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Current Issues Around the Globe, Announcements, and More

2008 Meaning Conference, July 24-27, Toronto, Ontario

Human Rights and International Organ Donation: What is the Problem? (Lynda J. Carpenter & Harold Takooshian)

Call for Papers: American Journal of Media Psychology

Evidence Based Practice in International Psychology (Ann M. O’Roark)

Urgent Folly (Michael Corgan & Kathleen Malley-Morrison)

Call for Papers: Eurasian Journal of Educational Research

Special Issue: Interdisciplinary Research in Guidance Counseling, Counselor Education, or Counseling Psychology

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.
- Present tables 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.
At the beginning of its second decade, Division 52 continues to develop in a very positive way: members invest large amounts of time in activities related to the division, a considerable large number of committees are quite active in their respective spheres, our convention programs typically include numerous interesting and relevant presentations, the division is increasingly involved in advocacy projects, a large and growing number of APA fellows form party of the division, considerable networking is taking place between the division (and its members) and other APA divisions and psychological organizations, and we remain fiscally on a sound footing. In addition we just had a very successful Mid-Winter Meeting.

As has been our custom during the last few years, Division 52 participated in the March 13-16, 2008, Conference of the Eastern Psychological Association in Boston. Our part of the program contained 7 symposia; an invited address by Herbert C. Kelman (Harvard University), which was entitled Negotiating a Historical Compromise: New Opportunities in the Israeli-Palestinian Peace Process; an address by Uwe P. Gielen, which described The Rise of Global Psychology; and an innovative workshop led by Michael J. Stevens, which focused on Becoming More Involved in International Psychology: Why and How?

I am glad to report that this was one of our richest Mid-Winter programs in some time; furthermore, attendance at our sessions was quite encouraging. Many thanks especially to Harold Takoschian who over the years has done so much to link Division 52 and EPA while working hard at putting together exciting and innovative programs.

In recent years our Mid-Winter BOD meetings have frequently been held in conjunction with EPA meetings. One consequence of this has been that Division 52 members reside disproportionately in the eastern regions of the country. President-Elect, Lynn Collins, hopes to have the 2009 BOD meeting in connection with a conference other than EPA and one that will take place in another region. This should prove helpful in helping Division 52 to expand its membership (and future activities) to other parts of the country.

To return to the 2008 Mid-Winter Meeting: The Board met on March 13-14 to discuss a number of initiatives and developments. One especially important item on the agenda focused on the possibility that the division establish its own journal as part of a joint project with APA. A task force has been charged with exploring the various ramifications of this idea which are now under discussion.

A second task force is exploring the possibility that the International Society for Clinical Psychology may join the division. The task force is examining the various ways through which this idea might be realized.

Last year the division decided to establish the Ursula Gielen Global Psychology Book Award in order to honor authors or editors whose work “adds to our understanding of global phenomena and problems from a psychological point of view.” For 2007, the award was given to James Georgas, John W. Berry, Fons J. R. Van de Vijver, Çiğdem Kağıtçıbaşı, and Ype H. Poortinga for their book entitled Families Across Cultures: A 30-Nation Psychological Study. For more information about the 2007 award, see the article by Goodstein and Gielen in this issue.

In closing, members of the division have been involved in numerous activities that further the internationalization of psychology within (and without) the context of APA. Moreover, we can look forward to an exciting year with increased collaboration among colleagues and students both here and abroad that will bear fruit while fulfilling the goals of our thriving division.
Nominees Announced for 2009 Officer Election

This April, all members of Division 52 will receive the official APA ballot to elect the following officers in Division 52: President-elect (2008), Secretary (2008-2010), and two Members-at-large (2008-2010). We are indeed very fortunate to have excellent candidates running for these positions. Their names and candidacy statements are as follows:

For PRESIDENT ELECT (2009)

**PRESIDENT (2010)**

Ani Kalayjian, RN, EdD, BCETS, Dr Sc (Hon), Division's 2004 Program Chair, Treasurer, was awarded an Honorary Doctor of Science from Long Island University in 2001 recognizing her 25 years as a pioneering clinical researcher, professor, and administrator at the United Nations. Recently she was awarded Columbia University, TC's Distinguished Alumni of the Year Award 2007. She is the author of the landmark book *Disaster and Mass Trauma* (1995), coeditor of the international book *Forgiveness: Pathways for Conflict Transformation and Peace Building* (2008 in press) and more than 40 articles/chapters on clinical methods, human rights, trauma, and women's issues. Since 1990, Ani has been an officer, chair or vice chair of several U.N. units—it's Human Rights Committee, NGO annual conferences, and DPI/NGO Executive Committee. Ani is a Fellow of the APA and our International Division 52. In 52, Ani has chaired several committees, including Disaster & Mass Trauma, Mentoring, Convention Program, and Finance.

**STATEMENT:** I am honored to continue serving our Division, as I have enjoyed working closely with other officers of 52 for the past six years. During my time as the Treasurer we were able to become financially prosperous, form a Finance Committee, and organize the Handbook. My 18-year tenure at the UN and 20 years of global humanitarian outreach, combined with knowledge of five cultures, will enable me to continue applying my energies and talents to our wonderful international Division, to increase, diversify, and internationalize our membership, and collaboratively find ways to make our Division excel within the APA and internationally. My motto is: "When one helps another, both are made stronger."

Danny Wedding, PhD, MPH; APA Congressional Science Fellow (House); Robert Wood Johnson Congressional Health Policy Fellow (Senate). Member Division 9; Fellow Divisions 1, 12, 38, 52, and 55. Heiser Award for Advocacy. Former Member-At-Large and Current Council Representative for Division 52. Past President of the Missouri Psychological Association and the Association of Medical School Psychologists. Fulbright Senior Scholar, Chiang Mai University School of Medicine (Thailand, 1999). Co-Editor (with Michael Stevens) of the *Handbook of International Psychology*. Former Associate Editor and Current Senior Advisor for the Journal of the Clinical Psychology in Medical Settings. Editor of *PsycCRITIQUES: Contemporary Psychology-APA Review of Books* and co-editor (with Michael Stevens) of the International Union of Psychological Science (IUPsyS) CD-ROM titled *Psychology: A Global Resource*. Former member of the APA Committee on International Relations in Psychology (CIRP). Adjunct faculty, American Univ. of the Caribbean where I teach three weeks each year. Tenured Full Professor of Psychiatry and Director, Missouri Institute of Mental Health, a policy, research, and training center associated with the University of Missouri-Columbia School of Medicine.

Division 52 is my APA "home," and I have tremendous respect for the good work done by former Presidents. I actively participate in international conferences (e.g., Beijing, 2004; Athens, 2006; Berlin, 2008) and visit psychology departments around the world whenever I am traveling. I care passionately about the profession of psychology and appreciate the opportunities I have had to be a good ambassador for the profession. I would welcome the opportunity to continue to serve Division 52.

For TREASURER (2009-2011)

Janet Sigal, Ph.D. I am honored to have been nominated for the position of Treasurer of Division 52. As a member and Fellow of Division 52, I was one of the founding members of the Committee for Women. Through my previous nine-country investigation of perceptions of academic sexual harassment, and my current cross-cultural project on perceptions of domestic violence, my international experiences have enriched my teaching as well as my research program. It is my goal to develop a mechanism through Division 52 that will enable US researchers to form cross-cultural...
teams with international collaborators, thus enhancing the external validity of American studies, and facilitating the research capabilities of our international colleagues.

Recently, I have been given the opportunity to apply my interest in international issues in my role as an APA UN NGO representative. As part of the NGO team I participated in the planning and implementation of the First Psychology Day at the UN last fall. The goals of this historic Day were to increase the awareness of psychology’s potential contributions to solving worldwide problems through the UN, and to expand the contacts and connections between academic psychological researchers and UN personnel. In addition, I am the Co-Chair of the International Day of Older Persons which will take place at the UN in October, 2008. Issues related to aging will be considered using an international perspective.

Thank you for considering me for the position of Treasurer of Division 52.

Michael Stevens, Ph.D., DHC. I am a professor at Illinois State University and at The Lucian Blaga University in Romania, where I completed a Fulbright grant and received a Doctor Honoris Causa. I have been a member of our Division since its foundation, assuming diverse leadership positions throughout its 10-year history. I chair or (co-)chair three standing committees and three ad hoc committees. In 2007 I served as President. For my contributions, I received the Division’s Recognition Award three times. I have an intimate understanding of our Division: its structure, operations, and various linkages to the APA.

I am enthusiastic about becoming your Treasurer. My past experience includes overseeing the finances of a non-profit organization, with a $170,000 budget and investments in excess of $2 million. As your Treasurer, I will work closely with the Division’s Executive Committee and the APA’s Division Accounting. Most importantly, I will strive to meet the budgetary needs of our committees through regular dialogue with committee chairs.

I believe that I am well positioned to improve our Division’s annual and long-term resources and more effectively fund projects and activities that support our mission. I offer the following goals for your consideration:

- Immediate processing of reimbursement requests.
- Prompt issuance of tax-exempt letters for charitable contributions to the Division.
- Restructuring the budget to permit greater flexibility in spending for important projects and activities.
- Soliciting corporate donations to fund specific projects.
- Establishing endowments to ensure the financial future of the Division.

The Outstanding International Psychologist Awards for Division 52

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

**Procedure for the Awards**

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

**Deadline**

Nominations for the Division 52 Outstanding International Psychologist Award should be made by June 1, 2008 and should be sent to Dr. Michael Stevens at mjstven@ilstu.edu

**SUBMISSION DEADLINES**

International Psychology Bulletin

For smaller articles (op-ed, comments, suggestions etc.), submit up to 200 words. Longer articles (e.g., Division reports) 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.
The Florence L. Denmark and Mary E. Reuder Award for Outstanding International Contributions to the Psychology of Women and Gender

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

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

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

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

Six copies of the materials should be sent to:
Joan C. Chrisler, Ph.D.
Department of Psychology
Connecticut College
New London, CT 06320
USA
Deadline: All materials must be received by June 1, 2008.
E-mail questions to Dr. Chrisler at jechr@conncoll.edu.

2008 APA Division 52 Call for Student International Research Awards

APA Division 52, encouraging student research in colleges and universities around the world, announces

Student International Research Competitive Awards

Norman Abeles, a past president of Division 52, notes: "Students everywhere quickly recognize that the body of psychological knowledge needs to reflect the distinct characteristics of human behavior of the various cultures and circumstances in different countries - even in the smallest and most remote."

Separate undergraduate and graduate awards in these categories:

- International Experimental/Experiential Research
- International Comparative Study
- Case Histories of Representative International or Cross-cultural Significance
- Large Samples of Mixed Nationalities/Cultures
- Study of a Trans-national Sample
- Descriptive Research or Correlation Study in a Developing Country
- Theoretical Analysis of Previous International Research
- Special award for creativity in data collection, analysis or efforts in advancing international Research

[Professor Chalmer E. Thompson Ph.D. of Indiana University chair the international review committee considering: originality, clarity, complexity of analysis, sample difficulty, scope and timeliness of references, insightfulness of findings and discussion relevant to current international and/or cross-cultural issues.]

