Inside This issue

Message from the President
Collaboration and the Millennial Generation (*Joy K. Rice*) 4

Division 52 News and Updates
Division 52 Mid-Winter Meeting!!! (*Michael J. Stevens*) 8
Public Lectures by Division 52 President 8
Nominees Announced for 2008 Officer Election (*Joy K. Rice*) 8
Announcement and Criteria for the Ursula Gielen Global Psychology Book Award 12
Division 52 in Greater New York (*Harold Takooshian*) 13

Research Articles
Culture and Sexual Expression: The Viability of Outercourse for HIV Prevention within the Jamaican Context (*Lisa Norman, Robert Malow, & Jessy Devieux*) 14
Undergraduate Student Involvement in Cross-Cultural Research: Why and How? (*Anna Shvets*) 17

Student and Early Career Psychologists
Getting to Know: Danny Wedding, Ph.D. On Being a Psychologist, Tourist, and Pad Thai Aficionado (*Amanda C. Kracen*) 20

Books by Members
(*Jennifer Lancaster*) 22

World News, Announcements, and More
Lev S. Vygotsky: The Mozart of Psychology (*Samvel Jeshmaridian*) 23
APA Presidential Election Results 25
18th Annual Conference on Behavioral Research: A BIG Success with an International Flair (*Jennifer Lancaster*) 25
Cross-Cultural/Language Cases Sought 26
1st Convention of the Asian Psychological Association, Bali, Indonesia (*Mike Knowles*) 26
Publication on International Issues in Psychology and Counseling 29
All Day Training on International Post Disaster Humanitarian Relief and Post Trauma Healing 30
Submission Guidelines for Research Articles

International Psychology Bulletin

Research article submissions: The IPB publishes peer-review research articles that deal with issues related to international psychology. The review process takes approximately two months. The manuscripts can be up to 1500 words and should be submitted to Dr. Senel Poyrazli at poyrazli@psu.edu. The manuscript must be written in APA style described in the Publication Manual of the American Psychological Association (5th ed., 2001). Specifically, please pay attention to the following:

- Use Times New Roman font if possible.
- Please do not use electronic style sheets, forced section breaks, or automatic footnotes.
- On the first page of the manuscript, include the title of the manuscript and names and affiliation of the authors.
- On this page, you should also indicate the contact person, their e-mail, and phone number.
- Please make sure that authors’ names or any identifying information is not included in the manuscript, with the exception of the title page.
- Avoid figures if possible.
- Cite your sources within the manuscript based on the APA style.
- List your references at the end of the paper based on the APA style.
- Tables should be presented at the end of the manuscript after references each on a separate page.

To learn more about the APA style, refer to www.apa.org. If you don’t have access to the APA publication manual, you may want to get a recent journal article published by one of the APA journals and try to familiarize yourself with the APA style through this method.
Collaboration and the Millennial Generation

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

For three years I had the privilege of working with colleagues Jean Chin, Bernice Lott and Janis Sanchez in writing and co-editing a new book, “Transforming Leadership: Diverse Visions and Women’s Voices.” Recently we were pleased to learn that it will come out with Blackwell in May, 2007. My contribution to the book largely revolved around the concept of collaboration, in particular international, inter-organizational and interdisciplinary collaboration. In writing about collaborative leadership, Siony Austria and I had the pleasure of interviewing many leaders in national and international women’s organizations who documented the special challenges and benefits of a collaborative style of leadership in working with very diverse constituencies and multi-cultural/multi-national groups and organizations.

Organizational psychology has long appreciated and recognized the importance of collaboration as a means of changing social structures, organizations and policies (Astin & Astin, 2000). Collaboration and/or collaborative decision making are often seen as the hallmark and the fundamental tenet of a leadership style that is egalitarian (Chin, 2004, Eagly et al., 1994). Collaboration can be defined as "working jointly with others, especially in an intellectual endeavor," to cooperate with, to network with, to harmoniously share (Singley and Sweeney, 1998), and to build coalitions while appreciating diversity of opinions and ideas (Brunner, 1999). Collaborative behaviors that are egalitarian are generally intentional and constructed through conscious choices that affirm principles of inclusion, equity, and sharing of power (Cafferty and Calusen, 1998). From a social activist, critical psychology or feminist perspective, however, collaboration takes on other meanings beyond cooperation, networking or sharing to one that includes a goal of transformation. Transformative collaboration between individuals or organizations involves working together effectively in a manner that enables and empowers people, particularly the disenfranchised and may have an organizational goal of changing institutions (Fletcher, 1999).

Collaboration is sometimes seen as compatible with women using nurturance and emotional sensitivity in communication with others and as a way to share power and build consensus in groups. A common expectation in management as well as other groups is that women will demonstrate greater warmth and collaboration in their leadership styles, while men are expected to be more task oriented on the job and to rely on the privilege of the individual leader in their leadership style (Carli and Eagly, 1999; Fletcher, 2002). Is collaboration then seen as a more feminine style of leadership, and correspondingly, a "softer" style of leadership? As Chin notes in the introduction to our book, the first phases of psychological studies about leadership theory attempted to analyze the critical variables that contribute to a charismatic leader and strong leadership with scant attention to the factor of gender. More recently, however, theories of leadership have focused less on the individual and more on the dimensions of team leadership, which has given the construct of collaboration a far more central role in what is considered effective leadership irrespective of gender.

With an increasing awareness of a global economy, more recent attention has also been given to analyzing the interaction of complex, multi-cultural factors in leadership and to examining the validity of generalizing leadership and management practices cross-nationally and cross-culturally. The importation of Western business and leadership practices and strategic management theories is increasingly questioned by non-Western economies and businesses who may utilize some elements of Western theory while incorporating and retaining key indigenous factors related to their particular culture and country (Kao, Sinha & Wilpert, 1999).

If modern theory and practice in management styles and leadership effectiveness now are more likely to embrace a collaborative style of leadership as both desirable and effective, we might ask what is there that is different or unique about a style of collaborative leadership that comes from an egalitarian perspective? Certain themes reappear again and again, but perhaps the most recurrent takes us back to the advent of the feminist movement and the adage that "the personal is the political." Thus any collaborative process that is egalitarian and transformative must by definition attend to an analysis of the underlying power structures that define an organizational structure or an individual or group communication. This analysis includes an appreciation and keen understanding of both the historical and patriarchic hegemony underlying societal institutions including the family, church, education, work and business. A collaborative management practice may seek to include workers and participants in decision making. However, if it does not also attend to gender, race, class, culture and other factors of diversity that affect the place of people in the power structure and embody change strategies that increase and empower their participation and their leadership, it is not considered an egalitarian or transformative style of collaborative leadership.

Furthermore, as gender studies in psychology have become more sophisticated, we have come to appreciate that analyzing any one factor of diversity, e.g., race, gender, sexual orientation, by itself is not sufficient in understanding discrimination nor effective in implementing systemic social change. We now know that the task of deconstructing one's
"social location," a construct that embraces gender, race, social class, etc. as well as the elements of historical place, time and culture in which the individual lives (or in which the organization is embedded), is a far more difficult task, but likely a more valid and profitable way of approaching research and theory on social equity and process. The leader who employs such a collaborative style of leadership attends to multiple and systemic forms of oppression and privilege and the complex interactions of gender, race and other aspects of "social location" that impact on participants' responses, contributions and perspectives. Thus for example, while Raelin (2003) promulgates the "Four C's" of modern leadership practice, i.e., global leadership styles in this century must be concurrent, collective, collaborative and compassionate, no where is there a mention of the importance of social location in the understanding and implementation of these constructs, nor of critical social analysis as the framework for understanding historical power relations.

In our book we engaged five former women APA presidents in a discussion of their leadership and the question - what distinguishes collaborative leadership that is equalitarian and transformative? Many referred to the work of Worell & Johnson (1997) who describe seven key behaviors: 1) structure for diversity of participants and diversity of viewpoints, formats and procedures; 2) shared leadership; 3) shared responsibility; 4) valuing of all voices; 5) honoring personal experience; 6) deciding through consensus; and 7) promoting social change. The consensus is that transformative leadership as a construct and action that has yet to be fully developed. Nonetheless, we can apply the above factors to help us discern unique aspects of such a leadership style. Besides fostering a sharing of power and decision making among their constituents, the APA women presidents strove to promote equity, empowerment and the improvement of people’s lives. Johnson embraced a multicultural perspective in policy making and process. Denmark notes the difference between power "to" and power "over," and that a model of "power to" can mean sharing power and working towards equal access to power. Being inclusive, furthermore, means including those with less power as students and committee members as well as people who traditionally have had less power as women of color. Cantor and Halpern both emphasize that collaborative leadership includes collaborating with men, not just women, and inspiring men to appreciate that implementing equalitarian policies and initiatives are in their own best interest, (e.g., the wide availability of quality child care would support and help both men and women). Halpern emphasizes that we must change the metaphor from achieving a balance of power to achieving a synthesis which is win/win rather than win/lose. This is then another aspect of transformative leadership in that it seeks to transform relationships between men and women by including men in the vision of a changed society and a synthesis of power that is advantageous to both sexes.

While collaboration is believed to be the cornerstone of an equilitarian process, it may also be tedious, time consuming and frustrating, especially when the goals are at odds with those in power. Real collaboration requires active listening, negotiating and compromising that may not be easy to achieve. Getting buy in to consensus involves giving up a degree of control and some concessions to further the overall goal. Gwen Keita, for example, discussed a situation in which in order to ensure the passage of a resolution on violence against women, language was changed which implied the mandating of APA activities rather than the encouragement or enabling of staff activities. Deciding which compromises can be made without jeopardizing the overall transformative goals or violating equalitarian principles and process is not easy, but is critical and probably a hallmark of the successful, experienced leader. Doing the groundwork of raising awareness and education before lobbying, negotiating and compromising helps to gain the cooperation of the participants who are "not in the choir." This clearly is an area of controversy, and some such leaders may assert that they would never compromise, but this posture is more easily taken when working outside a system than within.

Another hallmark of collaborative leadership that is transformative involves the goal of social advocacy. This behavioral goal builds upon and implements the tenet that collaboration seeks to empower people and strives to work towards an equilitarian society and world in which men and women and people of all cultures harmoniously share responsibilities, privileges and benefits. In this regard we presented a case study of Division 35, the Society for the Psychology of Women (SPW), which illustrated that in order to work effectively and collaboratively with other organizations to promote a common advocacy agenda, the organization had to broaden its vision to include an interdisciplinary and international focus, building liaisons not only with other divisions in APA as it had historically, but with other psychological organizations, women's organizations from other disciplines, social policy institutes and international organizations. This has also been an important goal for Division 52 as we seek to build coalitions and partnerships with other international organizations around the world.

While collaboration with other leaders on an individual level can facilitate positive social change, an important advantage of larger groups like APA and its divisions is that working collaboratively with other national and international organizations enhances the impact or the advocacy effort and the potential for positive change. It does so not only because more people and resources are involved, but because the strategies, projects and policies involved may cut across professions, disciplines, and nations in scope and impact. For example, when SPW collaborated with key partners within APA and also with outside organizations and partners who represented a wide variety of disciplines from sociology, economics, political science and public policy, the product, a position paper on women, work and welfare policy, was richer, of greater depth, and ultimately had broader social
impact in influencing legislation and social policy for low income women than an individual effort of social policy research might have had (Rice, Wyche & Lott, 1997). And when Division 52 sought to pass a Resolution on Culture and Gender Awareness in International Psychology, the voices and input of other international organizations helped to give the resolution not only a richer perspective, but a greater political clout within and outside APA.

This kind of interdisciplinary and inter organizational collaboration makes possible products and policies that can extend far beyond one's limited constituency in one's country or region as embodied, for example, working collaboratively with other psychological organizations and groups to develop international guidelines for psychological practice and non-sexist research. It also creates a whole set of new challenges as in the case of attempting to operationalize a transformative collaborative model for interdisciplinary organizations and their individual representatives. Thus you have a culture within the organization as well as a culture within the discipline that is being represented. And such a situation underscores how important it is that the "group spirit" extend beyond the individuals to the organizations or disciplines represented in the group collaboration.

The benefits of leadership in international collaboration among diverse constituencies in research and advocacy projects include shared expertise, contacts, communication abilities and most importantly, a strong collective voice. For example, the involvement of European, Asian and African women parliamentarians and media leaders has significantly enhanced the cross-cultural exchange of models for improving gender equity. The barriers and creative challenges to such collaboration among many diverse groups and constituencies are many. They include resolving the tensions inherent in building coalitions with diverse groups, having a clear, equitable division of labor and available resources and funding, reaching consensus over agendas, priorities, turf and decision making, overcoming geographical barriers of working with participants in different places, and giving appropriate credit and recognition. While inclusion is a key tenet of a collaborative leadership style, many of the tensions are directly related to issues of inclusion: who defines the priorities, the agenda, who should be at the table and how are diversity issues of race and sexual orientation as well as generation and discipline bridged? Who gets included in funding? Who gets to determine the message and form of the final project or policy?

When one is collaborating internationally you have the additional challenges of bridging different cultures, traditions, and languages as well as differing methods of research and what is considered appropriate in terms of psychological assessment, intervention and methodology as it intersects with culture. Another is the problem of deciding what strategies to use in communicating effectively with colleagues from other cultures and nations to foster similar aims and advocacy projects. The point to be made, however, is that when one does successfully meet these challenges and bridge those tensions, you get a richer product and outcome that reflects the multiperspectives and expertise of many individuals and diverse organizations that speak across the borders of race, generation, culture and nation.

As we seek to build our dynamic growing division we can use these concepts, particularly for our youngest, up and coming generation of international psychologists. I recently attended a fascinating conference on future global trends. There were presentations on changing demography and trends shaping the world, how the Millennial Generation will change the world, and what this generation wants, needs and can give us (Gibson, 2006). These were helpful thoughts which I related to my presidential focus in 2006 of building our early career section, mentoring young international psychologists and students, and increasing our membership to reflect diversity in age and cultural heritage. (I’m happy to say again that we made the goal of 1000 members this year with the help of more people than I can even say or ever thank!)

- What does collaboration mean for the newest generation? In survey studies of the four most recent generations, very interesting and important differences have been found in their attitudes and characteristics (with all due respect about the limits and hazards of generalizing). WWII folks (age 61 to 74) were characterized by self denial, thriftiness, conservatism, and non-risk taking; Baby Boomers (age 42 to 60) by risk taking, idealism and fighting the establishment; Gen X (age 25-41) as needing immediate gratification, satisfying individual needs, flexibility and creativity; and Millennials (age 6 to 24) are fast paced, technically savvy, multi-tasking, *team players who value diversity and a global mentality*. This was the first time in this type of generational research that diversity, collaboration and a global perspective came up as the defining characteristics of a generational cohort.

- What attracts and keeps the different generations in a job or an important endeavor? Again we have fascinating contrasts. The WWII folks emphasize, “It’s my duty and it’s the right thing to do,” and Baby Boomers a respect and valuing of their skills. Gen X emphasize flexibility and independence, and Millennials were the only group to say “Integrity, purpose and social justice.” How about leadership styles and preferences, most germane to the theme of this piece? WWII and Baby Boomers note chain of command as preferable, Gen X prefer self-command, but Millennials say no command, instead collaborate.

- How then could we market our division and international psychology to the Millennium Generation? The key phrases Gibson suggests are informative. As a contrast, WWII folks respond well to “We value your knowledge, experience and perseverance here,” while the Millennials most appreciate “You can make a difference here.” If our newest generation appreciates a *global perspective*, then it is not surprising that we are attracting a younger membership and have the happy distinction of being one of the few growing divisions in APA. However, the defining characteristics of Millennials also
suggest that if we want to attract the next generation, we should continue to promote our social justice goals, offer international opportunities and projects where they can make a difference, and seek to increase diversity in our membership. Finally if we can model a style of governance, participation and collaborative leadership in our division whose transformative goals are social advocacy and equity for all peoples, we will meet the needs of the Millennials and the century.

Thanks to everyone who made this year so productive, meaningful and enjoyable!

References


Division 52 Mid-Winter Meeting!!!

Michael Stevens, Ph.D.
President, Div52
mjstein@ilstu.edu

The 2007 mid-winter meeting of the Division of International Psychology will take place all day Thursday, March 22, with our visioning session set for Friday morning, March 23.

The mid-winter meeting will coincide with the Eastern Psychological Association conference (March 22 – March 25) in Philadelphia at the Sheraton Philadelphia City Center Hotel www.starwoodhotels.com/sheraton/property/overview/index.html?propertyID=1776

The EPA is planning a rich program on international psychology and invites you to participate.

If you are planning to attend the meeting, but are not already members of the EPA, you may register for the conference online (www.easternpsychological.org) for $45; the registration fee includes one year’s membership dues and you will receive an advance copy of the conference program.

Nominees Announced for 2008 Officer Election

Joy K. Rice, Ph.D
Nominations Chair, Past President

The ballot for voting for nominations for 2008 Division 52 Officers was sent to all members with an electronic address and by post to members who did not have email. I am happy to report that we had a very good response. Please join me in congratulating the excellent people who won nomination and appear on our slate below. APA will send out official ballots in early spring.

FOR PRESIDENT ELECT 2008

Lynn Collins

I would be honored to serve as President of Division 52. I became involved in international psychology when I ran an intensive workshop on PTSD for Kuwaiti counselors after the Gulf War. I later helped to develop the “Resolution on Culture and Gender Awareness in International Psychology.” I have presented papers, and organized symposia on international psychology, and am lead editor of two books that address gender and ethnic issues. I have also served on the editorial boards of Psychological Assessment, Contemporary Psychology: APA Review of Books, Psychology of Women Quarterly, Sex Roles, Journal of Genetic Psychology, and Genetic, Social, and General Psychology Monographs.

