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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 3,000 words (negotiable) and should be submitted to Dr. Grant J. Rich at optimalex@aol.com. The manuscript must be written in APA style described in the Publication Manual of the American Psychological Association.

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 do not 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.

To submit manuscripts to the Division’s new peer-reviewed quarterly journal, International Perspectives in Psychology: Research, Practice, & Consultation, contact Editor Judith Gibbons at gibbonsjl@slu.edu.
Division 52 News and Updates
EPA 2013 in Manhattan

International Liaison Column
Featured Liaisons: Sweden Affiliate Dr. Magnus Englander, Canada Affiliate Dr. Shaun Hains, and Japan Affiliate Dr. Masako Hirasawa (Rivka Bertisch Meir)

Research Article
International Cultural Immersion Experiences Promote Professional Development Among Psychologists (Emily C. Haranin, Huong T. Diep, and Bradley O. Hudson)

Book Reviews
Feminism in Psychology: A Global Perspective (Alicia J. Harlow and Kathleen L. Niegocki)
Making Progress with the Internationalization Process (Erica J. Hurley)
A Physician Under the Nazis: Memoirs of Henry Glenwick (Henry Solomon)

Student Column
A Warm Welcome From Your New Student Committee Co-Chairs (Daria Diakonova-Curtis and Laura Reid-Marks)

Current Issues Around the Globe, Announcements, and More
Understanding Middle Easterners and Arab Americans (Naji Abi-Hashem)
Building Bridges to Former Selves: Hong Kong Doctoral Students Complete Clinical Internships in New York City’s Chinatown (Jennifer Bik Ki Tam, Ginette Suk Ching Wong, and Diane C. Zelman)
Beyond Fulbright: New Opportunities in International Psychology (Harold Takooshian)
ATOP Organizes a Symposium at the United Nations on Preventing Genocide 12 April 2012 (Natalia Avendano-Garces)

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 3,000 words (negotiable) and should be submitted to Dr. Grant J. Rich at optimalex@aol.com.

Submission Deadlines: Spring issue March 31st
Summer issue June 30th
Fall issue September 15th
Winter issue December 15th

Issues typically will be published 2-4 weeks after the deadline.
Inside This Issue

Current Issues Around the Globe, Announcements, and More

5th FPR-UCLA Interdisciplinary Conference: Culture, Mind, and Brain: Emerging Concepts, Methods, Applications October 19-20, 2012 in Los Angeles, California, USA

5th FPR-UCLA Interdisciplinary Conference: Culture, Mind, and Brain: Emerging Concepts, Methods, Applications October 19-20, 2012 in Los Angeles, California, USA

The Youth Empowerment Program of ATOP Meaningfulworld: New Approaches to Transform Bullying and Empower Youth (Ann Rizzuto, Ani Kalayjian, Jennifer DeMucci, and Michele Gonen)

Psychologists Celebrate the 5th Annual Psychology Day at the United Nations

ATOP Meaningfulworld Empowering Women Around the Globe Conference at the United Nations (Wesley Beeks, Natalia Avendano-Garces, and Rebecca Schaffner)

Resolution of the APA-CPA Dues Reduction Agreement (Charles J.A. Hayes)

Call for Nominations for Editor of International Journal of Psychology

Call for Nominations for APA Committee on Early Career Psychologists

Call for Programs National Multicultural Conference and Summit 2013

Global Health Summer Study Opportunities in NYC and India

Society for the Psychological Study of Social Issues International Travel Awards for the 2012 Conference

Call for Applications for APA United Nations Interns 2012-2013

Call for Nominations APA Fellows Committee

Call for Papers for the 4th Annual International Congress on Interpersonal Acceptance-Rejection 2013 India

Coming Soon: Intercountry Adoption: Policies, Practices, and Outcomes

International Employment Opportunities

International Employment Opportunities (Michael J. Stevens)

Board Members

Officers / Committee Chairs
Message From The President

Division 52: On the Move Regionally, Nationally, and Internationally

Neal S. Rubin, Ph.D., ABPP
Division 52 President
nealrubin@hotmail.com

When it comes to Division 52, what happens in Las Vegas does NOT stay in Las Vegas. The Division 52 Board had a very successful midwinter meeting at the Riviera Hotel in Las Vegas, Nevada and we want our members to be informed in detail regarding our activities and deliberations. Minutes from the Board meeting are available in this edition of the IPB and I will summarize the issues and recent developments here.

Board members are actively engaged in addressing the concerns of division members, pursuing division initiatives and reaching out to members and prospective members regionally, nationally and internationally. I am very grateful for the generosity and dedication of each of our Board members.

Our Board meeting was held in conjunction with the Society for Cross Cultural Research. Several groups of social scientists were meeting in this venue including the Society for Anthropological Sciences, the American Anthropological Association’s Children and Childhood Interest Group and the Board of Division 48 of the APA (Peace Psychology). Division 52 offered two days of international psychology programming. The first day focused on the issue of promoting international engagement and mentoring for students and professionals; the second day highlighted developments related to advancing global perspectives in psychology curriculum, education and publications. Our program planners included fellows, members, and students of the division. We are continuing to spread the word that Division 52 is the place to be for psychologists interested in global issues.

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Division 52 will also be well represented at the Thirtieth International Congress of Psychology (ICP) in Cape Town, South Africa in July, 2012. The program at ICP includes several symposia and presentations that will highlight our students, ECPs and members. For those going to ICP, watch our Division 52 colleagues in the WPA. The schedule for the WPA international program is listed elsewhere in this publication.

Of course, we are indebted to our program committee, Mark Terjersen, Robyn Kurasaki, and Senel Poyrazli, for accomplishing the imposing task of organizing our fascinating division program at APA in Orlando. In crafting our convention program, they reviewed 41 paper and symposia submissions and 95 poster proposals. Robyn will be organizing our hospitality suite in Orlando which we expect will involve a schedule of interesting meetings, opportunities to socialize, and moments to acknowledge the accomplishments of our students, ECPs and senior colleagues.

International Perspectives in Psychology, Research, Practice, Consultation is about to be released. Our editor, Judith Gibbons has been dedicating long hours to the success of the journal and we owe her our admiration and appreciation. One of her aims is to publish a truly international journal that includes the work of psychologists around the world who have not previously published in APA or western journals. Second, we now have a video being prepared for distribution: “International Psychology: What Students Want to Know.” This video, produced by Judy Kuriansky and Uwe Gielen, will be available in two forms: a nine minute trailer that may be accessed on the division website and a 35 minute version recently previewed in Las Vegas. This project has involved considerable time and expense on the part of the production team and we salute their efforts.

In addition to reaching out to other social scientists that share cross cultural interests, Division 52 is connecting with psychologists via regional psychological associations. At the Eastern Psychological Association in Pittsburgh in March, Harold Takooshian organized a multifaceted international program. The Western Psychological Association (WPA) meeting in San Francisco in late April includes a dynamic international program organized by Lynette Bikos. I will be attending and presenting in the WPA program, and hope to contribute to our ongoing recruiting efforts on the west coast. Lynette and I will host a dinner in San Francisco for our Division 52 colleagues in the WPA. The schedule for the WPA international program is listed elsewhere in this publication.

While we are making new connections regionally, nationally, and internationally, we are also discussing how we can improve our functioning as a division. Changes in our bylaws this year have allowed us to establish voting positions on our Board for a student and early career member. The student that chairs the student committee will sit on the Board and we have dedicated a ‘member at large’ position for an early careerist who will lead the ECP committee. Our inaugural Outstanding Early Career International Psychologist Award will be announced at APA. We are also proposing to streamline the organization of our committees in order to enhance their effectiveness. These changes will also be put before our membership as proposals to change our bylaws by combining some committees and eliminating others.

So, we have no secrets from Las Vegas. Much to the contrary, we hope that you are well informed regarding our activities and initiatives and that you feel welcomed to engage in the diverse activities of a division on the move.
Division 52's President-Elect Solicits Your Feedback on Her Vision for 2013

Mercedes A. McCormick, Ph.D., LP
Pace University
mmccormick2@pace.edu

As we celebrate our Division’s 15th anniversary in 2012, my role as President-Elect is to share with you my presidential vision for 2013. I thank the APA Division 52 membership for electing me as President. I am honored and look forward to building on the excellent leadership that precedes me. After conferring with President Neal Rubin, I am pleased to offer you here some early details, and welcome your feedback.

In 2011, I dutifully agreed to run for several leadership positions, for President-Elect of our D52 and for Eastern Vice President of Psi Chi, not imagining I would be elected to both. On the positive side, my "two hats" can now be a valuable bridge between Psi Chi and international psychology. Yet 2013 will be a challenging year with two major roles, and I seek your cooperation here to meet this challenge. From my 30 years as a psychologist, many know me as the sort of person who puts my heart in my work, to do the very best job that I can. Whether you are a student, professor, or practitioner, now is the time to decide to be more involved in the international work of our D52 in 2013, and tell me this decision soon, so I can assign you early to the right leadership position, for our best year ever in 2013.

President Rubin’s initiatives are successfully implemented. His initiatives concerning early career involvement in Division 52 are commendable. He is an outstanding mentor and has given me important advice to ease my transition into the presidency in 2013. I look forward to continuing to encourage and support early career psychologists’ involvement in Division 52.

As President Elect, I will be seeking early career psychologists who join our division to consider becoming mentors for graduate and undergraduate students to advance President Rubin’s initiative to recognize Student Excellence in psychology for graduate and undergraduate students internationally.

My main initiative as President-2013-with APA Div. 52 is Building Bridges with Div. 52 and Psi Chi International. Our take-off event will be on August 2nd at the APA Convention. A panel of international psychologists will be introducing/presenting this endeavor. Please come to this event as your APA schedule permits.

*Note: On July 1, 2011, I began my term as Vice President of the Eastern Region of Psi Chi, International Honor Society of Psychology. My responsibilities in this position include consulting with Psi Chi Chapters in 13 states on the East Coast of the USA and with international chapters in Cairo, Egypt, Galway, Ireland, and the West Indies. These chapters are a few of the international Psi Chi Chapters. Psi Chi International Chapter applications are increasing each semester (www.psichi.org).

In closing, I ask you to join me on this key initiative in 2013. Let me know what you may add to enhance Student Excellence and Enhancing Involvement in the Field of International Psychology.

Other important initiatives and goals that need attention in 2013 are the following:

Objective areas:

- **Research**-as early career psychologist and graduate and undergraduate student membership and involvement increases, seed money needs to become available to encourage research for these groups in conducting research to address international psychology early psychologist and student concerns.
- **Financial Sustainability**-continue dues, journal investments and perhaps initiate a book series on current international psychology topics.
- **Visibility**-continue International Perspectives in Psychology impact factor to membership, International Psychology Bulletin, Awards (Gieen Book Award, International Mentoring Award, Outstanding International Psychologist Award).

New Possibilities/Initiatives:

- **Initiate** collaborative projects with other divisions.
- **Nominate** more Div. 52 representatives to APA boards, task forces, etc.
- **Continue** response to emails for input on APA issues.
- **Increase** number of Division 52 Fellows.
- **Continue** to create programs for Div. 52 at APA Annual Conventions and Div. 52 hospitality suite to attract more Div. 52 members and international psychologists.
- **Annual Hospitality Suite Breakfast Event** for Psi Chi International Honor Society in Psychology chapter advisors and international Psi Chi student members.
- **Member Benefits/Interactions & Input**-continue annual conference programming, publications, IPB, website, resource materials, PPTs, videos, listserv, Facebook.

New Possibilities/Initiatives-2013:

- **Web coaching** for research and career issues in international psychology.
- **Create webinars and podcasts** led by Div. 52 members on key topics of interest in international psychology.
- **Publish abstracts of APA presentations and poster presentations in the IPB.**
Message From The President-Elect

- **Infrastructure**
- **Continuing 2012-2013** to clarify procedures and processes for appointments, continuance, discontinuance (e.g., committees, chairs, representatives, etc.).
- **Continued request for extensive reporting** from Div. 52 EC committee and all committees with the Board.
- **Continued increased communication** opportunities among the Executive Committee and with the Div. EC Board.

I look forward to leading and working with you on Division 52’s endeavors in the near future.

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**Be Sure to “Stay Connected”**

Our webmaster Richard Velayo sends out his listserv monthly, rich with useful news, [http://www.rvelayo.com/Div52Announcements](http://www.rvelayo.com/Div52Announcements). Are you missing this? If you are not now receiving this monthly, be sure to register with Christine Chambers at APA today: [cchambers@apa.org](mailto:cchambers@apa.org).


Would you like to see the history of our D52 in several diverse languages, from Hindi to Somali? If so, check: [http://web.mac.com/rvelayo/Div52/Div52HistoryTranslations.html](http://web.mac.com/rvelayo/Div52/Div52HistoryTranslations.html).

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**LEAVING A LEGACY TO DIVISION 52**

A Call for a Charitable Bequest to APA Division 52

If you are interested in making a charitable bequest or other planned gift to the Division of International Psychology, contact Susan Nolan at (973) 761-9485 or [susnan.nolan@shu.edu](mailto:susnan.nolan@shu.edu) or Lisa Straus at (202) 336-5843 or at [estraus@apa.org](mailto:estraus@apa.org).

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The latest issue of *Psychology International* can be accessed on the web at: [http://apa.org/international/pi](http://apa.org/international/pi)
Division of International Psychology
American Psychological Association
Mid-Winter Board Meeting Minutes
Wednesday, February 22, 2012
12 – 4 pm
Riviera Hotel, Capri 111
Las Vegas, NV

Present: Neal Rubin (President), Ayse Çifçi, Andrés Conso-
li, Daria Diakonova-Curtis, Judith Gibbons, Uwe Gielen,
Gloria Grenwald, John Hogan, Judy Kuriansky, Mercedes
McCormick, Susan Nolan, Senel Poyrazli, Laura Reid-Marks,
Grant Rich, Michael Stevens, Harold Takooshian, Richard
Velayo.

Absent: Norman Abeles, Fred Bemak, Joan Chrisler, John
Davis, Florence Denmark, Sharon Horne, Ani Kalayjian,
Rivka Bertisch Meir, Ann O’Roark, Wade Pickren, Joy Rice,
Janet Sigal, Mark Terjesen, Danny Wedding.

Guests: Lamise Shawahin, Martin Nolasco, Chandni Shah

The meeting was called to order at 12:05pm and President
Neal Rubin welcomed all board members and guests. All
individuals attending the meeting introduced themselves.

1. Changes to the agenda: The agenda was unanimously
approved with the exception of a time change regarding
when to discuss APA nominations.

2. Approval of the minutes: The minutes from the APA
Board Meeting in Washington, DC (8/3/2011) were pre-
viously unanimously approved on October 18 and pub-
lished in IPB in fall 2011.

3. President’s Report: Neal Rubin thanked all members for
their contributions to the Division. He appreciated John
Hogan’s input as the past-president and Ayse Çifçi’s
contributions as secretary. He stated that this year marks
the 15th anniversary of the founding of the Division and
there are plans to recognize our founders and leaders.
Neal Rubin reported membership at 691 members for
2010 – 2011 indicating a steady level of membership. He
summarized some changes in the Division regarding the
board positions. Division 52 now has an Early Career
Professional as a Member-At-Large and a student seat on
the board. The ECP MAL position and the student posi-
tion on the Board will be filled in the next election cycle.
Division 52 has also recently implemented an Early Ca-
reer Psychologist award and dedicated a column in the
IPB for students and ECPs. There are efforts to update
our division websites with the most recent information.
Neal Rubin also shared information about the first publi-
cations from the Heritage Mentoring Project. He reported
15 matches with senior faculty and students/ECPs as a
part of this project. In spring 2012, Division 52 will be
holding programming at the Eastern Psychological Asso-
ciation and the Western Psychological Association.
There will be also a Division 52 presence at the Interna-
tional Congress of Psychology in South Africa (Judith
Kuriansky, Judith Gibbons, Uwe Gielen, Neal Rubin,
Ayse Çifçi, Sharon Horne, Florence Denmark, Adrian
Brock and others). The plans for APA programming for
Division 52 are in progress and there will be a call for
proposals for the suite in Orlando. Neal Rubin also an-
nounced that Michael Stevens will complete the term of
Mercedes McCormick as member-at-large as Mercedes
McCormick assumes her role as president-elect. Neal
Rubin also shared our excitement about the new Journal.
Finally, he highlighted the changes with the organization
of our board meetings in the last couple of years which
allow us to spend more time for discussion on strategic
issues.

4. Past-President’s Report: John Hogan reported 2 major
responsibilities as Past-President: 1. Nomination and
Election and 2. International Psychology Awards. He
reported that nominations were closed on February 19th.
There were originally 10 nominees for the member-at-
large position. After talking to some of these nominees, 2
people decided not to accept nominations. Currently,
there are 8 nominations. The N&E Committee will re-
duce that number further. There was a discussion about
the student seat on the board. Four students were nomi-
nated for the board position. The student committee chair
or co-chair will be nominated for this seat. The other
students will be encouraged to be actively involved in the
student committee. There are very few nominations for
the International Psychologist Award.

5. Update of the Division website: There was a discussion
about updating and expanding the resources/selected list
of books edited or written by women on the website.
Prior to the board meeting, the Executive Committee
discussed updating the list to include recent significant
books by both women and men on international psychol-
ogy. During the board discussion, it was stated that Joy
Rice was the chair of this initiative. There was a sugges-
tion about the curriculum and training committee taking a
look at this issue. However, Gloria Grenwald will not be
able to attend the APA annual meeting and Richard Ve-
layo raised some concerns about how overwhelming this
task can be for one committee. Another suggestion was
made to include only the web links. There was a discus-
sion that this task could be linked to “re-structuring” com-
mittees and may require multiple committees working
together to produce an updated resource. The Board will
resume discussing this issue after receiving Joy Rice’s
input.
6. **Division’s endorsement policies:** Neal Rubin discussed the Division’s endorsement policies. The division had recently received requests to endorse initiatives to revise the DSM V and to annul the PENS Report; one candidate for President of APA had also requested endorsement of the division. As a result of the discussion, it was decided that as a first step endorsement proposals should be presented to the elected officers and elected officers should vote on the endorsement. The critical question will be whether the endorsement is related to the mission of the Division. The executive board can also decide to get membership feedback (e.g., in case of a lack of consensus). It was also clarified that, in the past, the IPB published all APA candidates’ statements without endorsing any specific APA presidential candidate. We will continue this policy.

7. **Nominating Division 52 members for APA positions:** Governance Coordinator: Harold Takooshian explained that the Council Representative will serve in this role.

8. **Honorarium for the newsletter editor:** There was a discussion about the honorarium for the newsletter editor. Currently, the consensus is to support “expenses” instead of providing an “honorarium.” The newsletter editor is currently supported with travel funding and a modest line item. The Board agreed that, depending on future resources, the long term goal is to have a higher level of financial support for our editor in recognition of the significant contribution the editor makes to the division. Susan Nolan and Michael Stevens used this opportunity to emphasize to all board members the importance of saving receipts and submitting them on time for reimbursement from APA.

9. **Board positions and funding for travel:** Mercedes McCormick opened a discussion about funding for travel expenses. In consultation with the past-president, president, previous treasurers and the current treasurer, it was clarified that allotments for travel funds for the midwinter board meeting are published in the division budget. There can be some years when funds remain available subsequent to the board meeting. This can occur when individual officers do not use all their allotted funding. Susan Nolan asked the committee chairs or others to inform her before the conference if they would like to get support from these funds, when available. Depending on the available funds, these requests will be honored on a case by case basis.

10. **IPB action related to Merry Bullock’s request:** Grant Rich introduced Merry Bullock’s request to include articles from IPB in Psychology Resources Around the World. He encouraged approval and this request was approved unanimously.

11. **Decision on the use of SurveyMonkey:** Richard Velayo discussed the (lack of) use of SurveyMonkey. There are a couple of people who get free online survey support from their institutions. It was clear that the division has alternatives to SurveyMonkey that would allow us to cut the expense of renewal. There was a consensus not to renew SurveyMonkey.

12. **Sponsoring 2013 National Multicultural Summit, Houston (January 17-18, 2013):** There was a discussion about whether the division should sponsor the 2013 National Multicultural Conference and Summit which also led to a related discussion of plans for the division 2013 mid-winter board meeting. Ayse Çiftçi reported that there were 19 divisions that sponsored the 2011 Multicultural Summit. The Summit program included significant programming on immigration, an important international focus. Most of the sponsoring divisions held their board meetings during the Summit. Mercedes McCormick relayed EPA in Manhattan as her preference for the 2013 division mid-winter board meeting. She reported that she has already started planning for the midwinter 2013 meeting in NYC. A straw poll was taken and the majority indicated a preference for NYC over Houston for the midwinter meeting. A final vote will be taken at the board meeting in August. In terms of sponsoring the Summit, the motion was for Ayse Çiftçi to get more information about different options for sponsoring the Summit and to inform the executive board before the deadline. Twelve people approved, one opposed. The person who opposed indicated that the conference should be supported without any further discussion.

13. **Re-structuring committees:** There was a discussion about the re-structuring of committees. This discussion was led by Senel Poyrazli representing the work of the Long Range Planning Committee. Initial discussion focused on two issues: the time-limits of chairing the committee and ways to sunset committees when they become inactive. Several people expressed concerns about discouraging individuals by asking them to “move out” from the chair positions. Some others stated that the focus should be more about the committees and not about the people who are leading the committees. Therefore, it should not be personal and a more “soft” approach is needed. The following motion was proposed: “The expectation is that the chair doesn’t serve more than 2 years and not serve more than 2 consecutive periods without a break in the same committee. Current chairs are encouraged to mentor the future chairs of their committees.” The program committee was given as a successful example with a trio-chair (past-chair, chair and chair-elect) model. A lengthy discussion followed this motion. It was noted that the President can make the decision to continue or discontinue a committee. For example, Neal Rubin as President can sunset ad hoc committees that have been inactive. The President-elect can appoint committee chair designates who will have one year of
‘training’ under the current chair. For example, Mercedes McCormick as the President-elect will decide whether to appoint new committee chairs as chair designates this year. These responsibilities are already in place. Accordingly, the motion did not pass.

Additionally, the following actions are taken as a part of the re-structuring committees:

a. Awards Committee: There will be one Awards Committee with subcommittees for each specific award such as Ursula Gielen Book Award, Mentoring Award, Student Award, ECP award.

b. Committee for Publications and Communication: John Hogan made a motion to create new standing committee for publications and communication. Subsumed under the committee will be International Perspectives in Psychology, International Psychology Bulletin and the Handbook. Judy Kuriansky seconded the motion. Eight voting members of the Executive Committee were present at the meeting and unanimously approved the motion. (Joy Rice and Wade Pickren were not present at the meeting.)

c. Student and ECP committees as standing committees: John Hogan made a motion to make the student and ECP committees standing committees because they are critical to the Division’s mission. Neal Rubin seconded and the motion was unanimously approved.

d. Liaisons: There was a discussion about liaisons and the coordination among them. It was suggested to refer to them as “intra-organizational coordinators.” It was also clarified that president appoints the liaisons and at one point, Lynn Collins served as the coordinator of the liaisons. As the current president and president-elect, Neal Rubin and Mercedes McCormick will focus on this issue, look into other divisions, and bring this issue back to the board meeting during 2012 APA.

14. Pipeline and diversity of membership: Based on the data shared at the Division Leadership Conference in Washington, DC in January, Ayse Çiftçi presented a PowerPoint presentation comparing the demographics of the Division to APA. The Division shares many of the challenges facing APA. She highlighted the critical need to recruit and engage more ECPs and diverse members from different parts of the country. Subsequently, Mercedes A. McCormick continued to discuss the theme of the Division Leadership Conference on Motivate, Engage, and Lead in regard to Division 52’s plan for membership. The membership cycle consists of Recruitment, Orientation/Onboarding, Engagement, Renewal, and Reinstatement. An article addressing this cycle was distrib-
uted to the Board. The article may be found at: http://www.apa.org/about/division/officers/dialogue/2011/12/membership-cycle.aspx

15. 15th anniversary: There was a discussion about different ways to celebrate the Division’s 15th anniversary such as short essays, bulletins, interviews with past leadership members. Neal Rubin shared his plans to coordinate a “past president’s breakfast” during APA. Other suggestions were a) having students and ECPs name international psychologists and meet at the hospitality suite, b) creating some give-away such as a tote, and c) documenting the Division’s history through pictures, recordings, and videos.

16. International Perspectives in Psychology: Research, Practice, Consultation: Judith Gibbons informed the board that she has received 132 submissions for the journal so far. The current rejection rate is 92%. The first issue is in print and was mailed on Friday. There was a discussion about the number and quality of submissions, need for ‘editorial mentors’ specifically for international authors. The executive board appreciated and thanked her for all the hours she is devoting to the development of the Journal.