Awards to be announced at the APA 2008 Convention

Submission Requirements
Paper not to exceed ten pages not including references, figures and tables in APA format along with a one-page abstract (also APA format) describing use of global sources and collaboration, etc. and: the relationship of the research to...
Mentoring Award for APA Division 52

The Division 52 Mentoring Award is presented annually to a member or affiliate of Division 52, who plays an exceptional mentoring role in an international context. The recipient of this award will receive a plaque of recognition at the annual APA meeting. Nominations, including self-nominations, are currently being accepted. Mentoring may be defined by any of the following activities:

1. A psychologist who has served as a mentor for international students or faculty for at least three years.
2. A psychologist who has mentored students in the area of international psychology, by training, educating, and/or preparing students to be active participants in international psychology.
3. A senior psychologist who has mentored early career psychologists who are now functioning as international psychologists.
4. An international psychologist working outside of the United States who serves as a mentor on his/her campus or at his/her agency.

Nominations should include a cover letter, vitae, and at least 3 letters of endorsement from former or current mentees. Nominations should be sent to the committee chair Dr. Thema Bryant-Davis at thema.bryant-davis@pepperdine.edu by June 1, 2008. The nominations will be reviewed by the Division 52 Mentoring Award Committee. The Committee's recommendation will be reported to the Division Board of Directors.

DEADLINE is JUNE 1, 2008
Late submissions will not be considered.

Ursula Gielen
Global Psychology Book Award Given to Georgas, Berry, van de Vijver, Kağitçibaşı, and Poortinga

Renée Goodstein and Uwe P. Gielen
The Institute for International and Cross-Cultural Psychology
St. Francis College

Division 52’s Ursula Gielen Global Psychology Book Award was established in 2007 to recognize the author(s) or editor(s) of a recent book that makes the greatest contribution to psychology as an international discipline and profession. This is the first time that an APA Division has granted an award to the authors or editors of a recent book based on the degree to which their work adds to our understanding of global phenomena and problems from a psychological point of view. The Ursula Gielen Global Psychology Book Award Committee members include the following: Renée Goodstein (Chair), David R. Chabot, Florence L. Denmark, Juris G. Draguns, Michael J. Stevens, Harold Takooshian, Richard S. Velayo, and Uwe P. Gielen (ex officio).

The recipient of the 2007 Award is James Georgas, John W. Berry, Fons J. R. van de Vijver, Çiğdem Kağitçibaşı, and Ype H. Poortinga’s Families Across Cultures: A 30-Nation Psychological Study. James Georgas was invited and has agreed to give an address at the August APA 2008 Convention in Boston, Massachusetts, where he will discuss the book. As part of the award, his convention fee will be paid by Division 52, and he will receive a stipend of $500 to help fund his attendance at the convention.

Families Across Cultures: A 30-Nation Psychological Study reports unique cross-cultural comparisons between the families systems of 30 countries. In addition, the volume contains concise summaries of family life in each one of the nations studied. It may be noted that the authors have made major contributions to cross-cultural psychology throughout the years, and this is yet another outstanding work that is likely to be cited for many years to come.

Honorable Mention (the ‘Silver Award’) for 2007 is given to Qicheng Jing, Mark R. Rosenzweig, Géry d’Ydewalle, Houcan Zhang, Hsuan-Chih Chen, and Kan Zhang’s Progress in Psychological Science Around the World (Volumes I and II). This massive work contains a collection of invited papers that were presented at the 28th International Congress of Psychology, which took place in Beijing in August, 2004. The authors of these 58 papers represent a veritable ‘who is who’ among international psychologists.

Procedures Followed for Selecting the Winner and Honorable Mention

The committee received a number of proposed books and edited volumes whose authors, co-authors, and editors came...
from thirteen different countries. Each submission was evaluated by both committee members and outside expert referees.

Each reviewer carefully weighed the merits of the book, with special focus on the criteria for the award and the overall significance of the book’s contribution to psychology as a global discipline. More specifically, in evaluating the contribution of each book, the following guidelines were considered:

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

The Committee is pleased to report that it received many excellent submissions from around the globe. This suggests that psychology is becoming increasingly international in scope, and that there are now many committed and creative international psychologists whose scholarship adds significantly to our understanding of the human condition and how to improve it.
At a local library event, a newcomer introduced herself as Amanda. I assumed from her appearance that she was Chinese. As we talked, I asked her conversationally where home was. She smiled “Well…”. Her parents had migrated from China’s mainland to eastern India where she was born. They had stayed in touch with their relatives in China but she never visited there. In her mid-twenties, she emigrated to Canada. Some years later, credentialed as a software engineer, she moved to the US to join her new husband, an Indian from the southern-most state of Kerala.

I asked her what she thought of herself as – Chinese? Indian? Canadian? American? She smiled, pondered, and said she felt connected to all these places and home was nowhere yet everywhere at the same time. She saw her personal identity as wife and mother-to-be as central to her life; enjoyed her work and time spent with her social circle at the same time as she found herself drawn to reflecting on larger global issues and themes. Later Amanda came to symbolize what I have begun to think of as an “amalgamated” identity. According to the Merriam-Webster Online Dictionary (2007), amalgamation means to unite or merge, retaining unique characteristics while remaining interconnected with other components. A little paradoxical, I realized, just like Amanda’s life and experiences.

The post-industrial phase, characterized by possibly more contradictions than preceding phases, has been referred to as the age of the “essential paradox” (Pigozzi, 2006). Industrialization and its close cousin, globalization, proverbial double-edged swords, are perceived as bringing concrete and intangible benefits and costs across whole societies -- the latter often recognized as a loss of coherence (Antonovsky, 1979).

According to Resnick (2006), transnational migration undermines long-dominant national and regional identities. Increased cross-cultural exposure leads to deconstructing and re-defining or discarding of longstanding norms, roles and expectations. Individual lives have become vastly more complex, varied and multi-dimensional -- all trends with profound implications for our sense of identity and, perhaps, our very psychological and psychic futures as a species.

Emerging Postmodern Identities

Individuals perceive themselves in terms of defining psychological and cultural qualities, aspects or traits. William James (1890) concluded that one’s identity could not exist without feedback and judgment from others. We continually construct and negotiate our self-definition in a social context (Dolby & Cornbleth, 2001; Maalouf, 2003; Rummens, 2003).

This article explores the nature of contemporary identities in the context of globalization and transnational migration. A new multidimensional model -- Amalgamated Identities (AI) -- is introduced and discussed in relation to existing models and theories of identity. In particular, the promise of the AI model for accommodating and labeling many more varied “amalgamated” identities and outcomes vis-à-vis Berry’s (1997) two-dimensional model of acculturation (which predicts four possible identities/outcomes, assimilation, integration, rejection/separation or marginalization) is explored and its broader implications discussed.
identities are well documented (Burke, 2006; Graumann, 1983; Jones, 2000; Tate, 2004).

Sen (2006) writes on how “inescapably plural identities” (p. xiii) paradoxically make each of us unique, echoing Maalouf (2003). Our affiliations and allegiances connect us to many similar people in the world yet we are unique in our make-up and identity formation (Arrow & Sandberg, 2004; Maalouf, 2003).

When seen through postmodern lenses, identities appear as active individual constructions (Shen, 2005), instead of being conferred by larger social groupings. Postmodernism involves deconstruction, reconstruction and occasionally, eschewing of grand old narratives and rational explanations. Postmodern identities are shaped through telling and retelling of personal narratives, weaving together meaningful experiences into strands of identity. Because of the sheer number and variety of experiences that can be drawn on, the range of postmodern identities being manifested far exceeds those expressed during preceding periods of history.

Every sociological period enables the emergence of certain modal identities and inhibits others. The industrial period saw an emphasis on rational discourse and conformity. In the information age, the focus shifted to decentralized experience and narrative, greater exercise of personal choice, individuality and creativity (Florida, 2005). Toffler (1980) sees identities of the future as “... powerful forces streaming together to alter social character – to elicit certain traits, to suppress others, and in the process to transform us all ... (these) individuals will show ... greater individuality. And they will see and project themselves in far more complex terms than any previous people.” (p. 380)

Models of Identity and Acculturation

The study of identity and acculturation has become salient in recent decades and models have been introduced into the literature. In particular, racial identity (Cross, 1995; Helms, 1990), ethnic identity (Phinney, 1990), and gender identity (O’Neil, Egan, Owen, & Murry, 1993) have received attention. According to Jones (2000), most models address single dimensions of identity, such as race or gender, rather than “intersecting” multiple identities.

In the context of acculturation, global identity becomes particularly relevant, called “world-mindedness” in the late 1950s by Sampson and Smith (1957), and “global-human identity” by Der-Karabetian and Balian (1992) (both cited in Arrow & Sandberg, 2004). The defining feature of global identity is identification with all peoples of the world, transcending national boundaries and cultural divisions, and exemplified as feeling as a “citizen of the world” (a term attributed to Socrates). Global identity tends to be more diffuse and all-encompassing while personal, social, national and regional identities are more specific and exclusive, involving “in-groups” and “out-groups” (Arrow & Sandberg, 2004).

The Multidimensional Identity model forwarded by Reynolds and Pope (1991) explores the effects of multiple identities through understanding multiple oppressions. Using this model in a study of women with multiple minority statuses, Finley (1997) found that the identity development process was non-linear, dynamic and complex.

McEwen (1996) conceptualized the intersection of multiple identities in the form of a conical structure with varying widths and heights. The increasing length and circumference of the cone represent increasing complexity of an individual’s development over the lifespan due to age, life-experiences, education and reflection, with a cross-section representing an individual’s development at that particular point in time. Using various cross-sections, McEwen’s model makes it possible to depict interactions among multiple identity dimensions.

A model advanced by Jones (1997) comprised of overlapping intersecting circles representing significant identity dimensions and contextual influences relevant to participants in the study. At the center is a “core” sense of self or “inner identity”, “inner self”. Jones’ (2000) model extended the work of Reynolds and Pope focusing on the “multidimensional” aspect of identity as well as changing “contexts”.

Almost all these models assume the existence of multiple identities but very few explain the origins and formation of identity. Even fewer models exist to explain identity in the context of global migration, acculturation and adaptation – a topic that is becoming increasingly salient for a growing number of people around the world. According to the Global Commission on International Migration Report (GCIM, 2005), international migrants and displaced peoples in the world number over 200 million, a number that has more than doubled since 1972.

One of the few models on acclimated identity, Gordon’s (1971) assimilation model details seven levels of assimilation, one of which is “identification” assimilation (taking one's sense of 'peoplehood' or collective identity from the host society). Gordon's model tends to be US-centric, endorsing the “melting pot” motif.

Berry’s (1997) two-dimensional acculturation model is more recent and employs a 2x2 matrix with four outcomes: biculturalism/ integration, assimilation, separation and marginalization (see Figure 1).

Berry’s model has certain inherent limitations; most importantly, it does not acknowledge the increasingly global (as distinct from cross-cultural) experiences of large numbers of people around the world nor does it adequately plumb the “plural” nature of constructed individual identities. In the words of Maalouf (2003), a new concept of identity is needed urgently.

Prior to considering a more suitable model, a paradigmatic shift may be necessary. Kuhn (1962) wrote, for instance, about a fundamental shift of perspective that seemingly needed to occur for Uranus to be finally recognized as a planet by William Herschel in 1781, after having been sighted for nearly a century by numerous other astronomers. The
Amalgamated Identities Model may involve a shift in perspective before the new phenomenon is even noticed.

