Inside This issue

Message from the President
The Mosaic of International Psychology (Michael J. Stevens) 4

Division 52 News and Updates
Election Results (Michael J. Stevens) 7
Division 52 Awards (Michael J. Stevens) 7
Midwinter Board Meeting Minutes (Sandra Foster) 8
A Brief History of Division 52 (John D. Hogan) 15
APA Division 52 Organizational Chart (Shay C. Mann) 17
Florence Denmark will Receive Raymond Fowler Award for Outstanding Contributions to APA 18
Division 52 Sponsorship of Yu Haixia (Joy K. Rice) 18
Cross Cultural Research Symposium (Nancy Felipe Russo) 19
2008 Hospitality Suite Program 19
2008 Convention Program (Sharon Horne & Wade Pickren) 20

Research Articles
An Exploration of the Farmer’s Suicides in India (Darshini Shah) 21

Student and Early Career Psychologists
Separation of the Student Committee and the Early Career Professional Committee (Kate Richmond & Mathilde Salmberg) 27

Book Review
The Indians: Portrait of a People (Reviewed by: Dinesh Sharma) 28

Books by Members
Announcing the Publication of… (Jennifer Lancaster) 30
World News, Announcements, and More

Commemorating the 100th birth-year of Gordon Allport (Samvel Jeshmaridian)  
2008 International Counseling Psychology Conference (D. Nolan)  
Reflections on Teaching Abroad (Michael J. Stevens)  
The Lessons of Intercultural Communication (Maria Ruzina)  
Psychology in Uganda (Laura Johnson)  
Pittu Laungani (Ann Laungani & Uwe P. Gielen)  
Call for Papers: 19th Greater New York Conference on Behavioral Research  
Internationalizing Psychology Curriculum Conference  

International Employment Opportunities

(Michael J. Stevens)

Board Members

Officers / Committee Chairs

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 http://apastyle.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.
The Mosaic of International Psychology

Michael J. Stevens, PhD, DHC
President
APA Division 52 International Psychology

In this 10th anniversary year of the Division of International Psychology, it seems fitting to examine the state of international psychology more broadly, that is, as a disciplinary specialty. Although the history of psychology is international (Hogan & Vacarro, 2007), international psychology per se has emerged only recently.

The global proliferation of psychology is evident not only in the rising of the numbers of psychologists and psychology students, but also in the growth of scientific and applied specialization and the psychological organizations, journals, and training programs that represent these specialties (Nair, Ardila, & Stevens, 2007; Stevens & Wedding, 2004a). Furthermore, psychology is experiencing rejuvenation throughout the world. Witness the restoration and development of psychology in East European countries that have transitioned from communism to alternative economic and political systems (e.g., Poland) as well as the surge in psychological science and practice in South American nations with healthy economies and political institutions (e.g., Brazil) (Nair et al., 2007; Stevens & Gielen, 2007; Stevens & Wedding, 2004b). The connection between stable economic and political conditions and the growth of psychology is revealed by the expectations of governments, business and industry, and the public that psychology address national challenges and promote personal well-being in response to modernization (Stevens & Gielen, 2007; Stevens & Wedding, 2004a). This is certainly the case in developing countries (e.g., China) (Nair et al.; Stevens & Wedding, 2004b), which create jobs for psychologists, allocate resources for psychological research, practice, and training, and pass legislation that legitimizes and safeguards psychology (Stevens & Wedding, 2004b).

Although there are approximately 277,000 employed psychologists in the U.S. (U.S. Census Bureau, 2003), the proportion of American psychologists relative to the number of psychologists worldwide will likely shrink due to the vigorous expansion of psychology elsewhere (Stevens & Gielen, 2007; Tikkanen, 2005). The trends I noted above have also launched a swing away from reductionistic psychology to alternative psychologies, many of which, owing to their normative focus, capture the diverse worldviews of other countries and regions whose history and culture are non-Western. Today, reductionistic psychology is seldom applied uncritically to phenomena situated in the non-Western world due to the belief, often grounded in experience, that its compartmentalized descriptions and causal explanations tend to have limited scientific and practical relevance (Gergen, 2001; Stevens & Gielen, 2007; Stevens & Wedding, 2004a). Although such outcomes often disappoint novice international consumers of reductionistic psychology, they are not surprising. Reductionistic psychology is relatively decontextualized, tends to dismantle the unity that gives psychological phenomena their rich meaning, and is perceived as hegemonic and oppressive in its claim of objectivity and universality (Horowitz, 2004; Stevens & Gielen, 2007).

The perception that reductionistic psychology is of limited usefulness has triggered paradigmatic adjustments in various parts of the world, including the U.S. (Nsamenang, 2007; Stevens & Wedding, 2004b). Some of these have become more fully differentiated and recognized perspectives, such as multiculturalism and indigenization. Others have emerged recently or are evolving slowly, and reflect a normative realignment of psychology across regions that share a language or religion (e.g., Islamic psychology across the Muslim world) (Stevens & Wedding, 2004b). These developments illustrate how psychology is evolving beyond mainstream reductionism, and strengthen the call for Western psychologists to dialogue with their international colleagues (Gergen, 2001, Stevens & Gielen, 2007; Stevens & Wedding, 2004a). Such dialogue holds the promise of broadening the conceptual, methodological, and practical knowledge and skills of Western psychologists as they face the multi-determined, multi-layered, and contextually embedded psychological phenomena of the 21st-century. For example, African psychologists have identified the many overlapping factors that underlie the unequal exchange between Western and African cultures, and argue that greater representation of the African experience in psychology would add richness and relevance to the discipline (Nsamenang, 2007). One sign of widening dialogue is the growing contribution by authors from outside the U.S. to the psychological literature, as indexed by databases such as PsycLIT. However, the coverage of research from less-developed nations is lean, and abstracts in languages other than English have declined since the 1980s (Adair, Coelho, & Kuna, 2002), creating a parallel trend toward homogeneity and uniformity. German psychologists have also expressed a need to internationalize their research and practice, with some German journals seeking to publish more internationally representative studies (Borkenhagen, Schumacher, & Braehler, 2002).

International psychology has a distinct mission and scope of scientific knowledge and professional practice that differentiate it from other disciplinary specialties (Stevens, 2007; Stevens & Wedding, 2004a). International psychology operates to increase the frequency, broaden the scope, and enhance the meaningfulness of communication and collaboration among psychologists and psychology students with shared interests from diverse countries and cultures.

Efforts to internationalize psychology have four foci, all
of which serve to heighten global consciousness: scholarship, advocacy, the curriculum, and networking (Velayo, 2004). In scholarship, international psychology seeks to provide greater access to needed resources, such as psychological literature in multiple languages (Stevens & Wedding, 2004a, 2004b), to strengthen the methodological capacities of psychologists (e.g., the International Union of Psychological Sciences’s Advanced Research Training Seminars), to facilitate collaborative research (e.g., Social Science Research Council), and to sensitize investigators to the hazards of implicit ethnocentric bias as well as encourage the further development of contextually sensitive, normative paradigms. International psychology advocates committed involvement with psychological associations that represent the worldwide interests of psychologists and psychology students (e.g., International Association of Applied Psychology, International Psychology Student Organization) as well as scientific and policymaking entities in which psychology has an official presence (e.g., International Council of Science, U.N.). With respect to creating a curriculum to meet the needs of the international community (e.g., University of Hawaii in the U.S.), international psychology encourages the expansion of distance-learning (e.g., National University of Singapore), appreciation of diversity through creative pedagogies (e.g., Utkal University, India), completion of internships at foreign institutions (e.g., Universidade de São Paulo, Brazil), and mentoring of students who show enthusiasm for international psychology. As important as scholarship, advocacy, and the curriculum are to international psychology’s mission of worldwide communication and collaboration, networking is, perhaps, the most important. The international psychology of the 21st century demands a readiness to exploit existing and emerging technologies (e.g., PSYChat translation software), funding to support travel abroad (e.g., International Research and Exchanges Board), programming at national, regional, and international conferences that maximizes the diversity of participants, and expanding venues, especially regional ones, to accelerate the exchange of ideas, data, and practices (e.g., Middle East and North Africa Regional Conference of Psychology).

As implied by the above definition, there is more to international psychology than its mission to promote communication and collaboration. International psychology also encompasses the application of psychological science and practice to a range of issues that encompasses the world (Stevens, 2007; Stevens & Wedding, 2004a). Among the most pressing of these are international terrorism, global warming, overpopulation, the worldwide spread of HIV/AIDS, and trafficking in human beings. These problems, like others that confront the world, are multi-determined, multi-layered, and constituted in economics, history, politics, psychology, religion, and culture. As such, international psychologists recognize that alternative, multidisciplinary theories, research strategies, and interventions are required to understand more fully and respond more effectively to these concerns. Three particularly urgent international issues are: intergroup conflict, threats to the natural environment, and risks to physical and mental health. Each of these concerns has multidisciplinary, multi-layered, and international dimensions. In addition, each of these concerns is interwoven with every other concern. For example, intergroup violence (e.g., civil war) can have devastating effects on the natural environment and on physical and mental health. Environmental conditions (e.g., overcrowding) can impact intergroup relations and health (see Rainham & McDowell [2005] for an analysis of data from 152 countries showing an inverse relation between environmental sustainability and population health). And, the health of women, children and adolescents, and migrants and refugees (e.g., HIV/AIDS) can heighten intergroup tensions.

While it is an exciting period for psychologists and psychology students who are interested in international psychology, it is also a challenging one. There are myriad forces and events that could influence the direction of the specialty, some of which can be dimly envisaged (e.g., the expected course of globalization) and others which cannot be anticipated. The future course of international psychology also rests on the awareness and commitment of psychologists to communicate and collaborate in a horizontal and multidisciplinary fashion on various levels in an effort to understand and address the shared concerns and issues that face human-kind. Perhaps, the most telling question that remains to be answered concerns the foundation and identity of the discipline of psychology as we know it. As the process of internationalizing psychology ensues, how will its science and practice be transformed from the form in which it is currently constituted? Psychology will continue to evolve as it has in the past. Although this inevitable evolution can be forecast...
with limited accuracy, it would seem that the beliefs and customs of other cultures will be incorporated more extensively into the fabric of scientific and professional psychology in the future. Conversely, as psychology becomes more globally integrated, the history of psychology will be reconceptualized as transnational and multilingual, rather than as Western and English-dominated. New books that deconstruct the history of psychology (e.g., Brock, 2006) will play a significant role in how psychologists and psychology students construe the discipline of psychology and their own identity within it.

References


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.
Election Results

Michael Stevens, Ph.D., DHC
President, APA Division 52

It is my honor and pleasure to announce the results of the Division 52 elections:

Lynn Collins: 2008 President-Elect, 2009 President
Neal Rubin: Secretary (2008 - 2010)
Gloria Gottsegen: Member-at-Large (2008 - 2010)
Ann O’Roark: Member-at-Large (2008 - 2010)

I want to extend my warm congratulations to our elections winners. We are indeed fortunate to have Lynn, Neal, Gloria, and Ann continue to serve our Division, but in new roles. I personally look forward to working closely with them in the years ahead. They will have many opportunities to influence the course of the Division and international psychology.

Division 52 Awards

Michael Stevens, Ph.D., DHC
President, APA Division 52

Outstanding International Psychologist Award

U.S. psychologists
Kathryn L. Norsworthy, PhD
Ronald H. Rozensky, PhD

Non-U.S. psychologists
Sheung-Tak Cheng, PhD
Martha E. Givaudan Moreno, PhD

Mentoring Award

Ani Kalayjian, EdD, RN

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

Sharon Horne, PhD

Student International Research Award

Award of Excellence
Sylvia Xiaohua Chen, MA, MPhil
Chinese University of Hong Kong, China
Faculty Mentor: Michael Harris Bond, PhD
Yeung Yuen Lan Danni, MA

Chinese University of Hong Kong, China
Faculty Mentor: Helene H. Fung, PhD

Marlena Johnson, MA
Warsaw School of Social Psychology, Poland
Faculty Mentor: Dariusz Dolinski, PhD

Stephen Tonks, PhD
University of Maryland - College Park, USA
Faculty Mentor: Allan Wigfield, PhD

Award of Merit

Sylvia Xiaohua Chen, MA, MPhil
Chinese University of Hong Kong, China
Faculty Mentor: Michael Harris Bond, PhD

Marius O. Dan, BA
Ohio University, USA
Faculty Mentor: Julie Sarno Owens, PhD

Sebastian Miguel Vazquez Ferrero, BA
Universidad Nacional de San Luis, Argentina
Faculty Mentor: Hugo Klappenbach, PhD

Lim Hui Xiang Lena, B Soc Sci
Nanyang Technological University, Singapore
Faculty Mentor: Weining C. Chan, PhD

Rose M. Metivier, MA
Illinois State University, USA
Faculty Mentor: Michael J. Stevens, PhD, DHC

Arunya Tuicomepee, MA
University of Minnesota - Twin Cities, USA and Chulalongkorn University, Thailand
Faculty Mentor: John L. Romano, PhD

APA Staff Recognition for Outstanding Service to the Division

Erika Packard, BA

Fellows

Initial
Anthony J. DeLuca, PhD
Paul T. P. Wong, PhD
Edith H. Grotberg, PhD

Current
Barbara M. Byrne, PhD
Arthur M. Freedman, PhD
Kurt F. Geisinger, PhD
Ronald P. Rohner, PhD
Chris E. Stout, PsyD
Irving B. Weiner, PhD
Division of International Psychology
American Psychological Association
Midwinter Board Meeting

Thursday, March 22, 2007
9:00 am – 5:00 pm
Sheraton Philadelphia Hotel- Salons 5/6
Philadelphia, Pennsylvania

Meeting Minutes: DRAFT


Absent: Norman Abeles, Richard Velayo, Renee Goodstein, Neal Rubin, Paul Lloyd, Florence Denmark, Roberta Nutt, Eros DeSouza, Shay Mann, John Davis, Sandra Foster, Nancy Filipe Russo, Oksana Yakusko, Chalmer Thompson, Thema Bryant-Davis, Fred Bemak, Charles Spielberger

Guests: Artemis Pipinelli

1. President Stevens called the meeting to order at 9:15am, with a round-robin of Board members and chairs/co-chairs and introduction of guests. He thanked the Board of Directors for EPA, Arnold Glass in particular. Encouraged all to attend EPA sessions. Thanked Gielen and Takooshian for international programming.

Presented recognitions for Outstanding Contributions (Stevens):

- Presidential Citation:
  - Joy Rice for her contributions as Past President;
  - Sharon Horne for her work as 2007 Program Chair;
  - Senel Poyrazli for her work as the Editor of the IP Bulletin; and
  - Paul Lloyd for Long Range Planning Committee contributions concerning the future vision and mission

- Distributed 10th anniversary Div. 52 buttons: incentive for new members.

2. A motion was made and passed unanimously to approve the minutes from the New Orleans annual meeting.

Officers’ Reports

3. Rice summarized the Past President’s Report: International Committee for Women continues to grow. Little girl who was adopted is doing well. Working with Stevens and others on project to broaden membership base. McCormick requested the schedule of regional meetings. O’Roark raised questions about membership report, inquiring about goals from initial long range (60% US, 40% international) but report indicates we have “.03%” international members. Group reiterated that the numbers do not reflect students and other members who need to renew and that they are based on figures at end of 2006. Meir said that 160 members are international so numbers may not be correct. The report for membership was prepared in advance so numbers are not accurate.

4. Stevens discussed President’s report, his progress on presidential initiatives. Announced groundbreaking Youth at Risk Conference in July 6-9 in Beijing. Suggested it would be good to form network with Chinese youth at risk. Bemak is involved. No representative for Div 52 at conference. Meir suggested Takooshian be involved as he is traveling to China in July. Enns may also attend based on her teaching schedule in Japan. Stevens said that if 12 people participate they will receive a complimentary package.

Stevens has been involved in endorsing social psychology network, have a Div 52 representative, wants to maintain this fantastic resource that has information relevant to the Division and is committed to establishing ties to other regional conferences to enhance the Division’s visibility.

CODAPAR grant: Bill Buskist in Div 2 and Takooshian in Div 1 are involved. Also established Ethics Committee with Rubin to work with Behnke in Ethics Office and Bullock in Office of International Affairs to address issues psychologists are encountering in international research and practice.

Summarized ongoing efforts to heighten visibility, expand networking, and enhance diversity.

In efforts to heighten visibility there will soon be a feature article in the Monitor that will emphasize the adopt-a-psychologist program initiated by Meir and mentoring program overseen by Kalayjian. Plans to celebrate the Division’s 10th anniversary and also proposing a special session in hospitality suite with past presidents followed by reception and dinner out. A book is in press and will be ready by convention as a resource for international students in US (Kracen is lead author on one chapter). All chapters are authored by younger colleagues.