I am currently on the Committee on International Relations in Psychology (CIRP), a Fellow of Division 52, and serve as Chair of Division 52’s Divisional Liaisons Committee. I served as Division 52’s 2003 Convention Program Chair, 2002 Convention Program Co-Chair, and International Committee for Women Chair. Prior to that, I was Co-Chair of the Gender Research Interest Group of the International Council of Psychologists. I have also served as President of the Philadelphia Society of Clinical Psychologists and Baltimore Psychological Association.

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

Continue to build connections among the international task forces and committees within APA Divisions;

Public Lectures by Division 52 President

In New York City on Monday, March 26, all are invited to hear our President (2007) Michael Stevens of Illinois State University offer two public lectures on his work on globalization of psychology:

1. At 12:20-1:30 pm at Saint Francis College, 180 Remsen Street, Brooklyn Heights NY.
2. At 7:30-9 pm at the New York Academy of Sciences, 7 World Trade Center, Manhattan.

For further details, contact Uwe at ugielen@hotmail.com, or Harold at takoosh@aol.com.
Increase membership and communication among psychologists around the world;
Bring a diverse group of U.S. and international members into the pipeline for leadership positions;
Link domestic and international diversity training;
Build connections among international researchers and scholars, and create opportunities for collaboration and dissemination of results.

Nancy Sidun

My professional and personal life has impressed upon me the importance of being mindful and aware of international issues and specifically the importance of international psychology. As the Chief Clinical Psychologist at Kaiser Permanente-Hawaii I have the privilege to work with a culturally rich and diverse international population. Prior to joining Kaiser in 2004, I was Head of the Graduate Psychology Department at Argosy University/Hawaii and previously the Director of Clinical Training at The Chicago School of Professional Psychology. My personal cross-cultural research interests have been focused on women’s issues. I have written and presented on issues of cultural diversity, racial identity development, transracial adoption and feminist psychology in the Pacific Rim. Of late, I am most interested in heightening the awareness of mental health professionals regarding the wide-spread sex trafficking that is occurring in our world and am in the process of putting together an APA task force to attend to this issue. My experience as the chair of our Division 52 International Committee for Women in 2003-2005, only further crystallized my interest in international psychology and women’s issues. I have presented on international women’s issues in China, Australia, Canada and the US and have lived and worked in Samoa leading me to study the issues of women in the Pacific Rim. I also have had the privilege to be the mother of child born in China and thus I have found myself needing to be both American and bit “Chinese.”

I am honored to be nominated to run for president of Division 52 and would welcome the opportunity to serve our division. If elected I would champion the expansion of training of psychologists to be more global in their worldview and in their application of psychological principles. I would welcome and encourage meaningful dialogue with our international colleagues.

FOR SECRETARY

Neal Rubin

I am a Professor at the Illinois School of Professional Psychology at Argosy University and Assistant Professor of Clinical Psychology at the University of Illinois in Chicago. I am the former Chief Psychologist at the Psychosomatic and Psychiatric Institute of Michael Reese Hospital in Chicago. Since 1993 I have served as a Special Projects Associate of the American Psychological Association’s United Nations NGO Team in New York City. I have endeavored to promote awareness of the dangers associated with peacekeeping and humanitarian work in the field and to plan education and training that will address those risks for U.N. personnel both in preparation for, during and subsequent to their service at duty stations. Within Division 52, I have served as co-chair of the program committee in 2005 and then as chair for 2006. In fulfilling these responsibilities, I have emphasized inclusiveness particularly with reference to international psychologists, students and early career professionals and mentoring programs. I also designed innovations for the 2006 convention via a scholarly exchange with the Society for Cross Cultural Research and arranged our participation in an eight hour cross divisional format which addressed controversial issues in our field entitled “When Multicultural Worlds Collide.” My most recent Division 52 assignment is serving as Liaison to the APA’s Office of Ethics. In this role, I hope to elucidate and coordinate guidance for the ethical dilemmas psychologists encounter in international settings while they conduct research, consultation and clinical interventions.

I have been significantly enriched by my involvement with Division 52 and I am deeply grateful for the warmth and collegiality I have received. I would be honored to serve as Secretary for the Division and would do my best to continue the tradition of openness, vision and productivity that has characterized our work together.

Janet Sigal

Division 52 is one of the most important APA Divisions because it exemplifies APA’s commitment to the global society. I am honored to have been nominated for the position of Secretary. I believe that I have the necessary credentials to be elected to this position, based on my continuing interest in international issues, my cross-cultural research, and my experience in an international forum.
Twelve years ago I began a cross-cultural research program examining attitudes towards academic sexual harassment in nine countries, including Ecuador, Pakistan, Taiwan, and Turkey. I am currently conducting an international study of reactions to domestic violence in countries including England, India, and Ghana. My research has provided insights into cultural similarities and differences which have informed my teaching.

This fall, I began serving as a member of the APA NGO committee. In this role as a representative of APA at the UN, I have joined several NGO committees, including Aging, Committee on the Status of Women, and a new committee on Migration. My work on subcommittees has involved methods to eliminate worldwide violence and discrimination against women, as well as empowering and improving the quality of life for older persons around the world. This APA NGO position has provided me with an opportunity to make a contribution in an international forum.

My involvement in Division 52 began when I was a founding member of the Committee for Women, and helped to develop a mission statement for that committee. I have a continuing interest in the plight of women and children worldwide as well as a professional and research interest in the welfare of migrants. My membership in Division 52 has been very rewarding. I feel that my considerable experience and expertise in an international setting qualifies me for this responsible position.

FOR MEMBER-AT-LARGE

Gloria Gottsegen

Because of my long and active commitment to International and APA Governance, I believe I developed the skills and expertise necessary to serve effectively as Member-at-large.

- Council Representative, Division 52 – International Psychology
- President, Division 52 - International Psychology
- President, International Society of Clinical Psychology
- Treasurer, Division of Clinical and Community Psychology, International Association of Applied Psychology
- Visiting Professor, LaTrobe University, Melbourne, Australia – (Sabbatical)
- External examiner for doctoral dissertations, University of New Delhi
- Chair, Bylaws Committee, International Society of Clinical Psychology
- Division Liaison to CIRP
- International addresses in New Delhi, Tokyo, Bangkok, Paris, Strasbourg, Stockholm, Perth and Mexico City. Division Liaison to CIRP

My current and former service to APA governance includes:

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

Ann O’Roark

Strengthening International Psychology requires a clear and consistent agenda by leaders dedicated to compiling and consolidating an international knowledge base. Division 52’s mission to support and enhance international initiatives by the American Psychological Association inspires my interest in serving as a Member At Large of the APA Division 52 Board.

I am completing my third year as Fellows Chair. Prior to that, I was chair of 52’s Long Range Planning start-up committee. I hope to continue to contribute to the work of these committees. Other interests related to establishing an international psychology knowledge base, include:

International Credentials: Identifying psychologists regularly working across national borders and in multicultural environments

Collaborative Ventures: Promoting collaborations among psychologists and international associations

Thank you for this opportunity. Ann M. O’Roark.

ANN O’ROARK works with individuals and organizations interested in management and leadership development. For 20 years, Dr. O’Roark served as “on-call” faculty for the American Management Association’s “Executive Effectiveness Course” and the “Leadership Development Program” licensed by the Center for Creative Leadership’s to the Leadership Development Institute of Eckerd College. She is Past-President and Past-Treasurer of the Society of Consulting Psychology/ Division 13 of the American Psychological Association (APA), and
recently completed her term as their APA Council Representative. She served terms as Secretary of the International Council of Psychologists, and the Boards of the Society for Psychologists in Management and the Division of Psychological Assessment of the International Association of Applied Psychology. Ann is a Fellow in the American Psychological Association (Consulting Psychology, International Psychology, General Psychology) and in the Society for Personality Assessment. She is a Diplomate of the American Board of Assessment Psychology and serves on the editorial review board for the Journal of Consulting Psychology.

Artemis Pipinelli

I have a lot of energy and vigor and am delighted to run for Member-at-Large for Division 52. As an early career psychologist, I received an M.A. in Psychology, 1994 from the New School for Social Research University, New York, an M.A., in Drama Therapy, 1990, from New York University, and a doctorate in 2005 from Walden University, Minneapolis, MN. My doctoral dissertation "Psychological Variables and Depression among Nursing Home and Adult Caring Facility Residents" won the PSCHI/National Convention Research Award for dissertation research in 2006. Also, I received an award from the 18th Greater NY Conference on Behavioral Research at St Francis College, NY, 2006, for research on “Forgiveness and the Greek/Armenian Genocide” with Dr. Anie Kalayjian. I have worked with Dr. Rivka Bertisch Meir on international affiliate recruitment for Division 52 and the adopt a psychologist program. More credits include long clinical experience as a psychotherapist for adults, children, couples and families. I received training and worked as a therapist at the Post Graduate Center for Mental Health. Presently I am in independent private and I just applied for licensure in clinical psychology.

I feel that the main core themes of international psychology are: a) peace, b) connectiveness, and c) dignity within cultures and ethnicities. Areas of culture, identity, diversity and women’s issues are to be explored about how they function within the global community. In addition, relations with other organizations such as the International Congress for Applied Psychology, the International Council of Psychologists and other European, African and Asian organizations will bring issues in the front of our priorities as scientists and practitioners who work toward social change to better the lives of people globally.

Chalmer Thompson

As Member-at-Large of Division 52, I want to work to increase the font of direct contributions of scholars from developing countries, especially Africa, by identifying “best practices” that have helped enable these scholars to produce original work that is publishable in international journal or book outlets. Also crucial to this process of identifying best practices is surfacing the difficulties that underlie the development of scholars from developing countries. My plan is to build on the existing knowledge we have about research mentoring, an ongoing project of Division 52, by examining how partnerships have successfully launched the research careers of people from developing countries. By identifying best practices, I believe psychology can glean valuable information about the challenges inherent in striving for global inclusion, as well as the successes that are derived when optimal conditions and circumstances are set into place. Once these best practices are identified, a document of guidelines can be disseminated to help govern the realization of an inclusive global psychology.

Psychological knowledge is enhanced when scholars from developing countries contribute directly to scholarly products. Such inclusion is essential to the globalization of psychology because it helps disrupt institutional patterns of transnational exploitation and strengthens our understanding of how culture and sociopolitical forces shape human behavior. Yet, in addition to material obstacles that negatively influence the advancement of an inclusive global psychology, there likely are doubts harbored by consumers of mainstream psychological products about the value of the scholarship of people from developing countries. Indeed, scholarship about psychological phenomena observed in developing contexts may be more valued when they are derived from and delivered by researchers from developed countries than by indigenous scholars. I look forward to serving you as Member-at-Large.

http://education.iupui.edu/soe/directory/facultydetail.aspx?id=91
Announcement and Criteria for the Ursula Gielen Global Psychology Book Award

The mission of Division 52 is to advance psychology internationally as a science and profession, and through education and advocacy. In support of this mission, the Ursula Gielen Global Psychology Book Award is presented to the author(s) or editor(s) of a recent book that makes the greatest contribution to psychology as an international discipline and profession, or more specifically, the degree to which the book adds to our understanding of global phenomena and problems from a psychological point of view. Examples include psychological interventions at the micro- and macro-levels, multinational organizations, questions of mental health, pedagogy, peace and war, gender roles, contributions of indigenous psychologies to global psychology, textbooks that integrate theory, research and practice from around the globe, edited volumes integrating contributions from scholars around the world, and overviews of international and global psychology.

Inclusions and Exclusions
Nominations may include authored or edited volumes in any language. All submissions must be accompanied by a 2-page letter in English making a case for the book’s potential contribution to global psychology. Copyright must be 2006. Nominations may not include fiction and biographies.

Specifics of the Award
Winners will be announced by December 15, 2007, presented with a certificate, and invited to give an address at the August APA 2008 Convention in Boston, Massachusetts. They will receive full payment of the convention fee and a stipend of $500 to help fund their attendance at the convention.

Procedures
All nominations, accompanied by the 2-page letter, and three copies of the book, must be made by October 1, 2007, and sent to:
Renée Goodstein, Ph.D.
Chair, Ursula Gielen Global Psychology Book Award
Psychology Department
St. Francis College
180 Remsen Street
Brooklyn, NY 11201
USA
(718) 489-5437
e-mail: rgoodstein@stfranciscollege.edu

In judging the contribution of each book, the following set of guidelines may be considered:

- How creative and novel are the ideas expressed in the book?
- How large and significant a contribution does the book make to psychology as a global discipline and profession?
- Are the book’s contents international or global in nature?
- Is the book scientifically rigorous and logically sound?
- Are its theoretical bases well supported and translatable into sound and ethical practice?
- What is the literary quality of the work? Is it interestingly and well written? Is the audience for whom it is written explicitly stated and does it reach that audience?
- Does the book maintain a clear focus on psychology as a science and practice?

About Ursula Gielen:
Ursula Gielen (1916-1997, Germany) was vitally interested in the well-being of indigenous, persecuted, and poor people around the world, with a special emphasis on women and children. Her legacy and commitment to international concerns and human welfare continues through her children: Ute Seibold, a former foreign language secretary in Switzerland; Uwe Gielen, an international psychologist in the United States; Odina Diephaus, a former interpreter with the European Parliament in Belgium and France; and Anka Gielen, a counseling psychologist in Germany.

Committee Members
Renée Goodstein, Ph.D., Chair
Florence L. Denmark, Ph.D.
Juris G. Draguns, Ph.D.
Michael J. Stevens, Ph.D.
Harold Takooshian, Ph.D.
Richard S. Velayo, Ph.D.
Uwe P. Gielen, Ph.D. (ex officio)
In fall 2006, the NY international group held a few local activities for its 250+ members of APA Division 52 in Greater New York:

1. On November 10, 225 people attended the 18th Greater NY Conference on Behavioral Research, chaired by Jennifer Lancaster at Saint Francis College. This included a superb first-ever photo exhibit on “Psychologists in focus: Seeking global diversity,” arranged by Joel Morgovsky of Brookdale Community College, and featuring photos and statements by 10 psychologist-photographers: Iris Fodor (NYU), Ruth Formanek (Hofstra), Margery Franklin (Sarah Lawrence), Judith Gibbons (St. Louis), Uwe P. Gielen (St. Francis), William Hekelrath (Northwestern), Michele Hirsch (St. Francis), Anie Kalayjian (Fordham), Ching-tse Lee (Brooklyn), Joel Morgovsky (Brookdale). For any details: jmorgovsky@brookdale.cc.nj.us or www.readingpictures.net.

2. On November 13 and 19, a total of 300 New Yorkers visited the Fordham Law School Amphitheatre for one of two public previews of the “Red Light Children,” a series of three feature films to be released in 2007 on the global problem of child sexploitation. Film discussants included attorney Guy Jacobson (President, Priority Films), Dean Elaine Congress (Fordham), and Anne-Katrin Titze (CUNY). For any details: http://www.priorityfilms.com/k11/.

3. On November 14, to mark UN World Habitat Day, 35 people attended the NGO Human Settlements Committee’s interdisciplinary public forum on “Green cities today,” hosted by the Urban Studies program of Fordham University. This featured a video on Battery Park City, and 16 presenters, including Rosemarie Wakeman, Sandra McKee, Sandra Hernandez, Colin Cathcart, Harold Takooshian, Daphne McCampbell, Karen Zanetich, Letitia Remauro, and 10 Fordham student researchers.

4. On November 17, 20 people attended a symposium at Fordham University on “Anne Anastasi’s international legacy--teacher, researcher, author, mentor,” featuring speakers Thomas Cloonan and Howard T. Everson, and 10 Fordham students.

5. On December 8, 50 people participated in the 6th Holiday Healing Circle in Fordham’s Faculty Lounge, chaired by Anie Kalayjian (Fordham). The interfaith presenters included: Rev. Damian O’Connell, SJ (Fordham), Christian joy; Aradzani Dance Group; Leonard Perlmutter, Yoga; Trish O’Sullivan, Healing the heart; Sandra Del Cioppo, flowers; Joan Whitacre, Peace.

For spring 2007, NY52 again plans a few local activities. These include sessions at the annual Saturday conferences at Pace University on May 14, and Hunter College on April 28, with a late-March deadline for folks interested to submit their research for presentation. For details, contact Mercedes McCormick at mmccormick2@pace.edu or Jason.young@cuny.hunter.edu at Hunter.

For details on NY52, contact Harold Takooshian, takoosh@aol.com.
Culture and Sexual Expression:  
The Viability of Outercourse for HIV Prevention within the Jamaican Context  

Lisa Norman  
Ponce School of Medicine, Ponce, Puerto Rico  

Robert Malow & Jessy Devieux  
Florida International University, Miami, Florida  

Introduction  
Currently, both prevalence and incidence of HIV/AIDS cases continue to increase within the Caribbean region at a rate only second to Sub-Saharan Africa (UNAIDS, 2005). Cultural and traditional sex roles contribute to this epidemic by influencing the nature of sexual activities (e.g., type, intensity, duration, frequency). Such factors are most apparent in the Caribbean, particularly among Jamaicans, who actively utilize cultural norms to guide and sanction their sexual activities (Brown & Chevannes 1998; Waithe, 1983). Traditional sex roles are prevalent in a machismo culture, evidenced by the dominant roles that men play in society, especially as they relate to sexual activity and decision-making. Jamaica is heavily influenced by this culture, which is conductive to high levels of sexual activity and multiple partnerships among males, especially adolescents and young adults. Recent national data reveal early sexual initiation, multiple partnerships, and inconsistent condom use (Ministry of Health, 2004).