The Amalgamated Identities Model

The Amalgamated Identities (AI) Model extends the limits of Berry’s model by incorporating additional dimensions that have been addressed in the identity literature - cultural/ethnic identity, regional/national/religious identity and global identity (see Figure 2).

A fourth embedded or core dimension exists – individual identity. We see ourselves first as individuals – with distinct temperaments or personalities, gender, interests and aptitudes – and then as members of a tribe or group, nationalists or global citizens. Amalgamated identities are dynamic and unique, compiled by individuals from their life experiences, affinities and affiliations and reflecting changing priorities, needs and contexts.

Emerging Identities

While each dimension is best represented along a continuum, it is referred to here as “strong” (S) or “weak” (W). In contrast to Berry’s four quadrants, the AI cells describe as many as sixteen emerging identities. Of these, eight most salient possibilities are described below:

1. (W,W,W,W) Nascent identity/Slow to warm up/Dormant/In limbo
   Low on all four dimensions, these persons may be in a nascent state, early in the identity formation process when defined identities are yet to develop, as in adolescence and young adulthood, and occasionally later in life, following identity-eroding experiences.

   Most resembling Quadrant IV from Berry’s model, low on cultural, national and global dimensions, people in this category are free spirits, individualists, celebrating total autonomy, completely eschewing group, culture and nation-state. They are the essential “rugged individualists”.

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**Figure 1: Dynamic between degree of ethnic-cultural identity and national-regional identification leading to four possible outcomes**

(author’s depiction based on Berry’s model of acculturation)
3. (S,S,W,W) Individualist/ Tribalist/ Me and my group
These individuals are embedded in groups; their day-to-day lives revolve around maintaining of group traditions and rituals and socializing. National and global concerns and affiliations are on the periphery of existence. Similar to those in Quadrant II in Berry’s model, new immigrants, while developing themselves professionally, may live in cultural ghettos within the new country, both as a temporary phase in the process of adapting or a premature culmination of it.

Personal identity is tied strongly to cultural roots as well as national identity. Global concerns are on the distant periphery and day-to-day lives are lived well within cultural and national boundaries.

5. (S,W,W,S) Individualist/ Globalist/ Me and the World
Globalists with a strong and defined individual streak make up this fast-growing sub-population in a world with increasingly permeable national borders, loosened cultural and ethnic bonds and growing global and supra-national affinities.

6. (W,W,S,S) The Pragmatists or the Neo-Cosmopolitans
New pragmatists realize that their future success lies in how well they relate to new dynamics operating at national and global levels and, most of all, in their ability to integrate these in life and work. Neo-Cosmopolitans are strong on national identity and want to represent their country outside but are also aware of the need to work with, and become part of, the world community at large.

Similar to World Citizens and Neo-Cosmopolitans, with a more developed sense of individual identity.
Individuals are equally invested in all levels of their identity – as individuals, members of an ethnic group or culture, citizens of a nation-state and “global citizens”. In its purest form, it is transcendent and suggestive of the idealized form of identity for persons living in a globalized and interconnected world.

Conclusion

Depending on one’s perspective, the Amalgamated Identities Model either complements of offers a viable and compelling alternative to Berry’s cross-cultural model with a highly differentiated framework for understanding contemporary identities in the context of globalization. Involving a conceptually expanded structure along two additional dimensions, it provides many more hooks to hang newly emergent identities on.

People do not necessarily remain in one category; they move from one category to another depending on life-events and circumstances. With the capacity to depict processes as well as structures of evolving multiple identities, the AI model is empowering because it “allows” many more aspects of our identity to be expressed and validated. Compiling identities in the early 21st century is more about consciously constructing a desired “a la carte” identity or making meaning of an inherited constellation of identities than about accepting and subscribing to an ascribed identity within an established social structure.

Multiple or “plural” identities have always existed; the narrowness of prevailing paradigms has limited our perception, compelling us to focus on “singular” identities (Sen, 2006), sometimes with horrifying calamitous outcomes for individuals and societies, through religious wars and ethnic “cleansings”, for instance.

Tolerance and acceptance of many identities is key to building flourishing and psychologically healthy societies. As Maalouf (2003) wrote, the more an immigrant feels that his or her culture is respected, the more receptive he or she will be to accommodating to the host country. Through different historical periods, we are both recipients and contributors within these evolving social realities.

Empirical study is needed not only to validate constructs but also to explore the formation of multiple identities across many affinities. The utility of the AI model is best assessed from its applicability and relevance to key areas such as education, business, counseling, political science and public policy. In the counseling field, for example, AI model outcomes can guide counselors to understand their clients in a more nuanced manner, instead of being limited to Berry’s four categories. This also reduces the extent of “broad-brush” stereotyping that occurs when we employ categories such as race, ethnic group, language or religious affiliation. Similarly, within the field of public policy, the AI model can help to identify numerous groups with special or unique needs that would otherwise be indiscernible from the rest.

In cross-cultural studies, the AI model brings nuance and detail to the study of cross-cultural contact and adaptation by considering contemporary possibilities beyond Berry’s categories. For instance, a large-scale manifestation of amalgamated identities is the “construction” of the European Union (EU). An idea long nurtured and involving massive untiring effort on the part of millions of people to plan, implement and manage complicated logistics so that over 300 million people could one day assume their supranational identity as Europeans. The generation that came of age in the years preceding the formation of the EU, known as Generation E, took avidly to their new amalgamated identities – that of being both European and their original nationality. Given the range of differences and the magnitude of the population, it could have been impossible. But once the mental model or paradigm set in place, it seemed to be a foregone conclusion (Reid, 2004).

Finally, in addressing the central question about whether multiple global identities constitute a completely new phenomenon or whether they emerge into plain sight thanks to a new paradigm, it can be argued that it would involve both not one or the other – that is, a new phenomenon as well as a new paradigm. The identities that the Amalgamated Identities Model describes are paradoxically emerging even as the supporting paradigms are evolving. Each, to be viable therefore requires the other to be true.

New questions arise: What are the “new phenomenon” and “new paradigm” telling us? How can we apply the new insights to the contexts of our lives? Will it be different from before? Like Amanda, as she leads her unique life, the answers will most likely arrive as we move forward…

References


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Studies related to undergraduate education in Psychology have increased in the last years, not only in the United States (Belar, Nelson & Wasik, 2003; Benjamin, 2001; Brewer, 2006; Perlman & McCann, 2005) and European Union (Buela-Casal, Gutiérrez-Martínez & Peiró, 2005; Lunt, 2002; Peiró & Lunt, 2002; Wilpert, 2002) but also in Latin America (Sierra & Bermúdez, 2005; Vilanova, 1993) and from an international point of view in the whole world (Karandashev & McCarthy, 2006).

In Argentina, the first degree in the field of psychology is not a bachelor in science or arts, with majors or minors, but a specific degree named “psychologist” or, in Spanish, “licenciado en psicología”. Probably, it has more resemblance with a Master’s degree because of the time it takes to complete the degree (between 5-6 years). While only a bachelor’s degree, the degree does qualify a person for professional practice, including psychotherapy (Klappenbach, 2004).

In Argentina there are only eight undergraduate programs in psychology at national universities (Klappenbach, 2004). One of them, for example, requires 33 16-week courses, the same for all the students. Besides these, there are two groups of seven courses and a student would need to decide which group to take based on his or her preference for the psychoanalytical or the cognitive theoretical approaches. This university offers the only undergraduate program in psychology in Argentina that provides this option. In the other Argentine universities, there is a predominance of a psychoanalytical approach only (Klappenbach, 2006; Plotkin, 2003; Vilanova, 1993).

The psychology courses in Argentine tend not to use a single textbook or handbook, but use selected paragraphs or chapters of textbooks, among other texts. Each course has 90 hours of class meetings, and students have to take 4 or 5 courses simultaneously.

The goal of this research study is to examine the reading assignments in psychology courses at the university where the students are given the option to choose either the psychoanalytic or the cognitive theoretical approach as their focus of study. More specifically, the study evaluates psychology education and compares the number of pages of the required reading assignments and the other recommended readings in these 2 groups of courses to the student’s choice towards each theoretical orientation.

**Method**

We analyzed the syllabi that belonged to the seven courses in the psychodynamic theoretical approach and the seven courses that belonged to the cognitive theoretical approach. Each syllabus was retrieved from the University’s website. From each syllabus we proceeded to classify the required reading assignments and the other recommended reading assignments and the other recommended readings in different categories: books, chapters of books, journal articles, complete issues of a journal, selected pages, other
Considering that the texts listed in the syllabi of psychology courses in Argentina are usually classified in two great categories, required reading assignments (bibliografía obligatoria) and other recommended readings (bibliografía complementaria), our study takes into account these categories as well.

After the classification of these readings, we then proceeded to establish the quantitative analysis of the exact number of texts for each category. In the second stage of the study, we established the exact number of pages of each text. To estimate the amount of pages for each text, we searched for them in the Central Library of the University, the National Library of Argentina, and other sources, including bookstores and other libraries. Although the size and amount of content of each page may not be the same for every resource, considering the aim of this study we do not consider this possibility as a limitation.

Results and Discussion
The aim of this research was to find the relation between the amount of pages of both the required reading assignments (bibliografía obligatoria) and the other recommended readings (bibliografía complementaria), and the theoretical orientation chosen by the student.

Table 1: Amount of texts found and missing, for each theoretical approach

<table>
<thead>
<tr>
<th>Texts found</th>
<th>Texts missing</th>
</tr>
</thead>
<tbody>
<tr>
<td>Psychoanalytic approach</td>
<td>455</td>
</tr>
<tr>
<td>Cognitive approach</td>
<td>269</td>
</tr>
</tbody>
</table>

For the psychoanalytic approach, near one third of the total of texts listed in the syllabi was not found, whereas for the cognitive approach this amount was less than 5% (see Table 1). Based on this finding, it could be concluded that one out of three texts in psychoanalytical education in this undergraduate program is not readily available for the public. It is interesting to compare these results with the classical state of Ziman (1976) that scientific communication is at the heart of scientific method, that is, scientific knowledge is always published knowledge.

Well known standard recommendations state that for one hour of class meeting, students are required to take another two hours of reading and studying (Clump, Bauer & Bradley, 2004). The class meetings of the seven courses for each theoretical approach add up to 630 hours (each course has 90 hours of class meetings, along one 16-week semester). Thus, it is possible to estimate that the required hours of reading are 1260.

Although many studies pointed out that individual differences affect reading and processing speed (Ehri & Wilce, 1983; Eldridge, 2005; McCradden, Schraw & Hartley, 2006; Sappington, Kinsey & Munsayac, 2002), but for general skilled readers as college students are supposed to be, it is estimated that the average reading speed is around 260 words per minute. Taking into account the different sizes of print in the analyzed texts, we found that the amount of words per page of text is usually between 300-600 words, that is an average of 450 words per page. Considering that these data would mean that the student takes an average of 1 minute and 43 seconds to read each page, that would be 34.9 pages read per hour.

With these findings in mind, according to the amount of pages of the texts listed in the syllabus of each approach (see Table 2), students would have to read for 2054 hours in the cognitive approach and 3027 hours in the psychoanalytical one (see Table 3), instead of the 1260 hours that the educational standards recommend.