Regarding expanding the Division’s connections with others, Stevens said he is receiving contacts from other divisions’ representatives. Rice suggested initiating discussion about
how other divisions might begin their own international sections, and use this as enhancement rather than competition. Plan how to take advantage, another milestone in growth. O’Roark noted that ICP has a school psychologists’ meeting in St. Petersburg in 2008 and Division 13 has active international psychologists.

5. Stevens discussed the CODAPAR Grant. Has sent letters of invitation and volunteer forms to 600 Fellows in Divisions 52, 2, and 1 and is receiving a number of replies expressing interest. McCormick noted that APA has a speaker’s bureau, and Stevens will try to involve them, not by limiting the speaker’s bureau to just speaking engagements, but also having Fellows allow high school students to tour labs or shadow them.

6. Gielen summarized President-Elect report: He attended the Division Leadership Conference that APA offers for incoming presidents and learned more about what goes on in APA. Takooshian and he set up an international part of the EPA conference program. Gielen will become EPA program committee person for the Boston, 2008 conference. Will choose one international speaker and invited suggestions. Adrian Brock from Ireland worked with Gielen on internationalizing the history of psychology. Gielen also mentioned the International Congress of Psychology in Berlin (at least 6,000 attendees) and said the Division might want to do something at that conference as it is bigger than ICP in St. Petersburg. Also wants to get articles published in Eye on Psi Chi and invited ideas about articles as a good way to make students aware of Division. Hogan said that an obvious article for Psi Chi would be on international history that could be based on the symposium they will be presenting.

7. Foster was not present and no Secretary report, but Stevens said she has done great job putting together midwinter meeting information and shipped it from Britain. She will be with us in San Francisco for APA 2007.

8. Bullock from the CIRP / Office of International Affairs said she really liked the green balloons used at a previous conference that said “join Div 52.” She distributed information about what is going on in Office of International Affairs. Provided update on these activities:
   a. CIRP developed a strategic plan that resulted in a new initiative: International GOALS (Global Opportunities And Long term Strategies). Will double size of office from 2 to 4 people.
   b. Highlighted Psychologists Map of the World: by placing your cursor over a certain country, you will get information on organizations that practice, do research and that have IRBs in that country. Requested a representative from the Division on that committee.
   c. Will revive database for US psychologists traveling abroad. Meir supports this endeavor, so that psychologists abroad can have access to information about traveling to US.
   d. Wants the Division’s assistance: presidents from national psychology association from 16 countries will come to round table discussion on emerging issues at APA. Wants hospitality committee for these presidents that will include representatives from many divisions, including 52. Wants action item: appoint representative to this committee. Kalayjian and Meir want updates regarding who the current presidents are.
   e. CIRP’s chair is Thema Byant-Davis and she wants to raise awareness about Darfur by drafting a resolution against genocide. Tomorrow March 23 CIRP meetings begin. EPA almost always overlaps with the CIRP meeting, which makes it difficult to attend both.
   f. Raised an issue for discussion: she does not understand the difference between APA international affiliates and Division 52 international affiliates. Is it possible to label them differently to differentiate the 2? She suggested it might be easier to amend Division 52 bylaws than to amend APA bylaws.
   g. Also need to think about membership coordination. Wants to work together for membership drive. At conferences, the Office of International Affairs offers free membership for rest of year and has 30% retention rate. Overlap in international awards. There has been a significant decrease in applications for CIRP awards that may be due to confusion between Division 52 and CIRP awards. CIRP has an awards committee and hopes that Div 52 will give input on CIRP awards as well as nominations for awards outside of APA.
   h. Wants Office of International Affairs website to link as much as possible to Division 52 information and to share announcements. Stevens suggested having a link on their webpage to Div 52 announcement page.
   i. Regular column on Division 52 activities in Psychology International with the idea of collaborating, with a series column comprised of first-person stories on international collaboration. Another column is Psychology in Action, which will be comprised of examples of using expertise to do real-world things.
   j. CIRP held a workshop on ethical issues for research and intervention in complex international humanitarian contexts: psychologists need to follow humanitarian law at all times. The outcome of the workshop will be an American Psychologist article and a set of best practices that will be largely web based to alert readers to the resources available. Another outcome will hopefully be a conference.
   k. Wants Div 52 help in internationalizing curriculum. CIRP will have a Div 52 representative in that area.
   l. APA policy for response to emergency disasters was very un-uniform (for example, big difference in response to tsunami vs. earthquake). Bullock hopes for Div 52 collaboration in this area.
m. Issues of liaisons: Div 52 should have dedicated representative to CIRP because just having a Div 52 member sitting on CIRP would be a conflict of interest. Gottsegen said this might need to be a budget item for Div 52. Bullock said it might also be good to just have the same Division liaisons serving CIRP and Div 52. She will start providing liaisons with talking points. Collins asked if it makes sense to have a joint set of liaisons. Underlying theme of conversation was identified as the question of how Div 52, the Office of International Affairs and CIRP can work together and build on each other’s efforts. It would be good to coordinate the things we do that are similar and complement each other on things we do that are different. CIRP and the Office take care of the institutional things. Bullock agreed with the suggestion for activities in Berlin International Congress and said the deadline might be in October. Richmond said it would be good to try to involve students as much as possible. It might be possible for other members to take student posters to the conference for those students who cannot attend. Bullock also said there could be travel grants to cover registration fees for students and early career psychologists.

n. Stevens summarized some of Bullock’s points and said Rubin, Greenwald, and Kalayjian can work with the Office on ethics, internationalizing curriculum, and disaster response.

9. No Member-at-Large report from Russo on task force on research methodology but Stevens provided brief update. Russo will be the Div 52 representative to this task force.

10. Velayo was not present but submitted his Member-at-Large report that included updates to internationalize curriculum. Stevens asked members present to read the document provided.

11. Stevens distributed the Council report from Danny Weddig and summarized it. Rice highlighted one section in this report concerning the Task Force on the Sexualization of Girls and said it took seven years to approve Guidelines for Psychological Practice with Girls and Women. McCormick also highlighted media issues surrounding Bratz dolls and their effects on young girls who play with them.

12. Wedding was not present for the Div 52 Governance Coordinator report but Stevens praised his efforts.

13. Rice presented Federal Advocacy Coordinator’s Report. Highlights were:
   a. Attended State Leadership Conference and pronounced it a great experience
   b. Highlighted key advocacy issues for 2007: Mental Health Parity bill, lack of Medicare parity, Psychologically Healthy Workplace Program, increase funding for NIH
   c. Bullock said Div 52 and CIRP could agree to jointly address international practice issues; Gottsegen suggested other divisions should get involved
   d. Richmond had a question about Mental Health Parity bill, which Rice clarified.

   a. Update on Council resolution to oppose laws against gays, lesbians, or bisexuals.
   b. Board established task force - call for nominations
   c. Council adopted revisions

15. Rice discussed Awards report. She said they are developing an announcement for nominations, wants to talk with Bullock about maintaining awards. Bullock suggested considering changing the title of award so it is distinct from OIA award.

16. Richmond said APA is encouraging early career professionals (ECP) and five ECP’s are doing governance with APA (Richmond is one of them). Many divisions have separate entities for their ECPs. ECP have different needs and APA recognizes these differences. As such, discussion item is about splitting SECC into separate committees for students and ECPS. This would address different needs. Could also raise dues of ECP. Richmond and Mathilde Salmberg have developed survey to better quantify the differing needs of ECPs.
   a. Rice suggested SECC could be required to have co-chairs of one graduate student and one ECP. This would merit considerable discussion.
   b. Richmond said it might be demeaning for ECPs to be lumped together with students. Richmond and Salmberg has agreed to spearhead ECP committee should it be divided.
   c. Gottsegen made motion to have 2 committees, which was approved.
   d. Stevens appointed Salmberg and Richmond as co-chairs of ECP Committee.
   e. Gottsegen said that another issue would involve the Student Award. Would a second award need to be created for ECPs. This would be something to think about.
   f. Stevens said Students Committee and ECP Committee now need to prepare separate missions statements.
   g. Chrisler asked about financial implications, such as budget funding for each committee? These would be issues to consider.

17. Fellows Committee – O’Roark
   a. 3 candidates are under consideration, Aug – Council elects and names, make presentations in 2008
   b. There will be a Fellows presentation this year in the hospitality suite and 2 invited Fellows addresses as part
of scientific program
  c. 2 current Fellows have been awarded International Fellow status
d. Total Division Fellows = 150 as of March 2007
e. Asks for nominations of current Fellows
f. Explains she has stringent review for International Fellow, has committee members review all candidates
g. Stevens thanked her for preserving integrity
h. Rice clarified stats.
i. Hogan asked about the variability among divisions in deciding Fellows invitation
j. Vetting group will consist of Velayo, Spielberger, a few advisors
k. Stevens wants to obtain the names of 26 original Fellows so they can be named at APA hospitality suite

18. Hogan presented his Historian/Archives report, saying, that before members discard anything, check with him in case it should be preserved. He said he is missing the 2003 minutes. Said he is grateful to Gottsegen for her preparation of the Handbook as it is a great archival resource. He is trying to get international people in American Psychologist obituaries and asked members to make him aware of any of these. Explained he is working on 2 new projects:
  1. Possible new book – History of Psychology around the World
  2. International Journal of Genetic Psychology
He said he welcomes suggestions for contributors in any of these, and Ostermann and others provided suggestions.

19. Enns – International Committee for Women
  a. She said she is living in and learning about Japan
  b. International Mental Health Providers in Japan – attended conference, provided presentation about international collaboration
c. Mentoring, APA programming, publishing in English language journal – highlights importance of networking, would like to work towards more international women’s efforts in guidelines about girls and women
d. Has proposed APA programming about leadership roles for women in APA
  e. Sex trafficking was raised as a potential area for programming
  f. APA – media – Chrisler– depictions of women, sex trafficking, transracial adoption
g. Stevens said that an edited book about women’s issues might be of interest to the Communication/Publications Committee, which oversees the Div 52 book series, and Enns should discuss this with Gielen.
h. Enns said we are behind in field – sociology and anthropology have good resources for Japan, little psych resources
i. Gottsegen said she initiated committee on living abroad, and Meir said she wants to collaborate. Stevens said he was supportive of this and McCormick said she submitted program about living abroad with Robyn Long
j. O’Roark said more about transnational adoption. Enns said she will convene a panel discussion about transnational adoption. O’Roark said that in Eckert College many faculty have adopted children from China. Gielen said Guatemala has second largest adoption program and that Judy Gibbons in Guatemala would be a useful contact.

20. Membership Report. Wedding was not present but Stevens said Lewis is new to Membership Committee. Stevens also reiterated need to a separate fee schedule for Students and ECP. By summer, he hopes to be over 1000 members. Lewis expressed concern over losing dues-paying members. Gielen said he attended leadership conference in January and learned that only seven of the 54 Divisions had gained members, which is a real APA problem.

21 Nominations – Rice highlighted candidates for 2007 Election Ballot. McCormick asked about possibly having an organizational chart for hierarchy within Div 52. Stevens said they could adjust webpage to include this.

22. Program Committee- Horne and Pickren
  a. Competitive year, over 100 proposals, only 14 hours of programming
  b. Opened review process to have international people on process
c. Worked hard for co-sponsorship
d. Meet and greet – for international presenters
e. 15 symposia, three paper sessions, three poster sessions
f. Stevens– CE credits approved
g. Gielen – said might consider cosponsoring with Div 1 to gain more hours
h. Gottsegen – greater Div 52 presence at CIRP reception for international visitors.
i. Stevens – hospitality suite reservation expires on Saturday
j. Rice asked about announcement for suite programming. Horne said she has been accepting requests and people can send requests to her. Rice said it would be good to send out an email to make everyone aware they can submit requests now.
  k. Gottsegen – Divisions services both, have more presence
  l. Hogan noted the conversation hour with Past Presidents – (4pm on Friday)
m. Meir– have table to greet international affiliates
n. Stevens– expressed appreciation of Sharon for her efforts!

ACTION ITEMS

23. Treasurer- 2007 Budget (Kalajian): Noted the budget,
under convention; she will ask APA to have another code 602 to separate hospitality suite from catering. Under committees/awards; has not received all receipts from Takooshian yet. Under Liaison international; she has received some receipts Kalayjian said to please try to submit everything by March 31, and in future, please submit by November in order to provide accurate information at meeting. Kalayjian also pointed out handwritten revisions indicating how Finance committee added and revised numbers.

(The following is a summary of ensuing discussion about budget):

O’Roark had questions about newsletter figures (hardcopy was being printed and mailed but not done as much anymore). Kalayjian suggested that Meir can provide addresses to Poyrazli so all can be mailed and receipts submitted all at once.

Gottsegen noted that the Council Representative doesn’t need $600 because APA now takes care of the expense. O’Roark suggested using money to pay for travel costs for annual meeting. Div 52 does not do this.

Kalayjian summarized that after paying outstanding bills, the net profit is $5,473.

O’Roark asked about long range planning; are they allocating anything? Has guest coming tomorrow and in past has had expenses and remunerations covered. Stevens said might not be able to budget on separate line, but could reimburse from contingency or unused travel funds.

Chrisler: asked how funding for early career and students will work. If removed money from council can provide $100 to early career.

Meir asked if long distance phone bill can be reimbursed? Answer was yes.

APA’s most recent reimbursement form will be sent digitally with revised copy of Treasurer’s Report. Copies will be distributed and request to mail back forms. Stevens said that in Handbook there is a travel expense report worksheet to calculate expenditures. The Reimbursement Request Form now will reflect worksheet results and gets sent by Kalayjian to accounting in APA. Copies distributed in meeting.

Gloria: $400 for elected and $300 for others. Rice said gave some money to chairs of standing committee ($300).

Stevens said there is limited budget for travel. Unused money will be distributed equitably.

Motion to approve budget unanimously passed.

24. Bylaws: Composition of Standing Committees (Stevens) Article 3, section 1: intention to limit office holdership and voting privileges to standing committees. Proposed to restrict office holdership and voting privileges to standing committees only. Hogan asked to read amendment from beginning to end. O’Roark said to consider the change in the names of membership categories that Bullock was talking about. Stevens would like this to separate issue. Poyrazli asked about the language of the amendment. Seemed confusing to be talking about rights and privileges but then use the word restrictions. Group explained that A and B missing in document provided, A is about rights and B is about restrictions. There was some discussion about the use of the colon. Motion to approve amendment passed.

25. Bylaws: term for Members-at-Large: article 4, section 1. Want to eliminate section in subsection B. We no longer follow staggered terms; have pairs of Members at Large that serve concurrently. Consensus was to leave as is.

26. Bylaws: Committees: article 6, section 4. Hogan said he is not sure about language in B. Do you ‘solicit’ revisions. Is that a role of History and Archive Committee? Stevens said we would like a bylaws committee and we discussed in exec committee and wondered if appropriate for this committee. Hogan said he is not sure what the intention is. Rice described a solicitation process over the course of time and then the President brought these to the meetings to be voted on. The proposed bylaws changed so that Hogan would solicit all this from Board during meetings. Rice does not think it’s efficient because bylaws chair does not know as well as the President does what all these requests have been. She wants things to remain the same. Or maybe this should be a role for President-elect. Stevens said if we do not vote on this revision, we can discuss role of President-elect. Rice suggested that the revision should be: “Chair records revisions...” and to take out “solicit.” O’Roark said another way is that Secretary is archivist and records that. But someone should also keep a record of all council requests. Hogan said said the revision should be: “The Chair records revisions to the Division Bylaws.” Rice asked for clarification about discussion about Bylaws Committee? Stevens said we can re-establish the bylaws committee and will keep this alive. Consensus was to add: The Chair records revisions to the Division Bylaws.

27. Bylaws: Membership Committee. Membership and Fellows Committee changes are identical: want at least 22 members and have one designated to prepare. Ostermann asked where does second person come from. Chair is appointed by President so how will second person get on committee. Stevens said he is comfortable receiving nominations from Chair. Gottsegen asked how President-elect has input in to decision? Stevens said maybe that should be President-elect’s responsibility. Ani suggested to leave it as 3 and have one
from International Liaisons. Chrisler said it says at least 2 members so this should be fine. Ostermann raised concern that if they are appointed at same time, term will expire at same time. Representativeness from International Liaisons and Outreach should be there. Rice said the President appoints chairs; no need for it to be specified. O’Roark said but if term is 3 years each President does not get to appoint. Chrisler said President always appoints someone even if is for another committee and asked where is the record of terms. Group said it is in the Handbook. Stevens sought clarification: wording is satisfactory with additional sentence about encouragement for reps from international liaisons, outreach, students, and early career. O’Roark said purpose is to have involvement from committees who have membership recruitment responsibilities. Final consensus was that a sentence will be added such as “A representative from International Liaisons, Outreach, Students, and Early Career Committees are encouraged to…” Motion to approve revision as stated by Stevens unanimously approved.

