<table>
<thead>
<tr>
<th>Section</th>
<th>Title</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Message from the President</td>
<td>International Psychology and the Forces of Globalization</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td><em>(Uwe P. Gielen)</em></td>
<td></td>
</tr>
<tr>
<td>Division 52 News and Updates</td>
<td>Leaving a Legacy to Division 52</td>
<td>5</td>
</tr>
<tr>
<td></td>
<td>Tentative List of Division 52 International Program Session for WPA,</td>
<td>6</td>
</tr>
<tr>
<td></td>
<td>April 23-26, 2009</td>
<td></td>
</tr>
<tr>
<td></td>
<td><em>(Lynn Collins)</em></td>
<td></td>
</tr>
<tr>
<td>Research Articles</td>
<td>The Relation of Personality to Subjective Well-Being in Malaysian</td>
<td>10</td>
</tr>
<tr>
<td></td>
<td>Youths</td>
<td></td>
</tr>
<tr>
<td></td>
<td><em>(Haslina Muhamad &amp; Jas Laile Jaafar)</em></td>
<td></td>
</tr>
<tr>
<td>Book Review</td>
<td>Woman Soul: The Inner Life of Women’s Spirituality</td>
<td>16</td>
</tr>
<tr>
<td></td>
<td><em>(Oraine R. Ramoo)</em></td>
<td></td>
</tr>
<tr>
<td>Current Issues Around the Globe,</td>
<td>Implementation of Group Psychoeducation for Severe Mental Illness</td>
<td>17</td>
</tr>
<tr>
<td>Announcements, and More</td>
<td>in East Africa: Lessons Learned in Tanzania</td>
<td></td>
</tr>
<tr>
<td></td>
<td><em>(David P. Johnson, Edward J. Ringo, &amp; Jennifer Nolan)</em></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Psychology and Somalia</td>
<td>19</td>
</tr>
<tr>
<td></td>
<td><em>(Omar Ahmed &amp; Grant J. Rich)</em></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Women’s Rights ARE Human Rights</td>
<td>21</td>
</tr>
<tr>
<td></td>
<td><em>(Ani Kalayjian)</em></td>
<td></td>
</tr>
<tr>
<td></td>
<td>20th Conference at Fordham Promoted Student Excellence</td>
<td>23</td>
</tr>
<tr>
<td></td>
<td><em>(Harold Takooshian)</em></td>
<td></td>
</tr>
<tr>
<td></td>
<td>European Federation of Psychologists’ Associations (EFPA)</td>
<td>24</td>
</tr>
<tr>
<td></td>
<td><em>(Anna Laura Comunian)</em></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Gun Control or Not</td>
<td>25</td>
</tr>
<tr>
<td></td>
<td>Policies from Around the Globe: Part I in Developing Countries</td>
<td></td>
</tr>
<tr>
<td></td>
<td><em>(Ani Kalayjian &amp; Christine Di Liberto)</em></td>
<td></td>
</tr>
</tbody>
</table>
Current Issues Around the Globe, Announcements, and More

Manuscripts Wanted: The International Forum of The Counseling Psychologist (Kwong-Liem Karl Kwan & Lawrence H. Gerstein)  
27

In Memoriam: Raymond J. Corsini, Ph.D. (June 1, 1914—November 8, 2008)  
(Rivkah Bertisch Meir)  
28

Humanitarian Outreach Program, Stage Two  
Conflict Transformations: Non-Violence, Peace Building, Anger Management, Self-Empowerment, Assertiveness & Forgiveness  
30

Mental Health Outreach Project goes to Sierra Leone  
31

International Employment Opportunities  
International Employment Opportunities (Michael J. Stevens)  
32

Board Members  
Officers / Committee Chairs  
44

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.
International Psychology and the Forces of Globalization

Uwe P. Gielen, Ph.D.
President, Division 52

As your outgoing president I would like to take this occasion to thank all officers and members of Division 52 for their encouragement and their many contributions to the division during my 2008 tenure. At the same time I would like to express my hope that all of you support our incoming president, Lynn Collins, like you did with me so that 2009 will shape into a continuing and especially successful year for the division in spite of the difficult times we are experiencing worldwide.

I am writing this column two days after the inauguration of President Obama, an occasion filled with symbolic significance as well as the passing of the world’s most powerful office into the hands of a multiracial, multiethnic, multicultural person whose ancestry and life story exemplify the shape of things to come in the still very young 21st century. No American president before Obama could boast of ancestors and relatives coming from varied parts of the world such as Kenya, Indonesia, Ireland, Canada, and the USA. No father of a previous president started out life herding goats in an obscure Kenyan village; and no previous president spent his elementary school years in Indonesia. The composition of Obama’s family network as well as the economic and political circumstances surrounding his inauguration can serve as reminders of how interdependent and interconnected the societies of this world are. In the years ahead, the forces of globalization will gather additional steam and make the world’s nations even more dependent upon each other than we already are.

The world of psychology is beginning to reflect faithfully the world’s economic and political situation including the role of the Americans both in psychology and in world affairs. Let us look at an almost eerie example. In the 1950s, the United States probably produced more than half of the world’s goods and services; in 2008, its share had shrunk to about 24%. By way of comparison we may note that in the 1950s, well over half of all psychologists resided in America; in 2008, that proportion had shrunk to perhaps 25-26% (exact percentages are unavailable). Furthermore, it is likely that in the coming years, the number of psychologists practicing and teaching outside the United States will increase at a substantially faster rate than the number of American psychologists.

Given these considerations the message for our division seems clear. The internationalization of psychology will intensify in the future, and it is our task to keep up with this process while helping American psychology to shed its ethnocentric blinders. Let me use the field of developmental psychology as an example. At present more than 90% of the world’s children reside in nonwestern countries. More children live in India alone than in the whole western world. (For more information on this, consult Gielen & Chumachenko, 2004). Yet no American developmental psychology textbook known to me introduces the reader to the pertinent worldwide demographic information, nor can the reader gain a realistic picture from these books of what it means to live as a child or adolescent in India’s 600,000 villages or those located in sub-Saharan Africa. Although our developmental psychology textbook do increasingly cite more international research the images of childhood that they convey remain far too “America-centric.”

Collectively, we need to reframe the history of psychology in much more global terms, internationalize the curriculum offered by both undergraduate and graduate departments around the country, help psychology students and practitioners to become more culturally competent, assign multicultural psychology a more central place in the psychology curriculum, intensify the psychological study of migration, promote global perspectives within and outside of APA, help develop a science and practice that is culturally inclusive and internationally relevant, learn from our colleagues around the world, and forge new bonds with each other and with scientists and practitioners from an amalgam of disciplines so that we can effectively contribute to human welfare. For the internationally minded members of Division 52 this means that a lot of intellectual, practical, and organizational work is yet to be done. I am looking forward to Lynn Collins’ leadership in helping the division move toward meeting these ambitious goals.

Reference


Dr. Uwe Gielen can be reached at ugielen@hotmail.com
Leaving a Legacy to Division 52!

What is a charitable bequest?
A charitable bequest is a stipulation in your will stating that a certain sum of money or percentage of your estate be given to a charitable organization, in this case the Division of International Psychology through the American Psychological Foundation (APF).

Why make a charitable bequest to Division 52?
There are various reasons to make a charitable bequest. You may believe strongly in the mission and activities of the Division of International Psychology.* You may have a personal connection to the Division. You may want to give back to international psychology and see your name and legacy perpetuated in the field.

What are the benefits in making a charitable bequest?
There are tax benefits (e.g., your heirs will not be taxed on a bequest) as well as the benefit of knowing that you are perpetuating the field of international psychology after your lifetime. You may feel unsure about making a bequest of current assets because these monies may be needed. A bequest ensures that the Division of International Psychology will receive your gift while your assets remain intact for as long as you need them. Simply put, a bequest allows you to provide for your heirs first and the Division second.

At what age should I draft a will and include a charitable bequest in it?
It is never too soon to draft a will. However, the average age to make a will is around 45 year. At this point in life, people begin to appreciate the importance of providing for loved ones and leaving a legacy that will benefit others. A will drafted at any age can always be amended or expanded as life circumstances change.

How do I go about making a bequest to Division 52?
Ask your attorney to include language in your will expressing your wish to do so. When making a bequest, you can stipulate that the Division of International Psychology receive a percentage of your estate, a fixed amount of money, or the residuary, which is what is left of your estate after all other debts, taxes, expenses, and bequests have been fulfilled.

How can I learn more?
If you are interested in making a charitable bequest or other planned gift to the Division of International Psychology, contact Michael Stevens at (309) 438-5700 or at mjsteven@ilstu.edu or Lisa Straus at (202) 336-5843 or at estraus@apa.org.

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

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.
Tentative List of Division 52
International Program Session for
WPA, April 23-26, 2009

For details: www.westernpsych.org

Friday

International and multicultural transformations:
Academic and institutional strategies (90 minute symposium)

Chair: Natalie Porter, Ph.D. (California School of Professional Psychology-San Francisco, Alliant International University)
Discussant: Morgan Sammons, Ph.D. (California School of Professional Psychology-San Francisco, Alliant International University)
Participants:
Diane Adams, Ph.D. (California School of Professional Psychology-San Francisco, Alliant International University)
Ana Guisela Chupina, Ph.D (Graduate School of Education, Alliant International University)
Sheila Henderson, Ph.D. (I-MERIT, Alliant International University)
Natalie Porter, Ph.D. (California School of Professional Psychology-San Francisco, Alliant International University)

Abstract
Over the past few decades, American universities, and psychology program within universities, have been charged with integrating multiculturalism into their curricula. They have responded with varying levels of commitment and success. With an increasing recognition of the need to internationalize psychology, new pressures and questions emerge. How do academic programs best accomplish the goal of internationalizing” the field? Are there ways to do so within a multicultural framework; how do we integrate international and multicultural perspectives rather than have them exist in their own silos? How may they enliven and invigorate each other? What are the commonalities and opportunities, the challenges and tensions? Historically, Alliant International University (formerly the California School of Professional Psychology) has strived to develop a multicultural institution; with the founding of the MERIT (Multicultural Education, Research, Intervention, and Training) Institute in the early 1990s, the institution was dedicated to integrating multiculturalism into all domains at the faculty, staff, student, and administrative levels. Now, MERIT has become I-MERIT (I=International) and the University now strives to integrate international perspectives within a fairly well-developed multicultural framework. This symposium will address these transformations, presenting first the integration of multiculturalism through the institution and secondly the more recent push to international AIU in its programs, curricula, and campus climates, both in the U.S. and abroad.

Saturday

Getting you and your students more involved in international psychology: Internationalizing the curriculum (90 minute symposium)

Chair: Gloria Gottsegen, Ph.D. (City University of New York)

International health psychology in Africa: HIV/AIDS (60 minute panel)

Chair: Joseph Matarazzo, Ph.D. (Oregon Health Science University)
Participants:

Abstract
This session will present research and experience-based information concerning the impact of HIV in Kenya and Zimbabwe. HIV/AIDS has had a devastating impact on Kenya and Zimbabwe. In order to develop more effective programs, there is a need to determine ways to address this issue with a consideration of culture. Dr. Burke will focus on the work that was done to promote the awareness, knowledge and skills needed for counseling students to effectively work with this illness. This work included a qualitative study about beliefs and recommendations for education and the development of two courses in order to help students develop specialized skills so they could address the overwhelming need of this society. Dr. Chamrad will address related issues and grassroots efforts to address the HIV/AIDS problems in Zimbabwe, Africa.
Discussant: Harold Takooshian, Ph.D. (Fordham University)

Participants:
Wade Pickren, Ph.D. (Ryerson University). An historical introduction to internationalizing the curriculum.
Michael Stevens, Ph.D. (Illinois State University & The Lucian Blaga University, Romania). International psychology: The course.
Uwe Gielen, Ph.D. (St. Francis College, Brooklyn, NY). Immigration Research and International Psychology: The Case of Chinatown.
Judy Zimmerman, Ph.D. (Portland Community College, Rock Creek Campus). Establishing an International Studies Program

Abstract:
This session will begin with a brief historical overview by Dr. Pickren of the movement to internationalize the curriculum. Next, Dr. Stevens will repeat the call to internationalize psychology education and describe successful institutional efforts to do so. He will outline how to evaluate psychology courses for their international content, and present the objectives, topics, learning activities, and instructional methods for a course on international psychology. Dr. Gielen will describe how to establish a travel study program. Finally, Dr. Zimmerman will give a community college perspective on establishing an international studies program.

Internationalizing the curriculum, Part II (60 minute symposium)

Chair: Grant J. Rich, Ph.D. (University of Alaska Southeast)
Discussant: Judith E. Fox, Ph. D. (University of Denver)

Participants:
Mercedes McCormick, Ph.D. (Pace University and private practice, New York, NY). Lessons learned from a work in progress.
Michael Stevens, Ph.D. (Illinois State University & The Lucian Blaga University, Romania). No turning back: The transformative effects of the Fulbright experience.

Abstract:
This session will focus in the outcomes of internationally oriented programs, lessons learned, and more advanced international experiences. Dr. McCormick will review what she has learned over the years from her experiences with internationalizing the curriculum. Dr. Natrajan-Tyagi will describe the application of outcome research to international immersion Programs. Dr. Stevens will discuss the parameters of the Fulbright program, specific grants for individuals and institutions that promote international collaboration, recent Fulbright awards winners in psychology, the nature of transformative learning, the impact of the Fulbright experience on personal and professional development, and resources on the Fulbright program.

Conducting research in other countries. (75 minute panel)

Chair: Ayse Ciftci, Ph.D. (Purdue University)
Participants:
Ayse Ciftci, Ph.D. (Purdue University) Conducting research in an international context.
F. Jeri Carter, Ph.D. (University of Washington). Conducting international research on gender.
Manijeh Badiee, M.A. (University of Nebraska-Lincoln). Conducting research in Iran.
Ani Kalayjian, Ph.D. (Fordham University). International research on trauma.

Abstract:
This session will present information related to conducting research in other countries. Dr. Ciftci will begin with an overview of the possibilities and challenges of conducting research in an international context based on her experiences. Dr. Carter will discuss the unique considerations involved in conducting international research on gender. Ms. Badiee will speak about her experiences conducting research in Iran. Dr. Kalayjian will present some of her data and share her experiences conducting research on trauma victims in countries such as Argentina, Armenia, Lebanon, Bosnia, Lebanon, Syria, Pakistan, Sri Lanka, Mexico, and Japan.

Developments in international psychology education & credentialing (60 minute panel)

Chair: Judith E. Fox, Ph. D. (University of Denver)
Participants:
Merry Bullock, Ph.D. (APA International Office) US Psychology – A Learning Partner in Psychology Education
Lynn H. Collins, Ph.D. (La Salle University). Reciprocity across Countries? Things to know about International variations in licensing and credentialing.

Abstract:
As international boundaries become more permeable, as people move among nations for education, careers, and their safety, and as the European Union has led the way in attempting to increase reciprocity among its countries, it has become increasingly important to understand the educational and credentialing systems involved. In the past, US psychology has seen itself as an educational “leader” that has much to offer other countries as a model of quality. As recent events have made us more aware of the arrogance associated with that stance, it has become increasingly apparent how much we can learn from other nations. Dr. Bullock will describe how this
issue played an important role in the development of the BEA-CIRP report and resulted in the idea of APA (or American Psychology) as a learning partner. Dr. Collins will present information about disparities in credentialing processes and efforts to understand them.

**Incorporating internationalism and diversity training in higher education** (75 minutes)

**Chair:** Jill Bloom, Ph.D. (Massachusetts School of Professional Psychology)

**Discussant:** Senel Poyrazli, Ph.D. (Pennsylvania State University).

**Participants:**
- Ayse Ciftci, Ph.D. (Purdue University). Cross-cultural adaption of Muslim students.

**Abstract:**

Incorporating internationalism into diversity training in higher education requires change and enhanced curricula in a number of areas. These include efforts directed at US students, but these efforts also need to incorporate the increasing prevalence of international students and immigrant psychologists in training. Dr. Burke believes that in order to assist psychologists in developing the international competence required for addressing challenging global issues, there has to be an understanding of the dynamics of oppression world-wide. The development of international competency would include an examination of the dominance of Western cultural beliefs, specifically American privilege, as well as a consideration of multiple forms of oppression from an international perspective. Dr. Ciftci’s paper concerns the cross-cultural adaption of Muslim students, including how their presence impacts the international awareness of their peers. Dr. Carter will share considerations in mentoring immigrant early career psychologists. Hopefully, as psychologists become more internationally competent, they may be able to address significant problems in the world, such as poverty and war, and would potentially have a positive impact globally.

**Preventing intimate violence: A global concern** (45-60 minute address)

**Chair:** Joy K. Rice, Ph.D. (University of Wisconsin, Madison)

**Participant:** Nancy Felipe Russo, Ph.D. (Arizona State University)

**Abstract**

The United Nations has identified violence against women as a global health and development issue, and a host of policies and public education programs aimed at reducing gender-based violence have been undertaken around the world. This presentation highlights international research findings that can inform such activities, identifying links between childhood sexual abuse and partner violence to unwanted pregnancy that may undermine prevention efforts cross-nationally. More research is needed to identify the mechanisms underlying gender-based violence, and to articulate how different forms of such violence vary in their effects depending on cultural context.

Dr. Nancy Felipe Russo, Regents Professor, Arizona State University, has authored more than 200 publications related to the psychology of women. A former member of the APA Task Force on Male Violence against women, Dr. Russo is co-author of the award winning book, *No Safe Haven: Male Violence Against Women at Home, at Work, and in the Community*, and is the recipient of a Distinguished International Psychologist Award from APA Division 52.

**Terror, trafficking and human rights** (90 minute symposium)

**Chair:** Sherri McCarthy, Ph.D (Northern Arizona University-Yuma)

**Discussant:** Joy K. Rice, Ph.D. (University of Wisconsin, Madison)

**Participants:**
- Harold Takooshian (Fordham University). Developments at the UN.
- Nancy Sidun, Psy.D., ABPP (Kaiser Permanente). Human Trafficking
- Lavita Nadkarni, Ph.D. (University of Denver – GSPP). Asylum Evaluations

**Abstract**

This session will cover very timely and controversial international issues related to the abuse of power, exploitation, and terrorism. Presenters will review the nature of the problems, current inroads to change, the progress that has been made, and the barriers to ending the atrocities. Drs. Rubin and Takooshian will provide an update on developments at the UN regarding human rights and related issues. Dr. Sidun’s talk will focus on the phenomenon of human trafficking, including its impact on victims, and current efforts to prevent it. Dr. Nadkarni will speak about the legal issues of the asylum process and the impact that psychological evaluations can have on that process.
Working across borders (90 minutes)

Chair: Ani Kalayjian, Ph.D. (Fordham University)
Discussant: Neal S. Rubin, Ph.D., ABPP (Illinois School of Professional Psychology)
Participants:
Naji Abi-Hashem, Ph.D. (Lebanon). Counseling in Lebanon.
Ani Kalayjian, Ph.D. (Fordham University). Working across borders with victims of trauma.