Table 2: Required and recommended reading pages, for each theoretical approach

<table>
<thead>
<tr>
<th>Theoretical Approach</th>
<th>Required reading pages</th>
<th>Recommended reading pages</th>
<th>Total reading pages</th>
</tr>
</thead>
<tbody>
<tr>
<td>Psychoanalytic</td>
<td>71749</td>
<td>34068</td>
<td>105817</td>
</tr>
<tr>
<td>Cognitive</td>
<td>36039</td>
<td>35783</td>
<td>71822</td>
</tr>
</tbody>
</table>
Taking into account the two types of readings, it could be concluded that the cognitive approach has the same amount of pages for required readings and recommended texts, and the psychoanalytic approach considers a 68% of their total amount of pages as required readings. These results might deserve further research.

References


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Getting to Know:
Florence L. Denmark, PhD
On Multicultural Psychology and the
Foundations of Division 52

By Tonya Johnson, M.A.
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Dr. Florence Denmark, a native of Philadelphia, received her doctorate in social psychology from the University of Pennsylvania. She has been the Robert Scott Pace Distinguished Professor of Psychology at Pace University and the Chair of the Department of Psychology. Dr. Denmark has held many leadership positions, including serving as President of APA and the International Council of Psychologists. She has earned numerous awards, including the American Psychological Foundation’s gold medal for outstanding lifetime achievement in the public interest and the Raymond Fowler award for outstanding contributions to APA. She is one of the founders of Division 52, and has served as president of the division. Dr. Denmark is currently chairperson of the United Nations NGO Committee on Ageing.

What internationally-related work have you done?
I’ve conducted a number of cross-cultural studies, and my work at the United Nations is all international. In the UN, I’m Chair of the Non-Governmental Organization (NGO) Committee on Ageing, and a Member of the Committee on Mental Health and the Committee on the Status of Women. I also have attended and presented papers at many international meetings, including the International Council of Psychologists, the Inter-American Society of Psychology meetings, and the International Congress of Psychology. I also have attended many meetings of the International Interdisciplinary Congresses on Women. I was President of the International Council of Psychologists and coordinated the Fourth International Interdisciplinary Congress on Women held in New York.

How did you become interested in this work?
I became interested in this work through the American Psychological Association. As President Elect, President, and immediate Past President of APA, I began to attend international meetings, present papers, and became an “academic jetsetter.”

What is the most important thing you’ve learned from your multicultural work?
I’ve learned to expand my horizons and recognize that there are many similarities as well as differences among people throughout the world.

How has your work shaped your personal growth as a psychologist?
I’ve expanded my view of psychology from one centered in the United States to view psychology as a global discipline.

How do you see yourself as a leader in this area?
Having served as an elected leader in APA, ICP and Division 52, I was one of the early proponents of international psychology and continue to work and publish in this area. Simply being among the first active individuals here resulted in my being a leader.

What led you to Division 52?
I was one of the founders of the Division, along with Ernst Beier, Leonore Loeb Adler, and Frances Culbertson. We felt the time was right for APA to approve of a division of international psychology after approximately 20 years earlier it had turned down such a division. Later on, we were joined by Gloria Gottsegen who was very active along with the four of us in collecting signatures on the petition for the new division.

What do you think are the most important benefits of being a Division 52 member?
One of the benefits is meeting like-minded people who recognize the importance of global psychology. There is also the opportunity to meet members around the world and to
share international research interests with members and affiliates from various countries.

How has being a member shaped or influenced your career path?
Being a 52 member has validated the fact that international issues in psychology reflect the direction psychology should take.

What advice can you give to new members of Division 52 who are just beginning their careers?
It is important for new members to get involved. They can be active in the Division and also being active provides an opportunity for them to get to know faculty members and practitioners who can mentor them and be helpful to them as they advance in their careers in terms of international psychology. Being active and involved is really very helpful. It is a way to get to know people and gain information about international activities and meetings.

What was your favorite holiday or vacation?
I have gone to so many places internationally that it is hard to pick one vacation trip that stands out. It is also difficult to pick my favorite holiday since I enjoy celebrating holidays with family and friends. One “holiday trip” that stands out was celebrating the summer solstice at the highest geographical spot in Norway where the sun never set. When it was midnight everyone sang “Happy Birthday”.

Please share a favorite international/ethnic recipe with us.
This recipe came to me from my graduate assistant, Maria Klara, who is sharing a favorite Polish recipe from her mother.

Golabki (Stuffed Cabbage)

Ingredients:
- 2 lbs Ground beef
- 1 egg
- 1 sweet onion
- 1 tablespoon paprika
- Garlic clove
- 1 teaspoon kosher salt
- 1 teaspoon black pepper
- 1 cup rice or bread crumbs
- 1 head of cabbage
- 1 ½ cups tomato juice
- 1 cup water
- 2 teaspoons Worcestershire sauce

1. Preheat oven to 350 degrees.
2. Dice onions and garlic and sauté until transparent in a sauce pan.
3. Combine ground beef, egg, salt, paprika, and pepper with the onion and garlic. Mix thoroughly. Wait until it cools slightly.
4. Core the cabbage.
5. Place cabbage in a pot of simmering water for 5 minutes.
6. As the cabbage cooks, the leaves of the cabbage will start to peel off. Take each leaf and set aside.
7. Place one cabbage leaf flat and put meat mixture onto the leaf. (The amount used will vary depending on the size of the leaf)
8. Starting at the stem end of the leaf, roll leaf over the mixture making a roll, and then tuck in the ends.
9. Place the cabbage roll seam-side-down in a large casseroles dish or lasagna pan.
10. Continue making the rolls until the pan is filled.
11. Stir together the tomato juice, water, and Worcestershire sauce.
12. Pour this over the cabbage rolls.
13. Cover the dish with foil.
14. Bake 45 minutes until the meat is cooked.

Optional: Can also cover the dish with sauerkraut as well and cook with this on top.
International Counseling Psychology Conference:  
A Beginning for Division 52 - Division 17 Collaboration  

Michael J. Stevens, PhD, DHC

The internationalization of psychology continues to grow rapidly. The APA’s Division of International Psychology (Division 52) is one of the few divisions that has enjoyed steady growth over the past few years. The APA’s Society for Counseling Psychology (Division 17) recently re-established its International Section, which has seen explosive growth within a short period of time. Not surprisingly, many international psychologists are counseling psychologists by training and many counseling psychologists identify themselves as international psychologists. No doubt this reflects the shared values, interests and activities, and knowledge and skills of international and counseling psychologists in the areas cultural diversity and social justice. Below are the overlapping, yet distinct mission statements for Division 52 and Division 17’s International Section:

The mission of the Division of International Psychology is to develop a psychological science and practice that is contextually informed, culturally inclusive, serves the public interest, and promotes global perspectives within and outside of APA.

The mission of the Society for Counseling Psychology’s International Section is to encourage, promote, and facilitate a scientist-professional model of counseling psychology in international contexts in the United States and around the globe.

At the 2007 annual meeting of the APA, leaders of Division 52 and Division 17’s International Section met to share their current goals and activities and to explore avenues for future cooperation and collaboration. Below are suggestions for possible interface that were generated at the meeting:

1. Joint conference programming that would focus on curricula development and professional training
2. Opportunities for and issues related to conducting cross-national research
3. Linkage of web pages and resources
4. Member recruitment
5. Securing funds to support the travel to conferences of international scholars
6. Advocating for the English translations of research published in foreign languages in abstract databases (e.g., PsycINFO)

Given the importance of assessing the needs of international and counseling psychologists, Michael Stevens and Neal Rubin of Division 52 and Larry Gerstein, Puncky Heppner, and Linda Forrest of Division 17’s International Section facilitated a roundtable discussion that provided an opportunity for attendees of the March 2008 International Counseling Psychology Conference to learn more about the goals and activities of Division 52 and Division 17’s International Section and to share their concerns and vision of how leaders of international and counseling psychology can better serve those whose interests span these two specialties. The session was well attended. Each panelist shared his or her personal and professional journey toward becoming engaged internationally. Themes that emerged included a fascination with culture and diversity as well as a commitment to socially responsible science and practice. The goals, foci, and scope of international psychology were described and information on Division 52 was disseminated. A dialogue with the audience led to consensus on improving inter-divisional communication and forging closer, more meaningful ties at all levels. A longer-term priority is to collaborate on internationalizing the training of counseling psychologists. Other issues were examined, including the challenge of establishing a hybrid professional identity given rigid specialty boundaries.
psychology of men using the theoretical and empirical literature on men and masculinity. Participants will learn basic knowledge on how to create a psychology of men course or how to infuse this content into existing courses on gender or the psychology of women. Each presenter will share their syllabi, reading materials, class manuals, evaluation processes, and other resources. The workshop will discuss pedagogical processes such as traditional lecturing, psychoeducational techniques, group discussion approaches, use of video media, student assessment techniques, managing classroom problems, and the infusion of diversity and multiculturalism as critical content.

The goals of the workshop are to help psychologists: 1) Design a psychology of men course or incorporate the psychology of men into existing courses; 2) Locate syllabi, core concepts, readings, media, self assessments, and other resources to teach the psychology of men; 3) Utilize multiple teaching methods when teaching the psychology of men including psychoeducational and multicultural approaches; and 4) Enumerate the critical problems/dilemmas and solutions when teaching the psychology of men.

The teaching faculty of the workshop include: Jim O’Neil, Ph.D, University of Connecticut, Storrs, CT; Michael Addis, Ph.D, Clark University, Worcester, MA; and Jim Mahalik, Boston College, Chestnut Hill, MA.

Information about the graduate student scholarships, how to apply, criteria for selection, and the deadline date can be obtained by emailing Jim O’Neil, Chair, Committee on Teaching the Psychology of Men, Division 51 of APA, at: jimoneill@aol.com.

Registration For APA Continuing Education Programs Begins May 1, 2008: Call 1-800-374-2721, ext. 5991 Online Registration at apa.org/ce
2008 Meaning Conference, July 24-27, Toronto, Ontario

We are excited to announce the next Meaning Conference, to be held in Toronto, July 24-27, 2008. The main conference theme is: Living well and dying well: New frontier of positive psychology, therapy and spiritual care. It addresses the existential/spiritual issues that confront individuals in their journey through life and the character strengths they need to survive and flourish in trying situations.

This Conference is organized by the International Network on Personal Meaning (INPM) and the Psychology Department of Tyndale University, and co-sponsored by James Madison University and the Milton Erickson Foundation. Confirmed keynote speakers include:

1. Thomas Attig, Author of Applied Philosopher, Past President of the Association for Death Education and Counseling, currently an adjunct faculty of thanology, King’s College
2. Roy Baumeister, Professor of Psychology, South Florida University, author of numerous books, such as Meanings in life, Evil, and The Cultural Animal
3. Robert A. Neimeyer, Duvant University Professorship in the Department of Psychology, University of Memphis, Past President of the Association for Death Education and Counseling, and Editor of Death Studies.
4. Salvatore Maddi, Professor of Psychology and Social Behavior, University of California at Irvine, and Founder of the Hardiness Institute
5. Kirk Schneider, a licensed psychologist, an adjunct faculty member at Saybrook Graduate School and the California Institute of Integral Studies, current president of the Existential-Humanistic Institute and editor of Journal of Humanistic Psychology
6. Paul T. P. Wong, a licensed psychologist, Professor and Chair of Psychology at Tyndale University College, Founder of the International Network on Personal Meaning and the International Society of Existential Psychology and Psychotherapy, architect of the International Conferences on Personal Meaning
7. Jeffrey Zeig, a licensed psychologist and marriage & family therapist, Founder and Director of Milton H. Erickson Foundation, architect of The Evolution of Psychotherapy Conferences, President of Zeig, Tucker & Theisen behavioral sciences publishers, an invited speaker at major universities and teaching hospitals.