One area of sexual activity that has received little attention within the Jamaican context is outercourse. Outercourse refers to sexual activity that does not involve penile penetration or the exchange of body fluids (i.e., no vaginal, anal, or oral intercourse) (Wikipedia, 2006). As the number of HIV/AIDS cases continue to increase in Jamaica (Ministry of Health, 2005), outercourse may be one alternative for persons living with or at risk for HIV. Because the relations between attitudes and non-traditional sexual activities, such as outercourse, has been understudied, the current study will attempt to seek to better understand the role of outercourse within the sexual repertoire of Jamaicans as well as those living in the larger Caribbean.

This study proposes two exploratory hypotheses:

**Hypothesis 1:** Perceptions of mutual masturbation as “real sex” will vary by demographic characteristics such that younger persons, males, persons in unstable relationships and those who attend religious services frequently will be less likely to hold that view.

**Hypothesis 2:** Persons who perceive mutual masturbation as “real sex” will be more likely to engage in mutual masturbation.

Method  
Data Collection  
Data for these analyses were taken from the University of the West Indies HIV/AIDS Knowledge, Attitudes and Behaviors Study 2001/2002, a collaborative research effort between the University of the West Indies and the Ministry of Health, Kingston, Jamaica. A 193-item questionnaire was developed related to HIV/AIDS education and prevention. The survey instrument was reviewed and approved by the Research and Ethics Committee, Ministry of Health. A non-probability sampling frame was employed for the study. Data were gathered between June 2001 and February 2002 from 1252 students, representing 11% of the total student population for the enrollment period. All surveys were administered anonymously with no identifiers recorded. It is important to note that while the study employed non-random sampling, statistical testing indicated no significant differences between the study sample and the university population in both age and gender distributions (University of the West Indies, 2002).

Selected Variable Operationalizations  
**Perceptions of Mutual Masturbation as Real Sex:** Students were asked if they considered mutual masturbation “real sex.” The term “real sex” was not defined for the respondent. It was the respondents’ perceptions of what “real sex” means to them personally. Responses were dichotomized into yes – it is real sex (1) and no/not know (0).

**Relationship Status:** Those who reported being legally married or in a common-law relationship were coded as stable relationship (1) while remaining students (visiting partners, boy/girlfriends, or uninvolved at the time of interview) were coded as unstable relationship (0).

**Religious Service Attendance:** Students were asked how often they attend religious services during the month prior to the interview. Response categories included never, once, 2-3 times, once a week, and, more than once a week. Responses were combined into two categories, with those attending once a week or more being coded at frequent attendees (1) with remaining students being coded as infrequent attendees (0).

**Age:** Students were asked to report their age in years. A dichotomous variable was created: those who reported being 25 years of age or older were coded as adults (0) while those under the age of 25 years were coded as youth (1), a categorization based on the World Health Organization’s (WHO) definition of youth (WHO, 2000).

**Partner Type:** Students were asked to report their sexual behaviors with their most recent steady sex partner (husband/wife, common-law, boyfriend/girlfriend) and their
most recent non-steady sex partner (occasional, one-time, paying, other).

Data Analysis

Chi-square and binary hierarchical logistic regression analyses were employed to examine the relations among the model variables.

Results

Sample Characteristics

The mean age of the sample was 28 years of age ($\bar{X}=9.05$, range 17-59). The majority of the sample was female (67.8%). Slightly more than one quarter of the sample reported being married (31.9%) and 31% attended religious service at least weekly.

Table 1 presents the frequency and percentage distributions of selected demographics and attitudes of mutual masturbation as real sex. Overall, only 21% of respondents viewed mutual masturbation as “real sex.” Youth were less likely than adults to view mutual masturbation as real sex (15% vs. 26%, $X^2 (1) = 16.60, p < 0.001$). Among females, the same age trend emerged (16% vs. 36%, $X^2 (1) = 9.36, p < 0.01$). In addition, unmarried persons were also less likely to view this activity as real sex (19% vs. 24%, $X^2 (1) = 4.09, p < 0.05$).

Table 2 presents the hierarchical regression analyses and consists of three models. In sub-model 1, two variables were statistically significant. Youth were less likely than adults to view mutual masturbation as real sex (13% vs. 26%, $X^2 (1) = 7.36, p < 0.01$). Among females, the same age trend emerged (16% vs. 36%, $X^2 (1) = 9.36, p < 0.01$). In addition, unmarried persons were also less likely to view this activity as real sex (19% vs. 24%, $X^2 (1) = 4.09, p < 0.05$).

Of the 961 sexually experienced respondents, 722 (75%) reported having at least one steady sex partner in the previous year and 305 (42%) participated in mutual masturbation with their most recent steady partner. Among this sub-sample, only 49 (16.1%) reported never following with penetrative sex while 230 (75.4%) usually or always followed with it. Two hundred respondents (20.8%) reported having at least one non-steady partner in the previous year and 52 (26%) participated in mutual masturbation with their most recent non-steady partner. Among this sub-sample, 13 (25%) reported never following with penetrative sex while 40 (76.9%) usually or always followed with it.

Multivariate Analyses

Table 2 presents the hierarchical regression analyses and consists of three models. In sub-model 1, two variables were as statistically significant. Youth were less likely than adults to perceive this activity as real sex (Odds Ratio (OR) = 0.47,
95% Confidence Interval (CI) = 0.33-0.62). Also, students who attended religious services frequently, compared to infrequent attendees, were less likely to perceive mutual masturbation as real sex (OR = 0.62, CI = 0.43-0.91).

In sub-model 2, two independent variables emerged as statistically significant. Males, compared to females, were less likely to engage in mutual masturbation (OR = 0.64, CI = 0.45-0.91). However, those who perceived mutual masturbation as real sex were much more likely to engage in the activity with their most recent steady sex partner than those who didn’t perceive it as such (OR = 3.25, CI = 2.19-4.81).

In sub-model 3, only one independent variable was statistically significant. Those who perceived mutual masturbation as real sex, compared to those that didn’t perceive it as real sex, were less likely to engage in the activity with their most recent non-steady partner (OR = 0.28, CI = 0.14-0.57).

**Discussion**

It is notable that less than one quarter of the respondents viewed mutual masturbation as real sex; men, youth, and unmarried persons were less likely to report perceiving this activity as real sex. In addition, males and youth were less likely to engage in mutual masturbation.

These attitudes may reflect particular cultural constructions on what constitutes “genuine” sex. It would also appear that non-coital sexual activities fall under the rubric of foreplay, that is, preparation for penetrative sex, especially since the vast majority of persons engaging in the mutual masturbation, regardless of gender or age, usually or always followed by penetrative sex.

Penetration is an important aspect for many men and women; as such, non-penetrative sexual activities may only be welcomed by a few (Foreman, 1998). Furthermore, a culture of masculinity may also be in play here. It is possible that men and even some women perceive non-penetrative sexual activities as not being masculine. Jamaicans, as are many other persons living in the Caribbean, are heavily influenced by traditional roles of masculinity and femininity (Norman, 2003). If outercourse is going to be promoted as a ‘safer sex’ activity or as an alternative to penetrative sex, it will be important to address the sexual values, beliefs, and practices that are predominant within the Jamaican context.

---

**Table 2: Hierarchical Regression Analyses Results**

<table>
<thead>
<tr>
<th>Model and Independent Variables</th>
<th>Unadjusted Odds Ratio (95% CI)</th>
<th>Adjusted Odds Ratio (95% CI)</th>
<th>Final Adjusted Odds Ratio (95% CI)*</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Sub-Model 1: Perception of Mutual Masturbation as Real Sex (N=845)</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sex</td>
<td>0.80 (0.56-1.14)</td>
<td>0.89 (0.63-1.28)</td>
<td></td>
</tr>
<tr>
<td>Age</td>
<td>0.90 (0.36-0.91)**</td>
<td>0.43 (0.28-0.65)**</td>
<td>0.47 (0.33-0.62)*****</td>
</tr>
<tr>
<td>Religious Service Attendance</td>
<td>1.42 (1.01-2.00)**</td>
<td>0.93 (0.62-1.41)</td>
<td></td>
</tr>
<tr>
<td><strong>Sub-Model 2: Engage in Mutual Masturbation with Most Recent Steady Partner (N=292)</strong></td>
<td>0.64 (0.46-0.90)**</td>
<td>0.69 (0.48-0.99)**</td>
<td>0.64 (0.45-0.91)***</td>
</tr>
<tr>
<td>Sex</td>
<td>0.71 (0.53-0.97)**</td>
<td>0.82 (0.54-1.24)</td>
<td></td>
</tr>
<tr>
<td>Relationship Status</td>
<td>1.06 (0.82-1.31)</td>
<td>0.97 (0.68-1.49)</td>
<td></td>
</tr>
<tr>
<td>Religious Service Attendance</td>
<td>0.75 (0.53-1.06)</td>
<td>0.78 (0.53-1.14)</td>
<td>0.73 (0.51-1.05)†</td>
</tr>
<tr>
<td>Attitude toward Mutual Masturbation as Real Sex</td>
<td>3.34 (2.27-4.92)*****</td>
<td>3.15 (2.08-4.76)*****</td>
<td>3.25 (2.19-4.81)*****</td>
</tr>
<tr>
<td><strong>Sub-Model 3: Engage in Mutual Masturbation with Most Recent Non-Steady Partner (N=188)</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sex</td>
<td>0.83 (0.43-1.68)</td>
<td>0.88 (0.43-1.78)</td>
<td></td>
</tr>
<tr>
<td>Age</td>
<td>1.50 (0.69-2.45)</td>
<td>1.20 (0.37-2.93)</td>
<td></td>
</tr>
<tr>
<td>Relationship Status</td>
<td>3.90 (0.72-2.16)</td>
<td>1.14 (0.39-3.32)</td>
<td></td>
</tr>
<tr>
<td>Religious Service Attendance</td>
<td>1.41 (0.54-3.96)</td>
<td>1.65 (0.57-4.75)</td>
<td></td>
</tr>
<tr>
<td>Attitude toward Mutual Masturbation as Real Sex</td>
<td>0.28 (0.14-0.59)*****</td>
<td>0.21 (0.15-0.66)**</td>
<td>0.28 (0.14-0.57)</td>
</tr>
</tbody>
</table>

*The comparison group for each variable is as follows: sex (males); age (youths < 25 years); relationship status (married/common-law); religious service attendance (weekly or more); attitude toward mutual masturbation as real sex (yes); and engage in mutual masturbation (yes).

*p<0.10, *p<0.05; **p<0.01; ***p<0.001.

Variables not significant in the adjusted model were removed one by one until only significant variables emerged.

---

*The comparison group for each variable is as follows: sex (males); age (youths < 25 years); relationship status (married/common-law); religious service attendance (weekly or more); attitude toward mutual masturbation as real sex (yes); and engage in mutual masturbation (yes).

*p<0.10, *p<0.05; **p<0.01; ***p<0.001.
In addition, prevention messages and interventions must consider the importance of the cultural values and attitudes associated with outercourse for both men and women. Determining and targeting important potential motivations for engaging in outercourse within the cultural context is needed (Malow et al, 2000).

With the rising numbers of HIV/AIDS cases in the Caribbean and globally, the promotion of outercourse could have the potential to have significant implications for HIV prevention efforts. A next step in this study could be to explicitly identify the specific cultural meanings that are tied to sexual activities in Jamaica and examine the relation between these cultural meanings and their related sexual activities. More research is needed to understand the meanings attached to these non-penetrative activities and how intervention messages should be developed to move persons into accepting outercourse as a safer sex alternative, an alternative that can be both physically and emotionally fulfilling. However, outercourse should not be promoted as the only option for safer sex relationships, but in the context of a comprehensive prevention messages, including protected sexual intercourse for those who choose to engage in penetrative activities.

While this study has provided insight on the sexual practices and cultural constructions surrounding different types of sexual activities in Jamaica, it is important to note the study’s limitations. These include non-probability sampling that may limit the generalizability of the results, and the limited reliability of self-reported data.

References

Please send all correspondence to Robert M. Malow, Ph.D. Professor and Director of AIDS Prevention Program, Department of Public Health, Florida International University, Biscayne Bay Campus, ACI-278, N. Miami, FL 33181, RMalow@bellsouth.net

Undergraduate Student Involvement in Cross-Cultural Research: Why and How?

Anna Shvets
John Jay College

How can undergraduate students become involved in cross-cultural research? This brief report for students and their faculty advisors reviews why students should consider doing cross-cultural research, and four ways to do so.

Cross-cultural research involves a scientific or intellectual inquiry regarding the psychology of people from different nations (Takooshian & Stevens, 2001). Our culture determines how we solve tasks, what we notice and remember, “a psychology based on shared meanings of Western culture is missing the whole picture” (Russo & Takooshian, 2002, p. 14). The psychological differences between representatives of various cultures are so obvious, and yet not so fully researched, that it becomes a vast field of exploration for students. Cross-cultural research implies one or more foreign nations being analyzed and compared, and there are many ways of conducting such a study.

Undergraduate student research may be faculty- or student-centered (Takooshian, 1993). It is important to make this distinction, because in student-centered research, the original idea or project belongs to the student, and, therefore, this student is entitled to sole or senior authorship of his/her study.
Faculty-centered project originally belongs to the professor, and students may not expect receiving such high credit on it as they would receive in student-centered research. To avoid confusion regarding authorship, APA’s Ethical Principles, par. 6.23, is a perfect guide on “publication credit” for undergraduate students (Takooshian, 1993, p.4).

While accreditation of the study is an important subject, the student-researcher must first select a topic of his/her study, and, in fact, this may become a tough issue. Student-centered research may be conducted on various topics in psychology, such as particular stages of human development, person’s emotions and opinions in reaction to certain events, or psychology of interpersonal relationships. However, among all of the diverse choices in orientation of psychological study, cross-cultural research deserves the most attention for several reasons.

**Top Six Reasons to Search Beyond Your Culture:**

1. Cross-cultural research will provide an international perspective on world perception of people from different countries. Such research will enrich a student’s understanding of values, motives, thoughts, and behaviors of those who do not originally belong to our culture. Knowledge of international psychology may become valuable for future careers in business, social work, education, and all other professions that require interaction with other people (Russo & Takooshian, 2002).

2. Experience of conducting a cross-national study will be a prominent item on students’ and alumnus’ resume or curriculum vitae, which will potentially increase the possibility of getting into preferred graduate schools or moving upwards in the career world. In fact, “the presentation or publication of one’s research is probably the single most outstanding thing an undergraduate (or graduate) can do to advance his/her career” (Takooshian, 1993, p. 4).

3. Besides self-oriented reasons for conducting the study overseas, understanding other nations’ psychology may serve in prevention of conflicts, terrorism, and wars. The so-called “societal survival” is another socially beneficial rationale to study other nations.

4. A study which will expand to other nations promises fun and excitement for its researcher. This first-hand experience and knowledge of a different culture promotes personal development in an exciting manner, unlike any other type of research (Russo & Takooshian, 2002).

5. While working on a cross-cultural study, the student can acquire collaborators and acquaintances overseas. People from other country(s) may later become a student’s friends and colleagues, with whom he/she would want to conduct further studies.

6. Presentation or publication of a cross-national study will provide a student with the reputation of an international researcher overseas. This may bring opportunities for future collaborations with people from other country(s). Even if the student does not plan to conduct any further research, ties and connections overseas could still be valuable in business and while traveling.

**Getting Practical - How to Conduct a Cross-National Study**

There are at least 4 models for undergraduate students to gain cross-national research experience.

1. **First, contact a cross-cultural researcher on campus.** Whether the student is aiming at an auxiliary role in research, such as assistant or a junior author of the project, or if the student is seeking for guidance while conducting his/her study, contacting professors regarding cross-national research may discover possibilities for involvement in research activity. When selecting professors from campus, the student should, first of all, consider the professor’s research interests, competence, past publications, availability, and student reports about this professor (Takooshian, 1993). A majority of US universities have online and in-campus lists of professors and their research interests.

2. **Another conventional method of organizing cross-cultural research is acquiring collaborators overseas.** People who have first-hand interactive experience with the culture being researched may contribute a great deal to the researcher’s understanding of this culture; collaborators may participate in translation and acculturation of an experiment or a survey to adapt it to a given culture. Also, collaborators may suggest their own explanation of particular cultural phenomena and inspire principal researcher with ideas and suggestions that had never been sought before. Researchers may find collaborators among their friends who stay overseas or those planning a trip. The second step in quest for collaborators is looking for “friends of friends” who travel or live in another country, and who would be interested to participate in particular research project.

APA website also suggests a possibility of recruiting collaborators across the globe (www.apa.org/international). Members of APA Division 52 (International Psychology) can post notices and find foreign collaborators through the Division’s website: http://www.tamu-commerce.edu/orgs/div52. Browsing through the publications of researchers overseas, a researcher can easily find their contact information (Takooshian, 2001, p.14). At the later stages of research, colleagues overseas may become interested and suggest their participation. Such a scenario took place in the Adler’s famous Fruit Tree Study, where scientists from all over the world proposed to collect data on their sites once the initial results of the study were presented at the conference (Adler, 1994, pp.18-19). When collaborators are engaged, they should be clearly informed of research theories and hypotheses. Principal researcher of the study should make collaborators aware of avoiding convenient sample, and advise to collect data from different places, at different times of the day, and etc, so that the sample would be representative.
Also, collaborators should not process the data in order to avoid their misinterpretation.