28. Bylaws: Fellows Committee: said someone who has been a Division President should be chair. At least 22 members should be voting with a third to break tie. Identity of initial Fellows has to be held confidential and vetting is important. Stevens more concerned about concept for succession. Chrisler agreed with O’Roark about importance of having odd number and recommended that it should read “at least three”. Stevens deleted proposed change on first line and left as it was (to have three). O’Roark asked if there is a term limit and Stevens said that as long as person is competent, person can stay as long as board agrees. O’Roark said a max term of six years might be nice to consider later. Pickren added that a historian might be able to provide nice overview and perspective to nomination of Fellows. Ann agreed and said she wants Hogan on the committee. Motion to approve proposed revision unanimously approved.

Kalayjian mentioned that group did not discuss Bullock’s idea to change language for international associate or affiliate. Chrisler said committee should check APA membership to check membership categories. Consensus was that Membership Chair should consider alternate terms with definitions. Rice suggested that if they do not want to get bogged down by APA bureaucracy it could be done informally with all involved. Consensus was that Membership should check informally with APA Membership. Collins suggested that they talk to Lloyd who is Div 52 member of the APA Membership Committee.

29. International Visitor Program (Russo): Stevens distributed the report. Agreed last mid-winter that program would continue for another year with idea to invite international speakers. This though, has not worked out. Suggestion has been made to sunset this program. If there is another way to make this work we can revisit. Gottsegen asked if program should appear in Handbook. Stevens said perhaps historian should archive information. Gielen said one person was advertised but then no one recruited her. McCormick asked how do you go to another country. Gielen said you work it out informally through people you know; you don’t need an official program. Gottsegen said it is difficult to obtain funding. Consensus was that this is an important project but to allow it to sunset.

30. Hospitality Suite (Horne, Pickren, Rubin): Horne said they had great success from Kracen’s support in getting recruits for hospitality suite. Asked if it could be possible to have official structure with Students Committee so volunteers could stay in the suite at a reduced rate. Gielen said that in the past it was done informally. Kracen said that this didn’t happen though. Stevens said he would like to see if formalized and this could be solidified at mid-winter. Ostermann asked how many students could stay in suite. Horne said it changes depending on the year. Ostermann said that the number of those who could stay in suite might be limited then. Kracen agreed and said that more volunteers would still be needed anyway. Stevens said to go ahead and vote on formalizing program and student involvement: motion passed.

31. Ursula Gielen Global Psychology Book Award parameters (Goodstein): Gielen said that he is forming an international advisory board; people abroad whose task it is to advertise award and make suggestions about whose books are eligible award. Questions Gielen said are still open:

a. Funds: Gielen will give $4,000 but this will not cover award in long run. He would like to solicit money. Solicitation letter (APA legal counsel approved) is in packet.

b. Gielen explained that the award is $500 but the registration fee is $200. He asked Board if Division will be amenable to cover this fee. He will cover next 2 years through.

c. Another question involves exactly how to define global psychology. He said that as we go on we will do better in defining it.

d. Rice asked if $4,000 would be the principal that would be invested and then the interest would be award? Gielen said that yes, $4,000 is the starting point. Also, he is still soliciting money that will be added to principal. He will pay for 2 years to give time for principal to build-up. Interest accrued probably will not be enough to cover registration fee. He said the committee will raise more money because that’s their job.

e. Hogan asked if on a donation check, it should be further noted to award and not just to Division? Gielen said it is not necessary because the money will be kept separate. Ostermann said there’s no legal organization for award. Gielen said people can make check to Division in APA, which is tax-exempt.

f. O’Roark asked if there was a financial goal in mind? Gielen said maybe $10,000? O’Roark said maybe
$20,000 would be better with 5% of that used for money for mailing and recruitment. Gielen said let’s not worry about money for committee, but would like to wait a year to see what happens for money for award.
g. Meir asked if we could target and raise money for non-psychologists? Gielen said committee welcomes suggestions for this.
h. Stevens said we can defer voting for funding registration since we don’t know yet what award will look like. Action item tabled.
i. Ostermann said we should reserve one symposium or presentation slot so that person can make presentation. Gielen said that is already built-in to award. Pickren added that there is a disconnect between dates; the date award announced is in December and the program has to be in place by December 15. Gielen said they will talk to Program Committee.
j. There will be no language specification for book. Committee will have as job to pick out expert readers in each language.
k. Ostermann congratulated Gielen for putting this together.

32. Divisional Liaisons-CIRP Liaisons (Collins): Collins said this was already discussed, just a matter to add to documentation. Need to have same set of liaisons. CIRP liaisons will be liaisons to Div 52. Rice asked if we will lose anything if we do this? Stevens said if truly collaborating we can incorporate needs of both in to one. Rice suggested to articulate role a little better since its dual membership. One way would be to publish something in column. Collins said will create job description and send it around, see what Bullock thinks, and then see if we adopt it.

33. SECC – term of chair(s) (Kracen, Stevens): Reiterated that now it is just Student Committee. Explained that proposing that term of office be moved from 2 years to 1. This would still include 3 years of service though, as Chair-Elect, Chair, and Past-Chair. Gottsegen asked if this would go in Handbook. Manuals for Students Committee and ECP Committee will be revised later and go in to Handbook.

In the interest of time the 2:45-4:15 agenda items were prioritized and so many were skipped.

34. Aging (Abeles). Members directed to reporting agenda book.

35. Communication/Publications (Gielen): omitted


37. Denmark-Reuder Award (Chrisler): Submissions are encouraged, deadline is May 30.

38. Ethics (Rubin): omitted

39. Handbook (Gottsegen): Everyone needs to look at their section and see if section is correct. Send revisions to Gottsegen, do it now. Stevens said there is a correction page in Handbook that can be used to send revisions.

40 Information Clearinghouse (Stevens): members directed to report in agenda book

41. International Psychology Bulletin (Poyrazli): Poyrazli’s aid some contents listed with PsycExtra. Meir said there could be a column for international colleagues and she is fine with idea. She also mentioned having peer review and wants volunteers. The acceptance rate for scientific contributions to IPB is 50%. She inquired about hiring an editorial assistant free of charge (through work-study program at university) and Board approved this.

42. Liaisons/International (Meir): Reviewed activities; has developed country coordinators, went through suggestions on how to retain members from her report. Encouraged members to adopt psychologist and maintain contact with them. Said we are losing members because not extending letter or phone call. Also reviewed achievements from her report. Poyrazli asked that the word adopt not be used, and instead use a word like sponsor. There was discussion of terminology that went back to Bullock’s suggestion about changing terminology. It was suggested that instead of Affiliate, international members could be called Liaisons. Meir said that for students she is asking them to be connection between US and their country. Stevens reiterated that follow up is critical for retention. Kracen asked Meir to please put her students in touch with Students Committee.

43. Mentoring (Kalayjian): Reviewed progress; have 15 mentors, 17 mentees. Need more mentors for diverse interests. Needs help with quality review survey from Students and ECP. And needs help because US-based students want mentors abroad.

44. Trauma/Disaster (Kalayjian): Draining due to diminishing funding. She reviewed status, seeking support for program in Sri Lanka and Pakistan. Briefly explained how her colleague and friend was assassinated; the work must continue as it is very important.

45. Outreach/Networking (McCormick): Anyone with regional connections please share them (few suggestions). She said ideas welcome. Meir asked if organizations can belong to Div 52.

46. Parliamentarian (Davis): Omitted
Division 52 News and Updates

47. Student Award (Ostermann): Said it is exciting to see working being done in Division. Some goals are to stimulate and recognize international research. So far there is good progress in recognizing research but poor progress in stimulating research, as there are few submissions, and they have never received one from an undergraduate student. He is wondering if students value/want award? He said should focus more energy on stimulating research. He is planning to send summary and questionnaires out. Gielen asked if he could please send poster to everyone, so it can be forwarded via email. Ostermann said he would do this.

48. SECC (Kracen, Stevens): Omitted


BY CONSENT - INFORMATIONAL REPORTS

1. Mentoring Award (Bryant-Davis): Omitted

2. Liaisons/Divisions (Collins): Omitted

3. Immigration/Refugees (Bemak, Yakusko): Omitted

4. Long-Range Planning (Lloyd): Omitted

5. Public Interest (Denmark): Omitted

6. Public Policy Office Liaison (Nutt): Omitted

7. Social Psychology Network Representative (DeSouza): Omitted

NEW BUSINESS

Division support for the formation of an international task force on evidenced-based practice (EBP) for applied psychologists (O’Roark). She had made a motion at the August 2006 Council meeting for the development of international task force on EBP for applied psychologists. Wants policy, timing is good now but will take a long time. Rice said to please send letter to Board so we can review and make decision. Hogan reiterated that Alan Kazdin is coming in and he is a big supporter. O’Roark said she wants a letter from and Stevens said he is comfortable with request. Hogan said that the issue of EB practice comes from Western approach. Rice stated that there are groups with conflicting views on the issue of EB practice even within APA.

Meeting Adjourned at 4:40pm

APA Division 52
Division of International Psychology
A Brief History

John D. Hogan, PhD
St. John’s University
hoganjohn@aol.com

Introduction

On February 21, 1997, the APA Council of Representatives approved a petition to create a new division: APA Division 52, the Division of International Psychology. The creation of the division was the result of years of planning and work by a small group of people dedicated to fostering an international outlook within the APA. The APA had been involved in international activities at some level for years before the approval of the Division 52 petition, particularly through its Committee on International Relations in Psychology (CIRP). However, the new division held the promise for a different focus and direction, and that promise was soon fulfilled.

Ernst Beier, PhD, a clinical psychologist with both a university and a private practice background, was one of the prime movers in starting the division. He and Frances Culbertson, PhD, worked with various APA boards and committees, gathering support. Among the other “division pioneers” were Leonore Loeb Adler, PhD, Florence Denmark, PhD, Henry David, PhD, and Gloria Gottsgeen, PhD. Sarah Jordan and Joan Buchanan, both of APA, were also very important in offering early support for the division. One of the first hurdles for the group was to collect the required number of signatures for presentation to the APA Council. In the end, 788 signatures were collected. All are identified as “charter members” of the division.

Ernst Beier, PhD, Florence Denmark, PhD, and Frances Culbertson, PhD, comprised the initial Executive Committee and recruited additional members for the Board of Directors. In all, fifteen individuals who had been active in forming the division assumed various offices on a “pro tem” basis. Regular elections were scheduled for May, 1998. The first formal meeting of the division took place during the 105th annual APA Convention, held in Chicago, from August 15-19, 1997. Although there had been no opportunity to develop a program in time to meet the customary convention deadlines, the division was able to share some convention time with the APA Committee of International Relations in Psychology (CIRP).

Initial dues were set at $12/ year, beginning in 1998. The Board requested donations from the charter members to support the operation of the division during the remainder of 1997. The first issue of the newsletter, the International Psychology Reporter, consisting of 10 pages, appeared in June, 1997. The publication of the early issues was possible...
through the financial assistance of Raymond D. Fowler, PhD, Chief Executive Officer of the APA. Ivan Kos, PhD was the founding editor of the newsletter.

**Early growth and change (1997-1998)**

By the fall of 1997, several initiatives were underway. A set of proposed bylaws for the division, developed under the leadership of Gloria Gottsegen, PhD, appeared in the Reporter (10/97). Student membership in Division 52 became a reality and William G. Masten, PhD, was appointed web-page chair. The official web site became available in January, 1998. Mary Reuder, PhD and her fellows committee were at work preparing criteria for fellow status in Division 52. Since APA requirements state that no one can become a fellow of a division until they have been a member for at least one year, no Division 52 Fellows were eligible until February, 1998. (In August, 1998, 72 charter fellows of the division were approved.) By early 1998, Division 52 was represented on the APA Council of Representatives by a single seat.

Harold Takooshian, PhD, and Joy K. Rice, PhD, as Program Committee chair and co-chair respectively, began preparing for the division’s first full APA program, to be presented during the annual convention that was held in San Francisco, August 14-18, 1998. Harold and Joy sent e-mails to the heads of twenty international behavior science groups to ensure that there would be international representation on the program. They were rewarded with submissions from six continents -- the first arriving in September from Australia. In all, 39 countries were represented in the inaugural program.

**Permanenent status and further initiatives: (1999)**

At the APA Council of Representatives (COR) meeting, held from February 19-21, 1999, in Washington, DC, Division 52 was granted permanent status. Two special interest groups within the division were approved by President Denmark -- an International Committee for Women with Joy K. Rice, PhD, as chair, and a Committee on Aging with Margaret M. Hastings, PhD, as chair. Student membership continued to be strong. Amendments were proposed to the division bylaws and approved by the division Board of Directors in August, 1999.

Other changes included the formal establishment of a webmaster position and a new standing committee, the International Committee for Women. The proposed amendments appeared in the International Psychology Reporter (fall/ winter, 1999, pp. 11-13) with the request for a member vote by January 15, 2000. At the Board of Directors meeting held on August 19, 1999, Irene Deitch, EdD, was appointed chair of the Public Relations Committee and Richard Velayo, PhD, was appointed chair of the 2000 Program Committee.

The division entered a new century: 2000-2007

The number of fellows of the division continued to grow so that by August, 2000, the division had 126 fellows (72 charter fellows in 1998, 18 fellows in 1999, and 36 fellows in 2000). Membership issues continued to be of concern. Between 2000 and 2001, the total paid membership decreased from 923 to 783. During the same period, unpaid membership was up slightly, from 118 to 133. It was noteworthy that several other divisions within the APA were adding international interest groups to their organizational structure. It was beginning to appear as if a “new” international psychology was coming of age.

Innovative activities continued to be introduced by the division. With the help and expertise of APA Div. 13 (Consulting Psychology), the division began a series of “visioning sessions” at its Board meetings to facilitate long-range planning. The division voiced its strong support for a resolution on cultural and gender awareness in international psychology. In 2004, “Adopt a Psychologist” was begun, a program in which U.S. members not only pay the division dues for psychologists from other countries, but also try to establish an ongoing relationship with their sponsored colleagues. In a related program, Div. 52 members were asked to participate in a “mentoring program” in which established psychologists try to help their more junior international colleagues through some of the pitfalls of professional development.

Several new awards were created to honor important contributors to various aspects of international psychology. The division participated in a project with “Half the Sky Orphanage” to sponsor a young female adoptee. An online newsletter, International Psychology Bulletin, was begun with Senel Poyrazli, PhD, as editor, replacing the hard-copy International Reporter. In 2005, the division agreed to co-sponsor a new Erlbaum series on global and cross-cultural psychology, with Uwe P. Gielen, PhD, and Harold Takooshian, PhD, as editors. The first volume in the series (Toward a Global Psychology: Theory, Research, Intervention, and Pedagogy, edited by Michael J. Stevens, PhD, and Uwe P. Gielen, PhD, appeared in February, 2007). Other volumes should soon follow.

As the 10th anniversary of the division approached (2007), the division reached its goal of more than 1,000 members. The division also had several new initiatives in various stages of development including the establishment of the Ursula Gielen Global Psychology Book Award, the creation of a videotape on international psychology, and (with APA Divisions 1 and 2), the initiation of a national speakers bureau. The division continued to fulfill the promises made at its creation through its vibrant and wide-reaching activities.
Florence Denmark will Receive Raymond Fowler Award for Outstanding Contributions to APA

If you are attending the APA meeting this August and are free on Sunday, August 19, at 10:15am, come to the Council meeting to see Florence Denmark receive the Raymond Fowler Award for Outstanding Contributions to APA. Council will meet in the San Francisco Marriott, Yerba Buena Salon 9.

New Development at Half the Sky Foundation: Division 52 Sponsorship of Yu Haixia

Joy K. Rice, Past President of Div52
jkrice@wisc.edu

Half the Sky Foundation (HTS) was created to enrich the lives and enhance the prospects for orphaned children in China. The Foundation establishes and operates infant nurture and preschool programs, provides personalized learning for older children and establishes loving, permanent foster care and guidance for children with disabilities. Half the Sky’s goal is to ensure that every orphaned child has a caring adult in her life and a chance at a bright future. The organization has positively changed the lives and futures of thousands of orphaned children in China, especially female infants and girls. Over 90% of the orphans in China are female.

For some time now we have been giving you pictures and progress reports on our little HTS girl, Yu Haixia, sponsored by the generous contributions of Division 52 Board members. Yu Haixia, now 4 years old, is thriving. Her teacher/nanny writes:

CHE431 Yu HaiXia

HaiXia has finally been the big sister in the class. From the activity with the theme we are good friends, we found that HaiXia has made great progress in her studies. She not only has made much progress in handwriting and drawing, but also likes being the little teacher to help other children. Once in an outdoor activity of visiting communities, HaiXia offered the teacher help to hold children's hands from the primary class. On the way, HaiXia explained the things they saw to the children and they listened to her intently. When we were in a big cross, the red light turned on and HaiXia told the children to immediately walk in the footpath when crossing a road. When the red light turns on, stop. Walk on when the green light turns on. All the children followed her and read the "walking poem" while walking. We teachers feel gratified seeing HaiXia progress like this. We have these activities to promote them to help each other and cooperate with each other. And it works!

