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## Inside This issue

### Message from the President

A Message from Uwe P. Gielen: 2008 President of APA Division 52  
*(Uwe P. Gielen)*

### Division 52 News and Updates

- Interested in International Psychology? *(Lynn Collins)*  
- Fundraising Task Force *(Michael J. Stevens)*  
- Denmark-Reuder Award *(Joan c. Chrisler)*  
- 2008 Division 52 Awards *(Michael J. Stevens)*  
- Division 52 Pictures from the APA conference, Boston, Massachusetts, USA  
- New Psychology Speaker Network

### Book Review

Demystifying the Melting Pot: A Review of Kay Deaux’s *To Be an Immigrant*  
*(Ting Lei & Yana Dermysheva)*

### Books by Members

- Kracen, A. C. & Wallace, I. J. (Eds). *Applying to Graduate School in Psychology: Advice from Successful Students and Prominent Psychologists*. APA Books  
Inside This issue

Current Issues Around the Globe, Announcements, and More

Anne Anastasi: Cross-cultural and International Psychologist
(Harold Takooshian) 15

(Neal Rubin & Florence Denmark) 17

The Conference on the Protection of Unaccompanied and Separated Children
(Fred Bemak) 18

Call for Manuscripts: American Journal of Media Psychology 18

“Getting Involved” in International Activities
(Harold Takooshian & Elaine Congress) 19

Call for Papers: Special Issue of Eurasian Journal of Educational Research 23

International Employment Opportunities

International Employment Opportunities (Michael J. Stevens) 24

Accredited Internship Training Programs-Canada (Michael J. Stevens) 24

Board Members

Officers / Committee Chairs 32

Submission Guidelines for Research Articles

International Psychology Bulletin

Research article submissions: The IPB publishes peer-reviewed 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.
A Message from

Uwe P. Gielen
2008 President of APA Division 52

It gives me great pleasure to report that as a part of APA’s 116th annual convention in Boston, Division 52 presented a rich and rewarding program. The symposia, discussion sessions, and conversation hours covered a very broad range of international topics, whether that be psychotherapy with Arab women, violence in Northern Ireland, ethical problems confronting international psychologists or the First Psychology Day at the United Nations. Other sessions dealt with the internationalization of psychology curricula, methodological issues in cross-cultural research, digital storytelling in a high school in South Africa, psychological aspects of world cinema, the challenges confronting American-trained psychologists in other countries, culturally responsive prosocial communities, adaptation and acculturation between Turkey and the United States, psychology in Guatemala, the experiences of immigrants and global workers, psychological interventions for HIV/AIDS reduction in South Africa, and questions of health and mental health in South Asia. In addition, Sherri McCarthy and Virginia Mullin, two new Division 52 fellows, gave their respective presentations on “International Thinking and Problem Solving” and on “Underserved Populations: From Australian Aborigines to Oxcart-Accessible Zulu Villages.” Add to all these events a very large number of informative posters covering most corners of the globe, and you realize that international psychology has come a long way in recent years.

My own presidential address was based on a research project that Ting Lei and I are at present conducting in the Chinatowns of New York City. Focusing on the psychosocial and psychocultural adaptation of Chinese immigrant youths and emerging adults, the project seeks to understand the psychosocial functioning of these youngsters in a transnational and global context. In recent years Division 52 has sponsored a hospitality suite at the annual APA convention in order to expand the scope of its program offerings and to provide a place where internationally oriented psychologists can meet in a warm and informal atmosphere. This year the suite program included discussions and presentations centered around a preliminary version of a new DVD on international psychology, a detailed PowerPoint presentation on international psychology, a conversation hour on the role of psychology in Haiti, a current fellows session, sessions focusing respectively on internationalizing the curriculum and on transnational professional challenges and opportunities, a session dedicated to recent developments in Italian psychology, a roundtable discussion for internationally oriented early career professionals and -- of course -- special times set apart for social gatherings.

Putting such a demanding program together requires many hours of hard work. We all are deeply indebted to Wade Pickren (Program Chair) and Ayse Ciftci (Program Co-chair) for doing such a superb job. Ayse will also serve as the Division’s Program Chair for next year, and if you have any questions regarding the Division’s 2009 program, please contact her at: ayse@purdue.edu. Please remember that the (firm) deadline for proposal submissions is December 1.

One of the great pleasures at a convention is the chance to recognize deserving international psychologists in a more formal way. This year’s “Outstanding International Psychology” awardees included Ronald P. Rohner (US) and Ramadan A. Ahmed (International). Ronald Rohner, the Director of the Ronald and Nancy Rohner Center for the Study of Interpersonal Acceptance and Rejection at the University of Connecticut, has for many years investigated the psychosocial effects of parental acceptance and rejection on children. More recently, he has widened his theory to include the effects of acceptance and rejection in many other interpersonal situations. Ramadan A. Ahmed, in turn, is one of the most widely recognized psychologists in the Arab world. Although an Egyptian he has been teaching at Kuwait University in recent years where he has engaged in a broadly conceived research program that includes -- among other topics -- a focus on parental and interpersonal acceptance and rejection.

The “2008 APA Staff Recognition for Outstanding Service to Division 52—International Award” went to Annie Toro (APA Public Interest Directorate). She has worked closely with the Division in order to achieve important advocacy goals as well as providing many other important services connected to the division. Ellyn Kaschak, one of the founders of feminist therapy, received the “Denmark Reuder” Award and Puncky Heppner -- an eminent figure in the international arena of counseling psychology -- the Division’s “Mentoring Award.”

James Georgas from the University of Athens, Greece was presented with the first “Ursula Gielen Global Psychology Book Award.” He, in turn, gave a superb comparative presentation on families in 30 nations which he and his team have studied in such a creative way.

Moreover, several students received “Awards of Excellence”: Jeannie Annan, Peter Yeomans and “Awards of Merit”: Ka-yee Chow, Esmeralda Valdivioso Mora, Liu Yenling, and Xin Zhang Hare. Altogether, it was a pleasure to read the papers of so many promising future psychologists.

Besides attending the APA conference in Boston, I had the opportunity to participate in the 29th International Congress of Psychology in Berlin. In many ways it was an...
impressive event, with more than 8,000 presentations and posters and a collective audience of more than 9,000 participants. Indeed, the congress was the largest international gathering of psychologists ever to take place. By way of comparison, we may note that the previous “International Congress of Psychology” in Beijing (in 2004) included close to 6,400 participants—making it, in turn, the largest international gathering of psychologists at that time. These numbers suggest that international psychology has entered a phase of rapid expansion. Let us hope that in these days of economic doom and gloom international psychology will continue to prosper and expand!

Dr. Uwe Gielen could be reached at ugielen@hotmail.com

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.
Interested in International Psychology?

Lynn Collins, Ph.D.
President-elect of Division 52
LaSalle University
collins@lasalle.edu

This year, APA Division 52 (International Psychology) will be holding its “Mid-Winter” Meeting in Portland, Oregon, in conjunction with Western Psychological Association’s Annual Convention (April 23-26, 2009). We encourage psychologists and psychology students to submit proposals with international content to the WPA Convention. Division 52 will also be providing a series of sessions on International Psychology within our programming during the convention.

We invite you to attend our Board Meeting on Sunday, April 26th if you would like to become more involved in the Division.

For more information, please see the meeting website: http://www.webmavens.org/div52/index.htm
Submit your international proposals to WPA by their deadline, November 15, 2008!

Denmark-Reuder Award

Joan C. Chrisler, Ph.D., Committee Chair
Connecticut College
jcchr@conncoll.edu

I am pleased to announce that the winner of this year’s Denmark-Reuder Award for outstanding international contributions to the psychology of women and gender is Dr. Ellyn Kaschak, Professor of Psychology at San Jose State University in California.

Many will be familiar with Dr. Kaschak’s scholarly work. She is one of the founders of feminist therapy, and has been an active leader in the Feminist Therapy Institute over many years. She is the current Editor of the journal Women & Therapy, and she has published dozens of journal articles, books, and book chapters. Her best known work is Engendered Lives: A New Psychology of Women’s Experience, which won a Distinguished Publication Award from the Association for Women in Psychology. One of the letters on her behalf praised her for calling attention to multicultural issues in therapy long before the need for multicultural training was an accepted idea.

Dr. Kaschak is a committed internationalist. She has made many trips abroad in connection with her clinical and political work on behalf of women. For example, she traveled to areas of the former Yugoslavia as a consultant to Medica Mundial to help local service providers understand and treat the trauma experienced by women who were raped during the war in that region. She also consulted with attorneys in The Hague who were preparing prosecutions for war crimes. One of the letters on her behalf came from a judge on the war crimes tribunal, who wrote to praise Dr. Kaschak’s contributions to the trials. She has also made many trips to Costa Rica over the years. She is a fluent speaker of Spanish, and has taught at the University of Costa Rica and offered many continuing education workshops there on the delivery of services to women. She also has served as a consultant to the Association de Mujeres de Costa Rica (AMES) in their work to promote women’s rights and as an advisor to the Vice President of Costa Rica on women’s issues.

Division 52 members are invited to submit nominations for the 2009 award any time prior to May 1, 2009. Contact the Committee at jcchr@conncoll.edu for information.
2008 Division 52 Awards

Michael J. Stevens, Ph.D., DHC
Illinois State University
mjsteven@ilstu.edu

**Outstanding International Psychologist Award**

**U.S. Psychologist**

Ronald P. Rohner, PhD
Ronald and Nancy Rohner Center for the Study of Parental Acceptance and Rejection
(University of Connecticut)

**Non-U.S. Psychologist**

Ramadan A. Ahmed, PhD
Kuwait University

**Mentoring Award**

Puncky P. Heppner, PhD
University of Missouri – Columbia

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

Ellyn Kaschak, PhD
San Jose State University

**Student International Research Award**

**Award of Excellence**

Jeannie Annan, PhD, Indiana University - Bloomington
The Mental Health of Child Soldiers: Mitigating the Impact of Violence
Faculty Mentor: Chalmer E. Thompson, PhD

Peter Yeomans, PhD, Drexel University
The Effect of Posttraumatic Stress Disorder Psychoeducation on the Nature and Severity of Traumatic Stress Symptoms in a Burundian Sample
Faculty Mentor: Evan M. Forman, PhD

**Award of Merit**

Esmeralda Valdivieso Mora, BPsys, San Diego State University
Mental Health Literacy of Schizophrenia in El Salvador and the United States
Faculty Mentor: Richard G. Graf, PhD

Xin Zhang Hare, MPhil, The Chinese University of Hong Kong
Age Differences in Emotional Poignancy in Two Different Cultures: Emotion Regulation as a Moderator
Faculty Mentor: Helene H. Fung, PhD

Liu Yenling, MS, Illinois School of Professional Psychology
Factor Structure and Item Equivalence of the Chinese and English Version of the Dyadic Adjustment Scale
Faculty Mentor, Jim Graham, PhD

**Ursula Gielen Global Psychology Book Award**

Families Across Cultures: A 30-Nation Psychological Study

Editors: James Georgas, PhD (University of Athens, Greece), John W. Berry, PhD (Queen’s University, Canada), Fons J. R. van de Vijver, PhD (Katholieke Universiteit Brabant, The Netherlands), Cigdem Kagitciibasi (Koc University, Turkey), PhD, and Ype H. Poortinga, PhD (Katholieke Universiteit Brabant, The Netherlands)

**APA Staff Recognition for Outstanding Service to the Division**

Annie G. Toro, JD
APA Public Interest Directorate
Past-President’s Gavel
Michael J. Stevens, PhD
Illinois State University

Fellows
Initial Fellows
Daniel C. Holland, PhD (Univ. of Arkansas)
Sherri N. McCarthy, PhD (Northern Arizona University)
Virginia C. Mullin, PhD (Mullin and Assoc.)