3. Visiting another country. While traveling or studying abroad, the student has an excellent possibility to conduct his/her cross-national study. Those individuals who study abroad spend a minimum of one semester (almost a half of the year) constantly exposing oneself to another culture. This is a terrific possibility for real-life observation, as well as an opportunity to conduct more intricately designed longitudinal experiments, such as cross-sequential. A brochure by Aixa Rodriguez contains a scrupulous check-list for those preparing to study abroad. It includes useful items for cross-cultural studying: keeping a journal, preparation for emergencies, setting-up communication with professors and mentors at home, etc.

Many students travel abroad during their vacation time. However, merely anybody recognizes a perfect chance to get engaged into cross-cultural research on vacation. If the study is well-planned beforehand, data collection abroad will not take a lot of time, but will bring its reward. One of those thorough individuals who undertook her chances to study while traveling is Tsviya Katz. This researcher had followed a simple, but effective model of coming up with a scientific inquiry regarding Israeli women’s views on feminism. She explored the topic and went to Israel for vacation, collecting 134 surveys, analyzing them, and presenting results at conferences (Katz, 2005).

4. International students on campus. Even if the student does not plan to travel, there are always a handful of international students on campus, who would serve as participants for studies in cross-cultural differences. Although this sample would be convenient, it will, probably, be enough for some research hypotheses. International students who reside in the US are typically looking for possibilities to get engaged into many activities benefiting their experience luggage, so they will be pleased to participate in experiments.

E-mail surveys and experiments via internet will also provide a convenient sample (Takooshian, 2001), especially in the third world countries where internet usage is only limited to higher SES representatives. If a sample like this will satisfy a particular research hypothesis, cross-cultural study via internet becomes a feasible “stay-home” international research.

References

For more details on this article, please contact the author at anna.shvets@jjay.cuny.edu.
Getting to Know: Danny Wedding, PhD
On Being a Psychologist, Tourist, and Pad Thai Aficionado

As shared with Amanda C. Kracen
SECC Member, Virginia Commonwealth University
kracenac@vcu.edu

Danny Wedding is a Professor of Psychiatry in the School of Medicine at the University of Missouri-Columbia. He directs the Missouri Institute of Mental Health (MIMH), a mental health policy, research and training center that works closely with the Missouri Department of Mental Health. MIMH has 110 employees and a $6 million annual budget. Danny received his doctorate in clinical psychology from the University of Hawaii in 1979. He currently serves as the Division 52 representative to the APA Council of Representatives, and he is the editor of PsycCRITIQUES: Contemporary Psychology—APA Review of Books.

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

My interest in international issues in part resulted from being raised in an Army family and my father’s assignments in Germany and Panama. Right after high school I joined the Air Force and spent four years working as a medic; for three of those years I was stationed in Taiwan and Korea. Later I spent a semester as an undergraduate exchange student in Salzburg, Austria; this was followed by six weeks tour of the capital cities of Europe with a Eurorail pass. My international interests were also shaped by attending graduate school at the University of Hawaii, a very multicultural university where one of my mentors was Tony Marsella. In 1999, I was selected as a Fulbright Senior Scholar and had the good fortune to spend six months in Thailand teaching psychotherapy to psychiatry residents at the Chiang Mai University School of Medicine. While completing the Fulbright, I also was able to arrange speaking tours in Australia and New Zealand, and a few years ago, I was invited to spend a week consulting with the Australian Parliament on behalf of the American Association for the Advancement of Science (AAAS). Three times each year I lecture to medical students at the American University of the Caribbean in St. Maarten. I also have lectured in China, Iran, Pakistan, India, South Africa and South Korea, and cherish the friends I have made on each of these trips. My personal belief system and practice of meditation has been shaped by my international experiences. I initially became interested in comparative religion while living in Taiwan and Korea, but I was able to learn much more about Buddhism while living in Thailand and studying with a monk at Wat Umong. I mediated on a daily basis while in Thailand, and spent ten days of silence participating in a Suan Mokkh retreat. These experiences made me appreciate the importance of mindfulness, and the ways it can be incorporated into psychotherapy. As a result of these experiences, I invited Roger Walsh to write a chapter on Contemplative Psychotherapies for the 8th edition of Current Psychotherapies (Corsini & Wedding, 2008).

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

I am currently completing a three year term on the APA Committee on International Relations in Psychology (CIRP), and I’m the coeditor, with Michael J. Stevens, of the Hand- book of International Psychology (2004). Michael and I also co-edit PSYCHOLOGY: IUPsyS Global Resource, a CD-ROM published annually by the International Union of Psychological Science and distributed with the International Journal of Psychology. I’ve had the good fortune to participate in recent international conferences including the International Congress of Psychology in Beijing (2004) and the International Association of Applied Psychology meeting in Athens (2006), and I anticipate attending the next International Congress of Psychology in Berlin in 2008. I’m also currently serving as the Secretary for the International Society of Clinical Psychology.
What led you to Division 52?
I was invited to edit a special issue of the *Journal of Clinical Psychology in Medical Settings* devoted to “Clinical Psychology around the World,” and I realized I needed to be a member of Division 52 to identify and recruit appropriate authors. In addition, in 2001, I presented a paper at the Southeast Asia Regional Conference on Scientific & Applied Psychology sponsored by The Bombay Psychological Association. Ray Fowler and Charlie Spielberger were at this meeting, and both of these APA Past Presidents encouraged me to join Division 52.

What do you think are the most important benefits of being a Division 52 member? How has being a member shaped or influenced your career path?
The camaraderie among the officers and members has been a great experience, and my life has been enriched by my friendship with these individuals. I belong to several other Divisions, but none of them have the cohesive and friendly leadership that characterizes Division 52. In addition, I've actively sought opportunities to lecture internationally, and my friends in the Division have helped facilitate these trips by introducing me to their friends who are psychologists in other parts of the world.

What advice can you give to new members of Division 52 who are just beginning their careers?
Many psychologists wait until the reach an arbitrary professional goal (e.g., tenure, full professorship, retirement) before seeking out international opportunities; however, I think this is a mistake. I've never regretted any decision I've made to travel abroad, and I consider the money I've spent on international travel to be a core investment in my continuing professional education. In addition, even graduate students on a tight budget can identify and take advantage of inexpensive travel opportunities.

What was your favorite holiday or vacation?
Many years ago, my wife and I flew to Bangkok, and after spending a few days in the city we took a long and leisurely train ride from Bangkok to Singapore, making frequent stops along the way to visit small towns and interesting beaches. The week we spent in a beachfront bungalow on Koh Tao was one of the happiest times in my life, and this experience is still my most cherished travel memory.

Please share a favorite international/ethnic recipe with us.
I'm not as talented as my friend Joy Rice (who has published a cookbook!); however, during my Thailand sabbatical I developed a gastronomic passion for Pad Thai. In 1999, I could buy a serving of Pad Thai (wrapped in a banana leaf) at a small stand across from the medical school for the baht equivalent of 40 cents. It still bothers me to pay $12 for the same meal when it isn't nearly as delicious when cooked in a U.S. Thai restaurant. If you want to try your hand at cooking Pad Thai at home, this recipe will get you started. It is taken from www.thaitable.com/Thai/recipes/Pad_Thai.htm.

PAD THAI

2-3 Servings

1/2 lime
1 egg
4 teaspoons fish sauce
3 cloves garlic, minced
1/2 teaspoon ground dried chili pepper
2 tablespoons vegetable oil
1 shallot, minced
2 tablespoons sugar
2 tablespoons tamarind
1/2 package Thai rice noodles
1/2-1/4 lb. shrimp (optional)
1/2 banana flower (optional)
1/3 cup tofu - extra firm (optional)
1-1/2 cup Chinese chives - green (optional)
2 tablespoons cashew (optional)
1-1/3 bean sprouts (optional)
1 tablespoon preserved turnip (optional)

Soak the dry noodles in lukewarm water while preparing the other ingredients, for 10-15 minutes. Julianne tofu and cut into pieces 1 inch long. When cut, the extra firm tofu should have a mozzarella cheese consistency. Cut up Chinese chives into 1 inch long pieces. Set aside a few fresh chives for a garnish. Rinse the bean sprouts and save half for serving fresh. Mince shallot and garlic together.

Use a wok; if you do not have one, any big pot will do. Use high heat and pour oil in the wok. Fry the cashew nuts until toasted and remove them from the wok. Add shallot, garlic and tofu and stir them until they start to cook a little brown. The noodles should be flexible but not expanded at this point. Drain the noodles and add to the wok. Stir quickly to keep things from sticking. Add tamarind, sugar, fish sauce, chili pepper and preserved turnip. Stir. The heat should remain high. If your wok is not hot enough, you will see a lot of juice in the wok at this point. Turn up the heat, if it is the case. Make room for the egg by pushing all noodles to the side of the wok. Crack the egg onto the wok and scramble it until it is almost all cooked. Fold the egg into the noodles. Add shrimp and stir. Add bean sprouts, chives. Stir a few more times. The noodles should be soft and very tangled.

Pour onto the serving plate and sprinkle with fried cashews. Serve hot with banana flower, a wedge of lime, raw Chinese chives and raw bean sprouts.
Books by Members

**Division 52**
**Books by Members**

Jennifer Lancaster, Ph.D.
jlancaster@stfranciscollege.edu

*Culture, psychotherapy and counseling: Critical and integrative perspectives*


This book takes a broadened view of culture and approaches psychotherapy and counseling as a science-based cultural enterprise. It addresses issues of psychotherapy integration and evidence-based practice from critical (feminist, hermeneutic, moral) and integrative (Buddhist, Hawaiian, holistic) perspectives. Additionally, it offers diverse examples of practitioners’ integration of the personal and the professional in culture-centered practice, as illustrated with clinical cases.

*Internationalizing the history of psychology*


While the U.S. was dominant in the development of psychology for much of the twentieth century, other countries have experienced significant growth in this area since the end of World War II. The percentage of those in the discipline who live and work in the United States has been growing smaller, and it is now impossible to completely understand the field if developments in psychology outside of the U.S. are ignored. This volume brings together luminaries in the field from around the world […] This volume, ideal for student use and for those in the field, illuminates how what we have been missing may change our views of the nature of psychology and its history.

---

*Due to the large number of responses, items were selected based on when they were received. Submissions not listed here will be included in future issues of IPR.*

**Also announcing the publication of…**


---
methodology to re-formulate psychological theories in accordance with Marxist thinking and to address social and political issues confronting the new nation as it went from feudalism to socialism. In the world of today's psychological thought, Vygotsky is known as the Mozart of Psychology.

Vygotsky's Life

Lev Vygotsky was born in Orsha, Belarus (then Russian empire), into a well-to-do family of Jewish ancestry, on November 5th, 1896. Soon after Lev's birth, his father was appointed department chief of the United Bank of Gomel and the family moved to Gomel. Vygotsky spent his childhood in Gomel. Vygotsky's mother had trained to be a teacher but saw her priority in being at home to provide a stimulating and enriching environment for her eight children. Vygotsky completed his primary education at home with his mother and a private tutor and then entered public school for his secondary education. As a child, Vygotsky read Torah. Possessing an exceptional reading speed and memory he was an excellent student in all subjects at school. Vygotsky graduated from secondary school with a gold medal at the age of seventeen. He entered the University of Moscow and initially studied Medicine, then switched to Law. Vygotsky continued his self-directed studies in philosophy. After graduating from the University of Moscow, Vygotsky returned to Gomel to teach Literature and Philosophy. In Gomel, he married Rosa Smekhova, and they had two daughters. Vygotsky set up a research laboratory at The Teacher's College of Gomel. In 1924, he made a presentation at the Second All-Russian Psychoneurological Congress in Leningrad. He discussed and compared methods of reflexo-logical and psychological investigation. Vygotsky's presentation was very well received, and he was offered a position at the Psychological Institute of Moscow. In the same year, he moved to Moscow, to work on a diverse set of projects. In that period he lived in the basement of the Institute and had the opportunity to read masses of archived materials. In 1925, Vygotsky finished his dissertation on The Psychology of Art. Vygotsky instigated the special education services in Russia and re-structured the Psychological Institute of Moscow. An area of a high priority for the Vygotsky was always the psychology of education and remediation and his lifelong interest in children with learning disabilities led him to form the "Laboratory of Psychology for Abnormal Childhood" in Moscow. Vygotsky was also being recognised as leading a transformational school of thought, which was turning psychology from a field of activity into a discipline of inquiry. His philosophical analysis of the foundations of psychology in his work "The Historical Meaning of the Crisis in Psychology" saw his reputation further enhanced. Unfortunately, Vygotsky contracted tuberculosis from his younger brother, whom he was caring for and died in 1934 at the age of thirty-eight. He wrote over 180 papers, some of which were published fifty years after his earthly life.

Vygotsky's Work and Key Ideas

Vygotsky's scientific investigations can be relatively divided into three essential areas that are interrelated and interconnected:

- Human Development, i.e., development of an individual human being. Vygotsky uses the genetic/dialectical/developmental method in explaining human growth. He develops theories on the zone of proximal development and scaffolding.

- Historical cultural theory, i.e., the dialectics of the development of an individual as well as the humankind. Vygotsky claims that higher mental functioning in the individual emerges out of social processes. He also claims that human social and psychological processes are fundamentally shaped by cultural tools, or means of mediation. He uses the terms mediation and internalization.

- Development of human thought and language in ontogenesis and philo-genesis, i.e., at the level of individual development and at the level of mankind development. He uses the term psychological tools. Vygotsky covers such diverse topics as the origin and the development of higher mental functions, philosophy of science and methodology of psychological research, the relationship between learning and human development, concept formation, language and thought, psychology of art, play as a psychological phenomenon, the study of learning disabilities and abnormal human development. In all these theories, Vygotsky uses the dialectical approach as a method of investigation. He also denotes the dialectics of these developments.
The Man of His Era

Lev Vygotsky was the Man of his Era. He used to call himself the Son of the Silver Age. He was too enthusiastic with the October Revolution in Russia, in 1917. Most of his early papers were full of citations from Leon Trotsky. In the 1930s, when Stalinist dogmatic slogans became more influential, and Leon Trotsky was banned as an ideological enemy to socialism, Vygotsky's situation became politically unfavorable, even unbearable. His colleagues and students were scared to defend him in his endeavors to use Marxist approach, i.e., Trotskyist approach, in addressing the social and political problems of his Silver Age and in building a just and free Soviet society, which was going from feudalism to socialism. Vygotsky's life took place in a situation of revolutionary social change, class struggle and class hatred, and ideological warfare. Vygotsky's psychology was created under Marxist banner and his revolutionary identity was anchored in a highly dynamic community with shared goals possessing a semi-sacred quality. Consequently, he experienced his later exclusion from this community as a kind of social and spiritual death.

Vygotsky's Scholarly Legacy

In the Soviet Union, the ideas of Vygotsky were developed largely under the banner of activity theory that was introduced and systematically developed by such Vygotsky's students and colleagues as Alexei Leon'tev, P. Zinchenko, Zaporozhets, D. El'konin, as well as Gal'perin, Davydov, Smirnov, Talyzina. "Thought and Language" was first published in English in the early 1960s. However, although it generated some interest, it was not until 16 years later in 1978, with the publication of "Mind in Society," that the importance of his contribution was first noticed and the value placed on his work began to grow (Newman and Holzmann, 1993, 1995).

Vygotsky and contemporary psychology and education

In the West, most attention was aimed at the continuing work of Vygotsky's Western contemporary Jean Piaget. Early - albeit indirectly - influence on growing the cognitive science community in the United States was already apparent in the late 1950s and early 1960s through the work of Vygotsky's student and collaborator Alexander Luria which was read by early pioneers of cognitive science J. S. Bruner and George Miller. However, Vygotsky's work appeared virtually unknown until its "rediscovery" in the 1960s, when the interpretative translation of Thought and language (1934) was published in English (in 1962; revised edition in 1986, translated by A. Kozulin and, as Thinking and speech, in 1987, translated by N. Minick). In the end of the 1970s, truly ground-breaking publication was the major compilation of Vygotsky's works that saw the light in 1978 under the header of Mind in society: The development of higher psychological processes.

By the 1980s, Vygotsky's work became well known in the United States in part due to the opening of the Soviet Union due to glasnost. According to some US scholars (M. Cole, J.Bruner), Vygotsky formulated a meta-psychology that encompassed the phylogeny, cultural history, ontogeny and moment to moment dynamics of human psychological functioning as a life long process of becoming. Vygotsky's work became extremely influential because it offered a way of reconciling the competing notions of maturation by which a child is seen as an unfolding flower best left to develop on his or her own, and environmentalism, in which a child is seen as a blank slate onto which knowledge must be poured. His views are influential on activity theory, distributed cognition, and Cognitive Psychology.

Vygotsky's ideas have important implications for education and psychological testing. Tests that focus on a child's potential for learning provide a valuable alternative to standard intelligence tests that assess what the child has already learned. Many children may benefit from the sort of expert monitoring learning shifts to the child -- much as, when an adult teaches a child to float, the adult first supports the child in the water and then lets go gradually as the child's body relaxes into a horizontal position. Works of Vygotsky are also studied today by linguists regarding language and its influence on the formation of the perception of reality. His work has also been influential on second language acquisition theory.