Confirmed invited speakers include:
Grace Akallo, Adam Blatner, Victor Cicirelli, Chris Davis, Grafton Eliason, Kenneth Hart, Marnin Heisel, Mark Laudan, Dmitri Leontiev, Israel Orbach, Michael F. Pare, Jordan Peterson, Nancy Reeves, Gary T. Reker, Adrian Tomer and H. T. Tseng

The forthcoming Meaning Conference will also offer many professional workshops, such as Logotherapy, Meaning-Centered Counselling and Narrative Therapy, Humanistic-Existential therapy, Play Therapy, Expressive Therapy, and Grief Counselling.

The Conference offers a unique opportunity to learn from and leading authorities about the latest developments in clinical skills, research findings, and spiritual insights on life’s big questions:
- How do we live vitally and meaningfully with the awareness of aging, illness and death?
- What is a good death? What is the role of meaning and faith in dying well?
- How is living well related to dying well?
- How do we prepare people psychological and spiritually for life-threatening events and personal mortality?
- How can we help people maintain a sense of hope, meaning and happiness in nursing homes and hospice-palliative care?
- What kind of character strengths and virtues are essential for resilience in trying situations?

Call For Papers

Presentation types: Poster, paper, symposium, and workshop. Abstracts for poster and paper submissions should be about 500 words. Proposals for symposia should include a 500-word overview and short abstracts (about 200 words) by individual participants. Proposal for workshop should include a 1000-word overview. Please submit all abstracts to pwong@tyndale.ca.

Deadline for abstract submissions: May 15, 2008
Notice of acceptance: Before June 16, 2008

INPM was founded by Dr. Paul T. P. Wong. It is home for meaning-oriented therapy and research. INPM is also the center for existential positive psychology and Christian existential psychology.

Full call for papers
Student contest: We particularly welcome submissions from graduate students. Three awards will be given the best three papers among all the students submissions accepted for the conference.

For more information on the student contest, please visit: http://www.meaning.ca/meaning_conference/student_comp.html
Human Rights and International Organ Donation: What is the Problem?

Lynda J. Carpenter
Harold Takooshian

Here are two increasingly common questions of life-and-death to consider: (1) Should an ill American facing death be able to travel to purchase a life-saving kidney or liver from a poor person overseas? (2) Should a government be able to take healthy organs from executed prisoners without their consent, to restore the health of others?

On 10 December 1948, the United Nations adopted the Universal Declaration of Human Rights. On its 60th anniversary in 2008, many herald this historic 30-article Declaration as a key benchmark in the evolution of human rights—alongside the Magna Carta of 1215, and the Declaration of Independence of 1776—in its protection of our life, health, property, and basic freedoms.

What does the Declaration say about the transfer of human body parts? Can one person’s healthy organs be transplanted without their consent, to benefit another person? The Declaration’s 30 articles are naturally mute on this important issue, because human organ donation simply did not exist in 1948. The first human organ transplant was a kidney between two identical twins in Boston in 1954, then the first heart between two strangers in Capetown, South Africa in 1967. Since 1988, organ transplantation has skyrocketed world-wide, following the discovery of the anti-rejection drug cyclosporine. On the positive side, in 2007, an estimated 14,000 organ donors saved 28,000 lives in the USA. But on the negative side, in 2007, 500,000 ill people world-wide (98,000 of these in the USA) are on a long waiting list for an organ, and perhaps 1,000,000 more are unregistered. A great majority of these people expect to die before an organ becomes available (Carpenter & Takooshian, 2008).

Three increasingly important ethical issues now face the human rights community: transplant tourism, involuntary donations and “presumed consent.”

1. Transplant Tourism is a world-wide trend, where an ill person on the waiting list in one nation that forbids the sale of organs travels to a poor nation to purchase a healthy kidney or liver from a local. This is now on the rise in Egypt, South Africa, India, Malaysia, the Philippines and Brazil (Carpenter, 2007). Ailing tourists will pay large sums (most of which go to the agent), while poor people will sell an organ at low cost (as little as $700 sometimes) just to survive economically. Agents around the world facilitate this practice, despite the strong prohibitions of the World Health Organization, which forbids the sale of organs, and forbids surgeons from transplanting such a purchased organ (WHO, 2004).

2. Involuntary donations are also occurring world-wide. In China, 90% of transplants are from executed prisoners who have virtually no chance to appeal their sentence, and no voice about the later removal of their organs. In Argentina and South Africa, organs are removed from dead bodies without the families’ permission. In Argentina tissue and organs are reportedly removed from the mentally retarded. Brazil previously had children kidnapped for their organs.

3. Presumed Consent is where all citizens are presumed organ donors unless they specifically choose to “opt out.” This contrasts with most nations, where citizens must register to be an organ donor. Today only 20 of 192 nations have a presumed consent law. Presumed consent countries have higher donation rates, yet some believe these countries’ belief systems support donation. Others believe the support of the WHO would augment the adoption of “presumed consent” laws and save many, many lives.

A new NGO? Since the United Nations was formed in 1945, it wisely augmented its diplomatic side (Secretariat) and its agencies (like WHO) with a third wing called “civil society”—a vast network of nongovernmental organizations (NGOs)—such as universities, cultural and scientific groups. Although their number has grown to 3,000 NGOs today (www.un.org), there is NONE that focuses on the important issue of organ donation and transplantation. This seems an unanswered need, considering the challenges above. The specialty of healthcare marketing certainly has grown rapidly in the last 25 years (Carpenter, 1996). Given the unfortunate growth in transplant tourism and commercialized organs during this same period, a new NGO is now needed, to apply the new techniques of healthcare marketing to meet the world-wide challenges of safe and ethical organ transplantation. Such a new NGO can do a systematic SWOT analysis (Strengths, Weaknesses, Opportunities, Threats) of global issues in human organ donation and transplantation, to better understand the problems and solutions that accompany the distribution of life-saving organs, so this is not left to an unfettered marketplace between the three sets of actors—desperately ill people, greedy agents, and involuntary organ donors. Like other successful NGOs, such a NGO would best be interdisciplinary, combining the skills of experts in health care, psychology, business, and perhaps law enforcement. Early plans for just such a NGO within the global transplant community are just beginning.

References


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**Call for Papers**

*American Journal of Media Psychology*

Special Issue: Measuring Individuals' Cognitive Structures in a Mediated Context

Researchers with interests in such areas as cognitive processing, social cognition, social perception, schema research, and framing within the context of media, are invited to submit papers to the *American Journal of Media Psychology* for a special issue that focuses on methodological approaches that detail the procedures by which cognitive components and structures are identified and measured in such fields as advertising, marketing, political communications, and related areas. A manuscript submission is expected to detail a theoretically based methodological approach for the measurement of cognitive components and structures and provide empirical data that tests the approach used by the author(s).

**The deadline for submissions** is September 1, 2008

The *American Journal of Media Psychology* is a peer-reviewed scientific journal that publishes theoretical and empirical papers and essays and book reviews that advance an understanding of media effects and processes on individuals in society. Submissions should have a psychological focus, which means the level of analysis should focus on individuals and their interaction with or relationship to mass media content and institutions. All theoretical and methodological perspectives are welcomed. For instructions on submitting a manuscript, please visit:

[http://www.marquettejournals.org/submissionguidlines.html](http://www.marquettejournals.org/submissionguidlines.html)

Researchers who intend on making a submission to this special issue are encouraged to contact Dr. Michael Elasmar, Editor, *American Journal of Media Psychology* at elasmar@bu.edu and discuss their anticipated approach to this topic.
Evidence Based Practice in International Psychology

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“Evidence-based practice in psychology (EBPP) is the integration of the best available research with clinical expertise in the context of patient characteristics, culture, and preferences.”


The juggernaut in 21st century sciences that APA President Ron Levant called to our attention three years ago is the national and international need for each science based discipline to build their house on rock-solid evidence. Best research evidence is defined in the APA policy as “scientific results related to intervention strategies, assessment, clinical problems, and patient populations in laboratory and field setting as well as to clinically relevant results of basic research in psychology and related fields.” (p.1: http://www.apa.org/practice/ebpstatement.pdf). In addition to assuring a sizeable body of evidence, a variety of research designs and methodologies, this commits practitioners to using treatments and interventions that have emerged through a systematic review of randomized clinical trials, and that is informed by research from related areas, such as public health, epidemiology, human development, social relations, and neuroscience.

The clinical expertise component includes practitioner competencies proven to promote positive therapeutic outcomes. Practitioner are:
1. conducting assessments and systematic case formulations;
2. making clinical decisions, implementing treatments and monitoring patient progress;
3. using interpersonal expertise;
4. ongoing self-reflection and acquiring new professional skills;
5. evaluating and using research evidence;
6. understanding the influence of individual, cultural, and contextual differences on treatment;
7. seeking available resources;
8. having a cogent rationale for clinical strategies.

Clinical expertise integrates the best research evidence with information about the patient obtained over the course of treatment or intervention, with accurate insight into how the practitioner’s own characteristics, values, and context interact with those of the patient or client.

A central objective of EBPP is to assure patient choice among effective alternative interventions. Individuals have the right to choose therapies and programs that have research evidenced “efficacy,” that also have demonstrated positive outcomes for practitioners with specific clients to be labeled as “efficient.” No more unsupported grand visions of treatment models and sure-fire interventions that spring like Venus out of the intuitive imaginative talents of clever charismatic entrepreneurs. Professional psychologists will be responsible for knowing and offering treatments that have passed controlled, experimental research tests --- demonstrating “efficacy” in basic studies of treatments. Moreover, the procedure or intervention will have been found to produce effective outcomes in the naturalistic settings of clinical practice (Nathan, Stuart, & Dolan, 2000. Research on psychotherapy efficacy and effectiveness: Between Scylla and Charybdis? Psychological Bulletin, 126, 964-981.)

Basic research, “efficacy” evidence, puts priority on assuring internal validity, showing cause-effect between treatment and outcome within the controlled design – for specific groups of clients tested. This requires randomized controlled trials, a therapists manual, detailed descriptions of the research participants, and at least two independent scientific studies with statistically significant results. Treatment “effectiveness” studies try to increase the external validity of therapy outcomes, typically in a community where practice takes place routinely.

Here is where we cross the bridge from national EBPP and undifferentiated norm tables, from controlled experimental efficacy studies --into establishing multicultural and international rock-solid foundations for professional psychological practice. Studies within various practice-as-usual settings [independent practice, group practice, hospitals, mental health centers, or with corporate consultation clients] are being encouraged for multiculture practitioners and therapists and helping professionals who work in the international arenas [such as sites of natural or violent social trauma: The Inter-Agency Standing Committee (IASC) Guidelines on Mental Health and Psychosocial Support in Emergency Settings has been formally adopted June 27, 2007 (http://www.usd.edu/dmhi/ ) by multinational businesses, non-profits, or agencies.