Current Fellows
Arthur M. Horne, PhD (University of Georgia)
Puncky P. Heppner, PhD (University of Missouri – Columbia)
Gerard A. Jacobs, PhD (Disaster Mental Health Institute, University of South Dakota)
Wade E. Pickren, PhD (Ryerson University, Canada)

Back row from L to R:
Xin Zhang Hare, Student Award of Merit; Joy Rice, Past President; Puncky Heppner, Mentoring Award; Ronald Rohner, Outstanding US International Psychologist Award; Ramadan Ahmed, Outstanding non-US International Psychologist Award; Uwe Gielin, President.

Front row from L to R:
Annie Toro, APA Staff Recognition Award, Esmeralda Mora, Student Award of Merit; Liu Yenling, Student Award of Merit.

Not pictured:
Ellyn Kaschak, Denmark Reuder Award
Jeanne Annan, Peter Yeomans, and Pizza Chow Kayee, Student Awards of Excellence.
Division 52 Pictures from the APA Conference, Boston, Massachusetts, USA

James Georgas, the awardees of the Ursula Gielen Book Award presents research included in his book.  James Georgas, the awardees of the Ursula Gielen Book Award receives plague from Dr. Renee Goodstein, Chair of the Gielen Book Award Committee. Also pictured is Dr. Uwe Gielen.

APA Division 52 Board Meeting, Boston, August 2008
NEW PSYCHOLOGY SPEAKER NETWORK

Starting in fall, 2008, a web-based new psychology speaker network is now available to students and community groups around the USA, to easily identify local speakers for their group activities. This national network was formed by a team of a dozen psychologists and others (listed below)** working with three APA divisions—General (1), Teaching (2), and International (52). The network is accessible through these divisions’ websites, listed below. The current network of nearly 200 speakers is arranged by zip code, and covers all parts of the USA.

The speakers are all experts on their topics. Most are among the 4% of APA members elected a “fellow” of APA, based on their “unusual and outstanding” contribution to psychology. These include some of the premier psychologists in the USA—many leaders in their field, textbook authors, and at least four past-Presidents of the Association.

Their topics span the full range of psychology—science, practice, teaching, consulting, advocacy. Some topics are general—such as stress, aging, sexuality, child-rearing, faith. Other topics are very specific—such as crib death, airport screening, sleep inertia, laterality. Still others are highly practical for students and professionals—such as licensure, careers, teaching, ethics, publishing. Some are more off-beat—such as “How to fire your therapist.”

The network also includes instructions to international and US speakers who plan to travel, describing how they can locate a contact person at schools on their itinerary where they might offer to speak. This uses the zip-code websites listing 1,200 campuses registered with the two APA-affiliated honor societies, Psi Chi and Psi Beta.

Both APA and its divisions increasingly seek to actively “engage” their members in the work of the Association, this new network is a work-in-progress, designed to achieve several goals. Besides helping the experts themselves to accurately “spread the word” about psychology to students and the public (in contrast to “pop psychology”), it actively engages these experts in a new way in the work of the Association.

This network was made possible by two mini-grants from CODAPAR, the Committee on Division-APA Relations. Based on an evaluation of experiences with the network this fall, it may be expanded in size and purpose in 2009.

The network is accessed at http://www.internationalpsychology.net/Resources/PSYCHE%20speakers%20bureau%202008.doc or through the homepages of Divisions 1, 2, or 52 at http://www.apa.org/about/division.html. It also includes links to more specialized speaker networks—such as mental health, human factors, and high schools. The web also offers regional lists of 1,100 campuses registered with www.psichi.org, and 150 two-year colleges registered with www.psi.beta.org.

** Note: This network was constructed by Beverly Stevens (Illinois State). It was implemented by Richard S. Velayo (Pace) and Shay C. Mann (VCU). It was kindly funded by two mini-grants from the APA Committee on Division-APA Relations (CODAPAR) to the Presidents of three APA Divisions—International Psychology (Michael J. Stevens, Uwe P. Gielen), Teaching (William F. Buskist), and General Psychology (Thomas J. Bouchard, Harold Takoskian). The developers warmly thank many folks for their kind assistance, particularly Troy Booker of APA, Emily Leary of TOPSS, Lisa Mantooth of Psi Chi, Jerry Rudmann of Psi Beta. Direct any inquiries or suggestions to the current Director, Harold Takoskian, at 212-636-6393.
Demystifying the Melting Pot: A Review of Kay Deaux’s To Be an Immigrant

Ting Lei & Yana Dermysheva
Borough of Manhattan Community College
City University of New York

To Be or Not to Be? Immigrants’ Dilemma

To Be an Immigrant (Kay Deaux, 2006) reviews a rainbow variety of immigrant studies with a focus on the social psychological process of becoming and being an immigrant. In so doing Deaux demystifies the metaphor of the melting pot, which had been used for a century to denote immigrants’ assimilation into mainstream (American) society¹. Traditionally, sociologists and demographers tended to take a top-down approach and viewed immigration as a process of assimilation into the host society. They assumed that most immigrants willingly jump into the process of ethnic metamorphosis during which immigrants’ original ethnic identity and cultural heritage are replaced with the mainstream ones. As can be seen, the interaction between the host society and immigrants conveyed in the image of melting pot is always one-way, and the immigrants would rarely have a chance to exert their influence to significantly change the system at large. On the other hand, as a social psychologist Deaux partially adopts a bottom-up approach by looking into how each individual immigrant’s mind and emotion are being transformed during immigration, while the immigrant interacts with other immigrants and with the social/cultural/political system to co-construct a phenomenological life-world or an inter-subjective living environment (Umwelt).

To integrate both top-down and bottom-up approaches into a more comprehensive approach, Deaux introduces in Chapter One of her book a conceptual framework called Basic Elements of an Immigration Analysis which is adapted from Pettigrew’s (1997) structural model. There are three hierarchically organized levels of analysis in this conceptual framework, namely, macro, meso, and micro levels. At the macro level, where the top-down approach originates, the basic elements are related to social structure, including immigration policy, demographic patterns, and social representations. The definitions and delineations as well as relevant research of these elements are thoroughly reviewed in Chapter Two to set the stage for the following discussions in this book. At the micro level, from which the bottom-up approach starts, the basic elements are concerned with individuals and composed of attitudes, values, expectations, identities, motivations, and memories. Analyses at the micro level and their results are presented in a later part of this book.

Residing in-between the macro and micro levels, the meso level interacts bi-directionally with the macro as well as micro levels and connects them into a structured unity. Deaux borrows the term middle kingdom to refer to the meso level, and argues that “it is here that the knowledge of what happens in immigration can be supplemented with a deeper understanding of how and why” (p. 8). The basic elements at the meso level include intergroup attitudes and behaviors, stereotypes, and social networks all of which are the sine qua non of the social psychological process involved in ethnic identification, and they are well explained in Chapters Three and Four.

Titled Rendering Social Context, Chapter Three addresses attitudes toward immigration and immigrants, as well as the reasons and rationale underlying the attitudes. Unlike the objective realities (such as demographic and economic data) analyzed in Chapter Two, the subjective realities (including conceptions of diversity, symbolic values related to race/ethnicity, resource stress, anxiety/fear involved in group competition, zero-sum beliefs, inter alia) of the residents (immigrants included) in the host society are analyzed in-depth in Chapter Three. In addition, a diagram called Four Varieties of Acculturation, which is an adaptation of John Berry’s (Berry et al., 1987) two-dimensional model, is presented to compare the acculturation strategies. Among the four strategies, assimilation meets the following two criteria: It is considered to be of no value to maintain cultural identity and characteristics, but is considered of value to maintain relationships with other groups in the host society. In comparison with the other three strategies, viz., integration, separation, and marginalization, assimilation “most closely represents the melting pot, as it is typically conceived, in which a person takes on the values of the host country and gives up allegiance of the culture of origin” (Deaux, 2006, p. 59).

After offering a clear definition and delimitation of the cultural metaphor melting pot, Deaux does not end her journey in the middle kingdom. Rather, in the following chapter Deaux continues to look into the nature of stereotypes about groups of different national or cultural origins and considers how those beliefs establish a milieu in which immigrants negotiate their identities and locate their niches in the host society.

Incidentally, from the literatures cited in Chapter Four under the heading of Images and Actions: Contending with Stereotypes and Discrimination, we learn that either not too much research has been conducted on the issues (e.g., ethnocentrism) related to models of stereotypes and intergroup relations in the past four decades or, alternatively, that no better studies have been done than the ones cited. The two
seminal publications that Deaux counts on in that particular section are Donald Campbell’s 1967 article in the American Psychologist and the book co-authored by Robert A. LeVine (misspelled as Levine by Deaux) and Campbell in 1972. Hopefully, this is not an indication that the field has not moved forward since the early 1970’s, but rather a revelation of the fact that the two publications cited remain classics. In any case, the respective definitions of “stereotypes,” “prejudice” and “discrimination” introduced in Chapter Four are helpful for readers so that they can better understand how images of group stereotypes get translated into actions of discrimination while being associated with the emotion of prejudice. One intriguing point made by Deaux about these three psychological constructs is that, “much of the variance in the prejudice and discrimination that immigrants experience can be linked to skin color and other physical markers of ethnic origin” (p. 87). Given these unalterable markers, Deaux points out that “China (besides Japan) is another example of dramatic shifts in time, both in the content and the favorability of the ethnic-national stereotype” (p. 89). What needs to be clarified by empirical evidences is whether changes in group stereotypes are linked to corresponding changes in prejudice and discrimination, even though the physical markers related to the latter two psychological phenomena are unchangeable.