Abstract:
This symposium will give examples of opportunities and challenges posed by working across international borders. Dr. Abi-Hashem will talk about counseling in Lebanon. Dr. O’Roark’s (author of The Quest for Executive Effectiveness: Turning Vision Inside Out) specialty is organizational consulting psychology, specializing in leadership development, individual assessment, work stress, and strategic planning. She will present a look ahead at developing international leadership skills and what that might entail. Dr. Sidun will speak about issues related to international adoption, including adoptee identity issues. Finally, Dr. Kalayjian will give accounts of her international work with trauma victims.

Psychology International

The most recent issue of Psychology International, APA International Affairs’ official publication can be viewed at: http://www.apa.org/international/pi/
Subjective well-being (SWB) is a very significant element in humans’ life. What is SWB? It refers to people’s evaluations of their lives which includes two major variables: happiness (affective component) and satisfaction with life (cognitive component). High SWB is found when two conditions are fulfilled; feeling very happy and very satisfied with life. Recent studies have demonstrated that SWB has a positive impact on longevity. People who express high SWB are more likely to be physically healthier and are more resistant to illness, thus live a longer life (Danner et al., 2001). Diener et al. (1999) found that positive emotions in human beings can lead to a more satisfactory life and rewarding interpersonal relationships. The study of SWB has sparked interest among the researchers in line with the current development in the field of positive psychology, which focuses on understanding and facilitating happiness and subjective well-being (Seligman, 2002). A growing body of literature on SWB has shown that most of the research was conducted in the Western cultures. Therefore, it is important for this topic to be explored in non-Western cultures so that new knowledge to the literature will be added.

Predictors of Well-Being

Past research have revealed that external factors such as health, income, educational background and marital status are responsible for only a small amount of the variance in the level of SWB (Diener et al., 2003). Because of this, researchers have turned their attention to examining the role of internal factors such as personality on SWB. The results have shown that personality variables are one of the strongest predictors of SWB. Costa and McCrae (1980) have firstly prompted the issue when they proposed that personality might have a role in disposing certain people to be happy. Specifically, extraversion and neuroticism have been found to be one of the most significant predictors of SWB. The suggestions were based on a study conducted in the US with participants aged between 35 and 85. Since then, numerous studies (e.g., McCrae & Costa, 1991; Diener et al., 1992; Heady & Wearing, 1989) have shown that extraversion and neuroticism are the strong personality correlates of well-being. A longitudinal study by Headey and Wearing (1989) on 649 Australians aged 18 to 65 showed that extraversion, neuroticism and openness to experience predisposed people, especially the younger ones to experience moderately stable levels of SWB. Another recent study by Gutierrez et al. (2005) on 236 nursing professionals in Madrid, Spain (mean age = 35.23) has favored the claim made by Costa and McCrae (1980) where extraversion and neuroticism are said to be the dimensions of personality related to SWB. However, the findings also showed that openness to experience is another dimension positively associated with the affect components of SWB. This particular finding contradicted the earlier finding reported by Hayes and Joseph (2002) in their research conducted in the Warwickshire, UK using 111 respondents (mean age = 37.77) where they found that conscientiousness is the other dimensions of personality related to SWB. All in all, the research reviewed above indicated that personality variables are related to SWB. However, there are inconsistencies in terms of personality dimensions related to it. It seems that in the US sample, extraversion and neuroticism are the dimensions related to SWB, however in the Spain and Australia samples, openness to experience is another dimension that can be used to predict SWB while in the UK sample conscientiousness is related to SWB. With the different results having emerged in different countries, it is interesting to find out which results would be replicated in a non-western country such as Malaysia.

Relatively, the objectives of the present research were, 1) to gain first-hand knowledge in SWB in Malaysian youths, 2) to explore the relation between personality to SWB, and 3) to assess the relative contributions of personality in predicting SWB.
Method

Participants
One hundred and thirty one youths participated voluntarily in the current study. All participants were university and college students located in Selangor, Malaysia’s most densely populated state (National Census, 2000). They were drawn using a convenience sampling method. There were 80 females and 51 males. Mean age was 22.44 years (SD = 1.26). Table 1 presents the number of participants by gender and religion.

Instruments

Affective Well-Being. Bradburn (1969) has developed the Affect Balance Scale (ABS), consisting of 10-item measures assessing overall psychological well-being, with five items assessing the positive aspect of well-being or ‘positive affect’ and the other five items assessing the negative aspect of well-being or ‘negative affect’. The scale focuses on the respondent’s attention onto experiences that have occurred ‘during the last few weeks’. One of an item measuring positive affect is ‘proud because someone had complimented you on something you had done’. An example of question relating to negative affect is ‘upset because someone criticized you’. Bradburn reported that an excess of positive over negative affect was positively related to greater happiness or satisfaction with life and an excess of negative over positive affect was related to greater unhappiness or dissatisfaction with life. Bradburn also found that the ‘Affect Balance Score’ (the difference between an individual’s score on the positive affects scale and the negative affect scale) is the best predictor of an individual’s current level of psychological well-being. The items are evaluated along two categories of response; “Yes” or “No”. The sum of “Yes” answers to the five items in each scale represented the total scores for the positive and negative affect scales. As such, the score on each positive and negative affect ranges from 0 to 5. A high positive affect score represent a high psychological well-being and low psychological well-being is represented by a high negative affect score. An Affective Balance score (ABS) is derived by subtracting the negative affect score from the positive affect score, providing a scale ranging from −5 (minimum well-being) to +5 (maximum well-being). The Bradburn Affect Balance Scale was translated into Bahasa Malaysia for the current study. The alpha coefficients of the Malay version of the Bradburn scale for the positive affect and negative affect in this study was 0.68 and 0.77, respectively. However, it should be noted here that the use of western instrument might jeopardized the present findings as it were normed on western samples.

Life Satisfaction. Life satisfaction was assessed by asking the participants to rate the extent to which they satisfied or dissatisfied to the test items described “on the whole, how do you feel about your life: on a 10-point anchored scale. The item was translated into Bahasa Malaysia for the present study.

Big Five Inventory. The present study was based on a Malay-version of Big Five Inventory (John et al., 1991). This inventory measures five major domains of personality: Neuroticism (N), Extraversion (E), Openness to Experience (O), Agreeableness (A) and Conscientiousness (C). Eight items measure the dimension of Extraversion and Neuroticism respectively, nine items each measure Agreeableness and Conscientiousness and ten items measure the dimension of Openness. Items are scored on a 5-point Likert scale ranging from Disagree Strongly to Agree Strongly. Scale scores are

<table>
<thead>
<tr>
<th>Gender</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>51</td>
<td>38.9</td>
</tr>
<tr>
<td>Female</td>
<td>80</td>
<td>61.1</td>
</tr>
<tr>
<td>Total</td>
<td>131</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Religion</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Islam</td>
<td>91</td>
<td>69.5</td>
</tr>
<tr>
<td>Christianity</td>
<td>10</td>
<td>7.6</td>
</tr>
<tr>
<td>Buddha</td>
<td>28</td>
<td>21.4</td>
</tr>
<tr>
<td>Hindu</td>
<td>2</td>
<td>1.5</td>
</tr>
<tr>
<td>Total</td>
<td>131</td>
<td></td>
</tr>
</tbody>
</table>
computed as the participant’s mean item response (i.e., adding all items scored on a scale and dividing by the number of items on the scale). The alpha coefficients of the Malay version of the BFI in this study were 0.82, 0.63, 0.59, 0.79, 0.86 for the dimensions of N, E, O, A and C respectively.

Procedure

All participants voluntarily answered the questionnaire. Participants were instructed to answer as accurately and honestly as they could. They were also told that there was no right or wrong answers. Prior to that, they were asked to sign a consent form as part of the procedures.

Results

Levels of subjective well-being

Means and statistical results of the three components of SWB are summarized in Table 2. The total mean scores for the PA and NA were 2.76 and 1.23, respectively. The neutral point of the PA and NA scales was 2.5. These results indicated that the Malaysian youths experience relatively more positive affect than the negative affect, meaning that they were happy with their current life and they possessed high SWB. In addition, the total mean score for the life satisfaction was 7.13, which was above the neutral point of 5.5. The findings reflected that generally, the youths seem to be satisfied with their life.

Differences in SWB According to Gender and Religion

The ratings of affect components of SWB and life satisfaction were compared using MANOVA to examine whether there are any significant differences between gender and religion in SWB. Table 3 presents the SWB by gender and religion. The results have shown that there are no significant differences in the components of SWB with gender and religion. They do not differ in their current level of SWB, implying that males and females seem to experience more or less the same amount of positive, negative affect and life satisfaction. Similarly, the difference in religion also did not account for the variance in the respondents’ level of SWB and satisfaction with life.

Relations among Personality Variables and Subjective well-being

Pearson correlations were also calculated between personality variables and SWB. Table 4 presents the Pearson correlations between these variables. The findings implied that the correlations between personality variables, and the components of SWB were weak to moderate. However, all correlations except for openness were significantly related to life satisfaction, PA and NA. With the PA scale, conscientiousness showed the strongest correlation ($r = .37$). With the NA scale, neuroticism showed the strongest negative correlation ($r = -.61$). Both conscientiousness and extraversion showed the strongest correlation with life satisfaction.

Regression Analysis

In order to examine the relative influence of personality variables on each SWB measure, the regression analyses predicting each SWB measure from personality variables were conducted. Results of the regression analyses for each SWB

| Table 2. The Subjective Well-Being of the Malaysian Youth (N = 132) |
|--------------------------|------------------|
|                           | Mean  | SD   |
| Positive Affect (PA)     | 2.76  | 1.12 |
| Negative Affect (NA)     | 1.23  | 1.34 |
| Life Satisfaction        | 7.13  | 1.73 |

| Table 3. Multiple Analysis of Variance (MANOVA) for SWB by Gender and Religion |
|--------------------------|------------------|------------------|------------------|------------------|
| Source                   | Dependent variable | SS     | df | MS   | F   | p    |
| Gender                   | Positive affect   | .037   | 1  | .037 | .551 | .459 |
|                          | Negative affect   | .013   | 1  | .013 | .132 | .717 |
|                          | LS                | .062   | 1  | .062 | .020 | .887 |
| Religion                 | Positive affect   | .122   | 3  | .041 | .611 | .609 |
|                          | Negative affect   | .223   | 3  | .074 | .759 | .519 |
|                          | LS                | 1.026  | 3  | .342 | .112 | .953 |

LS = Life satisfaction
measure were summarized in Table 5. Regression analyses revealed that the standardized beta value of the predictor of life satisfaction (extraversion) was significant ($\beta = 0.24$). In predicting positive affect, the standardized beta values of conscientiousness ($\beta = 0.24$) and agreeableness ($\beta = 0.20$) were significant. In predicting negative affect, neuroticism ($\beta = 0.53$) appeared to be a better predictor as compared to conscientiousness ($\beta = -0.17$), even though both variables showed a significant relationship with negative affect. Thus, it can be said that in the Malaysian youth sample, lower level of conscientiousness would predict a higher level of negative affect.

**Discussion**

The descriptive results of SWB revealed that the respondents in the present study were currently satisfied with their life and they experienced more positive affect than negative affect, suggesting that they are happy with their life. However, it is not possible to compare the SWB of this particular group of Malaysian youths to SWB of youths in other nations as the current study did not include samples from

---

### Table 4. Pearson Correlations for Personality Variables and Subjective Well-being

<table>
<thead>
<tr>
<th>Variables</th>
<th>Life Satisfaction</th>
<th>PA</th>
<th>NA</th>
</tr>
</thead>
<tbody>
<tr>
<td>Neuroticism</td>
<td>-0.37**</td>
<td>-0.31**</td>
<td>0.61**</td>
</tr>
<tr>
<td>Extraversion</td>
<td>0.37**</td>
<td>0.28**</td>
<td>-0.27**</td>
</tr>
<tr>
<td>Openness</td>
<td>0.10</td>
<td>0.09</td>
<td>0.16</td>
</tr>
<tr>
<td>Agreeableness</td>
<td>0.32**</td>
<td>0.33**</td>
<td>-0.44**</td>
</tr>
<tr>
<td>Conscientiousness</td>
<td>0.37**</td>
<td>0.37**</td>
<td>-0.43**</td>
</tr>
</tbody>
</table>

**. Correlation is significant at the 0.01 level (2-tailed).

---

### Table 5. Predicting Subjective Well-Being from Personality Variables

<table>
<thead>
<tr>
<th>Predictor Variables</th>
<th>$B$</th>
<th>SE $\beta$</th>
<th>$\beta$</th>
<th>$R^2$</th>
</tr>
</thead>
<tbody>
<tr>
<td>Life satisfaction</td>
<td></td>
<td></td>
<td></td>
<td>0.58</td>
</tr>
<tr>
<td>Extraversion</td>
<td>0.60</td>
<td>0.19</td>
<td>0.24**</td>
<td></td>
</tr>
<tr>
<td>Positive Affect</td>
<td></td>
<td></td>
<td></td>
<td>0.47</td>
</tr>
<tr>
<td>Conscientiousness</td>
<td>0.13</td>
<td>0.05</td>
<td>0.24**</td>
<td></td>
</tr>
<tr>
<td>Agreeableness</td>
<td>0.11</td>
<td>0.05</td>
<td>0.20**</td>
<td></td>
</tr>
<tr>
<td>Negative Affect</td>
<td></td>
<td></td>
<td></td>
<td>0.63</td>
</tr>
<tr>
<td>Neuroticism</td>
<td>0.31</td>
<td>0.05</td>
<td>0.53**</td>
<td></td>
</tr>
<tr>
<td>Conscientiousness</td>
<td>-0.10</td>
<td>0.05</td>
<td>-0.17**</td>
<td></td>
</tr>
</tbody>
</table>

** $p < 0.05$
other nations. However, if we were to compare the mean levels of SWB of Malaysian youths with the mean levels of SWB reported by Diener and Suh (1999), it could be seen that the level of SWB of Malaysian youths was low compared to the SWB of the Americans. The difference may be attributed to the culture practices in both countries, with Malaysians being a collectivist society and Americans being an individualist society (Hofstede, 2001). The collectivists tend to emphasize on adhering to the cultural norms and obligations, while personal needs and emotions are emphasized in individualist cultures (Markus & Kitayama, 1991). Thus, cultural norms, rather than emotions may have a stronger effect on SWB in collectivist cultures than in individualist cultures (Cha, 2003). Relatively, this explanation was authenticated by the results from Cha (2003) study, where he found that the affective well-being of Korean students was also lower than those of the American’s. Since both Malaysia and Korea has a collectivist culture, it is expected that the Malaysians and the Koreans have lower SWB than the Americans. On the contrary, it may also be argued that the lower level of SWB experienced by the respondents in this study was due to the fact that the translated instruments were being used and were not normed on a local population. This might affect the findings as the use of imported instrument might not fully capture the culturally distinctive characteristics of SWB in the Malaysians. It is suggested that in future research, this issue is addressed so the effect of imported instruments on local population could be eliminated.

Within the perspective of gender and religion, these results showed that the difference were not significant for both affective and cognitive components of SWB. In comparison to past studies, similar results had been reported. For instance, Lucas and Gohm (2000), in an analysis of two large international data sets (the World Values Survey II and the International College student data study), reported that significant gender differences in both pleasant affects and life satisfaction have not been found. Similarly, Haring et al. (1984) claimed that their analyses on 146 studies on global well-being revealed that gender accounted for less than 1 percent of the variation in people’s happiness, signifying that there is practically no gender difference in SWB across cultures. Gender equality in overall happiness and life satisfaction has also been reported by Michalos (1991) and Diener (2000). In terms of religion, it could be said that regardless of what religion one embraces, it does not affect one’s level of SWB.

The present study also demonstrated a moderate correlation between extraversion and conscientiousness with life satisfaction. Moreover, conscientiousness was also found to be moderately correlated with positive affect. Interestingly, many Western studies have shown that extraversion has been most closely linked to positive affect (Costa & McCrae, 1980; Diener et al., 1992; Heady & Wearing, 1989). In contrast to these studies, the current finding suggested that in the Malaysian sample, conscientious persons are more closely linked to positive affect compared to the extraverts. Perhaps, as Hayes and Joseph (2002) indicate, highly conscientious people are more likely to be able to function effectively in society and to achieve their goals, which in turn would lead to greater SWB. Even so, our results did not rule out the importance of extraversion as an additional dimension of personality related to SWB. Nevertheless, as mentioned earlier, the differing results across cultures might partly be due to cultural factors (individualist versus collectivist) or the use of imported measures. It may be debated that the findings from culturally appropriate measures in collectivist cultures on the SWB might yield different findings from the use of imported western instruments. Therefore, future research is sorely needed to eliminate the instrumentation problem.

Evidence from numerous studies supports the link between neuroticism and negative affect (Costa & McCrae, 1980; Headey & Wearing, 1989). The result of the present study is in accordance with the previous studies. The findings suggest that neurotics are more likely than emotionally stable people to experience unpleasant affect. Since the correlation between neuroticism and negative affect are strongly marked in various cultures, it is possible that this relationship is biologically-based. It could be said that the neurotics may respond to life events with more negative emotions, which may lead to a higher negative affect.

The relative influence of personality variables on each subjective well-being measure was determined using multiple regression analyses. Extraversion was the best predictor for life satisfaction. In predicting positive affect, only conscientiousness and agreeableness are influential predictors. Nevertheless, conscientiousness appeared to be the most important predictor of positive affect while neuroticism was the strongest predictors of negative affect. McCrae and Costa (1991) suggest that neuroticism predicted the amounts of negative affect in people’s lives and therefore contribute greatly to SWB. Perhaps, having the right combination of personality traits (low neuroticism and high conscientiousness) may contribute to high level of SWB.

In short, the present results revealed that conscientiousness and neuroticism was the strongest predictor of affective component of SWB while extraversion was the best predictor for life satisfaction. However, the importance of agreeableness should not be ruled-out as it also showed a moderate relation with positive affect.

References
Research Articles


Please send all correspondences regarding this article to Haslina Muhamad at haslina_m@um.edu.my

International Psychology Bulletin (Volume 13, No. 1) Winter 2009 Page 15
Carole A. Rayburn and Lillian Comas-Díaz have done an outstanding job as editors of *Woman Soul: The Inner Life of Women’s Spirituality*. This is another volume in the Women’s Psychology series edited by Michele A. Paludi. *Woman Soul* offers us an intimate look at several women, their paths to their faiths, their feelings, and how the Divine has moved within them. Though many faiths are covered, this volume also includes chapters on the importance and benefit of having spirituality.

There is no shortage of books on women and spirituality. However, it has been quite some time since anything major has been published about the topic; the last of it appeared in the mid-1990’s. Many of these publications underlined the importance of feminist spirituality. This volume is not unlike these previous books wherein “*Woman Soul* draws attention to the inequities and injustices suffered by women because of the inherent sexist treatment of them by established patriarchal religions” (p. ix).