According to Junko Tanaka-Matsumi, Practitioners will “need to incorporate relevant cultural accommodation features into standard treatment.” (Junko Tanaka-Matsumi, 2008. Functional approaches to evidence-based practice in multicultural counseling and therapy, in Gielen, Stevens book) Success in offering evidence-based psychological services to multicultural clients or beyond national borders will depend on cultural accommodation and cultural adaptation with diverse client groups. For example, “effective” applications of interventions with established “efficacy” is documented in natural-settings with US Puerto Ricans, African Americans, and Latinos for major depression, panic disorder, social phobia, bulimia, post traumatic stress disorders, and
psychophysical problems such as tension headaches and rheumatoid arthritis (Chambless et al., 1998. Update on empirically validated therapies: II. Clinical Psychologist, 51, 3-16).

Current APA President Kazdin emphasizes that in order to close the gaps between research and clinical practice practicing psychologists need to engage in systematic evaluation of each individual case and intervention. (Kazdin, A. E. (2006) Assessment and evaluation in clinical practice. In C. D. Goodheart, A. E. Kazdin, & R. J. Sternberg (Eds.), Evidence-based psychotherapy: Where practice and research meet (pp. 153-178). Washington, DC: American Psychological Association.). Evaluating multicultural or cross-cultural practices requires an initial, empirical assessment of “acculturation” of the client for establishing evidence-based effectiveness. Acculturation assessment explores phenomena that result when groups of individuals having different cultures come into continuous first-hand contact with other cultures, and the subsequent changes in the original culture patterns of individuals in either or both culture groups. Three levels of acculturation are identified and acculturation stress has been noted in some individuals [Tanaka-Matsumi, J. (2006). Cultural and acculturative inscrutability of Asian American clients. In C. J. Muran (Ed.) Dialogue on difference: Studies in diversity in the therapeutic relationship (pp. 208-213). Washington, DC: American Psychological Association.].

Several debates and streams of research are underway around the methods and value of “adaptations,” or accommodations, made to tests and interventions that incorporate aspects, symbolisms, or familiar examples from a client population’s indigenous culture. Adaptation relies on unique culture-related knowledge, such as what has been learned about the Cambodian cultural syndrome of “weak heart,” a condition that has multiple somatic symptoms during states of “distress”. These distress states are referred to as ‘wind attacks,’ and are known to us as “panic attacks.”

In my own efforts to adapt US organizational consulting models for use in non-US interventions, the first assessment is called “guanxi,” a Chinese word that refers to relationship building, and includes here the gathering of information about a client corporation’s organizational, local, and national culture; a procedure called “functional analysis” in clinical situations: meaning, the identification of antecedent events and consequences of problem behaviors or performance within a client’s social network. Organizational consultants would also want to include outstanding, appreciated, and rewarded behaviors within that client’s social network. (O’Roark, 2002. International consulting psychology: Issues in assessment and intervention,(2002). In R. L. Lowman (Ed), Handbook of Consulting Psychology, Chapter 21, pp. San Francisco: Jossey Bass.

In the 6 years since I wrote the chapter on international consulting psychology about issues in assessment and interventions, and completing publication of models for “calibration consultation” and “invitational leadership,” evidence-based practice and international psychology moved onto center stage in psychological communities and thinking.

Earlier this month, five APA divisions, supported by 18 other divisions, organized a conference in Bethesda, MD, on “Culturally Informed Evidence-Based Practices: Translating research and policy for the real world.” The themes ranged from “asking the right questions in research and practice... how do we know evidence based practices apply to various ethnic minority groups?; --to --: What are the strengths and weaknesses of “adapting” procedures and training models for use in other cultures; --to: What are proper assessments?; --and, -- is addressing policy “jumping the gun”?

Earlier in this year, Carnegie-Mellon in Pittsburgh convened a collaborative conference on Evidence-based Management. Their focus was on how to best disseminate synthesized research evidence to practitioners in the field. A paper authored by Australians Abbott, Stening, Atkins, and Grant (2006), on executive coaching as an intervention for facilitating expatriate managerial success suggests that evidence based coaching needs to be informed by cross-cultural research and experience in order to improve work performance and the personal satisfaction of the managers. Locke and Latham’s work on goal setting and motivation is found to be an evidence-based practice that has a good fit with coaching intervention.

In January this year, the APA Monitor lead story reported EBPP interventions that can be offered to clients struggling with Post Traumatic Stress. Each of four interventions is proven effective and efficacious. The professional would be able to offer each for the client’s choice.

Because the 2005 EBPP policy adopted by APA Council explicitly omits applied psychologists, I submitted a motion while serving on Council as the Representative from the Consulting Psychology Division to start a dialogue among international association leaders about preparing a mutually acceptable foundation for evidence-based applied practice. That motion is being updated and revised by the APA Board of Professional Affairs for review, feedback, and possible approval. The most recent title is: Ad Hoc Delegation to an International Working Group to Develop an Evidence-based Practice Policy for Applied Psychology Globally.”

The inspiration for my work on this motion came from two presidents of the International Association of Applied Psychology. The late Bernhard Wilpert of Berlin, who was for me an inspiration in organizational consulting for over 30 years, an was the first to convene an international forum of representatives from psychological associations at the 1998 IAAP congress in San Francisco. And, at the 2006 IAAP congress in Athens, Greece, he was enthusiastic about crafting globally acceptable policy for applied practitioners. The 2006 IAAP President, Michael Frese, also of Germany, said in his presidential address, “We need to develop an applied psychology that is strongly policy-oriented ... evidence-based [applied] psychology [already] exists, and now needs to
be more influential in policy making.” He credited the tradition in applied psychology to use meta-analyses to develop cumulative evidence. His concern is that cumulative evidence in applied psychology is not as well organized as it is in medicine through the Cochrane Foundation where a doctor can go on the internet and see an abstract on the evidence for a specific question, such as whether an operation [surgery] actually leads to positive effects. He noted that an attempt to do this for applied psychology is being undertaken by the Campbell Collaboration.

Current IAAP President Michael Knowles of Australia and President Elect Raymond Fowler, past president and former CEO of APA, now take the lead for IAAP to set in motion an international working group which would include Delegates representing APA, should Council vote approval of the New Business Item initiative mentioned earlier. It is an effort to help fulfill goals set by CIRP, and priorities set by APA President Kazdin to contribute to the grand challenges of society. Kazdin says, “the goal is to draw on psychological science to contribute to a deeper understanding of and to offer solutions for key challenges facing society.” He stresses partnering with international organizations to expand psychology’s impact, calling for us to put our best science forward about how to better understand diversity, and unifying science, service and practice.

References

Urgent Folly
Michael Corgan
Kathleen Malley-Morrison
Boston University

How do leaders induce people to risk their lives (or the lives of their loved ones) in armed conflict—especially armed conflicts far from their own borders and when initial justifications become increasingly suspect? Among the tools used by elites to achieve political and military goals is language—language as used in propaganda, the framing of the conflict and its costs, and general discourse about the causes and nature of the conflict. Pro-war rhetoric includes glorification of the national group (e.g., Roccas, Klar & Liviatan, 2006), glorification of war (e.g., Bill & Chavez, 2002), and glorification of dying for one’s country (Lothane, 2006). Moreover, in the United States, the government has recognized the advantages of “framing” casualty figures in ways that downplay United States’ casualties while magnifying enemy losses (Boetcher & Cobb, 2004). Also typical of wartime rhetoric is the oversimplification of complex political realities (“e.g., the axis of evil”) (LaMothe, 2007), discourses on power that are almost exclusively conflictual or adversarial (Karlberg, 2005), appeals to national pride (LaMothe, 2007), and the assertion that one’s own use of military force is divinely sanctioned (Bacevich, 2005). Denton (2004) noted that key phrases or symbols used by a president can lead to their more generalized use as well as creating expectations regarding action. In the current paper, we focus on a relatively neglected symbolic form—names of military actions.

The world was simpler when history was mostly about kings and battles—simpler, that is, in ways of referring to military actions. Only entire wars got names in popular discourse and these were usually associated with a particular monarch, as in Queen Anne’s War (1702), competition for a throne, as in the War of the Polish Succession (1733), or the everlasting of the combat, as in the Hundred Years’ War (1337-1453 - actually 116 years).

The French Revolution and France’s subsequent wars of revolution and empire demonstrated that mass armies were more than a match for the heretofore relatively small and ferociously disciplined royal armies characteristically fielded by eighteenth century European monarchs. A participant and close observer of those wars, and the foremost philosopher of war, Carl von Clausewitz (1786), recognized that the willingness of soldiers to fight could no longer be presumed. Not only soldiers but also the passions of the people (what Clausewitz called “moral qualities” of an army) became a major factor in waging war successfully. With the growth of literacy and expansion of mass media, popular passions could increasingly be engaged through government propaganda—creating what Kierkegaard (1962) identified as “the public”, a beast that would not be constrained by the same prudence as
an individual might exercise. At the instigation of governments, schools began teaching and newspapers began printing in national languages, providing European governments the means to inspire populations to a sense of superiority and uniqueness so that “one more balance wheel of the international order was disappearing” (Lafore, 1971, p. 52). Government propaganda, as conveyed by the popular press, proved capable of provoking the passions of the people to a war mentality (Joll, 1984). Nor was the United States beyond this activity. President Wilson created a Committee on Public Information in April 1917, right after the declaration of war, to distribute 75 million pamphlets, ‘canned’ editorials, and prepared speeches of pro-war propaganda to American newspapers (Williams, 1981). The effort was so successful that many Americans de-Germanized their names and Karl Muck, conductor of the Boston Symphony, was sent to jail for not playing the national anthem at the start of a concert.

During World War I, all parties used sensationalized propaganda stories about enemy forces; however, the Germans were the first to give their military operations popular code names in order to engage public enthusiasm (Sieminski, 1995). By World War II, all sides were doing it. Code names or nicknames not only provided a convenient reference but also often concealed purposes, as in the US project to build an atomic bomb (the Manhattan Engineering District, usually referred to as the Manhattan Project). One of the first actual military operations to get a code name was the August 1942 invasion of Guadalcanal: Operation WATCHTOWER. Even the massive Normandy invasion was rather simply called Operation OVERLORD.

Military and political efforts to whip up public fervor through the use of highly aggressive and often moralistic battle names have intensified since the Korean War. Consider the 1982 U.S. invasion of Grenada, a tiny Caribbean island, in response to an ostensible security threat—i.e., the building of a 5,000 foot runway that Soviet jets in Cuba might be able to use to bomb, well, somewhere. The invasion had numerous comic opera aspects: Marines used their AT&T calling cards to call the Pentagon and communicate with Army units; 6,000 US troops bravely took on almost 125 powerful Cuban soldiers (for which 7,000 medals were handed out); US students in a medical school waited to be rescued; and a US newspaper helpfully published a map of the city of Granada in Spain for its readers. Sadly, an aircraft bomb hit the wrong target and some children at an orphanage were killed. All this was Operation URGENT FURY, and the floodgates of heroic, aggressive, macho names were opened. The December 1989 invasion of Panama by the US was the self-righteously titled Operation JUST CAUSE -- as in the immortal lines of the second verse of our national anthem, “...then conquer we must, when our cause is it just...” Gregory Sieminski (1995, p. 86) cited this as, “the first US combat operation since the Korean War whose nickname was designed to shape domestic and international perceptions about the mission it designated.”