Vygotsky and Piaget

Unfortunately, Vygotsky's life was short, his work was banned in his native Russia under Stalin (in spite of his enthusiastic support for 1917 revolution and his belief in Marxist ideas), and his work was unavailable in the West until the latter half of the twentieth century. Despite all this, Vygotsky's work has become highly influential, rivalling even the legacy of his much longer-lived Swiss contemporary, Jean Piaget.

While Piaget focused primarily on the child's development of knowledge about the physical environment, seeing
the child an a young scientist, Vygotsky's focus was on the need for the support of adults, or more mature children, in advancing the child's discoveries. Thus, Vygotsky saw the child as an essentially social being, whose interaction with older, more knowledgeable, more experienced human beings acted like a "scaffold," or support structure, up which the child's mind would climb, guided by cultural traditions and norms.

References
The Collected Works of Lev S. Vygotsky in English Robert Rieber, Editor


APA Presidential Election Results

Alan Kazdin is the winner of 2008 APA Presidential election. He will start his term as President-Elect in January 2007.

Below is a message from him:

“Dear Friends and Colleagues,
Thank you for your support in the recent election for APA President. I was delighted and surprised to win and am very grateful for the support of friends and colleagues that led to that. If you did not support me, the thanks applies to you as well, but it is anticipatory. Over the course of the coming months, please write to me on critical issues, your priorities, and what ought to be done. I have heard a great deal already about issues of concern but the communication ought to be ongoing.

My main priority at this time is to listen. It is important to learn the intricacies of APA governance and details of the many initiatives completed, underway, and in the planning stages and of course of our many successes. I begin as President-Elect in January 2007. There is much to do and learn; thank you for your support already or for your future input to ensure that you get the support you wish.”

Alan E. Kazdin, Ph.D., ABPP
John M. Musser Professor of Psychol. and Child Psychiatry
Yale University
kazdin.alan@yale.edu

18th Annual Conference on Behavioral Research: A BIG Success with an International Flair

Jennifer Lancaster, Ph.D.
St. Francis College
jlancaster@stfrancisccollege.edu

On November 10, 2006, students and faculty from 22 institutions convened at St. Francis College in Brooklyn NY for the 18th Greater New York Conference on Behavioral Research sponsored by Society for the Psychological Study of Social Issues (SPSSI). This Conference included 35 scientific presentations by 55 researchers, selected by a review committee of faculty from area colleges. Attendance reached an all time high with over 225 guests signing in and participating in the conference activities.
The conference welcomed three guests of honor who received medals for their contributions to the conference and their research fields. Joseph Ferrari of DePaul University and a graduate of St. Francis College presented his research on Tasmanian (Australia) Eldercare. Senel Poyrazli of Penn State University discussed the “Importance of International Students for the US Society” during a session of featured speakers along with Marc Bornstein of the NIMH. “Mind, Brain and Culture” was presented by Panayiotis Stavrinides of the University of Cyprus, a graduate of SFC and a Harvard Fellow for the academic year 2006-2007. A photography exhibit aptly titled “Psychologists in Focus - Seeing Global Diversity” was on display in the SFC Callahan Center in conjunction with the conference. Under the direction of Joel Morgovsky of Brookdale Community College, invited participants from across many specialties displayed their photographs from around the world. This exhibition, possibly the first of its kind in the United States, allowed viewers the opportunity not only to study photographs taken in many parts of the world but also to simultaneously encounter the unique personalities of the participating photographers.

Awards were presented for outstanding research in two categories. The 2006 Toth Award, for outstanding research by a graduate student, was presented to Joseph Oliva with mentor Richard S. Velayo of Pace University, for his research on “The effects of experienced childhood maternal abuse on adult attachment styles”. The Scarpetta Award for outstanding undergraduate research was presented to Dmitry D. Grebennik of Rutgers University, for his research on “Brain maturation and self-representation in autism,” with mentors Dennis P. Carmody and Michael Lewis of UMDNJ. This is the second year Mr. Grebennik received this award.

The Conference Committee for the 2006 Conference was chaired by Jennifer Lancaster of St. Francis College. The 19th Conference is planned for November, 2007 at the campus of Hofstra University in Hempstead, NY, under the direction of Professor Lola Nouryan (DrNouryan@aol.com). Any inquiries about the Greater New York Conference or its Awards can be directed to Professor Harold Takooehian at Fordham University, 212-636-6393 or Takooehian@aol.com

Cross-Cultural/Language Cases Sought

Members who might be interested in contributing case studies illustrating various types of test misuse in cross-cultural/language assessment settings should contact Dr. Lorraine D. Eyde (eyde@mindspring.com), co-author (with Gary J. Robertson and Samuel E. Krug) of Responsible Test Use: Case Studies for Assessing Human Behavior, which is published by APA. Specifically, case studies are needed for such applications as the assessment of linguistic and cultural minorities, cross-cultural test translation and adaptation, including the many technical issues of test standardization and equating of minority and majority versions of tests.

1ST Convention of the Asian Psychological Association Bali, Indonesia

Mike C. Knowles
Monash University

The First Convention of the Asian Psychological Association (APsyA) was held in Bali from 18-20th August 2006. This historic event marked the founding of the APsyA which is the first association in the Asian region with an individual membership spanning the whole field of psychology. The Conference was organized under the Presidency of Sarlito Sarwono and was supported institutionally by the Faculty of Psychology at the University of Indonesia, Tarumanagara University, the Catholic University of Indonesia, the Indonesian Police Force, the International Council of Psychologists, Division 52 (International Psychology) of the American Psychological Association,) and the International Association of Applied Psychology. The Conference attracted over 120 participants from 17 countries and its Scientific Program covered matters such as indigenous Asian psychology, the contributions of psychology towards national development, and special issues in Asia. The principal symposium of the Conference dealt with terrorism and covered research into the psychology of terrorists, the process by which people become terrorists, and the rehabilitation of terrorists.

This Convention of the Asian Psychological Association (APsyA) was held in Bali from 18-20th August 2006 and was an historic event for two reasons. Firstly it marked the founding of the APsyA with the adoption of a constitution, the election of its principal Office Bearers, the election of its Board of Directors, and the creation of its initial membership.
A momentous moment such as it was in Bali was an exciting time for everyone who had the privilege of being there, and credit is due to every member of the interim committee who worked so diligently in establishing the Association.

Secondly, this was the inaugural Convention of APsyA and had as its theme “Asian solidarity in diversity: towards a better quality of life in Asia.” The principal organizer was Sarlito Sarwono from the Faculty of Psychology at the University of Indonesia, and the conference was supported not only by this University but also Tarumanagara University, the Catholic University of Indonesia, the Indonesian Police Force, the International Council of Psychologists, Division 52 (International Psychology) of the American Psychological Association, and the International Association of Applied Psychology with which APsyA has a tandem relationship.

Participants
The Conference attracted 113 participants (not including members of the local organizing committee, who are mostly psychologists) from 17 countries including Indonesia, Malaysia, Singapore, the Philippines, mainland China (Hong Kong), Japan, Australia, New Zealand, Bangladesh, India, Pakistan, Saudi Arabia, Iran, The Netherlands, England, Canada and the United States.

Opening Ceremony
The Opening Ceremony was chaired by Sarlito Sarwono, who, together with Chok Hiew representing the International Council of Psychologists and Mike Knowles representing the International Association of Applied Psychology, welcomed all delegates. What was stressed was the importance of having an Association whose members were either Asian themselves or conducted research into Asian issues and were thus interested in developing indigenous schools of thought and paradigms as well as ways by means of which psychologists in the region could contribute to their nation’s development both socially and economically.

The opening of the Conference was followed by an elegant display of traditional Balinese dancing and an exquisite performance of Balinese music.

Scientific Program
The Scientific Program covered a wide range of topics but by and large these could be grouped around four main themes, namely, family, women and children issues in Asia; indigenous Asian psychology; contributions towards national development; and societal issues in Asia. The latter group could have included the question of terrorism but since this was the primary symposium of the Conference it will be treated as a theme in its own right.

Family, women and children issues in Asia
Given the collectivist nature of Asian societies, it is little surprise that a dominant theme revolved around the family and the influence that parents have on family functioning.

Topics investigated included the role of the family in whether or not the child develops a meaningful sense of life, the role of parents and especially the mother in enhancing the development of the psychological health of children, the influence of parenting style upon the development of resilience in children, and the dual role of women in those wanting to build a strong foundation for their families as well as establish a successful career. The efficacy of parent education programs dealing with family development and child rearing practices was also examined, as was the effect of family involvement in improving the physical and psychological conditions of prisoners who were drug abusers affected by HIV/AIDS.

Indigenous Asian psychology
This series of presentations dealt with that which was unique to Asian people. One presentation highlighted the importance of the holistic approach in Eastern cultures in understanding consciousness and altered states of consciousness. This was illustrated in another presentation which gave an example of the holistic view of mind and body in the East whereas in the West the two tend to be viewed in a more segmented and dichotomous way. This distinction helps to explain differences in people’s sense of well-being as well as their attitudes to therapy, counselling and social intervention.

A third paper gave insight into the Asian mind by illustrating how shadow puppetry (Wayang) and story-telling play an important part in transmitting and sustaining the values underlying Javanese culture which is grounded in both Hindu and Islamic traditions. This helps to explain the deeply spiritual nature of many indigenous societies in the region where, for example, in Bali, practically every farm has its own shrine in which offerings are left daily.

Contributions towards national development
One set of papers in this group dealt with issues concerned with improving academic performance and covered topics such as learning English as a second language, and reducing the stress of examination anxiety.

An important driving force of economic growth in developing economies, especially in rural areas, is entrepreneurship, and a second stream of papers concerned papers in this field of inquiry. One study examined the attractiveness of entrepreneurship among young people and since this occupation offers many opportunities for females to enter the workforce, a second research analysed the attributes of women leaders in this particular context.

Societal issues in Asia
Relationship between communities is an issue of worldwide concern, and two papers provided insight as to how this matter was being dealt with in the Indonesian archipelago which comprises over 600 different tribes. The problem is that each of these tribal groups not only has its own territory and culture but also their languages are mutually unintelligible. In the Maluku Islands, for example, tensions between...
Christians and Muslims have a long history in which relations have varied between the extremes of peace and violence, and one paper described a community-based program which has made progress in improving cross-cultural understanding through social and emotional learning.

As in many Asian countries, religion is an integral part of life and one study demonstrated that, among other things, it can make a significant contribution in reducing stress levels among Indonesian workers. A second study also showed that understanding the Islamic point of view about disaster and living after disaster was important if psychologists were to work with the survivors of the tsunami in provinces such as Aceh. A third study, however, reported that those people in general with a higher religious orientation tended to be older, more educated, and women, a finding which is not uncommon in other parts of the world.

One problem in the region involves people who are displaced as a result of inter-communal violence where it is estimated that approximately 70 per cent of such Internally Displaced Persons (IDPs) are children and women. One study assessed the condition of adolescent IDPs who, compared with their host counterparts, were found to have lower status and higher levels of emotional problems such as anxiety and trauma.

Another allied problem concerns child trafficking in which the region is both a source and a transit country for men, women and children who are traded internationally for sexual exploitation or forced labour. A study in this area dealt with a program administered to primary school children in a high risk area in eastern Java where Puppet Theatre was again used to increase social awareness among children of the dangers they faced in becoming a victim of trafficking.

A range of other studies were on topics such as the connection between delinquency and problematic peer relations and low self-esteem, the use of expressing writing to facilitate cognitive change in victims of trauma, attitudes towards virility among adolescents, the positive and negative effects of mobile phone use among university students, the mental health problems of veterans in The Philippines, unhealthy dietary habits among children, the effect of room colour on the mood of prisoners who were drug abusers with HIV/AIDS, and the effect of community leadership and networking in maintaining a neighbourhood that was clean rather than dirty.

Terrorism and the process of terrorism

Notwithstanding the importance of the research just described, the feature of the Conference was the day and a half symposium on terrorism. Its importance could be attributed to the incidence of terrorism, its prevalence in some regions of the world, its potential threat in many other parts of the globe, and above all the pervasive lack of knowledge and understanding about the nature and causes of terrorism and how contemporary society can go about handling the problem of terrorism.

Contrary to popular misconceptions that most terrorists are psychopaths, this symposium provided evidence from several studies to show that terrorists can come from a range of age groups, from both genders, from different socioeconomic backgrounds, and that a single ‘terrorist’ personality does not exist. Certain traits, however, are common among many terrorists including low cognitive complexity, the absence of goals, low self-esteem, an extraordinary need for glory, and a high valence of religion. But in the words of one presenter, “from a motivational perspective their willingness to die is one thing but in many ways their intention and willingness to harm other people is more difficult to understand”.

Other predisposing factors are contextual involving the family and the community. For example, a child may have experienced trauma through seeing their mother humiliated or their father killed, and families and communities affected in this way provide a network of sympathisers, supporters and collaborators from which the terrorist is recruited. Thus the situation can play a vital role in the formation of the terrorist’s basic motivations and attitudes. This research also helps to explain the distinctive nature of terrorism in Southeast Asian countries such as Indonesia, Malaysia, Singapore and The Philippines where there is little community support for the atrocities of terrorism compared with some other parts of the world.

In similar vein another line of inquiry demonstrated that a terrorist does not become one overnight. Rather it is something that is learned, with the process involving a search for meaning, the presentation of an ideology, the cultivation of the terrorist, gaining control over the person (for example, through taking an oath of allegiance), moral disengagement (for example, de-individualisation through both the power of the group and shared responsibility), and the performance of a task to demonstrate loyalty. The intense group dynamics that are involved in this process lead to polarisation of thinking in which good (we) is pitted against evil (them) so that there is no sense of guilt or remorse attached to the performed task.

Other research reported on the organization of terrorism and cited the case of Jemaah Islamiyah in particular on account of it being an international organization with members in a host of different countries in different parts of the world. The belief system of this organization was described as being based upon violence and terror through misrepresentation of Islamic concepts, and as combining a military system together with a policy of exclusivity and extremism to position itself at the vanguard of the Muslim community. It not only legitimised but also glorified martyrdom (Syahadah) and suicide bombing (Istimati). In terms of its organization structure, its support group comprised sympathisers, supporters and collaborators as mentioned above on top of which operated the recruits, the cadres and the leaders, all of whom promulgated the ideology of Jemaah Islamiyah.

Apart from counter-measures involving the police and the military, the seminar also described the emergency of the first Bali bombing and how the crisis was met through the
provision of first aid in the field, the mobilization of doctors in the hospitals, the formation of the Disaster Investigation Team to identify those responsible for the bombing, the establishment of the Disaster Aid Unit which provided blankets and other essential services to the victims of the bombing.

One of the most illuminating presentations in this absorbing symposium described the work of the International Centre for Political Violence and Terrorist Research which is a Centre of the Institute of Defence and Strategic Studies at the Nanyang Technological University in Singapore. The aim of this work was to change the way of thinking of the Jihadist by convincing them of the erroneousness of their beliefs, and thus facilitating their personal rehabilitation and social reintegration into their communities. This method relied upon determining the beliefs of detainees and then utilising the knowledge of Islamic scholars to demonstrate where these beliefs were at variance with the tenets of the Quran. In short, this was a long term process but its outcomes were impressive for three reasons. Firstly, its success rate was approximately 90 per cent. Secondly, the procedure had been replicated in Saudi Arabia with similar results. Thirdly, and most impressively of all, it changed the way of handling the vexed problem of how to deal with convicted terrorists from incarceration to rehabilitation.

Closing Ceremony

The Closing Ceremony was chaired by Sarlito Sarwono who thanked all delegates for coming from near and far to be both founding members of APsyS as well as participants in its inaugural Convention. He expressed his thanks also to all members of the Organizing Committee which, he emphasized, worked as a team to make the Conference possible. In turn, expressions of congratulations and gratitude came from all around the room to both Sarlito Sarwono and the Organizing Committee not only for its success but also the wonderful experience which everyone had who were fortunate enough to attend the Conference.

Impact of Conference

The Asian Psychological Association is not the only organization of psychologists in Asia but it is the first association with an individual membership whose interests traverse the whole field of psychology as well as specialise in particular areas such as cross-cultural psychology and inter-ethnic psychology. As such it supplements the activities of the Asian Social Psychology Association, the Asian Cognitive Behaviour Therapy Association, which are both associations of individual psychologists, and the ASEAN Regional Union of Psychology Societies (ARUPS) which is an association of national societies of psychology closely affiliated with the International Union of Psychological Science (IUPsyS).

Thus, and the point was made in one of the Conference’s Keynote Addresses by Ray Fowler, psychology is growing and indeed booming in Asia which some day should become the largest region of psychology in the world. Already it is

firmly established in some countries and will become increasingly so in the years ahead. In this context it can be seen that this Conference has given a major impetus to this development. In this regard one of the delightful outcomes of the Conference could be witnessed in the sessions in which individual papers were made. On a number of occasions there was timely mutual support with respect to language and statistics, and the appreciation and bonding that resulted from this was warming and powerful.

Perhaps the other major achievement of the Conference was the symposium on terrorism and the bringing together of so many people who were researching and working on this issue which is one of the world’s most pressing problems. The importance of this symposium is attested to by the fact that it was attended by representative of two of the foreign embassies located in Jakarta. This symposium has a huge potential to change the way terrorism is both understood by both the general public and policy makers alike, and the manner by which the challenge of terrorism is dealt with and managed.

Publication on International Issues in Psychology and Counseling

A special issue on International Issues in Psychology and Counseling has been published in the Asian Journal of Counselling, 2006, volume 13, number 1. It consists of articles on international adoption, suicide by rural women, and culture and trauma in a global context.