According to the Association of Religion Data Archives at Pennsylvania State University, 82% of Americans are Christian, 1.92% are Jewish, 1.60% are Muslim, less than one percent are Buddhist, 11.31% are Non-Religious, and 2.24% are considered “Other.” The latter category includes Native American religions, New Age groups, and assorted other spiritual movements. There is an estimated 155 million women in the United States. The diversity found in this book faithfully reflects the great diversity of spiritual traditions both in the United States and elsewhere: White, Christian females are not the only group represented here. Women have been searching for the divine feminine in the sea of dominant patriarchal religions, so it was a pleasure to see Goddess worship (which is enjoying a return in many Western countries) given its honorable due.

A highlight of the book is the discussions of the Black Madonna. The reader is invited to visit the Philippines with Asuncion Miteria Austria to learn how the Virgin Mary offers peace. The struggle of African-American women subjected to abuse through beliefs that do not serve them is highlighted by Beverly Greene. Sufism, Hinduism, Judaism, Buddhism and Agnosticism are also covered. Yet, the contributions cover not only specific faiths; there are general chapters on spirituality in healing, science, psychology, and the role of spirituality in the lives of today’s young women.

One import omission concerns the role of women in mainstream Islam, an omission that is not the fault of the editors, as they explain in their introduction the events that led to what would have been a valued addition. However, the volume includes an enlightening chapter on Sufism which represents some of the more mystical aspects of Islam. It is worthwhile to suggest that the editors may consider a future chapter on the often misunderstood Mary Magdalene, who has recently gained favorable popularity amongst women searching for strong, powerful, and positive women role models in Christianity.

For this reviewer *Woman Soul* has been a joy to read – sometimes amusing, other times enlightening, but always inspirational. I have recommended this book to a couple of my friends who are still struggling with finding a faith that offers them the sustenance they need, especially as women, or to find some validation so that their choice to forge their own path apart from tradition should not leave them feeling guilty. This volume should not be ignored as it invites the reader to deepen in awareness and personal growth.

### Recommended Readings


Implementation of Group Psychoeducation for Severe Mental Illness in East Africa: Lessons Learned in Tanzania

David P. Johnson, M.A.
University of North Carolina, Chapel Hill

Edward J. Ringo, M.D.
Archibaldy Lyimo, Rev.
Tumaini University, Tanzania

Jennifer Nolan, Ph.D.
Kate Whetten, Ph.D.
Duke University

During the summer of 2007 a team of researchers from Duke University and the University of North Carolina, Chapel Hill (UNC) went to Tanzania and conducted qualitative interviews to understand the country’s mental health system. The team was based out of a church-owned hospital of over 1000 staff serving over 11 million people in Northern Tanzania. Despite this large staff and service area the mental health services offered include 1 psychiatrist and 1 psychiatric nurse conducting medication management. This region is emblematic of the deficiency in mental health services across the country with the number of mental health workers per 100,000 Tanzanians reported as psychiatrists (0.03), psychologists (0.003), social workers (0.04), psychiatric nurses (2), and total psychiatric beds per 10,000 Tanzanians (0.5) (WHO, 2001). A community-based needs-assessment then led to the implementation of a group psychoeducation program at a Tanzanian hospital in the summer of 2008. The Amani na Tumaini Program (Peace and Hope) is based on the Western empirically-supported treatment program “Illness Management and Recovery” (IMR; Mueser et al, 2002) with modifications for Tanzanian culture. The following paper will describe our process of implementing a psychoeducation group for patients and family members. Generalized suggestions will be made for those interested in initiating similar projects in East Africa where the need for psychosocial interventions is particularly strong. However, the diverse cultures and infrastructure of each African country will require unique approaches to meeting mental health needs.

Step 1: Building relationships and identifying needs

The first step to international implementation of mental health programs is to build strong relationships with local organizations. We initially conducted foundational work via the longstanding relationship between Duke University and a Tanzanian hospital based on HIV research collaborations. Through these preexisting channels we were introduced from afar to a local psychiatrist in Tanzania and were invited to come. Before arriving we spent time announcing our planned presence to relevant local people by calling, sending letters and emailing, when available. Once we were present in Tanzania our focus then turned to spending as much time as possible with populations germane to mental health. We spent time together with the medical students who were on rotation in the psychiatric clinic and listened as the local psychiatrist taught these students about diagnosis and psychiatric treatment. This was made possible because medical school education is taught in English. The local psychiatrist spoke Kiswahili to his patients while medical students translated for us. Then the local psychiatrist would instruct his medical students in English about his technique for interviewing and diagnosing. This was an invaluable experience for understanding the current education medical students receive in psychiatry, which is limited to 2 weeks of classroom instruction and observing the psychiatrist while in the clinic. Team members also invested a significant amount of time talking with psychiatric inpatients and their family members at a smaller regional level hospital. This served to highlight the importance of family members in treatment, as it was observed that family members often spent the entire day at the hospital with the inpatients. In fact, due to limited staffing family members were often responsible for feeding and bathing the patients. The team also toured a local residential rehabilitation facility for patients with functionally impairing mental illness. This facility provides patients with a place to live in community and supplies meaningful work such as cooking, furniture-making, farming, and animal husbandry. Trips were made to the outskirts of town to visit traditional healers who showed us herbs and offered demonstrations of rituals used to treat symptoms synonymous with mental illness. And finally, focus groups were conducted with Christian and Muslim religious leaders to illuminate their perspective on mental illness and what is currently done in their communities for this population. This led to the continued fostering of a relationship with the chaplains department at the hospital often via tea time, a very important hiatus in the work day in Tanzania. Contrary to the efficiency mindset of Westerners, it was vitally essential that we made time for drinking tea, even learning to always accept 2 cups! Relationships were also built through invitations to dinner at the homes of hospital staff. We were often surprised at the level of hospitality and generosity of our hosts. In fact, this even led to feeling guilty at times when the dinner host would kill one of their chickens for us or cook more food than is typically eaten. We would often try our best to offset their cost by bringing a care package of essential food items such as juice, coffee, sugar, bread, and butter. This investment of time and respect eventually led to the identification of several people who would later form the core team of group facilitators for the psychoeducation program.

Step 2: Identifying and training a team

The time we invested in building deeper relationships also allowed for assessment of individuals committed to the psychological care of those with mental illness. We identified the chaplains at the hospital as possessing a warm and genuine interpersonal approach to patient-care. This characteristic
was placed as a top priority for group facilitators given research on the strong association between common therapeutic factors and clinical outcomes. The chaplains were also morally driven to increase their responsibility for those with mental illness understanding them as a neglected population in Tanzanian society. Additionally, the chaplains department at this hospital is part of a Clinical Pastoral Education (CPE) program where a strong emphasis is placed on continuing education. Taken together, these characteristics and setting made the chaplains a motivated group for training and education about mental illness. In addition to chaplains, social workers and psychiatric nurses were invited to the trainings to further their limited education in mental illness as well as provide a different perspective on treatment. In the end, the model evolved into an IMR group facilitated by both chaplains and psychiatric nurses. We were also able to bring a number of much-needed concrete resources to the Tanzanian group facilitators, including old laptops supplied by Duke University and current psychology textbooks and translated diagnostic tools. A small sum of money was also provided to each trainee who agreed to participate in the trainings, which is consistent with the training model started by the WHO.

The next stage involved the training of group facilitators for the psychoeducation program, where it was especially important to be mindful of cultural differences. First, we set up a schedule of training dates and times. However, we quickly learned to be flexible and adjust these times. For example, when the victims of a bus accident were rushed to the hospital, trainings were postponed to allow for the chaplains to do their work. Also, the Western notion of punctuality differs significantly from Tanzanians approach and thus was taken into consideration by allowing for extra training sessions. It would have been a mistake to consider this a sign of waning motivation and confront the trainees. This was particularly important as we grew to appreciate the concept of “saving face” in Tanzanian culture, which is typically associated with Asian cultures. We learned to understand a communication style that conveys information in a way that does not directly address issues that could lead to impugned self-esteem. For example, it became apparent that the pace of covering the training content was too slow; however, the chaplains never openly addressed this with us. Instead, this required sensitivity to trainees’ nonverbal cues and also a willingness to delicately ask questions in private. We were also mindful to recognize the power differential inherent in the existing relationships: trainer/trainee and foreigner/local. Therefore, steps were taken to ensure a respectful attitude, such as always using the formal greetings for respected elders.

Step 3: Collaboration for sustainability

The implementation of the IMR group at the hospital required an eye towards adapting this Western treatment program for the Tanzanian culture and hospital setting. We approached this stage understanding that stronger collaboration with the Tanzanian staff would lead to longer-lasting sustainability of the program after we left the country. Therefore, we set out to collaborate on program development and specifics, such as location, duration, frequency, and a Kiswahili name for the group. For example, IMR is typically conducted with a group of outpatients for 1 hour a week for 3-6 months. The Amani na Tumaini program decided to have 2-hour long bi-weekly groups lasting for 3 months consisting of outpatients and their family members. It was explained by the chaplains that participants may be traveling long distances and therefore longer group sessions with a tea break would be necessary. Another cultural difference was the inclusion of a religious song and prayer to open each IMR group, which consisted of participants of the Christian faith (a Muslim imam was also present learning to facilitate IMR for individuals with mental illness in his community).

Finally, facilitation of sustainability required a clear understanding of the transference of ownership of the Amani na Tumaini program to the Tanzania staff. This was accomplished through the constant empowerment of the Tanzanians in making program-relevant decisions. Symbolically, gestures were also made, such as certificates to demonstrate their completion of the informal IMR training course or as group facilitators in the program. Additionally, we wanted to be clear about how we would be involved in the future of the program, through providing email and phone feedback on a monthly group report. The issue of financial sustainability was also addressed by conveying hope that funding to support the program would come through a search by both our team and the Tanzanian staff. However, this resulted in less ownership of this aspect of the program and in retrospect we would attempt to empower the Tanzanians even more in their ability to search out funding. Regardless, funding is likely the most challenging issue facing international implementation of psychological services.

Recommendations based on our lessons learned

- Build relationships with people involved in the lives of those with mental illness, such as patients, family members, social workers, psychiatric nurses, traditional healers, and religious leaders.
- Observe the community mental health needs and identify indigenous people to educate and empower to meet these needs
- Adopt a culturally sensitive approach to training and translation of the psychological service being implemented
- Be mindful of ways to enhance sustainability in all areas of the program

References

Correspondence should be addressed to David P. Johnson, Department of Psychology, University of North Carolina at Chapel Hill, Chapel Hill, NC 27599-3270, USA (e-mail: djin-tanzania@gmail.com).

Acknowledgments: We would like to thank additional Tanzanian staff for their involvement in this project: Rev. John Safari, Father Salutaris Mawazo, Father Prince Hiti, Sister Sengawe, and Sister Makundi. As well as Duke University undergraduate students: Christina Azimi, Georgia Hoyler, Caitlin Thomas, Whitney Woodhull, and Leslie Modlin.

Psychology and Somalia

Omar Ahmed, M.A.
Tempe, Arizona
keliomar@hotmail.com

Grant J. Rich, Ph.D.
University of Alaska Southeast, Juneau, Alaska
OptimalEx@aol.com

Those that follow Somalia in the media in the United States will note that the predominant themes in the news seem to focus on the continuing piracy in the Red Sea and Gulf of Aden, attacks on humanitarian aid workers, the possibilities for terrorism to fester in this ‘failed state,’ and the controversies, Department of Mental Health and Substance Dependence. Geneva, Switzerland.

Correspondence should be addressed to David P. Johnson, Department of Psychology, University of North Carolina at Chapel Hill, Chapel Hill, NC 27599-3270, USA (e-mail: djin-tanzania@gmail.com).

Acknowledgments: We would like to thank additional Tanzanian staff for their involvement in this project: Rev. John Safari, Father Salutaris Mawazo, Father Prince Hiti, Sister Sengawe, and Sister Makundi. As well as Duke University undergraduate students: Christina Azimi, Georgia Hoyler, Caitlin Thomas, Whitney Woodhull, and Leslie Modlin.

Psychology and Somalia

Omar Ahmed, M.A.
Tempe, Arizona
keliomar@hotmail.com

Grant J. Rich, Ph.D.
University of Alaska Southeast, Juneau, Alaska
OptimalEx@aol.com

Those that follow Somalia in the media in the United States will note that the predominant themes in the news seem to focus on the continuing piracy in the Red Sea and Gulf of Aden, attacks on humanitarian aid workers, the possibilities for terrorism to fester in this ‘failed state,’ and the controversial role of the Islamic Courts Union. It is important to note, however, that many of Somalia’s troubles have been long-standing. Major contributors to the present-day chaos are intergroup conflicts between rival factions of clans that predate Independence for British Somaliland and Italian Somalia in 1960. Historical evidence indicates that wars were frequent events in Somali history, often linked to conflicts over access to water and pastures for grazing, as well as to interpersonal feuds and camel banditry. Indeed a continuing issue for Somalia is the exacerbating impact of colonialism on the division of the Somali peoples, who also live and have historically lived in Djibouti, Ethiopia, and Kenya. It seems that colonial and post-colonial boundaries that divide communities linked historically by common blood, culture, and kin perhaps are inevitably linked to political division. Intense violent armed conflict followed the forced departure of Siad Barre in 1991, leading to famine in Baidoa and elsewhere and the beginnings of Operation Restore Hope by the United States. Today the capital Mogadishu, once perhaps the most peaceful city in the world has become a perpetual battleground, and religious divisions add to pre-existing clan divisions as moderates and extremists fight over who should lead.

As a result of the problems in Somalia, a great diaspora ensued, with forced migration of nearly 50% of the population, with many refugees ultimately arriving in the United States and living in mid-sized and large cities, especially Columbus, Ohio and the Twin Cities in Minnesota, as well as Toronto, Canada and many other nations. As may be imagined, these individuals have likely experienced a range of horrors, including draught, famine, torture, rape, chronic disease, and psychosocial stressors.

In Somalia, traditionally mental illness is believed to be caused by spirit possession or as punishment from God. Historically Somalis may see a traditional healer or wadad, who may treat clients by reciting verses from the Koran or by preparing an amulet for the client as protection against jinni spirits. Somalis typically believe that mentally ill persons will never return to complete mental health and stability and that they may never be completely trusted (dhimir keway dhabaad kuma soo noqdo). Different groups in Somalia may favor different treatments. For instance, for the Somali Bantu group, drum healing (Lumbi) may be utilized and for Somali nomads Saar (zar) healing modalities may form a central part of treatment, as they do in some parts of the Sudan and Ethiopia as well (Boddy, 1989). The Bantu often believe that drum healing will have a more powerful medical effect on patients if played together as a group. Drumming and singing are common among the Bantu, and, since many with mental health issues are socially isolated, the suffering person may no longer feel excluded. In addition, the repetitive drum sounds are felt to induce a state of calm and focused awareness. In contrast to the techniques utilized among the Bantu, the nomads who commonly live in the north and central regions of Somalia believe that long periods of complex sickness may require the intervention of a traditional healer who may burn incense and request that the curse or Jinni be removed. Massage therapy is another traditional healing modality practiced by Somalis and is utilized for “pain, headaches, and backaches” (Guerin et al., 2004, p. 62). Guerin et al. (2004) note that Somalis are “more open to physiotherapy, massage, and body therapies as treatments than to prescription drugs” (p. 62) and suggest that such work could be utilized more “either alone or in conjunction with western forms of mental health treatment” (p. 62).

Some argue that in Somalia, “mental state is divided into two categories: the mentally ill and the mentally healthy” (Perez, Roble, & Gardiner, 2006, p. 1). Thus the plethora of diagnoses described by therapists in the USA is likely to seem quite foreign to clients who view psychological health as dichotomous. Perez, Roble, and Gardiner (2006) note that there is only one hospital in Somalia that “deals with mental health issues” (p.4), that few physicians have psychiatric training, and those familiar with the hospital recall patients “strapped and chained,” “yelling and talking nonsensically and others sitting in their own excrement” (p. 4). Mental illness is stigmatized in Somalia and thus such issues
should be approached with care.

In the context of the United States it is important to remember that many Somalis will not be familiar with western medicine, let alone the distinction between the variety of helping professions, such as physicians, psychiatrists, psychologists, social workers, and case managers. Dictionary terms for psychologist (takkharka cilmi-nafsiga) and social worker/aid worker (samo-fale) may serve as only rough approximations and local concepts may not map directly onto traditional concepts. As Scuglik et al. (2007) rightly note, a number of Somalis “would view post-traumatic stress disorder (PTSD) symptoms from rape or murder, as something to be dealt with primarily as an insult to the family, requiring a Diya, a compensation paid by a person who has injured or killed another person” (p. 586). Diya compensation is reckoned on at one hundred camels for the death of a male, a substantial sum, and, if a woman has been killed, the clan of the killer usually pays half of what a full diya is for men. On the other hand, when a man beat his wife she may take the matter to elders or to the judge (Qaadi) and perhaps the woman would win money or perhaps the husband would be tied to a tree that had biting ants nearby. At any rate, despite the difficulties in diagnosis, a number of researchers in the USA have identified PTSD in Somali populations at alarming rates. In one sample of 224 Somali refugees in Minnesota, 36% reported a history of torture (47% of the women, and 25% of the men) (Jaranson, et al., 2004, p. 595). The work of J. David Kinzie and colleagues (e.g. Kinzie and Friedman, 2004) is a helpful starting point for information on diagnosis and treatments, including psychopharmacological ones for Somali refugees and asylum-seekers.

Somalis may be more likely than other clients to present physical symptoms along with reports of depression. These physical symptoms associated with depression may include sleep problems, fatigue, headaches, chest pains, heart palpitations, and general pain (Schuchman & McDonald, 2004). While the Koran forbids suicide, some clients with suicidal ideation may be hesitant to seek help. In crisis, it is expected that families will serve as the primary support network. In addition, clan elders and religious leaders may offer assistance. However, many Somali families in the United States are not intact, often with the father missing or deceased. Family reunification, when it happens, may involve many years of waiting and multiple border crossings. Thus social isolation, poverty, mourning the loss of possibility of return home, lack of transferrable job skills, as well as the considerable language and cultural barriers are among the additional stressors faced by many Somalis upon arrival to the USA. With such challenges it is not surprising that one ethnographic study of Somali men over age sixty in east London found that “social isolation, low levels of control over one’s life, helplessness and social degradation-ageism, perceived racial/religious discrimination and to, a lesser extent, racial harassment- were common themes identified in people said to be depressed” (Silveira & Alleback, 2001, p. 309). This study also found that coping resources typically involve family and Somali community support and religion.