17. Committee reports: The Board received and reviewed detailed reports from most of its 8 standing committees and 24 ad hoc committees. These include committees (and chairs) for STANDING COMMITTEES: Fellows (Harold Takooshian), Historian/Archives (John Hogan), International Committee for Women (Susan Nolan, Sayaka Machizawa), Membership (Janet Sigal), Nomination/Elections (John Hogan), Program and Hospitality Suite (Mark D. Terjesen, Robyn E. Kurasaki). For AD HOC COMMITTEES: Curriculum/Training (Glória Grenwald), Early Career Professionals (Ayse Çiftçi), Handbook (Joy Rice), Information Clearinghouse (Michael Stevens), International Psychology Bulletin (Grant Rich), International Perspectives in Psychology (Judith Gibbons), Long-Range Planning (Senel Poyrazli, Wade Pickren), Outreach/Networking (Mercedes McCormick, Harold Takoshoian), Students (Jennifer Doran, Jenna Stowell, Daria Diakonova-Curtis, Laura Reid-Marks), Webmaster (Richard Velayo)

The meeting was adjourned at 4:05pm.

Respectfully submitted,
Ayse Çiftçi, Ph.D.
Division 52 Images from the APA Mid-Winter Meeting, Las Vegas, NV USA
APA International Division 52 Report for the APA Committee on International Relations (CIRP)

Presented to the Committee on International Relations (CIRP) at the APA Consolidated Meetings March 30-April 1, 2012 in Washington D.C.

Judy Kuriansky, CIRP Liaison for Division 52, and Neal S. Rubin, Division 52 President

APA International Division 52 had its mid-winter meeting Feb 23-24, 2012 in Las Vegas, in conjunction with the meeting of the Society for Cross-Cultural Research.

This report has three items involving requests to CIRP, and other items of importance to CIRP for information and potential involvement.

1. The Division has a new journal, the first issue of which was completed and mailed out recently. *International Perspectives in Psychology: Research, Practice, Consultation* is published by APA and edited by Division 52’s Judith Gibbons, Ph.D. The division is looking for editorial mentors, who can guide authors from countries around the world who have submitted papers that need help to meet publication criteria. An example is a research paper topic about taxi drivers in Addis Ababa, Ethiopia. The mentor should have academic training, experience in publishing in journals and cross-cultural experience, and would not expect co-authorship, though this might be agreed upon. Two such mentors have already been identified (one from Seattle and one from Chicago). Contact Dr. Rubin with suggestions: nealrubin@hotmail.com.

Div. 52 CIRP liaison Judy Kuriansky handed out to CIRP members business card size cards that editor Judith Gibbons had given her announcing the journal. **CIRP is requested to aid in publicizing this journal and we ask CIRP to recommend any potential mentors for IPP.**

2. Work on internationalizing the curriculum is ongoing, with the Curriculum and Training Committee helmed by Drs. Richard Velayo and Gloria Grenwald. There is an online survey on the APA Division 52 website to learn about how faculty internationalize their courses. In addition, professionals are invited to submit their syllabi to be made available to the committee and other professionals. The links are available on the website or contact Gloria Grenwald at grenwaldg@webster.edu. **CIRP is requested to promote this project.**

3. Coincident with the effort to involve students and ECPs, APA Division 52 has officially approved, and released, the DVD, “International Psychology: What Students Want to Know.” The executive producers are Division 52’s Uwe Gielen and Judy Kuriansky. It was screened and discussed on a panel at the mid-winter meeting, where many positive comments were made about the value of the DVD as a teaching resource and tool for awareness-building about the field of international psychology. Relevant to CIRP, many APA members and executives involved in international work are in the video, including Division 52 members (e.g. Florence Denmark, Michael Stevens, and Danny Wedding); APA CEO Norman Anderson and former CEO Ray Fowler; APA Office of International Affairs Senior Director Merry Bullock; and students learning about how to join Division 52; and a listing of resources. Other international psychological organizations, that work closely with APA, include the International Association of Applied Psychology, the International Council of Psychologists, the International Union of Psychological Science, the International Association of Cross-Cultural Psychology and others. The DVD is available in two formats: a 9 minute trailer (available on the internet on the Division 52 website) and a longer 35-minute version available on a DVD (distribution of which TBA). Screenings at some schools to date have revealed considerable interest by students in the field of international psychology. APA Division 52 CIRP liaison Judy Kuriansky handed out packets to CIRP members including a copy of the 35-minute DVD, a description of the project, a press release, and a list of all the people appearing in the video. **CIRP is invited to participate in raising awareness internationally about this resource.**

Other items to inform CIRP, and ways they can be involved:

4. The Heritage Mentoring Project, spearheaded by Division President Dr. Rubin, is gaining momentum. Senior psychologists were paired with students or ECPs, all volunteers, to compose biographies of luminaries in the field of international psychology worldwide. The first one completed was “A Man of Science and God: the contributions of Agostino Gemelli to Italian psychology” written by Division 52 Past President John Hogan and student Jennifer DeMucci, published in the Winter 2012 IPB (newsletter of Division 52). 17 matches have been made so far. For more information, or to be a senior mentor, contact Chalmer Thompson at chathom@iupui.edu.

5. Considerable effort is being made to promote the involvement of students and ECPs in the division. As a result, the By-laws of the Division have changed, to include a voting position on the Board for a student and an ECP. The division will present the first award for Outstanding Achievement by an Early Career International Psychologist at APA in Orlando. Each committee chair will identify a role for a student and an ECP on their committee. This is a Division Presidential Initiative by Dr. Rubin.
6. The division is active in the development of international programming at regional psychological conferences. These include EPA in Pittsburgh (headed by Harold Takooshian) and WPA in San Francisco (headed by Lynette Bikos). In his role as Division President, Dr. Rubin will be supporting the WPA program, to occur in late April, by participating in three panels related to international psychology. President Rubin also organized the recent collaboration with SCCR in Las Vegas.

7. ICP, 2012, Capetown. Division 52 will be actively represented by members giving various presentations and participating in symposia and meetings. One example is a symposium titled “Doing Global Good: Psychologists at the United Nations Impact on International Issues and Invitation to all for Involvement.” This was organized by Judy Kuriansky, with other panelists including Florence Denmark and Neal Rubin. Past President of the International Association of Applied Psychology, Michael Frese will serve as discussant. Another example is a presentation about the Division 52 DVD “International Psychology: What Students Need to Know” by Division 52’s Uwe Gielen and Judy Kuriansky. Copies of the DVD will be available at the meeting.

APA Council of Representatives
Washington DC, February 2012

Harold Takooshian
d52 Council Representative
takoosh@aol.com

The semi-annual APA Council meeting convened its 160 representatives in the Grand Hyatt Washington DC on 23-26 February 2012, chaired by President Suzanne Bennett Johnson. Council now has a growing “consent agenda” of “no-brainer” items, pre-vetted by a gauntlet of APA committees, that all Council reps must agree in advance require no debate by Council. This consent agenda has expanded, leaving fewer issues for Council debate and vote. Of the 40 agenda items in the 760-page agenda, only two involved international issues:

1. ICD-11. One of these was an information item on the progress of the 11th edition of the WHO handbook on the International Classification of Disorders (ICD-11), set for release in 2013. This international counterpart of DSM-4 in the USA now includes more input by psychologists. A recent survey of 4,887 psychiatrists in 44 nations found that 70% use ICD-10 compared with 23% who use DSM-4. The final version of ICD-11 is scheduled to be drafted, field-tested, evaluated, and approved by the World Health Organization in May of 2015.

2. Canada. After a year of delay, Council voted on a Board of Directors recommendation to eliminate the 50% dues discount for about 1,000 Canadian members of the APA. The revised proposal was to reclassify Canadians from voting members of APA to non-voting “international affiliates” of APA. This proposal was rejected by Council--by a vote of 28 yes/ 123 no/ 7 abstentions--so this remains as-is.

A major development at Council in 2012 was the launch of a major new “Good Governance Plan” (GGP) to revamp the way APA and its governance will function in coming years, to reduce gaps between members and their leadership.

EPA 2012 International Conference

Harold Takooshian
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On March 1-3, 2012, over 1,650 psychologists and students from as far as Moscow gathered at the Pittsburgh Westin Convention Center for the 83rd annual meeting of the Eastern Psychological Association. Since 2003, this marks 10 years that the EPA has included an international track in its program—the first of seven U.S. regionals to do so.

This EPA international program was on the heels of another exciting conference on February 22-26 in Las Vegas, where President Neal Rubin and the officers of the APA International Psychology Division (D52) held their midwinter board meeting with the international Society for Cross-Cultural Research.

For two days at EPA, the 40 seats in the Pittsburgh Westin’s West Crawford room were occupied by a steady stream of over 80 students and professionals hearing about a variety of global topics: cross-cultural research, the United Nations, humanitarian outreach, adaptation of international students, psychology in Russia, and cross-national assessment. In addition, the officers of Psi Chi—the International Honor Society in Psychology—offered a lively session on “Psi Chi goes global,” arranged by President-Elect Mercedes McCormick, who also serves as the Eastern Vice President of Psi Chi.

Two of the five EPA international panels featured data-based presentations by six presenters from Russia. In the first, Professors Elena Chebotareva, Irina Novikova, and Alexey Novikov screened a 15-minute DVD about People’s Friend-
ship University of Russia-- their multicultural, multi-campus, international school in Moscow, with 20,000 students from 140 nations; this was followed by three psychometric studies of adaptation to college life in this school by international students and married couples. In the second panel, three students presented their research findings on cross-cultural psychology in Russia: Olga Kadlinikova, Ksenia Shkvarilo, Anastasia Chebotereva. In addition, Henry Solomon of Marymount Manhattan College presented his work on “Use of Skype for teaching cross-nationally.” For a summary of the Russians presentations, contact Elena Chebotareva: ChebotarevY@yandex.ru. For details on People’s Friendship University, check http://www.rudn.ru/en/.

The EPA 2012 International Invited Address was offered by Harold Takooshian of Fordham University, on “Beyond Fulbright: New opportunities in international psychology.” He began by tracing some little-known facts about the international origins of psychology in the 1880s, and ended with a wide array of U.S. funding programs that now encourage international work by psychologists and students. A list of 40 of these programs was compiled with Harold's wife Anne Takooshian, and is now available on request: takoosh@aol.com.

In a session on “International psychology at the United Nations,” Professors Florence Denmark, Ani Kalayjian, and Harold Takooshian offered information on past, present, and future work at the UN, including the upcoming fourth annual “Psychology Day at the United Nations” on April 19, 2012. For details, contact: fdenmark@pace.edu.

In a symposia by the Association for Trauma Outreach and Prevention (ATOP), Professors Ani Kalayjian and Georgiana Sofletea described their “Humanitarian outreach to Kenya and Romania,” including follow-up research on the impact of their post-disaster interventions. Details can be obtained on request: drkalayjian@meaningfulworld.com.

In addition, several students offered research papers or posters with their findings about cross-cultural behavior and personality.

On behalf of DS2, past-Presidents Harold Takooshian and Florence Denmark joined President-elect Mercedes McCormick to thank the EPA Board of Directors for hosting such a full program on international psychology--making the EPA a model among the seven U.S. regional psychology associations. Details on joining the APA international division appear on its website, www.internationalpsychology.net.

Plans are now being made for the 2013 EPA international program--to be held in the magnificent Marriott Marquis Hotel in midtown Manhattan on March 1-3. For details, check www.easternpsychological.org. For 2013, Stanford University Professor Philip Zimbardo is prepared to return as the EPA invited international speaker, where we will also salute Dr. Zimbardo on his 80th birthday.

To give the 2012 EPA presentations a wider audience, Editor Grant Rich invites session chairs and presenters to consider adapting their presentation this April, for possible publication this fall in the APA International Psychology Bulletin. Contact Dr. Rich soon at optimalex@aol.com.

International Programming:
A Pre-Conference Primer
Western Psychological Association
San Francisco, CA
April 26 – 29, 2012

Invited Presentations

Comparative Genocide and Social Psychology
Presenter: William J. Froming, Palo Alto University
Thursday, 3:00 – 4:00 pm, Grand Peninsula ABC

The Psychology of Dictatorship: The ‘Springboard Model’, Ideology, and Brute Force
Presenter: Fathali M. Moghaddam, Georgetown University
Saturday, 10:00 – 11:00 am, Grand Peninsula F

Narrative of Hope for War-Torn Children
Presenter: Sally Mallam, Hoopoe Books for Afghanistan
Saturday, 11:00am – 12:00pm, Grand Peninsula ABC

Symposia: International Psychology
This year all of our international symposia presenters have applied for CE Credit with the WPA CE Credit program. We will not know until closer to the conference date whether they have been approved, so we have listed “Applied for CE” after the symposium title to alert you to this possibility.
Xenoglossophobia: The fear of foreign languages and mental health training (applied for CE)
Chair: Linna Wang
Thursday, 11:30-1:00, Grand Peninsula G

DEVELOPING LANGUAGE COMPETENCIES: EDUCATIONAL STRATEGIES FOR ADDRESSING XENOGLOSSOPHOBIA, Jason Platt (Alliant International University-Mexico Campus)

LANGUAGE AND ACCENT BIAS: A COMMON BUT UNACKNOWLEDGED HUMAN PHENOMENON, Tatiana Glebova (Alliant International University)

WHY DON’T THEY JUST SPEAK ENGLISH?: IMPLICATIONS FOR CLINICAL PRACTICE AND FUTURE RESEARCH DIRECTIONS, Linna Wang (Alliant International University)

Enacting International Engagement: Opportunities for Students and Professionals (applied for CE)
Chair: Neal S. Rubin
Friday, 11:45-12:45, Bayside

INTERAMERICAN SOCIETY OF PSYCHOLOGY: OPPORTUNITIES FOR INTERNATIONAL EXPOSURE AND COLLABORATION, Andrés Consoli (San Francisco State University), Patri Cabrera (UC Santa Barbara)

DIVISION 52: THE APA’S INTERNATIONAL MEETING PLACE FOR MENTORING AND OPPORTUNITIES, Neal Rubin (Argosy University, Chicago), Daria Diakonova-Curtis (Alliant University)

THE INTERNATIONAL DISSERTATION: AN INFRASTRUCTURAL, INTERCULTURAL, AND INTERPERSONAL ANALYSIS, Renee M. Gibbs (Seattle Pacific University/Middle East Technical University), Oya Yerin Guneri (Middle East Technical University, Ankara, Turkey), Lynette H. Bikos (Seattle Pacific University)

Sex Trafficking: Victims and Perpetrators (applied for CE)
Chair: Nancy M. Sidun
Saturday, 8:30-10:00am, Sandpebble AB

NEW RESEARCH COMPARING SEX BUYERS WITH MEN WHO DON’T BUY SEX, Melissa Farley (Prostitution Research & Education)

SEX TRAFFICKING: THE VULNERABILITIES OF WOMEN AND GIRLS, Jill Bezt Bloom (Massachusetts School of Professional Psychology)

DEVELOPMENT AND USE OF THE INVENTORY OF TRAFFICKING OFFENSES (ITO), Judy B. Okawa (Pacific Psychological Services)

MODERN DAY SLAVERY: HUMAN TRAFFICKING, Nancy M. Sidun (Kaiser Permanente-Hawaii)

Global Perspectives on Positive Psychology (applied for CE)
Chair: Douglas C. Smith
Saturday, 10:00-11:30am, Sandpebble CD

FRIENDS AND FAMILY: A CROSS-CULTURAL INVESTIGATION OF SOCIAL SUPPORT AND SUBJECTIVE WELL-BEING, Debi Brannan, Ph.D. (Western Oregon University), Robert Biswas-Diener (Portland State University), Cynthia D. Mohr, Ph.D. (Portland State University), Shahrnaz Mortazavi, Ph.D. (Shahid Behesht University), Noah Stein (Portland State University)

Lay Conceptions of Well-Being in South Korea and the United States: An Exploration of Cross-Cultural Differences and Similarities, Ethan A. McMahen (Western Oregon University)

Culture and Human Needs: The Adaptive Function of Culture, Michael B. Salzman (University of Hawaii at Manoa)

Covitality, Classroom Climate, and School Performance among Japanese Students, Ayako Ito (Ochanomizu University), Douglas C. Smith (Southern Oregon University)

International Immersion Learning in Higher Education: Research Results (applied for CE)
Chair: Lynette Bikos
Saturday, 1:15 – 2:45pm, Sandpebble CD

Initial and Longitudinal Outcomes Associated with International Internships, Kari Knutson Miller (California State University, Fullerton), Amber M. Gonzalez (University of California, Santa Barbara), Ashleigh Bausserman (California State University, Fullerton), Megan C. McLaughlin (California State University, Fullerton)

Psychological Adjustment and Sociocultural Adaptation of International Students in Turkey, Renee M. Gibbs (Seattle Pacific University/Middle East Technical University), Oya Yerin Guneri (Middle East Technical University, Ankara, Turkey), Lynette H. Bikos (Seattle Pacific University)

Effects of Study Abroad Experiences on Students Psycho-Social-Spiritual Development, Julianne Bergman, Rebekah L. Forman, Mari Yamamoto, Lynette H. Bikos (Seattle Pacific University)

Gender Violence and Human Rights: Sexual Slavery, Honor Killings and Educational Access (applied for CE)
Chair: Neal S. Rubin
Saturday, 3:45-4:45pm, Sandpebble E

Modern Day Slavery: The Hidden and Unspoken Horror for Girls and Women, Nancy Sidun (Kaiser Permanente-Hawaii)

Can Education Protect Girls?: A United Nations Human Rights Perspective, Neal Rubin (Argosy University, Chicago)
Interested in socializing with other psychologists/psychology students who are interested in international issues? If so, we can meet Saturday, 6:30pm in the lobby. Please RSVP in advance to Lynette Bikos (lhbikos@spu.edu), or alert one of the Saturday’s International Programming Hosts so that we can get a count and make reservation at a restaurant that will accommodate all of us (and be sensitive to student budgets!).

Posters: International Psychology

Saturday, 8:00-9:15am, GRAND PENINSULA D

12–1 STUDY ABROAD STUDENT MOOD IMPACT ON AFFECT, BEHAVIOR, AND COGNITION, Victor Savicki (Western Oregon University)

12–2 TIME PERSPECTIVE AND PSYCHOLOGICAL WELL-BEING IN CHINESE AND US SAMPLES, Jianjian Qin (California State University, Sacramento), Xiuyan Guo, Yongping Jia (East China Normal University), Leanne M. Williamson, Pegah Naemi & Lawrence S. Meyers (California State University, Sacramento)

12–3 CULTURAL DIFFERENCES IN PERCEPTION OF SELF-CONCEPT CONSISTENCY, Ruth Lichtenstein (California State University, Fresno)

12–4 INTERGENERATIONAL EXAMINATION OF PSYCHOLOGICAL WELL-BEING, AND ACHIEVEMENT MOTIVATION AMONG IRANIAN AMERICANS, Aida Mahmud & Gabriela Chavira (California State University, Northridge)

12–5 INTERNATIONAL ACTIVITY IN PSYCHOLOGY AND ITS CONNECTION TO CULTURAL COMPETENCY, Patricia B. Kyle & Paul D. Murray (Southern Oregon University)

12–6 LITERAL CREATIONISM IN AN AFRICAN CHURCH, Sharifa Kato & T.L. Brink (Crafton Hills College)

12–7 ZAR, SPIRIT POSSESSION OVER THE BODY: DISTRESS AND HEALING, Leyla Sadrossadat Rasooli & Cristina Lilian Magalhaes (CSPP at Alliant International University)

12–8 ATTACHMENT-CAREGIVING CONTINUING BONDS IN CAMBODIA, Nelly Amarigliano, Craig Landers & Nigel Field (Pacific Graduate School of Psychology at PAU)

12–9 CHILD AND ADOLESCENT DEVELOPMENT MAJORS IN SHANGHAI: INTERNATIONAL INTERNSHIP OUTCOMES, Kari Knutson Miller (California State University, Fullerton), Amber M. Gonzalez (University of California, Santa Barbara), Kelsey Meek, Brianne Ray & Kimberly Solorzano (California State University, Fullerton)

12–10 EFFECTS OF CONTEXT ON SELF-CONSTRUALS IN WHITE AND ASIAN AMERICANS, Alisha Graham, Sierra K. Dimberg, Leah E. Davis, Sarah C. Anderson & Greg M. Kim-Ju (California State University, Sacramento)

12–11 DEVELOPMENT OF INTERNATIONAL INTERESTS AS A FUNCTION OF STUDY ABROAD, Mari Yamamoto, Rebekah L. Forman, Julianne Bergman, Stephen Boutin, Elizabeth Dykhouse & Lynette H. Bikos (Seattle Pacific University)

12–12 IMPACTS OF STUDY ABROAD ON VOCATIONAL IDENTITY AND ACADEMIC SUCCESS, Mari Yamamoto, Julianne Bergman, Rebekah L. Forman, Elizabeth Dykhouse, Stephen Boutin & Lynette H. Bikos (Seattle Pacific University)

12–13 CULTURAL PERCEPTIONS OF DEPENDENCY AND INSECURITY IN CLOSE RELATIONSHIPS, Miguel Gazca, Jannet Carrasco, Susan Sy, Carmen Vega, Elizabeth Vega (California State University, Los Angeles), Mathew Curtis (University of Southern California) & Douglas M. Stenstrom (California State University, Los Angeles)

12–19 SEX AND PREGNANCY EXPECTATIONS OF LATINO COLLEGE STUDENTS, Amanda Specht & Raquel Delevi (California State University, Los Angeles)

12–22 FEELING Socially CONNECTED AND ENVIRONMENTAL ACTION AMONG DIFFERENT ETHNIC GROUPS, Cody D. Packard & Allen M. Omoto (Claremont Graduate University)

12–24 TEACHING DIVERSITY: WHAT CAN WE LEARN FROM OUR STUDENTS?, Rhoda Olkin & Daniel O. Taube (California School of Professional Psychology)

12–25 THE ROLE OF SOCIAL DOMINANCE ORIENTATION IN LATINOS AND THEIR ATTITUDES TOWARD IMMIGRATION, Jessica Nathaly Gonzalez & Debbie Ma (California State University, Northridge)

12–28 ASIANS WILLINGNESS TO SEEK COUNSEL IN SOCIAL AND RELATIONAL ISSUES, Albert Blank & Maria Mota (Cal State Fullerton)

12–29 THE HALLYU WAVE: DOES IT REPRESENT TRADITIONAL KOREAN CULTURE?, Jacqueline Wong & Mathew Curtis (University of Southern California)

12–30 LANGUAGE STEREOTYPES, FOREIGN BRANDING AND THEIR EFFECTS ON PRODUCT
Call for Early Career Professional Award for Division 52

The ECP Award for Division 52 will be awarded annually. Criteria and Eligibility are as follows:

1. The applicant must have received the doctorate degree no more than 10 years before the application.

2. The basic criterion for the award is that the individual has made a significant contribution to the field of international psychology. This contribution may take many forms including: publications, conference presentations, grants with outcomes that further international psychology, significant honors or awards, development of an international psychology program, mentoring/advising, or significant contributions in international projects that show tangible outcomes relevant to the mission of Division 52.

Application Process

1. A cover letter describing the applicant’s accomplishments and anticipated accomplishments relevant to International Psychology.

2. The applicant’s current CV.

3. 3 letters of support for the nominee.

The deadline for applications is: April 15. The award will be announced on June 1.

APPLICATIONS SHOULD BE SENT TO:
Ayse Çiftçi, Ph.D. email: ayse@purdue.edu AND
Janet Sigal, Ph.D. email: Janet2822@aol.com

Advantages of Receiving the ECP Award

1. Presentation at the APA Convention or in the Division 52 suite (Expected but this is not a requirement for the applicant).

2. Publication in the Division 52 Newsletter.

3. Free one-year membership in Division 52.
2012 International Research Award for Graduate Students in Psychology

Call to Students Engaged in International Psychology Research!

Division 52, International Psychology, is offering an International 2012 Research Award for graduate students in psychology. This award has been established to encourage and recognize promising graduate student research in international psychology.

Please submit:

a) Four-page double-spaced summary* of research (including references) that describes the purpose, method, analysis, results, and discussion of your international research. Please exclude all identifying information on research summary document.

b) Student's Curriculum Vitae

c) One-paragraph email* endorsement from faculty research advisor/sponsor providing:
   (i) Endorsement for the award
   (ii) Confirmation that research was an independent project, thesis, or dissertation effort conducted during graduate program, and
   (iii) Assurance of student's good standing in the graduate program.

d) Two-paragraph cover email*
   (i) First paragraph should provide all contact information, name of graduate program and research advisor, year in the program, expected graduation date, as well as member status with Div. 52. (Student must be a member of Div. 52 as of application deadline.)
   (ii) Second paragraph should assure the committee that the independent research project, thesis or dissertation is nearing completion. At least preliminary analysis and results must have been completed by June 2012.

*Please note that submissions exceeding the paragraph or page limits will be disqualified.