To order single issue copies or subscribe to the journal, contact: Asian Journal of Counselling, Hong Kong Institute of Educational Research, Room 204, Ho Tim Building, The Chinese University of Hong Kong, Shatin, N. T., Hong Kong. Website: http://www.fed.cuhk.edu.hk/~hkier
All Day Training on
International Post Disaster Humanitarian
Relief
And
Post Trauma Healing

Saturday 27 January, 2007
10 am - 4:30 PM

Fordham University
113 W. 60th Street
Room TBA

Breakfast and networking at 9:30 AM
Kindly RSVP ASAP
20 People minimum, first come first served

Utilizing
The Six step Bio-Psychosocial & Spiritual Model

The Mental Health Outreach Program developed by Dr. Anie
Kalayjian utilizes a series of consecutive six steps through
which various aspects of traumatic exposure are assessed,
identified, expressed, explored, and worked through. For
more details, please contact Dr. Kalayjian at
kalayjiana@aol.com

9:30 – 10.00 AM  Welcome, breakfast, registration, introductions
10.00 – 12:15 PM  Lectures, video, didactic information
12:15 – 1:00 PM  Lunch on your own – informal networking continues
1:00 – 4:00 PM  Experiential workshop on Bio-Psychosocial & Spiritual Model
4:00 – 5:00 PM  Physical release, Meditation, gratitude and celebration

University of Guelph presents ~

On New Shores:
Understanding Immigrant Children

Call for Proposals 2007

Thursday, October 25 – Friday, October 26, 2007
~ Future Inns, Guelph, Ontario ~

The newly constructed hotel, The Future Inns: Hotel and Conference Centre, located beside the University, will serve as the venue for the conference.

The conference is designed to explore our current understanding of child development and family dynamics, and the social challenges and issues that are relevant to immigrant children. Researchers from various disciplines (e.g., psychology, sociology, social work) and methodological approaches (quantitative, qualitative) are welcomed.

The focal topics include, but are not limited to: acculturation issues, language brokering, ethnic identity, mental and physical health, academic issues, social behaviors, and parent-child relationships.

The Department of Family Relations & Applied Nutrition cordially invites you to submit a proposal!

Proposal Submission Deadline: March 1, 2007

All proposals must be submitted to Dr. Susan S. Chuang by email (schuang@uoguelph.ca) or mail. For more information, go to the Departmental website:
www.family.uoguelph.ca,

In 2007, the
Eastern Psychological Association meets in Philadelphia on March 22-25.

Thanks to the EPA Board and Program Chair Byron Nelson, the three-day program again includes the mid-winter meeting of the officers of the APA International Division, and a lively two-day international program of symposia and addresses, coordinated by Harold Takooshian and Uwe Gielen. For details, check http://www.easternpsychological.org.
China-U.S. Conference on Youth At-Risk
Beijing, People’s Republic of China
July 16 – 19, 2007

Topics:

SCHOOL-BASED PREVENTION OF PROBLEM BEHAVIOR
  Effective School-Wide Models of Positive Behavior Support
  Effective Ways to Support At Risk Youth through Instruction
  Effective Early Interventions in Schools
  Effective School-Family Partnerships in School

PREVENTION AND INTERVENTION OF SOCIAL BEHAVIOR IN CHILDREN AND YOUTH
  Factors That Lead to the Development of Problems in Each Topic Area
  Counseling Youth At Risk Within the Family Context
  Empirically Validated Interventions for Prevention in Each Topic Area
  Empirically Validated Interventions for Intervention in Each Topic Area

COUNSELING
  Effective Approaches to Counseling Youth Who Cause Social Problems
  Counseling Youth At Risk Within the Family Context
  Counseling Youth At Risk Within the Community Context
  Best Practices for Counseling At Risk Youth

JUVENILE CORRECTIONS ADMINISTRATION
  Administrative Practices Used in Juvenile Justice Facilities to Reduce Litigation
  and Improve Compliance with Local and Federal Requirements
  Best Practices Developed and Promoted in Juvenile Justice Administration
  Best Practices for Juvenile Justice in Terms of Administration and Facility Structure, Organization, Environment, and Systems

YOUTH RIGHTS AND EDUCATION IN JUVENILE CORRECTIONS
  Rights of Youth At Risk in Juvenile Corrections With Regard to Health, Safety, Grievances and Sanitation
  Rights of Youth in Juvenile Corrections With Regard to Education
  Characteristics of Effective Vocational Programs for Youth in Juvenile Corrections

FACILITATING THE TRANSITION OF YOUTH FROM THE CORRECTIONAL SYSTEM TO THE COMMUNITY
  Factors that Contribute to the Transition Success
  Characteristics of Facility-Based Transition Preparation and Planning
  Effective Multi-Agency Models that Support Transition Success
  Preparing Youth for Community-Based Employment

Who Should Attend:
General and special education teachers, school administrators, university faculty and students, mental health and social service professionals, security personnel in juvenile correctional facilities, police, judges, attorneys, parent/family advocates, community leaders, policymakers, vocational rehabilitation counselors, probation and parole professionals, psychologists, psychiatrists, and other medical professionals.

Persons interested in exchanging ideas on how Youth at Risk are identified, served, and transitioned into society and work in China and the U.S. are encouraged to attend and submit a session proposal. Each U.S. presenter will be matched with a Chinese professional.

For More Information and Updates, Contact:
Global Interactions, Inc.
14 West Cheryl Drive, Phoenix, AZ 85021-2481
Phone: 602/906-8886 Fax: 602/906-8887
Email: educ@globalinteractions.org Web: www.globalinteractions.org
CALL FOR PAPERS

Teaching and Learning about “Race” and Ethnicity in Higher Education: Problems and Approaches

Sponsored by the Department of Sociology and Criminal Justice, the Department of English, and the Institute for International and Cross-Cultural Psychology at St. Francis College, USA, & the Centre for the Study of Anthropology, Sociology, and Politics at the University of Birmingham, United Kingdom

Co-Chairs: Athena Devlin & Emily Horowitz, St. Francis College, Brooklyn, USA

March 16-17, 2007
St. Francis College
Brooklyn, New York

This two-day conference will feature panels on the problems of and approaches to teaching race and ethnicity in higher education. Teachers from across the disciplines are encouraged to participate in this important conference, specifically devoted to how we teach race and how students learn - and ways to do both more effectively. A concerted effort will be made to include discussion and interaction in the context of all panels and working groups, with the hope of facilitating future collaborations among scholars interested in this growing subject area. We also have several confirmed speakers specializing in the realities of teaching race in the United Kingdom, creating an exciting opportunity for collaboration with British colleagues.

The Centre for the Study of Anthropology, Sociology, and Politics will sponsor an award for the best student poster submission. The conference will also include facilitated breakout sessions aimed at eliciting response and interaction among attendees, focusing on the classroom realities and personal experiences of those involved in teaching and learning race.

Planned topics of exploration include:

- Antiracist pedagogy
- Specific classroom realities, including the race of the instructor and the race of the students
- Teaching differences at non-elite and elite institutions
- The intersections of gender, sexuality, and class
- Evaluation and assessment
- Using literary texts in the social sciences
- Using social science texts in the humanities
- Defining racial, ethnic, and minority groups

This exciting event will begin on Friday, March 16, 2007 with an afternoon panel and evening keynote speaker and reception, and continue with panels and sessions on Saturday, March 17th. All events will take place at St. Francis College in Brooklyn Heights, New York. Plenary and keynote speakers to be announced. All panels, lectures, and working groups are free and open to the public (pre-registration is required). For more information or to register, please contact Dr. Emily Horowitz at ehorowitz@stfranciscollege.edu or at 718-489-5446. Most deadlines for paper proposals have passed, however undergraduate student papers (to be presented as posters) should be sent to Dr. Emily Horowitz by February 15, 2007 at ehorowitz@stfranciscollege.edu

Papers and an edited transcription of the working group sessions will be published in the conference proceedings and a selection will be included in an edited volume on the subject of teaching race in North America to be published by C-SAP. For hotel reservations, there is limited availability at the Washington Jefferson Hotel (Washington Jefferson Hotel: 318 West 51st Street, New York, NY 10019 Toll Free: 1-888-567-7550 email: reservations@wjhotel.com) located in midtown Manhattan (about a 20-minute subway ride from St. Francis). We suggest attendees stay in midtown Manhattan (near Times Square), because it is close to the college and there are a number of reasonably priced (less than $200 per night) hotels in that area with availability on the evening of Friday, March 16. For more hotel options, visit http://www.nyc.com/hotels.
CALL FOR PAPERS

Teaching Undergraduates About “Race”:
Problems and Approaches in the Humanities and Social Sciences

A Conference Sponsored by
the Department of Sociology and Criminal Justice and
the Institute for International and Cross-Cultural Psychology

March 15-16, 2007
St. Francis College
Brooklyn Heights, New York, 11201

This one-and-a-half-day conference will feature panels on the problems of and approaches to teaching undergraduates about “race.” Teachers from across the disciplines are encouraged to participate in this important conference, specifically devoted to the question of how we can improve the discussion of race in the classroom. The conference will bring together teachers across disciplines to address the question of how we teach about “race”—and how we can do it more effectively.

The conference will feature panels focusing on the humanities and the social sciences, with an emphasis on cross-disciplinary and inter-disciplinary perspectives. The conference will also include facilitated breakout sessions aimed at eliciting response and interaction among attendees, focusing on the classroom realities of teaching and learning about “race.” Planned topics of exploration include:

- Antiracist pedagogy
- Specific classroom realities: the race of the instructor and the race of the students
- Teaching to non-elite and elite students
- The intersections of sex, gender, sexuality, and class
- Evaluation and assessment
- Using literary texts in the social sciences
- Using social science texts in the humanities

This exciting event will begin on Thursday, March 15, 2007 with an evening keynote speaker and reception, and panels and sessions will take place on Friday, March 16, 2007. All events will take place at St. Francis College in Brooklyn Heights, New York. Plenary and keynote speakers to be announced.

For more information or to register, please contact Dr. Emily Horowitz at ehorowitz@stfranciscollege.edu or at 718-489-5446.

Humanities paper proposals should be sent to Dr. Athena Devlin at adevlin@stfranciscollege.edu.

Social Science paper or poster proposals should be sent to Dr. Emily Horowitz at ehorowitz@stfranciscollege.edu.

Subway Stops: 2, 3, 4, 5 at Borough Hall; M, N, R at Court Street
Invitation to come join ICP’s Golden Celebrations!

65th Annual Convention

International Council of Psychologists

Westgate Hotel, San Diego, California

August 11-14, 2007

Theme:

Peace, Hope and Well-being Across the Cultures

Golden Highlights:

Keynote Speakers:

Paul Wong, Ph.D. President, International Society of Existential Psychology & Psychotherapy

Arshad Husain, M.D., University of Missouri-Columbia

With ICP’s Splendid Speakers to illuminate you about:

<table>
<thead>
<tr>
<th>International Collaborative Research</th>
<th>International Peace and Humanitarian Issues</th>
</tr>
</thead>
<tbody>
<tr>
<td>Resilience and Healing</td>
<td>ICP at the United Nations</td>
</tr>
<tr>
<td>Family &amp; Workplace Health</td>
<td>Human Rights of Children and Families</td>
</tr>
<tr>
<td>Health Care for the Elderly</td>
<td>Psychology of Terrorism</td>
</tr>
<tr>
<td>Forensic Psychology</td>
<td>Trauma Psychology:</td>
</tr>
<tr>
<td>Moral Development across the Cultures</td>
<td>- for Natural Disasters</td>
</tr>
<tr>
<td>Mind-Body Interventions</td>
<td>- for Violence and Conflict</td>
</tr>
<tr>
<td>Creativity</td>
<td>Workshops on Ethics &amp; Licensing &amp; above theme</td>
</tr>
<tr>
<td>Interpersonal Acceptance</td>
<td></td>
</tr>
</tbody>
</table>

Special Contributions

International Psychology Poster Graduate Award
Young Scientist Award
Contributions to Psychology of Women’s Award
...and much more with your participation and contribution!

Namaste! For more information contact:
ICP President-Elect Chok C. Hiew, Ph.D., Email: hiew@unb.ca
U.N. and International Psychologists Gathered in New York City

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

On 5 September 2006, 80 psychologists and students from as far as Greece converged on Fordham University for the third annual forum on psychology at the United Nations, this year focused on “Psychology and social issues at the United Nations.” While the September 2004 forum was a one-hour meet-and-greet, and the 2005 forum was an all-day conference, this 2006 forum was an in-between, three-hour gathering in two parts: (1) From 3-5 pm, six 45-minute panels in two waves, heard 18 experts briefly describe their current work (below), and (2) from 5-6 pm a lively mixer for participants. All six panels had a chair, and a rapporteur who will publish a summary of their session in the APA international newsletter.

Over 60 psychologists now work with the United Nations, through the six-person APA team or a dozen other diverse psychology groups registered as non-governmental organizations (or NGOs). The twin goals of this annual gathering are to provide a venue for these scattered U.N. psychologists to meet, and to inform other international psychologists and students how to become more directly involved in U.N. activities. At this gathering, Merry Bullock of the APA Office of International Affairs invited folks to contact her to join the new APA listserv for this purpose, APAUNITEDNATIONS@LISTS.APA.ORG.

As in past years, this psychology forum was the day before the 59th annual NGO Conference at the United Nations, which drew 2,700 NGO representatives world-wide to NYC from September 6-8 to discuss the 8 U.N. Millennium Development Goals (MDGs), http://www.unngodpiconference.org. Though Labor Day Tuesday is the start of classes at many schools, some faculty were able to bring their classes, including Caroline Clauss-Ehlers of Rutgers and Anie Kalayjian of Fordham.

The forum included an ample display table where many of the 80 participants shared hand-outs of their current work. One of these was Forgiveness: A sampling of research results, a bold new 31-page APA booklet which may mark a new era in psychology NGOs—where a U.N. discussion is complemented by a hard-copy, research-based, state-of-the-art publication prepared by recognized experts on the topic.

This gathering was organized by the NYC group of the APA Division of International Psychology, and hosted by Fordham University, with the kind cooperation of the APA Office of International Affairs. More details are available on this forum (takoosh@aol.com), the APA team at the U.N. (fdenmark@pace.edu), and APA international programs (mbullock@apa.org, or www.apa.org/international).
Rivka B. Meir, *Hunter* (winsuccess@aol.com)

As the Senior Director of the APA Office of International Affairs (OIA), Merry Bullock (mbullock@apa.org) defined the mission of APA, “to advance psychology as a science, a profession, and a means of contributing to health, education and human welfare.” Since 2000, APA was accredited by the United Nations for consultative status with both the Department of Public Information (DPI), and the Economic and Social Council (ECOSOC), to observe as well as give input on U.N. issues.

The APA’s highly active office on AIDS is active on many fronts. It offers a PowerPoint presentation on its work ([www.apa.org/pi/aids](http://www.apa.org/pi/aids)), including its international work, collaborating with UNAIDS and its partners to stem the global AIDS epidemic. The potential for UNAIDS/APA collaboration is great: to train providers to deal with psychological dimensions of care; addressing stigma; the needs of AIDS orphans; promoting evidence-based HIV prevention.

Mark G. Winiarski, a 2003 Fulbright Scholar in University of Namibia, also worked in Japan for the Japan Foundation for AIDS Prevention (JFAP) and the Japan Foundation Center for Global Partnership. Namibia is a vast desert nation in South West Africa with 13 cultural groups. Desperate for education, people live in shacks outside the university or walk for miles to study. Dr. Winiarski worked with Catholic AIDS Action to write an HIV counseling book for African counselors called *Community-Based Counseling for People Affected by HIV and AIDS*. He discussed several models for AIDS service, research, activism, prevention, and cooperation with local groups, taking into account cultural factors. It is important for psychology to join forces for human betterment.

2. I-O PSYCHOLOGY: IMPROVING THE U.N.
Caroline Clauss-Ehlers, *Rutgers* (ecsce@rci.rutgers.edu)

After a round-robin with the 20 participants of diverse specialties (psychology, psychiatry, social work, law), session Chair William Verdi (verdiw@cs.com) introduced the two presenters as I-O psychologists and officers of Sirota Survey Intelligence—President Douglas Klein (dklein@sirota.com), and Executive Vice President Mary O’Neill Berry (mberry@sirota.com).

Dr. Klein provided an introduction to industrial-organizational psychology, its major interest in the impact of the individual and the collective to create positive personal and organizational outcomes. I-O also embodies a research-practitioner model where scientific inquiry can lead to the development of theory and predictions that have practical application. Major theories about people were presented such as the ideas that people differ, are interchangeable, seek to maximize rewards, and minimize risk. Major theories about organizations were also presented such as the bureaucratic model, maximum prosperity, contingency theories, and human relations theorists. The Hawthorne effect was presented as a turning point in the field whereby paying attention to individuals can have a tremendous impact on people’s productivity.

Dr. Berry discussed the role of I-O psychology at the United Nations. Applications include measuring employee satisfaction/engagement as it relates to organizational performance as well as managerial reform at the Secretariat. NGOs (non-governmental organizations) were defined as the “resident experts” in their respective fields. She presented the survey of NGO representatives conducted in 2006 by Sirota Survey Intelligence. The survey was administered online and received a 10% response rate (i.e., 248 out of 2,500 potential participants). Survey findings indicated that overall, satisfaction was favorable (i.e., 71%) although not so highly favorable. High ratings were received for the annual conference (86%), the weekly briefing (85%), and the orientation program (82%). Obstacles identified by participants included a lack of time/funding, perceived attitude of the UN towards NGO’s, distance from New York City, and a lack of access to meetings, members, and buildings. Action recommendations include being able to provide additional information to help NGO’s navigate the UN system, and exploring reasons for low attendance at the communications workshop and orientation program.