A number of issues involving interpreters should be duly noted. Traditional Somalia is a land where age and gender differences are salient. Decision making and political leadership is historically focused upon male councils of elders associated with the clans. Thus, for Somalis in the United States, the language barrier often is reported as especially troublesome (Scuglik, Alarcon, Lapeyre, Williams, & Logan, 2007). For instance, pairing males with female interpreters, or having bilingual children interpret for Somali adults may often lead to cultural miscommunication at best or to misinformation or to silence especially with regard to sensitive issues. An additional concern is that individuals from Somalia may speak (or not speak) a variety of languages and dialects, including Somali, Somali Bantu languages, Arabic, and perhaps depending on region of origin some English or Italian. The issue of ensuring confidentiality is of special importance, as information often spreads quickly in tight-knit cultural communities. Finally, and importantly, Somalis in the United States are of a variety of clan origins and thus pairing a Somali client with an interpreter from a rival clan is a real possibility and potential problem.

In sum, it may be noted that an effective treatment plan for many Somali clients will involve careful consideration of the issue of interpretation, issues relating to understanding alternative concepts of mental health, issues related to the somatization of psychological symptoms, and the need for the treatment team to fully engage with a biopsychosocial model that understands the importance of spiritual concerns as well. For instance, since most Somalis are Muslim, it is important to remember that Ramadan has a number of implications for treatment compliance, including medications.

At any rate, psychotherapy, if it occurs, is apt to be much more effective if coupled with careful case management and advocacy focusing on issues relating to housing, utilities such as the telephone, transportation, employment, immigration status, access to government benefits and programs, cultural orientation sessions, understanding legal and educational differences (e.g. laws regarding domestic violence, child abuse, school attendance and the use of culturally familiar substances such as the mild stimulant khat (qat) which is often utilized on social occasions), and English as a second language programs. Successful programs integrally involve Somali case managers.

References
Women’s Rights ARE Human Rights

UN Human Rights Declaration at 60, UNESCO, Paris, September 3, 2008

Dr. Ani Kalayjian
kalayjianan@aol.com

The 61st Annual UN DPI NGO Conference took place in Paris. 2,000 NGO’s from over 90 countries were present. It was a unique experience organizing and chairing a workshop on Women's rights ARE RIGHTS. This workshop was sponsored by Armenian International Women’s Association (AIWA), international cosponsors were: World Wide Network for Gender Empowerment (WNGE), Association for Trauma Outreach & Prevention (ATOP), MaMa Na DaDa from Kenya, AframGlobal Organization, Inc. Int., and Meaningfulworld.com. Although there were 13 concurrent sessions, a record number of people over 150 attended. We began the session with a gratitude as we lit 6 candles (one for each decade) celebrating the 60th anniversary of the Human Rights Declaration. It is interesting to note that although the declaration is at 60, and although all States have signed the Declaration, the document remains in its infancy, as many countries do not follow it.

A review of violations of human rights in six regions was presented, including North America, Europe, Asia, Latin America, Middle East, and Africa. Examples of violations include: Female genital cutting has been a crime since 1965, punishable by life in prison or death, but in 40 years, no case has ever been brought to trial and the UN Children’s Fund says 99% of women in Guinea are cut, a rate unchanged for decades. Family matters in Iran, Egypt, Israel, Lebanon, Pakistan, Afghanistan, and Saudi Arabia are governed by religion-based personal statues codes; many of these laws treat women essentially as legal minors under the eternal guardianship of their male family members. In Latin America, the most pernicious types of women’s human rights abuses are in women’s reproductive and sexual health and rights, discrimination, and violence against women in the workplace and home. Women’s employment among regular workers has dropped drastically by 20%, indicating the higher rates of retrenchment, while that for men dropped by only six percent in South Korea. Human trafficking, violence against women, and social protection of women from minority groups are still areas of concern in many parts of Europe. In North America, the U.S. Census Bureau reported in 2005 that women over the age of 16 comprise 59% of the workforce, yet on average they earned only 77 cents for every $1 their male counterparts earned.

We then reviewed some of the advances in those regions. Examples are: In Africa, women are now deputy heads of state in at least seven nations and a woman is president in one, Liberia; in the Middle East, Committee to Defend Women’s Rights in the Middle East is working to abolish apartheid attacks under the Islamic governments by institutionalizing several new laws; in Latin America, there are now exclusive police stations for women to “…investigate crimes against women, such as domestic violence, assault, and rape. Sao Paulo was the home of the first such police station, and there are now more than 300 women’s police stations throughout Brazil” (Cecilia MacDowell Santos); in Asia, Nepal has cracked down on a lot of human trafficking in recent years; in Europe, “Equal Marguerite (Working and Being a Parent) is a European Program with the following aim: to manage initiatives aimed at fighting discrimination and disparities on the labor market for parents” (Equalmar–guerite.com, 2008); in North America, “The American Civil Liberties Union Women’s Rights Project has worked to empower women and advance equality…WRP works to ensure that women and their families can enjoy the benefits of full equality and participation in every sphere of society” (ACLU, 2005).

Andrea Zielke was next presenting her research on the abuse of women nurses in Germany. Zielke interviewed 21 women nurses who experienced violence. Verbal violence is the most frequent expressed. Amongst the physical violence reported were: spitting, pushing, grabbing, biting, ramming, scratching, beating and kicking. In 2002, the National Health Service reported that 22% of nurses in emergency units were victims of violence. Sexual violence is also experienced primarily when the woman is a nursing student or a novice. The reasons for violence vary; violent behavior by patients may be caused by psychological strain effected by long periods of convalescence, dissatisfaction, or side-effects of medication; the nurses may be ignoring patients, criticizing, ridiculing, or being disrespectful towards the patients; the organization may have institutional restrictions and nursing interventions that reduce the patients’ spatial, physical, and social freedom, leading to aggressive behavior. Preventive measures are the following three: 1) to train nursing students to realize causes of violence and how to protect themselves; 2) to promote cooperation at and between all levels of
hierarchy within an institution; and 3) to develop a standardized approach.

The next speaker was Joyce L. Onoko from Kenya, who spoke about her NGO Mama na Dada Africa. The identified problem was challenges facing grassroots women in Kenya.

Overall, family health is very much dependent on women's health. In order to have a healthy family a woman needs to be aware of the following: 1) health issues like self-examination for early cancer detection, 2) have proper and accurate information on healthy ways of living, 3) have information on her human rights, and 4) be informed of her children’s rights. The woman needs to have access to health services so that her young children do not die before their 5th birthday because of malaria, and her family members do not die from preventable diseases like TB and HIV. Family planning safeguards individual health and rights, preserves natural resources, and can improve the economic outlook for families. Today, an estimated 350 million couples worldwide lack access to effective and affordable family planning. To support Grassroots Women a forum is needed where they can learn from each other, and obtain information that is accurate and relevant to their situations. Mama na Dada Africa is an organization that supports the efforts of grassroots women and educates them on their basic human rights. Grassroots African Women's Conference was a conference hosted by Mama na Dada Africa which brought together over 500 grassroots women to share their knowledge, experience, and lessons; including discussions on health, food, security, economic empowerment, and capacity building. Mama na Dada and AframGlobal are already doing the work of educating grassroots women on their rights, supporting them where they are. More funding and support is needed to continue doing more, and to do it better.

Dan Sewell, Associate Dean of Fielding Graduate University, presented next on the World Wide Network for Gender Empowerment (WNGE). He noted that presentations represented powerful examples of the vision of the WNGE. Specifically, WNGE attempts to network and connect scholars, activists, and especially isolated scholar/activists in underserved areas with one another. WNGE members have been working together to create partnerships around the world among individuals promoting gender equality. WNGE works to use each others’ problem solving to create global partnerships for development to support vulnerable groups, share knowledge, and where possible, support activists and researchers help build on what we learn to turn grassroots efforts into sustainable and measurable projects relevant to local culture. WNGE attempts to provide opportunities for such activists and researchers to gather information, make it accessible, and participate in action research on many themes, for example: Education, Diversity, Basic Health Care, Human Settlements, the Impact of Globalization, Public Policies, and Disaster Management, and Prevention of Violence.

We concluded the workshop with a meditation focusing on generational healing and transforming trauma into healing and meaning-making.

Recommendations were compiled from the aforementioned speakers as well as from the two other speakers who were unable to be present Gloria Willingham-Toure, (California, USA), and Mira Antonyan (The Republic of Armenia) were as follows:

Religions and other traditional views may cause misinterpretations and therefore, multiple human rights violations of women around the globe. It is recommended that education of rights is integrated in religious teachings and basic elementary education.

It is highly recommended to have human rights education in the workplace. Such as but not limited to: prevention of violence, transforming anger into gratitude and healing. Also in the workplace, it is important to add programs for rehabilitation and recovery from human rights abuses.

It is recommended that the human rights education, as well as peaceful conflict transformation start in the kindergarten.

It is recommended to prevent state sponsored institutional and structural violence. Therefore, promote interactive dialogues in schools, hospitals, governmental institutions and social and state organizations. These programs should be closely evaluated by the independent NGO’s.

It is recommended to include more persons who are citizens of and working in true grassroots efforts in developing countries as speakers at all NGO/DPI conferences.

It is recommended to include persons from geographically diverse locations in the planning group for the Annual UN/NGO/DPI conference.

It is recommended to include translation for all workshops as means of assuring that persons from non-English speaking countries/NGO’s are able to present and participate in their own languages.

As a part of the planning efforts, it is recommended to include identified NGO projects with persons/ groups who are potential funders (government, philanthropy, business, etc). Might even be helpful to include funders in the annual UN NGO/DPI Planning Committee. The intentional Networking of grassroots, NGO organizers, and projects, with larger NGO community.

Gratitude to Alissa Tyghter who helped compile the presentations. We express special gratitude to Fielding Graduate University for its generous financial & moral support.
20th Conference at Fordham
Promoted Student Excellence

Harold Takooshian
Fordham University
takoosh@aol.com

“How can we best promote excellence in student research?” This was the theme of the 20th Greater New York Conference on Behavioral Research on November 14, 2008, where 130 of the finest student researchers and faculty mentors from many schools convened at Fordham University in New York.

The New York regional group of the APA International Division was once again part of the consortium of groups that arranged this conference, which featured in its program several officers of the Division.

The lively all-day conference was in four parts. (1) A welcome, where participants received helpful information about professional organizations that welcome students, and ways to publish student research. (2) The scientific program from 11:30 am-4:45 pm featured 40 research presentations by 51 researchers, selected by a review committee of 18 faculty mentors from area colleges. It also included two faculty workshops with Vincent Prohaska on promoting student research excellence, and Mark Mattson on writing a departmental history. (3) An awards ceremony at 4:45 pm presented certificates of recognition to all student presenters, about half of them presenting research for the first time. (4) At the gala evening reception, participants had a chance to speak with 13 distinguished guests of honor, some of whom shared news about their organizations: Laura Bittner (national President of Psi Beta Honor Society), Dennis P. Carmody (UMDNJ), Dean Elaine P. Congress, (Fordham Grad School of Social Service), Paul E. Finn, (Saint Anselm College), Uwe P. Gielen (President, APA International Division), Arnold L. Glass (Executive Office, Eastern Psychological Association), Mark E. Kolko-Rivera (APA George Miller Awardee), Senel Poyrazli (Editor, International Psychology Bulletin), Vincent Prohaska (national past President of Psi Chi), Robert W. Rieber (Editor, Journal of Social Distress), Derald Wing Sue (Teachers College), S. Velayo (Pace University), Jason R. Young (Eastern Vice President of Psi Chi).

To recognize excellence in behavioral research by students, the Conference presented four annual awards to outstanding student researchers, following independent reviews by a committee of nine faculty: (1) The 2008 Scarpetta Award to Zenaida Bough of Lehman College, for outstanding research by an undergraduate. (2) The 2008 Toth Award to Elise Kiregian of St. John’s University, for outstanding research by a graduate student. (3) The 2008 Guzewicz Award to Elham Nehmad of Brooklyn College, for outstanding cross-cultural research. (4) The 2008 Pickren Award to Michael Partis of CUNY, for outstanding historical/qualitative research.

For November 2009, the date and host campus for the 21st Conference are still open. Meanwhile, the next two New York student conferences are the 37th Hunter Conference on April 4 (contact Jason.young@hunter.cuny.edu), and the 12th Pace Conference on May 9 (at http://webpage.pace.edu/rvelayo/paceconference).

The Conference Committee for this 20th anniversary Conference was chaired by Dean Jason D. Greif of Fordham University. The conference is endorsed by several professional organizations that promote student research. This year’s conference was hosted by Fordham University, its Psi Chi chapter and Fordham Institute. Direct any inquiries about the Greater New York Conference to Professor Harold Takooshian at Fordham University, 212-636-6393.

The 21st Conference will be on Friday, Nov 6, 2009, at St. Francis College in Brooklyn, NY. For details, please contact ugielen@hotmail.com

Some of the conference honorees, awardees, and participants
European Federation of Psychologists’ Associations (EFPA)

Anna Laura Comunian
University of Padua, Italy
annalaura.comunian@unipd.it

There have been considerable changes in the content and manner of delivery of psychological services in Europe over the past few decades. From the early years on psychologists have been educated and have been applying their knowledge in nationally defined frameworks, characterized by distinct educational traditions, forms of employment, types of government involvement, and languages. Having its roots in philosophy and medicine and developing under widely different political and economic conditions, the education of psychologists has taken on different forms in different countries, in some cases with an emphasis on long and uniform training, public funding and regulation by law, in other cases with an emphasis on early differentiation and market-based competition with other professions. Over this period there has been a substantial enhancement of the quality of education and of professional services, and a growth in the extent of legal regulation of psychologists across Europe.

The growing internationalization of the economy in general and the implementation of a common internal market within the European Union have stimulated the mobility of professionals as well as the delivery of services across national borders. Major steps have also been taken with regard to educational mobility, especially at the academic level. As a consequence of the Bologna Declaration of 1999, a total overhaul of the system of university education across Europe is currently taking place, with the goal of a European Higher Education Area by 2010. The current agenda of the European Commission aims at further advances in the same direction. The Commission has proposed a radical revision of the system of recognition of professional qualifications, which is currently under review by the European Parliament and the European Council, in order to promote the free movement of professionals across Europe. These trends are of obvious relevance for psychologists and their clients. Psychologists, like other professionals, should have the opportunity to obtain their education and practice their profession anywhere in the EU. Clients, be they individual citizens or institutions, should be able to obtain services of competent psychologists according to their interests and rights in any place within the EU.

In psychology, a number of efforts to establish a framework and standards have been made over the last decades. Thus, in 1990 the European Federation of Professional Psychologists’ Associations (EFPPA) adopted a set of Optimal Standards for the Profession of Psychology (EFPPA, 1990) in which requirements were laid down for the academic education and the professional training of psychologists. The European Commission is in favor of a ‘competence’ approach, which emphasizes transparency and which enables competence evaluation across a range of contexts. This may be seen in the so-called “Tuning” project, part of the implementation of the Bologna, which aims to develop a set of generic and specific competences leading to learning outcomes; the “Tuning” project currently covers a range of areas, though not psychology. Currently the equivalence of academic qualifications is evaluated by National Academic Recognition Information Centres (NARIC) at the national level and the European Network of Information Centres (ENIC) at European level. It is hoped that the combination of curriculum specification with a specification of competences of professional psychologists will enable more transparent evaluation of equivalence.

Building on the educational framework and minimum standards accepted in 2001 and following the 2003 decision of EFPA concerning a two-level diploma system, it aims to create a set of European Standards for Psychology that will serve as the basis for evaluating the academic education and professional training of psychologists across the different countries of the EU. This document focuses on the basic European Certificate in Psychology (EuroPsy), while acknowledging that Advanced Diplomas will be developed in the future. The European Certificate is in a consultation and experimenting stage and cannot be obtained yet in all European countries, but there will be an experiment in 6 European Union Member State countries, Finland, Germany, Hungary, Italy, Spain and the United Kingdom. Considerable attention has been devoted to the variety of educational, occupational and regulatory settings that currently exist in Europe. It has been noted that educational curricula differ in length as well as in the presence or absence of differentiation or specialization. In order to devise a system that can fit meaningfully with these different forms of education and training, there is a differentiation in the Regulations between dependent and independent practice, a distinction between a number of professional contexts in which psychologists work, and a distinction between entry into the profession and later specialization. The aim of the basic EuroPsy is to set a standard with regard to dependent and/or independent practice, in one or more professional contexts. This standard defines minimum requirements, which individual psychologists are likely to exceed. The basic EuroPsy does not represent a licence to practise and is not intended to supersede or replace national licensing regulations. To the degree that the standard implied in the basic EuroPsy is felt to be meaningful in different national settings, it is hoped that it will be taken into account in future changes of licensing regulations.

A number of guiding principles underlie this proposal for the EuroPsy European Certificate in Psychology in which the European Standard is embedded. These principles aim to:

1) promote the availability of adequate psychological services across Europe.

2) protect consumers and citizens in Europe through the assurance of quality and to protect the public against unqualified providers of services.
3) promote the mobility of psychologists by enabling them to practice anywhere in Europe, provided that they have the proper qualifications.

4) ensure that the EuroPsy is awarded on the basis of:
   a) demonstrated completion of an academic curriculum in psychology of sufficient scope;
   b) demonstrated competence in the performance of professional roles during supervised practice; c) endorsement of European (as well as national) ethical standards for psychologists.

5) ensure that the EuroPsy system is fair and avoids favoring or disfavoring psychologists on the basis of national or other differences in educational or professional background, and that it recognizes high service quality as a prevailing principle. This implies that the EuroPsy will not pose specific requirements concerning the structure or format of the academic education, or the nature and organization of the internship for professional practice.

6) guarantee the qualification for psychological practice at an entry level to the profession as well as beyond.

7) endorse a commitment to the active maintenance of competence. For this reason the EuroPsy is awarded for a limited time period, and shall be renewed, again for a limited period of time, on the basis of evidence of continuing professional practice and professional development.

8) respect national regulations for psychologists which are already in place.

According to its Statutes, the Federation strives for the following aims:

- To promote psychology as a science and profession and to further the active exchange between them.
- To promote the development of psychology in research, applications and practice and to further adequate dissemination of psychological knowledge.
- To promote communication and co-operation between Member Associations in Europe, and to contribute to their development.
- To further the establishment of ethical codes for psychologists, and to promote the application of psychology as a means of improving the well-being of those to whom psychologists offer services.
- To further the development of psychology as a science and as a profession with particular reference to training, qualification and status.
- To support the interests of psychology and its application in relation to any European or international organizations concerned with defining research or professional politics significant for psychology.
- To support Member Associations in promoting the interests of psychology within their own countries.
- To facilitate contacts with international bodies of psychology and related disciplines and to be an important source of advice to European institutions, government departments and to political, social and consumer organizations.

- To promote the reputation of psychology and psychologists as well as the protection of their interests.
- To promote for the benefit of the general public, improvements in quality of life and well-being by promoting inclusion in society and the prevention of mental illness and disorder.
- To disseminate psychological knowledge and professional skills in the interest of the citizens of Europe, provide documentation and make available information and expertise of scientific and professional psychology to the public.