Email all application materials BEFORE MIDNIGHT ON TUESDAY, MAY 15th, 2012 to the Chair of the International Research Award for Graduate Students:
Sheila J. Henderson, MBA, PhD
Visiting Associate Professor, California School of Professional Psychology
Systemwide Associate Director, I-MERIT
Alliant International University
1 Beach Street
San Francisco, CA 94133
shenderson@alliant.edu

The award committee will evaluate the award applications under blind review based on: (a) the degree of relevance to international psychology, (b) progress to completion, (c) adherence to APA Style, (d) originality of research, (e) clarity of design and method, (f) complexity of analysis, (g) quality of findings, (h) recognition of limitations, (i) insight in the discussion, and (j) brevity and clarity.

Awardees will be notified no later than May 31st, 2012, awarded in person at the Division 52 APA Convention Awards ceremony in Orlando, FL, and featured in the Fall issue of the Division 52 newsletter.

DVD Teaching Tool About International Psychology Now Available

Judy Kuriansky and Uwe Gielen
Drjudyk@aol.com
ugielen@hotmail.com

The “red carpet” was rolled out at the mid-winter meeting of the APA International Psychology Division 52 for the screening and discussion of the division’s newly released 35-minute version DVD about “International Psychology: What Students Want to Know.” Division 52 President Neal Rubin, who included this session in the meeting program, was surprised when his words were taken literally, as a real red carpet was laid out for the attendees when they entered the room.

A red carpet refers to the red-colored runner traditionally used to guide the route taken by VIPs at formal events, heads of state on ceremonial occasions, and celebrities at movie screenings.

APA Division 52’s Member-at-Large Andrés Consoli and Judy Kuriansky at the red carpet screening
“A gala approach seems appropriate for having the meeting in Las Vegas, close to the movie capital of the world in Los Angeles,” said Rubin, with his traditional good humor.

The DVD was well received, with division faculty members enthusiastic about showing it to their students. The intention of the video is to raise awareness about international psychology and to encourage more student interest and participation in the field.

The voices of students are prevalent throughout the DVD. Students ask questions about the field, including what the term means (“I’ve heard the word ‘international psychology’ but need to know what it really is.”) and how they can get involved (“How do I go about making it a career?”). Students also describe their projects related to cross-cultural research and field projects in other countries, as well as their internships at the United Nations. Funding is always a major concern for students, and some students describe how they got their international projects funded.

Students describing their research include a Clark University student talking about her study of bystanders in the Rwanda genocide, and a University of Tennessee student who tells of her research comparing 1,000 American, English, and Chinese general managers with respect to job performance and satisfaction.

Two early career psychologists at the ICP conference in Berlin are shown when they met for the first time and became excited about doing collaborative cross-cultural work, comparing faith healing in their respective countries of Pakistan and Nigeria. Another ECP makes a plea for more research about gay men of color overcoming heterosexism and racism.
The division’s request for such a product supports the agenda of the Division 52 Curriculum and Training Committee, co-chaired by Drs. Richard Velayo and Gloria Grenwald.

“I can see how this DVD will be very helpful for faculty to show to students taking classes in many different subjects, therefore helping to achieve our goal of internationalizing the curriculum,” noted Grenwald, Webster University Professor of Behavioral and Social Sciences. Grenwald showed the video in her International Psychology class in Leiden, Switzerland, and reports that it was very well received. “It generated good discussion and questions the first night,” she said, “It was an excellent introduction to the field for the students.”

“We want to have as many tools available as possible for students to learn about international psychology and to help professors in their instruction,” said Velayo, Professor of Psychology at Pace University. The DVD provides a supplement to the division’s efforts to collect syllabi of courses on international psychology.

The video also provides a useful teaching tool to complement another resource; a 38-slide power point presentation created by Division 52’s Mercedes McCormick, Ph.D. together with Pace University student Matthew Constable. That power point, posted on the APA Division 52 website, includes the history of the field and professional regulations and ethical standards.

The structure of the video is purposefully divided into sections that clearly identify different aspects of the field. These include: profiles of various international psychologists (where, what, and with whom they work); psychologists’ activities and opportunities for students at the United Nations; students’ descriptions of their international projects and funding; advice about entering the field and guidelines about what makes a good “fit”; and resources, including this Bulletin and the new Division 52 journal: International Perspectives in Psychology: Research Practice, Consultation, edited by APA Div. 52’s Judith Gibbons, with an eminent board including APA Div. 52 Past President Michael Stevens, incoming Associate Editor.

The video is introduced by Div. 52 Past President Michael Stevens, Ph.D. and starts with a definition of international psychology by APA Div. 52 Past President Uwe Gielen, Ph.D., Professor of Psychology at St. Francis College and Founder of the Institute for International and Cross-Cultural Psychology. Gielen is Co-Executive Producer of the DVD with Judy Kuriansky, Ph.D., Division 52 liaison to APA’s Committee on International Psychology who has been involved for years with research, program development, and field projects in Haiti, China, Japan, and Africa, among others, and teaching graduate psychology students in many countries for years.

Gielen explains in the film that, “International Psychology focuses on communication, collaboration and networking between psychologists around the world, creating a field which meets the needs of an increasingly global world.”
Students at various colleges have seen the video and responded with great interest in the field. Kuriansky has shown the DVD to students in her graduate class at Columbia University Teachers College, an institution which is very focused on cultural diversity. “Many of my students come from a wide variety of cultures and countries, and are very interested in the impact of such diversity on interpersonal and inter-cultural relationships,” says Kuriansky. “Students have done independent research projects in my class related to this area and are fascinated to learn that such a field is recognized in psychology.”

The DVD was also shown to a class of students by Div. 52 President Rubin, Professor & University Fellow at the Illinois School of Professional Psychology, Argosy University in Chicago. The many questions stimulated by the viewing revealed the interest that students have when exposed to the subject of international psychology. Creating such interest is exactly the intention of the DVD, which could not cover everything about the topic in 35 minutes, with many dozens of hours of interesting footage remaining.

Level of interest in the field from student responses, including in one survey, was notably higher after viewing the DVD, suggesting that the aim of the video is being achieved. “I found the video on international psychology very applicable and potentially very helpful to students,” said Laura Reid-Marks, Doctoral Student in Counseling Psychology at Purdue University, and a co-chair of the APA Division 52 Student Committee, who was present at the mid-winter meeting screening and discussion session. Describing her appreciation for hearing student perspectives on international psychology as well as advice from faculty from different countries about issues and involvement in the United Nations, she added, “I urge students to watch the video and learn more about international psychology.”

“The video got me excited about international research and the possibilities that are out there,” said another student present at the session, Daria Diakonova-Curtis, Clinical Psychology Doctoral Candidate at California School of Professional Psychology at Alliant International University. Diakonova-Curtis, who is also APA Division 52 Student Representative to APAGS, and a co-chair of APA Division 52 Student Committee and of http://d52students.webstarts.com/, described how the information in the video about international psychology inspired her and fits well with what she hopes to accomplish in her native country, Russia, in the coming year, in contributing to eliminating discrimination against women and helping to establish related resources. She added, “I was glad to hear one of the students say that doing research abroad may actually be cheaper than doing it in the US, because finances and funding are always a concern for me.”

The trailer was shown at a presentation by Dr. Kuriansky for International Night at St. Francis College, organized by the Leo Club (the student arm of the Lions Club). Students expressed great interest in the field, including students majoring in fields other than psychology (e.g. economics and international affairs). Several were enthusiastic to pursue their interest and delighted to learn about the college’s Institute for International and Cross-Cultural Psychology founded and headed by Dr. Gielen. Students also approached Dr. Kuriansky to get more involved with psychology organizations accredited at the United Nations and her field projects in Africa and Haiti with colleagues on the UN team of the International Association of Applied Psychology.

“With decreasing global divides, an increasing number of students want to know how they can get involved in work with colleagues around the world,” notes Kuriansky.

Division 52 Member-at-Large Andrés Consoli, Ph.D., Professor & Associate Chair of the Department of Counseling at the College of Health & Human Services, San Francisco State University, is enthusiastic to show the video to his students. “The video provides an excellent overview of international psychology and highlights many possibilities for engagement and collaboration throughout the world,” he said. “It is a wonderful tool to not only gain information regarding international psychology but to stimulate viewers to think...”
beyond national borders.”

In efforts to be representative, international psychologists featured in the video represent continents including Asia, Africa, Australia, Europe, North America and South America, as well as countries from all around the world, including Argentina, Canada, China, Dubai, Ireland, Japan, Jordan, Kuwait, Malaysia, Poland, Singapore, South Africa, Turkey, the United States and many others. Similarly, many psychologists are interviewed who belong to various international psychological organizations, including IAAP (International Association for Applied Psychology), APA (American Psychological Association), SPSSI (The Society for the Psychological Study of Social Issues), IUPsyS (International Union of Psychological Science) and others.

APA is featured through: (1) representatives (members, executives); (2) interviews at an APA convention; (3) psychologists and members of Division 52 involved in international work, including Drs. Florence Denmark, Uwe Gielen, Judy Kuriansky, Michael Stevens, Richard Velayo, and Danny Wedding; (4) APA’s CEO Dr. Norman Anderson speaking from the podium at Psychology Day at the United Nations; (5) APA members talking about work at the United Nations, including Past APA President and former APA UN representative Florence Denmark speaking about student involvement, and Div. 52’s Judy Kuriansky describing how international collaborations develop; (6) former APA CEO Ray Fowler and others at an APA conference; (7) scenes of students recruited for Division 52; and (8) references for further information which include APA resources.

Div. 52 Past President Richard Velayo speaks about student use of technology, and Div. 52 Past President Danny Wedding explains Fulbright opportunities. Merry Bullock, Senior Director of APA’s Office of International Affairs describes services for those interested in getting involved in the field.

Wedding’s son, a video director, edited the documentary, along with video editor Rosalino Ramos.

_African performance from Nana Korantema Ayeboafo, Starspirit International Inc. in Ghana, at Columbia Teachers College diversity conference_

_International psychologist Raymond Hamden at his office in Dubai_

_Div. 52 and APA members in the video_
Psychologists from other countries in the video include an Argentinean psychologist, Liliana Pedron de Martin, Ph.D., Argentine Psychoanalytic Association, Buenos Aires, Argentina, who talks about the importance of Freud; a Jordanian psychologist, Nazih Hamdi, Ph.D., Dean of Educational and Psychological Sciences, Amman Arab University, Jordan, who notes the value of applying different cultural perspectives; and a Japanese psychologist, Takashi Naito, Ph.D., Graduate School of Humanities and Science, Ochanomizu University, Tokyo, Japan, who talks with his students about cross cultural differences in psychological concepts in Japan and Thailand. Ralf Schwarzer, Professor of Psychology at the Freie Universität in Berlin, Germany and at the Warsaw School of Social Sciences and Humanities in Poland, expresses enthusiasm about fulfilling experiences supervising doctoral students in international projects in the field of health psychology.

Professionals and students are interviewed at various international conferences, including the ICP conference in Berlin, Germany, the 2nd Middle East and North Africa Regional Conference in Amman, Jordan, and the American Psychological Association convention in San Francisco. The past president of APA’s Division 48 (the Society for the Study of Peace, Conflict and Violence, who attended the screening and discussion session at the Div. 52 mid-winter meeting, was so impressed that she requested a similar video be made to educate about, and promote, the peace division. She particularly wanted to know how all the footage was filmed and edited, recognizing the magnitude of the project. Kuriansky explained that the video is based on footage she collected over a five year period of professionals and students she interviewed at international conferences or in their native countries when she was in different countries for projects or meetings. Over 50 hours of filming was compressed into 35 minutes, with many information and interviews remaining that can still be edited and presented.

The video was recognized with an Accolade achievement award in the category of “Educational/instructional media.” It is available free-of-charge in a 9-minute trailer version that can be downloaded from the APA Division 52 website at http://www.itopwebsite.com/InternationalPsychology/HOME.html or viewed on YouTube at http://www.youtube.com/watch?v=kHblZxQodxl. Copies of the 9-minute and 35-minute versions are available at conferences of screenings and also upon request from the executive producers.

A discussion about the DVD and screening of the 35-minute documentary took place at the conference on “Towards a Global Psychology” April 12-14 at St. Francis College with great interest and appreciation expressed by attending faculty and students. It will also be shown at the ICP 2012 conference in Cape Town, South Africa.
## Division 52 News and Updates

**Division 52 – International Psychology**

**2012 APA Convention Program Orlando, FL**

<table>
<thead>
<tr>
<th>Time</th>
<th>Wednesday August 1st</th>
<th>Thursday August 2nd</th>
<th>Friday August 3rd</th>
<th>Saturday August 4th</th>
<th>Sunday August 5th</th>
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<tbody>
<tr>
<td>8:00 – 8:50</td>
<td>[Paper Session] I Convention Center Room W304F</td>
<td>Supporting the Recovery From the Great East Japan Earthquake—Culturally Sensitive Interventions Convention Center Room W102B (SYM)</td>
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<td>9:00 – 9:50</td>
<td>Building Bridges Between Division 52 and Psi Chi Convention Center Room W304D (SYM)</td>
<td>Research on Culture and Emotions Among East Asian and Asian American Individuals Convention Center Room W102A (SYM)</td>
<td>[Business Meeting] Convention Center Room W308C</td>
<td>[Paper Session] II Convention Center Room W108B</td>
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<td>10:00 – 10:50</td>
<td>Ophestress Around the World—Case Examples From Kenya, Taiwan, China, and Peru Convention Center Room W311B (SYM)</td>
<td>Branching Out—Strategies for Internationalizing Undergraduate Courses Convention Center Room W311B (SYM)</td>
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<td>11:00 – 11:50</td>
<td>Survivors and Consumers of Sexual Trafficking—Research Findings, Causes, and Treatment Convention Center Room W108B (SYM)</td>
<td>[Poster Session] II Convention Center Room W308B (SYM)</td>
<td>[Poster Session] II Convention Center West Hall A4-B3</td>
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<tr>
<td>12:00 – 12:50</td>
<td>Mobilizing Local Sustainable Resources for Promoting Emotional Health in Haiti Convention Center Room W311E (SYM)</td>
<td>A New Method to Explore Cross-Cultural Validity of Instruments Convention Center Room W101B (SYM)</td>
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<td>2:00 – 2:50</td>
<td>Executive Committee Meeting PM Peabody Orlando Hotel Plaza</td>
<td>[Poster Session] I Convention Center West Hall A4-B3</td>
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<td>3:00 – 3:30</td>
<td>International Balloon F Chair Neal Rubin, PhD</td>
<td>[Poster Session] I Convention Center West Hall A4-B3</td>
<td>[Poster Session] I Convention Center West Hall A4-B3</td>
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<td>4:00 – 4:50</td>
<td>Becoming a Global Psychologist—Processing International Training Experiences Convention Center Room W308A (SYM)</td>
<td>[Poster Session] I Convention Center West Hall A4-B3</td>
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<tr>
<td>5:00 – 5:50</td>
<td>This is a sensitive program. For questions, please email Mark D. Terjesen, Ph.D. at <a href="mailto:terjesen@stohns.edu">terjesen@stohns.edu</a> or Bobyn Kasasaki, PsyD at <a href="mailto:bkasasaki@gmail.com">bkasasaki@gmail.com</a></td>
<td>[Poster Session] I Convention Center West Hall A4-B3</td>
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This is a sensitive program. For questions, please email Mark D. Terjesen, Ph.D. at terjesen@stohns.edu or Bobyn Kasasaki, PsyD at bkasasaki@gmail.com.
APA 2012 Conference  
Division 52 Symposium  
Thursday August 2nd, 2:00 – 2:50PM  
Convention Center Room W311E  
Mobilizing Local Sustainable Resources for Promoting Emotional Health in Haiti

Presenters: John Thoburn, Ph.D.; Judy Kuriansky, Ph.D.; Ani Kalayjian, Ph.D.  
Discussant: Lynette Bikos, Ph.D.

Haitians have received multiple disaster blows since the earthquake of 2010 including hurricane flooding, cholera epidemics, and rampant unemployment. There has been little infrastructure to support individuals, families, and communities in the reconstruction phase of disaster relief. This symposium highlights the work of three programs whose intent is to provide scaffolding for the development of systemic indigenous resources that maximize the participation of locals in disaster mental health response according to guidelines espoused by The American Psychological Association’s Inter-Agency Standing Committee’s (IASC) task force on mental health and psychosocial support in emergency settings. The guidelines for international work in disaster settings include maximizing participation of locals in disaster response, emphasizing capacity building of indigenous resources, integrating systemic support, and utilizing multi-layered systems of support (IASC, 2007).

John Thoburn, Ph.D. ABPP will present on The Health Support Team project, which describes a curriculum developed to train local volunteers in how to provide supportive services to their families, friends, and community members in an ongoing format, offering support, providing tools, and emphasizing hope and resiliency. To date, in Haiti, 227 community health support team volunteers have completed the one-day training.

The second presentation by Judy Kuriansky Ph.D. emphasizes the principle of a “multi-stakeholder” approach, creating partnerships among local and international organizations and highlights the Global Kids Connect Project, a multi-stakeholder project whereby kids from Haiti are connected to kids from Japan and the U.S. who have been impacted by trauma, creating a circle of caring. This project and others is upheld by a new Center for Spirituality and Mental Health, responding to complex spiritual and psychological problems of individuals and communities affected by natural disasters, domestic violence, political terror, and chronic poverty.

Ani Kalayjian, Ph.D. will present an evaluation of the ATOP Meaningfulworld team’s psychosocial services provided by four teams immediately after the quake, at the anniversary, and 18 months post-quake. The training utilized the 7-step integrative model as well as the Biopsychosocial and Eco-Spiritual models used in 30 other calamities around the globe. Training and teaching include the subjects of love, nonviolent communication, assertiveness, and forgiveness to adults and students.

Lynette Bikos, Ph.D. will act as discussant synthesizing the presentations into a cohesive whole and generating questions of interest for moving interventions forward in Haiti’s reconstruction phase.

EPA 2013 in Manhattan

It is not too early to mark your calendar now for the next annual meeting of the Eastern Psychological Association on March 1-4, 2013—for the first time at the palatial Marriott Marquis Hotel in downtown Manhattan's Times Square. For the 11th year since 2003, EPA again offers a vibrant two-day track of programs on “international psychology.” In 2013, under EPA President Debra Zellner, a major theme will be all aspects of food and eating—international, clinical, research, teaching. When the call appears for November 1, consider submitting ideas for speakers/ panels/ activities/ workshops on a wide array of topics, such as: food, motivation, diet, obesity, anorexia, binges, malnutrition, phobia, vegetarians, under/overeating, evolution, Lent, fasting, cross-cultural. For details, check the EPA website, www.easternpsychological.org.
This column highlights the Division's liaisons. The purpose is to encourage professionals and students to belong as a liaison without the need to become a full APA member, receive our bulletin, and have the possibility to interact with psychologists from all over the world.

International psychology liaisons now link our Division 52 with psychology representatives in 87 nations. A complete PDF roster appears at www.itopwebsite.com/moreIP/International_Liaisons.html. Contact me for any details or revisions. Rivka Bertisch Meir, Ph.D., M.P.H., Chairperson, International Liaison, winsuccess@aol.com.

Psychology in Sweden
Modern Swedish psychology started in the Department of Education at Stockholm University in the 1930s with a professorship held by Gestalt psychologist David Katz. However, the gestalt perspective would not survive the powerful influence of psychophysicist Gösta Ekman's psychological testing during World War II. In 1948 psychology became an independent science, and in the 1950s Ekman became its first professor. In the clinical setting, the psychoanalytical perspective has been the mainstream theoretical orientation. Nevertheless, the dominance of psychodynamic psychology has seen a change in the last decade and the new generation of cognitive-behavioral therapists, mainly influenced by American mainstream psychology, is now challenging the former generation of psychoanalysts. Given the small size of this country and the strong Swedish tradition for uniformity within a professional discipline, it becomes difficult to maintain a variety of theoretical perspectives within a given field. The result is that minority perspectives such as phenomenological and humanistic psychology have been forced to establish themselves within other disciplines, such as nursing science, social work, and education.

To elopment of Humanistic Psychology has opened the door to cultural paradigms within the field of psychology. Peace within Native communities is viewed as sacred or a part of Sacred Space. Now the study of peace includes cultural paradigms. Conflict resolution models have now included cross cultural methods of peaceful resolution. Within Canada is a history of peaceful coexistence and this is primarily within Ethical Space in the practice of psychology with Aboriginal Peoples within Canada. Within Indigenous Psychology are the concepts of Peace, Wellness, Balance, and Wholeness. Indigenous Psychology is the psychology of our land.

Psychology in Japan
Psychology was first introduced to Japan in 1875, and the first course in psychology was taught in 1888. Gestalt psychology was introduced in the 1920s, and after World War II, Japanese psychology was exposed to American psychology, which at that time was primarily influenced by neo-behaviorism. Since then, various fields of psychology, such as social psychology and developmental psychology, have been developed in Japan.

The Japanese Union of Psychology Associations currently includes 45 different associations of psychology, the largest of which is the Association of Japanese Clinical Psychology (AJCP), which included 23,005 registered members in 2011. Standardization of education of clinical psychology only began in 1996, and today, 164 graduate programs teach clinical psychology.

A challenge that the field of psychology faces in Japan is establishment of national licensure. There is no national license for clinical psychologists in Japan, although there are many different certifications that are provided by various associations.

Towards an Indigenous Psychology in Canada
Native psychologists in Canada work within the frameworks of Indigenous Knowledge, Indigenous Research (as developed by the Social Sciences and Humanities Research Council of Canada) and the Ethical Guidelines for Research involving Aboriginal Peoples (as developed by the Canadian Institute for Health Research) along with the guidelines set out by national and provincial organizations for psychology.
In recent years, there has been increased emphasis placed on preparing psychologists to meet the needs of diverse individuals from a variety of cultural backgrounds. In the United States, one of the specific challenges for practitioners has been meeting the needs of an increasingly culturally diverse clientele. Specifically, the United States is in the middle of a population shift, where individuals who identify themselves as Hispanic or Latino make up over 15% of the population, compared to making up just 9% of the population in 1990 (U.S. Census Bureau, 2010). Furthermore, estimates suggest that by the year 2050, approximately one out of four Americans will identify themselves as Hispanic (U.S. Census Bureau, 2006). Hispanics accounted for over one half of the nation’s growth between 2000 and 2006. In 2006, about 40% of Hispanics living in the United States were foreign-born immigrants (U.S. Census Bureau, 2006). Reports from the American Community Survey (U.S. Census Bureau, 2010) indicated that 12% of the U.S. Population spoke Spanish at home; however, only half of the individuals reported that they also spoke English “very well.”

Some may wonder what role psychology plays in meeting the needs of this diverse and expanding population. In a 2001 report, published by the Surgeon General, the status of mental health in the United States was examined with regards to culture, race, and ethnicity. Specific findings about the mental health needs of Hispanic Americans were emphasized. Factors such as level of education, socioeconomic status, and country of origin were found to impact the level of risk for developing mental health problems and the potential for resiliency in confronting such difficulties (U.S. Department of Health and Human Services, 2001). One of the most pressing barriers identified by the report was the lack of available service providers who identified themselves as Hispanic or Spanish-speaking. Other barriers included underutilization of services, misdiagnosis at a higher frequency than white clients, and the provision of potentially inappropriate or poor quality care.

Many organizations that represent psychologists have recognized the importance of increasing the number of practitioners who serve these underserved populations in order to meet the increasing demand. Among the goals of the American Psychological Association’s (APA) Division of International Psychology is that of “Fostering international connections among psychologists” (APA Division of International Psychology, 2011), while APA’s vision statement includes the desire to be “A principal leader and global partner pro-

International Cultural Immersion Experiences Promote Professional Development Among Psychologists

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This paper outlines the importance of international cultural immersion experiences in the development of culturally competent psychologists and in the context of one’s own professional development. The personal narratives of two psychology trainees, at different points in their training, are presented. Each trainee discusses the specific context of her experience as well as the challenges and benefits experienced in regards to professional development and future career path. Additionally, the mental health director of a large community mental health clinic in Los Angeles, which houses a psychology training program with approximately 30 pre- and post-doctoral trainees, presents his perspective regarding the benefits of international cultural immersion experiences for trainees.

Keywords: immersion, trainees, bilingual, cultural competence
motivating psychological knowledge and methods to facilitate the resolution of personal, societal, and global challenges in diverse, multicultural and international contexts” (APA, 2012). Interestingly, along with the increased attention being given to the shortage of providers who are qualified and capable of providing services to Spanish-speaking clients, there has also been a surge of interest among psychologists who want to develop fluency in a second language and increase their cultural competence. Some argue that cultural competence can best be achieved through a mixture of academic coursework and cultural immersion experiences (Berzins & Raines, 2010). Levy (2010) notes that while courses in multiculturalism support a student’s development, international immersion experiences that are focused on a particular group or culture may provide a “critical learning experience” for students interested in providing services to that group.

In a recent issue of Gradpsych, the Associate Executive Director of the American Psychological Association of Graduate Students (APAGS) addressed this issue (El-Ghoroury, 2012). He stated, “Hardly a week goes by when I don’t receive an email from a graduate student looking for ways to gain international experience, whether it’s wanting to volunteer in the wake of a natural disaster or seeking collaborators for a cross-cultural study.” El-Ghoroury went on to offer suggestions for trainees who are interested in gaining international experience. Among the suggestions he made were “Look for unique training opportunities,” and “Follow your own international interests.” He concluded his article by encouraging trainees to expand their horizons, stating, “It may be challenging to follow some of these dreams, but the payoffs are worth it.”