Half the Sky will be celebrating its 10th anniversary next year. In less than a decade it has seen dramatic growth with 34 centers serving over 13,000 children since 1998. Nothing, however, prepared HTS for the recent stunning proposal from China’s Ministry of Civil Affairs. How would Half the Sky like to work with them to bring the HTS model to orphanages across the nation? Nine years ago when the Ministry was approached about a partnership, HTS was told that China was not ready, but today some of the same officials issued the invitation to work together side by side. Thus this fall Half the Sky will launch, in direct partnership with the Ministry of Civil Affairs, a pilot project in Hubei Province. They will create a model Children’s Center with all four HTS programs and training programs that will eventually be offered to all welfare institutions in the province. This is a very unique opportunity and milestone for the foundation. If the pilot project is successful, the plan is to offer the same model center and training in every single province and municipality across China. Thus HTS’s mission to ensure that every orphaned child has a caring adult in her life and a chance for a bright future would truly have a chance of becoming a reality.
APA Symposium “Cross Cultural Research: Joys, Challenges, Lessons to be Learned” Offers Insights for International Researchers
August 20, 2007 8-9:50 a.m., Session #4033

Cross-cultural research provides new lenses for examining the forces that shape human development and behavior, and has produced results that challenge findings assumed to apply to all individuals. But the methodological challenges of conducting such research are not always fully appreciated. This symposium, which is a product of the Joint Task Force on Cross-Cultural Methodology of Divisions 1, 5, & 52 organized by Nancy Felipe Russo, considers how working across cultural and national boundaries can be both enriching and challenging, using examples from personal experience as well as from the literature to illustrate what researchers need to know to conduct, critique, and generalize from research in cultures other than our own. The hope is for a lively discussion with the audience; international researchers are invited to attend and share their insights.

The session will be opened by the Task Force Chair, Barbara Byrne, who will present an overview of cross-cultural comparisons and related methodological practices, focusing on findings of the Task Force and their recommended solutions to the problems. Fred Leong will then consider the issues posed by the assumption of measurement equivalence in cross-cultural research, and discuss how it can be evaluated. Finally, Nancy Felipe Russo will discuss lessons learned from cross-cultural research, emphasizing that interpretation of gender differences with and across cultures poses special challenges to theory and method, particularly with regard to design, sampling, construct and measurement equivalence, and generalization of findings. Studies on abortion, violence, and the measurement of individualism/collectivism will be used to illustrate challenges in these areas. Mark Applebaum, founding editor of Psychological Methods, will serve as a discussant.

One of the questions that will be raised is “What’s next on the agenda? Several divisions will be considering that question, and the Task Force is hoping that international researchers from a variety of countries will offer some innovative answers to that question.

2007 HOSPITALITY SUITE PROGRAM

<table>
<thead>
<tr>
<th>AUGUST 17 (Friday)</th>
<th>AUGUST 18 (Saturday)</th>
</tr>
</thead>
<tbody>
<tr>
<td>9:00 am</td>
<td>ICFW</td>
</tr>
<tr>
<td>10:00 am</td>
<td>ICFW</td>
</tr>
<tr>
<td>11:00 am</td>
<td>Presidential address (see convention program)</td>
</tr>
<tr>
<td>12:00 pm</td>
<td>Psychology at the UN, Ed Hollander</td>
</tr>
<tr>
<td></td>
<td>Conversation Hour: Bicultural Identity, Nedda Noori &amp; Anthony Marsella</td>
</tr>
<tr>
<td>1:00 pm</td>
<td>Psychology in Yemen, Maan A. Barry</td>
</tr>
<tr>
<td></td>
<td>Conversation Hour: International Research and Teaching Opportunities, Irene Frieze, Joy Rice, &amp; Michael J. Stevens</td>
</tr>
<tr>
<td>2:00 pm</td>
<td>Meet and Greet - Students and Early Career Psychologists</td>
</tr>
<tr>
<td></td>
<td>Strategies to Internationalize the Psychology Curriculum: Visions of the Future, Richard Velayo</td>
</tr>
<tr>
<td>3:00 pm</td>
<td>Current Fellows Induction (Ann O’Roark)</td>
</tr>
<tr>
<td></td>
<td>Divisional Award Presentations</td>
</tr>
<tr>
<td></td>
<td>Conversation Hour: Transnational Professional and Mentoring, Mercedes McCormick, Mark Leach, &amp; Robyn Long</td>
</tr>
<tr>
<td>4:00 pm</td>
<td>10th Anniversary Roundtable: Honoring Division 52 and Past-Presidents, moderated by John Hogan, Div 52 Historian/Archivist</td>
</tr>
<tr>
<td></td>
<td>Psychology in Kuwait, Ramadan A. Ahmed</td>
</tr>
<tr>
<td>5:00 pm</td>
<td>Division 52 Social Hour: Celebrating 10 Years of Division 52 (followed by Div 52 Board dinner)</td>
</tr>
<tr>
<td></td>
<td>Meet and Greet - International Poster Presenters</td>
</tr>
</tbody>
</table>
## 2007 CONVENTION PROGRAM

<table>
<thead>
<tr>
<th>Time</th>
<th>Friday 8/17</th>
<th>Saturday 8/18</th>
<th>Sunday 8/19</th>
</tr>
</thead>
</table>
| 8:00 – 8:50 am| **Gottsegen and Abeles**: (SYM) Aging is in Your Future  
Co-sponsored with Div. 20  
Moscone Center 220 | **Nastasi**: (SYM) Cultural Specificity and Intl Program Development: Mixed Methods Research  
Moscone Center 220 | **Olson**: (SYM) Mental Health Reforms: An International Perspective  
Moscone Center 222 |
| 9:00 – 9:50 am| **Gottsegen and Abeles**: (SYM) Aging is in Your Future  
Co-sponsored with Div. 20  
Moscone Center 220 | **O’Roark**: Invited Fellows Addresses (Grotberg & Wong)  
Moscone Center 220 | **Sidun**: (SYM) Sex Trafficking of Women and Girls: Modern Day Slavery  
Moscone Center 3008 |
| 10:00 – 10:50 am| **Pickren**: (Posters) Issues in International and Cross-Cultural Psychology  
Moscone Center Halls A, B, C | **Division 52 Business Meeting**  
**SF Marriott**  
**Yerba Buena Salon 12** | **Gielen**: (Posters) International Issues in Education, Mental Health, and Treatment  
**Moscone Halls ABC** |
| 11:00 – 11:50 am| **Chrisler**: (SYM) International Media Images of Women  
Moscone Center 2009 | **Stevens**: Presidential Address: Building Bridges, Expanding Horizons: Interdisciplinary View of International Terrorism  
**SF Marriott**  
**Yerba Buena Salon 12** | **Rubin**: (Posters) International Issues of Measurement, Adjustment, and Culture  
**Moscone Halls ABC** |
| 12:00 – 12:50 pm| **Sidun**: (SYM) International/Intercultural Adoption: What are the Issues?  
Co-sponsored with Div. 17  
Moscone Center 200 | **Kalayjian**: (Papers) International Family and Relational Issues  
**SF Marriott**  
**Yerba Buena Salon 10** | **Hasan & Leong**: (SYM) Intl Opportunities for Psychologists and Psychologists-in-Training.  
Co-sponsored w/ APAGS  
**Moscone 3004** |
| 1:00 – 1:50 pm| **Sidun**: (SYM) International/Intercultural Adoption: What are the Issues?  
Co-sponsored with Div. 17  
Moscone Center 200 | **Horne**: (Papers): Building Peaceful Communities in International Contexts  
**SF Marriott**  
**Yerba Buena Salon 10** | **Hasan & Leong**: (SYM) Intl Opportunities for Psychologists and Psychologists-in-Training.  
Co-sponsored w/ APAGS  
**Moscone 3004** |
| 2:00 – 2:50 pm| **Gielan**: (SYM) How to Internationalize the Psychology Curriculum  
Moscone Center 212 | | **O’Roark**: (Papers) International Research on Attitudes and Adjustment  
**SF Marriott**  
**Yerba Buena Salon 10** |
| 3:00 – 3:50 pm| **Schultheiss & Valach**: (SYM) Toward a Critical Global Perspective of Relational Paradigms and Methods  
Moscone Center 226 | | |
| 4:00 – 4:50 pm| | **Torney-Purta**: (SYM) The Process of Intl Collaborative Research in Social/Behavioral Science  
Moscone Center 2005 | |
An Exploration of the Farmers’ Suicides in India*

Darshini Shah

Institute for Community Organization Research

Abstract

This study attempts to explore the agrarian crisis that has been rapidly developing in India. The sample consisted of 20 participants, including men, women, and children. The participants were drawn from three villages in the affected region of Vidarbha, Maharashtra. There were two reported incidences of suicides in this area. Participants were interviewed about their financial sustainability, viewpoints and perspectives on the crisis, and were asked to identify how to facilitate the rehabilitation of the agrarian society. Focus group discussions, using the Participatory Rural Appraisal, revealed themes of mounting debts, heavy loans, and the burden of marrying off their daughters were overwhelming participants’ attempts to rebuild their livelihoods. In order to recover from this crisis, participants expressed a need for monetary aid for their loans, electricity bills, and their daughters’ impending marriages.

The spate of farmers’ suicides that has pervaded India’s farmland accelerated at an ominous rate during the late nineties and continues to grow exponentially (Pendse & Bhattacharya, 2003). Namely in the agricultural Indian states of Andhra Pradesh, Karnataka, Punjab, Kerala, and Maharashtra, the widespread span of suicides has escalated (Dandekar et al., 2005). In 2003 alone, a reported number of 17,107 farmers committed suicides (Sengupta, 2006). This alarming rise of mass suicides has affected the agricultural sector of India, particularly in the region of Vidarbha, Maharashtra, marks an unprecedented tragic affair which has taken the lives of hapless farmers.

Maharashtra tops as one of the leading cotton cultivating states in India (Pendse & Bhattacharya, 2003). Primarily in the Vidharba region, approximately three million farmers employ cotton production as a cash crop. Most notably, India ranks as the fourth largest pesticide market in the world, inclusive of the prevailing industry in Maharashtra (Dandekar et al., 2005). Despite the growing interest in the agricultural activity, the suicide rate has gone unabated, as the suicide deaths of farmers “increased from 1,083 in 1995 to 4,147 in 2004” in Maharashtra alone (Mishra, 2006, p.1538).

Comprehensive measures in addressing this agrarian crisis remain intermittent: relief measures such as the Monopoly Procurement Scheme (MPS) were activated between 1972-1973 to alleviate price fluctuation and “stabilize prices” (Mishra, 2006, p.1540); however, the MPS has undergone scrutiny for not providing farmers with adequate protection and brought additional financial losses to the farmer on account of competing global markets, which has led to “no mechanism[s] that will guard [the farmer] against price vola-

tility” (Pendse & Bhattacharya, 2003) (Mishra, 2006, p.1540). Additionally, the government has given aid to the affected families, but the constrained parameters for the compensation leaves many bereaved families unqualified. These ineffectual results demonstrate the failure imparted by the government.

Pendse and Bhattacharya (2003) investigated self-cultivators in the Marathwada region of Maharashtra and traced the background of 14 suicide-related cases. The findings showed that the majority incurred loans that resulted in them reeling under debts, which demoted their status in their village. The excess of loans surpassed their ability to repay them for the next season, which has perpetuated the vicious cycle of indebtedness. Additionally, agricultural productivity declined, which mired down their prospects of attaining further income and restoring land productivity. The production loss affected food security, which in turn has jeopardized their personal livelihoods.

Dandekar et al. (2005) expanded on the findings and discovered that the farmers are also misinformed about the contents and usage of the pesticides and fertilizers which are delineated by agents of seeds, fertilizers, and pesticide companies. Particularly, these seeds sought after by the farmers are deregulated, not ecologically compatible to India’s soil, including the lack of germination yielding to crop failure. These traders and manufacturers also dictate the price, which marks as an incongruity between input costs and output costs. Accordingly, this inaccurate information conjures up false hope for financial prosperity, which leads to the degradation coupled with the depletion of basic nutrients for fertile land.

The crisis also stems from India’s inception of neo-liberal economic policies that have stunted the growth of the farmers’ livelihood (Dandekar et al., 2005). The economic reforms that provided greater liberalization of trade failed to factor in agriculture, particularly the farmers’ welfare. This agenda curtailed government revenue expenditure for rural development, subsidies, and even in public investment for India’s farmland. Consequently, this has had direct effect on agriculture and has led to impoverishment of many farmers.

Another strand to the delayed response in the immediate care is that mental health receives low priority attention in health and community centers of India (Pathare, 2005). Mental disorders are overlooked in Indian health-related settings; reports have shown an increase in suicide rates among Indians, and in Maharashtra alone, a 13.5 percent suicide rate was accounted for in 2001 to the total percentage of suicides reported in India (Mishra, 2006). The lack of awareness and accessibility to proper treatment centers also contributes in the growing number of suicide deaths (Pathare, 2005).

Research on the psychological aspects of the farmers’ suicides also remains limited. Kakade (2004) examined the community’s perceptions, and through interviews with families of non-irrigated farmers, the qualitative analysis revealed that loss of honor, onus of family income, fragmented support systems, and stagnated aspirations were factors that led the entire community susceptible toward suicidal tendencies. In
addition, the burden of marrying off their daughters emerged as a frequent response, which indicates a significant family responsibility. Furthermore, the survivor women expressed anxiety as a common condition that debilitated them, mainly due to social isolation after the tragedy. Dealing with the anguish, the salient response from the women indicated repression as a coping mechanism.

The present study attempted to examine the attitudes of the villagers that face these gripping agrarian conditions. Questions that guided this investigation were: how have the surviving families been able to sustain themselves from the decline in agricultural production that has impinged upon their lives? What changes would these families need to rehabilitate their village? What are the viewpoints of the children who witnessed these compounding factors?

Method

Participants

Twenty participants were selected from three villages in the Wardha district of Vidharbha through Vijay Jawandia, a local farmer of Wardha, and they produced cotton as a cash crop. The sample comprised of women and children from Dorli village that had no incidence of suicides, while the remaining two villages, Kudzardi and Talegaon, participants were the men, women, and children of the bereaved families. A total of two reported incidences of suicides, both of whom were male farmers, were obtained from Kudzardi and Talegaon. The sample comprised of women and children from Dorli village that had no incidence of suicides, while the remaining two villages, Kudzardi and Talegaon, participants were the men, women, and children of the bereaved families. A total of two reported incidences of suicides, both of whom were male farmers, were obtained from Kudzardi and Talegaon.

Settings

Dorli village in Wardha consisted of a multiple-caste system with around 270 residents, and appeared the least developed of the villages visited. Vijay Jawandia recruited the sample from Dorli village and arranged for the focus group discussion at the center-point of the village.

In Kurzadi village, we met with the affected family and requested a focus group discussion with the women and children; due to the sensitivity of the topic, we conducted the focus group discussion inside their homes. Lastly, the affected family in Talegaon was noted in having a national case reported by the media. We spoke to all the family members, including the males, and conducted the interviews separately.

Procedure

Participatory Rural Appraisal was used in collecting the data, which was obtained through semi-structured interviews through focus group discussions, and was conducted in the participants’ native language, Marathi. The purpose of having partially structured and unstructured interviews was to predetermine a sequence of a few questions, while providing respondents with the flexibility to answer from a variety of dimensions. Tape-recorded group sessions were administered in Marathi in order to build rapport and diminish miscommunication.

While providing oral consent for participation, participants were educated on the study’s objective and how the data would be utilized. Additionally, they were informed about the usage of the tape-recorder to document their responses and were also instructed on their confidentiality.

Results

The focus group discussions revealed several themes; the current woes included mounting debts that burdened the villagers, which exhausted their attempts in rebuilding their livelihoods. Heavy loans that were outstanding led to the inability to repay the installments coupled with accumulating debt. Agricultural credit also collapsed with no timely support for adequate recourse. Additionally, marrying off their daughters created financial pressure for the impoverished families.

The children and youth asserted that the system failed to provide financial outreach towards the ailing families. Particularly, the female college students felt disillusioned with the indiscriminate pricing: the high expenditure for maintaining their land, but with the loss of guaranteed monetary returns. The children also stressed that access to education remained limited beyond the primary level.

Furthermore, another theme concerning their sustainability showed that the villagers continued to work despite the economic pressures that afflicted their daily lives. Family members also have been enlisted to toil in the fields, as they have no financial means to employ others.

The last theme examined was their recommendations for self rehabilitation. The villagers found it vital for their loans to be waived, along with relief provided by the government. They also wanted to receive subsidies for their electricity bills. Finally, they needed assistance in marrying off their daughters, coupled with alternative employment schemes.