3. INNOVATIONS AT THE U.N.
Francesca Bambino, *Fordham* (francescabambino@aol.com)

This session was chaired by psychologist Lawrence Balter of New York University (lawrence.balter@nyu.edu), and featured three experienced professionals describing diverse innovations in international work.

Francine Smolucha (ismolucha@hotmail.com), a teacher with the Chicago School of Professional Psychology, spoke on her pioneering efforts with “An Internet Simulation with Psychology Students Playing the Role of an NGO.” As part of the website of the Illinois International Negotiations Simulation, ([www.icons.umd.edu](http://www.icons.umd.edu)), (sinmun 2989/ username AIP/ password psy220), students at Moraine Valley Community College participated in a fictitious NGO called the Association of International Psychologists (AIP). Their AIP focused on the timely topic of “National Identity and Immigration,” and produced a position paper on this question. Through such exercises, students develop a better understanding of the U.N. and its Millennium Development Goals (MDGs).

Salvatore Longarino (longarino@fordham.edu), the Director of International Students and Services at Fordham University, is also active in NAfSA—the Association of International Educators. Since “Globalization” has become such a buzzword, many universities are now trying to expand their
international programs, and he described a few examples of Fordham’s leadership in these efforts: (a) Why are fewer than 10 are institutions of higher education among the 3,000 NGOs at the United Nations today? Fordham is now preparing to register as a NGO with the U.N. (b) Since 2002, Fordham has formed a “Faculty International Network” (FIN), to coordinate their diverse global activities—research, teaching, service, advocacy. This network hosts a semi-annual international reception, publishes an on-line directory of FIN efforts and contact information, and its members publicize global campus activities across their University’s 12 schools. (c) Fordham is joining with several local Catholic colleges so 100 students can visit the United Nations for a full day. (d) Fordham participates in NAFSA’s International Education Week—a series of global activities during November 13-17. Such innovations go a long way to bolster global efforts among faculty, staff, and students.

Film producer David Lionel (Lioneltv@aol.com), showed his 9-minute video, “A UN Peace-building Package.” This video outlines the elements of a comprehensive peace sustaining UN system that are becoming increasingly visible: A nonviolent civilian peace force, enhanced formal mediation and conciliation services, standing regional peacekeeping units, the newly established Peace Building Commission, and certain prosecution of individuals by the International Criminal Court of leaders who authorize military aggression. These instrumentalities, now extant in embryo, need fleshing out, full-scale UN institutionalization, and sufficient secure funding. Installing this infrastructure could within ten years resolve or prevent most armed conflicts in the world.

4. FORGIVENESS

Norma P. Simon, APA (normasimon@aol.com)

This session, ably chaired by Anie Kalayjian of Fordham University (kalayjian@aol.com), provided information and guidance to professionals working with survivors of traumatic events—personal, group or cultural. With Dr. Kalayjian, were speakers John L. Bolling of Mandala SHC (jlbolling@netzero.com), Christina Antonopoulous of the University of Athens (cantopol@ce.uoa.gr), and Marian Weisberg, a social work practitioner in New York City (marweisberg@aol.com).

Anie Kalayjian spoke of her own experiences as a decedent of an Armenian family who had survived the Ottoman Turkish Genocide of the Armenians, and influences that helped her understand the need to forgive. She has developed a Biopsychosocial and spiritual model, incorporating an eight stage healing process for helping persons who have survived mass trauma. She was influenced by Victor Frankl who said “The best way to deal with the anger regarding Turkish denial is forgiveness.” In her understanding of this process, the victim must forgive themselves first. Forgiveness frees one from anger that can be all consuming. Then one can move forward in life and, if possible, be able to forge a dialogue with the offender or decedents of the oppressor group. Dr. Kalayjian has written on this and has developed programs to help people recover from these long-standing hatreds.

Psychiatrist John Bolling works with youth on forgiveness and compassion in the context of racial oppression. He stated two ways to look at this: 1) forgive without compensation, and 2) forgive but have expectation of correction of the damage. He spoke of Martin Luther King and Ghandi’s passive resistance, which shows up the oppressor in large letters and brings out the other’s violence and inconsideration. For him, racism is an oppressive structure that still continues in this country and that he faces daily. He spoke of his humanist perspective to deal with this. To forgive, each person must face the ignorance and/or humanity in the oppressor, and confront the lack of understanding and inhumanity. He believes that you cannot just forgive but rather, by developing techniques to confront and ask for compensation from the oppressors, true forgiveness can be found.

Christina Antonopoulous spoke of her own family and the Greek genocide at the hands of the Turks in 1922 and 1956, and the long term effect this has had on the Greek community and on her family. She sees forgiveness and healing as an emotional process taking place inside the aggrieved party. She believes it requires a complete matured personality to forgive. She spoke of the difficulty being able to have a dialogue since the Turks have never acknowledged either the Armenian genocide or the killing of the Greek people who lived in Anatolia.

Marian Weisberg is a child of a survivor of the holo- caust. She talked about the process of going from bitterness to rapprochment. Her own story was the incentive for developing her work on ways to transcend anger and bitterness. You can’t just go from one state to another she eloquently stated. There has to be a collective healing - a Reproofaction - or re-establishment of a harmonious relationship (as defined by Webster's Dictionary). Her work with Steven Spielberg on his holocaust program archiving statements from Holocaust survivor helped her develop her work on healing. She stated three areas of collective healing: 1) acknowledge the magnitude of the crime and have compassion for the self. 2) Grieve what could have been, looking at the dashed hopes and culture. 3) Join a group for collective healing. Sharing the stories can be an important step to healing.

Dr. Kalayjian summarized the program, and noted three further programs this fall. (1) On October 21, an all day training on humanitarian relief by Dr. Kalayjian at Fordham University. (2) On November 13-17, a program at the Passionate Center at Riverdale, NY (www.onebyone.com) on Transforming the Legacies of Conflict, War and Genocide through Dialogue. (3) On November 29, a healing program at Fordham University,

5. GETTING INVOLVED IN GLOBAL WORK
Lynda J. Carpenter, New York Organ Donor Network, lcarpenter@nyodn.org

How can psychologists and students get more involved with the United Nations and global work? Florence Denmark (fdenmark@pace.edu) of Pace University is the Main Representative of APA at the U.N. She noted relatively few psychologists are working with the U.N., and more are needed. Interested people should: (1) pick a committee related to their specialty area, such as: Ageing, Human Rights, Human Settlements, Immigration, Indigenous Peoples, Mental Health, Women’s Status. (2) Attend a monthly meeting of that committee at the U.N. Church Center on 44 Street and First Avenue. (3) There are also U.N. special activities, like the annual International Day of Older Persons on 5 October 2006, where Ed Ryan and Richard Velayo speak on improving the quality of life for older persons. (4) People can contact Dr. Denmark about working with the APA team at the U.N. It is truly exciting to work with the UN!

How can we publish our international and cross-cultural psychology work in articles or books? Uwe P. Gielen (ugielen@hotmail.com) is Director of the Institute of International and Cross-Cultural Psychology at St. Francis College, and President-elect of the APA International Division. For articles, APA publishes two international newsletters which are now expanding to consider research and feature articles: International Psychology Bulletin edited by Senel Poyrazli (poyrazli@psu.edu), and Psychology International edited by Merry Bullock and Sally Leverty (mbullock@apa.org). For books, the APA publishes a series with Erlbaum Associates, currently edited by Uwe (ugielen@hotmail.com) and Harold Takooshian (takoosh@aol.com). To submit a manuscript proposal, look at exactly what the publisher wants, in 2 ways. (1) Does the book fit the publisher specialty? (2) What is the quality of the book and does this book make commercial sense? Submit a book proposal showing the audience for the book and its current competition. Show how your proposed book is new or different in its ability to compete in the marketplace. Book marketability can be limited by your decision to have a hardcover or a handbook. Handbooks have wider marketability. Price and distribution are always a consideration when marketing a book.

How can psychologists best cooperate with mass media? Judith Kuriansky (drjudyk@aol.com) of Columbia University Teachers College is a media consultant. She noted the media are very interested in United Nations activities, and a U.N. Media Committee reaches out to general media. The UN created 8 Millennium Development Goals (MDGs), including Eradicating AIDS, Child Health, and involving businesses. She showed how we can all become “stringers,” to get UN goals to world media outlets. Today’s technology makes that much easier than years before. There are several projects at the UN, such as Project on Well Being and Project on Terrorism. One of Judith’s students wrote a beautiful song about the Towers of Light which we were all fortunate to hear.

6. WORKING EFFECTIVELY WITH THE U.N.
Siroon P. Shihinian, NGO Health Committee (shahinian70@aol.com)

This session was chaired by Richard Velayo of Pace University (rvelayo@pace.edu), who represents the International Council of Psychologists at the U.N.

As a psychologist and Associate Dean of Social Service at Fordham, ElaineCongress (congress@fordham.edu) described her educational and advocacy work at the U.N., as the main representative of the International Federation of Social Workers (IFSW). With the Permanent Forum of Indigenous Issues, she writes policy, submits statements, organizes events, and promotes social justice. She also cooperates with NGOs on Family, Ageing, Mental health, Status of women, Child rights. IFSW encompasses 500,000 members in 84 countries, and registered with the U.N. in 1959. In 2006, the 23rd Social Work Day at the U.N. filled U.N. Conference Room 3 with 600 social work students, faculty, and practitioners—a possible model for a future Psychology Day at the U.N.

Yvonne Rafferty of Pace University (yrafferty@pace.edu) represents SPSSI at the U.N. Using PowerPoint she displayed her recent sabbatical in Thailand, Laos, Cambodia, and Myanmar (Burma), where she used participant observation to study conditions of foster, adopted, and orphan children. Her moving account included children who were sexual exploited, living on streets, disabled, or languishing in orphanages. Some highlights about schools: their quality was mixed; less than half have working toilets; one allowed bringing a sibling to school; another gave massage therapy to the visually impaired; orphanages had poor technology.
International Employment Opportunities

Michael Stevens, Ph.D.
Illinois State University
mjstevens@ilstu.edu

Clinical Director. The Tokyo English Life Line (TELL) Community Counseling Service Clinical Director has overall responsibility for TELL’s face to face counseling services division. The successful candidate must possess a professional advanced degree in an area of psychiatry (M.D.) or psychology (Ph.D.) and must be currently licensed or certified by a professional board. A minimum of five years experience in the delivery of mental health services to a range of individuals is required. Leadership and management skills and experience are also required. The minimum starting annual full-time salary is 5,000,000 yen (salary in Japanese currency). This is negotiable based on background and experience. Part-time schedule salary will be pro-rated based on hours worked. Possibility for additional income based on clinical practice hours and conducting workshops. Send your resume and contact information to Dr. Kathleen Pike at kmp2@columbia.edu.

Education Specialist – Tsunami Psychological Support Program. The Education Specialist will be part of the Maldives/Sri Lanka Delegation and will be responsible for developing the teacher training portion of the American Red Cross package of psychosocial support interventions. This position will be responsible for the development of modules to be adjunct to the National Training Curriculum in the three national colleges in Kalutara. You will adapt the American Red Cross Teacher Training Curriculum to make it linguistically, culturally, and technically appropriate for Sri Lanka; conduct training sessions and exercises for pre-service teachers for the colleges; and assist in restructuring the syllabus to include participatory approaches and enhancement of the anticipatory and preventative behaviors in children. Responsibilities also include providing technical assistance to the material development staff; providing timely and sound technical assistance to the pre-service teachers during internship and monitoring program activities; and providing consultation to the Teacher Education Division of the Ministry of Education as requested by the Ministry authorities or the Sri Lanka Red Cross Society. This position requires a bachelor’s degree with a master’s degree preferred or a licensed psychologist with at least two years of teaching or training experience. Three to five years of experience in Psychosocial Support Programs is required. Must have program management and project design experience; proven track record of successful teamwork; and experience cultivating and maintaining effective and positive relationships with partner organizations and government bodies. Strong communication skills and the ability to work in a diverse environment of languages and cultures are required. Knowledge of American Red Cross operating procedures and work experience in Asia are preferred. This position requires 25% travel out of Kalutara. Relocation assistance is available. We offer a competitive salary as well as excellent employee benefits and working conditions. For more information or to apply, visit the Jobs page of the American Red Cross website at www.redcross.org/jobs and search for keyword 5117BR. Please submit your resume/CV and cover letter with salary requirement. Qualified candidates will be contacted by phone or email.

Professor of Clinical Psychology and Director of Clinical Training. Applications are invited for appointment to this position, which will be offered on a full-time, tenured basis. The role of Director of Clinical Training will be for an initial term of five years. Applicants will have achieved distinction in teaching in clinical psychology and have an internationally recognized research standing in any area of clinical psychology. The successful applicant is expected to bring expertise, mentoring and leadership skills to the management of clinical training within the school. The appointee will have a strong commitment to innovative teaching and effective research training, and personal qualities necessary to achieve effective relationships with professional bodies and other organizations. The appointee will have an international reputation in his/her research area within the field of clinical psychology and this will be reflected by a strong record of grant success and publication in leading journals in the field. Further evidence of international standing may include invited presentations at international conferences, awards for research excellence, and evidence of participation in successful international research networks. The appointment will be at Academic Level E and an attractive and competitive remuneration package will be negotiated with the successful applicant. For further information about the position, please contact the Head of School, Professor Jeff Summers on + 61 3 6226 2884 or e-mail: Jeff.Summers@utas.edu.au. The closing date for receipt of your application is January 31, 2007. A job application package can be accessed and downloaded from the Human Resources website at the following address: www.utas.edu.au/jobs. If you are unable to access this website and would like a job application package mailed or faxed to you, please contact Tania Braslin on + 61 3 6226 2013 or e-mail: Tania.Braslin@utas.edu.au or Melissa Burr on + 61 3 6234 5537 or e-mail: Melissa.Burr@utas.edu.au. The School of Psychology is a large cross-campus school offering a four-year program on the Hobart and Launceston campuses. Postgraduate professional programs in clinical psychology are offered at masters and doctoral level on the Hobart campus. The clinical program in the school is committed to the scientist-practitioner model and provides professional training in key psychological interventions. The school has research strengths in a number of clinically relevant areas of research including neuropsychology, clinical, and forensic psychophysiology; human neuroscience; achievement behavior; and emerging strengths in the areas of health psychology interventions and clinical psychopharmacology. Information about the school and its teaching and research activities may be found at: www.utas.edu.au/psychol.

Central Queensland University – Engineering and Health CQU. Permanent, full-time lecturer - total remuneration range from AU$72,508 to AU$86,104 per annum includes salary from AU$61,973 to AU$73,593 per annum and employer superannuation plus annual leave loading. Senior Lecturer – total remuneration range from AU$88,821 to AU$102,150 per annum includes salary from AU$75,915 to AU$87,308 per annum and employer superannuation plus annual leave loading. Lecturer in psychology: 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 teaching and programmatic research are required. The successful applicant will be an integral part of a new Clinical Psychology Training Program in tropical Queensland. Lecturer/Senior Lecturer in psychology: Applicants should possess a doctoral degree with specialization in clinical psychology and be able to undertake directorship of a new training center. Eligibility for APS Clinical College membership plus experience in teaching and programmatic research are essential. The successful
applicant will be an integral part of a new Clinical Psychology Training Program in tropical Queensland. Applicants are invited to apply for either or both academic level positions. Appointment will be made on a Level B or Level C depending on the applicant’s qualifications and experience. Enquiries: Professor Kevin Ronan, Chair of Clinical Psychology on telephone +61 7 4930 6746 or e-mail: k.ronan@cqu.edu.au. Applications close February 2, 2007. 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 at 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 Human Resources Officer (Recruitment), Central Queensland University, Rockhampton, Australia, 4702, by the close date.