Ethnicity Tells Others Who You Are, Life Teaches Us What We Truly Are

After guiding us through the middle kingdom Deaux leads us to the micro level in Chapter Five (Who Am I? The Construction of Ethnic Identity). As shown in earlier chapters, an immigrant’s ethnic identity may not be determined by her or his physical markers and cannot be superimposed by the dominant host. From a social psychological point of view, ethnicity is simply a label that tells outsiders who an immigrant is but does not tell the whole story about ethnic identity, which should be derived from the social co-construction of ethnic origin. For the contents of ethnic identity, Deaux suggests a list of elements that are adapted from the framework developed by Ashmore, Deaux, and McLaughlin-Volpe (2004). Among the seven elements suggested by Deaux, the element called Social Embeddedness seems to be of particular interest given that it “refers to the actual relationships and social networks that support and sustain the identity ……, it defines a context and a frame in which a person operates and negotiates identity concerns” (pp. 107-108). Without the concept of social embeddedness, it would be difficult to comprehend why some immigrants (especially the second and 1.5 generations), though migrating from the same country, later on develop very different ethnic identities. These different identities depend on whether the immigrants moved to either ethnic enclaves or to integrated areas of the host country. In light of the social embeddedness concept, we can better understand why the specific current context in which the immigrant is embedded frequently plays a more important role than the country of origin in determining her or his ethnic identity.

Along the same line, the process of immigrants’ ethnic identification may not be straightforward, steady, or unilinear. In addition to the stable context on the spatial dimension, the specific circumstances an immigrant happens to encounter also influence how his or her ethnic identity is formed and expressed. As an example, a Jamaican immigrant in New York City presents himself as a Caribbean and speaks with accented “West Indian Island-English” in his workplace with native-born Americans in order to differentiate himself from African-Americans. In the streets, however, he would speak perfect American English with strangers and let the dark skin color determine his perception of his ethnicity (which is most likely in terms of “black”). When with other Caribbeans, he typically identifies himself as a Jamaican or of Jamaican descent, particularly at a time when Colin Powell was still the popular Secretary of the State². In Deaux’ terms, this case illustrates the multiplicity and intersectionality of ethnic identity, which is the product or manifestation of the identification process. It would be interesting to know what is going through an immigrant’s mind during the process of ethnic identification, which frequently is not smooth but rather behaves like a roller coaster guided by multiple operators. This is what Deaux attempts to explain in Chapter Six (Negotiating Identity: Beyond Assimilation Models).

Immigrants’ Identification and Dis-identification

In spite of Deaux’ laudable attempt, the field of immigrant research does not appear to be mature enough to provide sufficient studies to document the complicated social psychological processes underlying ethnic identification. To that end, longitudinal studies following the same immigrants for a certain period of time in addition to in-depth interviews and personal narratives are needed. Unfortunately, the research reviewed by Deaux is mostly cross-sectional in nature, and thus can at best provide glimpses here and there of the identification process. Fortunately, Deaux uses her masterful strokes to integrate them in Chapter Seven: Putting It All Together: West Indian Immigrants) and then suggests directions for future research in the last chapter (Chapter Eight: Envisioning an Agenda for a Social Psychology of Immigration). Nevertheless, the process of becoming an immigrant has not yet been fully captured, even with Deaux’ vision. To complement Deaux’ efforts, the reviewers would like to make the following suggestions based on some other immigrant studies (of which some are longitudinal), their own research/immigrant experiences (the reviewers are first generation immigrants), and certain theoretical understandings. Implications drawn from the aforementioned longitudinal studies, such as the ones described in Vivian Louie’s Compelled to Excel: Immigration, Education, and Opportunity among Chinese Americans (2004 and personal communication, November 30, 2007), Pyong Gap Min’s Second Generation (2002 and personal communication, May 11, 2006),
Reading the same pot to make one delicious dish.

Raw materials was being transformed together with others in the kitchen. We have no clue about the procedure through which each of the ingredients will be seen, but in the meantime the conceptualization in terms of the ingredients and the process of preparation deserve some attention.

Chop Suey is like tasting the Chinese dish. We can see the similarities, but in the meantime the conceptualization in terms of the ingredients and the process of preparation deserves some attention. Whether a similar sequence of stages of ethnic identification will also emerge from other immigrant studies remains to be seen. In the meantime the conceptualization in terms of the ingredients and the process of preparation deserves some attention.

The adjustment experience of Chinese immigrant children in New York City is like tasting the Chinese dish Chop Suey, which mixes a garden variety of food, and yet we have no clue about the procedure through which each of the raw materials was being transformed together with others in the same pot to make one delicious dish.

These stages are, first, defending one’s original ethnic identity when an immigrant has just arrived in the host country. This is especially true when the immigrant is at first not sure whether s/he wants to settle down in the strangers’ land while viewing herself or himself as a temporary sojourner. After this initial stage of “identity thesis” its antithesis is frequently formed, viz., defying some aspects of her or his existing ethnic identity while choosing to be acculturated to a considerable extent. With the cross-cultural mixture in her/his mind and behavior, an acculturating immigrant (particularly a naturalized one) may not be sure whether s/he should identify herself/himself as an American. Even though s/he may present herself/himself as an American, her/his inner self-image could still be grounded in her/his country of origin. After this state of uncertainty the immigrant should reach the synthetic stage, i.e., defining her/his ethnic identity by resolving the conflict in a psychologically adaptive manner.

Whether a similar sequence of stages of ethnic identification will also emerge from other immigrant studies remains to be seen, but in the meantime the conceptualization in terms of a dialectically-organized sequence of stages deserves some attention as meta-commentary on Deaux’s To Be an Immigrant. In light of this dialectical conceptualization, the melting pot argumentation would look like a reductio ad absurdum, since it denies the defending and defying phases but only considers the defining phase of the ethnic identification process. And without this process-oriented conceptualization, reading To Be an Immigrant is like tasting the Chinese dish Chop Suey, which mixes a garden variety of food, and yet we have no clue about the procedure through which each of the raw materials was being transformed together with others in the same pot to make one delicious dish.

References


Endnotes
¹According to Deaux (2006, p. 27), “the clearly articulated image of the melting pot traces its origin to a play by Israel Zangwill first performed in Washington, D.C., in October 1908.”
²As a personal testimony in support of Deaux’s aforementioned observation, the first reviewer also noticed that at the beginning of this semester, when Jamaican runner Bolt beat American medal-hopefuls in the 2008 Olympic Games to win three gold medals in a row by wide margins, my Jamaican students at Columbia University specifically pointed out their own Jamaica connection.
³Both Sung and Louie themselves are second-generation immigrants.
Kracen, A. C. & Wallace, I. J. (Eds). Applying to Graduate School in Psychology: Advice from Successful Students and Prominent Psychologists. APA Books

Applying to Graduate School in Psychology is a landmark book of immense value for students contemplating advanced training in various fields of psychology as well as for their instructors and advisors. The student editors and chapter authors—diverse in their backgrounds, circumstances, and career goals—offer in-depth practical advice, tested strategies, and useful resources for mastering both the obvious and the hidden challenges of applying to graduate school. The accompanying narratives by eminent psychologists are equally engaging and reveal their passion for psychology and wisdom about the application process. Most important, this breakthrough volume is like no other in that it demystifies the application process from start to finish by closing the information gap with what students really want—and need—to know.

—Michael J. Stevens, PhD

For more information, see the reviews below from psychology professors. You can also find the book at the APA Books website: http://books.apa.org/books.cfm?id=4313018


Drawing on a research study of 150 Latino men who completed a year of court-ordered treatment in Southern California, and a four-year pilot study, my colleague Neil Ribner, Ph.D. and I used quantitative and qualitative methodology in order to provide counselors with an opportunity to hear first-hand how Latino men think about manhood, interpersonal relationships, (respeto, personalismo, and simpata), and family life (familismo). In-depth portraits are then used to guide counselors in tailoring treatment plans to the specific needs of Latino partner abusive men. More information is available from the publishers at the following link: http://www.springerpub.com/prod.aspx?prod_id=24771


Key features include: nine original essays from leading scholars in public health, epidemiology, and social and behavioral sciences; comprehensive information for individuals with varying degrees of knowledge, particularly regarding methodological and theoretical perspectives; and a look into the future progression of HIV transmission and scholarly research


The status of school psychology in 43 countries is discussed. Each country-related chapter includes a discussion of the context for services (e.g., a country’s prominent demographic, geographic, economic, political, educational qualities); the origins, history, and current status of school psychology; its infrastructure; preparation of school psychologists; current issues; and print and electronic references. Additional chapters discuss the history of school psychology and the impact of the International School Psychology Association. Although national differences exist, values and practices are common across countries and thus link the specialty of school psychology, given its common goals to help educate and in other ways promote the development of healthy children and youth. School psychology constitutes psychology’s porthole to children and youth from all backgrounds. Thus, knowledge of its status in the reporting countries and others informs us as to the nature and level of services provided to children and youth.

ALSO ANNOUNCING THE PUBLICATION OF…..


*If you would like to include a book in a future issue of IPB, please email information to Jennifer Lancaster at jlancaster@stfranciscollege.edu
Anne Anastasi:
Cross-Cultural and International Psychologist

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

When Anne Anastasi was born in New York City on December 19, 1908, this began one of the most remarkable lives in the history of international psychology. Her legendary 71-year career—from her PhD in 1930 at age 21, until her passing in 2001—spanned more than half of the 130 year history of psychology itself. To mark the centenary of her birth in 2008, this is a review of her unique legacy, in three parts: Anne as a prescient cross-cultural and international psychologist, and the likely roots of her unusual cultural sensitivity, especially in comparison with other psychometricians.

Those who knew Anne personally, were aware of a striking paradox in her career: (1) First, Anne was a petit Italian-American woman whose long life of 91 years was entirely within a 12-mile radius within one city—from her birth in Bronx NY on 19 Dec 1908, to her studies at Barnard and Columbia (1924-1930), her teaching at Barnard, CUNY and Fordham (1930-1979), and her retirement and much-later passing at 121 East 38 Street in Manhattan (1979-2001). (2) Yet few if any psychologists have had such a long or diverse career as Anne, with such an immense global impact (See Table 1.) Psychologists world-wide were touched by her expertise—either directly by visiting or studying with her at “Anastasi U,” or indirectly through her 200 publications or three textbooks translated into many languages.