In the first Iraq war, we can see the trend toward more inspiring names picking up. The preparation for the 1991 war was DESERT SHIELD, which was followed by the actual war, DESERT STORM. Then came the war in Afghanistan in retaliation for the 9/11 attacks and the naming went over the top. The operation there was originally called INFINITE JUSTICE. Because, however, in Islam—and indeed in most monotheistic religions—infinite justice is an attribute only of the almighty, it is blasphemous. The name was changed to ENDURING FREEDOM. As for the current Iraq war, the first effort at naming an operation was a bit of an embarrassment. Operation IRAQI LIBERATION, it was soon discovered, had an unfortunate acronym when shortened to its initial letters. Thus, we now have IRAQI FREEDOM with subordinate activities like VIGILANT RESOLVE, VALIANT WARRIOR, IRON JUSTICE, and WARRIOR’S RAGE. In truth, there have been hundreds of operations with names in this war. One might even think there is a body in the Pentagon that churns these things out. Well, there is. Operation naming has become thoroughly bureaucratized; moreover, it seems that some lessons have been learned about sounding too macho, aggressive, or self-congratulatory.

The guiding directive on how to name an operation in order to inspire (but not inspire ridicule) had its genesis in response to negative reactions to the names assigned to the Grenada and Panama invasions. Given the nature of the Pentagon bureaucracy, however, the new procedures did not reach full bureaucratic force until almost a decade later, after the wars in Iraq and Afghanistan had begun, when a new Joints Chiefs of staff manual was promulgated. This masterpiece of the military art is the "CJCSM 3150.29B" [Chairman of the Joint Chiefs of Staff Manual (CJCSM)] "Code Word, Nickname, and Exercise Term (NICKA) System." Essentially the system works as follows: Each of the major US military activities is assigned one or more ranges of two letter combinations from which the first word of the two-word operation (or training exercise) name is to be drawn. There are 101 such groupings or Blocks. For example, Block 1 has the letters AA-AF and is assigned to the US Special Operations Command. So if this outfit was ‘tasked’ to disrupt an adversary’s communications networks the operation might be called ABSOLUTE CHAOS. Similarly, Block 101 assigns XA-XZ to the White House Military Office. Thus if we see an Operation XANADU DAMSEL, we might surmise that Vice President Cheney is on the move.

Subordinate commands provide even more detailed and interesting guidance on naming operations. The Chief of Naval Operations (CNO) recently issued OPNAVINST 5511.37D [Chief of Naval Operations Instruction 511.37D] on 30 January 2007; its subject is the Code Word, Nicknames and Exercise Terminology System. Though the first words in a term are fixed, the second word is not alphabet restricted but must be approved by the CNO. A helpful categorization of forbidden terms then follows. Among these are “Exotic words, expressions or well-known commercial trademarks,”
words that “Express a degree of aggression inconsistent with traditional American ideals or current foreign policy” and words offensive to any groups, sects, creeds, or to any allies or “other free-world nations.” “Free-world?” Has the Cold War not ended after all?

Although glorification of the nation, its citizens, and the war effort appear to be continuing apace, framing military operations with the sort of grandiose puffery of names like Urgent Fury or Infinite Justice may decline, at least for a while. Negative reactions to some of our more egregious operation names have come from the difficulties of playing to one audience, the domestic one, while trying to manage perceptions and “spin” the nature of our military actions. This realization, coming rather late in the course of America’s ‘unipolar’ moment,’ may be one of the first signs that there is a fundamental change in the way the US conducts itself in a troubled world, at least as far as naming its military operations goes. Although the naming of military operations in ways designed to glorify the effort and reassure the public with the strength of the government’s response to identified threats is likely to continue, governments may increasingly pay attention to the international and not just the national audience. For those who miss the opportunities to verbally wave the flag and trumpet American hard power, now that operation naming has become somewhat tamed, there is always the catchy photo opportunity. For instance how about that “Mission Accomplished” banner?

References


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Please send all correspondences regarding this article to Dr. Kathleen Malley-Morrison at kmalley@comcast.net.
SPECIAL ISSUE
Interdisciplinary Research in Guidance Counseling, Counselor Education, or Counseling Psychology

Guest Editors:
Senel Poyrazli, Ph.D.
The Pennsylvania State University-Harrisburg (USA)

Michael J. Stevens
Illinois State University (USA)

Call for Manuscripts

The Eurasian Journal of Educational Research (http://www.ejer.com.tr) is seeking to publish original scholarship that is interdisciplinary in nature and is in the areas of guidance counseling, counselor education, or counseling psychology. The aim of the journal is to increase understanding of learning and teaching in pre-primary, primary, secondary, higher and adult education, and to contribute to the improvement of educational processes and outcomes.

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Manuscripts should be submitted to the guest editors via email at poyrazli@psu.edu

A confirmation of the receipt of the manuscript will be sent to the authors within two weeks of the submission.

Manuscripts should be submitted by December 15, 2008.
International Employment Opportunities

Michael J. Stevens, PhD, DHC
Illinois State University

University of Western Australia, School of Psychology. Lecturer in Industrial and Organizational Psychology

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The University of Western Australia
M350
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Crawley WA 6009
or e-mailed to jobs@uwa.edu.au by the closing date.

University of Queensland, School of Psychology. The School of Psychology is seeking applications for a professorial appointment (Level E) in clinical psychology or clinical neuropsychology. The appointment is intended to provide leadership in research and in postgraduate professional training to a strong existing team. The School of Psychology is one of the largest and most prestigious school of psychology in Australia, and is internationally recognized for research strengths across the breadth of psychology. It has the largest postgraduate coursework programs in Australia as well as impressive research strengths across the range of psychology, including clinical psychology and in neuroscience. The successful appointee will be expected to provide leadership and innovation in the clinical psychology and/or clinical neuropsychology research and postgraduate teaching programs, to pursue a strong and productive program of research, and to supervise honors and postgraduate research theses in clinical psychology and/or clinical neuropsychology. Applicants should possess a Ph.D. in clinical psychology or clinical neuropsychology and must be eligible for membership of the Australian Psychological Society and of a relevant College. The appointee should have an outstanding track record as a research leader in clinical psychology and/or clinical neuropsychology, demonstrated experience in the professional training of clinical psychologists and/or clinical neuropsychologists, considerable experience in teaching at undergraduate and postgraduate levels, research supervision, and academic leadership, and a successful track record of obtaining external research funding. The remuneration package will be AU$129,654 p.a., plus employer superannuation contributions of 17%. This is a continuing, full-time appointment. Obtain the position description and selection criteria online at http://www.jobsatUQ.net/. To discuss the role contact the Head of School, Professor Christina Lee, telephone +61-7-3365-6220 or e-mail c.lee@psy.uq.edu.au

Disability Services (West Brisbane Australia), Clinicians and Senior. If you are an experienced clinician and want to make a difference to the lives of adults with an intellectual or cognitive disability and severely challenging behavior, we want to hear from you. We are seeking leading clinicians with experience in comprehensive assessment and development of adults and implementation of behavior support plans. You will also have the ability to lead multidisciplinary teams to join our new Specialist Response Service. The Specialist Response Service provides innovative and evidence-based services to support adults with an intellectual or cognitive disability who exhibit challenging behavior to participate in community life.

Clinician (PO3 — 12 positions). As clinicians in our multidisciplinary teams, you will conduct assessments, develop evidence-based interventions and strategies for positive behavior support plans and provide coaching to direct support staff. Total package value: $AU$79,004 – AU$89,014 – AU$95,447

Senior Clinician (PO4/PO5 — 18 positions). Through your leadership as a senior clinician, you will provide guidance and support for inter-disciplinary practice and engage other government and disability sector agencies to provide best practice in behavior support. Total package value: AU$97,004 – 85,112 and AU$89,014 – 95,447

Email us at careers@disability.qld.gov.au for an information pack. Visit www.disability.qld.gov.au/positive-futures and apply online. For other enquiries, telephone +61 7 3224 2813. Applications will continue to be received until the positions have been filled. Short-listing will occur every two months commencing May 2008.

Community Mental Health Service (Canada), Clinical Psychologist. The psychologist is part of a new multidisciplinary team dedicated to providing clinical treatment for child-welfare clients who are recovering from trauma and who have complex treatment needs. The multidisciplinary team will work in collaboration with colleagues in the child-welfare system to ensure responsive service to child welfare clients. The psychologist will provide individual treatment, evidence-based group treatment, psychological assessment, follow up services, and education and training, and liaise with internal and external staff and care providers. The psychologist will also work collaboratively to support the program development and evaluation of this new initiative. The IWK Health Center has a well-established pre-doctoral internship program in pediatric and child clinical psychology, which has both APA and CPA accreditation. The successful candidate will be expected to actively participate in training pre-doctoral students and would be part of the 40-member discipline of
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psychology. Clinical research is actively supported. Candidates with appropriate credentials may be considered for academic adjunct appointment in an appropriate university department at Dalhousie University.

Further information about this position can be obtained from Vicky Veitch Wolfe, Ph.D.

Psychology Professional Practice Chief
E-mail: vicky.wolfe@iwk.nshealth.ca

Hours of work: 37.5 per week. Travel among sites will be required, along with some evening work.

Qualifications:

- Doctoral Degree (Ph.D./Psy.D.) in clinical psychology is required. Currently registered with or eligible to be registered with the NS Board of Examiners in Psychology.
- Minimum three years supervised clinical experience providing psychological health services to children and adolescents with psychiatric/psychological disorders required.
- Demonstrated current experience in psychological assessment is required.
- Demonstrated experience in assessment, diagnosis, and treatment required.
- Demonstrated experience in delivering evidence-based treatment through group interventions.
- Demonstrate ability to collaborate with stakeholders and across professional disciplines.
- Prior experience with program evaluation preferred.
- Demonstrated experience in the treatment of trauma and complex behavioral needs.
- Prior experience supervising residents preferred.
- Knowledge of IWK mental health programs and a demonstrated commitment to family centered care.
- Knowledge of the Family and Children’s Services Act preferred. Demonstrated verbal and written communication, organizational, and time management skills.
- A valid Class 5 NS Drivers License, appropriate insurance as well as daily use of a vehicle are required.

Candidates are encouraged to submit their curriculum vitae, an outline of his/her clinical practice, teaching, research training, experience, and three letters from individuals qualified to assess the applicant's professional training and character. Individuals with less than three years of independent clinical practice are required to submit an additional letter of reference from the Director of Clinical Training, at the institution where the internship was completed.

Salary: As per Health Center Scale
Closing date: ASAP

Employees of the IWK Health Center and members of the public are eligible to apply for this position. Qualified and interested candidates must submit a cover letter and current resume, quoting the competition, by the closing date to:

IWK Health Center
Human Resources, 5850/5980 University Avenue
PO Box 9700
Halifax, NS B3K 6R8, Canada
E-mail: Human.Resources@iwk.nshealth.ca
Fax: (902)470-6612, Website: www.iwk.nshealth.ca

Back in Motion Rehab (Canada), Clinical or Counseling Psychologist. Back in Motion Rehab was rated the #1 workplace in Canada (Canadian Business Magazine; April 23, 2007, in an independent evaluation), and rated number one on the dimensions of Credibility, Fairness, Pride, and Camaraderie. In response to the question, “Taking everything into account, I would say this is a great place to work,” 100% of Back in Motion staff responded affirmatively. Our corporate culture is one of excellence, mutual respect, integrity, teamwork, and commitment to people. We are a growth-oriented company, and offer cutting edge services, flexible working conditions, and an environment for staff members to grow and develop.