In the present article, personal narratives from two psychology trainees are presented. The trainees engaged in international cultural immersion experiences, spending extended periods of time living and working as volunteers in Spanish-speaking countries in Latin America. While each trainee’s experience arose at a different point in their training and addressed different initial goals, their experiences mirror El-Ghoroury’s prediction that challenges encountered along the way were well worth the payoffs that they continue to experience.

While each trainee will present her unique experience and discuss professional impact, there are some common lessons learned regarding proper preparation and expected challenges. In both cases, adequate preparation ensured positive and fulfilling experiences. Levy (2010) reported that immersion experiences typically require a “substantial commitment of time and financial resources.” It is critical that one considers and prepares for the financial impact of volunteering internationally. This may mean basic things like researching the cost of living in a country, planning a budget, and ensuring ability to access U.S. bank accounts, or it may involve more difficult tasks such as soliciting private donations and/or managing student loans. Additionally, immersion experiences typically extend the time of one’s professional training as there are few, if any, international internship or postdoctoral placements that meet the standards of an Association of Psychology Postdoctoral and Internship Centers (APPIC) or APA-accredited training experience or count towards licensure hours (Levy, 2010). Often some of the most stressful challenges are those that do not initially seem like obvious concerns such as securing health insurance or obtaining proper documentation from the host country.

One of the most crucial steps in preparing for such an experience is to connect with others who have pursued similar experiences. Often, finding individuals who have spent time in the same country or in the same agency can be most helpful in regards to preparation. In today’s world, blogs and social media can also be excellent resources for learning about what to expect in a particular host country. Another critical piece of preparation is identifying a contact person in your host country who is somewhat knowledgeable of your culture or has worked with foreign volunteers previously. Ideally, this person will continue to serve as a support once you arrive in the country.

While proper preparation goes a long way, challenges associated with living in a foreign country and among an unfamiliar culture can be some of the most difficult to prepare for. For many, it can be an isolating and frustrating experience to be immersed in a new language and culture. Often cultural barriers or conflicts arise that are the result of different worldviews. For example, many cultures have a different sense of time that is not initially obvious. Often one’s initial weeks or months in a host country are the most difficult. It is important to remember that the formation of social connections with individuals in the host country can be a protective factor from developing feelings of isolation.

Despite the challenges encountered during international cultural immersion experiences, the overall impact on the course of one’s professional and personal journeys tends to be overwhelmingly positive. Here, the trainees will present their individual immersion experiences and the subsequent impact that these experiences had on their professional development, while the clinical director of the APA accredited training program to which these two students were later admitted will present his perspective on the professional benefits of immersion experiences for psychologists.

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**Huong Diep, M.A., Pre-doctoral Psychology Intern**

When colleagues and supervisors discover that I am nearly trilingual, one of the first questions that I am asked is “Why?” “Why did you want to learn Spanish?” “What pushed you towards becoming fluent in another language?” I’m not sure if there is one specific answer to this question; however, my interest in languages can most likely be attributed to my early experiences growing up in Santa Ana, California to Vietnamese immigrant parents where I ate pho in the home and asked for my helado de fresa from the local ice cream vendor. This amalgamation of life experiences and interests resulted in four years of Spanish classes in high school, leading to studying abroad for a year in Seville, Spain, which then led to a minor in Spanish at the University of California, Los Angeles (UCLA), and eventually, to other Spanish speaking volunteer opportunities such as teaching...
literacy to Spanish speaking individuals in downtown Los Angeles.

Upon graduation from UCLA, I wanted to combine my passion for mental health, community empowerment, and speaking Spanish; I applied to serve as a Peace Corps Volunteer (PCV). The Peace Corps began in 1961 with the vision of John F. Kennedy to send Americans abroad to serve as ambassadors for their country and promote cross-cultural understanding and friendship. A PCV serves in one of several different specialty areas including Agriculture, Community Health, English Language, Small Business Development, or Technology. Volunteers are assigned to a host country and are provided with six to eight weeks of intensive language and cultural immersion before being assigned to a specific community for two years. From September 2003 to December 2005, I served as a Community Health Volunteer in the rural highlands of Peru with a focus on projects to reduce the rate of infant malnutrition and increase safe hygiene practices. In addition, the community asked me to provide social support groups for high-risk youth because of a lack of educational resources and social support for the youth. In conjunction with town leaders, I trained local youth on how to use video cameras, digital cameras, and computers to produce public service announcements on such topics as hygiene, domestic violence and substance abuse. In collaboration with the local high school, I also co-facilitated adolescent social support groups focusing on self-esteem, sexuality and decision-making skills. These combined experiences strengthened my resolve to further my education in clinical psychology.

In September 2007, I entered a doctoral program in Clinical Psychology at the University of Denver, Graduate School of Professional Psychology with an emphasis in International Disaster. I was vocal about my desire to expand my clinical skills and especially utilize my Vietnamese language abilities. In January 2010, I had the opportunity to spend a month in Vietnam providing co-therapy and workshops in Vietnamese and English at the main pediatric hospital in Ho Chi Minh City. That experience illuminated my ability to be a culturally competent clinician and guided my choices for my pre-doctoral internship. Currently, I am a pre-doctoral psychology intern at Children’s Hospital Los Angeles, where 75% of my clients are predominantly Spanish speaking. I provide bilingual individual and family therapy and conduct comprehensive psychological assessments using bilingual measures. One can say that these cultural immersion experiences have helped me quickly adapt to and learn the “languages” of new cultures and systems in practicum sites and my current internship site.

I am often asked, “How can I get experiences working abroad?” I would recommend that students consider their motives for wanting to work abroad and how such an experience would fit into their overall lifestyle and career plans. I was fortunate to have the experience of living in Peru, between my undergraduate and graduate studies, where I was completely immersed in the language and culture. However, this is neither practical nor feasible for many students. I know of some clinicians who are learning Spanish through online language programs or taking additional language courses through community colleges. In addition, Paynter and Estrada (2009) have also suggested practicing outside of the psychology arena by volunteering at after-school programs or working with newly arrived immigrants in some capacity to expand language acquisition. The underlying message is clear: it takes initiative to become a bilingual therapist, especially if you are conducting therapy in a non-dominant language.

I can say wholeheartedly that I would not be where I am today without the experience of living and working in Peru. Nearly six years later, I am only beginning to comprehend the skill-set and maturity that the experience has given me and how it affects my daily interactions with clients and colleagues. I believe that I have the ability to work within many different cultures and settings and that I can use my “flexibility muscles” when needed. These muscles were invaluable in confronting some of the challenges I experienced living in Peru. They helped me adjust to a new work culture in which it was considered rude, if one did not engage in “small talk” such as asking about one’s family, one’s health, and/or one’s farm before asking work related questions. In addition to culturally bound challenges and difficulties associated with living in a new environment, I also confronted personal challenges. These included things like being faced with being an “other” in a small community where I was the lone English speaker and learning my saturation point with living on a daily diet of potatoes. Overcoming these challenges included engaging in self-care by venturing into the nearby city for more “Americanized” food or video chatting with friends back in the U.S. Despite these challenges, I believe that struggle builds character. I often find myself more tolerant of things such as a change in meeting time because I will compare it to the time I walked three hours to deliver a workshop on malnutrition only to find an empty room because the townspeople needed to tend their animals before the big storm. I find myself feeling comfortable in a room with clients who do not look like me, speak the same language that I do, or have the same beliefs that I have.

As I reflect on my journey, I realize that I am very fortunate for the experiences that have led me here. I am grateful to have been raised in a household where I was required to speak Vietnamese inside the home and to uphold certain cultural traditions. I am grateful to have grown up in a diverse neighborhood. I am also grateful for the teachers and professors who encouraged me to learn Spanish and to seek out language opportunities outside of the classroom. I am also aware that these cultural experiences were not handed to me. Instead, I actively sought to expand my language abilities and to immerse myself in other cultures. I have had to learn to sit with the discomfort of not understanding a joke in Spanish only to realize later that the joke was about me. I have made my fair share of faux-pas and was doubly embarrassed when I said Estoy embarazada (“I’m pregnant”) rather than, Estoy avergonzada (“I’m embarrassed”). And to be honest, I still find myself afraid to walk...
into a room of native Spanish speakers, especially in a professional setting. I still stumble over psychology terminology in Spanish and will often explain the concept in several ways. I often find myself saying, *Usted me entiende?* ("Do you understand me?"), but I also know that sometimes I am actually saying, *Me entiende?* to reassure the clients that in fact, *Le entiendo* ("I understand you").

Emily C. Haranin, Ph.D., Postdoctoral Fellow, Licensed Psychologist (California)

Although my personal journey began differently, growing up in a small, mostly white, Pennsylvania town, I was drawn to a similar type of cross-cultural immersion experience. While I didn’t grow up in an environment where I was exposed to many different cultures, I did have exposure to the immigration experience of my own family’s descendants. My grandparents often told stories about their families who moved from Eastern Europe to Pennsylvania to work in the coalmines in the early 1900s. It was fascinating to hear my grandmother speak in Croatian or tell stories about the traditions of previous generations and how they overcame hardships.

Early on, I believed that the playing field had been leveled for individuals from various cultural and/or racial backgrounds. In school, racism and inequality were taught as a part of history, a part that had been overcome. It was not until being exposed to coursework and service learning experiences as an undergraduate student at the University of Notre Dame that I became more aware of the impact that everyday racism and inequality have on many groups living in the U.S. Shocked and inspired by the writings of author and activist Jonathan Kozol (1992), who exposes issues of educational inequality, I began to seek out opportunities that would increase my knowledge of the experiences of various populations. Some of the most surprising facts that I learned were that one in five children in the U.S. grow up in poverty (Addy & Wright, 2010) and that the dropout rate for Hispanic or Latino students is almost triple that of white students. In fact, recent reports show that Hispanic students have a 17.6% dropout rate, compared to 9.3% among Black students, and 5.2% among White students. The dropout rate for Hispanic students born outside of the U.S. is even higher (U.S. Department of Education, 2011).

An increased understanding of how systemic inequalities often lead to poor outcomes for Hispanic and black students led me to seek out service learning opportunities that provided exposure to community agencies targeting such inequalities. One of these opportunities provided increased exposure to the experience of Spanish-speaking immigrants in the United States, particularly families who had recently entered the U.S. from Mexico. I began to see equal access to quality education as one potential solution for ameliorating some of the inequalities faced by minority populations. I soon decided that obtaining a Ph.D. in School Psychology was the best way for me to be a part of the solution targeting systemic inequalities. During graduate school, my dream of working with Spanish-speaking families fell from my priority list, as other responsibilities and opportunities took over. I occasionally sought out opportunities to practice Spanish in the community and investigated short-term summer immersion experiences; however, they did not seem feasible due to cost and time commitment as summers during graduate training are often dedicated to coursework, assistantships, research, or other employment options.

While on internship, I was able to think about the future, reflect on the past few years, and recognize that I had a strong desire to learn Spanish and work with Spanish-speaking families. It was clear that I was ready to make a commitment to a long-term international immersion experience. My initial search for immersion experiences was quite frustrating. Many long-term volunteer experiences came with a significant cost to the volunteer of up to several thousand dollars. On the other hand, short term experiences geared towards mental health professionals were also expensive and lasted for only four to six weeks, a short time to develop the type of competency that I desired.

After weeks of searching, serendipity struck. While attending a workshop sponsored by my internship site, I met a psychiatrist who consults with programs worldwide regarding her trauma informed model of residential care. She mentioned consultation work with a non-governmental organization (NGO) in Mexico. Upon meeting her, she recommended the organization very highly and quickly facilitated contact between the agency director and I. Through e-mail, we agreed that there was potential for a great match. I could support them in further implementing the model and learn Spanish in the process. We agreed on a nine-month commitment, which would have allowed me to apply to postdoctoral positions the following year.

In the few months before I traveled to Mexico, I could not have imagined how impactful my time there would be. In preparation, I spent many hours listening to Spanish language podcasts, researching language schools, and developing a budget. Before beginning my work with the NGO, I spent my first month in Mexico at language school. Over the course of my work with the NGO, I participated in many of their programs that serve children and families affected by family violence and poverty. I spent the majority of my time working in a residential setting that housed 24 boys, ranging in age from eight to sixteen, who had previously been living on the street. I also had the opportunity to provide individual, group, and family therapy, as well as work as a direct care staff in the residential setting. Within the first three months, I was asked to make a longer commitment to the agency and agreed to stay for an additional nine months.

When I consider the impact that volunteering in Mexico had and continues to have on my professional development, I am struck by how influential and formative the experience was. Most obviously, perhaps, I was able to develop language fluency in Spanish, gain an understanding of Mexican culture, and begin to view how mental health conditions and treatment are viewed in another culture. As my language fluency improved, I formed deeper relationships and became an active member of clinical teams; these changes allowed me.
to apply my professional skills in Spanish. In addition to language skills, I gained a better understanding of the diversity across Mexican society and the barriers faced by those seeking to make a change in their own lives or in the lives of others in a country where over 50% of the population lives in poverty (The World Bank, 2010) compared to the U.S., where approximately 15% of the population lives in poverty (U.S. Census Bureau, 2010).

In addition to gains specifically related to language and culture, I gained general professional skills that have enhanced my ability to function as a psychologist within an academic medical center in the United States. I was encouraged to take on new challenges, which expanded my leadership skills. Clinical and administrative staff appreciated my insights and my observations about the functioning of the organization and pushed me to lead the development of new interventions and projects. Primarily, I gained confidence in my professional role and the expertise that I had to offer. Working for the NGO was the first time that I felt able to apply the systems change approaches that I learned during my graduate training. There were many ways I could contribute to the organization due to their openness to change and new ideas. Finally, my work in Mexico formed my professional identity. It has impacted the way I approach mental health work, how I collaborate with my colleagues, and the value I place on continual personal and professional growth, particularly in the area of cultural competence.

I would be remiss if I did not acknowledge the challenges associated with a long-term immersion experience. Initially, when I was invited to stay longer with the NGO, it was a very difficult decision. During the first three months in Mexico, everyday was a difficult learning experience. Due to my limited language fluency I continually felt a lack of competence. Often, when meeting new people who asked what I did (professionally), I would say in my broken Spanish, “I’m a psychologist, but I don’t feel like one.” I felt like a different person because I could not express certain aspects of my personality such as being quick or witty, using humor, or expressing my feelings fully. There were many nights I woke up frustrated from a dream in which I could not communicate something in Spanish. While all of these challenges resulted in feelings of frustration and isolation, they also resulted in feelings of excitement. I knew that my brain was being challenged and the speed with which I was acquiring language skills was impressive even to me. The quality of relationships that I formed with children, families, and peers steadily improved. Language acquisition was not the only challenge encountered, it was frustrating to confront stereotypes regarding the U.S. or individuals from the U.S., such as Americans as frio or emotionally cold. I agree with my colleague, that struggle builds character, and being an outsider in another culture is a priceless experience in terms of expanding one’s perspective of the world and of gaining appreciation for what those in a similar position may feel.

My immersion experience was instrumental in helping me clarify how I wanted to translate my passion for working with underserved populations into practice as a professional psychologist in the U.S. as well as motivating and preparing me to seek a position with Children’s Hospital of Los Angeles, where we serve a diverse and predominantly low-income population. Ultimately, my experience solidified my belief in the responsibility of mental health professionals to ensure that all children and families have access to high quality mental health care.

The experience has influenced each professional step that I have taken since that point and has instilled me with a desire to continue pursuing international work. The benefits gained through international cultural immersion experiences tend to compound as time goes on. One can never be sure exactly how such an experience will impact future opportunities and experiences.

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Psychology faces a crisis in workforce training with the number of eligible doctoral students far exceeding the number of accredited training sites. The crisis facing the profession can translate to the individual student level as students must not only prepare themselves academically but must also prepare themselves to compete for training slots. Over the past three academic years, a fourth of all students who applied for psychology internships did not “match” with an internship site (Vasquez, 2011). Calls from the APA Leadership, including past President Dr. Melba Vasquez, have been for graduate schools and universities to find ways to increase the chances that students will achieve a match. As a clinical director who houses a training program that annually reviews more than 300 applications for accredited internship and fellowship slots, I suggest that completion of international cross-cultural immersion experiences will increase a graduate student’s chances for a successful match.

International immersion experiences may increase a doctoral student’s chance for a successful match in a number of ways. Each fall, thousands of intern applicants compete for APPIC and APA-accredited training slots, seeking to distinguish themselves through submission of a standardized application. The standardized application includes a number of essays, one of which requires that the applicant expand upon their cross-cultural experiences and competencies. In my experience, applications demonstrating “real-world” experiences such as cross-cultural immersion provide distinct evidence that a given applicant’s cross-cultural preparation is exemplary. In addition to evidencing unique cross-cultural experiences and capacities, the infusion of the voluntary and service-focused nature of an immersion experience can bring distinction to an applicant’s autobiographical and theoretical orientation essays. Simply speaking, an applicant’s task when entering the intense competition for excellent training slots is to ensure that the application will distinguish itself with “something special” or “something unique,” and international immersion experiences may serve this purpose well.

Thinking beyond the matching process, cross-cultural immersion improves a trainee’s capacity to successfully manage the rigors and demands of a competitive training place-
ment. In many ways, a clinical internship or fellowship is an immersion experience paralleling international immersion as trainees are likely to relocate to the training site from distant corners, often settling in unfamiliar communities while undergoing intensive orientation to new work place cultures where they are required to use unfamiliar languages and express new behaviors and values. Thus, trainee applicants who have completed prior successful international immersion experiences have developed their capacity to adapt and accommodate to unfamiliar surroundings and unfamiliar workplace cultures.

In addition to helping students achieve a match and accommodate the internship or fellowship experience, immersion experiences prepare psychologists to serve clients who come from immigrant and underserved communities. The APA Education Directorate has defined learning goals that include preparation of psychologists to meet the demands of a multicultural society, and cross-cultural immersion is superior preparation for this critical professional goal. Furthermore, internship and fellowship programs seeking to compete for Federal Training Grants are required to develop training competencies which “recognize the unique culture, language and health literacy of diverse communities and consumers (U.S. Department of Health & Human Services).”

Lastly, it has been my experience that interns and fellows who complete international immersion experiences are not only well prepared to compete for and succeed in accredited training programs, but they also may have gained a head start in leadership development. Interdisciplinary training and practice is increasingly important in psychology and health professions, and cross-culturally trained and competent psychologists can most effectively navigate the challenges and opportunities of interdisciplinary practice. In my experience, the attitudes, skills and competencies developed as a result of cross-cultural immersion experiences puts psychology trainees in a position to serve as consultants to their peers, mentors to their colleagues, and leaders of interdisciplinary teams. There may be no more powerful training experience available to professional psychologists than a well conceived and enacted cross-cultural immersion experience.

Author Note

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References


Feminism in Psychology: A Global Perspective


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The purpose of the Handbook of International Feminisms: Perspectives on Psychology, Women, Culture, and Rights is to provide a broad, contextual perspective on the current state of feminist psychology in different regions around the globe. According to the editors, feminist scholars have successfully published a rich body of literature but may not necessarily be informed of developments occurring outside of their home countries that could impact the way in which feminism has progressed within the field. In the past, the feminist movement has been accused of lacking a variety of perspectives (Ackerly & Attanasi, 2009; Harnois, 2008), and feminist scholars have called for the diversification of feminist psychology (Greene & Sanchez-Hucles, 1997). This handbook attempts to address these concerns by offering a historical and contemporary overview of feminist psychology from a wide range of countries and regions including Brazil, Britain, Canada, China, India, Israel, New Zealand, the Nordic region, Pakistan, South Africa, Sri Lanka, Spain, Turkey, and the United States. The handbook seeks to offer a diverse picture of feminism not through direct comparison but through the presentation of a wide array of cultural perspectives.

Intended Audience

The handbook appears to be written for psychologists and trainees with an interest in how issues in feminist psychology are discussed and perceived by the general public along with the psychological community in countries with different policies and customs. Determining what defines an issue as “feminist” appears to differ based on cultural context. While some authors have written about issues specific to women such as equal treatment and violence against women, others have cited gender and ethnic identity as components that drive contemporary discussions on feminism within the field of psychology.

Although the editors introduced the publication as representing the perspectives of both researchers and practitioners, readers interested in global feminist practice or activism will find that attention to these topics was limited. The handbook was written primarily by academics. Some authors did devote attention, however, to grassroots feminist practices occurring outside of the academy. The chapters on South Africa and China are good examples of this focus. Other chapters, however, fell short in this regard. The authors of the chapters about Sri Lanka and Great Britain, for instance, referenced collaborations between feminists in universities and in other settings and from different backgrounds, but these authors failed to provide any further detail.

Structure of the Handbook

Chapters were presented in a way that did not promote one country as the leader or the “gold standard” of the feminist movement within psychology. All the chapters seemed unique. The chapter authors did not compare the progress of feminism in their own countries in contrast to others. This tactic helps the reader gain a clear objective opinion on how feminism is perceived in a particular country itself. For example, in the chapters about Israel and Pakistan, the authors provided a wealth of historical information and a description of the importance of religion within these countries. This technique aids the reader in understanding the challenges that have affected contemporary views of feminist psychology and the issues that have emerged as important to the field (e.g., women’s mental health, reproductive rights, domestic violence).

The autonomous presentation of the chapters also allows the reader to identify naturally occurring themes in the handbook that appear to be important to feminist psychology as a whole. For instance, several chapters including the Nordic region and the United States discussed the impact of the constructivist movement on research regarding gender-related topics. The authors explained that with the shift in focus on cultural relativism, research on feminist related topics took on a more qualitative emphasis. Another apparent theme was the general origin of feminist research in most countries. Several authors commented that much of the most informative research has not originated in the field of psychology, but in other scholarly departments such as sociology or gender studies. These chapters invoked a subtle call to action for more research in the field of psychology on topics relevant to areas that do not currently receive enough attention including violence against women and the effects of poverty on women.

The organization of the chapters, however, appeared to
be arbitrary and confusing. A common link resulting in the assignment of chapters to one major section of the book rather than another was difficult to identify. Perhaps due to the fact that the editors allowed each author the freedom to discuss whatever she or he saw as relevant to feminist psychology, each chapter appeared to reflect a different approach to the topic. Some reported a broad history of the country and how this has impacted feminist viewpoints while others described the most significant events in the feminist movement that have affected directions in research and practice within the field.

**Strengths and Limitations**

A strength of this book was its inclusion of several eye-opening revelations regarding how and why feminism as understood in the West might be irrelevant and even dangerous in certain countries. For example, in Sri Lanka, to label one’s services as “feminist” would likely deter potential clients from making use of such services, as some husbands would not permit their wives to participate in activities with this label. The authors of the Aotearoa/New Zealand chapter warned that the type of feminism that tends to be most represented was a feminism that was relevant to the White population, but excluded indigenous voices. These illustrations serve as a sort of wake-up call to Western feminists in psychology regarding the potential dangers of exporting Western feminist ideas or advocating for strengthening feminism’s presence, as well as the importance of learning from other nations how feminist values and practices might differ depending on sociopolitical, religious, and other forces.

The editors acknowledged several limitations of their handbook, including the academic bias of the chapters discussed above. Additionally, they recognized the lack of representation of some regions of the world (e.g., the Middle East, the Caribbean) and the difficulty of soliciting contributions from a larger number of countries. The editors stated that this challenge was due, in part, to language barriers along with the potential lack of relevance of the terms “feminism” and “psychology” in some nations.

Although the variety in focus and tone of the different chapters was at times refreshing, it was also frustrating. The apparent ambiguity of author guidelines seems to have resulted in some chapters being significantly stronger than others in terms of clarity, thoroughness, and the extent to which they educate the reader on historical and cultural contexts. Although the editors cautioned that many of the contributing authors utilized Western or global north conceptualizations of feminism, the majority of authors were not sufficiently clear about how feminism was conceptualized in their countries. Even if not well-defined, some indication as to the meaning or origin of feminism in each country would have been helpful. In fact, only the chapter on China provided an explicit definition of feminism in that country.

The chapters about South Africa, China, and Aotearoa/New Zealand, for instance, provided the reader with a concise yet informative historical and cultural context in which the discussion of feminism and psychology was situated. Other chapters offered no such background and appeared to assume that the reader was familiar with the country’s history and culture. The chapter on Great Britain, for example, offered no historical or cultural context. Additionally, the bulk of this chapter consisted of an address delivered by the author at the British Psychological Society’s Psychology of Women Section Conference in 1995. For anyone who is not familiar with the structure of British psychological organizations, much of the address would be difficult to follow.

Along with the arbitrary nature of the chapter arrangements and the variety in the quality of the content in each chapter, another limitation was the lack of an integrated summary by the editors. Without a concluding chapter, the reader is left alone to integrate and draw conclusions from the many perspectives offered. Despite the editors’ expressed hope that this handbook might spur new interventions and encourage transnational communities, no such recommendations were offered; perhaps the editors could have done so in a final chapter. The reader also could have benefited from some final comments by the editors on future directions for global feminist psychology.