Cross-culturalist. Fresh from her PhD at age 21 in 1930, Anne’s early research on the cognitive correlates of bilingualism segued into the first of her three major books, Differential Psychology (1937). With trademark thoroughness, clarity, and total command of her subject, Anne’s 868-page magnum opus literally created a new field blending quantitative psychology with anthropology and sociology. She succinctly defined differential psychology as “the scientific study of group differences,” and went on to offer 24 research-based chapters on group differences in ability and personality based on heredity, anatomy, age, education, family, gender, race, ethnicity, language, SES. She not only offers a panoramic review of this data on such group differences, but thoughtfully describes the methodological challenges with this data. Three decades before the 1964 U.S. Civil Rights Act, Anne was not only prescient in her cross-cultural work, but devised an elegant model which far surpasses the haphazard and Procrustean approaches to race and gender differences we use today. While European Nazism was discrediting serious attempts to scientifically study group differences, Anne’s tome dismissed such efforts in a crisp sentence: “The array of evidence in support of this [Aryan supremacy] is incomplete and one-side at its best and fantastic and mythical at its worst” (Anastasi & Foley, 1949, p. 690). Still, this post-fascist stigma propelled the liberal-minded Anne to segue away from group differences to the less controversial and more practical focus on individual difference, with the debut of her classic Psychological Testing in 1954. Across its seven editions, this was THE classic on testing for half a century—clear, even-handed, thorough. Anne was 87 when she co-authored the 7th edition with her alumna Susana Urbina in 1996. Along the way, Anne found time to author her third magnum opus, Fields of applied psychology in 1964 and 1979. Besides her prolific writing of over 200 publications, of course there was also her work as a gifted teacher, deft administrator, award-winning consultant, and passionate architect of scientifically-based, culturally-sensitive educational testing policy.

International. Largely due to Psychological Testing, Anne was revered by psychologists world-wide. Wherever a Fordham psychologist travels in the world, a leading psychologist will say, “Fordham, Anastasi, I visited her.” Throughout the second half of the 20th century, a quiet stream of psychologists from around the world made their pilgrimage to Bronx, New York to seek a personal audience with Dr. Anastasi. In one case in 1988, B.F. Lomov headed a team of 8 psychologists from the Psychological Institute of the Academy of Sciences of Russia, who adoringly surrounded the diminutive Anastasi at Fordham for four hours, tapping her extensive knowledge of psychometrics. Anne’s Psychological Testing had long been officially translated into most major languages for use on every continent as the primary reference on psychometrics. This includes even the most unlikely languages like Russian (where the CPSU had outlawed bourgeois “testy” in 1936) and Pharsi (where its translator was reportedly executed). No psychometrician has had greater impact on world psychology than Anne, through Psychological Testing and her related writings. How odd
that things come full-circle: When Peter Merenda (2005) delivered the annual Anastasi Lecture, he limned a crisis in U.S. psychometrics—that in 2004 only 0.7% or 22 of 3,200 psychology doctorates were in psychometrics. Indeed, Fordham is one of the few universities to maintain a doctoral-level program in psychometrics, and according to its Professors Howard Everson and Charles Lewis, a large percentage of its psychometrics students are drawn from around the globe to study at “Anastasi U.” In 2008, Dr. Everson began to bring teams of overseas educators (starting with Ukraine) to Fordham, with the possibility of government-funded Fordham training of indigenous psychology students to return and establish evidence-based educational selection programs in their own nation—a bold dream worthy of Anne Anastasi herself.

Cultural roots? Why was Anne so unusually sensitive to cultural factors? In addition to her own ethnic upbringing, another key factor was her graduate education at Columbia. From 1917 through the 1920s, psychometricians like APA President Yerkes in the military or Goddard at Ellis Island saw themselves pioneering new tests as universal yardsticks to transcend culture. While Anne’s mentor of record, the redoubtable Henry Garrett, was one of those who chided such cultural factors, Anastasi was also close to other Columbia faculty who championed cultural diversity—like Professor Otto Klineberg and (through her husband) anthropologist Franz Boas. In fact, it was during her two short years as a doctoral student in 1928-1930 that Anne joined what is termed “the most impressive gathering of psychologists in the history of the discipline” (Hogan, 2000). At this Ninth International Congress of Psychology at Yale University on 1-7 September, 1929, young Anne at age 20 was one of 826 participants from 21 nations, rubbing shoulders for one week with such luminaries as Ivan Pavlov and Alexander Luria from Russia, Kurt Lewin and William Stern from Germany, Jean Piaget from Switzerland, Charles Spearman from U.K., and the Buhlers from Austria. No wonder this historic international gathering had an enduring impact on all its participants, no less Anne.

Table 1. Anne Anastasi (1908-2001)

<table>
<thead>
<tr>
<th>Year</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>1908, Dec 19</td>
<td>Born in Bronx NY, home-schooled by her mother Theresa, a widow.</td>
</tr>
<tr>
<td>1928</td>
<td>BA with honors, Barnard College, age 19.</td>
</tr>
<tr>
<td>1929</td>
<td>Attends the 9th International Congress, Yale.</td>
</tr>
<tr>
<td>1930</td>
<td>PhD, with Henry Garrett, Columbia, age 21.</td>
</tr>
<tr>
<td>1930-1939</td>
<td>Chair of psychology, Queens College.</td>
</tr>
<tr>
<td>1933</td>
<td>Married John Porter Foley, I-O psychologist.</td>
</tr>
<tr>
<td>1934</td>
<td>Survived radium therapy for cervical cancer.</td>
</tr>
<tr>
<td>1937</td>
<td>Debut #1: <em>Differential Psychology</em> (3 ed.)</td>
</tr>
<tr>
<td>1939-1947</td>
<td>Chair of psychology, Queens College.</td>
</tr>
<tr>
<td>1946</td>
<td>President, Eastern Psychological Assoc.</td>
</tr>
<tr>
<td>1947-1979</td>
<td>Professor of psychology, Fordham.</td>
</tr>
<tr>
<td>1954</td>
<td>Debut #2: <em>Psychological testing</em> (7 ed).</td>
</tr>
<tr>
<td>1956</td>
<td>President, APA Division of General Psy.</td>
</tr>
<tr>
<td>1965</td>
<td>President, APA Division of Testing.</td>
</tr>
<tr>
<td>1972</td>
<td>President, American Psychological Assoc.</td>
</tr>
<tr>
<td>1977</td>
<td>ETS Award, Distinctive Service to Measurement.</td>
</tr>
<tr>
<td>1979</td>
<td>Honorary D.Sc., Fordham (one of 5).</td>
</tr>
<tr>
<td>1981</td>
<td>Award, APA Distinguished Scientific Contr.</td>
</tr>
<tr>
<td>1984</td>
<td>Award, APF Gold Medal</td>
</tr>
<tr>
<td>1987</td>
<td>Award, the first National Medal of Science for psychology, from President Reagan.</td>
</tr>
<tr>
<td>2001, May 4</td>
<td>Passes away at home, 121 E. 38 St., NYC.</td>
</tr>
</tbody>
</table>

References


Neal S. Rubin, Ph.D., ABPP
Argosy University, Chicago

Florence Denmark, Ph.D.
Pace University

Building on the success of the First Annual Psychology Day at the United Nations last fall, Psychology Day at the U.N., 2008 is scheduled for November 19, 2008 at U.N. Headquarters in New York City. Currently in the planning stages, the Second Annual Psychology Day program will highlight the theme of the psychological dimensions of social justice in the twenty first century. The schedule will consist of an afternoon briefing on the topic of social justice, followed by panels focusing on the contributions of psychologists to addressing social justice on a range of pressing global issues. The afternoon will conclude with a reception for presenters, attendees and members of the U.N. community.

The program will be introduced by Dr. Alan E. Kazdin, President of the American Psychological Association, and the John M. Musser Professor of Psychology at Yale University and Director of Yale’s Parenting Center and Child Conduct Clinic. The briefing will feature Dr. Herbert C. Kelman, the Richard Clarke Cabot Professor of Social Ethics, and Emeritus, of Harvard University. Professor Kelman is the former Director, Program on International Conflict Analysis and Resolution, Weatherhead Center for International Affairs and Co-Chair, Harvard Middle East Seminar. Professor Kelman is a social psychologist who is an expert on the Middle East Peace Process. He can speak to how the vicissitudes of the peace process have affected the status of social justice in the Middle East. The subsequent afternoon panels will highlight psychological perspectives on social justice in the context of climate change, poverty and the abuse of power.

Background
Since its founding in 1945 following the Second World War, the United Nations has placed human rights at the center of its agenda. The essential mission of the U.N. to protect human rights is represented in its foundational documents (e.g., the United Nations Charter, the Declaration of Human Rights). In contrast, the commitment of the United Nations to promoting social justice emerged later during the Cold War (1960’s). During this period social justice emerged on the U.N. agenda due to observations of the growing financial inequities between rich and poor within and across nations. Over the latter half of the twentieth century, the Economic and Social Council (ECOSOC) of the U.N. addressed these issues via its programmes and subsidiary bodies (e.g., the U.N. Development Program and the Commission on Social Development). However, by the twenty first century, implementation of the U.N.’s vision for social development represented in the Copenhagen Declaration (1995) has not been realized and progress in achieving social justice has been equivocal. Recent studies underscore that the gap between those that have and those that have not is growing in both developed and developing countries. As a consequence, the United Nations and its Member States have added urgency to solving worldwide problems of economic and social inequality by committing to an investment in the Millennium Development Goals (MDG’s), a program that relies on the political will of both nations and civil society to engender sustainable progress on economic and social development by the year 2015.

Attaining social justice and achieving the Millennium Development Goals represent some of the major challenges before the world community today. The purpose of the proposed Department of Public Information (DPI) briefing and the subsequent events planned for ‘Psychology Day at the United Nations, 2008’ is to examine the challenges of integrating and promoting social justice, human rights and the MDG’s from a multi-dimensional perspective. In this way the traditional focus on the economics of inequality will be broadened to articulate an understanding of how the injustice of inequity has psychological and psycho-social implications for individuals, families, communities, societies and nations.