The position involves provision of psychological treatment services, primarily to third party customers such as long-term disability insurance providers. The psychologist will conduct treatment-oriented assessments, develop and implement individual treatment plans, write reports, and liaise with case managers and other stakeholders. Treatment is evidence-based, and goals include assisting clients to return to work, enhancing psychological functioning, and improving quality of life. The psychologist may also conduct psychovocational and learning disability assessments to adults with a range of physical, mental health, and developmental disabilities. In this role, the psychologist will conduct interviews, interpret psychological instruments, write reports, and participate in feedback sessions with clients and customers.

The successful candidate will have excellent clinical and interpersonal skills, and ability to multi-task and prioritize with a focus on customer service. Back in Motion is looking for an energetic team player who has completed doctoral level training in a clinical or counseling psychology program and is registered or eligible for registration with the College of Psychologists of British Columbia. Good organizational and writing skills are essential, and understanding rehabilitation and disability issues is an asset. Training and mentorship are provided.

To learn more, please contact Dr. Ken Hemphill at kenh@backinmotion.com, 604-574-8279 (office) or 604-575-2272 (fax). To apply for the position, please forward your resume and cover letter to Dr. Hemphill.

International candidates will be considered. Salary is competitive and commensurate with experience.

Kaplan and Kaplan Psychologists and Assessment Center, Clinical Rehabilitation / Health Psychologist. We are seeking clinical psychologists with training in behavioral medicine or rehab/health psychology, and complex case formulation. Applicants with expertise in assessing and treating acute and chronic pain, traumatic brain injuries, PTSD, and depression after auto injuries are especially welcome. Assessment and treatment cases are often extremely complex, so those with experience in comprehensive assessment and treatment of patients with multiple physical and mental diagnoses will be given priority. Neuropsychologists and psychologists with experience in assessing and treating children, adolescents, and families of all ages, and those with expertise in psychoeducational assessment and educational consultation are also encouraged to apply. Comfort in multidisciplinary consultations with community health care providers, legal and insurance professionals is necessary. Facility with computer technology and practice management software is expected. Full-time participation is preferred to handle increasing referrals. However, hours are flexible. Well-trained new graduates or senior psychologists currently registered or meeting registration requirements for Ontario’s College of Psychologists are welcome to apply. Hours, benefits, and remuneration are competitive. Payment for formal weekly individual and group peer supervision is included. Peers also
International Employment Opportunities

are available to consult informally in a highly collaborative environment. Monthly educational dinner meetings are provided, often with distinguished external researchers and practitioners from the scientific and legal communities. An extensive library is maintained, and scholarly articles are circulated regularly among clinical staff. Opportunities exist to conduct comprehensive psycho-legal assessments and testify at arbitration and in court. Mentoring, education, and professional growth are tailored to the needs and interests of each clinician. Clinical staff currently includes psychologists, social workers, psychometrists, nurses, and clinical file reviewers. Psychologists have expertise in neuropsychology, rehabilitation and vocational psychology, health psychology, clinical psychology, and child psychology. Superb administrative staff ensures smooth procedures in all steps of providing assessment and treatment services. You will find Hamilton and the surrounding region to be a uniquely open, welcoming and supportive area for our profession. Multidisciplinary relationships in the community are strong; your input on cases will be welcomed and respected. The area is rich in diversity and collegiality between and within professions. The proximity of McMaster and several teaching hospitals provides opportunities to collaborate with world-class researcher-clinicians on cases. You will find that our clinic has a reputation for excellence in assessment and treatment services. The Hamilton area also provides unique access to the Bruce Trail, Royal Botanical Gardens, and several beautiful conservation areas, as well as historic sites. You will find our clinic to provide unique opportunities for growth and fulfillment within a supportive and stimulating environment. Enjoy the feel of a teaching hospital department with the freedom of working within a private clinic. Clinical and administrative staff consistently indicate high satisfaction with work and remuneration at the clinic. You will experience the true satisfaction of maximizing your talents and making a difference in the lives of many. Please send cover letter, CV, and 2 de-identified work samples to apply. For more information or to apply, please contact Drs. Amber Smith-Paterson and Brian Levitt at amber@kaplanpsychologists.com and brian@kaplanpsychologists.com. Application materials should be cc’d to both.

University of Toronto, The Genes, Mind, and NIRS Brain Imaging Laboratory for Language, Bilingualism, and Child Development. The Laboratory is seeking a postdoctoral fellow (“research associate”). The specific study, supported by NIH grants, will examine hemodynamic change during auditory, temporal, and language processing in the brains of infants, children, and adults, using near-infrared spectroscopy (NIRS) and fMRI, for which you will be trained. Candidates should be self-motivated, possess an innate scientific curiosity, find interesting new and developing technologies, and have Matlab programming skills (a must). Funding is guaranteed for one year with the possibility for renewal. Start-date: September 2008. Send a curriculum vitae, statement of scientific interests, and the names of at least three references to: Prof./Dr. Laura-Ann Petitto, Department of Psychology, University of Toronto Scarborough, 1265 Military Trail, Scarborough, Ontario, M1C 1A4, Canada or e-mail: babylab@utsc.utoronto.ca

Jacobs University, Jacobs Center on Lifelong Learning and Institutional Development of the Professorship in Lifespan Psychology. We are looking for candidates with a strong background in the study of developmental regulation (motivation, emotion) and an interest in the investigation of adult development in the work context. The transdisciplinary Jacobs Center was founded in 2003 and offers a master’s/Ph.D. program in productive adult development, and executive master’s programs in age management and dynamic human resource management. Applicants should demonstrate accomplish-
Nanyang Technological University, Division of Psychology School of Humanities and Social Sciences. Singapore Nanyang Technological University (NTU) is one of the three national universities in Singapore, and is a major science and engineering university with an enrolment of 20,000 undergraduate and 4,000 graduate students. NTU has a major thrust for research, with many internal and external sources for grant funding. The Division of Psychology in the School of Humanities and Social Sciences (HSS) at NTU invites applications for the position of Head of Division (HoD) from qualified individuals who are current full or associate professors, and who hold relevant doctorates. The new HoD is expected to lead the division's further development, conduct disciplinary and/or interdisciplinary research, teach at the undergraduate and/or graduate levels, mentor junior faculty members, and continue the development of the graduate training programs in applied psychology. The successful candidate should possess a highly distinguished record of scholarly accomplishments that includes successful research publications; outstanding reputation as an influential scholar, demonstrated leadership and administrative experiences, and a strong commitment to effective teaching and program development. Salary will be highly competitive, commensurate with qualifications and experience. The University offers a comprehensive fringe-benefit package. Applicants should submit: (1) a statement indicating his/her qualification as HoD, (2) a vision statement of the division, (3) a curriculum vitae, (4) six reference letters, via e-mail to: d-hss@ntu.edu.sg. Regular mail submissions should be addressed to: Professor Lawrence Wong, PhD Chair, School of Humanities and Social Sciences Nanyang Technological University Nanyang Avenue, Singapore 639798. Review of applications begins immediately. Applications will continue to be accepted until the position is filled. Further information about the School and the Division can be obtained at the following websites: HSS - http://www.ntu.edu.sg/hss; Division of Psychology - www.ntu.edu.sg/hss/psychology

National University of Singapore, Writing and Critical Thinking Program. We invite applications for tenure-track (at assistant professor or above) and non-tenure-track (at lecturer or above) positions in the Writing and Critical Thinking Program for the University Scholars Program. We are looking for colleagues who can teach academic writing skills through topic-specific interdisciplinary courses. The normal teaching load is 2/2, and each writing class is normally capped at 12-15 students. Appointees should hold a Ph.D. Those appointed on tenure-track are expected to be active in research in an academic discipline, and will have opportunities to teach non-writing courses in that discipline. We are looking for candidates who can begin in January 2009. The positions will remain open until filled, but review will begin on 30 April 2008. Interested applicants should submit their applications via e-mail to uspbox23@nus.edu.sg or by mail to: Director, University Scholars Program National University of Singapore, 10 Kent Ridge Crescent, Singapore 119260

University of West Indies, Department of Behavioral Sciences. Applications are invited for the post of lecturer in psychology. Minimum qualifications include: Ph.D. in psychology. Teaching as well as a good publication record and a strong agenda in experimental psychology. Will be required to teach experimental psychology and also psychological testing/measurement. Special responsibilities: teaching two to three courses per semester, assisting in supervision of the research projects in psychology, supervision of undergraduate and graduate students, development of a research agenda in experimental psychology, assisting in the development of an experimental laboratory. Personal attributes: ability to work in a multidisciplinary environment. Application deadline: April 30, 2008. Detailed applications (two copies), should be sent to the Campus Registrar, The University of the West Indies, St. Augustine, Trinidad and Tobago, W.I.; Fax: 1-868-663-9684. Full particulars of qualifications, experience, date of birth, nationality, marital status and the names and addresses of three referees (one of whom should be from your present organization) must be indicated. Further particulars of the post and application forms can be obtained at the above address and at http://www.sta.uwi.edu. In order to expedite the appointment procedures, applicants are advised to ask their referees to send their signed references under confidential cover directly to the Campus Registrar at the above address without waiting to be contacted by the University.

University of Exeter Peninsula, School of Psychology. This full-time post is available immediately on a fixed-term basis of 3 years. The project is funded by the University of Exeter’s Peninsula College of Medicine and Dentistry (PCMD). The successful applicant will work under the direction of Professor Thomas Lynch in the Biobehavioral and Virtual Reality Laboratory located in the Mood Disorders Center, School of Psychology. Professor Lynch’s research focuses on the understanding and treatment of mood and personality disorders among adult and older adult populations. You will be expected to collaborate with Professor Lynch and other faculty on the development of new behavioral laboratory methods to study emotion and emotion regulation. You will be responsible for carrying out a series of studies examining emotion vulnerability, reactivity, and emotion regulation with patient populations diagnosed with depression/mood disorders and/or personality disorders (e.g., borderline personality disorder). Laboratory studies in this area are ongoing, including experimental manipulations using psychophysiological, behavioral laboratory, virtual reality/computer technologies, and FMRI methodologies. The ideal applicant will have a background in experimental research design, analysis of psychophysiological data, and strong statistical analytic skills (e.g., SEM, HLM). It is anticipated that you will also be involved in the writing and submission of relevant publications/grant submissions pertaining to the work above. In addition, this position will require the ability to function as a leader in the lab and to direct fellow researchers. The ideal applicant will have experience of generating and testing experimental hypotheses, grant writing, and working independently on projects. Whilst ideally requiring an experienced researcher, the post should provide an excellent stepping stone to anyone pursuing a career in research or interested in clinical psychology. Salary will be in the Grade F range £30,013 to £33,780 pa with placement depending on experience and qualifications. Further progression to £36,912 pa is possible subject to performance in the role. For potential applicants from the United States this equates to $58,936 up to $66,333, with further possible progression to $72,484 US dollars based on the exchange rate in effect on February 26 2008 (1.97 dollars to the pound). No guarantee can be given that this will be the equivalent salary at the time of appointment. Informal inquiries about this post can be made to Professor Thomas Lynch School of Psychology University of Exeter, Washington Singer Laboratories Exeter, United Kingdom E-mail T.Lynch@exeter.ac.uk Application packs are available from www.exeter.ac.uk/jobs or email: T.Lynch@exeter.ac.uk quoting reference number B13N1483. Please return completed applications to Professor Thomas Lynch (details above).
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