**Conclusion**

Overall, Rutherford et al. took on a significant and timely challenge: to increase knowledge of global perspectives on feminism in the field of psychology. This handbook is reflective of the field’s increased focus on globalization (Gerstein, Heppner, Ágísdóttir, Leung, & Norsworthy, 2009; Marsella & Pedersen, 2004). It is the first book, however, to provide such an expansive view on feminist scholarly activities around the world. After reading this publication, individuals will acquire familiarity with the topic as it is perceived worldwide and they will develop a new awareness of the current status and sociopolitical context of feminism in numerous countries. However, as the editors did not offer clear suggestions for future research, and as each chapter focused on widely different topics, future directions within this discipline are left to the interpretation of the reader. Without a clear synthesis of information and recommendations at the end of this handbook, the future of feminist psychology seems to remain uncertain.

**References**


Making Progress with the Internationalization Process


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The purpose of *Internationalizing the Psychology Curriculum in the United States* is to provide ways in which instructors of psychology in the United States (U.S.) can respond to the challenge of globalization by internationalizing both the undergraduate and graduate curriculum. The book includes thirteen chapters that discuss strategies of internationalization in specialty areas of psychology (e.g., developmental, health, counseling, industrial-organizational) with each chapter written by professionals who specialize in those respective areas. In addition, the book contains introductory and concluding chapters that discuss more general issues connected to internationalization.

On the whole, the contributors to the book provide a good overview of issues related to internationalizing the curriculum by elaborating upon the rationale for an internationalized psychology curriculum, acknowledging epistemological issues associated with international work, highlighting important developments in psychology outside of the U.S., and providing salient examples of how Western psychology is itself an indigenous psychology with limited application in an international context.

Strengths

The varied perspectives of the contributors serve as the book’s major strength. Each chapter is intended to provide strategies of internationalization stemming from the contributors’ respective area of specialty. The reader will quickly come to realize, however, that some disciplines in psychology have historically had a greater international focus compared to others. Thus, when reading the book in its entirety, it becomes evident that internationalization is indeed a process. The different chapters, therefore, are useful in providing detailed information about various aspects of this process.

For example, the authors of Chapter 9 (Clinical Psychology) and Chapter 3 (Ethics) challenge readers to explore fundamental issues linked with internationalization. More specifically, they discuss assumptions embedded in U.S. psychology (e.g., What is truth? What is morality?) and they highlight implications of these assumptions when working in an international context. Marsella (Chapter 9, Clinical Psychology) aptly noted that without first reflecting upon such assumptions, efforts to internationalize might result in ethnocentric practices. Similarly, Leach and Gauthier (Chapter 3, Ethics) provided more specific ways in which to engage both instructors and their students about these assumptions through vignettes of moral dilemmas. Given Western psychologists’ history of “thinking locally, acting globally,” (Gergen, Gulerce, Lock, & Misra, 1996, p. 500) an awareness of such assumptions is crucial before engaging in further internationalization efforts.

Aboud (Chapter 13, Health Psychology) offered a different approach to internationalization by discussing examples of lesson plans relevant to health psychology in an international context. Most importantly, she stressed the significance of not simply inserting one or two interesting facts about other cultures in an otherwise U.S.-centric lecture, but finding ways to make international topics personally meaningful to students. Thus, her chapter provides an excellent example of how instructors could increase motivation among their students to learn about international issues.

While Aboud focused on classroom-specific strategies for internationalizing the curriculum, other contributors focused on systemic issues. For example, Leong, Leach, and Malikiosi-Loizos (Chapter 10, Counseling Psychology) provided a historical overview of the field’s journey toward internationalization and also discussed the strengths, weaknesses, opportunities, and threats related to the process of internationalizing counseling psychology in the United States. Because a lack of institutional support has been identified as a major challenge to internationalization efforts (Gerstein & Ægisdóttir, 2007; Turner-Essel & Waehler, 2009), finding ways to tackle these issues is also a worthwhile endeavor.

Overall, therefore, this book provides detailed descriptions of ways to internationalize the psychology curricula through various concrete and targeted strategies. Although the chapters are focused on particular specialty areas of psychology, many of the techniques introduced appear to be relevant for instructors teaching a wide variety of classes in psychology. Moreover, the information and strategies presented in the chapters is quite basic making it possible to implement in different specialties of psychology.

Limitations

One limitation of this book, however, is that readers may be unclear about what information the book (and more specifically, each chapter) will provide. The way the book is struc-
tured by topic may lead the reader to believe that reading one or two chapters about a specific area will provide a good overview of what is needed to internationalize a particular curriculum in a field of psychology. This outcome is unlikely. If the reader were to select only one chapter, he or she would be left with a somewhat incomplete perspective of internationalization and the inherent complexities that come with it. For example, if the reader is looking for specific resources and strategies to implement within a classroom, it should be noted that only half of the chapters provide such content (although many general recommendations are listed in the appendix). In a similar way, problems would inevitably arise for the well-intended instructor who wants to take bold actions to internationalize the curriculum but who had not critically examined the extent to which he or she embraces ethnocentric assumptions. Thus, the book needs to be read in its entirety.

On a related note, readers may anticipate more course-specific strategies or resources for internationalization compared to what is actually presented in the book. Including supplemental resources at the end of all chapters specific to the respective areas of psychology would have easily minimized this issue. Because the book provides such a broad perspective of internationalization in the various specialty areas of psychology, it serves mainly as an introductory text and such additional resources would be essential if one were to internationalize the curriculum.

Nonetheless, the limitations that are present in this book appear to be the inevitable result of taking on such an ambitious task of describing ways in which to internationalize several areas of psychology. It is quite understandable that the contributors of a single chapter could not encompass both the breadth and depth that this issue deserves. Accomplishing such a task would most likely require that each contributor write his or her own book about internationalizing the curriculum in a particular field of psychology.

Concluding Remarks
Overall, this book provides a good overview of strategies for internationalization in various specialty areas of psychology. While it is not a comprehensive resource, it does offer a much-needed starting place to begin internationalizing the psychology curriculum in the United States. Moreover, the additional resources listed in some of the chapters are helpful for directing readers where to find further information.

While chapters are related to different specialty areas of psychology, it appears that readers would benefit most by reading through all the chapters because each contributor presents information about various aspects of the internationalization process. Some contributors focused mainly on foundational issues related to international work, others provided specific examples of internationally-focused coursework, and still others discussed the direct application of international research within psychology.

After reading this book, the reader is left with a greater appreciation of the extent to which changes can be made in order to internationalize the psychology curriculum in the United States. Finding ways to increase students’ interest in international topics, striving toward systemic-level changes, providing concrete strategies and resources to use within the classroom, and addressing epistemological issues related to international work are but a few of the ones mentioned by the contributors to this book. Each contributor focused on issues of internationalization within a particular specialty area of psychology, but readers would benefit most by becoming familiar with all of these strategies for internationalizing the psychology curriculum in the United States.

References


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This book provides a valuable perspective and insight for anyone trying to understand the historical context of the Holocaust. The book also illustrates the human interest point of view on how survivors were able to cope with the horrors they witnessed, and to some extent, the psychological cost of doing so.

The first chapters of the book describe the life of Henry Glenwick as a Jew in Poland at the beginning of the 20th century. The description is one to which I can personally resonate, since my parents were both born and lived their early lives in Poland during the same time period. The blatant discrimination (official and otherwise) against Jews is clearly outlined in an almost matter-of-fact way. (Think of the “Nonconscious ideology” notion of Sandra Bem, 1970). There was even a Jewish sub-government designed to keep tabs on the Jewish population. The information that the sub-government had was used later by the Germans to find the Jews for deportation.

In essence, I think that the early life story sets a stage or...
context for understanding how the Holocaust could happen, and how Jews and others were able to endure life in Europe during this time. Henry Glenwick clearly sets out some of the conditions and obstacles that he and others faced as it became clear that they needed to leave. If they had plans for escaping to America or elsewhere there were the “quotas” that some nations (including the United States) had for immigrants from European countries at the time. Glenwick also alluded to the fluid status of borders in Eastern Europe (i.e., the number of times that “Poland” became part or parts of other countries) as wars swept across Europe. The tone is such that the reader can experience what life was like in the first half of the 20th century and how it felt to be caught up in the madness that spread across Europe in the late 30’s and early 1940s.

It is commendable that Henry Glenwick was able to recall the details and pass them on to his son in a series of interviews...a living history to be sure. Congratulations also to David Glenwick who was able to edit the account into a coherent whole which allows one to get into the skin of his father and live his life along with him during those terrifying times.

The implications of the narrative for a psychological analysis and understanding of post-traumatic stress responses have been addressed well elsewhere (e.g., Rivka Meir’s review in The General Psychologist, 2011). However, for the international reader, the book spells out life in the early 20th century in Poland, and the looming horror that was the Nazi attempt at occupation of the world and the “final solution.” There have been numerous accounts of the Holocaust experience of survivors, however, this one spells out, in an off-hand way, the first person situation of many in the camps, their endurance of the brutality around them, and the resourcefulness and pure luck needed to survive. The struggle for survival sometimes pitted prisoners against one another in striving for “privileges” in the camps. Henry Glenwick was moved from camp to camp as he and others were shuttled around for forced labor, and he was sometimes used as a physician. Even as the fortunes of the war shifted and the Germans needed to escape the Russians and the impending arrival of the Allies to liberate the camps, Glenwick’s situation and that of the other prisoners remained tense as the Germans tried to erase the evidence of what had been going on.

In the end, starting from scratch, Glenwick began to rebuild his life. He arrived in the United States with the help of some relatives who were already there.

As described by the editor, Glenwick’s son David, the narratives are transcripts of talks/interviews between Henry and David, which were first “intended to be a family resource to circulate among family members who were able to illuminate the material and add detail.” Now, the narrative has been compiled into a book where David Glenwick provides additional clarification and resource. The result is a compelling account for the world.

As we read this book's recounting of history, we are reminded that, “those who cannot remember the past are condemned to repeat it” (Santayana, 1905). Tragically, this history has already repeated itself in many places at the end of the 20th and beginning of the 21st centuries.

References
A Warm Welcome From Your New Student Committee Co-Chairs

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We, Daria and Laura, are your new co-leaders for the Division 52 Student Committee. We would like to use this space to introduce ourselves and tell you a bit about the journeys that have brought us to the Division and what the Student Committee has to offer. The Student Committee is a community of students who are interested in international psychology, including studying and working abroad, collaborating and networking with psychologists in different countries, and sharing international resources. If you would like to join our student community listserv, please send an email to listserv@lists.apa.org and put “subscribe div52stu” in the body of the email, with nothing else in the body of the email or in the subject line. We look forward to connecting with you!

Daria

As I step into my first year as Co-Chair of the Student Committee of Division 52, I am filled with joy to be a part of this collaborative space with other students from such diverse backgrounds and yet with a shared interest in international psychology. I have been a student member of Division 52 since 2009 and of the Student Committee since 2010. They both have provided me with incredible exposure to the minds of some of the greatest international psychologists. My own journey toward this field happened naturally, with a series of events that oriented me toward a global view of psychology. I grew up in St. Petersburg, Russia, came to the United States as an adolescent and was subsequently educated in the US. Thus, my cultural and social identities were formed primarily during the fall of the Soviet Union in Russia and yet it was not until I began to study psychology in the US, and in English, that I found the words to describe for myself those experiences. In integrating my own bicultural upbringing, I became aware that our understanding of psychology had to encompass various cultural perspectives, and so I began my quest to expand my educational opportunities beyond US borders.

Laura

I chose to pursue my graduate degree at the California School of Professional Psychology at Alliant International University in San Francisco. I knew that this clinical psychology program would have an international perspective and would offer me the chance to study abroad. I also expected to participate in self-reflection and to learn from faculty who actively pursue international engagement. In fact, I was very glad when our faculty gained the past President of Division 52, Dr. Danny Wedding. He has been open to sharing his extensive experience working abroad as a Fulbright Scholar and to helping students organize a campus group for those interested in international psychology.

I first stepped into the world of Division 52 at the APA Convention in 2009 in Toronto. I went alone and had few expectations for what I would find at the Convention, but I was very excited to be immersed in all of the conversations with prominent psychologists. Each Division organized their own social hours in their hospitality suites and someone suggested that I go to them. Given my interest in international psychology I decided to check out the Division 52 social hour. As soon as I stepped into the room, I was immediately greeted and incorporated into the conversation. I spent the hour chatting with a psychologist who was visiting the Convention from Serbia and we discussed the state of mental health services in post-Soviet countries. At that moment I knew that I wanted to continue these conversations, so when the membership application form was passed to me, I quickly filled it out.

I returned to the APA Convention in 2010 in San Diego, this time with a different mindset: I already knew that I would find a home base at the D52 hospitality suite. I picked up the programming schedule for the suite and spent many hours meeting with various D52 members, including the wonderful past Chairs of the Student Committee, Jenna Stowell and Jennifer Doran. They were incredibly welcoming, told me all about the Student Committee and signed me on right away. I was also happy to meet other students interested in the same areas of psychology, to learn from their various experiences, and to brainstorm together ways to traverse international barriers and bridge cultures.

Now in looking ahead at what the Student Committee can provide for current students, I am filled with hope at the myriad of exciting ideas and ventures presently underway. We have a dynamic team of leaders who are working on projects like putting together an inventory of psychology programs that offer study abroad opportunities, and listing the contact information for psychologists around the world by area of study. We always welcome new members, in the US and abroad, who are passionate about expanding our understanding of international psychology.
the Society for Cross-Cultural Research (SCCR) conference, as a part of the Division 52 programming, in Las Vegas. I have also had the opportunity to meet several members of the Division 52 executive board and participate in the annual Division 52 executive Midwinter meeting. Already, I feel privileged to be a part of the special group of people who make up Division 52. I have learned a lot in these three short months and my journey is just beginning. Looking back I believe my interest in international psychology must have began when I migrated to the United States (U.S.). I was a teenager when I migrated from Jamaica to Miami, Florida, where I was immersed in a culturally diverse environment with immigrants from all over the globe. Immediately, I remember becoming fascinated by the people around me and wishing I spoke two languages. I fell in love with psychology in high school, after taking the course and decided to major in psychology at the University in Florida in Gainesville, Florida. At the University of Florida, I worked in several research labs and became more and more interested in understanding and working with people from diverse backgrounds. I graduated from the University of Florida with a Bachelor’s Degree in Psychology, and a Masters of Arts in Education (M.A.E.) and Educational Specialist (Ed.S.) degree in Counseling and left Florida for Purdue University and the Midwest.

I am currently a third year doctoral student in Counseling Psychology at Purdue University in Indiana. In regards to my research, I am interested in immigrant populations and their mental health, more specifically mental health disparities that exist when comparing international individuals to the majority U.S. population. I am also interested in the career development of international populations living in the U.S., with the majority of my research being conducted with college student populations. I work under the mentorship of Ayse Çiftçi, who is the current secretary of Division 52. Immediately, after beginning my doctoral degree, Dr. Çiftçi, emphasized the importance of professional development and professional organizations. I joined Division 52 in my first semester and subscribed to the listserv. It seems like just yesterday when I accepted a position as co-chair of the Division 52 student committee.

As the new co-chair of the Division 52 student committee, I would like to work on spreading the word to other students about Division 52. Students who are members of Division 52 can become active in our student committee by taking on numerous roles and adding to our network of young scholars and aspiring practitioners dedicated to understanding and improving the lives of international individuals. Division 52 can give students a “home base” when attending conferences such as the American Psychological Association (APA), which can often feel overwhelming at first, given the size of the convention. Through Division 52, students will have numerous opportunities to present their research at conferences, network with international psychologists and U.S. psychologists doing work with international populations, as well as become privy to international opportunities that might relate to their career goals. The professional development that comes along with being a member of Division 52 is invaluable. I hope students in the U.S. and in other countries will decide to not only join Division 52, but also become more involved with the student committee. Great distances may be between us but we can still collaborate and make a difference in our respective home countries. Please feel free to contact Daria or myself if you are interested in becoming more involved. Also, please feel free to peruse the Division 52 student website: http://d52students.webstarts.com/.

Editor’s Note: This column is geared towards our student committee members and all students of international psychology. All Div. 52 student members are invited to submit ideas or drafts for future articles, as well as questions they would like to see addressed in future columns – such as overseas internship opportunities, study abroad availability, cross-cultural research, etc. Contact the Editor at optimalex@aol.com to submit an idea or a question.

Translators Wanted

A one-page overview of the history of the APA Division of International Psychology was co-authored by its Presidents John Hogan and Harold Takooshian. It is located on our website at: http://web.mac.com/velayo/Div52/Div52HistoryTranslations.html. We now seek global colleagues to translate this sheet into other languages, with themselves as the author, to circulate to colleagues and students globally. As of April 2012, this sheet appears in 15 languages: Armenian, Chinese (Mandarin), Dutch, English, Estonian, French, Greek, Hindi, Japanese, Korean, Latvian, Polish, Russian, Somali, and Spanish.

Can you translate this into another language? If so, contact Dr. Rivka Bertisch-Meir at winsuccess@aol.com or Dr. Harold Takooshian at takoosh@aol.com.
Understanding Middle Easterners and Arab Americans

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People from the Middle East and Arabic speaking countries have been present in North America for many generations. They represent a growing multicultural community with various ages, backgrounds, educations, customs, socio-economic classes, religious faiths, moral values, and cultural habits. Basically, the term Arab-American refers to individuals and families who have a certain Arabic heritage, are new immigrants from the Middle East and North Africa (MENA), or are of Arabic descent but born and raised in North America.

Some people identify themselves with many aspects of the Arabic language, roots, traditions, or mentalities. Others refer to themselves as partly Arab-Americans because they come from mixed marriages or have multiple lineage of ancestry (Arab American Institute, 2009-2012). Actually, the Middle East is a vast region with cultural, ethnic, linguistic, and religious diversities. It has an ancient and rich history and a variety of subcultures (Barakat, 1993). It accommodates a wide range of socio-cultural norms, ethnicities, and backgrounds from the highly urban, modern, and complex lifestyles to the very rural, traditional, and tribal lifestyles. Most educated people are able to integrate their heritage and traditions with their professions and practices in societies.

Originally, an Arab is a member of a Semitic group who inhabited Arabia and whose formal language and religious tradition spread out to the Middle East, North Africa, and partly to Spain in the seventh and eighth centuries. Thus, the term Arabian refers mostly to the people of the Gulf Peninsula. Presently, Arabic speaking countries extend from the East Mediterranean to the Arabian Gulf Peninsula and then West to the North Africa countries. Besides the classical Arabic language (in written or in highly spoken forms), some shared values, basic cultural habits, and religious practices, and perhaps a collective memory about their rootedness in the land and their place in history, there are actually a few common factors among these nations, regions, and communities. One similarity is that some of these countries have a beautiful landscape along the seashore along the Mediterranean. However, each community has its own way of life, spoken accent or its own Arabic conversational language, local customs and traditions, dress code and diet, affective mood and temperament (Abi-Hashem, 2011).

Officially, there are 22 Arabic speaking nations spread across the Middle East/Near East and North/Mid Africa. They are distributed geographically into distant regions quite far from each other. These regions are known as Maghrib, Northeastern Africa, East Mediterranean, Arabian Peninsula, and Arabic-Persian Gulf (Nydell, 2006). They include the following countries, listed alphabetically: Algeria, Bahrain, Comoros, Djibouti, Egypt, Iraq, Jordan, Kuwait, Lebanon, Libya, Mauritania, Morocco, Oman, Palestine, Qatar, Saudi Arabia, Somalia, Sudan, Syria, Tunisia, United Arab Emirates, Yemen. They are part of the Arab League, or the League of Arabic Nations, which is a loose organization connecting these countries with no significant political clout or governing power. However, some are full members in the League while others are just observant. A few others have their membership provisional or pending based on certain criteria. Besides the classical Arabic, as the formal national language, many countries have a second official language, French or English, or one or more unofficial dialects spoken by various communities and tribes.

There is currently a lot of uncertainty and confusion about who are the Arabs, the Muslims, and the Middle Easterners. Therefore, it is important to correct some generalizations and misconceptions and clarify the similarities and differences among labels: 1) not all Arabs are Muslims. There are significant minorities like the Christians, Jews, Druze, Alawites, and others; 2) not all Middle Easterners are Arabic, e.g., Turkey, Iran, Cyprus, and Israel; 3) not all Arabic speaking people are Middle Easterners—consider the vast North African countries; and 4) not all Muslims are Arabic or Middle Easterners either—like Indonesia, Malaysia, Afghanistan, Pakistan, and other Muslim communities spread around the world (cf. Abi-Hashem, 2008a, 2008b, 2011; Jackson, 1997; Zogby, 2010).

Historically, there were two strong waves of immigration from the Near East (mostly from around Lebanon and Syria) into the United States. The first wave took place at the end of the 19th century and the second at the end of World War II. The majority of so-called Arab-Americans in North America have been descended from the various Christian communities in the East Mediterranean region. Currently, about 4 million Americans trace their origin to one or more Arabic speaking country, and these groups should not be confused with the broader Muslim population. People from Muslim backgrounds (known as Muslim-Americans) are about 8 million, almost double the first figure, and are as diverse as their countries of origin. According to Oberman (2005), it seems that people from Arabic Middle Eastern descent and/or Muslim non-Arabic background, in general mix and integrate into the mainstream society of the United States much better than they do in Europe. It is interesting to note that the percentage of immigrants from Muslim backgrounds has been increasing in recent years.

Muslims can be cultural, nominal, and secular or can be faithful, devoted, practicing, and active members of their faith community, just like any other people of faith or religious affiliation. In Islam, there are broadly two main branches:
young, exposed, and educated seem to acculturate faster and expanding identities, integrating worldviews, and reconciling nationalism is not always easy. Attempting to balance multi-cultural lifestyle with a certain degree of their heritage and native ethnic background, they try to integrate their present western some sort. However, like any other group with a cultural background, who are living in the West, socially anxious and nervous. The apparent generalization of the mass media has raised the popular sentiment against terms like Middle Easterners, people from Arabic Middle Eastern descent, or people from Arabic speaking countries. In summary, an Arab-American is a person or a group who is related or tied to the Arabic language and culture in one way or another. This connection can be as fresh as a newly arrived immigrant or as distant as a 3rd or 4th generation US-born child to a multinational and multiracial family. Many Americans with a little Arabic Middle Eastern trace or connection may not relate to other Arab Americans well because they do not feel they share similar experiences, worldviews, and lifestyles or have much in common with them, similar to a 4th or 5th generation Italian, German, Irish, or Greek or even someone with multiple lineage and mixed ancestry.

According to the Arab American Institute (2009-2012), the religious affiliations of Arab-Americans are roughly distributed as follows: 25% Muslims of all types, 35% Roman and Eastern Catholics, 18% Eastern Orthodox, 10% Protestant, and 12% other or no affiliation. However, other sources reflect a more equal percentage of population between Muslims and Christians in the greater North American continent. During the last decade, the so-called war on terror following 9-11 has made some people of Arabic or Muslim background, who are living in the West, socially anxious and nervous. The apparent generalization of the mass media has raised the popular sentiment against terms like Arabs or Islam. Many Arabic Middle-Eastern Americans have kept low profiles. Some of them have even changed their first or last name in order to sound more Western and less Arabic or Islamic in nature. Others kept their lives as usual as they never felt any negative impact from such polarization.

Currently, people from Middle Eastern heritage and Arabic speaking countries are classified as part of the White Non-European ethnic community. Although they are officially not considered a minority yet, they have been living, working, and actively contributing to the North American society at large for many generations. Some of them are highly accomplished professionals, entrepreneurs, and academics who have made significant contributions to many fields (Arab American Institute, 2009-2012). According to El-Badry (2010), the majority of Arab-Americans are citizens of the United States, on average younger in age, quite educated, holding high paying jobs, and likely to own a business of some sort. However, like any other group with a cultural-ethnic background, they try to integrate their present western lifestyle with a certain degree of their heritage and native culture. Attempting to balance multi-culturalism and multi-nationalism is not always easy. Assimilating languages, expanding identities, integrating worldviews, and reconciling cultural differences can be challenging.

Some segments of this population, particularly the young, exposed, and educated seem to acculturate faster and adapt better especially if the sociocultural circumstances are adequate and favorable. Other segments of this population, unfortunately, struggle and have difficult times accommodating and adapting. Although children and teenagers learn quickly and immerse themselves smoothly within a new environment or society, many find themselves torn between the home culture and the hosting culture, meaning that they tend to live double lives (psychological splitting), one according the norms of the family inside the household and the other according the norms of their friends and peers outside the home. Usually immigrants, refugees, older adults and similar groups struggle with emotional resettlement and cultural adjustment. They face the challenge of learning the language, functioning in a totally new system, accepting new personal freedoms, keeping their uniqueness, and redefining their identity all the while staying loyal to their original family values, social traditions, religious faith, and cultural heritage. Other immigrants who arrive from regions torn by economic hardship, famine, persecution, political turmoil, conflicts, or violence normally carry with them painful memories and fresh scars. They are prone to high anxieties and severe depressions. Perhaps they suffer from traumatic disturbances due to multiple exposures to tragedies, disasters, or wars. They certainly need special attention in the form of cultural coaching and therapeutic presence (Abi-Hashem, 2011; Amer & Hovey, 2005; Hakim-Larson & Nassar-McMillan, 2008; Zogby, 2010).