The aims of the Federation shall be promoted especially by:

1. Arranging contacts between the Member Associations with various media.
2. Establishing relations with relevant national and international organisations and administrative bodies in Europe
3. Collating and disseminating information concerning professional matters for psychologists in Europe (training, research programs, ethics, professional organization)
4. Arranging regular conferences, seminars and meetings for psychologists in Europe.
5. Developing future structures of sections or divisions of scientific and professional subject matter.

The EuroPsy Working Group (WG) will continue to manage the pilot project, consider implications of the Bologna Agreement and produce a final version of the EuroPsy for approval at the next EFPA General Assembly in Oslo 2009.

Reference

Gun Control or Not
Policies from Around the Globe:
Part I in Developing Countries

Ani Kalayjian
Christine Di Liberto

Although gun violence is a global pandemic, there are select areas where it is more pervasive, namely, developing countries. There are a myriad of reasons as to why they are regions with such small-arms proliferation. One is that historically, the individuals of the constituting sovereignties have
needed firearms for their own security and protection. Accordingly, the possession of a firearm is also culturally regarded as a symbol of power, authority, and machismo. Another issue that exacerbates the issue of firearm control is the profitability of illicitly trafficking small arms. These regions face a tremendous amount of impoverishment, that in conjunction with the lucrativeness of trafficking arms, makes it all the more difficult to address.

Jordan: One of the sovereignties that has witnessed the most issues regarding firearm proliferation is Jordan. Because of its central location, and submersion in political turmoil, the issue of firearm control is of prime importance.

After World War I, and the fall of the Ottoman Empire, the region presently known as the Hashemite Kingdom of Jordan was subjected to the British Mandate of Palestine as ‘Transjordan.’ In 1946, the British Empire requested that the United Nations terminate the mandate, and allow Transjordan to become a free and independent dominion. The United Nations granted their approval, thus leading to formation of the Hashemite Kingdom of Jordan. After the establishment of an autonomous government, the Hashemite Kingdom of Jordan was able to implement their own legislation.

In 1952 the Hashemite Kingdom of Jordan issued Law No.34 which nullified all previous legislation regarding gun control. Given the current tumultuous political conditions, the law permitted citizens to possess rifles and pistols for their protection if they obtain the appropriate licenses. The law also stipulated that the Minister of Interior was allowed to grant licenses for the acquisition and portage of machine guns within 15 km of the temporary truce line. In 1971, Law No. 46 was issued emphasizing the penalties for the possession of illicit firearms, especially if they were possessed for illegal purposes (Fahad Al-Fawaz, 2002).

In 1992, after an increase in the civilian misuse of automatic weapons, the Ministry of Interior implemented a regulation that cancelled all weapon-carrying licenses, transforming them into weapon-possession licenses, as well as initiated the issuance of permits instead of licenses issued to officials in security organizations. In 2000, Law No. 75 was instated, initializing fees for weapon licenses and limiting their period of validity to one year (Fahad Al-Fawaz, 2002).

South Africa: Historically, South Africa has been subject to a tumultuous environment of racially charged political conflict. As such, their firearm legislation is stringent, as well as explicit. In 2000, the Firearms Control Act 60 was passed in an effort to strengthen and reinforce the existing legislation. The FCA 60 identifies a competency certificate as the primary requisite for obtaining a license to possess, trade, and manufacture firearms. In order to qualify for a competency certificate, the applicant must meet extensive criteria: be 21 years of age before the Designated Firearms Officer receives the application, be either a citizen or permanent resident of South Africa, be of stable mental condition, not dependent on an substance, and has not been convicted of an offence involving domestic violence, sexual abuse, or the mishandling of a firearm. Applicants also have to complete a training program and subsequent tests regarding the proper usage of a firearm. According to the FCA 60, once a person obtains a competency certificate, they are then eligible to receive a license.

What is interesting about the South African legislation is that it classifies the issuance of firearm licenses. Provided that they met all prior requirements, a person’s proposed intention and level of usage would determine which sort of license they would receive. For example, within the FCA 60 (2000), there is a distinction between a license issued for occasional hunting and that issued for dedicated hunting. However, in order to receive a dedicated license, a person must submit an attestation from the chairperson of an accredited hunting association verifying that the applicant is a member of that association.

China: On July 5, 1996, the ‘Laws of the People’s Republic of China on the Control of Firearm’s’ was accepted by both the President and the Standing Committee of the Eighth National People’s Congress. The law was designed to set forth in motion a collection of stipulations intended to severely regulate firearms in China. An unusual aspect of the Chinese legislation is that unlike other countries, it does not identify any requirements of eligibility for the issuance of a firearms license. However, it mandates that the only firearms license civilians can apply for are those for sports guns used for competitive target shooting, standard hunting rifles, and hunting rifles used to protect those doing scientific research in a wildlife environment. What is also very interesting is that firearms are directly distributed to the target shooting or hunting facilities. The application is first submitted by the facility’s administration, and after receiving approval from the public security organs under the State Council, licenses for the allotted guns are issued. Correspondingly, the firearms licensed for a specific facility are not permitted off the premises.

Nigeria: In the comparison to the legislation of other countries, Nigeria’s Firearms Act (1959) appears to be less extensive, but substantially restrictive. In terms of possessing a firearms license, those for a personal firearm are granted by the Inspector-General of Police, where as those for a restricted firearm can only be granted by the President. Similar to that of other countries, the Firearms Act includes certain requirements of eligibility for the issuance of a firearms license such as: being of seventeen years of age, of stable mind, and never having been convicted of a violent offence within the last five years. However, what is unusual about the requirements stated within the Firearms Act is that there is a clause addressing the defectiveness of a person’s eyesight. In order to be eligible for a firearm’s license, a person has properly functioning eyesight. This is an advisable stipulation other countries should include, as functioning eyesight is very pertinent to firearm safety.

India: The Central Government of India imposed the Arms Rules in 1962 in an effort to regulate the production, distribution, and possession of firearms. Similar to the South African
Firearms Control Act 60, the Arms Rules categorizes the certain types of firearm licenses issued based on their intended purpose. Although the Arms Rules does include the standard licenses for target shooting, it also contains a few that are rather unique. For example, there is a license available for agriculturists for the protection of their crops and cattle. The license is only valid during the harvest period, after which a person is required to deposit the firearm in a police station. There is also a license available for travelers to protect them for the duration of their journey. The license may be issued by a licensed authority to any ‘bona fide’ traveler upon his arrival in India, and after the expedition, be returned to the licensed authority at the initial place of arrival.

**Policies of the United Nations Regarding SALW Regulation**

National and Transnational legislation regarding the licensure of small firearms does not focus on all factors involved in the lethality of gun violence. Another aspect that should be addressed in order to assure the impedibility of gun violence is the availability of firearms. The illicit trade and manufacture of small arms inevitably increases the accessibility of firearms, therefore insuring the aggrandizement and perpetuation of gun violence.

In an effort to begin a multilateral conversation regarding firearm proliferation and its abatement, the United Nations held the United Nations Conference on Illicit Traffic in Small Arms and Light Weapons in All Its Aspects was held in July of 2001. Participating States at the conference came to an agreement with the adoption of the Programme of Action to Prevent, Combat, and Eradicate the Illicit Trade in Small Arms and Light Weapons, in All Its Aspects. It was decided that a necessary component in the reduction of illicit firearm proliferation was the implementation of a transnational tracking system, which led to the development of the International Instrument in December 2005.

An important aspect of these initiatives is that they strongly advise States with the necessary economic and authoritative means aid other fellow States who need assistance in order to perform a full implementation. States that are presently unable to fully implement these initiatives are likely to be regions of post-conflict or impoverishment. As such, they serve as breeding grounds for illicit trafficking, and promote the proliferation of firearms. Therefore, the assistance of able States is quite crucial for a combative approach towards gun control. With the technological advancement of the International Instrument, the feasibility of creating a unified approach is increasing, and hopefully will prove to be corrosive to the issue of gun violence.

**This is part one of II part paper. Special gratitude to Elissa Jacobs the Research Coordinator for Association for Trauma Outreach & Prevention, and www.meaningfulworld.com.**

**References**


Hashemite Kingdom of Jordan Law No.34 (1952).

Hashemite Kingdom of Jordan Law No. 46 (1971).


Indian Arms Rule of 1962 (1962).


**Manuscripts Wanted:**

**The International Forum of The Counseling Psychologist**

Kwong-Liem Karl Kwan  
San Francisco State University

Lawrence H. Gerstein  
Ball State University

The International Forum (IF) has been an integral part of TCP since 1988. In 2008, as IF celebrated two decades of advancing a Counseling Psychology of the World, our profession’s commitment to a global perspective is further echoed by the formation of Division 17’s International Section in 2006, as well as the milestone International Counseling Psychology Conference in Chicago with the theme Creating the Future: Counseling Psychologists in a Changing World. Our profession’s recognition of the necessity to develop a global identity affirmed the vision of the former IF editors (Paul Pedersen, Fred Leong, Joe Ponterotto, David Bluestein), TCP editors (Bruce Fretz, Puncky Heppner, Robert Carter, Nadya Fouad), and the support of recent presidents of the Society of Counseling Psychology (Louise Douce, Puncky Heppner, Roberta Nutt, Linda Forrest).

In IF’s early years, many articles reported on Fulbright scholars’ work outside the U.S. Since the year 2000, there have been more articles written by scholars outside the U.S. that introduced to our profession various aspects of counseling in their respective countries. As current co-editors, and with the support of Nadya Fouad, the current TCP editor, we attempt to further enhance IF as a platform for global exchange and learning in a number of ways.

First, we sought to reduce ethnocentric bias in the reviewing process by adding four non-U.S. scholars with exper-
tise in cross-cultural issues to the TCP editorial board. In addition, over 20 scholars from around the world were recruited to serve as ad hoc reviewers. Second, we developed a new reviewer feedback form with specific guidelines to evaluate the content and writing quality of manuscripts with an international focus. The form includes items such as: Offered information unique to the context; Addressed method bias, item bias, theory bias, construct equivalence, instrument equivalence; and Regardless of the quality of the writing, how would you rate this article (e.g., content, methodology, potential contribution to the literature, etc)? And third, the title of The Counseling Psychologist has been translated into 24 languages and these translations now appear on the back of the first journal page beginning with the March 2008 issue of our journal.

We hope these additions will make TCP more culturally inclusive, affirming, and welcoming. At the same time, we invite your support and participation by contributing articles on the following topics proposed by Leong and Ponterotto (also see July 2003 issue of TCP) and others that we offer to help implement the mission of IF:

- Descriptions of mental health programs and initiatives in different countries;
- Descriptions of training strategies and mental health treatment practices around the world;
- Descriptions of culturally indigenous practices around the world;
- Descriptions of joint international mental health policy, research, and practice ventures;
- Discussions of obstacles and challenges to international cooperation in counseling psychology and related fields;
- Discussions of challenges to counseling psychology and related research internationally, including those centered on political issues, ethical procedures, and methodological approaches;
- Quantitative and qualitative studies on frequencies and etiology of various symptoms of mental health and wellness;
- Process and outcome studies of counseling and healing effectiveness across nations;
- Evaluations of the cross-cultural applicability of theories, therapeutic approaches, and research methodology in counseling psychology;
- Counseling psychology approaches to resolving ethno-political conflict;
- Cross-cultural social justice challenges and solutions;
- Linguistic challenges of cross-cultural efforts;
- Life stories of pioneers in healing and counseling across nations; and
- Oral histories of mental health crises, movements, and breakthroughs internationally.

We look forward to receiving and reviewing your manuscripts as we embark on another decade for the International Forum.

For information on how to submit articles to TCP, visit: http://www.sagepub.com/journalsProdManSub.nav?prodId=Journal200805

In Memoriam: Raymond J. Corsini, Ph.D.
Rivkah Bertisch Meir, Ph.D.
Fort Lee, NJ

Dr. Raymond Corsini known as “Ray” one of the great psychologists of this era passed away on Nov 8, 2008 at the age of 94 in Honolulu, Hawaii. One of psychology’s most energetic, creative, and productive minds. His life was an example of perseverance and devotion. Ray didn't want a funeral or services, but asked that his body be donated to the University of Hawaii, Medical School, which is what his wife did. Raymond Corsini is survived by his wife, Kleona Rigney, M.D., daughter, Evelyn Anne Corsini, MSW, and step-children, Mike Rigney, Roberta Rigney, and Jon Rigney. He was a resident of Honolulu, Hawaii since 1965.

Raymond Corsini's training was diverse. He received a BA and MA at the City College of New York, then did his doctoral training at Syracuse University, Cornell University, University of California, University of Wisconsin and finally obtained a Ph. D. at age 41 from the University of Chicago under Carl Rogers. He met and interacted with J. L. Moreno, Fritz Perls, Victor Frankl, and Albert Ellis among others, but his main teacher was Rudolf Dreikurs, an Adlerian. Usually in
the summers he taught courses at over a dozen universities and full time at the University of Chicago, Illinois Institute of Technology, and the University of California at Berkeley.

Dr. Corsini's fruitful mind generated more than forty books and 100 articles including the notable Corsini Encyclopedia of Psychology (John Wiley), the Corsini Dictionary of Psychology (Taylor & Francis), and the best selling volume on Theories of Psychology (with Daniel Wedding). is internationally known for his authoritative books and papers on Adlerian Psychology; the time his death, Dr. Corsini was working on a comparative religions volume.

What is amazing about Dr. Corsini is that much of his publications occurred after he was 70 years old. He was filled with a love for life that was infectious to all who had the privilege of studying and/or working with him. He never moved away from Alfred Adler's concept of "gemeinschaftsgefühl" or social interest.

He is strikingly one of the most important psychologists of his time. The Biographical Dictionary of Psychology lists him as one of the most important psychologists of the past 150 years. He is perhaps best known to scholars and students in counseling and psychotherapy as first editor of Current Psychotherapies (Corsini & Wedding, 2000), the text that has sold more copies than any other in this field. His production of scholarly work in the fields of prison psychology, industrial/organizational psychology, psychotherapy, and educational psychology is demonstrably gigantic. His work as an encyclopedist, lexicographer and editor of dictionaries is also notable. Indeed, his 4-volume award-winning Encyclopedia of Psychology is widely acclaimed as one of the best in its field. Corsini’s Dictionary of Psychology, now in its second printing, is the most complete ever published in the English language. He contributed widely to the welfare of Honolulu and its environs through his pro bono services to various school and church organizations. These signal contributions to the larger community were consistent with his profound Adlerian conviction that individuals’ premier responsibility was to actively contribute to the health, integrity, and wellbeing of their community.

He even developed an innovative and progressive educational system rooted within the principles of democracy and social responsibility. Last year, IAPA honored Dr. Corsini with a Citation of Achievement from the Sons’ of Italy at the APA meeting in San Francisco.

But he was not just a scholar. He worked as a prison psychologist, a clinical psychologist, a teacher, and a community organizer. These contributions to the larger community were consistent with his profound Adlerian conviction that individuals’ premier responsibility was to actively contribute to the health, integrity, and wellbeing of their community.

Finally, as the most important achievement of his life, he developed a system of Individual Education, (formerly known as the Corsini 4-R System)- a school system that has now taken root in various parts of the world. He traveled determinedly all over the world teaching and introducing his innovative system of education and counseling successfully.

"In 1966 Raymond Corsini created the Family Education Center of Hawaii, popularly known as "FECH" to the community. His goals were to share with the people of Hawaii a system of democratic parenting which produced happier and healthier families, and a forum to train Adlerian family counselors for the future. The organization served the Hawaii community for the next 34 years. In 2003, three of Dr. Corsini’s former students rechartered FECH and today it thrives, partnering with the University of Hawaii at Manoa to produce a family education training center. The University now teaches curricula of courses focused on Adlerian parenting and hands-on work with children, from toddler to teens."

"In response to the request of Sister Joan Madden, a Catholic School principal, Dr. Corsini in the mid 1960s developed an educational model based on Adlerian principles. Schools throughout the world and in Hawaii utilize Ray's Individual Education model."

As the son of Italian immigrants, he was proud of his Italian heritage. His death is major loss for his family, psychologists, and Italian-Americans. He was an indefatigable scholar and worked daily to the last months of his life, when he was overcome with crippling back and pulmonary problems.

I had the privilege of studying and working with Ray since 1973, for over 37 years following my moving to Hawaii. He became my teacher, mentor, friend and supervisor. He became a role model of humbleness and dedication to others focused in helping and encouraging me until his last days. One of the things I will miss the most is his care, unconditional support, his insights into life, perseverance and guidance. I will also deeply miss his love and constant support which he was always so eager to offer me.

One of the best fun memories kept was eating the Italian dishes I would cook especially “Torta Pascualina” to eat while sailing in Honolulu and the celebration of his 80th birthday in Argentina when I invited him to teach and conduct workshops in my center for human development and psychotherapy. Although he scared me when he very strongly corrected me during his first supervision at FECH I learned his particular way of counseling which became an example of psychotherapy that is valuable in my practice until today. I am proud to have Ray’s signature on my certificate as Adlerian Family Counselors… Requiescat in pace.
How can you make your life more meaningful?

Attend all day training on:

**Humanitarian Outreach Program, Stage Two Conflict Transformations: Non-Violence, Peace Building, Anger Management, Self-Empowerment, Assertiveness & Forgiveness**

Lecture includes facts about domestic, interpersonal, in-group, and global violence. Focuses on non-violent constructive communication, models of conflict transformation, Cultural awareness and sensitivity, examines the psychology of negotiation, emphasis on the importance of organized preparation and establishing process, peace-building, psychospiritual healing dialogue, ancestral insights, electromagnetic field balancing, integrative holistic healing modalities, Biopsychosocial & Eco Spiritual Model and meaningful exchanges.

**Utilizing the Seven-Step Biopsychosocial & Eco Spiritual Model**

Peace begins in each of our souls, minds, and hearts. Whether you are helping people achieve their meaning in a school, a college, a company, a corporation, or preparing to go for a humanitarian outreach, this course will enable you to take away concrete skills that you can apply immediately to your practice in non-violence communication, forgiveness, letting go that which one cannot control, focus on self empowerment, and transform traumas into meaning-making.

This training is recommended for anger management, working with difficult people, managing partner-relationship issues, diffusing conflicts, peace building, making and keeping, assertiveness, meaning-making, transcendence, and humanitarian activism.

The models of transformation, conflict resolution, healing and meaning-making discussed have a sound basis in current understanding of human development, stages of growth, development and aging, and self transformation. This training is also for activists, trainers ad clinicians, as field examples, case studies and dialogue styles will also be shared.

**Fee:** $95, including breakfast, lunch, snacks, research articles, handouts, celebration gift, and a certificate. Special discount for Fordham Students, $39.

First come, first register to ensure small number of participants.