The theme of inequality has been chosen for Psychology Day because psychologists have a history of formulating perspectives on and proposing responses to issues integral to social justice and human rights. Inequality in its many dimensions has been investigated by psychologists to detail the psychological and psycho-social impact of issues including racial and gender discrimination, the world of work, access to health and mental health care, HIV and AIDS, ageing, poverty, security, climate change and environmental degradation, over-population and urban planning, violence and terrorism, war, refugees, displaced persons and trauma, gender violence and human trafficking. Experts invited to speak to the U.N. community on Psychology Day will articulate rich, dimensional perspectives on social justice as well as to envision directions for the U.N. and civil society together to take action. Therefore, our goal is that by initiating a Psychology Day program on social justice and human rights in the twenty first century, we will advance our understanding of the factors that contribute to the persistence of inequality and we will promote social justice responses that are productive and that respect human dignity.

Registration:
For information regarding registration for the Second Annual Psychology Day, contact Dr. Florence Denmark: fdenmark@pace.edu.
The Conference on the Protection
Unaccompanied and Separated Children

Fred Bemak, Ed.D.
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I would like to let Division 52 members know about a very exciting global conference that I have been co-organizing through my center, the Diversity Research and Action Center at George Mason University.

The Conference on the Protection of Unaccompanied and Separated Children is being co-funded through the U.S. Departments of State, Office of Refugee Resettlement and Citizen and Immigration Services along with numerous co-organizers such as UNHCR, International Catholic Migration Commission, International Rescue Committee, International Social Service, Lutheran Immigration and Refugee Service, U.S. Conference of Catholic Bishops, and Women's Commission for Refugee Women and Children, etc.

We have just posted the announcement through the Deputy Asst. Secretary of State (who is the key person helping co-coordinate the conference) to every U.S. Embassy and every NGO affiliated with children and have heard from many colleagues abroad (including high level government officials) their interest and intent to come to the conference.

We are bringing in well known speakers from around the world to talk about various issues related to global children. Since there is no registration fee (lunches are also included) and attendance will be limited to 300 and we are already hearing from many colleagues globally that they want to attend, I wanted to write to you so that Div. 52 members had an opportunity to apply to attend the conference if they are interested. The conference website is http://childalone.gmu.edu

Call for Manuscripts: American Journal of Media Psychology (AJMP)

The American Journal of Media Psychology is a peer-reviewed scientific journal that publishes theoretical and empirical papers that advance an understanding of media effects and processes on individuals in society. AJMP seeks submissions that 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

Questions about this call for manuscripts can be directed to Dr. Michael Elasmar, Editor, American Journal of Media Psychology at elasmar@bu.edu.
“Getting involved” in international activities
Harold Takooshian & Elaine Congress
Fordham University

“How can we become more involved in the United Nations and international activities?” On September 18, 2008, this question was the focus of 130 professionals and students at a three-hour conclave at Fordham University in New York City. After some informative welcome messages, participants split into three workshops on (1) the United Nations, (2) publishing, (3) student involvement—then re-gathered at a gala reception to speak one-on-one with the 21 presenters.

Welcome. As a welcome, six folks briefed participants with background information for 15 minutes. On behalf of the United Nations Conference of Non-governmental Organizations (CONGO), its President Liberato Bautista and NYC Director Anita Thomas described the important role of CONGO since 1948 at the United Nations, to coordinate the activities of its 560 member NGOs now working on UN programs. They referred participants to their web list of 50 active CONGO committees in New York, Geneva, and Vienna, www.ngocongo.org. The head of the New York delegation of the Society for Psychological Study of Social Issues, Joseph DeMeyer, described SPSSI’s pioneering role at the United Nations since 1981, to provide social science information to UN decision-makers. The head of the American Psychological Association team at the UN, Florence L. Denmark, described APA and the upcoming second annual Psychology Day at the UN on November 20, 2008. Fordham University Dean Elaine P. Congress described the upcoming 26th Social Work Day at the United Nations, set for April 2009, and the international committee at Fordham—co-hosting this conclave with CONGO groups, as a follow-up to the 61st annual UN conference just completed in Paris on September 3-5, 2008. As an unexpected treat, Mahroo Mashari announced the screening at 6 pm of Jeremy Gilley’s new feature film, “The day after peace.”

Workshops. Following these briefings, participants divided into three 90-minute workshops. Each featured a panel of experts discussing its specific topic for 90 minutes, several fact-sheets, and a rapporteur to publish a summary (below). (1) United Nations: 45 professionals heard more about the 61st UN Conference in Paris on “Reaffirming human rights for all: The Universal Declaration at 60,” www.unngodpiconference.org. (2) Publishing: 12 professionals discussed how authors can best publish their international work—articles, chapters, books, reports. (3) Students: 75 students and faculty reviewed ways students can be more involved in UN work.

Reception. After these workshops, participants re-gathered for a gala reception, and one-to-one discussion with the 21 presenters and each other. This included an “international cake,” and a surprise Fordham International Award presented to Kelly J. Roberts for her yeoman work to involve Fordham students in United Nations programs.

Film. Following the reception, 50 participants stayed past 6 pm for the screening of the bold new DVD, “The day after peace.” www.peaceoneday.org. It tells the true story of one man who has successfully created an annual global day of non-violence.

Started in 2004, this was the fifth annual international gathering in September in NYC. This year proved unusually lively, by bringing together four diverse groups—UN NGO reps, international psychologists, Fordham international faculty, and NYC students from many schools interested in international and UN work. Once again the gathering was free to participants, thanks to the 21 presenters who volunteered their expertise. The refreshments were kindly funded by four generous patrons—APA, SPSSI, Fordham University, and the Fordham Dean’s Challenge program. The next free NYC gathering is Psychology Day at the U.N. on November 20. For any details, contact takoosh@aol.com, or congress@fordham.edu.

1. UNITED NATIONS CONFERENCE: REAFFIRMING HUMAN RIGHTS
Devon White, Fordham (adewhite@fordham.edu)


Rosa Perla Resnick (rosaresnick@hotmail.com) chairs the NGO committee on migration, and was on the UN conference planning committee, where she helped arrange a Paris workshop on multigenerational relationships and migration. The workshop emphasized that today relationships have gone beyond intergenerational and now often include multiple generations. The concept behind the workshop was working with multigenerational relationships to improve human rights and empower all generations. She emphasized the need to involve younger people in this work.

Noema Chaplin (noemachaplin@yahoo.com) of U.S. Servas serves many NGO committees (including human
Chaplin stressed the importance of involving the younger generations, as well as empowerment of women. She also expressed her view that violence against women needs to be recognized as violations of human rights. Like Resnick, she was kind enough to share photographs from the UN conference in Paris, on opportunities for students to work with NGOs. Roberts quoted a panel member when she said, “Youth isn’t the future, it’s the present.” She also pointed out that there are schools like Fordham that promote student action in international NGOs.

Kelly Roberts (kroberts@fordham.edu) of Fordham University focused on the issue of academic NGOs. As the assistant director of the office for international services, Roberts places students into NGOs. She helped organize a session at the UN conference in Paris, on opportunities for students to work with NGOs. Roberts quoted a panel member when she said, “Youth isn’t the future, it’s the present.” She also pointed out that there are schools like Fordham that promote student action in international NGOs.

Florence Denmark (fdenmark@pace.edu) spoke on the upcoming Psychology Day at the UN. This is largely modeled after the long-running Social Work Day at the UN. Denmark plans to bring together all of the psychologists in the UN to participate in this conference set for the 20th of November. She provided the topics for three panel sessions currently planned: 1) Climate change; 2) Poverty; 3) Abuse of power. The theme of the Psychology Day will likely be social justice.

Ani Kalayjian (kalayjian@aol.com) has worked with the UN for over 20 years. Kalayjian organized and chaired a well-attended midday workshop in Paris on “Women's rights ARE Human Rights,” with speakers from Africa, Europe, USA, the Caucasus, and the Middle East. Kalayjian prepared handouts with information on both violations of women’s rights and positive actions in six regions of the world. Kalayjian encouraged everyone to make a difference by promoting positive ideals through action. She stressed the idea that although this is the 60th anniversary of the Declaration of Human Rights, many areas of the world do not enforce these rights. She was also kind enough to share photographs from her trip to Paris, including both sites around Paris and the conference.

A lively discussion followed the presentations. Information was shared about a project undertaken by the conference outreach committee, to collect stories from conference attendees. These stories were recorded and are archived at the UN. Liberato Bautista, President of the Conference of Non-Governmental Organizations, emphasized that the Millennium Development Goals need to be considered as baselines, not ceilings. He also shared that the conference pointed out the need to focus on immediate needs. “The poor who struggle for food or shelter do not care about regulations and agreements; they care about what affects them now.” Several others participated in the discussions on such topics as the importance of human rights learning, the Millennium Development Goals, and involving grassroots organizations in the United Nations.

How can authors best publish their international work—as books, chapters, articles, or reports? This workshop featured four expert panelists, chaired by Senel Poyrazli of Penn State University (poyrazli@psu.edu)—the Editor of the International Psychology Bulletin (IPB), the official publication of the APA Division of International Psychology.

Poyrazli reviewed the process of publishing an article in the IPB. Prospective authors who submit peer-reviewed articles are sent to two reviewers and the process takes about two months. The acceptance rate at IPB is about 50%. It is important for publishers, reviewers, and writers to work together to be successful and have their work published. Many of the barriers for international publishing are language barriers, and how to get ideas onto paper in a clear and concise manner. A wider audience is available once an article is published in English. She provided a handout stating what IPB publishes, and how to submit research articles, and smaller articles for review. IPB can be accessed at www.internationalpsychology.net.

Uwe P. Gielen (ugielen@hotmail.com), is President of the APA Division of International Psychology, and co-Editor of its book international series with Psychology Press. He offered his expertise about creating and submitting book proposals. He spoke about the questions that are necessary to ask yourself when making a proposal. The first question: Who is the intended audience? The audience needs to be made clear so that the publisher knows what groups of readers might be relevant to your topic. Question two: What is the scope of the book or what is the purpose of the book? Will you be writing a handbook, or a textbook? This is important to the publisher as expenses come into play, a handbook is cheaper to produce than a textbook. The last question: What are you good at? This is not necessarily referring to your area of expertise, but do you write for a general reader, or do you have a more organized technical style. Gielen also provided a handout that outlines the 8 steps involved in submitting a book proposal: 1) Description of work, and aims in writing the book; 2) Table of Contents; 3) Market; 4) Competing Titles; 5) Sample Chapters; 6) Additional Information; 7) Reviewer Suggestions; 8) CV. This book proposal checklist is on the web: http://www.psypress.com/info/proposal.asp.