There are good resources already existing in the literature about helping and intervention. Many professionals, educators, and clinicians have written on this type of care and have developed strategies for a general cross-cultural counseling with ethnic minorities, multinational, immigrants, and multigenerational people. Also, there are specific literature and therapeutic tools about working with individuals, families, or groups from Arabic Middle Eastern backgrounds (cf. Abi-Hashem, 2008a, 2008b, 2011; Dwairy, 1999, 2006; Erickson & Al-Timimi, 2001; Kobeisy, 2004; Nassar-McMillan, Chaudhuri, & Santiago-Rivera, 2010).

Additional information, insights, practical guidelines, recommendations, and intervention skills can be found among the references listed below. They contain ideas and tools to help counselors, educators, providers, and caregivers to be culturally more aware of themselves and more competent with different others. Also, they provide understanding and approaches for helping the diverse people from a Middle Eastern Arabic background to a) adjust and function well within the hosting society, b) deal with any emotional residuals and unresolved issues carried over to new settings, c) integrate their valued tradition and heritage with the demands of a new society and lifestyle, d) resolve any inter- and intra-cultural tensions that may rise due to quick transitions, e) formulate a sound cultural self and an expanded multi-layered identity, f) maintain healthy family connections and intergenerational continuity, and g) navigate smoothly through the social intricacies and cultural nuances of the larger American society.
About the Author
Naji Abi-Hashem, Ph.D., is an independent scholar and a clinical and cultural psychologist who is involved in international service, writing, teaching, networking, mentoring, and counseling. He is a Diplomate in the American Board of Psychological Specialties, a Board Certified Expert in Traumatic Stress, a Diplomate in the International Academy of Behavioral Medicine, Counseling and Psychotherapy, and an Associate with Member Care International. As a Lebanese-American, he divides his time between the United States and Beirut, Lebanon. So far, he has made about 85 presentations at various professional conferences and has authored about 85 publications in the form of encyclopedia entries, journal articles, book chapters, and general essays.

References & Further Readings

Building Bridges to Former Selves: Hong Kong Doctoral Students Complete Clinical Internships in New York City’s Chinatown

Jennifer Bik Ki Tam, Ginette Suk Ching Wong, and Diane C. Zelman, Associate Program Director California School of Professional Psychology of Alliant International University Hong Kong Clinical PsyD Program

Introduction
The thought of providing mental health services to immigrants in a country that I (GW) had never lived in terrified me, at first. Ten months later, I treasure the experience. We (GW and JT) are two Chinese students in the Hong Kong Clinical Psychology PsyD program of the California School of Professional Psychology (CSPP) at Alliant International University, now living in New York City as we complete our one-year clinical psychology doctoral internship at Hamilton-Madison House in New York’s Chinatown. Our year has taught us about the New York Chinatown culture, about the needs of immigrants, about being a clinical psychologist in the United States, and about our essential identity as psychologists.

Recent census figures show that the Asian population of New York City has surged 32% since the year 2000. One in eight New York City residents is of Asian descent, and six percent of New Yorkers are of Chinese ethnicity. The New York metropolitan area has the largest and most concentrated Chinese population of any metropolitan area in the United States. This includes seven different “Chinatowns” in and around New York City. Migration to New York from Main-
land China, both documented and undocumented, is expected to increase this decade.

South Manhattan’s Chinatown, a crowded, colorful amalgam of business, tenement-style residences and tourist spots, has one of the oldest Chinese communities outside of Asia. It also has one of the lowest per capita incomes in New York City and has been labeled a poverty area by the federal government. The renovation of lower-cost housing into luxury condominiums has both diversified the wealth distribution of Chinatown and pushed lower-income families to other boroughs of New York City. Conversely, if their economic status increases, Chinatown residents are often attracted to wealthier neighborhoods and other boroughs.

Our internship site, Hamilton-Madison House, emerged in 1898 to meet the community needs of the huge wave of immigrants of the late 19th century. It continues to thrive, providing mental health services to residents of Chinatown and surrounding communities, including individuals of Asian descent (such as Chinese, Korean, Vietnamese and Japanese), as well as Hispanic, Jewish, African American and Caucasian individuals of lower income. The clients include immigrants and refugees, children and families, the elderly, GLBT individuals, people with disabilities, and people with a variety of levels of pathology and mental health concerns.

We opted to complete our clinical psychology internship in the United States so we could diversify our Hong Kong-based training. I (GW) believed that my Hong Kong PsyD would be more highly regarded after clinical training in the United States because students who train abroad are often viewed as stronger candidates. We also considered the local guild issues within the Hong Kong psychological community, which is primarily comprised of graduates of Hong Kong University and Chinese University, most of whom practice clinical psychology at the master’s degree level. Many administration and service-oriented mental health positions are filled by their graduates, potentially limiting our job prospects until the CSPP/AIian Hong Kong PsyD program is better known and integrated into the local professional community.

In our internship, we provide services at two main sites. Prospect Place (also called PROS, for Personal Recovery Oriented Services) is an outpatient day program for people with chronic mental illness. We also serve the Chinatown Family Consultation Center, a low-fee outpatient clinic treating people of all ages and concerns, including concerns with legal issues such as court-ordered domestic violence counseling and referrals from child protective services. Most of our clients are of Chinese ethnicity. Some are locally born, although most are recent and past immigrants. Whether migration was recent or not, their identities as immigrants are a defining feature of their lives. They’re from Hong Kong, Mainland China, and Taiwan, as well as other Asian countries with Chinese citizens, such as Vietnam and Malaysia. In addition to our general caseload at this agency, one of us (JT) facilitates life skills and wellness groups for clients with chronic mental illness and individuals with disabilities and presents a parenting workshop, while the other (GW) facilitates smoking cessation groups, a meditation group and a women’s identity therapy group.

Building Bridges
A body of written work by Rita Chi-Ying Chung, Fred Bemak and colleagues (e.g. Bemak & Chung, 2008; Chung, Bemak & Grabowski, 2011) presents a sophisticated multi-level strategy for providing mental health services to immigrant populations. These authors advocate broadened roles for mental health providers. This includes the therapists’ willingness to take on a community-based advocacy role and to provide other assistance to help clients thrive in a host society, such as vocational coaching. They note that although education regarding American customs, such as parenting practices, may be an important part of intervention, it is not the therapist’s primary role to educate the immigrant regarding “our way of life,” but to use a social-justice perspective to address societal barriers to adjustment in a host country. They also emphasize the need for therapists to work collaboratively across disciplines to address the complex needs and stressors that individuals face after migration.

Although our Hong Kong practicum training was typically restricted to psychotherapy, in New York we naturally assume some practical and caseworker tasks, consistent with Chung & Bemak’s recommendations. Some of our clients come to us because they want advice for a specific behavioral problem or a family issue. Because of the availability of insurance coverage, they are more likely to come for help here than in Hong Kong. However, our clients have very limited resources: Some of them have no relatives or close friends, and when they come to us, we are the only helper they feel they can approach. They bring not only behavioral problems, but financial, medical and vocational concerns. They want us to be part of their world, to share their experiences and to help them navigate.

If we are going to be of value, we need to be open to being a helper on several dimensions. I (JT) work with a Chinese American client who comes to see me because he had panic attacks during which he felt a loss of control. This man had lived in New York for over 30 years, but he still feels helpless in the city. It is literally true that there is much in his life over which he has no control. For instance, he has been paying union dues each month for years, but he has never fully understood his union benefits. As his therapist, I could choose to focus in a narrow way on the panic symptoms, or I could figure out some concrete ways to help him establish real control. I can do a very simple thing, such as helping him to ask for a Chinese translator so he can learn to utilize his job benefits. I also need to stay aware of when I’ve overstepped the professional boundaries of a clinical psychologist, and when I need to consult a caseworker to address concrete social service needs.

We worried that clients might be less able to engage with us because we were from a different country; however, on the contrary, we’re finding that this often facilitates the relationship. Some of our clients from Mainland China admire Hong Kong because they think it’s more prosperous—they ask us about Hong Kong films and are fascinated by...
Hong Kong wealth. They are curious about our family backgrounds and our neighborhoods. Sharing details about Hong Kong while clearly hearing their immigration story is so much more than initial engagement of clients; it’s often an essential part of the therapy.

One of us (JT) had an elderly client with paranoid schizophrenia, isolated and insecure since his immigration 20 years ago. Mental illness profoundly increased his sense of stigma and isolation related to immigration. Even after 20 years, he felt like an isolated stranger who did not truly belong in the United States. One day we had a talk about the streets he used to walk on in his neighborhood in Hong Kong. I hoped to stimulate deeper dialogue by sharing old postcards of the city. While looking at them, he smiled and said, “I know Wan Chai…yes, I know the old airport.” Just sitting together and talking about his past, we could access memories and emotions of his origin, images of the man he used to be and how much better he functioned in Hong Kong, when he could still work in a factory. Because we could both relate to memories of his old world, I could help him experience a time when he belonged and a place where he had a sense of connection and a sense of competence. By utilizing these images, I could help him begin to reach out to make friends in New York. I learned that even if I am a recent immigrant and he immigrated 20 years ago, he is never far from his immigrant identity and history. Many of our immigrant clients have still have difficulty finding a place for themselves. As therapists, we can function as a cultural bridge to help clients access who they were and to lead them to more fully inhabit their current lives.

At Hamilton-Madison House, one of most important ways we build bridges with clients is to communicate with them in English, Mandarin, and Cantonese. Considerable literature has noted that clients’ therapeutic communication in other than their primary language profoundly affects how emotions are felt and expressed. Mandarin is the most common language in China and internationally, with over a billion speakers worldwide, and Cantonese, our native language, is the language of Hong Kong and surrounding regions. Although Mandarin is not the first language for most Chinatown residents (immigrants from Hong Kong and the Guandong province speak Cantonese; those of the Fujian province speak Foochow as a first language), Mandarin is quickly becoming the lingua franca for the community. In a typical day at the Chinatown Community Consultation Center or PROS, we transition seamlessly between our three languages.

Working with immigrant families, one observes the process of acculturation played out in the language of children, parents, and grandparents. When we work with only the children, we usually use English, although they often know some Mandarin and Cantonese. Family sessions are usually conducted in Mandarin. Coming from Hong Kong, we had never considered that working in New York’s Chinatown would be the best way to improve our Mandarin skills! Therapeutic groups often involve a complicated jumble of languages, and in a single 45-minute group session, we’re often speaking all three of our languages. Professionals who practice monolin-
gually are not aware that multilingual practice can also drain a therapist’s energy, focus, and concentration. Sometimes it’s funny when we get confused, as when we are trying to speak to someone in Cantonese and it comes out in English! This is in addition to the fact that group therapy participants may vary in their level of functioning; indeed, some are very verbal while others barely speak two or three words in response to a question, requiring that we gear our comments to each client’s ability to process and comprehend. As we become aware of both language and the diverse cognitive and emotional states of our group therapy clients, internally, we do translation on several levels at once.

**Unique Features of American Psychological Practice**

The Hong Kong Psychological Society publishes a code of professional conduct that is briefer but similar in content to that of the American Psychological Association, and of course there are many local regulations related to mental health practice, but even then we were surprised by the much more extensive regulations related to the work we do in the United States, especially regarding documentation. In Hong Kong, we were required to do a formal bio-psycho-social intake for most clients, which could typically be written up in a page or less, with brief follow-up notes. However, we quickly learned that for a state or federally funded program in the United States, legal and liability issues must be addressed through extensive documentation. Here, it is necessary to describe everything in measurable terms, to provide detailed treatment plans and intake and diagnostic reports, case notes, progress notes and termination reports. Every objective in the treatment plan must be addressed and monitored. Every client requires a diagnosis, even if it’s an adjustment disorder, and we’ve learned that even if an Axis II disorder is present, an Axis I diagnosis is necessary for the client to be eligible for services. In Hong Kong, because there is much less emphasis on the medical model of psychotherapy; there is less diagnosis in general and far less emphasis on documentation. Another unique feature of our practice here is the complexity of the professional network we interact with each day. When we provide therapy for a child, we need to be in contact with the child protective services worker, with the child’s teacher, and with the school principal. We need to have family sessions with the client’s parents. We need to provide services and to coordinate services. In Hong Kong, the psychologist provides services in a more isolated fashion. There, often it is the social worker who speaks with the family and school, while we focus on the psychotherapy.

In our Hong Kong placements, we rarely had a psychiatrist on site. At Hamilton-Madison House, we work collaboratively with psychiatrists to track medication effects and side effects and compliance with medication and other features of the treatment plan such as attending therapy and rehabilitation sessions. Compliance in general is an issue of greater concern and interest. Teamwork is part of daily practice.

**Finding our Professional Identity**

During this year we have consolidated our professional
identities as doctoral-level clinical psychologists. Because the field of clinical psychology at the doctoral level is less well established in Hong Kong, neither the public nor the wider mental health community fully understand how to integrate the skills of clinical psychologists into the mental health system. If one trains in a Hong Kong clinic in which there is already a psychologist on site, one’s role is clearer, but if only mental health counselors or social workers are employed there, other professionals don’t always understand our training or qualifications. In Hong Kong, we have to clarify and establish our role. In some of our practicum settings in Hong Kong, social workers were not willing to give us difficult cases, because they were afraid we might do something wrong. Here, we have found that we can smoothly join the therapeutic team. Our colleagues almost immediately accept us as a collaborator, and we are expected to step in and use our expertise.

This year, I (GW) have learned to be much more vocal in interdisciplinary meetings. In my training sites in Hong Kong, there were fewer case conferences, and I never said much at any of them. As a psychology trainee in Hong Kong, I would be reticent to express a strong opinion, because that could be seen as challenging the authority of the psychiatrist or the social worker who directed the site. Here, at case meetings, my supervisors and colleagues encourage me to speak up. If I am too quiet, someone will ask, “Ginette, what do you think about this?” Here I am a doctoral level intern among master’s level interns, and I am expected to contribute my professional opinion, and to begin to assume authority among master’s level interns, and I am expected to contribute my professional opinion, and to begin to assume authority and leadership.

Perhaps because we now feel more secure in our professional roles and in the confidence and support of our supervisors and colleagues, we feel more comfortable sharing our deeper feelings about our clients. In Hong Kong, I (GW) felt that even if I was hearing about a very sad case, it was not appropriate to cry; in the United States, it is acceptable to have a strong emotional reaction, to acknowledge it and use one’s reaction to better understand the client. I even feel more comfortable openly acknowledging my strengths and skills, which culturally, is new for me. We feel grateful for the opportunity to do our internship year abroad in the States, a year that has truly helped us continue to craft our professional identities. We would like to express special thanks to our Training Director Dr. Stanley Graham, and our supervisors Dr. Pei-Chen Hsu, Dr. Mary Vu-Nguyen, and Dr. Angela Yeung.

References

Beyond Fulbright: New Opportunities in International Psychology

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Why was the American Psychological Association (APA) so slow to recognize “international psychology” as a new specialty, when it chartered its Division 52 in 1997? Why is this vibrant new specialty now a rich source of so many new opportunities for psychologists of all sorts: students, faculty, practitioners, scientists, and activists? To address these two questions, this data-based article reviews four points: (1) the fascinating multi-national origins of psychology in the 19th century; (2) the slow recognition of international psychology as a specialty in the USA in the 20th century; (3) the current diversity within international psychology in the USA in the 21st century, from the United Nations to academe; (4) the wide array of emerging international opportunities today for U.S. psychology teachers, researchers, practitioners, and students.

International psychology. In its origins, the field of psychology could not have been more multi-national at every turn. Today, we universally recognize the University of Leipzig in 1879 as the birthplace of psychology, when Professor Wilhelm Wundt (1832-1920) formed the first “psychology laboratory,” which quickly grew from 4 to 14 rooms in the University (Misiak & Sexton, 1966). Yet the fertile seeds of this new science simultaneously sprouted across the Western world, so quickly that within just two years Polish parapsychologist Julian Ochorowicz (1881) was already calling for a world psychology congress to gather scientists across many nations and specialties (Benjamin & Baker, 2012). And what a magnificent First World Congress of Psychology it was, as the stars came together in 1889 during the larger International Exposition in Paris: the tenth anniversary of Wundt’s lab coincided with the building of the Eiffel Tower to mark the 100th anniversary of France’s gift in 1789 of the Statue of Liberty to the USA. Imagine being among that inspiring assemblage of 204 delegates from 20 nations, including...
By every measure, psychology in the 20th century flourished far more in the USA than in any nation. For most of the 20th century, well over half of the world's psychologists lived in this one nation. Figure 1 shows the stunning growth of U.S. psychology education, especially after 1950: (1) The number of BAs increased 900%, from 9,569 in 1950 up to 92,587 in 2008. (2) Masters degrees increased 1,600%, from 1,316 in 1950 up to 21,431 in 2008. (3) Doctorates rose over 1,800%, from 283 in 1950 to 5,296 in 2008. (4) Psi Chi honor society life memberships tripled, from 157,812 in 613 chapters in 1985 up to 582,152 in 1,098 chapters in 2009. (5) In U.S. high schools, Advanced Placement Psychology exams increased over 5,000%, from 3,914 in the first year of 1992 up to 210,000 in 2010. Psychology has grown into the most popular major on U.S. college campuses, with close to two million introductory courses per year, and 4 percent of all men and 6 percent of all women majoring in psychology (Takooshian & Landi, 2011). By 1984, an estimated 80 percent of all the world's psychologists were living in the USA (Sexton & Misiak, 1984), and this imbalance in world psychology naturally extended beyond the number of psychologists to related indicators—government/private funding, organizations, publications, training/credentialing, student involvement.

Wundt and Helmholtz from Germany, Galton and Bain from UK, Lombroso from Italy, James and Jastrow from the USA, Binet and Ribot from France (James, 1889). (See also www.psycom.org/148.html). The 1889 conference had four tracks: (1) hallucinations, (2) hypnosis, (3) heredity, and (4) muscular sensations.

U.S. Psychology. By every measure, psychology in the 20th century flourished far more in the USA than in any nation. For most of the 20th century, well over half of the world's psychologists lived in this one nation. Figure 1 shows the stunning growth of U.S. psychology education, especially after 1950: (1) The number of BAs increased 900%, from 9,569 in 1950 up to 92,587 in 2008. (2) Masters degrees increased 1,600%, from 1,316 in 1950 up to 21,431 in 2008. (3) Doctorates rose over 1,800%, from 283 in 1950 to 5,296 in 2008. (4) Psi Chi honor society life memberships tripled, from 157,812 in 613 chapters in 1985 up to 582,152 in 1,098 chapters in 2009. (5) In U.S. high schools, Advanced Placement Psychology exams increased over 5,000%, from 3,914 in the first year of 1992 up to 210,000 in 2010. Psychology has grown into the most popular major on U.S. college campuses, with close to two million introductory courses per year, and 4 percent of all men and 6 percent of all women majoring in psychology (Takooshian & Landi, 2011). By 1984, an estimated 80 percent of all the world's psychologists were living in the USA (Sexton & Misiak, 1984), and this imbalance in world psychology naturally extended beyond the number of psychologists to related indicators—government/private funding, organizations, publications, training/credentialing, student involvement.

Yet in proportion to its rapid growth, U.S. psychology in the 20th century was slow to embrace “international psychology.” For example, it was only in 1997 that APA chartered International Psychology as a specialty Division 52—after two decades of unsuccessful petitions. Though APA was formed in 1892, it was only 107 years later that it registered as a non-governmental organization (NGO) with the United Nations in December 1999 (Takooshian & Shahinian, 2008). One landmark study compared the leading journals in 20 scientific disciplines to gauge the percentage of citations to U.S. authors, and found that psychology was #1 among 20 scientific disciplines with 70% of US citations, compared with chemistry at #20 with 37% (May, 1997). This long-standing imbalance was so evident that in the 1984 Eastern Psychological Association (EPA) meeting in Baltimore, EPA President Virginia Sexton asked this pointed question in the title of her Presidential address: “Is American psychology xenophobic?”

This picture changed by the turn of the 21st century, for at least two reasons: (1) There was a meteoric growth of psychology outside the USA since the 1990s, so that by 2007 fewer than half of all psychologists lived in North America (Stevens & Gielen, 2007). (2) After 1997, U.S. psychology quickly came to embrace international psychology. In APA, for example, CEO Ray Fowler cautioned students that “new psychologists who do not have the benefit of a sophisticated orientation to international issues will be severely handicapped in their career options” (2000, p. 12). It is to the credit of the Eastern Psychological Association, that it was the first of 7 regions to recognize international psychology as a specialty in its programming in 2003.

Breadth. As U.S. psychology turned the corner in the 21st century, to return to its international roots, we see a marvelous breadth within U.S. international psychology, which crosses all areas of our discipline: science, practice, education, consultation, and advocacy. At the United Nations, a dozen psychology NGOs now work together as a two-way conduit of information between APA and the United Nations. Within APA central office, the Office of International Affairs (OIA) offers an array of resources, including its own bimonthly magazine and website (www.apa.org/international). The APA Division of International Psychology marks its fifteenth anniversary in 2012-2013, offering its own array of activities, including semi-annual conferences, committees, its quarterly International Psychology Bulletin (since 1997), and now its peer-reviewed journal, International Perspectives in Psychology: Research, Practice, Consultation (since 2012).

Psichi warrants special note here, as an exemplar of the wonderful interplay that is possible between U.S. and international psychology. Psi Chi was founded in New Haven CT on September 4, 1929, by two U.S. students who saw this Ninth International Congress of Psychology—the first congress hosted by the USA—as an ideal occasion to launch their U.S. student group (Hogan & Takooshian, 2005). Since 1929, the National Honor Society in Psychology grew to become the largest U.S. honor society in any field, with 600,000 life members in 1,100 U.S. chapters. In 1999, Psi Chi inspired the formation in Europe of the International Student Psychology Organization (IPSO) (Van Rossen, McCasin-Rodrigo, & Ovusu-Banahene, 2002). On its 80th anniversary in 2009, Psi Chi itself voted to “go global”—becoming a model to other U.S. honor societies by extending membership to students and faculty in schools outside the USA (Takooshian, Young, & Prohaska, 2009).

Opportunities. Happily, as U.S. psychology internationalizes in the 21st Century, so do the number of wonderful global opportunities of all sorts for U.S. students and profes-
sionals: funding, organizations, publications, training/credentialed, teaching, research, and humanitarian efforts (Takooshian & Stambaugh, 2007).

Surely the most long-standing of these global opportunity is the U.S. Fulbright program. Since U.S. Senator J. William Fulbright raised this program from the still-warm ashes of World War Two in 1946, it has grown each year. “It is difficult not to be impressed by the Fulbright Programs’ list of grantees--43 Nobel Prize laureates, 78 Pulitzer Prize winners... and 28 heads of state” (Riess, 2011, p. 27). Fulbright now sends 1,100 U.S. scholars from 500 institutions annually for teaching or research overseas. From 2006-2011, Fulbright sponsored 175 psychologists, sending 96 out to 64 nations, while bringing 79 into the USA (Riess, 2011). Division 52 has documented the deep impact of such Senior Fulbrights on psychologists’ careers and lives (Takooshian, Stout, Riess, Ajrouch, Halpern, Hollander, Jeshmaridian & Wedding, 2011), and a separate junior Fulbright program has long been doing the same for undergraduate and graduate students.

Beyond Fulbrights, an increasing number of programs fund global activities. Data from the Foundation Center finds that “funding for international projects rose by 34% between 1990 and 1994, from $508 million to $679 million... U.S. foundations... are ‘going global,’ up from 47% in 1994 to 63% in 2001” (Takooshian & Stambaugh, 2007, p. 374). A 2012 survey for Division 52 compiled a sheet of over 40 global funding sources for students and professionals--a resource sheet that is available from the author on request: amnestout@aol.com. At APA, its OIA has compiled a list of over 100 international psychology organizations that welcome student and/or professional participation. Award-winning psychologists like Chris Stout and Ani Kalayjian now offer rich websites for those interested to serve in global humanitarian projects, at www.centerforglobalinitiatives.org, and www.meaningfulworld.com.

From its start, the 21st Century marks a new chapter in the partnership of U.S. psychologists with their colleagues in the other 192 nations. In its 15 years, APA Division 52 has emerged as an essential resource for all those U.S. psychologists and students interested to pursue the expanding array of opportunities for global study, teaching, research, and service work.