Kindly send your check made out to ATOP and mail it to c/o:

**Dr. Kalayjian**

139 Cedar Street, Cliffside Park, New Jersey 07010-1003

E-mail, geocolors@gmail.com, Phone 201.941.2266

www.meaningfulworld.com

Founded in 1990, the Association for Trauma Outreach & Prevention (ATOP) has achieved global recognition as a leader in training humanitarian outreach volunteers as well as responding to world catastrophes. ATOP is committed to global education promoting state-of-the-art scientific theory, research, and the development of technical skills to train mental health professionals, as well as to assist people to cope and transform trauma into healing, post-trauma growth, and meaning-making. Our training sessions have attracted professionals from around the world and our humanitarian outreach programs have benefited over twenty mass disasters. ATOP invited health care professionals, teachers, psychologists, art therapists, nutritionists, alternative medicine practitioners, healers, clergy, nurses, mediators, interfaith ministers, and lay people.
As many of you are aware, the economic and social situations in Sierra Leone are unstable. The population in Sierra Leone is 6,144,562, and according to the Central Intelligence Agency World Fact Book, 44.8% are between the ages of 0 and 14. The death rate is 22.64 deaths per 1,000; while the infant mortality rate is 158.27 deaths per 1,000. HIV/AIDS is also a devastating problem in Sierra Leone with 7% of the adult population struggling with the disease. In 2001 alone, there were 170,000 people living with it and approximately 11,000 died from it. The literacy rate of individuals over the age of 15 is also at a low of 35.1% of the population. Too often children are abducted from their homes to serve as child soldiers. There are currently 300,000 child soldiers fighting in 30 countries. 10,000 child soldiers fought in Sierra Leone's 10-year civil war, and an additional 500,000 are in paramilitary groups (www.un.org). These children are left to face a grim future with little help or support from their government.

Although the civil war ended in 2002, the effects are still being experienced. An estimated 50,000 people died during the war. Sierra Leone is now facing new challenges and is on the long road to recovery. The war has left thousands of people without homes, families, and hope. In addition, the war has left the educational system in deplorable condition. Residents of Sierra Leone are now facing the challenges of trying move forward with little support from their country. Meaningful World seeks to aide in this process; however, we cannot do so without your support.

The Association for Trauma Outreach & Prevention (ATOP), and Meaningful World, a New York based organization devoted to fostering a meaningful, peaceful, and just world, have collaborated with Njala University (NU) in Freetown, and Saving Lives Through Alternate Options (slao.org) for a mission in Sierra Leone to conduct the Mental Health Humanitarian Outreach Trainings.

Thank you for your support.
University of Queensland, School of Psychology:
The School of Psychology is one of the largest and most prestigious schools of psychology in Australia. It is internationally recognized for research strengths across the breadth of psychology. The School of Psychology is seeking applications for a lecturer / senior lecturer (Academic Level B or C) position in applied psychology.

The role: The successful applicant will be expected to pursue a strong and productive program of research, to take a major role in the teaching and coordination of applied psychology programs in the School, primarily at the master’s level, and to supervise honors and postgraduate coursework and research theses. Preference will be given to a person who is eligible for membership of the APS College of Health Psychologists or Counseling Psychologists. Consideration will be given to the extent to which the applicant’s research profile complements the existing research strengths of the School as a whole.

The person: Applicants should possess a PhD in psychology. At Academic Level C, the successful appointee will have a developing international reputation for his or her applied research, have a strong research track record, a reputation for high quality teaching, and be an experienced program coordinator and research supervisor. At Academic Level B, the applicant will have an established research track record, excellent teaching and course administration skills, and the capacity both to develop a strong and productive research program and to attract postgraduate research students.

Remuneration: The remuneration package will be in the range A$70,969 – A$84,275 p.a. (Academic Level B) or A$86,936 – A$100,243 p.a., (Academic Level C) plus employer superannuation contributions of 17%. This is a full-time, continuing appointment at Academic Level B or C, depending on qualifications and experience.

Contact: Obtain the position description and selection criteria online at http://www.jobsatUQ.net/. Further information about the position and the School can be obtained by contacting the Head of School, Professor Christina Lee, tel: +61 7 3365 6220 or e-mail c.lee@psy.uq.edu.au

Applications close 31 January 2009.

To apply: Go to http://www.jobsatUQ.net/ to obtain a copy of the position description and application process. Applications may be lodged in electronic or hard copy form.

University of Calgary, Faculty of Education:
The Faculty of Education at the University of Calgary invites applications for a five-year limited term appointment, with the potential for tenure-track, at the rank of assistant professor in the area of secondary school science education. The appointment will commence January 1, 2009 or at a mutually agreeable date.

The successful candidate will teach and supervise in masters and doctoral degree programs in secondary school science education offered on campus and via distance education. Other responsibilities will include teaching and supervising in post-degree continuous learning programs that help students progress from graduate certificates through graduate diplomas to master’s degree programs in secondary school science education in the Graduate Division of Educational Research. The successful candidate will also help coordinate a new five-year combined science/education degree and work occasionally with the undergraduate students enrolled in this new program. Teaching in the Division of Teacher Preparation is included in the role. Additional duties will include other assignments by the Dean.

Desired qualifications include a completed doctorate in science education, interest and capability in general curriculum studies, rich knowledge of school system, change skills, evidence of successful teaching and leadership experience in school and university settings, a strong commitment to distance education, and a demonstrated capacity to work effectively in a collaborative culture. Successful candidates will have demonstrated experience in distance education using a variety of technologies.

Information about our programs may be found on the Faculty of Education web site: http://www.educ.ucalgary.ca/

Applicants are asked to provide clear evidence of (a) their competence in the area, (b) excellent achievement or potential in teaching and professional supervision, and (c) a well articulated research plan. Applications must include a current curriculum vitae, a sample of recent scholarly work, and arrange for three written letters of references to be forwarded for inclusion with the application. Incomplete applications will not be accepted.

Applications should be addressed to: Dr. Bruce Clark, Interim Dean Faculty of Education University of Calgary 2500 University Drive N.W. Calgary, Alberta, Canada. Potential applicants also are invited to email applications to Dr. Clark via Email: rleason@ucalgary.ca

Consideration of applications will begin October 15, 2008 and will continue until the position is filled.

University of Calgary, Faculty of Education:
The Faculty of Education at the University of Calgary invites applications for a tenure-track appointment at the rank of assistant professor in the area of educational leadership. The appointment will commence July 1, 2009 or at a mutually agreeable date.

The successful candidate will teach and supervise in master’s and doctoral degree programs in educational leadership offered on campus and via distance education. Other
responsibilities will include teaching and supervising in post-degree continuous learning programs that help students progress from graduate certificates through graduate diplomas to master’s degree programs in educational leadership in the Graduate Division of Educational Research. Teaching in the Division of Teacher Preparation may also be included in the role. Other duties will include other assignments by the Dean.

Desired qualifications include a completed doctorate in educational leadership, evidence of successful teaching and leadership experience in school and university settings, a strong commitment to distance education, and a demonstrated capacity to work effectively in a collaborative culture. Successful candidates will have demonstrated experience in distance education using a variety of technologies.

Information about our programs may be found on the Faculty of Education Web site: http://www.educ.ucalgary.ca. Applications are asked to provide clear evidence of (1) their competence in the area, (2) excellent achievement or potential in teaching and professional supervision, and (3) a well-articulated research plan. Applications must include a current curriculum vitae, a sample of recent scholarly work, and arrange for three written letters of references to be forwarded for inclusion with the application.

Applications should be addressed to: Dr. Bruce Clark, Interim Dean Faculty of Education University of Calgary 2500 University Drive N.W. Calgary, Alberta, Canada. Potential applicants also are invited to e-mail applications to Dr. Clark via email: rleason@ucalgary.ca.

Consideration of applications will begin December 1, 2009 and will continue until the position is filled.

University of British Columbia, Department of Psychology: Psychology is part of the rapidly expanding campus of the University of British Columbia at Okanagan. We intend to offer an accredited program in clinical psychology to supplement our current Experimental MA/PhD. graduate program. We are seeking to fill two positions in clinical psychology with candidates who are registered or eligible to register as a psychologist in the province of British Columbia. Candidates with a strong commitment to teaching and an established research program in behavioral neuroscience, development, or health would best meet our program needs; however, individuals with other research interests are welcome to apply. Successful candidates will be expected to contribute to the development of our accredited program in clinical psychology and to graduate and undergraduate teaching. UBC Okanagan hires on the basis of merit and is strongly committed to diversity within its community and especially welcomes applications from women, visible minority group members, aboriginal persons, persons with disabilities, persons of any sexual orientation or gender identity, and others who may contribute to diversification of ideas. However, Canadians and permanent residents of Canada will be given priority. All appointments are subject to budgetary approval.

For additional information and the application process, go to web.ubc.ca/okanagan/facultystaff/recruitment/tenuretrack.html

University of British Columbia, Department of Educational and Counseling Psychology: The Department of Educational and Counseling Psychology, and Special Education at the University of British Columbia invites applications for an associate professor tenure track appointment in school psychology. The position is part of a program expansion initiative undertaken by the province of British Columbia. Applicants need a doctoral degree in school psychology or closely related area, preferably from a CPA, APA, or other nationally accredited program or a major research university. Evidence of research and scholarly achievement, and experience and commitment to excellence in teaching and clinical supervision are required. Preference is given to individuals with research, teaching and supervisory experience in assessment and interventions with school-age children, youth, and their families, with a focus on one or more of the following areas: school/child-clinical psychological services, school neuropsychology, and/or intervention. The successful applicant is expected to have a strong commitment to research and training in school psychology; to pursue an active program of research, seek research funding, provide clinical and research supervision of master’s and doctoral students; and pursue registration with the College of Psychologists of British Columbia. The appointment will be effective July 1, 2009 or as soon as the position is filled. Closing date for applications is December 15, 2008, or until the position is filled.

UBC offers the only school psychology program in British Columbia and is dedicated to optimizing the development of children, youth, and families within their social systems. Training and practice integrate developmental, social-ecological, cognitive, and social-behavioral perspectives, with a focus on utilizing multiple frameworks to understand the development of individuals and groups in a diverse society. Graduate training at UBC is distinguished in its strong appreciation for diversity, in the populations served, the students admitted, the issues and elements of practice trained, and the provision of skills and experiences in working with a range of students and families across settings.

UBC hires on the basis of merit and is committed to employment equity. All qualified persons are encouraged to apply; however, Canadians and permanent residents of Canada will be given priority. Salary and rank are commensurate with the candidate’s background and experience. Applicants should send a cover letter, a current curriculum vitae, a statement of research interests, a sample of recently published work, evidence of teaching effectiveness and the names of three references together with their addresses, phone numbers, and e-mail addresses.

Questions regarding the position should be directed to: William Borgen, PhD., Head, ECPS and Chair, School Psychology Search Committee, at 604-822-5261 or borgen@interchange.ubc.ca; or Laurie Ford, PhD, Coordinator, School Psychology Program at 604)-822-0091 or laurie.ford@ubc.ca.
Applications should be directed to: Dr. Bill Borgen, Head Department of Educational and Counselling Psychology, and Special Education Faculty of Education University of British Columbia 2125 Main Mall Vancouver BC, Canada V6T 1Z4 william.borgen@ubc.ca

Athabasca University, Center for Psychology: Athabasca University’s Center for Psychology invites applications for a tenure-track position at the assistant or associate level in educational psychology. The incumbent will be part of a highly innovative team committed to reducing barriers that restrict access to, and success in, psychology education at the undergraduate and graduate levels, and to increasing the quality of educational opportunities for adult learners worldwide. As Canada’s leading distance education and online university, we offer flexibility not only to our students, but to our faculty as well.

The successful candidate will have a PhD in educational psychology, or related discipline, with evidence of strong research activity, or research potential for recent graduates. The area of specialization is open, but preference will be given to those candidates with demonstrated competence and innovation in computer-based instruction, educational technology, and/or instructional design. Candidates should also possess strong collaboration and communication skills, and the ability to work effectively in a distributed work environment. Experience in adult, distance, and online teaching are definite assets. All educational credentials must be recognized in Canada.

This competition will remain open until a suitable candidate is found; however, the selection committee will begin reviewing applications January 31, 2009. Applicants should forward a letter of application, a curriculum vitae, and the names and addresses of three referees. Applications should be e-mailed to the Human Resources Advisor, R at resume@athabascau.ca. Refer to the full job profile on our Web site at http://www1.athabascau.ca/hr/careers/jobs.

This is an AUFA tenure-track appointment, located in Alberta. Salary is commensurate with qualifications and experience, supplemented by a generous benefits package which includes annual research and study leave.

Further information about this position may be obtained from Dr. Trevor Gilbert at (866) 242-8768 or via E-mail: trevorg@athabascau.ca.

All qualified candidates are encouraged to apply; however, Canadians and Permanent Residents will be given priority.

McGill University, Department of Psychiatry: The McGill University Department of Psychiatry is looking for an outstanding individual to join a distinguished Canada-U.S. team recruiting a full-time two-year renewable postdoctoral fellow starting as soon as possible. The candidate will work on a project which aims at developing a novel treatment for PTSD based on reconsolidation. The project is funded by a grant from the U.S. Department of Defense and the position is open to those who actively seek to pursue an academic career in research in Canada or the U.S. The fellow will coordinate a research project, manage a database, conduct statistical analyses and participate in authorship.

Requirements: A PhD in clinical psychology (or equivalent), some experience in the area of stress or anxiety/mood disorders or memory, evidence of strong writing skills. Prior experience in animal research is a plus. Some knowledge of French is desirable considering that the work environment is bilingual. Stipend will be 45,000$ Canadian (+ fringe benefits). Applications will be accepted until the position is filled.

To apply, send: (1) a cover letter specifying why you think you are a good candidate for the position, (2) your transcripts, (3) a curriculum vitae, (4) copies of publications, and (5) two letters of recommendation to Alain Brunet, PhD, at alain.brunet@mcgill.ca or by regular mail to: Douglas Mental Health University Institute, Perry Pavilion, 6875 LaSalle Blvd., Montreal (Qc), H4H 1R3, CANADA. All qualified candidates are encouraged to apply; however, Canadian citizens and permanent residents will be given priority. McGill University ranked among the top 15 universities of the world in 2007 and among the 100 employers in Canada.

McGill University, Faculty of Medicine: Applications are invited for a postdoctoral fellowship in the Faculty of Medicine, Department of Psychiatry at McGill University and the Jewish General Hospital in Montreal, Quebec, Canada. This fellowship provides an opportunity to spend two years engaged in research on the illness experience of patients, including the etiology, assessment, and treatment of interrelated somatic and psychological symptoms that are common in medical illness, particularly cardiovascular and rheumatic diseases. An important component of the postdoctoral fellowship will be involvement in evidence review and the evaluation of behavioral health services, including the detection and treatment of depression. The fellow will be afforded opportunities to gain experience in key aspects of behavioral health research, including grant writing, research team management and training of students, and developing manuscripts for publication in peer-reviewed journals.

The fellowship is open to candidates who hold a PhD. in a social or health science discipline (e.g., psychology, health policy). Selection will be based upon the candidate's educational and professional background, research interests, and potential to succeed as a postdoctoral fellow and, subsequently, as an independent researcher. Only those candidates with a reasonable expectation of having completed their graduate work, earned their degrees and who are able to start on or close to July 1, 2009, will be eligible. The initial annual stipend will be $40,000 with the possibility of supplemental salary funding. Funding for the second year of the fellowship will be contingent upon having met objectives set for the first year.

To apply, submit a curriculum vitae, names and contact information for 2-3 references, and a letter detailing (1) experience / interest in clinical health psychology and/or services and policy research and (2) goals for the fellowship period. Application materials will be reviewed beginning
University of Manitoba, Department of Psychology:
The Department of Psychology at The University of Manitoba invites applications for a full-time tenure track position at the rank of assistant professor in applied behavior analysis (ABA) commencing July 1, 2009. The ABA admissions area in the Department of Psychology offers a course sequence leading to a PhD that has been approved by the Behavior Analyst Certification Board.

The successful candidate must have a PhD in applied or experimental analysis of behaviour by the commencement of the appointment. The person filling the position will be expected to maintain a productive research program, teach a combination of graduate and core undergraduate courses in applied behavior analysis, supervise graduate and honors students, and participate in service-related activities. The successful applicant will have the opportunity to develop a course in a specialty area of ABA.

Applications, including letters of reference, will be handled in accordance with the Freedom of Information and Protection of Privacy Act (Manitoba). Review of applications will begin on January 5, 2009 and will continue until the position is filled. Applicants must submit a letter of application (including a statement of both teaching and research philosophies), a curriculum vitae, reprints of recent publications, a teaching dossier (containing evidence of effective teaching such as teaching evaluations and sample course outlines), and arrange for three confidential letters of reference to be sent directly from referees. Specify the position number in all application materials. Applications and letters should be sent to Dr. H. J. Keselman, Head, Department of Psychology, University of Manitoba, P405 Duff Roblin Building, 190 Dysart Road, Winnipeg, Manitoba, R3T 2N2. Enquiries by telephone 204-474-9360, fax 204-474-7599, or E-mail keselh@cc.umanitoba.ca are welcome.

The Department of Psychology is the largest academic unit in the Faculty of Arts at the University of Manitoba. We have 45 faculty members, 13 support staff members, and over 100 graduate students. We boast approximately 37,000 square feet of space for offices, laboratories, and classrooms. We are a research-intensive department and research facilities are housed in over 100 dedicated research rooms. The University of Manitoba is the province’s largest, most comprehensive post-secondary educational institution. More than 28,000 students from all over the world currently study in a wide range of programs in the liberal arts and sciences, the creative arts, and the professions. Research is a priority at the University of Manitoba and the success of its faculty in securing substantial research support in national/international competitions attests to this fact. Winnipeg offers a vibrant arts community, affordable housing, diverse cultural institutions, festivals, and entertainment possibilities. Residents of Winnipeg can enjoy a multitude of parks and trails. A short trip outside of Winnipeg reveals the geographical diversity of Manitoba, with ample opportunities for many leisure activities.

For details regarding the:

Department of Psychology Applied Behavior Analysis (http://umanitoba.ca/faculties/arts/departments/psychology/graduate/programs/aba.html)

University of Manitoba Strategic Research Plan (www.umanitoba.ca/admin/vp_research/media/strategicplan_current.pdf)

City of Winnipeg (www.winnipeg.ca/interhom/)
Province of Manitoba (www.gov.mb.ca)

The University of Manitoba encourages applications from qualified women and men, including members of visible minorities, Aboriginal peoples, and persons with disabilities. All qualified candidates are encouraged to apply; however, Canadians and permanent residents will be given priority.