Robert W. Rieber (rwieber@yahoo.com), an Editor of two journals and many books, noted how technological change is affecting the publishing industry. In the past, journals were published like books, based on journals already on the market and potential for the future. Today an “on demand” publishing method is used, which produces journals within 24 hours because all the information is stored on computers, and the extensive use of images that are manufactured digitally. These changes offer both advantages and
disadvantages. A key advantage is that the book never goes out of print, which is also a financial advantage, as books are not stocked in warehouses. However it was easier in the past for a publisher to create a new journal as they were paid in advance through subscriptions before the journal was produced; today many journals are offered online, and subscriptions are based on either hard copies or electronic versions.

Rafael A. Javier (javierr@stjohn.edu) of Saint John’s University discussed how to prepare an article for acceptance into a journal. As an author it is important to look at the philosophy and mission of the article in relation to the journal. Researching the journal’s history allows you to make an educated choice on where you decide to submit your article. The content of your article is of equal importance, focusing on answering a question of society; you should know something that others do not. Javier also stressed how a good structure and a good discussion of a scholarly paper will aid in answering the question of the important social issue you are addressing.

The discussion tended to stay on the topic of technology, current tracking methods that are used, and the impact factor of ‘hits’ (specifically for tenure purposes). Quality of an article is often determined by the number of times the article is accessed. This allows insight into whether there is any meaning to the article, if people are actually reading it. This led into a small discussion on how ‘hot’ topics are determined. All concurred that these topics were somewhat under the control of the government, as well as what issues are currently being funded for further research.

More guidance on publishing can be found in the APA Psychology International: www.apa.org/international/pi/508un-publish.html).

3. INVOLVING STUDENTS IN INTERNATIONAL ACTIVITIES: WHY AND HOW?
Yoanny Lora, Fordham (yoannyL@yahoo.com)

How can students be more involved in international activities and the United Nations? In this workshop, 75
faculty and students heard practical information on this. Harold Takooshian of Fordham (takosh@aol.com) chaired this 90-minute panel of 7 experts.

Salvatore Longarino (longarino@fordham.edu), Director of the Fordham Office for International Students and Services, spoke of the importance of becoming an advocate for international affairs. Three years ago Longarino began research into DPI/NGO. One of his greatest concerns was how to get youth involved in the UN. He created a youth group for international affairs, named Impact Initiative. This organization is open to all Fordham students. It allows them to attend briefings at the United Nations, and plan special events such as International Peace Day, UN Day, MDG Week, and International Education Week. Impact Initiative also permits students to participate in UN Department of Public Information Programs. For more information and to apply, contact ker-oberts@fordham.edu.

Fred Campano (campano@fordham.edu) of Fordham University spoke from his 30 years of experience as Economics Officer for the United Nations. Campano noted many benefits of interning at the United Nations. Campano gave the audience a real life example, of the power of unity at the UN: during the India-Pakistan War, both ambassadors for India and Pakistan were sitting across from one another in the UN cafeteria negotiating deals. He also informed us on the many separate units within the UN, such as the Secretariat, UNESCO, FAO, UNIDO, World Bank, and IMF. Campano expressed his experience at the United Nations as the, “Most exhilarating experience one can imagine!”

Anna Shvets (anna_shvets@yahoo.com), a graduate student at Brooklyn College, spoke of the many benefits of collaborating on cross-national research: it fosters personal development, first hand experience, opportunity to participate in translation and acculturation, and the ability to discover cultural phenomena. Shvets passed out a handout that pointed out practical ways in which students can conduct cross-cultural research, and offered several recommendations for researchers: inform collaborators of research theories and hypotheses, make collaborators aware of avoiding “samples of convenience,” advice to collect data from different times and locations to ensure representativeness of the sample, and international collaborators should not process data (to avoid errors).

Rivka B. Meir (winsuccess@aol.com) of Lehman College has herself thrived across many countries. She suggested every student join at least one international group while still a student. For example, for only $15 per year, her APA Division of International Psychology “…welcomes all individuals interested in interacting with international colleagues in the practice, research, training, communications, and promotion of psychological, knowledge, particularly knowledge that enhances the understanding and positive interactions of people around the world.” Such a membership opens students to more information and opportunities. Meir discussed the concept of “adopting a psychologist,” so overseas psychologists who lack financial resources can still join her APA group.

Janet A. Sigal (janet2882@aol.com) of Fairleigh Dickinson noted the value of joining UN NGO Committees for vast opportunities to meet people from around the world, and the meaning of becoming a social humanitarian. Sigal informed us of upcoming events at the UN, like the 18th International Day of Older Persons. The NGO Committee on Ageing will have a panel representing the five regions-- Ghana, Lebanon, Argentina, the Czech Republic and Nepal-- to discuss their activities related to the Rights of Older Persons. Sigal also encouraged students to attend Psychology Day at the United Nations on November 20, 2008. For more information and how to register, contact Janet Sigal at the above address.

Anne M. Mannion (mannon@fordham.edu), Director of the Fordham Center for Teaching Excellence, has four decades of teaching experience, and now teaches the teachers. Mannion praised interdisciplinary teaching, and how it allows one to identify with others. She gave the example of Fordham’s Political Science Department and how “team teaching” benefits both faculty and students. Mannion’s department is committed to increasing interest in global service, language, and the social sciences, as well as encouraging students to take a close look at humanitarian concerns.

Chris Toulouse (christolouseprof@webteaching.org) is the Program Coordinator for the Fordham Center for Teaching Excellence, teaches Political Science, and uses technology in his classes. He takes students in his International Studies class on trips around NYC and NI, and has a website (www.webteaching.org) with pictures of their outings, descriptions of his class, and a way to communicate with his students. He tries to provoke his students to pursue connections, “Students as Ambassadors.” Toulouse noted that many of us in the developed world take for granted our resources in terms of staying in touch via Internet.

This workshop ended with students asking questions to the panelists. Over 75% of these students raised their hand about their interest to intern or work in the UN. Professor Campano let us in on the many perks of working for the United Nations such as six weeks vacation, one month medical leave, pension benefits, and the ability to travel the world and learn about issues that face developing countries.

Anita Thomas, NYC Director of CONGO, was able to assist students who were interested in interning for different UN NGO Committees by referring them to her website www.ngoco ngo.org. Patrick L. Sciaratta, Executive Director of the Friendship Ambassadors Foundation (www.faf.org) enlightened us on his organization, which has organized a Youth Assembly at the UN. Each year, it provides avenues for people ages 18-26, to learn about and become involved with programs that address global and local issues, network with others, and become engaged and empowered to take leadership roles in their communities. Students left the workshop with a wealth of knowledge and valuable resources to enter the international community. As Meir so eloquently stated, “Making contacts is the key!”
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.

We are seeking interdisciplinary research that involves quantitative, qualitative, and/or conceptual methods of investigation, research with an applied focus, or research that examines and/or proposes policies or interventions. To be considered for this special issue, at least one of the authors would need to be in guidance counseling, counselor education, or counseling psychology. The other authors could be from other specialties of psychology (e.g., educational psychology, clinical psychology, developmental psychology) or education (e.g., elementary education, educational leadership). Manuscripts that are geographically related to Europe, Asia, and the Middle East are preferred.

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
mjsteven@ilstu.edu

University of Western Australia, School of Psychology, Neurocognitive Development Unit
Join a leading Australian university achieving international excellence Research Fellow. An opportunity to work in one of Australia’s premier universities; three year appointment; Salary range: Level B AUD$71,957–$85,450 p.a. plus 17% superannuation; Closing date: October 17, 2008. The unit is dedicated to the scientific exploration of the neurocognitive underpinnings of cognitive, emotional and social development with a particular emphasis on the understanding of child developmental disorders. The successful candidate must have a PhD in psychology or closely related discipline. Applicants are required to provide a detailed account of research interests, publications and research funding as part of the application. Some assistance with relocation expenses (if applicable) may be negotiated with the Head of School. For further information regarding the position please contact the position supervisor, Professor Mike Anderson at +61 8 6488 3264 or e-mail mike@psy.uwa.edu.au. Application details: For copies of the position description please access the website http://jobs.uwa.edu.au/. Written applications quoting the reference number, personal contact details, qualifications and experience, along with contact details of three referees should be sent to Director, Human Resources, The University of Western Australia, M350, 35 Stirling Highway, Crawley WA 6009, or e-mail to jobs@uwa.edu.au by the closing date.

Cape Breton District Health Authority
We want you to come and work in Cape Breton! The Cape Breton District Health Authority provides an opportunity to live and work in one of Canada’s coastal gems. We are now offering permanent full time positions for psychologists in child and adolescent services and adult mental health outpatient services. We offer full pension and benefits and competitive wages. We have a dedicated staff of over 3,000 health care providers who work with hospital and community based physicians to provide primary, secondary and tertiary care to more than 140,000 people and we are looking for qualified professionals to join us. We are more than just a vacation destination, Cape Breton is a great place to live and work.

To further discuss the opportunities that await you in Cape Breton, please contact: Janine Gillis, Recruitment & Selection Coordinator, 1482 George Street Sydney, NS, B1P 1P3 Tel: (902) 567-7212 Fax: (902) 567-7224 E-mail: gillisj@cbdha.nshealth.ca

For more information visit our website at www.cbdha.nshealth.ca!

The Psychologist is responsible for providing psychological assessment and intervention to patients and families within a large rehabilitation center, and working within a collaborative model to facilitate effective service delivery and quality programs.

University of Calgary, Division of Applied Psychology, Faculty of Education
We invite applications at the associate professor level for a tenure track position in the area of school and applied child psychology beginning September 1, 2008, or at a mutually agreeable time. Candidates must be eligible for chartering as psychologists in the province of Alberta. Requirements include a doctorate (or nearly completed doctorate) in school psychology or related field, strong research and publication record, versatile teaching capability in theoretical and practical areas pertaining to school psychology, and the ability to work in cross-disciplinary contexts. Applicants should have demonstrated potential in psychological assessment, psycho-educational assessment and school psychology interventions. The candidate will be expected to teach at both the undergraduate and graduate levels, to maintain an active research program, supervise graduate students and engage in service activities at the division, faculty and university community levels. Demonstrated experience in distance education using a variety of technologies, a strong commitment to distance education, and a capacity to work effectively in a collaborative culture are assets. Experience in distance education, particularly in the application of innovative learning technologies, is a definite asset in this position.

We seek a person with experience supervising doctoral level clinical graduate students, and who also has a strong record of teaching and research.