Discussion

The purpose of this study was to explore the factors that led to the farmer’s act of suicide. The results indicate that the financial hardships the villagers have chronically faced support the Pendse and Battacharya (2003) and Kakade (2004) studies. The exacerbation of indebtedness has posed difficulties in agricultural productivity, which may have brought upon the despondency and the grappling of fear for the next farming season. Additionally, the outstanding loans that gradually escalated yearly coincide with the stressors shown in the Pendse and Battacharya (2003) and Kakade (2004) studies. These growing adversities may have compounded this looming situation.

Participants’ responses regarding the systematic neglect by the government in resolving these issues supports the Kakade (2004) study and may have evoked these disgruntled
attitudes concerning economic disparities. Children’s lack of access to higher education is a visible sign of the scarcity of government aid. The female college students also voiced their frustrations with the government’s inability to restrain the exorbitant input costs that weigh down the output costs. It could be ascertained that they were cognizant about the agricultural incongruities that overshadow their farm productivity.

The findings also show the added pressure of expenses for their daughter’s expected weddings. This could imply that cultural factors that remain ingrained in Indian society, particularly the practice of the dowry system. A possible explanation could suggest the parental stress of accruing monetary assets for their daughter’s impending marriage.

A limitation to this study was the demand characteristics that arose during the interviewing. After stating the purpose of the study, the initial responses from the children concerned their lengthy commutes to school, possibly indicating pre-rehearsed answers. As well, given the rural context for the interviewing, the tape-recorder, which served as the primary vocal apparatus, failed to suppress the background noise interferences, which in turn omitted substantial data collected.

Additionally, given the limited time span for the data collection, the extent of this agrarian crisis could not be examined comprehensively. Future studies should designate extended periods on investigating this matter. Furthermore, given the descriptive techniques employed in this study, a causal relationship could not be established to determine effects from the variables.

Lastly, the small sample size of 20 participants posed difficulties in ascertaining useful information. The region investigated constituted only one area of the agrarian morass in India, thus the sample obtained cannot generalize to the target population. A larger sample drawn from the population would yield considerable information and demonstrate a greater reliability of themes extracted from the data.

References

Notes:
Many people contributed to this project, and the author would particularly like to thank Fr. Allwyn D’Silva, Pamela Fernandes, Ajay Dandekar, Vijay Jawandia, Vikas Adhyayan Kendra, Centre for Peace Trust, and Institute for Community Organization Research. If you would like to learn more about this noteworthy cause, or consider making a charitable donation, please contact Darshini Shah at dns2113@columbia.edu

*Editor’s Note: This paper received an APA Division 52 student research Award in 2006.

2nd Asian CBT conference at Chulalongkorn University, Bangkok

October 20-21, 2008

web site: www.psy.chula.ac.th/asiancbt2.htm

Contact Person: Dr. Sompoch at isompoch@chula.ac.th or Professor Tian Po Oei at oei@psy.uq.edu.au

The International Society for Interpersonal Acceptance and Rejection and the School of Primary Education, University of Crete, Greece, have the pleasure to officially announce that the

2nd International Congress on Interpersonal Acceptance and Rejection

will be held in Rethymno town on the island of Crete (at the University of Crete), from July 3rd – 6th, 2008.

For more information, please visit the Congress website: www.isipar08.org or contact Prof. Elias Koukoutas, President of the Organizing Committee, at hkourk@edc.uoc.gr.
Cross-cultural robustness of MMPI-2: The Greek Standardization

Naoum Karaminas  
*General Hospital of Greek Airforce*

Panagiotis Georgakas  
*Psychiatric Hospital of Thessaloniki*

Aristotelis Kantas  
*University of Patras*

Ioannis Tsouasis  
* Aegean University*

Kalliopi Marini  
*Ison Psychometrica*

Aspasia Karakosta  
*University of Athens*

Nikos Stathopoulos  
*Ison Psychometrica*

The Normative Sample for the Greek standardization of MMPI-2 consisted of 700 individuals living in Greece, 354 men and 346 women, distributed across a wide age range (18-70 years) and covering most educational levels (minimum requirement of at least 9 years of formal education), based on the results of the 2001 Greek census. A further 120 subjects (54 men and 66 women), of ages ranging between 18 and 72 years, composed the Clinical Sample. These were diagnosed but not institutionalised, Greek speaking individuals, tested on a voluntary basis and following the same age and education criteria as the normative sample. Approximately 83% of the clinical sample came from three major public mental health institutions, covering different geographical areas. A percentage of about 17% of the clinical sample came from the private practice sector and involved individuals from various parts of the country, undergoing therapy. Diagnoses included depression, anxiety attacks, psychosomatic symptomatology, substance abuse, sociopathy, hypomanic episodes, and a very few borderline cases. It should be noted here that Greece is, at the moment, experiencing an influx of people coming from other countries to live permanently in Greece, who are expected to be acculturated eventually, but who, being first generation, haven’t yet had time to culturally adapt to the Greek mainstream culture. Consequently, no effort was made at this time to include a balanced sample of the immigrants because of the various confounding factors involved (mainly language barrier problems, insecurity as to how the test results could be used “against” them, etc). It could also be argued that, while their inclusion might seem to improve the norms, since they were counted as Greek residents for census purposes, the fact that they did not constitute the majority of the normative sample would automatically render the test unusable in their case, as it couldn’t be assumed to be valid for them (Nichols et al, 2000).

The population distribution in Greece is typically provided by the National Statistics Institute, based on age, gender, education, and geographical origin. A perfect fit between the theoretical and actual subject content of the two samples is practically impossible, so an effort was made to closely follow age distribution (Fig. 1 and Fig. 3), maintaining the gender ratio and basing geographical distribution on a broad split between northern and southern Greece. The differences between the two samples in the educational level area are related to the combination of the distribution of low literacy & illiteracy (higher in older ages and remote areas) with the relatively high academic requirements of the test, as well as the exclusion of linguistic minorities (CEC 1990).

In Fig. 1 one can see that the actual sample closely follows the theoretical one, as far as age is concerned. The lower age extreme of the distribution is absent due to the fact that the test cannot be given to younger people. However, the
curve approaches the normal distribution, as it should.

In Fig. 2 we can see discrepancies concerning the educational level. This is mostly due to the fact that the test can not be administered to subjects below a certain amount of schooling, but barring that, presently in Greece it is very difficult to find people of a low educational level in the lower age brackets, unless one includes minorities and/or fairly geographically secluded sections of the general population. In any case, the sum of percentages by which the actual sample exceeds the theoretical one in the second and third categories, more than makes up for the percentage missing from the first category. On the other hand, there was no problem in matching ages with educational level in the last two categories, as could very well be expected.

Similar results were found where the clinical sample is concerned. Analysis of Fig. 3 and Fig. 4 shows that, as in the previous case, there is a close match between the theoretical and actual samples. Unfortunately, discrepancies appear again in the educational level area. In this case however, the major difference concerns the first two levels. In the “less than high school” category there exists the same situation as with the normative sample, and for the same reasons. The “high school” category, on the other hand, is over-represented due to the fact that the clinical population seems to have difficulties in moving beyond the obligatory education level, losing their motivation at that point, most probably because of emotional, social or family problems, substance abuse and psychopathology in general. This could also be the reason, and most probably is, for the slight to moderate under-representation of the clinical population in the higher education categories.

Exclusion criteria for the Normative Sample were: Cannot Say: >30, F: Raw score>30, Fp Raw score>30 and for the clinical Sample: Cannot Say: >40, F: Raw score>30 and Fp Raw score>30. Response consistency was measured by testing bilinguals in both languages and resulted in 88% agreement between the two language versions. A test-retest reliability index of .79 was measured after a 2 week interval and .71 after 6 weeks. Norm calculation followed the method used for the standardization of the USA version (Butcher, N.J. et al, 2001). In other words, linear T scores were calculated using the standard T-distribution formula $T = \frac{X - \mu}{\sigma}$, where $\mu$ is the mean of the raw scores, $\sigma$ their standard deviation and $X$ the raw score in question. Following that, Uniform T-scores were derived for some of the scales (all Clinical scales except for MF and SI, all Content and Component scales, and the PSY-5 scales). This was done by first averaging T-score values, for each Percentile value, Component scales, and the PSY-5 scales). This was done by first averaging T-score values, for each Percentile value.

An analysis of the F, Fp and Fs scale items showed that, responses to some of them were not as loaded in one direction as they might have been expected, suggesting a possible need for revision of the scales’ content itself. It was, however, decided to maintain the original structure for compatibility reasons across different international versions of the test.

The comparison of the Fp scale between the Greeks and the individuals from U.S. leads to the hypothesis that the former tend to exaggerate their problems, appearing at the same time more defensive during test-taking by faking good (L) and not revealing sensitive personal data (K). In addition, Greeks tend to be more assertive (MF) and more extraverted (SI) than the U.S. sample, while the U.S. sample tends to be more suspicious of their environment (Pa). These results, most probably, mirror differences in lifestyle and the resulting expected behavior adaptations, rather than clinical differences between the two populations (Reed et al., 1996).

In view of the above, the high degree of similarity between the Greek and US versions of the test was to be expected and, consequently, acts as an indicator of the validity of the standardization work and of the cross-cultural
robustness of the test in general. Such similarity is shown in Fig.1 and Fig.2, where Means and Standard deviations of the Greek and US samples (Normative + Clinical) are compared separately for male and female subjects.

References


For any further queries please contact Naoum Karaminas at: naoum_k2000@yahoo.com
Separation of the Student Committee and the Early Career Professional Committee

Kate Richmond, Ph.D.  
Muhlenberg College  
krichmond@muhlenberg.edu

Mathilde Salmberg, Ph.D.  
George Washington University  
mas238@georgetown.edu

We are excited to announce that The Student and Early Career Committee (SECC) of the APA Division of International Psychology (52) have been separated into The Student Committee (SC) and The Early Career Professional Committee (ECPC). The ECPC is co-chaired by Kate Richmond, Ph.D. and Mathilde Salmberg, Psy.D., and the SC continues to be co-chaired by Amanda Kracen, M.S. and Lillian Stevens, M.A.

The mission of the Early Career Professional Committee is to assist early career psychologists (those who are <7 years post-graduate) become involved with the international psychology community. The committee seeks to promote opportunities for networking, professional advancement, and the development of new leaders in the field of international psychology. The committee additionally provides support and encouragement in finding and creating opportunities that further the professional development and careers of its members.

In order for the ECP Committee to be approved by the board, several requirements had to be met. Of primary importance was the creation of a mission statement. Additionally, a detailed proposal for the formation and maintenance of the committee was created, which will be presented at the Executive Board meeting in August, 2007. This proposal includes bylaws and strategic planning. Some of the ECP Committee proposed goals for this year include:

Proposed Goals for 2007:
1. To clarify and publicize the mission and role of Division 52 to Early Career Professional psychologists.
2. To select sub-committee chairs.
3. To identify and define the specific needs of Early Career Professional psychologists.
4. To create a web-page for the Early Career Professionals Committee.
5. To represent Division 52 in the ECP Division Network, sponsored by APA.
6. To provide conference programming that is applicable to Division 52 ECP members.
7. To recruit new members and retain existing members.
8. To sustain and further develop the relationships with the Student Committee and the SC subcommittees (General Initiatives, Membership, Mentoring, Campus Representatives, Publishing, and Website.)
9. To explore and advocate for international experiences for members.

The ECP Committee is particularly interested in recruiting members who have interest in helping to promote the proposed goals and/or who would like to initiate additional goals for the Committee. The ECPC encourages early careerists to become active participants in the committee. Membership in the ECPC is an effective way to increase visibility and build relationships in the International Psychology community. There are many opportunities to take on leadership roles, spearheading programs, creating sub-committees, and collaborating on projects and research. Please contact Kate Richmond or Mathilde Salmberg for additional information.

Kate Richmond completed her doctoral studies at Nova Southeastern University and completed her clinical internship and post-doctoral training at the University of Pennsylvania. She currently serves as a tenure-track assistant professor at the Department of Psychology at Muhlenberg College. Mathilde Salmberg completed her undergraduate studies at the University of California, Los Angeles and her doctoral studies at the George Washington University. She completed her clinical internship at the University of Virginia and her post-doctoral training at Georgetown University. She currently serves as a permanent staff clinician in Counseling and Psychiatric Services. Kate can be reached at krichmond@muhlenberg.edu and Mathilde can be reached at mas238@georgetown.edu.
International Psychology Bulletin (Volume 11, No. 3) Summer 2007

Book Review: India’s Pathway through the Information Age


Reviewed by:
Dinesh Sharma
The Institute for International and Cross-Cultural Psychology, St. Francis College

India’s pathway through economic liberalization has been startling. Beginning in the 1990’s, its growth rate has leapfrogged that of most developed economies. Following on the heels of the Tiger economies in East Asia, India has broken the path-dependence on four decades of socialist policies. India’s path may be that of a lumbering elephant strapped down by lots of excess baggage, whom many wise observers are trying to grab hold of but none can fully grasp. Yet, one thing is clear: the Indian elephant has been awakened from its slumber with the information and communication revolution, expanding the middle class and now reaching the rural masses. In the minds of many observers, India’s rise has come to personify something larger than itself. Amidst the great pronouncements and the economic or policy discussions, there is a danger that we may lose sight of the very people whose lives we are trying to affect; the looming economic tide instead of uplifting all the boats may simply deluge them and toss them ashore.

Within this context, The Indians, extracted from 30 years of research conducted by Sudhir Kakar (the well-known Indian psychoanalyst) and Katharina Kakar (his wife and a scholar of comparative religions) is totally sobering. Against the litany of books extolling India’s rise, the Kakars paint a synchronic portrait of Indian people, while barely mentioning the forces of globalization that are gripping India today. The Kakars display an encyclopedic yet deep understanding of the Indian social reality, their ‘way of looking at things’ that is surpassed by none. The book covers almost everything under the sun: the Hindu world view; caste and hierarchy; family dynamics and authority relations; love, marriage and womanhood; ancient and contemporary sexuality; health, healing and mortality; and ethnic and religious conflict.

The view presented here is clearly Hindu, subsuming all other cultural and regional voices within the bulwark of Sanskritization. Borrowing from Wittgenstein’s theory of family resemblances, Kakars suggest that ethnic, regional and rural variations hide a deeper affinity among groups within the Hindu cultural gene pool; for children of the same progenitor do not look the same, they share a family resemblance. The idea of family resemblances resonates with the notion of the Hindu joint family, the paradigmatic Hindu institution that has been in disrepair of late; the ideology of the joint family living and the practice may be fading, but the longing for it still lingers in every Indian’s mind.

Along with the family, caste structure forms a large shadow on Indian culture. The Kakars believe that the ideology of caste hierarchy, significantly modified by the legal restrictions in the public domain, is still the stuff of contemporary life. The restricted rate of inter-caste and inter-religious marriages – though allowed by law – would tend to support this view. The authors present recently gathered evidence that shows Indian CEO’s to be the highest in power distance and humane orientation compared to other societies, describing the traditional authority figure as hierarchical yet benevolent. While individualism may be on the rise, it is neither the ‘rugged individualism’ of the American West nor the égalité ou la mort of the French. Indian individualism is softer, relational and familial, less centered on the ego and more concentric around the group obligations.

Midway through the book, Kakars take the reader on a tour of the classical Indic civilization, trying to disentangle the Gordian knots of repressed Indian sexuality. The authors locate the ‘cultural sublimation’ en masse in Hindu mystical asceticism, elaborated in the detailed yogic manuals and practiced by millions across the subcontinent. Central to the notion of the Hindu body is the conservation and transfer of the semen from the lower realms of sexuality to the higher aims of spiritual development. Reified as a folk theory that is passed on from one generation to the next, it reverberates throughout the Hindu life-cycle, where boys and girls are socialized to refrain from sex except for the purposes of procreation. However, the recent trends may suggest that the young teenagers are waking up from their sexual slumber at a much earlier age, where premarital sex is more frequently reported (25%-38%) than expected, sending a panic wave among the educators, women’s groups and the government.
What about the ‘new caste’ of non-resident or global Indians (sometimes called the non-reliable Indians), whose contributions are gradually expanding the notion of Indian-ness from without? These casts of characters are not part of this book. The aura of post-liberalization India seems to present a different dazzle to Indian culture. Similarly, not unlike the urbane moviegoers who attend Meera Nair’s films on the opening night, the new caste of global Indians seems to inhabit a different universe of taste and sensibility.