Call for Papers
International Psychology Bulletin (APA Division 52)

We are accepting research manuscripts to be published in 2007 and 2008. Submitted papers will be subjected to a peer-review process. Please e-mail your manuscripts to the editor Dr. Senel Poyrazli at poyrazli@psu.edu. To review a copy of the Bulletin, please visit http://www.internationalpsychology.net

Call for Announcements to the Division 52 “Announce-only” Listserv

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

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

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

To access the current issue of Psychology International:
Newsletter of the APA Office of International Affairs,
please visit http://www.apa.org/international/pi-current.html
The newsletter is edited by Merry Bullock.
## OFFICERS (2007)

**President:**
Michael J. Stevens, Ph.D.
4620-Psychology
Illinois State University
Normal, IL 61790-4620
Tel: 309-438-5700
Fax: 309-438-5789
e-mail: mjsteven@ilstu.edu
http://www.psychology.ilstu.edu/mjsteven

**President-elect:**
Uwe Gielen, Ph.D.,
St. Francis College
180 Remsen Street
Brooklyn, NY 11201, USA
Tel: 718-489-5386
e-mail: ugielen@hotmail.com or ugielen@stfranciscollege.edu

**Past President:**
Joy K. Rice, Ph.D.
Psychiatric Services
2727 Marshall Court
Madison, WI 53705
Tel: 608-238-9354
Fax: 608-274-6311
e-mail: jkrice@facstaff.wisc.edu

**Treasurer:**
Anie Kalayjian, Ed.D.,RN (-2008)
139 Cedar St.
Cliffside Park, NJ 07010
Tel: 201-941-2266
e-mail: kalayjiana@aol.com

**Secretary:**
Sandra Foster, Ph.D. (-2007)
206 Stephendale Road
London SW6 2PP U.K.
work direct line 44 020 73123225
e-mail: sr2u@lycos.com

**Council Representative:**
Danny Wedding, PhD, MPH
University of Missouri-Columbia
5400 Arsenal Street
Saint Louis, Missouri 63139
Tel: 314-877-6464
e-mail: danny.wedding@mimh.edu

**Members-At-Large:**
Nancy Felipe Russo, Ph.D. (-2007)
Department of Psychology
Arizona State University - Box 1104
Tempe, Arizona 85287-1104
Fax: 480-965-0380
e-mail: nancy.russo@asu.edu

Charles D. Spielberger, PhD., ABPP (-2007)
Department of Psychology, PCD 4118G
University of South Florida
4202 East Fowler Avenue
Tampa, FL 33620-7200
Tel: 813-974-2342
Fax: 813-974-4617
e-mail: spielber@chumal.cas.usf.edu

Harold Takoooshian, Ph.D.
113 West 60th Street - Psychology Dept.
Fordham University
New York, NY 10023
Tel: 212-636-6393
e-mail: takooshh@aol.com

Richard S. Velayo, Ph.D.
Psychology Department
Pace University
41 Park Row, Room 1324
New York, NY 10038
Tel: 212-346-1506
Fax: 212-346-1618
e-mail: rvelayo@pace.edu
Web: http://webpage.pace.edu/rvelayo

---

## COMMITTEE CHAIRS (2007)

*ad hoc committees*

**Aging:**
Norman Abeles, Ph.D.
Psychology Department
Michigan State University
East Lansing , MI 48824
Tel: (517) 355-9564
Fax: (517) 353-5437
e-mail: abeles@msu.edu

**APA Oversight Committee on Lesbian, Gay, Bisexual and Transgender Concerns**
Gloria B. Gottsegen, Ph.D.
22701 Meridiana Drive
Boca Raton, FL 33433
Tel: 561-393-1266
Fax: 561-393-2823
e-mail: ggottsegen@aol.com

**Awards, Division:**
Joy K. Rice, Ph.D.
Psychiatric Services
2727 Marshall Court
Madison, WI 53705
Tel: 608-238-9354
Fax: 608-274-6311
e-mail: jkrice@facstaff.wisc.edu

**Awards, Division:**
Norman Abeles, Ph.D.
Psychology Department
Michigan State University
East Lansing , MI 48824
Tel: (517) 355-9564
Fax: (517) 353-5437
e-mail: abeles@msu.edu

**Awards, Division:**
Richard S. Velayo, Ph.D.
Psychology Department
Pace University
41 Park Row, Room 1324
New York, NY 10038
Tel: 212-346-1506
Fax: 212-346-1618
e-mail: rvelayo@pace.edu
Web: http://webpage.pace.edu/rvelayo

**Award, Mentoring:**
Thema Davis Bryant, Ph.D.
Thema Bryant-Davis
Educational and Counseling Psychology
California State University Long Beach
1250 Bellflower Blvd.
Long Beach, CA 90840-2201
e-mail: thema_bryant@hotmail.com

**Award, Denmark-Reuder:**
Joan Chrisler, Ph.D.
Psychology Department, Connecticut College
New London, CT 06320-4196
Tel: 860-439-2336 (work)
Tel: 203-877-0379 (home)
Fax: 860-439 5300
e-mail: jcchr@conncoll.edu

**Award, Student:**
Robert Ostermann, Ph.D.
201 Church Street
Staunton, VA  24401
Tel: 540-885-0601
e-mail: rvelayo@pace.edu

Chalmer Thompson, Ph.D.
W. W. Wright Building
Indiana University
201 N. Rose Ave., Room 4054
Bloomington, IN 47405
e-mail: chathomp@indiana.edu
<table>
<thead>
<tr>
<th>Position</th>
<th>Name</th>
<th>Title</th>
<th>Email, Phone, Address</th>
</tr>
</thead>
<tbody>
<tr>
<td>Communications:</td>
<td>Uwe Gielen, Ph.D.</td>
<td>St. Francis College 180 Remsen Street</td>
<td>Tel: 718-489-5386 e-mail: <a href="mailto:ugielen@hotmail.com">ugielen@hotmail.com</a> or <a href="mailto:ugielen@stfranciscollege.edu">ugielen@stfranciscollege.edu</a></td>
</tr>
<tr>
<td>Curriculum and Training</td>
<td>Gloria Grenwald, Ph.D.</td>
<td>Webster University St. Louis, MO 63119</td>
<td>Tel: 718-489-5386 e-mail: <a href="mailto:ugielen@hotmail.com">ugielen@hotmail.com</a> or <a href="mailto:ugielen@stfranciscollege.edu">ugielen@stfranciscollege.edu</a></td>
</tr>
<tr>
<td>Ethics (Presidential Initiative):</td>
<td>Neal Rubin, Ph.D.</td>
<td>Illinois School of Professional Psychology Argyos University - Chicago 20 S. Clark St. – 3rd floor Chicago, IL 60603</td>
<td>Tel: 312.836.0335 (Office) Email: <a href="mailto:nealrubin@hotmail.com">nealrubin@hotmail.com</a> or <a href="mailto:nrubin@argosyu.edu">nrubin@argosyu.edu</a></td>
</tr>
<tr>
<td>Federal Advocacy Coordinator</td>
<td>Joy K. Rice, Ph.D.</td>
<td>Psychiatric Services 2727 Marshall Court Madison, WI 53705</td>
<td>Tel: 608-238-9354 Fax: 608-274-631 e-mail: <a href="mailto:jkrice@facstaff.wisc.edu">jkrice@facstaff.wisc.edu</a></td>
</tr>
<tr>
<td>Fellows:</td>
<td>Ann M. O’Roark, Ph.D., ABAP Management and Leadership Development 400 Misty Morning Lane St. Augustine, FL 31080</td>
<td>Tel: 904-462-3382 e-mail: <a href="mailto:annoroark@bellsouth.net">annoroark@bellsouth.net</a></td>
<td></td>
</tr>
<tr>
<td>Finance:</td>
<td>Anie Kalayjian, Ed.D.,RN (-2008) Management and Leadership Development 400 Misty Morning Lane St. Augustine, FL 31080</td>
<td>Tel: 904-462-3382 e-mail: <a href="mailto:annoroark@bellsouth.net">annoroark@bellsouth.net</a></td>
<td></td>
</tr>
<tr>
<td>Handbook:</td>
<td>Gloria B. Gottsegen, Ph.D. (-2006) 22701 Meridiana Drive Boca Raton, FL 33433</td>
<td>Tel: 561-393-1266 Fax: 561-393-2823 e-mail: <a href="mailto:ggottsegen@aol.com">ggottsegen@aol.com</a></td>
<td></td>
</tr>
<tr>
<td>Historian/archive:</td>
<td>John D. Hogan, Ph.D.</td>
<td>Psychology Department St. John's University Jamaica, NY 11439</td>
<td>Tel: 914-631-4101 Fax: 718-990-6705 e-mail: <a href="mailto:hoganjohn@aol.com">hoganjohn@aol.com</a></td>
</tr>
<tr>
<td>Information Clearinghouse:</td>
<td>Michael J. Stevens, Ph.D.</td>
<td>4620-Psychology Illinois State University Normal, IL 61790-4620</td>
<td>Tel: 309-438-5700 e-mail: <a href="mailto:mjsteven@ilstu.edu">mjsteven@ilstu.edu</a> <a href="http://www.psychology.ilstu.edu/mjsteven">http://www.psychology.ilstu.edu/mjsteven</a></td>
</tr>
<tr>
<td>Immigration/Refugees</td>
<td>Fred Bemak</td>
<td>Oksana Yakusko</td>
<td>Telephone: 717-948-6040 e-mail: <a href="mailto:poyrazli@psu.edu">poyrazli@psu.edu</a></td>
</tr>
<tr>
<td>International Committee for Women (ICFW):</td>
<td>Carolyn Zerbe Enns, Ph.D.</td>
<td>email: <a href="mailto:CEnns@cornellcollege.edu">CEnns@cornellcollege.edu</a></td>
<td></td>
</tr>
<tr>
<td>Liaisons-Divisions:</td>
<td>Lynn H. Collins, Ph.D.</td>
<td>Department of Psychology, POB 273 La Salle University 1900 W. Olney Ave. Philadelphia, PA 19141</td>
<td>Tel: 215-951-5046 Fax: 215-753-8924 e-mail: <a href="mailto:collins@lasalle.edu">collins@lasalle.edu</a></td>
</tr>
<tr>
<td>Liaisons-International:</td>
<td>rivka bertisch meir, ph.d., m.m.p.</td>
<td>New York, NY</td>
<td>Phone: 212-346-1506 Email: <a href="mailto:rvelayo@pace.edu">rvelayo@pace.edu</a></td>
</tr>
<tr>
<td>Long-range Planning:</td>
<td>Paul Lloyd, Ph.D.</td>
<td>201 Cody Lane</td>
<td>Cape Girardeau, MO 63701</td>
</tr>
<tr>
<td>Membership (Chair):</td>
<td>Danny Wedding, PhD, MPH</td>
<td>University of Missouri-Columbia 5400 Arsenal Street Saint Louis, Missouri 63139</td>
<td>Tel: 314-877-6464 e-mail: <a href="mailto:danny.wedding@minhs.edu">danny.wedding@minhs.edu</a></td>
</tr>
<tr>
<td>Membership (Co-chair):</td>
<td>John Lewis, Ph.D.</td>
<td>Nova Southeastern University Center for Psychological studies 3301 College Avenue Fort Lauderdale-Davie, FL 33314-7796</td>
<td>Tel: 954-262-5729 e-mail: <a href="mailto:lewis@nsu.nova.edu">lewis@nsu.nova.edu</a></td>
</tr>
<tr>
<td>Mentoring (Presidential Initiative)</td>
<td>Anie Kalayjian, Ed.D.,RN</td>
<td>139 Cedar St.</td>
<td>Cliffside Park, NJ 07010</td>
</tr>
<tr>
<td>International Psychology Bulletin (Newsletter):</td>
<td>Senel Poyrazli, Ph.D., Editor</td>
<td>Pennsylvania State University – Harrisburg School of Behav. Sciences and Education Middletown, PA 17057</td>
<td>Tel: 717-948-6040 e-mail: <a href="mailto:poyrazli@psu.edu">poyrazli@psu.edu</a></td>
</tr>
<tr>
<td>Liaisons-International:</td>
<td>rivka bertisch meir, ph.d., m.m.p.</td>
<td>New York, NY</td>
<td>Phone: 212-346-1506 Email: <a href="mailto:rvelayo@pace.edu">rvelayo@pace.edu</a></td>
</tr>
<tr>
<td>Mentoring (Presidential Initiative)</td>
<td>Anie Kalayjian, Ed.D.,RN</td>
<td>139 Cedar St.</td>
<td>Cliffside Park, NJ 07010</td>
</tr>
<tr>
<td>Liaisons-International:</td>
<td>rivka bertisch meir, ph.d., m.m.p.</td>
<td>New York, NY</td>
<td>Phone: 212-346-1506 Email: <a href="mailto:rvelayo@pace.edu">rvelayo@pace.edu</a></td>
</tr>
<tr>
<td>Long-range Planning:</td>
<td>Paul Lloyd, Ph.D.</td>
<td>201 Cody Lane</td>
<td>Cape Girardeau, MO 63701</td>
</tr>
<tr>
<td>Membership (Chair):</td>
<td>Danny Wedding, PhD, MPH</td>
<td>University of Missouri-Columbia 5400 Arsenal Street Saint Louis, Missouri 63139</td>
<td>Tel: 314-877-6464 e-mail: <a href="mailto:danny.wedding@minhs.edu">danny.wedding@minhs.edu</a></td>
</tr>
<tr>
<td>Membership (Co-chair):</td>
<td>John Lewis, Ph.D.</td>
<td>Nova Southeastern University Center for Psychological studies 3301 College Avenue Fort Lauderdale-Davie, FL 33314-7796</td>
<td>Tel: 954-262-5729 e-mail: <a href="mailto:lewis@nsu.nova.edu">lewis@nsu.nova.edu</a></td>
</tr>
<tr>
<td>Mentoring (Presidential Initiative)</td>
<td>Anie Kalayjian, Ed.D.,RN</td>
<td>139 Cedar St.</td>
<td>Cliffside Park, NJ 07010</td>
</tr>
<tr>
<td>Liaisons-International:</td>
<td>rivka bertisch meir, ph.d., m.m.p.</td>
<td>New York, NY</td>
<td>Phone: 212-346-1506 Email: <a href="mailto:rvelayo@pace.edu">rvelayo@pace.edu</a></td>
</tr>
<tr>
<td>Long-range Planning:</td>
<td>Paul Lloyd, Ph.D.</td>
<td>201 Cody Lane</td>
<td>Cape Girardeau, MO 63701</td>
</tr>
<tr>
<td>Membership (Chair):</td>
<td>Danny Wedding, PhD, MPH</td>
<td>University of Missouri-Columbia 5400 Arsenal Street Saint Louis, Missouri 63139</td>
<td>Tel: 314-877-6464 e-mail: <a href="mailto:danny.wedding@minhs.edu">danny.wedding@minhs.edu</a></td>
</tr>
<tr>
<td>Membership (Co-chair):</td>
<td>John Lewis, Ph.D.</td>
<td>Nova Southeastern University Center for Psychological studies 3301 College Avenue Fort Lauderdale-Davie, FL 33314-7796</td>
<td>Tel: 954-262-5729 e-mail: <a href="mailto:lewis@nsu.nova.edu">lewis@nsu.nova.edu</a></td>
</tr>
<tr>
<td>Mentoring (Presidential Initiative)</td>
<td>Anie Kalayjian, Ed.D.,RN</td>
<td>139 Cedar St.</td>
<td>Cliffside Park, NJ 07010</td>
</tr>
<tr>
<td>Liaisons-International:</td>
<td>rivka bertisch meir, ph.d., m.m.p.</td>
<td>New York, NY</td>
<td>Phone: 212-346-1506 Email: <a href="mailto:rvelayo@pace.edu">rvelayo@pace.edu</a></td>
</tr>
<tr>
<td>Long-range Planning:</td>
<td>Paul Lloyd, Ph.D.</td>
<td>201 Cody Lane</td>
<td>Cape Girardeau, MO 63701</td>
</tr>
<tr>
<td>Membership (Chair):</td>
<td>Danny Wedding, PhD, MPH</td>
<td>University of Missouri-Columbia 5400 Arsenal Street Saint Louis, Missouri 63139</td>
<td>Tel: 314-877-6464 e-mail: <a href="mailto:danny.wedding@minhs.edu">danny.wedding@minhs.edu</a></td>
</tr>
</tbody>
</table>
Nominations:
Joy K. Rice, Ph.D.
Psychiatric Services
2727 Marshall Court
Madison, WI 53705
Tel: 608-238-9554
Fax: 608-274-6311
e-mail: jkrice@facstaff.wisc.edu

*Outreach:
Harold Takooshian, Ph.D.
113 West 60th Street - Psychology Dept.
Fordham University
New York, NY 10023
Tel: 212-636-6393
e-mail: takoosh@aol.com

Mercedes McCormick, P.D.
33 Hudson Street, #2810
Liberty Towers East
Jersey City, NJ 07302
Mobile: 917-363-7250
Email: mmccormick2@pace.edu

*Parliamentarian:
John Davis, Ph.D.
Department of Psychology
Texas State University - San Marcos
San Marcos, TX 78666
e-mail: id04@txstate.edu

Program (Chair):
Sharon Horne, Ph.D.
Associate Professor
Counseling Psychology
The University of Memphis
100 Ball Hall, CEPR
Memphis, TN 38152
Tel: (901) 678-1413
Fax: (901) 678-5114
e-mail: shorne@memphis.edu

Program (Co-chair):
Wade Pickren
Psychology
Ryerson University
Toronto, ON M4R 1H8
Canada
Tel: 416-979-5000 x2632
wpickren@ryerson.ca

*Public Interest/UN:
Florence Denmark, Ph.D.
Psychology Department, Pace University
New York, NY 10038-1598
Tel: 518-346-1551
Fax: 212-346-1618
e-mail: fdenmark@pace.edu

*Students and Early Career Psychologists:
Amanda C. Kracen, M.S.
32 North Lombardy Street
Richmond, VA 23220
e-mail: kracenac@vcu.edu

Lillian Flores Stevens
Virginia Commonwealth University
P.O. Box 842018
808 West Franklin Street
Richmond, VA 23284-2018
e-mail: lfstevens@vcu.edu

*Trauma/Disaster:
Anie Kalayjian, Ed.D.,RN
139 Cedar St.
Cliffside Park, NJ 07010
Tel: 201-941-2266
e-mail: kalayjian@comcast.net

*Webmaster/Website Technology:
Richard S. Velayo, Ph.D., Webmaster
Psychology Department
Pace University
41 Park Row, Room 1324
New York, NY 10038
Tel: 212-346-1506
e-mail: rvelayo@pace.edu
http://webpage.pace.edu/rvelayo

Shay C. Mann, Co-webmaster
Virginia Commonwealth University
Department of Psychology
P.O. Box 842018
Richmond, VA 23284
Tel: 804-683-8102
Email: mmann@vcu.edu