level, child clinical psychology at the graduate level, and supervise undergraduate and graduate theses. Decisions will be made on the basis of demonstrated research and teaching excellence, complementarity of research interests to those existing in the Department, possession of relevant skills, and potential for collegial service. Salary will be commensurate with qualifications and experience. The academic staffs at Queen's are governed by a collective agreement, between QUFA and the University, which is posted at http://www.qufa.ca/. All qualified candidates are encouraged to apply; however, Canadians and Permanent Residents will be given priority. Queen's University is committed to employment equity and diversity in the workplace and welcomes applications from women, visible minorities, Aboriginal peoples, persons with disabilities, and persons of any sexual orientation or gender identity. Send a letter of application, a curriculum vitae, copies of recent publications, and letters from three referees to Dr. V. L. Quinsey, Head, Department of Psychology, Queen's University, Kingston, Ontario K7L 3N6. Tel (613) 533-2492; fax (613) 533-2499.

Irish Health Service

Senior Psychologist (three posts) Health Service Executive - South: Disability Services - Carlow/Kilkenny Community Services, Autism/ Early Intervention - Waterford Community Services, Disability Services - Wexford Community Services. Senior Psychologist (one post): Health Service Executive Dublin Mid-Leinster - Longford/ Westmeath Community Care. All posts are based in Ireland. For further details and to make an application, log on to our website www.publicjobs.ie

DynCorp International

DynCorp International is searching for a Master's or Ph.D. level clinician or counselor to provide services in Iraq. The person will work with U.S. and foreign contractors who provide law enforcement and security support in Iraq. The person is expected to reside in Baghdad. Ideal candidates will have ten years experience working with police or military personnel. The position is a one-year contract with possible yearly extensions. Forward resumes to paul.brand@dyncorp.com

Lectureship

The Department of Psychology invites applications for the tenure-track position of Lectureship in Development Psychology. Applicants should have a doctoral qualification in psychology and the qualifications necessary to teach in core areas of developmental psychology at both undergraduate and postgraduate levels. They should also have a proven record of research and be able to supervise postgraduate students. The successful applicant will be asked to commence duties ideally by January 3, 2007, or earlier if available. The Department is one of the largest in New Zealand, with more than 850 equivalent full-time students, 38 tenure-track academic staff, and 12 administrative and technical support staff. It offers Bachelors, Honors, Masters, DClinPsy, and Ph.D. degrees in psychology, and specialized post-graduate qualifications in clinical, health, speech science and applied behavior analysis. The Department's web site can be viewed at http://www.psych.auckland.ac.nz/. Enquiries of an academic nature should be addressed to the Head of the Department of Psychology Associate Professor Fred Seymour, 64-9373 7599 ext. 88414 or 88557; email: f.seymour@auckalnd.ac.nz. For further information and to apply online visit www.vacancies.auckland.ac.nz or alternatively call 64-9-373 7599 ext. 8300.

Clinical Psychologist Positions

Full-time vacancies for psychologists who have a Ph.D. or Psy.D. in clinical psychology, current license, and at least five years post-supervisory experience. Positions include: neuropsychology, testing, forensics, and community mental health with culturally diverse populations in privately held as well as government funded organizations as posted at alignrecruitment.com. All applicants must receive their NZ
clinical psychologist registration and commit at least two years to my clients. An expatriate American is also available to assist with any questions that offshore applicants may have regarding how to go about finding the right career opportunity, the NZ registration process, cost of living and related settlement issues. Direct all inquiries to the attention of Larry Beck, larry@alignrecruitment.com. Contact Info: 
Larry Beck, phone: 011 64 3 328 8779, Christchurch, New Zealand.