The question then remains: Will the Indian population be able to sustain the pattern of strong growth it has generated throughout the 1990’s and uplift one sixth of world’s humanity? How will this shape Indian identity and culture? While The Indians does not directly delve into the recent wave of technological and economic innovations, it goes a long way toward exploring the different points of tension within the Indian family, culture and society, while anticipating some of the social changes seeping through the crevices of the Indian social structure. This book is important for those who are just waking up to India’s elephant-headed economic juggernaut.
Sin Golpes: Como Transformar la Respuesta Violentade los Hombres en Laparejay la Familia
An Integrated Skills Program for Latino Men with Cultural Adaptations*


Sin Golpes was originally developed and field-tested in English for the U.S. Navy by David B. Wexler over a 13-year period, and has been published as Domestic Violence 2000 and recently as STOP Domestic Violence. Using client centered guidelines, the manual integrates a lively package of cognitive-behavioral skills and psychoeducation about abuse while maintaining the primary emphasis on respect for the abuser himself. The Spanish edition is much more than a translation. It contains:

1. Adaptations and expansion of content specific to Latino culture, based on qualitative research, demographic data, and the literature on family violence,
2. An introduction to the Spanish edition, including cultural guidelines on methodology for Latino offenders and therapeutic strategies that are likely to be effective for Latinos, and
3. The use of simple vocabulary, with definitions of words that many group members may not have heard.

Collateral Damage: The Psychological Consequences of America’s War on Terrorism

Kimmel, P. R. & Stout, C. E. (Ed.) (2006), Praeger Publishers

Color-coded terrorism "alerts" are issued, then "lifted" with no explanation. False alarms can, like crying wolf, desensitize people to a real need to be on alert. And that psychic numbing is just one effect discussed in this book by fifteen psychologists teamed up for a critical look at the U.S. war on terrorism. These experts are led by the Chairman of the American Psychological Association task force charged with pinpointing the effect of our anti-terrorism efforts on America's mental health. Together, they present the most up-to-date and intriguing picture we have of the fallout on our own people from our own programs. The text spotlights fueled stereotyping of foreigners, increased domestic hate crimes, fear, depression and helplessness, as well as increasing militancy and belligerence, especially among students.

Teenagers HIV and AIDS: Insights from Youths Living with the Virus


As the international community begins to focus on the special needs of adolescents living with HIV/AIDS, the Teenagers HIV and AIDS: Insights from Youths Living with the Virus will provide a template for medical practices, psychosocial program development, and research to prevent the spread of HIV among adolescents, as well as to support those adolescents already infected and their families. Top scientists, physicians, psychologists, nurses, social workers, and adolescents living with HIV/AIDS collaborate in this text to present the most current research, treatment, and programs to meet the needs of adolescents living with HIV/AIDS and their families.

ALSO ANNOUNCING THE PUBLICATION OF.....
Commemorating the 100th birth-year of Gordon Allport

Samvel Jeshmaridian, Ph.D.
BMCC CUNY
jeshmarid@yahoo.com

"who brought warmth, wit, humanistic knowledge, and rigorous enquiry to the study of human individuality and social process." APF, 1939

Gordon Willard Allport (November 11, 1897 - October 9, 1967) was an outstanding American psychologist. His basic works are “Pattern and Growth in Personality” and “The Nature of Prejudice.” Gordon Allport was a long time and influential member of the faculty at Harvard University. He had wide-ranging interests in eidetic imagery, religion, social attitudes, rumor, and radio. Gordon Allport played a major role in shaping the fields of Personality Psychology and Social Psychology from an international perspective.

Gordon Allport was born in Montezuma, Indiana, in 1907. Gordon was the youngest of four brothers. One of his elder brothers, Floyd Henry Allport, had a positive impact on Gordon's professional orientation, was a famous psychologist as well. Gordon Allport's undergraduate and doctoral degrees were both from Harvard University, where he studied with Hugo Münsterberg, Herbert Langfeld, and William McDougall.

For two years Allport traveled and studied in Turkey, Germany, and England. Through college teaching in Turkey, and postgraduate study at the University of Berlin, University of Hamburg, and University of Cambridge during the years immediately after World War I, he became familiar with Gestalt psychology and other important developments in the internationally spreading German Psychology. These intellectual experiences and personal contacts had an enduring impact on his own work and contributions to US Psychology. Apart from a few years at Dartmouth College, Gordon Allport's entire academic career was spent at Harvard. During this period he received numerous honorary doctorates.

Allport told a story in his autobiographical essay, Pattern and Growth in Personality, of his visit as a young, recent college graduate to the already famous Sigmund Freud in Vienna. As an Icebreaker, Allport recounted how he had met a boy on the train on the way to Vienna who was afraid of getting dirty. He refused to sit down near anyone dirty, despite his mother's reassurances. Allport suggested that perhaps the boy had learned this dirt phobia from his mother, a very neat and apparently rather domineering type. After studying Allport for a minute, Freud asked, "And was that little boy you?" Allport experienced Freud's attempt to reduce this small bit of observed interactions to some unconscious episode from his own remote childhood as dismissive of his current motivations, intentions, and experience. It served as a reminder that psychoanalysis tends to dig too deeply into both the past and the unconscious, overlooking the often more important conscious and immediate aspects of experience. While Allport never denied that unconscious and historical variables might have a role to play in human psychology (particularly in the immature and disordered), his own work would always emphasize conscious motivations and current context.

In 1939, Gordon Allport was elected president of the American Psychological Association (APA). In 1963, Allport received the American Psychological Foundation's Gold Medal, saying, "To Gordon Williard Allport, outstanding teacher and scholar, He has brought warmth, wit, humanistic knowledge, and rigorous enquiry to the study of human individuality and social process."

At his death, in 1967, Gordon Allport was Harvard's first Cabot Professor of Social Ethics, signifying that he was doing his best to unite psychological knowledge and ethical concerns.

Allport's Work and Legacy

Gordon Allport was one of the first US psychologists to focus on the study of personality. Allport regarded personality as the natural subject matter of psychology and believed that other standard topics, such as human learning, could not be adequately studied without taking into account the self or the ego, which wanted to learn. He rejected both a psychoanalytic approach to personality, which he thought often went too deep, and a behavioral approach, which he thought often did not go deep enough. He emphasized the uniqueness of each individual, and the importance of the present context, as opposed to past history, for understanding personality.

According to Allport, people's behavior can be explained both in terms of laws and individual uniqueness. Allport was convinced, along with Sigmund Freud, that what Freud called "the American approach to psychology" was not only boring, but also misleading. This approach compiles ranks of statistics, averaged across individuals, and has been called the psychology of the unknown and/or the stranger. This form of psychology describes everybody in general, and nobody in particular. It misses the personal meaning of life's events, and the individual ways of responding to life's events that Allport called traits. Allport called this statistical approach to understanding human nature the "nomothetic method", and he contrasted its emptiness and aridity to the richness of the "idiographic approach"—an approach centered on the meanings and stories of the individual.

Gordon Allport was one of the first researchers to draw a distinction between "motive" and "drive." He suggested that a drive formed as a reaction to a motive, and may out-grow the motive as a reason for the drive. The drive would then become autonomous and distinct from the motive, whether it is instinctual or other. Allport gives the example of a man who
is driven to perfect his task or craft. Initially, he may be motivated by a sense of inferiority ingrained in his childhood, but through his diligence in his work, the motivation may become a need to excel in his chosen profession.

Gordon Allport's personality theory put him at odds with the vast majority of American psychologists who had been indoctrinated by behaviorist empiricism. Nevertheless, they did respect his viewpoint. He dealt with the bewildering complexity of personality by positing "personality traits" as the basic units. A trait is a generalized type of behavior which characterizes the individual, and distinguishes that person from others. It is a real and causal neuropsychic structure, not merely "biological" — that is deriving from impressions of people who observe the individual. This concept has been attacked by later writers who pointed out the frequent inconsistency, rather than the generality, of people's behavior in different situations. Unfortunately, Gordon Allport did not live long enough to answer these questions.

Allport was not given to extremes. He avoided writing dogmatically and provocatively and preferred courtesy to controversy. He could aptly be called one of the first humanists in psychology, but he did not allow humanitarian sentiments to interfere with scientific integrity and logical thinking. Allport played an important administrative and editorial role in the twentieth-century American psychology. He served a long term as editor of the Journal of Abnormal and Social Psychology. He was a founder of the Society for the Psychological Study of Social Issues (SPSSI). In the years after World War I, he was a major channel for the spread of European concepts and approaches. At a distance, as well as directly, Allport was a mentor to many twenty-century psychologists. In the years before World War II, he helped establish refugee psychologists fleeing Nazi Germany.

Allport's original approach. Complaints about the medical model in psychology today are made in terms that surely echo Allport's complaints about behaviorism.

References
Theme Announced for the 2008 International Counseling Psychology Conference
March 6 – 9, 2008, Chicago, Illinois

Contact Person:
D. Nolan, 561-339-7364
conferenceplanner@icpc2008.org

JUPITER, FL – May 1, 2007 – “Creating The Future, Counseling Psychologists in a Changing World” is the theme for the 2008 International Counseling Psychology Conference, to be held March 6 – 9th, at the Chicago Hilton & Towers in Chicago, IL.

This is the fifth time the counseling psychology profession has hosted its own conference. Unlike previous conferences reflecting a national perspective, this will be the first counseling psychology conference promoting an international mission.

According to Linda M. Forrest, Ph.D., University of Oregon, conference co-chair, “The conference agenda will include four days of keynote presentations, symposia, round-table forums, continuing education, professional training organized to promote interchange, dialogue, collaboration among counseling psychology practitioners and academicians, mid-career professionals, early career professionals and students from around the world. Topics of great importance to counseling psychologists include but are not limited to the intersection of science and practice, multiculturalism and diversity, a developmental, strength based, and prevention approach to psychological problems, career and vocational psychology, attention to global and international psychology, supervision and training, health psychology, and counseling processes and outcomes.”

Laura Palmer, Ph.D., Seton Hall University, conference co-chair, remarks, “This conference will offer a platform for dialogue, professional development and networking for academics, practitioners and researchers. There will be opportunities for mentoring of students and early career psychologists by leaders in the field. National and global issues facing the field of counseling psychology will be addressed - through training, work groups, discussion and legislative advocacy.”

Lawrence Gerstein, Ph.D., Ball State University, conference committee member, claims, “Counseling scholars and students from around the globe will present and participate in this meeting. The conference will provide a unique forum for persons interested in counseling research, training, theory, and practice to discuss critical cross-cultural issues and challenges. It will also offer an opportunity for conference participants to develop and strengthen a worldwide network of counseling professionals and students.”

A call for proposals will be issued on or around July 1, 2007. Active promotion of the 2008 International Counseling Psychology Conference will take place through international, national, regional, state, and local psychology associations via their newsletters, websites, listservs, mailing lists, and publicity at other conferences. Nearly 1,000 individuals are expected to attend.

The three primary sponsoring organizations of the event are: The Society of Counseling Psychology, Division 17, of the American Psychology Association (APA), the Council of Counseling Psychology Training Programs (CCPTP), and the Association of Counseling Center Training Agencies (ACCTA). The leadership of these organizations invites interested individuals to learn more about the conference by sending an email to conferenceplanner@icpc2008.org or visiting our website at: www.internationalcounselingpsychologyconference.org

Reflections on Teaching Abroad

Michael Stevens, Ph.D., DHC
President, APA Division 52
mjstevens@ilstu.edu

This May, I taught intensive, two-week courses in general counseling and behavior modification to third-year psychology undergraduates at The Lucian Blaga University of Sibiu, Romania, a city named as the 2007 European Cultural Capital along with Luxembourg City. Notwithstanding the influx of government and European Union funding, training in psychology is not a national priority. However, Romanian psychology students are quite resourceful and make the most of what is available. Unlike their U.S. counterparts, Romanian psychology students are required to become multilingual and, thus, have greater access to internationally diverse scientific and applied literatures, both in print and via the Internet. Romanian psychology students are critical thinkers; for example, they temper their curiosity about efficient, empirically supported treatments with a culturally informed interest in longer-term interventions that aim to uncover and resolve the root causes of psychosocial dysfunction (e.g., psychodrama, which was founded by J. L. Moreno, himself half-Romanian). One manifestation of Romanians’ more collectivistic worldview lies in psychology students’ preference for effective socialization practices as an alternative to behavior modification. Faced with the realities of European integration, Romanian psychology students are seeking to reconcile the principles and standards of their national ethics code with that of the European Federation of Psychologists Associations. Perhaps, the most impressive experience of my teaching stint was the commitment and enthusiasm of Romanian psychology students to improve the well-being of their fellow citi-
zens. Romanian psychology students freely espouse a sense of professional responsibility for the nation; they view themselves as obliged and privileged to have the knowledge, skills, and opportunity to shape a better future for themselves and their country. U.S. psychology students – and psychologists – can gain much from their Romanian counterparts: intellectual openness, sociocultural awareness, civic duty, and values-infused practice. Romanian psychology students are preparing to be full-capacity global citizens, capable of understanding behavior and experience that transcend geography and culture.

The Lessons of Intercultural Communication

By Maria Ruzina
Practical Psychology Institute IMATON
St.Petersburg, Russia
utro@yandex.ru

The rub is that there is no psychology department at the Central European University, yet they have made a good use of the interdisciplinary approach. This enables psychologists to take an active part in research, training programs and short sessions devoted to topical matters of allied disciplines, that is, environmental, gender and sociology matters. At any rate, two of the twelve participants of the autumn sociological session held at the Curriculum Resource Centre were psychologists, namely, Samvel Jeshmaridian (The Achryan University, Yerevan) and me.

The Central European University (CEU) http://www.ceu.hu was founded by the one of the most outstanding persons of our time, financier and philanthropist George Soros, in 1991 in Budapest. It has developed into an international centre for post-graduate (Master’s and Ph.D. programs) education and research in humanities and social sciences. The division that brought us together – the Curriculum Resource Center (CRC) http://www.ceu.hu/crc – was created a little later with a view of developing curricula and of reforming education in countries of Central and Eastern Europe, including the former Soviet Union. During scholarly methodological sessions university lecturers met to review old programs and to draft new ones. This is a week to join efforts in exchanging materials and experience, to attend lectures, to search the library and make copies. Just one short week...

The first impression: a relatively small group – and a striking variety of topics put forward by the participants, a diversity of faces – we came here from different parts and countries: Estonia, Azerbaijan, Armenia, Romania, Byelorussia, Mongolia, and Russia. On the first day everyone was a little too dressed up, ties and all. Under the never-failing guidance of the CRC manager, Melinda Molnar, we filled the day with familiarizing ourselves with one another, with programs offered by the CEU, we listened to the presentations of the courses, we probed into wary discussions and explored the campus – the administrative offices, the library, computer classes. On the next day, during the Course development workshop (Matyas Szabo), the tension subsided, and participants plunged into an excited exchange of ideas and findings. We discussed metaphors to reflect the outline of the curriculum: a road map, journey, museum visit, hippodrome, rules of the game, menu, instruction manual – the words that speak for themselves. The assessment criteria, somewhat vague in wording, spurred an agitated argument; but we hailed the clear-cut list of the necessary skills; (academic and non-academic) every curriculum was designed to develop with regard to the targeted group: freshmen, senior students, post graduates or specialists in practice. We had a lot of fun discussing the two wordings – which one is the better? – of the task an Australopithecus gives his son:

“Go out and kill your first bear” or “go out and kill as many bears as you can”.

A day later at the Teaching methodology workshop participants got really excited at times. Many found it very interesting, after habitual lecturing back at home, to get engaged into a series of various activities – mini-lectures, pair work and small group work followed by common discussions. Since practicing psychologists employ these strategies largely at seminars and trainings, they were sooner interested in the way they were being used than in them, especially in how skillfully the moderator, Joanna Renč-Roe, adjusted the tempo of group work to the task to achieve the desired involvement of participants. The same delicateness reigned supreme in the Academic Writing class for students of Master’s program. The thing is that in our free time (alas, we were much pressed for time!) we could attend any lectures currently delivered to students, and some persons from our group chose the Academic Writing inter-disciplinary course. It is next to impossible to render this title in Russian. It becomes something like ‘the art of writing and presenting the academic text’. Every student who is in for research – we were unanimous here – needs it. At home, only philologists and journalists are lucky to take it. Other specialists have to struggle through writing relying only on other people’s experience and their own, which happens to be rather painstaking. Who may estimate how many wonderful ideas have perished because the author failed to word them properly? Students at the CEU are taught how to strike the main idea, how to organize the topic of an article or a thesis, and how to arrange the reasoning to withstand the response of both an unbiased and prejudiced audience.

We attended the final class of the cycle. Every would-be Master-student came with a written essay. When the students had formed small groups, they took turns at demonstrating that their idea was the best, and the teacher, Tony Roony, set off on his rounds passing from group to group armed with a
big bag of biscuits. The first thing he did when coming up to them was to open the bag toward the waiting hands. I am far from being a supporter of mixing serious classes with munching, which is so very common at American universities, but here this bag of biscuits played a special role. The students didn’t take Tom for an assessing auditor, which in fact he was, they looked on him as a good old Santa Klaus, the gift-giver, but went on speaking without restraint, paying no heed to his presence. This class did do us a lot of good, it was a real treat.