References


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ATOP Organizes a Symposium at the United Nations on Preventing Genocide
12 April 2012

Natalia Avendano-Garces
ATOP Intern

New York, NY - On Thursday, 12 April 2012, the Armenian American Society for Studies on Stress and Genocide (AASSSG) partnering with like-minded organizations, will
Current Issues Around the Globe, Announcements, and More

Hold its annual symposium on Preventing Genocide at the United Nations from 3-6 P.M. This year’s symposium is entitled, “Nations Acknowledging Their Dark History: Psychological, Economic and Cultural Perspectives,” which will take place in Conference Room E, North Lawn Building, at the United Nations Headquarters in New York City.

The symposium will start with a film entitled “The River Ran Red.” After the debut, Dr. Kalajjian, the Chairperson of this symposium, will present an overview of the topic, reviewing atrocities of our last century, sharing some recommendations, and then introducing the presenters.

Ms. Carla Garapedian, PhD, Director of Armenian Film Foundations, will receive AASSSG’s 2011 Outstanding Achievement Award. She is the narrator of “The River Ran Red” and the Project Leader for the Armenian Film Foundation’s project to digitize a rare collection of 400 Armenian genocide survivor interviews for Steven Spielberg’s Shoah Foundation Visual History Archive, which holds 52,000 Holocaust survivor interviews.

This unique project will make available, for the first time, the testimonials of Armenian genocide survivors to universities around the world. She made her name as a Director with “Lifting the Veil” -- the film about the brutal treatment of women in Afghanistan. In “Dying for the President” she made world headlines in 2000 by documenting the Russian army’s single worst war crime in Chechnya. She also made headlines with her 2005 film, “My Friend the Mercenary,” about the attempted coup in Equatorial Guinea, linked to Mark Thatcher and the notorious mercenary, Simon Mann. Garapedian’s acclaimed documentary about North Korea, “Children of the Secret State,” detailed starvation and human rights abuses in that secretive country. In “Europe’s Nuclear Nightmare” she investigated some of the world’s most dangerous nuclear reactors. Her film, “Iran Undercover,” about the underground student movement in Iran, won the Edward R. Murrow award in 2005, as part of the PBS Frontline World series. Los Angeles Times describes her work as -- “Documenting Truth in Dangerous Places.” Her presentation will focus on “Acknowledging the Genocide of Armenians: Economic Challenges and Recommendations.”

Our next speaker, Prof. Ervin Staub, is a Professor Emeritus and Founding Director of the doctoral program in the psychology of peace and violence at the University of Massachusetts at Amherst, USA. He has studied the roots of altruism, the origins of genocide, violent conflict, terrorism, and their prevention, psychological recovery and reconciliation. His books include the two volume “Positive Social Behavior and Morality;” “The Roots of Evil: The Origins of Genocide and other Group Violence;” “The Psychology of Good and Evil: Why Children, Adults and Groups Help and Harm Others;” “Overcoming Evil: Genocide, Violent Conflict and Terrorism” (2011) and a number of edited books. He conducted many projects in field settings, from promoting altruism in children to seminars/trainings and educational radio projects in Rwanda, Burundi and the Congo to promote psychological recovery and reconciliation, to Training Active Bystanders in schools to prevent harmful behavior by students. He received awards for life-long contributions to peace psychology, for distinguished contributions to political psychology, for distinguished scholarly and practical contributions to social justice, a prize for work on international and intercultural relations. His presentation will focus on his book “Overcoming Evil: Preventing Genocide and Creating Peaceful Societies.” The book describes central principles of the origins of violence between groups, and of prevention and reconciliation, and both the generality and specificity of these principles across types of violence and situations. The book connects knowledge about the origins of the kinds of mass violence it describes, which has been the primary focus of attention in past work, with principles and practices of prevention.

“Overcoming Evil” is considered a brilliant and original work on the sources of violence, prevention of genocide, and reconciliation after genocide.

The third speaker, Prof. Dennis R Papazian is professor emeritus of the University of Michigan, where he taught and engaged academic administration from 1962 to 2004. He is the founding Executive Director of the Armenian Assembly of America in Washington, D.C., where he also served as a Scholar-Diplomat with the US State Department. He is also the founding director of the Armenian Research Center at the University of Michigan-Dearborn. He is a noted expert on genocide, has written extensively, and has lectured on genocide and international relations on four continents. Some of his work includes “Misplaced Credulity: Contemporary Turkish Attempts to Refute the Armenian Genocide,” Armenian Review, Spring/Summer 1992, Vol. 45, No. 1-2/177-178, pp. 185-213, and “Modern Genocide: The Curse of the Nation-State and Ideological Political Parties: The Armenian Case,” Idea: The Journal of Social Issues 7, No. 1 (2002). He recently visited ancient Armenian sites in present-day Turkey.

For well over 20 years, AASSSG has been faithfully dedicated to researching, recognizing, resolving and healing the traumas resulting from genocide by organizing educational conferences at Fordham University, John Jay College, CUNY, and now proudly at the United Nations. Our mission is to inform and empower grassroots’ support for discovering new avenues in the quest for finding solutions to the engrained historical and psychological issues associated with Genocide.

AASSSG also sponsors the annual Krieger Essay Contest open to High School and College students, writing about what Genocide means to them. A highlight of the symposium.
is having the students read excerpts from their award-winning essays.

Special gratitude to our cosponsors: The Permanent Mission of the Republic of Armenia to the United Nations, Association for Trauma Outreach & Prevention (ATOP), Meaningfulworld.com, The Armenian Constitutional Rights Protective Centre of Armenia, Armenian American Society for Studies on Stress & Genocide (AASSSG), The Armenian General Benevolent Union, Knights and Daughters of Vartan, the Tekeyan Cultural Association, and Voices for Freedom.

Special gratitude to our organizing committee members: Dr. Ani Kalayjian, Dr. Edmund Gergerian, Dr. Siroon Shahinian, Mr. Harry Milian, Jennifer De Mucci, and Katherine Kaze. Kindly contact Katherine by 7th April to receive a required United Nation ID: k kazemeaningfulworld@gmail.com.

Founded in 1990, the Association for Trauma Outreach & Prevention (ATOP) partners of Meaningfulworld.com has achieved international recognition as a leader in training humanitarian outreach volunteers as well as responding to two decades of global and local disasters. ATOP is committed to global education promoting state-of-the-art scientific theory, peace and consciousness research, and the development of technical skills to train mental health professionals, teachers, psychologists, art therapists, nutritionists, alternative medicine practitioners, clergy, nurses, mediators, interfaith ministers, and lay persons committed to service. Meaningfulworld Humanitarian Outreach teams make a daily difference in people's lives helping to transform tragedy and trauma into healing through post trauma growth, guidance and meaning-making through a new world view. Ask yourself...Ask your friends...What makes your world more meaningful?

Our Motto: When one helps another BOTH become stronger

The Youth Empowerment Program of ATOP Meaningfulworld: New Approaches to Transform Bullying and Empower Youth

Ann Rizzuto, Dr. Ani Kalayjian, Jennifer DeMucci, and Michele Gonen

The Association for Trauma Outreach and Prevention (ATOP) at Meaningfulworld.com developed the Youth Empowerment Program (YEP) as a response to the national bullying crisis. A study conducted by the U.S. Departments of Education and Justice (2010) found that in 2007, 32 percent of students said they were bullied at school and 4 percent of students stated that they had been cyber-bullied. Other studies have cumulatively found that 9-73% of students reported that they have bullied another child and 2-36% of students said that they were the victim of bullying behavior (Novick, 2011). These statistics are problematic because there are many negative consequences associated with bullying both for the victim and the bully.

The negative consequences for victims are short- and long-term and can range in severity. These consequences include many psychological issues, such as anxiety, depression, psychosomatic symptoms, difficulty sleeping and suicidal ideation, suicide attempts, and suicides. In addition, these consequences also involve physical effects including scars and damaged property, and behavioral issues, such as avoidance of school in general or particular areas of school, which can later lead to issues with academic functioning (Rigby 2001; Leff, 2007).

There are also some negative outcomes predicted for those who bully. Bullies were found to be at increased risk for substance abuse, court involvement, and criminal behavior by age 23. Another study found that bullying predicted antisocial personality, and depressive and anxiety disorders. Furthermore, in this same study, bullies that are also victims were predicted to have antisocial personality and anxiety disorders (Novick, 2011).

This program is developed as an immediate resource for students in the New York City and Tri-state area that can occur in conjunction with the White House's National Anti-Bullying Campaign that stresses bullying interventions at the individual level in addition to state and federal legislatures that target bullying.

The main goals for the ATOP Youth Empowerment Program (YEP) are to diminish bullying, to increase awareness about the harmful consequences of bullying, to promote: positive growth and empowerment through relationship building, to build non-violent communication, Emotional Quotient (EQ), and to improve self-esteem. The YEP provides students ages 7-16 with useful tools to cope as a victim, bully, and/or bystander. Other goals include developing skills for
empathy, increasing trust, improving relations among the students in each class, and empowering students to seek help when faced with a difficult or challenging situation.

The Youth Empowerment Program is designed as a weekly or bi-weekly program in New York City schools that began with a 5-week summer program in 2011, and due to a big demand has extended into the new academic year. The program offers psychosocial education through conversations and activities that students engage in, covering topics such as: prevention of bullying, improvement of self-esteem, expression of emotion, empathy, team building, bystander intervention, assertiveness, sharing, and healing. Additional topics may include body image, suicide awareness/prevention, stress management, coping with academic pressures, and peer pressure. Sessions are tailored to the dynamics of each specific classroom as well as the needs of individual students.

Each session consists of a combination of discussions, activities, crafts, role play, physical release, and occasionally PowerPoint lectures and films. The schedule and topics are tailored to the needs of each individual class, with a focus on increasing awareness of the dangers of bullying and promoting positive growth and empowerment through relationship building, non-violent assertive communication, and increased self-esteem. The first sessions are geared towards team building, developing trust, and improving relations within the class as well as building rapport between the students and the facilitators. The following sessions focus on expressing feelings and developing empathy, later sessions focus on the importance of bystander intervention, and non-violent communication. Mind-body activities focusing on mindfulness, breath work and physical release to regulate stress and anger are incorporated within each session. This holistic integrative approach is based upon the seven-step Biopsychosocial and Eco-Spiritual Model developed by Dr. Kalayjian (1990, 2002). The model integrates seven different theoretical approaches for healing, and meaning-making. The model has been incorporated in ATOP Meaningfulworld’s monthly certificate trainings, as well as in response to trauma and conflict in over 35 calamities around the globe. In addition, the model has modifications for children.

The YEP program has been successfully implemented in three public schools in the New York City area. All schools are self-contained special education schools, in which the majority of children display attention difficulties, emotional disturbances and learning disabilities. The children in the schools range from first through eighth grade. The majority of these children are of low socioeconomic status and nearly all of the children are of Latino or African-American descent. The children in this program have suffered from a very young age the hardships of poverty, abuse, abandonment, and neglect and some of them currently live in shelters or foster homes. Their life experiences, in addition to a myriad of other factors, have shaped their behavior, sometimes in negative and destructive ways. Despite these challenges, the children are able to reach out to their teachers and counselors for support and guidance, which is so desperately needed. The desire for these children to be heard and understood has come through within the 5-week pilot summer program and thus far in our year-long program. Initial challenges of fleeting attention and disruptive behaviors eventually gave way to meaningful discussions about bullying and shared feelings, completing the majority of planned activities.

The first session of our 5-week program was mainly an introduction to the program and the overall topic of bullying. We began with a pre-program assessment that measured empathy and self-esteem. Results from the assessment showed a generally low level of empathy, while self-esteem generally fell either in the high range or the low range with few scores in the middle. After the assessment was given, we opened up a discussion about what bullying is and asked for the children to share experiences in which they had witnessed, participated in or had been victims of bullying. The majority of the children shared experiences of witnessing bullying and some of them stated that they had physically intervened when they saw another peer being bullied. This led to a brief discussion about alternative actions that the students could take if they saw someone being bullied; telling an adult and using words instead of fists, were a few suggestions that came up. While several of the students participated, there always seemed to be one or two students that dominated the conversation. It is interesting to note that the school personnel later stated that these students were the ones who were actually the bullies. We ended our first session with a drawing activity where students could draw their first hand experiences related to bullying. Many of the students drew pictures of other individuals being bullied.

The second session was geared toward activities that would be helpful in enhancing empathy. In the first class, which was a 6th grade class, we asked students to write down experiences that they have had that generated any type of strong negative feeling. The activity then involved one of the group leaders reading the student’s expressions and having the class discuss how that individual might have been feeling. Overall, this activity resulted in acting out behaviors such as cursing, name calling, straying off task, saying inappropriate comments, laughing nervously, etc. It quickly became evident that this group was extremely uncomfortable to share their negative feelings, so they acted out or laughed off their frustrations. Despite these issues, there were still a couple of students that expressed their feelings appropriately and in a rather eloquent manner. The following is an example of what one student wrote: “One experience that I felt when I was bullied was rage. When I felt rage I felt like breaking everything I saw. I even disrespected my father because he was tickling me trying to make me laugh.” While this activity was challenging for some students, it allowed others to practice identifying and expressing their emotions (EQ).

Within the third session, group leaders explained the importance of identifying one’s feelings, improving one’s Emotional Intelligence (EQ). For the next class, index cards with pictures of various facial expressions were distributed and each child then was asked to identify the emotion and provide a rationale as to how they came to that conclusion.

In the first group, a group of fourth and fifth graders, the
children shared some scenarios, e.g., someone being hit or a parent being taken away. Some of the children had difficulty identifying emotions, which may have been partially due to their developmental and cognitive challenges. Both groups derived synonyms for emotion words with ease. Afterwards, the children drew or wrote about a situation incorporating a strong negative feeling. While the goal was to focus on a personal experience, many drew or wrote about a hypothetical one.

For the second group, a group of sixth graders, the exercise was focused on a bullying situation. Some of the situations mentioned were about someone stealing a bike, someone hitting another person, etc. The discussion also brought up the possibility of experiencing more than one negative emotion simultaneously. In recalling a situation of bullying, children were encouraged to take on the perspective of both bully and victim in order to facilitate an understanding of empathy, physical role playing was used to illustrate this point.

Another session focused on various ways the children respond if they were a victim or bystander of bullying. While some students mentioned telling an adult, many students talked about physically beating or punching the bully and running away without thinking of consequences. Positive and negative consequences of these actions were then discussed. Students were encouraged to come up with more healthy, non-violent ways of responding. They then came up with more socially acceptable behaviors such as being assertive or getting help from different types of authority figures, such as teachers in school setting, or the police outside of school hours. Students were forthcoming in providing examples of bystanders responding to bullying situations in their neighborhoods. In addition, students were asked for strategies they would implement to decrease their anger or frustration in order to prevent themselves from bullying others and continuing the vicious cycle of violence. Children mentioned such strategies as listening to music, playing in the playground, taking deep breaths, walking away, and counting.

Diaphragmatic breathing and muscle relaxation was taught, modeled, and practiced with the students. At the end of the five-week semester, students were given the empathy and self-esteem questionnaires once again for comparison. The feedback from the teachers and students was overwhelmingly positive and the children reported that they enjoyed the discussion topics, role plays, and rewards for appropriate behavior.

The school year long program began in mid-September and our sessions so far have included assessment of the severity and types of bullying that currently occurs in each of the schools, a discussion about empathy and expression of personal emotion, and a discussion about suicide related to bullying. The story of Jamey Rodemeyer, a gay teen from Buffalo, New York who had committed suicide as the result of incessant bullying, was shown to students to illustrate the dangers of bullying. Information on suicide prevention and how to get help was also provided to each student. Our sessions have also included exercises for physical release through movement, such as yoga stretches, dancing, and laughter yoga, that the students have seemed to enjoy.

We assessed the severity and types of bullying students have experienced by giving each student a questionnaire. It seemed that many of the students were able to accurately identify themselves as the bully, the victim, or the bystander. Many of the students that identified themselves as bullies were honest about how often they engage in it and how they feel about it. One student said “I don’t know why, but I just like to bully.” Other students that identified themselves as victims or bystanders made comments, such as “bullying is wrong and will not get you anywhere in life” and “if you bully, a bigger person will bully you.” Overall, it is clear that the students are very aware of the role they play in the bullying continuum. This is a promising place to start because it shows that these students are insightful (not in denial) about their role.

Our suicide prevention discussion had a positive impact on many of the children, learning the lessons from the Jamey Rodemeyer case. Students shared their own personal experiences with suicide. One boy discussed his own feelings of suicide that he had a couple of years ago because he was bullied, but he stated that the bullying has stopped and he no longer has those feelings. Another boy discussed how his brother committed suicide because he had been bullied so much and went on to explain how it has affected his behavior. In another class, we found that even the students with the most problematic behavior were able to empathize with Jamey and could articulate what he must have been going through. In this discussion, we also reiterated the idea of tolerance and respect for all people reinforcing the United Nations Declaration for Human Rights.

We have received several other calls from different schools for similar outreach. With support and more interns, ATOP Meaningfulworld will be ready to take on more schools and communities, as well as expand the support to teachers, and parents. Our observations also revealed that many teachers were stressed and occasionally reactive, while others were very empathic and supportive. Monthly supportive groups are recommended for parents and teachers.

The Youth Empowerment Program (YEP) is a division within the Association for Trauma Outreach & Prevention (ATOP) at Meaningfulworld. The overall mission of the organization is “to foster a meaningful, peaceful, and just world in which every individual enjoys physical, mental, social, ecological, and spiritual health.” The program is spearheaded by Founder & President Dr. Kalayjian and Chaired by Ann Rizzuto, a Professional Diploma Candidate at Fordham University, and groups are conducted with the assistance of Jennifer DeMucci, Vice President of ATOP and School Psychology Doctoral Candidate at St. John’s University, Michele Gonen, ATOP Intern and Clinical Psychology Doctoral Candidate at Hofstra University, Ursula Galarcep, ATOP’s Secretary, and Andre Draughn, ATOP Intern, and student at Montclair State University.

ATOP Meaningfulworld expresses gratitude to schools, principals, psychologists, teachers, staff, and other concerned
individuals who assisted in making this program a success.

For more information visit www.meaningfulworld.com.

References

Psychologists Celebrate the 5th Annual Psychology Day at the United Nations

New York, NY, April 9, 2012 - Psychologists who represent NGOs (non-governmental organizations) at the United Nations will hold the 5th Annual “Psychology Day at the United Nations” on April 19, 2012.

The theme of this year’s conference is “Human Rights for Vulnerable People: Psychological Contributions and the United Nations Perspective.” The topic was chosen because achieving human rights is an ongoing major mission of the United Nations and its extended community. The meeting will be held at the UN Church Center located at 777 UN Plaza on First Avenue and 44th Street, across the street from UN headquarters in New York City, from 12:30 p.m. to 4:30 p.m.

“Psychology Day at the United Nations” is an annual event sponsored by psychology organizations that have Non-Governmental Organization (NGO) status with the UN Department of Public Information (DPI) and the UN Economic and Social Council (ECOSOC). The event offers UN staff, ambassadors and diplomats, NGO representatives, members of the public and private sectors, students, invited experts, guests, media and other stakeholders, the opportunity to learn what psychologists contribute to the United Nations, to exchange ideas and to establish partnerships on global issues.

“Psychology plays a major role in achieving the global goals of the United Nations as well as of civil society,” says Martin Butler, Ph.D., Co-Chair of the 2012 Psychology Day and NGO Representative to the United Nations for the International Association of Applied Psychology. “We are very pleased that this year’s Psychology Day brings many academicians and advocates together with UN staff to exchange psychological principles and United Nations perspectives on the crucial topic of human rights for vulnerable peoples.”

Contributions from Psychology to the UN Agenda on Meeting the Human Rights of Vulnerable People are Offered

A planning committee session for Psychology Day at the UN

Three panels will be held. The panel on “Psychosocial Well-Being of Refugees” features Ms. Grainne O’Hara, Senior Policy Advisor for the UN High Commission for Refugees (UNHCR); as well as Adeyinka Akinsulure-Smith, Ph.D., originally from Sierra Leone and currently Assistant Professor of Psychology at City University of New York; and Katherine Porterfield, Ph.D., former Chair of the American Psychological Association Taskforce for Effects of War on Refugee Children and Families Residing in the U.S.. Both Akinsulure-Smith and Porterfield are staff psychologists at the Bellevue/NYU Program for Survivors of Torture.

The panel on “Poverty Eradication in the Lives of Women and Children” features Telma Viale who is the Director of the International Labour Organization in New York and who is also a trained psychologist. Dr. Viale is joined by Stuart C. Carr, author on humanitarian work and Psychology Professor in the Industrial and Organisational Psychology Programme at Massey University in New Zealand; and Winifred Doherty, a social worker trained at University College Cork Ireland, UN NGO representative for The International Association of the Schools of Social Work, and Chair of the UN NGO Com-
Committee on Social Development.

Panelists discussing “Mental Health and Sustainable Development” included Vijay Ganju who is the CEO of the World Federation of Mental Health, an NGO accredited at ECOSOC at the UN; joined by Priscilla Dass-Brailsford, Associate Professor at Georgetown University Medical School; and Richard Dougherty, President of Basic Need US, a non-profit organization focusing on poverty and human rights, with programs in Africa, India, Sri Lanka, Lao PDR, Vietnam, and Nepal.

“Besides the present focus on the topic of human rights for vulnerable peoples, psychology provides research and best practices on a wide variety of important issues. These include ageing, trafficking, domestic violence, poverty, mental and physical health, gender equality and education,” points out Co-Chair of Psychology Day, Janet Sigal, Main Representative to the United Nations for the American Psychological Association.

Past Psychology Days at the UN have addressed the topic of “Psychology and Diplomacy” including “Negotiating Humanitarian Access” and the “Human Aspects of Diplomacy” as well as the topic of “The Role of Psychology in Achieving Universal Access to Education,” specifically focused on projects encouraging STEM education for girls. Psychologists at the UN come from varying specialties, including clinical, educational, social, developmental, counseling, community and industrial/organizational. They participate in various committees and working groups (for example, on the family, migration, technology, human rights, women’s rights, children’s rights, climate change and disaster recovery); advocate at UN commissions (for example, the Commission on Social Development and the Commission on the Status of Women); and design, implement and evaluate original field projects related to the MDGs (for example, on poverty eradication in Haiti and on women’s empowerment in Lesotho, Africa).

Admission to the conference is free. A reception following the sessions will be held at the nearby Alcala Restaurant, 342 East 46 Street.

Psychological organizations co-sponsoring the event include the American Psychological Association (APA), the International Division of the American Psychological Association (APA Division 52), APTMetrics, the Association for Trauma Outreach and Prevention (ATOP), the Institute for Multicultural Counseling and Education Services (IMES), the International Association of Applied Psychology (IAAP), the International Council of Psychologists (ICP), the International Union of Psychological Science (IUPsyS), Psi Chi (The International Honors Society in Psychology), Society for General Psychology (APA Division 1), the Society for Industrial Organizational Psychology (SIOP), and the Society for the Psychological Study of Social Issues (SPSSSI).

For information, visit: www.unpsychologyday.org or contact the Planning Committee Co-Chairs: Dr. Janet Sigal (janet2822@aol.com) or Dr. Martin Butler (butlerpsych@cs.com).
developing remedies and solutions collectively with individu- 
al recognition, and reinforcing the value of integrative, mind-
body-eco-spirit health for empowerment, unity, and peace. Dr. Kalayjian began the conference with a short PowerPoint 
slide presentation of the ATOP’s humanitarian outreach 
around the globe. It was powerful to hear her give the exam-
ple of how “humanity is like a bird, and the two wings are 
one of feminine and the other of masculine. If the feminine 
and masculine are not communicating harmoniously we will 
not be able to fly high!”

The panelists addressed the conference agenda with 
holistic and empirical presentations from healthcare for disen-
franchised populations, mental health and sexual health, ca-
pacity building and community empowerment. This confer-
ence celebrated female empowerment inclusive of humanitar-
i ans goals.

Christine Overton, Ph.D., President and CEO of Hanover 
Area Chamber of Commerce screened a breathtaking film in 
India directing attention to the plight of children, women and 
men who have been afflicted with blindness. Dr. Overton is a 
representative for Desai Eye Hospital in Pune India. The film 
is entitled: “Bringing light to a world of darkness.” In the 
film, Dr. Overton herself was blindfolded to depict the life of 
a blind person. The significance of this was not lost on the 
conference as it brought a singular focus on how change can 
affect all lives with the ideals of one person committed. Inte-
grating visionary insight, business acumen, and experiential 
methodologies she offered a wonderful acknowledgement of 
human evolution. In fact the film helped set the stage for 
caring, gratitude for our senses, supporting and sharing our 
gifts with those underserved and continuing challenges for 
women in India.

Queen Mother Dr. Blakely, also known as the Commu-
nity Mayor of Harlem, shared her insights of living and activ-
ism. She brought significance to the Occupy Wall Street 
movement when invited to participate and was the impetus 
for broadening the populations affected with the inclusion of 
women and ethnic populations often left out. Emotive and 
engaging, she provided a living tapestry of how humanistic 
principles can be applied to trauma inherited from one gener-
atation to another. She also gave her blessings to ATOP and its 
Founder Dr. Kalayjian.