**Lecturer/Senior Lecturer/Associate Professor**
Massey University, Palmerston North, New Zealand School of Arts, Development and Health Education. Applications are invited for the position of Lecturer/Senior Lecturer/Associate Professor in Early Years (birth to eight years) in the School of Arts Development and Health Education at Palmerston North. You should have a relevant doctorate and an early childhood/early years teaching qualification. Strong candidates with a postgraduate qualification near completion will also be considered. For further information and to apply online, visit: http://jobs.massey.ac.nz

**Full or Associate Professor**
The Department of Psychology - University of Geneva, Switzerland invites applications for a position of a Full or Associate Professor of Psychology in the area of clinical developmental psychology starting September 1, 2007. Teaching language: French. A detailed job description and formal requirements may be obtained via E-mail: presidency-psy@pse.unige.ch, or at http://www.unige.ch/fapse

**Cognitive Neuroscience**
College of Health and Behavioral Sciences School of Psychology. Professorial appointments in cognitive neuroscience. Salary negotiable in professorial range (minimum £44,818 p.a.) The School of Psychology at the University of Wales, Bangor - one of Europe's leading psychology departments - is looking to appoint up to two new professors in cognitive neuroscience. Some of the funding for these posts is being provided by the recently established Wales Institute of Cognitive Neuroscience (WICN), supported by the Welsh Assembly Government. The Institute has been developed to promote collaborative research within cognitive neuroscience between the highly rated psychology departments at Bangor, Cardiff, and Swansea. The post holders will be involved in collaborative projects with Cardiff and Swansea, and will have access to the research resources at these universities, such as patient panels, computer systems and MEG. Bangor's Center for Cognitive Neuroscience has an established patient panel for neurobehavioral research and facilities for fMRI, ERP and fMRI guided TMS. Though we welcome applications from any area of psychology studied through a cognitive neuroscience perspective, we especially seek to strengthen cognitive neuroscience in the areas of memory, social cognition, affective neuroscience, developmental neuroscience and language. Bangor is located on the coast at the foot of the Snowdonia mountains in North Wales, offering stunning scenery as well as a clean and peaceful environment. Application forms and further particulars should be obtained by contacting Human Resources, University of Wales, Bangor, Gwynedd LL57 2DGUK; Tel: +44(0) 1248 382926/388132; e-mail: personnel@bangor.ac.uk; web: http://www.bangor.ac.uk. For information about these positions, contact: Professor Steve Tipper (s.tipper@bangor.ac.uk) and see the School of Psychology website: http://www.psychology.bangor.ac.uk

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**International Internship Opportunities**

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**ACCREDITED Internship Training Programs – Canada**

- **Alberta Children’s Hospital**  
  1820 Richmond Road, SW  
  Calgary, Alberta  
  Canada T2T 5C7  
  June 30, 1992  
  Accredited  
  Next site visit scheduled 2008

- **British Columbia Children’s Hospital**  
  4480 Oak Street  
  Vancouver, British Columbia  
  Canada V6H 3V4  
  May 19, 1995  
  Accredited  
  Next site visit scheduled 2012

- **Centre for Addiction and Mental Health, Clarke Division**  
  (formerly listed as The Clarke Institute of Psychiatry)  
  250 College Street  
  Toronto, Ontario  
  Canada M5T 1R8  
  May 23, 1991  
  Accredited  
  Next site visit scheduled 2007

- **Children’s Hospital of Eastern Ontario**  
  401 Smyth Road  
  Ottawa, Ontario  
  Canada K1H 8L1  
  May 4, 1990  
  Accredited  
  Next site visit scheduled 2012

- **The Hospital for Sick Children**  
  Department of Psychology  
  555 University Avenue  
  Toronto, Ontario  
  Canada M5G 1X8  
  August 10, 2001  
  Accredited  
  Next site visit scheduled 2011

- **IWK–Grace Health Centre**  
  (formerly listed as IWK Children’s Hospital)  
  5850 University Avenue  
  P.O. Box 3070  
  Halifax, Nova Scotia  
  Canada B3J 3G9  
  January 9, 1996  
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  Next site visit scheduled 2006
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- UNHCR (United Nations High Commissioner for Refugees) - Geneva, Croatia
- IFES (International Foundation for Election Systems) - Congo (Kinshasa)
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