IWK Health Center, Provincial Child and Youth Forensic Services: Psychologist – Clinical Program Leader for Youth Forensic Services Regular Full-Time (1.0 FTE)

The Youth Forensic Services team, operated under the Mental Health and Addictions Program at the IWK Health Center, has been expanding over the past two years in order to meet the needs of youth who are in involved in the courts. This expansion has resulted in increased demands for clinical leadership and investment in program development. We currently are looking for a full-time clinical psychologist with well-developed leadership and program development skills to work collaboratively with the program manager of the Youth Forensic Services within the framework of the IWK co-leadership model. Within this model, the clinician leader collaborates with the manager on all aspects of service delivery and organizational development to ensure the best client outcomes. This position is a 60/40 clinical to administrative role. The clinical service role involves working as part of an interdisciplinary team of psychologists, psychiatrists, and social workers providing thorough specialized assessments in relation to matters before the Youth Justice Court. Qualified candidates must have demonstrated competencies in completing forensic assessments for the criminal justice system. The administrative role involves a close working relationship with the manager in regards to budget planning and decision making around allocation of resources, representation of the program in clinical and/or public forums, program development
for the new and expanding services, and rolling out strategic initiatives from the Health Center’s strategic plan. This role requires demonstrated leadership skills, capacity to establish collaborative relationships and critical analysis for strategic planning. The applicant would be expected to have demonstrated expertise in the area of forensic mental health work and be able to utilize that expertise to improve overall service delivery. As one of the 45-plus members of professional practice group in psychology, the successful candidate will have opportunities to work collaboratively on projects and share experiences with other psychologists in different fields of practice. Research and teaching opportunities exist for those who have the interest and skill set. Further information about these positions can be obtained from Dr. Vicky Veitch Wolfe at vicky.wolfe@iwk.nshealth.ca or (902) 470-8458. The residency program in Pediatric and Child-Adolescent Psychology at the IWK Health Center is both APA and CPA-approved. The successful candidate will be expected to actively participate in training residents. Candidates with appropriate credentials may be considered for academic adjunct appointment in an appropriate university department at Dalhousie University.

Qualifications: PhD or PsyD degree in clinical psychology from an accredited university program - registered, or eligible to be registered, with the Nova Scotia Board of Examiners in Psychology - minimum five years of formal training and clinical experience in forensic mental health services - minimum of three years of providing leadership to others in administrative or educational roles - demonstrated ability to collaborate effectively within a multidisciplinary team - demonstrated ability to consult with professional and para-professional staff - demonstrated ability to diagnose and formulate treatment protocols for a wide range of adolescent mental health problems - demonstrated ability to effectively consult with other health, social service, and education agencies - demonstrated knowledge in the area of ecological intervention preferred - demonstrated ability to develop and manage multi-stage projects for quality improvement required - demonstrated excellent verbal and written communication skills required - ability to participate in the clinical training activities of the psychology discipline - education, experience, or training in the related sub-specialty area required - competencies in other languages an asset (French preferred).

Salary: As per Health Center scale
Start date: ASAP
Closing date: Open until filled

Qualified and interested candidates must submit a cover letter and current resume to:
E-mail (preferred method): Human.Resources@iwk.nshealth
Mail or drop off: IWK Health Center, Human Resources, 5850/5980 University Avenue, PO Box 9700, Halifax NS B3K 6R8 Tel: (902) 470-8012 Fax: (902) 470-6612 Website: www.iwk.nshealth.ca

IWK Health Center, Nova Scotia Initiative for Sexually Aggressive Youth: ISAY Coordinator - As a member of an inter-disciplinary team the successful candidate will lead the clinical team in the provision of quality evidenced based care to clients and families referred to the ISAY program (assessment and treatment of sexually aggressive youth) ensuring effective clinical operations on a day to day basis. Primary responsibilities will be to coordinate all aspects of the ISAY program, provide leadership, consultation and supervision to the ISAY team, which is comprised of IWK clinicians working in partnership with DHA mental health clinicians across the province. The coordinator will apply the principles of leadership working with the team to advance program development, monitoring, and evaluation. The ability to establish a comprehensive program structure, polices, and development is essential while ensuring appropriate communication linkages with referring agents (probation courts, family, community). This position will report to the forensic services manager. The coordinator will meet with the program director and manager on a regular basis and will be responsible to provide quarterly reports, identify clinical issues, program development needs and quality indicators as required. Travel reimbursement is provided. As one of the 35 plus members of professional practice group in psychology, the successful candidate will have opportunities to work collaboratively on projects and share experiences with other psychologists in different fields of practice. Research and teaching opportunities exist for those who have the interest and skill set. Further information about these positions can be obtained from Dr. Vicky Vitch Wolfe at vicky.wolfe@iwk.nshealth.ca or (902) 470-8458. The residency program in pediatric and child-adolescent psychology at the IWK Health Center is both APA-accredited and CPA-approved. The successful candidate will be expected to actively participate in training residents. Candidates with appropriate credentials may be considered for academic adjunct appointment in an appropriate university department at Dalhousie University.

Qualifications: PhD or PsyD degree in clinical psychology from an accredited university program - registered, or eligible to be registered, with the Nova Scotia Board of Examiners in Psychology - minimum five years of formal training and clinical experience in assessment and treatment of sexually aggressive youth - demonstrated excellent leadership, mentoring, and team building skills - demonstrated ability to consult with other health, social service, and education agencies - demonstrated ability to work well as part of an inter-disciplinary team - demonstrated ability to effectively consult with other health, social service, and education agencies - demonstrated ability to effectively consult with other health, social service, and education agencies - demonstrated ability to work well as part of an inter-disciplinary team required - demonstrated excellent verbal and written communication skills required - ability to participate in the clinical training activities of the psychology discipline - education, experience, or training in the related sub-specialty area required.
preferred competencies in other languages an asset (French preferred). Salary: As per Health Center scale Start date: ASAP Closing date: Open until filled

Qualified and interested candidates must submit a cover letter and current resume by the closing date to:

E-mail (preferred): Human.Resources@iwk.nshealth.ca

Mail or drop off: IWK Health Center, Human Resources, 5850/5980 University Avenue, PO Box 9700, Halifax NS B3K 6R8 Tel: (902) 470-8012 Fax: (902) 470-6612 Website: www.iwk.nshealth.ca

IWK Health Center, Parent-Child Assessment Team:
As a member of the multi-disciplinary Parent-Child Assessment Team, the psychologist will have the opportunity to provide specialized, comprehensive assessments of parents and children for the justice system, specifically with respect to parenting capacity and custody and access. Parenting capacity assessments are typically requested by child welfare agencies in circumstances where questions regarding a parent’s ability to meet the needs of their child have led to child protection concerns. Custody and access assessments are requested by the court in circumstances where there are serious mental health issues or high conflict situations such that mental health involvement is deemed warranted. Both types of assessments involve detailed examination of the needs of the child and the ability of the parents to provide for those needs. The guiding principle in conducting such assessments is the best interest of the child.

The psychologist will fulfill the role of primary assessor in both parenting capacity and custody and access assessments. As well, the psychologist will provide psychological consultation to social workers acting as primary assessors in these cases. To manage court deadlines and maintain established productivity standards is an expectation. The position will be based in Halifax, but may require some travel to other parts of the province which travel reimbursement is provided. As a psychologist you will be a contributing member of a well-established predoctoral internship program in pediatric and child clinical psychology, which has both APA and CPA accreditation, and a contributing member of a well-established discipline of psychology. Candidates with appropriate formal training and publication track record will be considered for dedicated clinical research time, in conjunction with clinical duties, and for academic adjunct appointment in an appropriate university department at Dalhousie University. Further information about this position can be obtained from Vicky Veitch Wolfe, Ph.D., Psychology Professional Practice Chief, at (902) 470-8458 or Vicky.wolfe@iwk.nshealth.ca.

Qualifications: PhD or PsyD in clinical psychology from an accredited university program preferred - Registration with the Nova Scotia Board of Examiners in Psychology - formal training and clinical experience in assessing children and adults required - demonstrated ability to effectively consult with other health, social service and education agencies - competencies in other languages an asset (French preferred) - knowledge of Children and Family Services Act required - demonstrated time management skills to meet court appointed deadlines - demonstrated verbal and written communication skills required.

Candidates are encouraged to submit their curriculum vitae, an outline of their clinical practice, teaching, research training, experience, and three letters from individuals qualified to assess the applicant's professional training and character. Individuals with less than three years of independent clinical practice are required to submit an additional letter of reference from the Director of Clinical Training at the institution where the internship was completed. Salary: As per Health Center scale Start date: ASAP Closing date: Open until filled

Qualified and interested candidates must submit a cover letter and current resume by the closing date to:

E-mail (preferred): Human.Resources@iwk.nshealth.ca

Mail or drop off: IWK Health Center, Human Resources, 5850/5980 University Avenue, PO Box 9700, Halifax NS B3K 6R8 Ph: (902) 470-8012 Fax: (902) 470-6612 Website: www.iwk.nshealth.ca

Max Planck Institute for Human Development Center for Adaptive Behavior: The Center for Adaptive Behavior and Cognition at the Max Planck Institute for Human Development in Berlin, under the direction of Gerd Gigerenzer, is seeking applicants for a research scientist position at a rank equivalent to assistant professor. The positions are for six years (renewable every two years) beginning August 2009, but earlier or later start dates are possible. Salary depends on experience. Candidates must have a PhD by the time they start.

Candidates should be interested in studying the cognitive mechanisms underlying bounded, social, and ecological rationality in real-world domains. Current and past researchers in our group have had training in psychology, cognitive science, economics, mathematics, biology, and computer science to name but a few. The Center provides excellent resources, including support staff and equipment for conducting experiments and computer simulations, generous travel support for conferences, and, most importantly, the time to think.

For more information about our group please visit our homepage at www.mpib-berlin.mpg.de/en/forschung/abc/. The working language of the Center is English, and knowledge of German is not necessary for living in Berlin and enjoying the active life and cultural riches of this city. We strongly encourage applications from women, and members of minority groups. The Max Planck Society is committed to employing more individuals with disabilities and especially encourages them to apply.

Please submit applications (consisting of a cover letter describing research interests, curriculum vitae, up to five reprints, and three letters of recommendation) by January 2, 2009.
International Employment Opportunities

Max Planck Institute for Human Development Center for Adaptive Behavior: The Center for Adaptive Behavior and Cognition at the Max Planck Institute for Human Development in Berlin, under the direction of Gerd Gigerenzer, is seeking applicants for up to 3 two-year postdoctoral fellowships (with the possibility of third year) and up to two one-year visiting graduate fellowships beginning on or after September 1, 2009, but earlier or later start dates are possible. The visiting graduate fellowships are intended for students currently enrolled in graduate programs.

Candidates should be interested in studying the cognitive mechanisms underlying bounded, social, and ecological rationality in real-world domains. Current and past researchers in our group have had training in psychology, cognitive science, economics, mathematics, biology, and computer science to name but a few. The Center provides excellent resources, including support staff and equipment for conducting experiments and computer simulations, generous travel support for conferences, and, most importantly, the time to think.

For more information about our group and other funding possibilities for graduate students please visit our homepage at www.mpib-berlin.mpg.de/en/forschung/abc.. The working language of the Center is English, and knowledge of German is not necessary for living in Berlin and enjoying the active life and cultural riches of this city. We strongly encourage applications from women, and members of minority groups. The Max Planck Society is committed to employing more disabled individuals and especially encourages them to apply.

Please submit applications (consisting of a cover letter describing research interests, curriculum vitae, up to five reprints, and 3 letters of recommendation) by January 10, 2009 to ensure consideration. However, applications will be accepted until the positions are filled. The preferred method of submission is a single PDF file for the cover letter and CV, plus PDF copies of the reprints e-mailed to researchscientist2009(at)mpib-berlin.mpg.de. Letters of recommendation and questions can be e-mailed to the same address. Under exceptional circumstances applications can be mailed to Ms. Wiebke Moeller, Center for Adaptive Behavior and Cognition, Max Planck Institute for Human Development, Lentzeallee 94, 14195 Berlin, Germany.

American University of Kuwait, Division of Social Sciences: The American University of Kuwait (AUK) is a private, co-educational university in Kuwait organized on the U.S. model of undergraduate liberal arts education. The University is accredited by the Council for Private Universities of the Kuwait Ministry of Higher Education. AUK also has a memorandum of understanding with Dartmouth College in Hanover, NH and is seeking U.S. accreditation. Visit the AUK website (www.auk.edu.kw) to learn about the degree programs, university facilities, and campus life. The medium of instruction is English, and native speakers of English are preferred; American education and/or teaching experience are required. AUK admitted its first students in September 2004 and currently has more than 1,950 students and 120 faculty members. AUK is seeking faculty who are committed to excellence in teaching, scholarly research, and service to the profession. Outstanding communication skills, cultural sensitivity, and effective use of classroom media and technology are expected. Successful candidates will teach undergraduate classes to majors and non-majors of diverse cultural backgrounds, participate in student advising, honor office hours, and serve on faculty committees. Contracts are normally issued for three years and are renewable. Visiting appointments for two years or less may be available. The screening of applicants will begin immediately and continue until the positions are filled. U.S. interviews will be held in Washington, DC. The deadline for receiving applications is February 15, 2009, or until the position is filled.

Full-time assistant professor position to teach undergraduate courses in statistics, research methods, and cognitive psychology, plus any other area of specialization in psychology is preferred. A PhD or PsyD in psychology is required. Benefits package: AUK offers a comprehensive benefits package. Faculty rank will be determined by the candidate’s degree and previous employment history. There is no personal income tax in Kuwait. For international hires, benefits include roundtrip travel for faculty members and dependents, health insurance for employee and family members, tuition allowance for up to two children through high school, accommodation subsidy, and annual summer leave travel for faculty and dependents, and an end-of-contract indemnity. Kuwaiti nationals will receive other designated benefits. AUK is an

University of the City of Dublin, School of Psychology: The UCD School of Psychology invites applications for the permanent fulltime position of lecturer in psychology. The successful candidate will be expected to have a particular expertise in one of the following areas: biological psychology, neuropsychology, or cognitive psychology. Part of the School of Psychology’s strategic plan is to strengthen its research expertise in these areas. The successful candidate will have a PhD in psychology and an active international publishing profile in one of the above named areas. The purpose of this post is to conduct an active program of research and publication, to work as an integral member of the staff of the School of Psychology, to contribute to the undergraduate psychology program, and to supervise graduate students to masters and doctoral level. Salary Scale: €37,411 - €87,724 p.a. Appointment on the scale will be made commensurate with qualifications and experience. Online application http://www.ucd.ie/hr/.
equal opportunity employer, fully committed to becoming a model university of the twenty-first century in the region.

Application packages are to be submitted electronically to faculty@auk.edu.kw. The package should contain the following: (1) cover letter, detailing the candidate’s specific interest in AUK, and how the candidate’s past experience provides a suitable basis for performance in the position for which they are applying; (2) a current curriculum vitae; (3) statement on research and service and statement of teaching methodology, including curricular development that the individual has initiated and executed; and (4) names, addresses, e-mail, and phone numbers for three professional references. Full application instructions will be e-mailed to the selected candidate.

University of Groningen, Department of Psychology: The Department of Psychology at the University of Groningen invites applicants for seven tenure-track positions. The search is targeted at the assistant professor level but exceptional candidates with more experience are also encouraged to apply. Four of the positions are for the Department’s English-language Bachelor of Science in psychology program, which will be entering its second year in 2009-2010. For these positions, candidates are sought for:

- Applied social psychology, quantitative psychology, clinical or developmental psychology, organizational psychology.
- Industrial/personnel psychology, clinical psychology, statistics

Requirements: - university graduate – PhD in Psychology - publication record in international journals - experience and interest in teaching - excellent command of the Dutch language (or a willingness to learn the language) - excellent command of the English language - ability to attract funding

Conditions of employment - The University of Groningen offers a salary dependent on qualifications and work experience up to a maximum of € 4970 (scale 12) gross per month for a full-time position. The appointments are full-time and are for a specified period of 6 years. Prior to the completion of the sixth year performance will be assessed. A positive assessment will lead to promotion to the rank of associate professor with tenure. After an additional six years, promotion to the rank of full professor is possible. Secondary benefits, based on the Collective Employment Agreement of the Dutch Universities are excellent in general and include e.g. a pension scheme and flexible employment conditions; salaries are supplemented with a holiday bonus of 8% and a year-end bonus of 6.4% per year.

Interview and moving expenses are fully covered.

Applicants should send statements of research and teaching interests, a curriculum vitae, the names of three references and the number of the vacancy for which they are applying to:

University of Otago, Department of Psychology: Applications are invited for one confirmation path position at the lecturer / senior lecturer level (equivalent to North American tenure track assistant professor / associate professor) in the Department of Psychology. The area of research is open. The main selection criterion for the position is the potential for international distinction in research, provided that there is flexibility in teaching. The Department supports productive research programs in neuroscience and in experimental, clinical, developmental, cognitive, social, and applied psychology. The teaching program emphasizes the development of student research skills, and the ability to attract and supervise student researchers is critical. In addition to undergraduate, master’s and PhD degrees in psychology, the Department offers postgraduate training in clinical psychology and contributes to interdisciplinary courses in cognitive science and neuroscience. Excellent computing and technical facilities support the teaching and research programs in the Department.

The Department is also undergoing a major building project that will provide state-of-the-art teaching and research facilities. Specific enquiries may be directed to the Head of Department, Department of Psychology, Tel: +64 3 479 7644, E-mail psychod@psy.otago.ac.nz. Applicants may wish to visit the Department’s website www.otago.ac.nz/psychology. Applications close on Monday, February 2, 2009. You must include an application form, an Equal Employment Opportunity Information Statement, a covering letter, contact details for three referees and one copy of your full curriculum vitae. For an application form, Equal Employment Opportunity Information Statement and a full job description, go to: www.otago.ac.nz/jobs. Alternatively, contact the Human Resources Division, Tel: +64 3 479 8269, Fax: +64 3 479 8279, E-mail job.applications@otago.ac.nz; www.otago.ac.nz/jobs

Align Recruitment: We have full-time clinical psychologist vacancies to fill for community mental health and other service organizations. You must have a PhD in clinical psychology, current practicing license, minimum of two years post-supervisory experience, the ability to receive your New Zealand psychologist registration with clinical scope, and 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 enquiries.

Nanyang Technological University, Division of Psychology: The School of Humanities and Social Sciences (HSS) at Nanyang Technological University, Singapore, invites qualified academics who possess PhDs in psychology, or closely-related disciplines, to apply for tenure-track positions.
as either associate professors or assistant professors in the following two areas (visiting appointments will also be considered):

1. Applied cultural personality psychology with preference for research in Asian business settings.

2. Area of specialization is open, but we seek individuals with expertise in quantitative methods who can contribute to both undergraduate and graduate-level training in social science statistics, with emphasis on applied research work.

The successful candidates should have demonstrated solid research track records, including publications in international journals, and a strong commitment to effective teaching and administrative services to the Division. Interest in Asian cultures and languages is a plus, but not required.

Review of applications begins immediately and will continue until the positions are filled. Salary will be competitive and will commensurate with qualifications and experience. The University offers a comprehensive fringe benefit package.