Still, we got the most of the new materials and new ideas from one another. While discussing a new course, which at times was miles away from our own, stretching a helping hand to a colleague, we realized that certain aspects of the topic under discussion might well fit in the building up of our own course. My own experience will give you a good idea of what is meant here. At the IMATON Institute of Practical Psychology [http://www.imaton.ru], we are engaged in elaborating courses and trainings within three subject matters: psychology of development, cross-cultural relations and migrant adaptation, and corporate culture. I was astonished to have obtained lots of materials for each of them. The Economic Sociology course happened to contain brilliant tasks relating to … creativity development (my thanks to Aleh Kabiak), while some theses of Michel Foucault, which are in tune with the principle of positive psychotherapy, can well be employed in consultations given to families of forced migrants (many thanks to Alexander Bikbov).

And surely, all new approaches to structurализing training came in very handy. The discussions as such were very significant and they did teach us much. During the first couple of days, peculiarities of interlocutors, who belong to different cultures, hindered communication; they literally affronted the eye and ear. People seemed to be showing either too much familiarity or too much aloofness, they gesticulated too much or did not gesticulate at all, keeping others at arm’s length or adopted a cheek-by-jowl attitude to others. In the middle of the week these peculiarities ceased to annoy, they had dispersed; they were still there but now we took them for individual traits, which in good relations is easily accepted and can even evoke sympathy.

We had a very packed schedule; but Budapest called us, and one fine evening we went for a walk around the Lower Town. Narrow quaint houses, delicate figured grills of the gates and doorways, people wandering forth. Streets had already been decorated for Christmas; bushy conifer branches frilled with glistering tawdry finery framed shop windows. A Christmas tree stood on a small square and a little way off was a flower-bed invincibly abloom with … large dark violets. Feeling very cold as we were, we stood in silence exchanging glances. We were astonished by this union of the incompatible – we were witnessing a miracle. Though Budapest showed us only its infinitesimal part, it was enough to get enchanted with it.

Just before we were about to leave we met for the last time in a casual atmosphere, and again we talked about what each of us had gained from the session. This is what Samvel Jeshmaridian, Ph.D. in Psychology, our emotional facilitator, a fountain of fables and inoffensive jokes on ethnic themes, said:

“What did the session give me? Personally, good friends, talking to whom helped generate new ideas and plans; isn’t it good that we are so different? It was a marvelous experience of effective work done by a multi-cultural and multi-disciplinary group.

Professionally, it stimulated a freer approach to the solution of teacher’s tasks. Professor-student relations are wonderful, so is the freedom of thinking, the incessant encouragement to speak one’s mind and unostentatious assistance in framing one’s opinion.

I must point out one flaw… but is it a flaw? No doubt, it’s a lack of time. Our classes, lectures, the library, the computer center – we skimmed them. We have solved major problems, but some are still pending.

Yet this may give us an impetus for further intensive work. It is not for no reason that this session is called ‘open’.

The group plunged into the final discussion and came to an agreement over the very last matter. At first we remembered the Zeigarnik Effect and then the lines from Russian poet Pushkin:

Blessed is he who has not drained the lees,
Who has not heard the piper’s final tune…

P.S.
The session described herein took place two years ago. I remembered it again when I saw Samvell’s article next to mine in the latest issue of the International Psychological Bulletin. I am dead sure that for both of us, as well as for other participants that CEU session meant very much in our professional advance, professional feedback and the life itself. [http://www.ceu.hu/crc/Syllabi/alumni/sociology/].
Psychology in Uganda: Advances, Opportunities and Adventure

Laura Johnson  
University of Mississippi  
ljohnson@olemiss.edu

Psychologists looking for cross-cultural friendships, unique professional experiences, a deeper understanding of context, and a little adventure, should consider working in Uganda!

At last year’s APA convention in New Orleans, I volunteered to be a liaison to Uganda and after a recent and rewarding visit, I am writing this article to urge other psychologists to consider developing professional ties with Uganda and Ugandan psychologists. I can assure you that, whether you work in the academic, research or clinical domain, your experiences and the relationships you develop will result in tremendous professional and personal growth.

While many of my university colleagues were finalizing their grades at the end of spring semester, I was flying over the Atlantic Ocean and the Libyan Desert to spend 3 weeks in Uganda, East Africa. This was my third visit to Uganda in 20 years and it has changed drastically since I first visited in 1987, while an exchange student in Kenya. At that time, Museveni had just come into power, the city of Kampala was in ruins and security was sketchy. I returned in 2001 on a Fulbright grant, to research cultural aspects of depression. At that time, I found Kampala to be a bustling urban city, which continues to be one of the safest in Africa today. Outside of capital, the countryside is exquisitely green and the national parks, majestic (my favorite in East Africa).

The purpose of this recent trip was to conduct research with my sister and colleague, Dr. Julie Johnson-Pynn (also a liaison to Uganda), who is currently in Uganda on a Fulbright grant. Together, we study youth civic engagement and environmental leadership and, along with a Ugandan colleague, we won a National Geographic Conservation Trust grant to conduct environmental workshops and research with youth members of Wildlife Clubs of Uganda. This exciting opportunity also provided a chance to observe some of Uganda’s incredible wildlife, including a side trip to track the mountain gorillas in the Bwindi Impenetrable forest. It was also exciting to see old friends and colleagues and to collaborate on new research and writing projects.

As part of my liaison duties, I visited the Department of Psychology at Makerere University and met with the directors of the Clinical and Community Psychology programs. Both expressed great interest in connecting with the APA, attending international conferences, and collaborating on research with U.S. and other international psychologists. Dr. Janet Nambi, Director of the Department of Psychology encouraged emeritus faculty or faculty with sabbaticals to consider teaching or supervising graduate students in the clinical
psychology program. There is also a basic need for recent textbooks. The lecturer teaching theories of psychotherapy, for example, has to rely on a 1984 edition. Despite a lack of resources, the rigor of the program is impressive and it resembles many of our doctorate-level programs. In my experiences, the students are also impressive—as a group they are motivated, mature, professional and extremely hardworking. I am pleased that all three of my former research assistants have graduated with their masters’ degrees and all hold lecturer positions in the Psychology Department. Although there is no doctoral degree in psychology offered in Uganda, some students are exploring ways to pursue PhD degrees through programs with other universities. The opportunities, however, are few and I encourage psychologists to consider mentoring Ugandans in conducting research and clinical activities at and beyond the postgraduate level.

Despite the challenges, my former research assistants (and a few other recent graduates) are actively pursuing academic and research interests (e.g. in PTSD, neuro-psychology and child behavior problems). In October 2006, they formally established the Uganda Clinical Psychology Association. The need for an association to advance the profession of psychology in the country and to unite the graduate level clinical psychologists has long been recognized. The association aims to promote research and practice in clinical psychology and to improve the competence of clinical psychologists by developing a professional ethics code and standards of conduct, enhancing graduate and continuing education, and increasing the diffusion of psychological knowledge through meetings, professional contacts, reports, discussions and publications. The association also plans to develop a national licensing requirement and identify areas of research with funding potential. A lack of leadership experience in developing and running such a national association is one of the biggest challenges facing the group. Any assistance from APA or its members would be highly valued as these young professionals advance psychology in Uganda.

One highlight on my trip was visiting Dr. Kiggo Livingstone, one of the traditional healers whom I had gotten to know and respect during my previous research. Traditional healers exist in 80% of communities in Uganda and are recognized by government and NGOs alike as being well positioned to address many of Uganda’s mental health needs. Given the severe shortage of trained mental health professionals, traditional healers are increasingly considered key to integrated mental health service delivery. However, few collaborative models exist and little is known about the effectiveness of traditional approaches. I have found though, that many healers are open to collaborative clinical work and research and suggest that interested psychologists reach out to their traditional counterparts. On my 2001 visit to Uganda, I found healers surprisingly open and willing to participate in my research. I also had opportunities to consult on clinical cases. For example, I demonstrated for Dr. Kiggo a diagnostic interview with a young refugee patient from Rwanda. We then conferred together on a suitable treatment approach, which included a referral to the psychiatry clinic. Research on different collaborative models and on the effectiveness of
traditional healing practices has been encouraged. I would add that working with traditional healers is an incredibly enriching and de-centering experience (in a good way) -- it is impossible to work with them and not gain new perspectives!

In addition to traditional psychology, there is a great deal of potential for research and collaboration in other departments and areas, such as health, social sciences, political sciences, and education. The psychiatry department at the medical school pursues academic, training and research interests with vigor. Government agencies, such as the Ministries of Health and Education, and NGOs are other potential collaborators.

On this trip, for example, I worked with an interdisciplinary team of scientists from Makerere University’s Zoology and Botany Departments, and a government-backed youth organization, Wildlife Clubs of Uganda. A grant entitled “Cultivating Youth Environmental Leadership and Biodiversity” enabled my sister, our colleague, Douglas Lugumya, and I to organize environmental leadership workshops for youth in two forest reserves. In the workshops, the team of scientists taught youth about the value of science, environmental sustainability, and field research. The scientists took the youth into the forests to teach them how to conduct a biodiversity assessment. Environmental sustainability is increasingly an issue of concern for Ugandans and just before I arrived, the country had witnessed its first environmental protest (to save the Mabira Forest from deforestation). Environmental education and leadership are needed as Uganda struggles with this and other environmental challenges. It was satisfying to see the need for leadership being addressed through the workshops, and also empowering the youth voice in that process. A related professional highlight was the chance to work with such an interdisciplinary team of scientists, including experts in primatology, small mammals, butterflies, birds, water and plants. So, in the course of our research, Julie and I got to learn how to count monkeys, identify plants, and assess the health of the forest. We also picked up many tips from observing the scientists’ pedagogical style—games and call and response techniques that we will surely use in the classroom. Julie and I are also looking forward to next month’s APA convention, when we will have a chance to talk more about Uganda and share the results from our research in a Division 34 symposium entitled “Greening our Future.”

If I can assist in establishing ties with Uganda, please feel free to contact me for more information. Thanks to Dr. Rob Clark for piquing my interest in Uganda with a similar article in the International Reporter in the late nineties. Thanks to Paul Bangirana for contributing to this article. Laura Johnson, Department of Psychology, University of Mississippi, University, MS 38677, 662-915-5185. ljjohnson@olemiss.edu
Pittu Laungani (1936-2007):
Multicultural Psychologist, Counselor, Educator, Playwright, Philosopher

Ann Laungani
London and Mumbai

Uwe P. Gielen
New York City

Even in the varied world of multicultural counseling and therapy, most practitioners and contributors to the scientific literature have until recently been of western origin. This, however, did not hold true for Pittu Laungani who grew up in Bombay (now Mumbai), India, emigrated to England at age 30, and continued to straddle East and West throughout his life. He made extensive contributions to cross-cultural psychology in a broad variety of areas such as counseling, stress, health psychology, death and bereavement, and child rearing. Possessed of a lively imagination and given his broad education, philosophical interests, and linguistic skills, he expressed himself through plays as well as through scientific writings. As a bicultural person he was able to stand simultaneously inside and outside English and Indian cultures which he loved to compare critically. His many friends around the world mourn his loss that came after a long illness.

Pittu was born on May 30, 1936 in Bombay where he grew up in a large, well-to-do family. Attending a Jesuit school together with the white sons of Sahibs (then India’s English masters), he was exposed to Eastern and Western ways of thinking from early on. After receiving bachelor’s and master’s degrees from the University of Bombay, he moved to England and enrolled in a graduate psychology course at the University of London. There he began to specialize in experimental cross-cultural psychology and completed a dissertation in 1982 on “A Cross-Cultural Study of Personality and Conformity in England and India: A Theoretical and Experimental Analysis” under the tutelage of Hans Eysenck. Specializing as a multicultural psychologist he taught at London South Bank University for over 30 years. After his retirement he was appointed Honorary Senior Research Fellow at Manchester University. On two occasions he was elected President of the Institute of Health Promotion and Education, UK. He received an annual award from them in 2001 for two outstanding articles on Hindu funerals and deaths.

Pittu was well known among international psychologists and multicultural counselors. In the early 1990’s, he became involved in the International Council of Psychologists (ICP) whose newsletter, International Psychologist, he edited for four years. Several of his witty yet serious minded plays including The Strange Affliction of Hamlet, Prince of Denmark, and Pillars of Society: A Play in Three Acts received their initial (sight read) performances at ICP conferences in Australia and Canada where his vivid personality made a strong impression.

Pittu excelled in portraying the human condition in vivid case studies, as well as writing about Hindu funeral customs and beliefs related to death, karma, the transmigration of souls, and the afterlife, family life in extended Indian families, the culture-specific nature of stress, intercultural counseling sessions with clients from different parts of the world, and so much more. Together with his friend, John Morgan, he edited four volumes in the series Death and Bereavement around the World (2002-2005). Other authored and edited volumes include Stress and Emotion (Vols. 15-16, 1995, 1996), Death and Bereavement Across Cultures (1997), Counseling in a Multicultural Society (1999), Asian Perspectives in Counseling and Psychotherapy (2004), and Understanding Cross-Cultural Psychology: Eastern and Western Perspectives (2007).

Pittu moved fast with ideas and projects. Increasingly holidays were not part of his agenda; any trip he and his wife Ann took was linked to a conference or a research project and also included visiting relatives. He came to form a large extended family with members all over the world. He was also very fond of sampling the “culture” that was available in London such as plays, cinema, dance, art, and Indian restaurants. It was after one of the regular summer trips to Mumbai that his illness started. He had taken a trip to stay with his relatives but also to undertake research on child health in a large, unimaginably poverty stricken area of Mumbai. On return to the UK Pittu became unwell and gradually his condition became more serious until he was admitted with a critical illness to a London hospital. He described his protracted battles with polymyositis in It Shouldn’t Happen to a Patient (1992). He shortly recovered from the acute phase of this rare, auto-immune illness but later developed a complication – pulmonary fibrosis that was to become his major problem over the years.

As Pittu’s illness became chronic and more debilitating he adjusted his lifestyle to cope with the anxiety about survival and management of day-to-day living. Despite this, he still managed to travel to Canada in 2005 to receive a life achievement award for his work in cross-cultural psychology from the University of Toronto.

He required oxygen therapy for the last ten years of his life. Both he and his wife learned how to optimize his health.

Pillars of Society: A Play in Three Acts

The Strange Affliction of Hamlet, Prince of Denmark

Theoretical and Experimental Analysis under the tutelage of Hans Eysenck

Pillars of Society: A Play in Three Acts received their initial (sight read) performances at ICP conferences in Australia and Canada where his vivid personality made a strong impression.

Pittu excelled in portraying the human condition in vivid case studies, as well as writing about Hindu funeral customs and beliefs related to death, karma, the transmigration of souls, and the afterlife, family life in extended Indian families, the culture-specific nature of stress, intercultural counseling sessions with clients from different parts of the world, and so much more. Together with his friend, John Morgan, he edited four volumes in the series Death and Bereavement around the World (2002-2005). Other authored and edited volumes include Stress and Emotion (Vols. 15-16, 1995, 1996), Death and Bereavement Across Cultures (1997), Counseling in a Multicultural Society (1999), Asian Perspectives in Counseling and Psychotherapy (2004), and Understanding Cross-Cultural Psychology: Eastern and Western Perspectives (2007).

Pittu moved fast with ideas and projects. Increasingly holidays were not part of his agenda; any trip he and his wife Ann took was linked to a conference or a research project and also included visiting relatives. He came to form a large extended family with members all over the world. He was also very fond of sampling the “culture” that was available in London such as plays, cinema, dance, art, and Indian restaurants. It was after one of the regular summer trips to Mumbai that his illness started. He had taken a trip to stay with his relatives but also to undertake research on child health in a large, unimaginably poverty stricken area of Mumbai. On return to the UK Pittu became unwell and gradually his condition became more serious until he was admitted with a critical illness to a London hospital. He described his protracted battles with polymyositis in It Shouldn’t Happen to a Patient (1992). He shortly recovered from the acute phase of this rare, auto-immune illness but later developed a complication – pulmonary fibrosis that was to become his major problem over the years.

As Pittu’s illness became chronic and more debilitating he adjusted his lifestyle to cope with the anxiety about survival and management of day-to-day living. Despite this, he still managed to travel to Canada in 2005 to receive a life achievement award for his work in cross-cultural psychology from the University of Toronto.

He required oxygen therapy for the last ten years of his life. Both he and his wife learned how to optimize his health.
and reduce the disabling effects of his illness, despite the regular trips to the hospital for medical consultations and the exacerbations of illness at home. He fought with fatigue and pain to continue his academic work on an international level and also to write his books. He triumphed by having his last book, *Understanding Cross-Cultural Psychology*, published in January 2007. This was shortly before his last acute illness when he finally lost the battle with pulmonary fibrosis despite expert and specialized medical care.