Information about our programs may be found on the Faculty of Education web site: http://education.ucalgary.ca/apsy/htdocs/. Applications should include a statement that explains how the applicant’s research and publication record, teaching and leadership experiences, graduate studies, and professional background qualify the individual for this position. Applications also should include a current curriculum vitae, a sample of recent scholarly work, and three letters of reference. Applications should be addressed to Dr. Bruce Clark, Interim Dean, Faculty of Education, University of Calgary, 2500 University Drive N.W., Calgary, Alberta, Canada. Please note: Potential applicants also are invited to email applications to Dr. Clark via pleason@ucalgary.ca. Consideration of applications will begin August 4, 2008, and will continue until the position is filled. All qualified candidates are encouraged to apply, however, Canadians and permanent residents will be given priority.
Kwantlen University, Psychology Department

The Department is seeking one full-time regular faculty in developmental psychology (child, adolescence, or adulthood) for May 1, 2009. Candidates should have an outstanding teaching record, a good record of research accomplishment, and a commitment to the development of the department.

We take great pride in our student-centered approach to learning. Our award-winning faculty are experts in their fields with a passion for teaching. The Psychology department has 24 full-time faculty with expertise in many areas of psychology including behavioral neuroscience, cognitive, clinical/counseling, developmental, evolutionary, health, human factors, quantitative/methods, and social/personality. We offer two successful 4-year bachelor's degree programs: a bachelor of applied arts (BAA) in psychology and a general bachelor of arts (BA) in psychology. Both degrees have honors options. An applied MA in psychology is also being considered. We offer a truly exceptional work environment that includes small lecture classes (typically limited to 35 students) and seminar classes (typically 25 students), a culture of collegiality and respect, a junior faculty mentorship program, an active student society, and work schedules that strive to balance work lives and personal lives. Our degree programs successfully meet the evolving needs of regional and global markets, setting new standards for collaboration with faculty, workplace experience, and undergraduate research.

Kwantlen's Office of Research and Scholarship and research institutes support faculty and students in their efforts to produce innovative research relevant to the communities that we serve. To support our growth, the Surrey campus has undergone a thirty-six million dollar expansion. Kwantlen Polytechnic University offers a unique regional university environment serving the diverse and beautiful communities of Surrey, Richmond, Langley, and Cloverdale. Our location in the greater Vancouver area means you will be working and living in one of the most desirable cities in the world.

Requirements

A PhD in psychology must be completed by the time of hire or within the two-year probationary period. A complete application includes a current curriculum vitae, copies of transcripts, a teaching portfolio (minimum five pages including teaching philosophy, teaching innovations, accomplishments, peer and student reviews, and teaching training), and a list of at least three referees. Information about salary and benefits is available from human resources. Information about Kwantlen can be found at: www.kwantlen.ca.

Please forward your application quoting competition number to: Human Resource Services, Kwantlen Polytechnic University 13468 77 Avenue, Surrey, B.C., V3W 6Y3, CANADA Fax: (604)599-2111 or e-mail to employ@kwantlen.ca. The Search Committee will start reviewing applications on October 24, 2008.

Memorial University of Newfoundland, Department of Psychology

The Department of Psychology at Memorial University of Newfoundland invites applications for a tenured or tenure-track faculty position in clinical psychology at the rank of professor or associate professor. The successful candidate will have a doctorate from a CPA or APA accredited program and internship in clinical psychology, and will be registered or eligible for registration in Newfoundland and Labrador. Pending the availability of funds, the department will begin a PsyD program in Fall 2009 that follows a scholar-practitioner model, and new space for the associated clinic has been secured. The successful candidate will serve a 3-year term with the possibility of renewal as Director of Clinical Training when the current director steps down. The University's strategic plan calls for an expansion in graduate education, and the PsyD program represents a first step in implementing new degree offerings in the Department. The successful candidate will also play a key role in considering the development of a clinical-scientist PhD program in clinical psychology. The Department has very close relations with the University's Counseling Center, which offers a CPA accredited predoc-toral internship training program, as well as excellent relations with the Faculty of Medicine and many local community health boards.

Applicants should send (1) a curriculum vitae; (2) a statement of their approach to clinical training and clinical practice; (3) a statement of their research interests; (4) a statement of their teaching interests and evidence of effective teaching; and (5) the names and contact information of three referees to Dr. Ian Neath, Head, Department of Psychology, Memorial University of Newfoundland, St. John's, NL, A1B 3X9. Electronic submissions may be sent via e-mail to ineath@mun.ca. The appointment will begin on July 1, 2009 or as soon as possible thereafter. The closing date for the position is November 1, 2008. All qualified candidates are encouraged to apply; however, Canadians and permanent residents will be given priority. We will not contact referees without first notifying the applicant.

Memorial University is the largest university in Atlantic Canada. As the province's only university, Memorial plays an integral role in the education and cultural life of Newfoundland and Labrador. Offering diverse undergraduate and graduate program to almost 18,000 students, Memorial provides a distinctive and stimulating environment for learning in St. John's, a very safe, friendly city with great historic charm, a vibrant cultural life, and easy access to a wide range of outdoor activities. Memorial University is part of a lively and engaging scientific, arts, and engineering community which maintains an inventory of available positions for qualified partners. Partners of candidates for this position are invited to include their resume for possible matching with other job opportunities.
Wilson Banwell PROACT Human Solutions

Wilson Banwell PROACT Human Solutions is seeking a qualified registered psychologist, counselor, or social worker for a full-time staff position in Saskatoon. You will provide clinical counseling and support to our customers across a number of industries such as higher education, natural resources, and medical services. We will consider candidates requiring supervision for registration. As a member of Human Solutions professional community, you will receive extensive administrative support, opportunities to meet and consult with colleagues, and professionally trained staff booking your appointments from our national client services center.

Human Solutions has been an industry-leading EFAP provider since 1979. In addition, we provide an array of organizational development services which place the core counseling component within a program that promotes overall employee and organizational health. Responsibilities will include counseling, proactive mental health care, trauma intervention, case management, professional consultation, and workshop presentations. Salary is negotiable, based on experience and education, along with an attractive benefits package.

Submit your resume with cover letter to: Careers Wilson Banwell Proact Human Solutions, Fax: (604)689-442, E-mail: careers@humansolutions.ca

Closing Date: Competition for this position is effective now and will remain open until a suitable candidate is located.

University of British Columbia, Department of Psychology

The Department of Psychology at the University of British Columbia (http://www-psych.ubc.ca) invites applications for two tenure-track faculty positions at the rank of Instructor I, which will begin July 1, 2009. Candidates must have a PhD before commencing the position and experience teaching undergraduate courses. Individuals with strong commitments and demonstrated potential to achieve excellence in teaching and research supervision of undergraduate and graduate students are encouraged to apply in either of the following areas:

(1) Clinical Psychology - We seek a person who would enhance the department's APA- and CPA-accredited doctoral program in clinical psychology, which operates on a clinical science model. Candidates with strong research programs in any area of clinical psychology are encouraged to apply. The position involves teaching, research, and both clinical and research supervision of students. Applicants for this position are expected to have accredited clinical training (including an APA- or CPA-accredited internship) and to obtain registration as a psychologist in the province of British Columbia.

(2) Developmental Psychology - Although we are looking for the strongest candidate in any area of developmental psychology, we are especially interested in candidates whose research focuses on social/personality development or the development of social cognition. We are also interested in candidates whose work bridges traditional areas (e.g., developmental psychology and cultural cognition) or whose research involves multiple methods (e.g., behavioral measures, neuroimaging, computational modeling).

The starting salary for either position will be commensurate with experience. The University of British Columbia hires based on merit and is committed to employment equity. All qualified candidates are encouraged to apply; however, Canadian citizens and permanent residents of Canada will be given priority. Both positions are subject to final budgetary approval. Applicants for either position should send a curriculum vitae, samples of their scholarly work, statements of their research and teaching interests, evidence of their teaching abilities and effectiveness (course outlines, student evaluations, etc.), and at least three letters of recommendation.
to: Chair, Faculty Search Committee Department of Psychology University of British Columbia 2136 West Mall Vancouver, BC Canada V6T 1Z4

To facilitate scheduling of interviews, the two positions have different closing dates for application: November 7, 2008 for the clinical position, and November 30, 2008 for the developmental position.

**Miriam Home and Services**

Full-time permanent position of executive director of Miriam Home and Services, a public rehabilitation center. A leader in its field, it depends on partnerships for innovation. It provides services to more than 600 persons living with intellectual disabilities and persons suffering from autism spectrum disorders (ASD), including autism, as well as to their families. The center has an annual operating budget of around $30 million and employs 242 people in full-time positions. Its mission is to provide services to residents of the Outremont, town of Mont-Royal, Snowdon, Côte-des-Neiges, Hampstead and Côte St-Luc neighborhoods, as well as to members of the Jewish community in the greater Montreal area. We are looking for a dynamic and experienced person to take charge of the internal and external leadership of the organization who will ensure continuous access to best quality services while also developing the approach and innovative services in the above-mentioned areas of expertise. The person holding this position will promote and set up strategic partnerships, particularly with the De la Montagne and Cavendish health centers and social services, as well as the area’s hospitals, in order to ensure the provision of continuous services to persons living with intellectual disabilities or suffering from ASD. You are known to be a leader and an excellent communicator. You have at least five years of experience in a senior administrative role or as an executive director. A good knowledge of the health services and/or social services network, and/or not-for-profit community agencies would be an asset. You have a master’s degree in health sciences, social Sciences and/or administration, or in a related discipline. A different experience and education combination could be considered. A good knowledge of intellectual disabilities and the autism field would be considered an asset. You have bilingual written and oral skills and are also familiar with organizational and people management in a multiethnic diversity environment, on both an employee and client level. Knowledge and a good understanding of Jewish culture and traditions would be major assets. You treat all people equally with dignity, regardless of gender, race, creed, place of origin, status, or level of position.

To learn about this exciting opportunity, contact Denise Maurice of Ray Berndtson Executive Search at (514)937-1000, ext. 231. To apply, send us your résumé and cover letter online by Wednesday October 15, 2008 at 4:30 pm at www.rayberndtson.ca/en/careers/8003. The salary and social benefits comply with practices applicable to senior administrators in the health and social services network.

**Germany, Neuropsychologists**

Excellent Compensation, with medical, dental, and 401K options available. Relocation costs paid. Three weeks vacation and 10 holidays.

Join Sterling Medical for this exciting opportunity assisting military beneficiaries and their families in Germany. Contact Stacy Feltner at (800) 52-5678, ext. 195 Fax (513) 569-0062 or e-mail sfeltner@sterlingmedcorp.com. US residents only.