Further information about the School and the Division can be obtained at the following websites: HSS: http://www.ntu.edu.sg/hss/Division of Psychology: http://www.ntu.edu.sg/hss/psychology/

Applicants should submit: (1) a research statement, (2) a teaching statement, (3) a curriculum vitae, (4) three reference letters, (5) Personal Particulars Form (http://www.ntu.edu.sg/ohr/Career/SubmitApplications/Pages/Faculty.aspx), and (6) selected reprints/preprints of publications, via e-mail to: H-DPSY@ntu.edu.sg.

Letters of recommendation can also be submitted via e-mail and/or by regular mail to: Weining C. Chang, PhD, Head, Division of Psychology, HSS, Nanyang Technological University, Singapore 639798.

Stockholm University, Department of Psychology: The Department of Psychology is one of the largest departments at Stockholm University with approximately 130 employees and 1,000 students. The Department’s divisions include work and organizational psychology, biological psychology, clinical psychology, cognitive psychology, perception and psychophysics, social psychology, and developmental psychology. Instruction at the department includes a five-year psychologist program, BSc, MSc, and PhD in psychology.

Perception is the study of an individual’s ability to process information about the internal world of the individual as well as information from the external world. Psychophysics is the study of the relationship between physical stimuli and how these stimuli are perceived. The study of the process of perception can be sensory specific or multi-sensory, which includes several or all the senses. Example of current research in the Division of Perception and Psychophysics at the Department of Psychology includes, but is not limited to, environmental factors, human health, technology, and neuroscience.

Job Description: The successful applicant shall be expected to take a leadership role in the department, including engagement in high quality research, teaching, and the supervision of students at the basic, advanced, and PhD level, as well as performing administrative duties. According to the new regulations at Stockholm University, teaching responsibilities should normally encompass, at the most, 30% of the work requirements.

Qualification Requirements: In order to be eligible for employment as professor, the applicant must have demonstrated excellence in the international research community, as well as excellence in teaching. Research focus should be current and principally within the area of perception and psychophysics and should be considerably above the requirements of senior lecturer (associate professor).

Bases for Assessment: In judging each candidate’s merits, special weight is placed upon scientific and pedagogical competency, with an emphasis on experience in conducting and developing internationally recognized research, as well as experience in conducting and administrating research with a research group.

The majority of professors within the faculty of Social Sciences are men. Therefore, Stockholm University particularly welcomes applications from women. Proficiency in Swedish is not a requirement at the time of employment; however, the applicant should be prepared within a year or two to be able to demonstrate an understanding of Swedish in relation to both administrative and pedagogical work requirements.

Guidelines for the application are given in the template for application for employment and for promotion to the rank of professor or senior lecturer at Stockholm University. The template can be downloaded from www.su.se/nyanstallning or be provided by the administrative coordinator. There, the applicant can also find the Rules of Employment for the Hiring of Teachers and other relevant documents. It is the responsibility of the applicant to ensure that the application follows the template and that it is submitted before the application deadline.

Please note that the position of professor is to be written in English.

Information regarding the position can be provided by the Head of the Department of Psychology, Åke Wahlin, Tel: +46-8-16 25 96, E-mail: akewah@psychology.su.se

Questions regarding application and appointment procedure will, upon request, be answered by faculty administrator Ulf Nyman, Tel: +46-8-16 32 64, E-mail: ulf.nyman@samfak.su.se

For additional information, refer to: Stockholm University: www.su.se

Rules of Employment for the Hiring of Teachers, Template for Application, and other: www.su.se/nyanstallning

Department of Psychology: www.psychology.su.se
University of Geneva, Department of Psychology: The Department of Psychology of the University of Geneva invites applications for a position of full or associate professor in the area of psychology of emotion. This full-time position corresponds to (a) approximately 6 hours of teaching per week at bachelor’s and master’s levels, (b) direction of doctoral dissertations, (c) scientific research in the area of psychology, in collaboration with national and international research teams, and (d) administrative responsibilities in the Section of Psychology and in the Faculty of Psychology and Educational Sciences. Required qualifications: PhD in psychology or a degree considered as equivalent. Experience in university teaching and research, research and scientific publications in the field of affective psychology and affective neuropsychology. Fluent working knowledge of French is necessary.

Appointment begins August 1, 2009. Applications and accompanying documents must be sent before December 5, 2008 to: Présidence de la Section de psychologie, Boulevard du Pont-d’Arve 40, 1211 Genève 4, Switzerland. A detailed job description can be found at: http://www.unige.ch/fapse/faculte/emplois.html

United Arab Emirates, Department of International Studies: The Department of International Studies of American University of Sharjah (the United Arab Emirates) is seeking psychologists with expertise in one or more of the following areas: cognitive, developmental, social, educational, clinical, organizational psychology. The successful candidates must be willing to teach a wide range of undergraduate courses in all of these disciplines as well as research methods. The successful candidate should have a PhD in psychology or related disciplines, and show a commitment to excellence in teaching and research.

The successful candidate will have experience with the North American higher educational system. Evidence of continuous research is expected; the yearly teaching load is 3/3. Appointments will generally be made at the rank of assistant professor with the yearly teaching load 3/3. Initial contracts are normally for a period of three years and are renewable. Rank will be determined by previous employment history. The review of applications will begin on November 15, 2008 and continue until the position is filled.

Interested applicants should send their letter of application, complete curriculum vitae, and addresses (including e-mail addresses) for a minimum of three references to Dean Heidicamp: CAS-INS-Search@mailman.aus.edu, Faculty who are appointed starting with the Fall semester must be in Sharjah by August 17, 2009.

The Department of International Studies [www.aus.edu/cas/is/] is a dynamic and far-reaching department at the American University of Sharjah. Its mission is to integrate a diverse range of disciplines and to present a wide variety of courses to the remarkably diverse student body of AUS. Although the university [www.aus.edu] is young, having only been founded in 1997, it is fully accredited within the North American system. It offers support for research, a generous compensation package, free housing and other benefits, and is located in the Sharjah/Dubai area, one of the most dynamic and cosmopolitan areas in the United Arab Emirates, perhaps the most vibrant country in the Middle East. There is no income tax in the United Arab Emirates.

The American University of Sharjah is committed to providing equal employment opportunities for all persons regardless of race, color, religion, sex, age, national origin or disability.

New York University (Abu Dhabi), Department of Psychology: New York University is establishing a campus in Abu Dhabi, United Arab Emirates, and invites applications for one or more faculty positions at any level (assistant, associate, or full professor). We encourage applicants in any area of psychology, including any aspect or methodology, such as psychopathology, biological bases of behavior, developmental, neuroscience, personality, and social psychology. The terms of employment are competitive compared to U.S. benchmarks and include housing and educational subsidies for children. Faculty may spend time at NYU in New York and at its other global campuses. The appointment might begin as soon as September 1, 2009 or could be delayed until September 1, 2010. The review of applications will begin on December 1, 2008.

Send curriculum vita, statement of research and teaching interests, representative publications and three letters of reference via e-mail to: nyuad.socialscience@nyu.edu, or send a hard copy to: NYUAD Psychology Search Committee, Office of the Dean for Social Sciences, Faculty of Arts and Science, New York University, 6 Washington Square North, New York, NY 10003. Information concerning the faculty, programs, and facilities of NYU Abu Dhabi can be obtained at http://nyuad.nyu.edu

Zayed University, Natural Science and Public Health Department: The University is seeking a candidate to fill the position of Chair of the Natural Science and Public Health Department. The Chair will take responsibility for providing the leadership and vision for the continued development of the program. The successful candidate will have experience in program building and curricular innovation for a health-sciences major with several concentrations. The Chair will also be committed to university-wide participation in a broad general education core curriculum.

In addition to managing the undergraduate curriculum, the Chair will be a key player in the oversight and improvement of the university’s master’s program in healthcare administration, and particularly in the development of a master’s degree in public health. This is a high-priority area for the country, and awareness of MPH programs will work in the successful candidate’s favor.

The Chair maintains operational responsibility for the
department on both the Abu Dhabi and Dubai campuses, as well as providing effective academic and administrative leadership both on a daily basis and in relation to long-term planning. The Chair is also expected to:

1. Recruit and retain applicants for teaching positions within the department.
2. Work with other members of the management team in the College of Arts and Sciences.
3. Participate in the development, evaluation, and revision of the health sciences curriculum, and the development and delivery of courses in the University’s core curriculum, the Colloquy on Integrated Learning.
4. Develop graduate level curricula; this especially involves overseeing a new MPH degree.
5. Teach one course section per semester.
6. Integrate information technology into the teaching environment.
7. Engage in ongoing research or creative activity, consistent with expectations for promotion and renewal.

Candidates should have experience with course planning and scheduling, faculty development and annual evaluation processes, assessment of student learning outcomes. A demonstrated commitment to advancing the discipline of teaching is essential.

Requirements:
1. A Ph.D. in science, health, or public health related discipline, as well as substantial experience in higher education and a proven record of academic leadership.
2. A successful record of research and baccalaureate-level teaching in science or public health.
3. Significant experience in administering academic programs, and in mentoring and supervising faculty.
4. A strong interest in innovative approaches in instruction, including the incorporation of educational technology into the learning environment.
5. An understanding of and commitment to a learning outcomes based program is required as well as the ability to work with diverse cultures and nationalities in a changing organizational environment.

Desirable qualities include:
1. A creative and flexible approach to problem solving.
2. A demonstrated ability to work in a culturally diverse environment.
3. Patience and a high tolerance for ambiguity and change.
4. Confidentiality, tact, and discretion when dealing with students, faculty, and staff.
5. A strong commitment to excellence, quality, and continuous improvement.
6. The ability to involve other faculty in decision-making for projects.

Benefits: The University's benefits package is highly attractive, with competitive salaries free of tax in the United Arab Emirates, housing, a furniture allowance, annual vacation airline tickets for the employee and immediate family, educational subsidies for children and subsidized healthcare for the employee.

To apply: Visit our Web site at www.zu.ac.ae. In addition to completing the online application form, attach one document containing a letter of application, a current curriculum vitae, the contact details of three referees, your latest teaching evaluations, statements of your undergraduate teaching philosophy, your management philosophy, and of your scholarly and creative interests, particularly as they might apply to the Middle East, and as to how they might involve undergraduate students.

_University of Exeter, School of Psychology:_ Lecturer/Senior Lecturer in Human Sciences (Psychology) (equivalent to an Assistant Professor with tenure-track in the USA)

We are seeking to expand our research (see: http://centres.exeter.ac.uk/mood) and teaching (see: http://www.pcmd.ac.uk/pms/) by creating a new post on a permanent basis. The Peninsula College of Medicine and Dentistry and the Mood Disorders Center at the University of Exeter’s School of Psychology are seeking an individual to take up the post of lecturer / senior lecturer in human sciences (psychology). We are seeking applicants with a commitment to contributing to our mood disorders research group. As such, we would particularly welcome applications from clinical researchers working on evidence-based psychological approaches (e.g., CBT, DBT, IPT or MBCT). The teaching/administrative responsibility will be providing psychology teaching to the human sciences curriculum of the Peninsula College of Medicine and Dentistry. The University has an excellent range of employee benefits including an established final salary pension scheme.

The starting salary for Lecturer is £31,513 (approximately $46,787) per annum on Grade F, point 32. The starting salary for Senior Lecturer is £38,757 (approximately $57,521) per annum on Grade G, point 39. A clinical market supplement also applies for clinically qualified candidates.

For an application pack please e-mail jobs@pms.ac.uk, or see the job vacancies section of the PMS website www.pms.ac.uk, or tel: +01752 437448. The closing date for completed applications is 10:00 a.m. on January 22, 2009.

Note that the University is closed for Christmas and the New Year, from December 25, 2008 to January 2, 2009 inclusively. All e-mails and enquiries will be responded to as quickly as possible thereafter.

_University of London, Department of Psychology:_

Applications are invited for a permanent post at professor / reader level in the Department of Psychology, Royal Holloway, University of London. This post is part of a major stra-
strategic initiative designed to strengthen and expand key areas of research and teaching in the Department.

We offer a dynamic and supportive environment, in an internationally recognized department that ranks among the best in the UK for research (rating five in RAE 2001) and teaching (highest rating “excellent” for teaching quality). The Department has numerous state-of-the-art facilities available for undertaking research in a broad range of areas. It also has strong links with NHS hospitals and medical schools, as well as government, industrial, and charity organizations. The College itself is situated in a beautiful leafy campus, and is close to both central London and Heathrow Airport.

Applicants should possess an outstanding research record in cognitive psychology, as evidenced by publications and research grants. They should also possess the broad range of skills needed to teach effectively at undergraduate and postgraduate levels. The successful applicant will make a leading contribution to the activities of the Adult and Child Cognition Research Group (see http://www.pc.rhul.ac.uk/web/research/acc_home.asp). An attractive remuneration and startup package will be available.

Informal enquiries regarding this post can be directed to Professor Johannes Zanker (j.zanker@rhul.ac.uk).

The salary for the Reader post is £47,064 to £54,220 per annum, inclusive of London allowance. The Professor position will attract a minimum salary of £55,784, inclusive of London allowance.

Applications need to be received by midday on the February 20, 2009. Applications will be accepted until the position is filled. Initial interviews are planned for March 2009.

Further details and an application form are available from the Personnel Department, Royal Holloway, University of London, Egham, Surrey TW20 0EX; Tel: +01784 414241; Fax: +01784 274900; E-Mail: Recruitment@rhul.ac.uk.

---

**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/submissionguidelines.html

Questions about this call for manuscripts can be directed to Dr. Michael Elasmar, Editor, American Journal of Media Psychology at elasmar@bu.edu.
OFFICERS (2009)

President:
Lynn H. Collins, Ph.D.
Department of Psychology, POB 273
La Salle University
1900 W. Olney Ave.
Philadelphia, PA 19141
Tel: 215-951-5046
e-mail: collins@lasalle.edu

President-elect:
Danny Wedding, Ph.D., MPH
Professor of Psychiatry
School of Medicine
University of Missouri-Columbia
Director, Missouri Institute of Mental Health
5400 Arsenal Street
Saint Louis, MO 63139
Tel: 314-877-6464
e-mail: danny.wedding@mimh.edu

Past President:
Uwe Gielen, Ph.D.
St. Francis College
180 Remsen Street
Brooklyn, NY 11202
Tel: 18-489-5386
e-mail: ugielen@hotmail.com or
ugielen@stfranciscollege.edu
web: http://www.geocities.com/
ugieleniccp

Treasurer:
Michael J. Stevens, Ph.D.
4620-Psychology
Illinois State University
Normal, IL 61790-4620
Tel: 309-438-5700
e-mail: mjsteven@ilstu.edu

Secretary:
Neal Rubin, Ph.D. (-2010)
Illinois School of Professional Psychology
Argosy University, Chicago
350 North Orleans Street
Chicago, IL 60654
Tel: 312.836.0335 (office)
email: nealrubin@hotmail.com

Council Representative:
Danny Wedding, PhD, MPH (-2009)
University of Missouri-Columbia
5400 Arsenal Street
Saint Louis, Missouri 63139
Tel: 314-877-6464
Fax: 314-877-6405
e-mail: danny.wedding@mimh.edu
web: http://mimh.edu/danny_wedding

Members-At-Large:
Gloria B. Gottsegen, Ph.D. (-2010)
22701 Meridiana Drive
Boca Raton, FL 33433
Tel: 561-393-1266
e-mail: gottsegen@aol.com
Ann M. O’Roark, Ph.D., ABAP (-2010)
Management and Leadership Development
400 Misty Morning Lane
St. Augustine, FL 32080
Tel: 904-462-3382
e-mail: aoroark@bellsouth.net
Harold Takoshiban, Ph.D. (-2009)
113 West 60th Street - Psychology Dept.
Fordham University
New York, NY 10023
Tel: 212-636-6393
e-mail: takoshiban@aol.com
Richard S. Velayo, Ph.D. (-2009)
Psychology Department
Pace University
41 Park Row, Room 1324
New York, NY 10038
Tel: 212-346-1506
e-mail: rvelayo@pace.edu

COMMITTEE CHAIRS (2009)
[*ad hoc committees]

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

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

*Awards, Book:
Renée Goodstein, Ph.D.
Psychology Department
St. Francis College
180 Remsen Street
Brooklyn, NY 11201
Tel: 718-489-5387
email: rgoodstein@stfranciscollege.edu

*Awards, Division:
Uwe Gielen, Ph.D.
St. Francis College
180 Remsen Street
Brooklyn, NY 11202
Tel: 18-489-5386
e-mail: ugielen@hotmail.com or
ugielen@stfranciscollege.edu

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

Joy K. Rice, Ph.D.
Pyschiatric Services
2727 Marshall Court
Madison, WI 53705
Tel: 608-238-9354
e-mail: jkrice@facstaff.wisc.edu

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

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

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

Chalmer Thompson, Ph.D.
W. W. Wright Building
Indiana University
201 N. Rose Ave., Room 4054
Bloomington, IN 47405
email: chathomp@indiana.edu

*Communications:
Uwe Gielen, Ph.D.
St. Francis College
180 Remsen Street
Brooklyn, NY 11201, USA
Tel: 718-489-5386
e-mail: ugielen@hotmail.com
Curriculum and Training
Gloria Grenwald, Ph.D.
Behavioral and Social Sciences Department
Webster University
St. Louis, MO 63119
Tel: 314-968-7073
e-mail: grenwald@webster.edu

Division Liaison to CIRP (Committee on International Relations in Psychology)
Joan C. Chrisler, Ph.D.
Department of Psychology
Connecticut College
New London, CT 06320
Tel: 860-439-2336
Fax: 860-439-5300
e-mail: jchrisler@conncoll.edu

Early Career Professionals/Psychologists Committee
Kate Richmond, Ph.D. (Chair)
Moyer Hall—Room 222
Muhlenberg College
Allentown, PA 18104
Tel: 484-664-3423
Email: krichmond@muhlenberg.edu

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

Historian:
Gloria B. Gottsegen, Ph.D. (Chair)
22701 Meridiania Drive
Boca Raton, FL 33433
Tel: 561-393-1266
e-mail: gottsegen@aol.com
Shay C. Mann (Co-chair)
Virginia Commonwealth University
Department of Psychology
806 West Franklin Street
P.O. Box 842018
Richmond, VA 23284
Tel: 804-683-8102.
Email: manncsv@vcu.edu

Historian/Archivist:
John D. Hogan, Ph.D.
Psychology Department
St. John's University
Jamaica, NY 11439
Tel: 914-631-4101
e-mail: hoganjohn@aol.com

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

Immigration/Refugees:
Fred Bemak, Ed.D.
email: fbemak@amu.edu

International Committee for Women (ICFW):
Joan Chrisler, Ph.D.
Psychology Department
Connecticut College
New London, CT 06320-4196
Tel: 860-439-2336 (work)
Fax: 860-439 5300
email: jchrisler@conncoll.edu

International Psychology Bulletin (Volume 13, No. 1) Winter 2009 Page 45