Pittu leaves his wife, Ann, his extended family, and many friends around the world. They remember his warmth, lively personality, courage, his love of literature, perhaps memories of having performed as Hamlet or Rogers or Freud in one of his plays, the strength of his moral convictions, his philosophical sophistication, his love of cricket, and trenchant observations on how our respective cultural backgrounds shape our approach to health and disease, stress and recovery, life and death, and, more generally, the pleasures and tribulations of life. The international psychology movement has lost a major proponent who exemplified in his own life what it means to walk the road between East and West.

**CALL FOR PAPERS**

The 19th Greater New York Conference on Behavioral Research is set for November 9, 2007, Friday noon-8 pm at Hofstra University in Hempstead, NY. Student and faculty researchers may submit their 300-word abstracts or full papers by October 1 to gync19@yahoo.com, for possible presentation. Admission is free. For any details, contact Conference Chair Lola Nouryan at gync19@yahoo.com, or 212-636-6393.

**Internationalizing Psychology Curriculum Conference**

November 9-10, 2007
New York, NY

Details about the conference will be distributed later. To inquire about the conference, please contact:
Dr. Uwe Gielen
Phone: (718) 489-5386
ugielen@stfranciscollege.edu
ugielen@hotmail.com

**Call for Papers**

*International Psychology Bulletin (APA Division 52)*

We are accepting research manuscripts to be published in 2008 and 2009. 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
International Employment Opportunities

University of Melbourne, Department of Management—Develop, teach and administer undergraduate and postgraduate subjects in the areas of human resource management and/or industrial relations. You will also engage in research in your discipline and publish regularly in high quality research outlets. In addition, you will be expected to supervise honors, master's, and doctoral students as required, participate in the administration of the Department and contribute to, the collegial and intellectual life of the Department.

Salary: An attractive remuneration package will be offered to the successful candidate (Lecturer, Level B) including employer superannuation contributions of 17%.

Employment Type: Full-time (continuing) position.

Closing Date: August 13, 2007.

For information about the position and to apply online go to www.jobs.unimelb.edu.au and search under the job title or job no. 0013458.

Enquiries only to:
Associate Professor Ying Zhu
Tel: +61 3 8344 9771
E-mail: y.zhu@unimelb.edu.au.

Jacobs University Bremen, School of Humanities and Social Sciences, Professorship in Social Psychology—Research and teaching in psychological science at Jacobs University is characterized by an integrated approach to cognitive and social psychology. Applicants should demonstrate relevant experience in research and in teaching. Language of instruction is English. Jacobs University is an equal opportunity employer and strives to increase the share of non-German faculty. Applications from qualified international scholars are particularly encouraged.

Salaries and professorial ranks (assistant, associate or full) will be commensurate with qualifications and experience. The annual teaching load is three courses of three hours each. An initial contract will cover seven years. Preferably, the successful candidate shall begin in January 2008.

Send a letter of application, curriculum vitae, and the names and addresses of three referees no later than July 15, 2007, to the address below. For further information see our website www.jacobs-university.de.

Prof. Dr. Hendrik Birus
Dean of Humanities and Social Sciences (Ref No. 580)
P.O. box 750 561
28725 Bremen
Germany

Open University, Department of Education and Psychology—The Department seeks to hire a tenure-track (open rank) faculty member in social psychology. Faculty members of the Open University are expected to conduct research and develop written teaching materials in Hebrew. We seek candidates with either a strong record of research or proven research potential. In the near future the Open University plans to establish a program of graduate studies in social psychology. The selected faculty member will be assigned a key role in developing and launching this program. Review of applications will begin on July 1, 2007. Applicants should send a letter of interest, names and contact information of three references, current curriculum vitae, and representative papers.

Applications should be addressed to:
Social Psychology Search Committee
Department of Education and Psychology
Open University of Israel
Dorothy de Rothschild Campus
108 Ravutski Street
P. O. Box 808
Raanana 43107
Israel
E-mail: soniaro@oumail.openu.ac.il.

Miyazaki International College, Department of Psychology—The Department invites applications for a position in Psychology starting August 20, 2007. This is an open-rank position, with a preference for individuals with previous teaching experience. The person filling this position will annually teach courses in counseling and abnormal psychology, as well as other courses depending on the needs of the school and the preferences and skills of the person hired. Candidates can also expect to teach some courses from among the following: introduction to psychology, psychology and environmental issues, human relationships, educational psychology, topics in psychology and cross-cultural psychology. The typical class load is three classes/semester, often two upper division classes and one team-taught course.

The successful candidate must have a Ph.D. or Psy.D. or foreign equivalent in clinical or counseling psychology. University-level teaching experience preferred. Experience working in a counseling setting or providing counseling services to a college population is a plus.

Application Deadline: June 11, 2007

How to Apply: 1) cover letter detailing your qualifications and skills as they relate to the position, 2) detailed curriculum vitae, and 3) two letters of recommendation.

Contact Information:
Dr. Bern Mulvey
Dean of Faculty
Miyazaki International College
1405 Kano Kiyotake Cho
Miyazaki 889-1605
Japan

MIC is a unique college, offering content courses taught in English to Japanese students - Japanese language ability is beneficial, but it is not a requirement for this position.

Employer will assist with relocation costs. Salary and benefits are competitive. Two-year, renewable contract.

Okinawa Institute of Science and Technology Promotion Corporation, Research Post-doc—We seek a postdoctoral research fellow to join a dynamic research team committed to extending understanding of the etiology and management of attention deficit hyperactivity disorder (ADHD). The position is available for two years.

Starting annual salary will be 4.5–6.0 million yen depending on experience.

Responsibilities include: the postdoctoral research fellow will take an active role in the planning, data collection and analyses of a series of studies investigating the sensitivity of children with ADHD to rein-

International Psychology Bulletin (Volume 11, No. 3) Summer 2007
Kuwait University, Department of Psychology—The Department invites applications for appointment at the ranks of associate or full Professor, starting September 2007 in one of the following areas: statistical psychology, experimental psychology, industrial and organizational psychology, educational psychology of individuals with special needs, research method in psychology, and clinical psychology. Required qualifications include: Ph.D. degree in the area of specialization from a reputable University. The applicant's GPA in the first university degree should be 3 out of 4 or equivalent. Research experience and publications in refereed international journals. Full command of teaching in Arabic and English. University teaching experience in the specified field. Benefits include attractive tax-free salary according to rank and teaching experience (full professor’s monthly salary varies from 2950 to 3192 KD, associate professor’s salary varies from 2265 to 2507 KD, 1 KD. = $3.40), annual air tickets for the faculty member and his/her family (spouse and up to three children under the age of 20), a one time settling-in allowance, housing allowance, free national health medical care, paid mid-term holidays and summer vacations, and end-of-contract gratuity. The University also offers an excellent academic environment and financial support for research projects. To apply, send a completed application form, updated curriculum vitae (including mailing address, phone and fax numbers, e-mail address, academic qualifications, teaching and research experience, and a list of publications in professional journals), three copies of Ph.D., master’s, and bachelor’s certificates and transcripts, a copy of the passport and three recommendation letters, to the following address:
The Dean
Faculty of Social Sciences
Kuwait University
P.O. Box 68168
Kaifan 71966
State of Kuwait
Fax: +965-4841020

International Employment Opportunities

for the postdoctoral research associate, which is tenable for a period of 36 months in the first instance - full time (37 hours per week). Applications are invited from a highly motivated postdoctoral individual with a demonstrated interest and excellent skills on data analysis to work on a program of studies involving children with specific language impairment (SLI) and other developmental disorders including autism. Applicants must have a strong quantitative background with a statistics, psychology or related discipline degree. The postholder will be involved in data analysis of large longitudinal and cross-sectional databases, including complex surveys. Expertise on STATA and SPSS is required. The postholder will have opportunity to train on advanced statistical methods relevant to particular studies and to become familiar with developmental psychopathology, in particular SLI and Autism. The postholder will also be involved in writing up of results, preparation of manuscript for publication and other research-related and dissemination activities. Main Duties and Responsibilities Include: 1) to plan and carry out in-depth data analysis involving large, complex databases and use of sophisticated methodology, 2) to carry out literature surveys on topics related to developmental psychopathology, 3) to contribute to the writing of the project for publication in refereed Journals and for national and international dissemination, 4) to contribute to the organization and delivery of a specialized conference as well as workshops, seminars, and 5) any other duties appropriate to the grade and role of the post holder. This job description may be subject to revision following discussion with the person appointed and forms part of the contract of employment. Qualifications include: at minimum a Ph.D. in relevant field, experience on the areas of language and/or developmental psychopathology. Skills/Training: 1) excellent data analysis skills, 2) excellent general research skills, 3) expertise on at least one general data analysis software package (e.g., STATA), 4) in-depth, advanced knowledge of

University of Manchester, School of Psychological Sciences—The School invites applications for the postdoctoral research associate, which is tenable for a period of 36 months in the first instance - full time (37 hours per week). Applications are invited from a highly motivated postdoctoral individual with a demonstrated interest and excellent skills on data analysis to work on a program of studies involving children with specific language impairment (SLI) and other developmental disorders including autism. Applicants must have a strong quantitative background with a statistics, psychology or related discipline degree. The postholder will be involved in data analysis of large longitudinal and cross-sectional databases, including complex surveys. Expertise on STATA and SPSS is required. The postholder will have opportunity to train on advanced statistical methods relevant to particular studies and to become familiar with developmental psychopathology, in particular SLI and Autism. The postholder will also be involved in writing up of results, preparation of manuscript for publication and other research-related and dissemination activities. Main Duties and Responsibilities Include: 1) to plan and carry out in-depth data analysis involving large, complex databases and use of sophisticated methodology, 2) to carry out literature surveys on topics related to developmental psychopathology, 3) to contribute to the writing of the project for publication in refereed Journals and for national and international dissemination, 4) to contribute to the organization and delivery of a specialized conference as well as workshops, seminars, and 5) any other duties appropriate to the grade and role of the post holder. This job description may be subject to revision following discussion with the person appointed and forms part of the contract of employment. Qualifications include: at minimum a Ph.D. in relevant field, experience on the areas of language and/or developmental psychopathology. Skills/Training: 1) excellent data analysis skills, 2) excellent general research skills, 3) expertise on at least one general data analysis software package (e.g., STATA), 4) in-depth, advanced knowledge of

Psychologists, American University of Sharjah, UAE—The Department of International Studies of American University of Sharjah (United Arab Emirates) is seeking psychologists with expertise in one or more of the following areas: cognitive, developmental, organizational, or social psychology. Successful candidates will have experience with the North American higher educational system, will have a Ph.D. in psychology or a related discipline, will be able to teach a wide range of undergraduate courses including research methods and will be an asset at a university that emphasizes both teaching and research excellence. Evidence of continuous research is expected; the yearly teaching load is 3/3. Initial contracts are normally for a period of three years and are renewable. Rank will be determined by previous employment history. The Department’s search committee will begin reviewing applications immediately and proceed until March 5th. Interested applicants should send their letter of application, complete curriculum vitae, writing samples (no longer than 30 pages), and addresses (including e-mail address) for a minimum of three references addressed to:

Dr. William Heidcamp
Dean, College of Arts and Sciences—
aaghar@aus.edu

Short-lists will be prepared by departmental committees and interviews will be held in various sites in April. Faculty who are appointed starting with the Fall 2007 semester must be in Sharjah by August 19, 2007. NOTES: Employer will assist with relocation costs

International Psychology Bulletin (Volume 11, No. 3) Summer 2007

Page 42
quantitative research methodology and skills in the use of large databases and in complex analysis approaches (e.g., dealing with missing data, adjusting for non-independent observations).

Experience: 1) demonstrated experience on data analysis, 2) experience with longitudinal data and complex surveys, and 3) experience of writing up for publication and dissemination.

Personal Attributes: 1) ability to work independently, show initiative and scientific curiosity, 2) ability to organize their own time and work to tight deadlines, 3) effective organizational skills, 4) good communication skills, 5) experience working with senior staff, and 6) ability to work at a very high standard.

Applications should be returned by midday July 6th, 2007 to:
Jacqueline O’Brien Human Communication and Deafness School of Psychological Sciences
The University of Manchester
Humanities Devas Street Building
Oxford Road
Manchester M13 9P
United Kingdom
E-mail: Jackie.o‘brien@manchester.ac.uk.

Interviews will be held on Wednesday 18 July 2007. Starting date 1 October 2007.

Informal inquiries may be made to:
Professor Gina Conti-Ramsden (Tel: +44 0 161 275 3514, gina.conti
ramsdens@manchester.ac.uk)
Professor Andrew Pickles (Tel. +44 0 161 275 5204, an-
drew.pickles@manchester.ac.uk)

The School of Psychology is looking to make a permanent appointment to strengthen its current staffing. The School was ranked fifth in the last RAE and rated excellent in the last teaching quality assessment. The successful candidate is likely to have a demonstrated track record of research excellence in psychology. We welcome applications from strong candidates in any area of psychology. Currently, the School has established research groups in the areas of thinking and reasoning, memory, health, vision, applied cognition, language development, and social psychology. Applicants would be expected to be able contribute to one of these research groups, or be involved in the establishment of a new research group.

You must be willing and able to join the School by October 1, 2007, at the latest.

For an informal discussion, contact:
Professor Tim Perfect
Head of School
E-mail t.perfect@plymouth.ac.uk
Closing date: Noon, June 25, 2007
Interviews will be held on July 16-17, 2007.
A final salary pension scheme is available. Request an application pack, quoting Ref & Job Title, via:
www.plymouth.ac.uk/vacancies
E-mail: jobs@plymouth.ac.uk Tel: 01752 232168 (24 hour answerphone)

International Employment Opportunities

SUBMISSION DEADLINES
International Psychology Bulletin

For smaller articles (op-ed, comments, suggestions etc.), submit up to 200 words. Longer articles (e.g., Division reports, conference announcements, commentaries) can be up to 1500 words and should be submitted to Dr. Senel Poyrazli at poyrazli@psu.edu. Submission Deadlines: Spring issue March 31, Summer issue June 30, Fall issue September 15, and Winter issue December 15.
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
Fax: 718-522-1274
e-mail: ugielen@hotmail.com or ugielen@stfranciscollege.edu
web: http://www.geocities.com/uwegieleniccp

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: kalayjian@aol.com
web: www.meaningfulworld.com

Secretary:
Annie Kalayjian, Ed.D.,RN (-2008)
139 Cedar St.
Cliffside Park, NJ 07010
Tel: 201-941-2266
e-mail: kalayjian@aol.com
web: www.meaningfulworld.com

Council Representative:
Danny Wedding, PhD, MPH
University of Missouri-Columbia
5400 Arsenal Street
Saint Louis, Missouri 63139
Tel: 314-877-6464
Fax: 314-877-6405
e-mail: danny.wedding@mimh.edu
web: http://mimh.edu/danny_wedding

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 33620-2200
Tel: 813-974-2342
Fax: 813-974-4617
e-mail: spielber@chumal.cas.usf.edu

Harold Takoskian, 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: ggotsegen@comcast.net

*Awards, Book:*
Renée Goodstein, Ph.D.
Psychology Department
St. Francis College
180 Remsen Street
Brooklyn, NY 11201
Tel: 708-489-5437
e-mail: rgoodstein@stfranciscocoll.edu

*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

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

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.
Psychology Department
201 Church Street
Staunton, VA  24401
Tel: 540-885-0601
e-mail: rdostermann@verizon.net
Uwe Gielen, Ph.D., Section Editor
(Book Reviews)
St. Francis College
180 Remsen Street
Brooklyn, NY 11201, USA
Tel: 718-489-5386
Fax: 718-522-1274
e-mail: ugielen@hotmail.com or ugielen@stfranciscollege.edu
web: http://www.geocities.com/uwegieleniccp

Jennifer Lancaster, Ph.D., Section Editor
(Books by Members)
St. Francis College
180 Remsen Street
Brooklyn, NY 11201
Tel: 718- 522-2300 x5323
Email: jlancaster@stfranciscollege.edu

Eric Kucharik, B.A., Editorial Assistant
Pennsylvania State University – Harrisburg
School of Behav. Sciences and Education
Middletown, PA 17057
Tel: 610-349-5768
Email: eck128@psu.edu

Nominations:
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

*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: jd04@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
e-mail: shorne@memphis.edu
web: http://www.people.memphis.edu/~cepr/cpsy/home.htm

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: 212-346-1551
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
email: kracenac@vcu.edu

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

*Trauma/Disaster:
Anie Kalayjian, Ed.D.,RN
139 Cedar St.
Cliffside Park, NJ 07010
Tel: 201-941-2266
e-mail: kalayjian@aol.com
web: http://www.meaningfulworld.com

*Webmaster/Website Technology:
Richard S. Velayo, Ph.D., Webmaster
Psychology Department
Pace University
41 Park Row, Room 1324
New York, NY 10038
Fax: 212-346-1618
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
806 West Franklin Street
P.O. Box 842018
Richmond, VA 23284
Tel: 804-683-8102
Email: mannse@vcu.edu

Board Members