**Japan, TELL Community Counseling Service**

TELL Community Counseling Service is a non-profit organization based in Tokyo. We offer professional, accredited face-to-face counseling on a flexible fee scale and thousands of hours of counseling are given each year. We provide individual, couple, child and family counseling in English, Japanese, Portuguese, Spanish, and German. We serve both international and Japanese clients. We are an accredited Samaritan Institute (US) mental health provider. TELL is looking to hire a new clinical director.

**Principle Functions:**

The successful candidate will provide supervision and clinical oversight of all clinical staff and outreach programs. They will also provide a range of clinical services to clients (minimum 20 hours per month). An essential part of this role involves organizational and people management, including financial responsibilities.

TELL has two divisions, a Life Line service (free, anonymous, telephone counseling) and a community counseling service. The clinical director is responsible for the community counseling service but must work closely with the line director to ensure organizational growth and development. As a non-profit organization, TELL relies on donations and grants to support its services. An important part of this role is community networking and advocacy to work towards financial goals in order to sustain services and programs. The successful candidate will report to TELL’s Board of Directors and is provided clinical support through a committee of mental health professionals within Japan. The organization is also supported through our accreditation with the Samaritan Institute in the US.

This role is ideally full-time, but for the right candidate, a part-time position will be considered. The position will be remunerated at 6 million yen.

**Essential Criteria:**

Master’s level or equivalent and current license in a mental health field (e.g. psychology, psychiatry, counseling, social work); over 5 years experience post-qualification in the delivery of mental health services; excellent written and oral communication skills; good liaison and networking skills; budgeting and financial management experience; exceptional leadership and people management skills; and sound admini-
stration skills and computer literacy.

Desirable Criteria:
- Project management experience; experience of the non-profit sector; experience working with children and families; psychological assessment experience; cross-cultural experience; PhD in mental health field, MD in psychiatry; and bilingual ability (Japanese/English).
- For further information about TELL, please visit our website at www.telljp.com. For enquiries about the position, please contact Mayumi Takahashi via email to clinical.assist@telljp.com or by phone +81 (0) 3 3498 0231.
- For applications, please submit a covering letter, resume and a clinical or research-based writing sample (1000 – 1500 words) addressed to Dr. Linda Semlitz either by e-mail to clinical.assist@telljp.com or by post to the following address: 5-4-22 Minami Aoyama Minato-ku Tokyo 107-0062 Japan

Align Recruitment
We have full-time clinical psychologist vacancies to fill for community mental health and other service organizations. You must have: PhD in clinical psychology, current practicing license, a minimum of two years post-supervisory experience, the ability to receive your New Zealand psychologist registration with clinical scope, the desire to commit two years or longer. E-mail office@alignrecruitment.com; Tel: +64 3 366 8779; Fax: +64 3 377 6770; Web www.alignrecruitment.com. An expatriate American is available to assist with all inquiries.

National University of Singapore, Department of Psychology
Applications are invited for academic positions in the Department of Psychology. Individuals able to teach in at least one of the following areas: industrial/organizational, social, and abnormal/clinical, will be preferred but applicants in other areas will also be considered. For applicants in abnormal/clinical we are particularly interested in those specializing in work with children. Applicants should have completed their PhD degree (including clinical training for applicants in abnormal/clinical) by the time of appointment and have either established or show promise for establishing a strong internationally recognized research program. Two types of appointments are anticipated: (1) Junior tenure-track appointments at the assistant professor level will in the first instance be for a 3-year term contract with provision for renewal and tenure. Applicants for such positions should send full curriculum vitae along with statements of research interests and teaching interests as well as the names and contact details of at least six referees. Nominations of appropriate candidates are also sought. Visiting appointments are also possible at both junior and senior levels, usually for a term of one or two years. Remuneration is very competitive and includes housing and travel benefits. Review of applications will begin October 1, 2008 and continue until all positions are filled. All application materials should be sent to: Ms Loo Bee Bee, Department of Psychology, National University of Singapore, Block AS4, Level 2, 9 Arts Link, Singapore 117570. Fax: (65) 6773 1843. Information on the Department and the University can be obtained at http://www.nus.edu.sg and informal inquiries can be directed to: Search Committee Chair, at psysearch@nus.edu.sg. Only short-listed candidates will be notified.

National Chengchi University, Department of Psychology
The Psychology Department of National Chengchi University in Taiwan invites applications for a tenure-track, full-time faculty position (at any rank) in clinical or counseling psychology. Expertise in children and/or adolescent fields is preferred. National Chengchi University is one of the top schools in Taiwan. The Department currently has 18 full-time faculty in five areas: experimental psychology, developmental, I/O, clinical and counseling, and personality and social psychology. Interdivisional collaborations are strongly encouraged.

Interested applicants should send (1) curriculum vitae, (2) representative reprints or preprints, (3) doctoral degree certificate or a letter from advisor indicating the degree completion date, (4) postgraduate transcript, (5) statements of research and teaching, and (6) at least one letter of recommendation. Send applications to: Department of Psychology, National Chengchi University, 64, Sec.2, Zhi-Nan Rd., Wenshan District, Taipei, 11605, Taiwan. Phone: 886-2-29390916-2981; Fax: 886-2-29390644; E-mail: yan@nccu.edu.tw

Psychology International
The latest issue of Psychology International, APA International Affairs’ official publication can be viewed at: http://www.apa.org/international/pi/
## ACCREDITED INTERNSHIP TRAINING PROGRAMS – CANADA

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

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

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

**Children's Hospital of Eastern Ontario**  
401 Smyth Road  
Ottawa, Ontario  
Canada K1L 8L1  
May 4, 1990  
Accredited  
Next site visit scheduled 2012

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

**IWK–Grace Health Centre**  
(formerly listed as IWK Children’s Hospital)  
5850 University Avenue  
P.O. Box 3070  
Halifax, Nova Scotia  
Canada B3J 3G9  
January 9, 1996  
Accredited  
Next site visit scheduled 2006

**London Health Sciences Centre**  
339 Windermere Road  
London, Ontario  
Canada N6A 5A5  
May 13, 1999  
Accredited  
Next site visit scheduled 2007

**University of Manitoba Counseling Service**  
474 University Centre  
Winnipeg, Manitoba  
Canada R3T 2N2  
June 30, 1992  
Accredited  
Next site visit scheduled 2012

**University of Manitoba Faculty of Medicine**  
Department of Clinical Health Psychology  
PZ-350, 771 Bannatyne Avenue  
Winnipeg, Manitoba  
Canada R3E 3N4  
May 1, 1979  
Accredited  
Next site visit scheduled 2011

**McGill University Psychology Internship Consortium**  
(This program is affiliated with the McGill University doctoral training program in clinical psychology)  
Department of Psychology  
1205 Dr. Penfield Avenue  
Montreal, Quebec  
Canada H3A 1B1  
September 1, 1972  
Accredited  
Next site visit scheduled 2007

**University of Ottawa**  
(This program is affiliated with the University of Ottawa doctoral training program in clinical psychology.)  
Centre for Psychological Services  
School of Psychology  
11 Marie Curie  
Ottawa, Ontario  
Canada K1N 6N5  
October 27, 1987  
Accredited  
Next site visit scheduled 2007
CANADEM JPC International Internships
CANADEM is looking for qualified Lawyers, MAs and other university graduates interested in development, human rights and peace building to work overseas starting in June with the following international organizations:
- Sierra Leone Special Court
- UNDP (United Nations Development Programme) Central Asia, Africa
- UNESCO (United Nations Educational, Scientific, and Cultural Organization) - Thailand
- OSCE (Organization for Security and Cooperation in Europe) - Balkans
- IOM (International Organization for Migration) - Washington DC, Ukraine,
- UNHCR (United Nations High Commissioner for Refugees) - Geneva, Croatia
- IFES (International Foundation for Election Systems) - Congo (Kinshasa)
- UN ODC (United Nations Office on Drugs and Crime) - Uzbekistan

CANADEM is sponsoring up to 40 internship placements, pending funding notice from the Department of Foreign Affairs and International Trade (DFAIT) and the Canadian International Development Agency (CIDA). You must be under 30, underemployed and meet all other eligibility criteria (for more information please visit our website at www.canadem.ca).

Of the over 120 JPCs placed by CANADEM over the past four years, most found relevant employment after completing their internships. Many continued working as full-time staff members with their host organization.

On-Going Support
CANADEM interns are given assignments and responsibilities commensurate with their academic, working and volunteer experiences. Contracts include:
- An in-Canada pre-departure orientation (early summer);
- A six months overseas posting;
- On-going follow-up while an intern (including job leads); and
- A final in-Canada debriefing session.
Throughout the internships, the Program Coordinator remains in contact with the JPCs and, as the internships draw to a close, provides assistance in reworking and updating resumes.

Funding
This project is undertaken within the Government of Canada's Youth Employment Strategy (YES) with contributions from DFAIT and CIDA. CANADEM provides its interns with a $12,000 stipend out of which all direct expenses are paid (e.g. travel, health insurance, briefing sessions, accommodations, etc).
For Application, Eligibility and Additional Information Visit:
www.canadem.ca
"A national roster of Canadian skilled in human rights, peace building,
democratization, admin-logistics, security, reconstruction and other field expertise."
tel: (613) 789_3328, fax: (613) 789_6125
email: neil.burron@canadem.ca web: www.canadem.ca
Please send all completed applications to:
jp@CANADEM.ca

The Seeds of Sustenance (SOS) Fellowship Program is a unique cross-sectoral and sustainable training program providing skills and practical information in food production, nutrition, AIDS prevention, and income generation to rural African communities affected by HIV/AIDS. Through this program, Global Service Corps recruits, prepares, and trains pairs of Local and Visiting Fellows to become qualified instructors in HIV/AIDS prevention and care, nutrition, and sustainable agriculture methods. Visiting Fellows and Local Fellows receive a one-month initial training in Arusha, Tanzania. Following this training, Fellow pairs work with Participating Organizations (POs) for five to eleven months. Fellows assist POs with the development of community training and education programs, and facilitate in-depth field seminars for local communities.
http://www.globalservicecorps.org/d/levelsofservice.html#internship

Call for Papers

International Psychology Bulletin (APA Division 52)

We are accepting research manuscripts to be published in 2008 and 2009. Submitted papers will be subjected to a peer-review process. Please e-mail your manuscripts to the editor Dr. Senel Poyrazli at poyrazli@psu.edu. To review a copy of the Bulletin, please visit
http://www.internationalpsychology.net
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*ad hoc committees*

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International Psychology Bulletin (Volume 12, No. 4) Fall 2008 Page 32
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