Ms. Latisha Ferrara, MHS was provocative with her 
studies on “Empowering Women through Demystifying Sex-
uality.” Currently, she is a fellow for Worldwide Network for 
Gender Empowerment (WNGE) – one of the cosponsors of 
our conference – and she is completing a grounded theory 
dissertation at Fielding University creating a modifiable cur-
riculum that fits across multiple cultures and adaptable to the 
respective needs of populations; it was designed to help wom-
en understand and overcome the effects of their sexual trauma 
in a safe environment. Creative and infusing the essence of 
femininity, she illuminated triggers of trauma that often mar 
the development of female empowerment. Her theories de-
tailed defining sexual trauma and identifying sexuality as 
fluid. Empowering was her listing of the six cycles of sexual-
ity: 1. Intentionality, 2. Sensuality, 3. Intimacy, 4. Sexual 
Identity, 5. Sexual Health & Reproduction, and 6. Sexualiza-
tion.

The conference attendees represented the global commu-
nity and many were moved to share their own humanitarian 
projects that dealt with female empowerment. A trauma sur-
vivor from the Democratic Republic of Congo was so affect-
ed, that she made an instant connection with Dr. Kalayjian, as 
the DRC has been and will continue to be a mental health 
outreach mission of ATOP in July. The conference room was 
reeling of acceptance, healing and forgiveness. Dr. Kalayjian 
spoke on the necessity of forgiveness and how we can affect
positive change in our mental, physical and spiritual health with one simple act.

Many of the women who attended 8th March, The International Women’s Day demonstration, held before ATOP Meaningfulworld’s conference, dressed in yellow sashes written on them “Women’s Rights are Human Rights.” They shared their acceptance and willingness to heal from within and guide and empower others to do the same. We are thankful for the opportunity to document and experience how women are guiding changes in the global world.

**Gratitude to ATOP Cospersons:** Association for Trauma Outreach & Prevention (ATOP) of Meaningfulworld, Voices for Freedom, Armenian Constitutional Rights Protective Centre, Armenian American Society for Studies on Stress & Genocide, World Wide Network for Gender Empowerment, and Fielding Graduate University.

**Gratitude to ATOP Interns working at the United Nations:** Katherine Kaze, Wesley Beeks, Rebecca Schaffner, Amanda Santiago, Mileka Ackie, and Natalia Avendano-Garcès.

**Association for Trauma Outreach & Prevention,** Meaningfulworld is a not-for-profit 501(c)3 charitable organization founded in 1990 & affiliated with the United Nations Department of Public Information. ATOP has been serving communities in distress locally, as well as internationally in over 30 calamities, presented over 1,500 lectures, workshops and conferences on healing, educating, empowerment, transforming generational trauma, creating peace, and visionary leadership. With its innovative 7-step healing integrative model, the Biopsychosocial and Eco-Spiritual Model, ATOP has successfully treated, trained, and transformed generations. ATOP has over 100 publications, 4 books, 7 films, and an ancestral healing meditation CD.

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**Resolution of the APA-CPA Dues Reduction Agreement**

Dr. Charles J.A. Hayes
Representative of the Association of Psychologists of Nova Scotia to the American Psychological Association’s Council of Representatives

hps@ns.sympatico.ca

The on-going debate about the dues-reduction program that had been mutually established between the American Psychological Association (APA) and the Canadian Psychological Association (CPA) is discussed. The debate initiation and its current status are outlined. It is noted that the association between the APA and psychologists living in Canada has been a long and fruitful one. Descriptions of three former Presidents of the APA are presented.

The Board of Directors of the American Psychological Association (APA) had recommended at the February 2011 meeting of the Council of Representatives (CoR) that all reciprocal dues reduction agreements between the APA and other organizations be rescinded. The APA Membership Committee wished to reconcile many diverse agreements by ending them all and instead offering all APA members a $40.00 reduction in membership dues.

The recommendation was passed in part. However, there was one organization that was segregated from all others as a special case. That was the reciprocal dues agreement with the CPA. The section dealing with the mutual dues reduction between the APA and the CPA was not passed largely because the special status of the Canadian APA members had not been adequately considered.

Dr. Peter Graf, the President of the CPA was granted permission to address the CoR. The Executives of the CPA were led to understand that the Board of Directors of the APA was determined to end all mutual dues agreements. The CPA took a position to advocate on behalf of its members who were also members of the APA.

The CPA had surveyed its members. Dr. Graf reported that there were 1,100 CPA members who also held Fellow, Full or Associate membership in the APA. The CPA survey saw a 40% return. Of those, 87% favored maintaining the existing dual membership fee reduction schedule. However, since the APA Board of Directors wished to end all reciprocal dues agreements this ‘special status’ solution appeared not to be viable.

The Executives of the CPA found that they could not in good conscience support any change in APA Bylaws that would see its Canadian members paying a $100.00 more in
membership dues to join the APA. If the 50% dues reduction was to be rescinded then the APA should allow those CPA psychologists who wished to join the APA to join as Foreign Affiliates.

The reasoning was very simple. Canada was a foreign country and the only non-United States of America country not offered the opportunity of joining the APA as Foreign Affiliates. Dr. Graf observed that travel between the United States and Canada now required a passport. A fact emphasizing that Canada was a foreign nation.

The Canadian experience in psychology is very similar to that found in the United States of America. Individual psychologists may join various fraternal organizations such as the CPA, but membership is not mandatory. Some psychologists value the fraternal relationship provided by national organizations of psychology such as CPA, and their more local fraternal bodies such as the Provincial or Territorial associations of Psychology. There are also special interest groups representing specific schools of thought or interest. Since membership in all such organizations is voluntary, many psychologists choose to belong to none of these fraternal bodies.

For example, there were approximately 800 APA members identified who lived in Canada but who were not CPA members. These APA Members were not surveyed. There were no available figures as to how many Canadian APA members were also members of Provincial Associations of Psychologists.

There was no doubt that the lower fee associated with the Foreign Affiliate status was attractive to some psychologists but for other psychologists there appeared to be more at stake. Some provincial associations of psychology saw their involvement with the APA as something of value. There was concern that if the rules changed pertaining to the membership of APA members in Canada that this change could jeopardize the provincial association’s involvement with the APA. A controversy arose as to the best method of moving this issue forward (see Hayes, 2011).

The CPA does not have a seat on the APA’s CoR, nor would it be appropriate. The CPA like the APA is a national organization and not a subsidiary. However, as noted earlier, the APA has sitting CoR members representing one-half of the Canadian provinces. The provinces with seats are, from West to East: British Columbia, Manitoba, Ontario, Quebec, and Nova Scotia. A sixth provincial association maintains important ties with the APA but does not have a seat on the CoR. That association represents the Province of Alberta. None of the Canadian Territorial Associations of Psychology have seats on the CoR nor do the provincial associations for Saskatchewan, New Brunswick, Prince Edward Island, Newfoundland or Labrador.

Dr. Melba Vasquez, the APA President struck a Board of Directors/Staff work group to meet with the CPA Executives to discuss changes that would be acceptable to both the APA and to the CPA. The CoR was given information at the August 2011 meeting but the item did not come up for a vote. The CPA and the Québec provincial association of psychologists (Ordre des psychologues du Québec) surveyed their members and found that there was support for APA members who were full members of the CPA to join as Foreign Affiliates even though such affiliation would not allow those APA members to hold administrative office or to vote.

The other provinces with ties to the APA argued that in spite of cost savings for Canadian members of the APA the change would have important implications for the APA as an organization representing North American psychologists and for its Canadian members.

At the February 2012 CoR meeting the APA Board of Directors asked the CoR to support changes to the APA Bylaws, Article 11, Section 12, thereby opening the Bylaws for a vote of the members to allow Canadian members to join as Foreign Affiliates.

The Council of Executives of State Provincial Psychological Associations (CESPPA) in a written submission to the CoR, argued against the Board of Director’s request. CESPPA members are the Executive Directors of 60 state, provincial, and American territorial psychological associations. It noted that if the CPA survey results accurately predicted the intentions of those CPA members who currently enjoy reduced APA membership then both the CPA and the APA could experience substantial financial losses. Further financial losses could be anticipated through reduced divisional membership, lowered journal subscriptions, and lowered participation in the voluntary practice assessment contributions.

Such a scenario would likely erode work conducted by CESPPA. For example, work such as the professional development of all State, Provincial, and Territorial Association (SPTA) executive directors, their assistance in enhancing the ability of association boards to protect the practice of psychology from economic, social, and legislative challenge. CESPPA’s active role within the Committee of State Leaders and in the State Leadership Conference might also suffer if the APA members living in Canada were allowed to become foreign affiliates.

CESPPA also noted that across all of North America there is a common vision to the practice and science of psychology. Furthermore, the infusion of psychologists on both sides of the 49th parallel were valued and appreciated. CESPPA argued for the status quo and against the wishes of the Board of Directors.

Several CoR representatives of Canadian provincial psychological associations noted that the change, if successful, could lead to the elimination of their seats on the CoR. Psychologists in Canada are embedded at every level in the governance of the APA. For example, there is involvement in Early Career Psychologists (ECP), the Education Leadership Conference (ELC), and within Divisions.

CESPPA argued that the APA has benefitted from its long and close association with Canadian psychologists. As one example of this it was observed that Canadian psychologists have provided the APA with key leadership roles.

Consider that three Canadians have served as President of the APA. They were: Dr. Donald Olding Hebb (1904-...
1985). Hebb was raised in Chester, Nova Scotia. As an undergraduate at Dalhousie University in Halifax, Nova Scotia he was intent on pursuing a literary career. Upon graduation in 1925 he accepted a public school teaching position in the Province of Quebec. The writings of William James, Sigmund Freud, and John Watson stimulated his interest in psychology. His subsequent work was greatly influenced by the Conditioning model of Ivan Pavlov, Wolfgang Kohler’s Gestalt theories, and the Behavioral work of Karl Lashley (see Klein, 1999).

Hebb’s seminal work the Organization of Behavior: A Neuropsychological Theory (1949) served to promote the idea that neural circuits could serve as a model for understanding human behavior. He is often credited with being the Father of Neuropsychology.

He was Chair at McGill University in Montreal for most of his career. In 1977 he returned to Nova Scotia to become Professor Emeritus at Dalhousie University in Halifax.

He was President of the CPA in 1953. Subsequently in 1960 he became President of the APA.

The second President of Canadian descent was Albert Bandura (1925 – ). He was born and raised in the small Northern Alberta hamlet of Mundare. His school, the only one in town, served both elementary and high school students. Two teachers handled the complete high school curricula. Upon graduation from high school he spent a summer repairing pot holes on the Alaska Highway in the Yukon Territory of Canada.

He deduced that he did not wish to live the rest of his life as a manual laborer and decided to attend the University of British Columbia in Vancouver. He was working his way through university and required courses that would fit his need for early morning classes. It was by chance that a psychology course fit this requirement and through it he found himself excited by psychology graduating with a baccalaureate degree with honors in 1949.

At the University of British Columbia he was influenced by Behaviorism and learning theory. His graduate studies were taken at the University of Iowa where he fell under the influence of Clark Hull and Kenneth Spence. He was awarded his Master degree in 1951 and his Doctorate in Clinical Psychology in 1952 where he worked under the direction of Arthur Benton.

His work in Social Learning Theory has had a profound influence on psychology through the 1980s and beyond. He has been named one of the most influential psychologists along with Piaget, Freud and Skinner (see Pajares, 2004). His work on Self-Efficacy has advanced social learning theory.

Albert Bandura joined the faculty of Stanford University in California in 1953 where he continues to influence psychologists as the David Starr Jordan Professor of Social Science in psychology. He was APA President in 1974.

The most recent Canadian to become APA President is Frank Farley. He was born in Edmonton, Alberta. He earned his baccalaureate degree in 1961 and master’s degree in 1963 both from the University of Saskatchewan, Saskatoon. Subsequently he studied for his doctoral degree at the University of London at the Institute of Psychiatry, which is associated with the Maudsley Hospital, in England. He worked under Professor Hans Eysenck examining personality variables. He graduated from the University of London with his doctoral degree in 1966.

The Institute of Psychiatry was then the European center of behaviorism. His interests were stimulated by many such as Daniel Berlyne, Mary Zuckerman, Aaron Beck and others. He is best known for his work on risk-taking and thrill-seeking (Type T Personality) thereby furthering research in to valuable personality correlates in human behavior. He is one of the founders of the Federation of Behavioural, Psychological and Cognitive Sciences.

He spent much of his career at the University of Wisconsin-Madison subsequently accepting a chaired professorship at Temple University in Philadelphia as the Laura H. Carnell Professor of Educational Psychology. He is well-known for his ability to present well and is characteristically rated very high by his students at Temple University. He was APA President in 1993 (Farley, 2012).

These three psychologists have had considerable influence on the development of psychology in North America and beyond. These and other Canadian psychologists have had a positive effect on the APA.

In the discussion there was debate from the floor of the CoR that noted the APA was developed as a North American Association and not as the Psychological Association of the United States of America. Furthermore, the course advocated by the Board of Directors to allow its Canadian members to become foreign affiliates had the potential to change irrevocably the direction of the APA. Currently, the Bylaws in specifically prohibiting Canadian members from becoming foreign affiliates had enshrined Canadian members as equal members in the APA.

Thus for the past 120 years the APA functioned as a North American fraternal association with psychologists on either side of the 49th parallel. It had continued to function as a North American association even after the development of the CPA in 1938.

It was argued that changing the Bylaws was the wrong thing to do. A case was made for the continuation of the dues reduction argument. This position received vocal support from at least one territorial member of the CoR.

The vote was strongly in favor of rejecting the amendment. The President, Dr. Suzanne Johnston, and members of the Membership Committee (Doctors Elena Heisman, Kurt Geisinger, and Nadine Keslow) have agreed that this issue has been resolved.

The resolution that was forged at the CoR is one that appears to have pleased most psychologists in Canada. It was the one that most psychologists who were polled had favored. It is one that makes sense for the continued development of a North American psychological culture.

The rejection of the motion also served, happily, to end the differences that had been exposed earlier in Canada. As indicated above the majority of the Canadian APA members favored retention of the APA/CPA dues reduction agreement.
The enshrining of this historic agreement represents a victory for both the APA and the CPA.

Members of the CoR have made an important decision which honors the long-standing association between the APA and the CPA. However, this issue may not yet be finished. The CPA had voted to rescind the mutual dues arrangement when it appeared that was the wish of the APA (Cohen). It remains to be seen if the CPA will alter its position or not.

References

Call for Nominations: Editor of the International Journal of Psychology Closing Date April 15, 2012

The International Union of Psychological Sciences (IUPsyS) announces a search for the Editor of the International Journal of Psychology (IJP) for a 4-year term 2014-2017 with options for renewal.

As the official journal of the International Union of Psychological Science, the International Journal of Psychology has a long tradition and serves a burgeoning audience of international researchers. IUPsyS seeks a mid-career or senior scholar as an energetic and innovative Editor with a vision to further develop the IJP as an international journal of high scientific excellence and impact. The journal is intended to highlight quality research of international interest, for example, psychological research related to basic and applied psychological science, social, educational, health, and economic issues and policy, or research comparing cultures. To this end, the journal will include special sections, special issues, and topical reviews as guided by the editor as well as regular empirical articles. The journal appears in 6 issues per annual volume. The editor will work with an active editorial team and editorial board. The Editor receives a stipend, and funding for editorial support and office operations.

The prospective Editor will have wide ranging interests and perspectives, prior journal editorial experience, a publication record in recognized journals, an interest in international psychology, and excellent mastery of English. Because the IJP publishes articles from around the globe on a broad range of topics in psychological science, recruiting international peer reviews forms an important part of the Editor's tasks. Thus, the editor should have a network of established international connections.

Please send electronically by April 15, 2012, (a) a letter expressing your vision, interest, and qualifications, (b) a CV, and (c) four suggested references who can comment on editorial activities to Dr. Nick Hammond, Executive Officer and IUPsyS Secretariate at nick.hammond@iupsys.org. Please address questions to Dr. Bruce Overmier, Chair, IUPsyS Standing Committee on Publications and Communications psyjbo@umn.edu.

Friend, Are you an Early Career Psychologist (less than 7 years beyond your doctorate) who would like to be nominated to serve on the 7-person APA Committee for ECPs for 2013-2015? If so, you can nominate yourself by sending your vita soon to Sonja Wiggins at sywiggins@apa.org. If you would like D52 to nominate you, please send your vita to D52 Council Rep Harold Takooshian and President Neal Rubin by 1 June 2012. Our D52 hopes to have an international voice like yours on this ECP committee.

takoosh@aol.com nealrubin@hotmail.com

2012 Call for Nominations COMMITTEE ON EARLY CAREER PSYCHOLOGISTS

The Committee on Early Career Psychologists (CECP) is seeking nominations for two representatives to serve a three-year term (2013-2015):

Practice Representative:
- Represent the early career practice community in APA
- Advance, promote, and advocate for the professional interests of early career practicing psychologists in all settings
- Support early career entry and career development in a shifting marketplace
- Support the development of practice opportunities that enhance the overall health care delivery system
- Develop initiatives and programs within APA that support the needs of early career psychologists in practice settings
- Educate early career members on issues that impact all practicing psychologists
- Ensure that early career practitioner’s interests are being represented throughout all of APA’s governance
- Establish working relationships with all practice related divisions within APA
- Maintain a working relationship with the APA Practice Directorate and APA Practice Organization
- Serve as the liaison to the Committee on the Advancement for Professional Practice (CAPP)
- Attend and actively participate in the APA Practice Organization’s annual State Leadership Conference

**Psychology in the Public Interest Representative:**

- Serves as the representative of CECP for issues of public interest, including the generation and application of psychological knowledge on issues important to human well being
- Advocates for issues of relevance to early career members of diverse backgrounds, including race/ethnicity, gender and gender identity, sexual orientation, age, religion, and ability status.
- Serve as the liaison to the Board for the Advancement of Psychology in the Public Interest (BAPPI)
- Serve as a monitor to committees that report to BAPPI.
- Develop projects that are relevant to early career psychologists working in the public interest
- Establish relationships and joint projects with staff members of the Public Interest Directorate
- Promote and support activities, projects and programs that encourage members of diverse backgrounds to join APA

**Candidates must be an APA member within seven years’ receipt of their doctorate degree on January 1, 2013.**

In addition, you must be able to attend mandatory committee meetings; one in the spring, and two in the fall. Some committee members may be asked to attend additional meetings depending on their position. Meeting expenses are reimbursed by APA.

Although not reimbursed, committee members are highly encouraged to attend and participate in early career programming annually at the APA convention. The committee works extensively through listserv, email, and phone conferences. Applicants should expect to spend a minimum of 5 hours per week engaged in committee activities.

**All candidates should include:**

1. Statement of Interest from the Nominee
2. Current Curriculum Vitae
3. One Letter of Recommendation

**Nomination materials must be received by August 1, 2012.** Applicants will be notified in mid-December.

**Send Nominations via Email, Mail, or Fax to:**

Sonja Wiggins  
American Psychological Association  
750 First Street, NE  
Washington, DC 20002  
Fax: (202) 216-7628  
Email: swiggins@apa.org

CECP seeks to represent the interests and concerns of early career psychologists throughout APA. For more information about the committee and other early career resources, please visit the APA early career website at [www.apa.org/earlycareer](http://www.apa.org/earlycareer).

If you have any questions, please contact the current Chair, Allison Ponce, PhD at allison.ponce@gmail.com.

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**Call for Programs**

**National Multicultural Conference and Summit 2013**

Dear APA Colleagues,

The 2013 National Multicultural Conference and Summit Coordinators (NMCS) are pleased to announce the “Call for Programs” for the 2013 NMCS scheduled on January 16-18, 2013 in Houston, Texas. The conference theme is “Transforming Multicultural Psychology: Engagement, Renewal, and Action across Generations.”

Proposals for symposia, skill-building workshop sessions, roundtable conversations, roundtable difficult dialogues, and poster presentations will be considered for inclusion in the program if they are received by midnight Pacific Standard Time on Friday, May 4, 2012.


We look forward to receiving your proposals.

**2013 NMCS Coordinators**

Michael Mobley (Programming Coordinator, Division 44 Representative)  
michael.mobley@gse.rutgers.edu  
Debra Kawahara (Lead Coordinator, Division 45 Representative)  
Julii Green (Fundraising and Keynotes Coordinator, Division 35 Representative)  
Roberta Nutt (Entertainment Coordinator, Division 17 Representative)
GLOBAL HEALTH SUMMER STUDY OPPORTUNITIES IN NYC AND INDIA

Summer Institute in Global Health and Global Health Certificate Program

Dear colleague,

In one summer, undergraduate, graduate, and medical students can learn how to improve the lives of a global community. Einstein’s Center for Public Health Sciences gives students the opportunity to travel to India with the Summer Institute in Global Health, or to study in New York City at Einstein’s campus and earn a Global Health certificate.

During the Summer Institute, students learn to become change agents for public health abroad in this unique four-week program, studying the increasing role globalization plays on health issues in New York and India:

Program overview:
- Spend two weeks studying at Einstein, while preparing for their trip to India.
- Study for two weeks at one of the most prestigious institutions in India.
- Earn 3 credits of coursework.
- Learn and travel with a small, diverse group of students.
- Complete a culminating presentation project of ideas of cultural and behavioral influences on health.
- Set themselves apart by gaining invaluable global health experience, burnishing their credentials before they apply for medical school or residency positions.

Program schedule:
- Week 1 6/18-6/22 Seminars and coursework at Einstein’s campus
- Week 2 6/23-6/30 Project work and prep for trip to Hyderabad
- Weeks 3 & 4 7/2-7/14 Seminars and cultural enrichment at India’s Birla Institute for Technology and Science (BITS)

Learn more about the Summer Institute at http://www.einstein.yu.edu/centers/public-health-sciences/summerinstitute.aspx

New Program: Summer Global Health Certificate Program

Einstein also introduces a 12-credit certificate program, where students learn about the challenges of addressing health issues in resource poor settings.


The Center for Public Health Sciences also offers:
- Public Health Certificate Program (11 credits)
- Master of Public Health (42 credits)

Learn more about the certificate programs at einsteinmph.com/cert/ein.

Whether you would like to explore global health yourself, have undergraduate or graduate students you teach, have a child in college or graduate school, the programs offered through the Center for Public Health Sciences provide the foundation to expand knowledge of important public and global health issues.

Please feel free to contact the Center for Public Health Sciences at cphs@einstein.yu.edu if you have any questions.

Deadline Extension! International Travel Awards for 2012 Conference Charlotte, NC (June 22-24, 2012)

In order to encourage and facilitate the participation of international students and faculty to participate in SPSSI’s biennial conventions, we sponsor a limited number of International Travel Awards. Applicants are not required to present research at the conference.

Up to 5 grants, in the amount of $500 each are typically awarded to international scholars for travel to the SPSSI convention.

To be eligible for a travel award, an applicant must:
- be enrolled in a PhD program or a member of a college or university faculty in psychology or a related social science discipline.
- be a resident of a country outside of North America.
- be a dues-current SPSSI member. Applicants may join at the time they submit their international travel application.
- submit a brief statement (no more than two double-spaced pages) explaining how their participation at the conference would be consistent with the goals of the conference program.

Exclusions: Although you may apply for multiple travel awards at once, winners of the SPSSI Graduate Student Trav-
el Award or Diversity Travel Award are not eligible for concurrent or future International Travel Awards.

Award Presentation: Awardees must attend the SPSSI convention in order to receive the award. Travel awards may be used to cover all conference-related expenses up to a maximum of $500, including transportation, lodging, food, and conference registration. Award payments are made only in the form of post-conference reimbursement for documented expenses with original receipts.

Application Deadline: The deadline to apply for 2012 International Travel Awards is April 30, 2012. Email applications to spssi@spssi.org with the subject line “SPSSI International Travel Award”. SPSSI will notify all applicants of the award decisions by May 10, 2012 via email. Award winners must accept or decline their award within one week of notification to receive this award, and no later than May 17, 2012. At that time, funds will be made available to other applicants.

Call for Applications for APA United Nations Intern 2012-2013

YOU COULD BE A UNITED NATIONS GRADUATE STUDENT INTERN

September 2012 through June 2013
Deadline for applications is extended to April 15, 2012

The American Psychological Association (APA) is accepting applications for psychology graduate student interns to work with APA's NGO at the United Nations. An internship is a volunteer position for graduate students interested in international psychology. Interns work with the volunteer APA UN team to help implement the Team's mission of promoting psychology as a science and profession that is relevant to the UN's global agenda. This involves assisting the APA UN team with researching and writing documents for submission to the UN and organizing events such as Psychology Day, International Day of Older Persons, and other psychology-related events. Interns will have UN-NGO security badges and will have an opportunity to observe the work of the UN and its NGOs.

Responsibilities of the volunteer position---September through June---include:

- Attending some briefings organized by the UN Department of Public Information on Thursday mornings
- Meeting with the APA UN team at its two-hour Thursday monthly meetings

- Participating in Thursday planning meetings for Psychology Day at the UN
- Working about ten hours a week with APA UN NGO team member in information gathering and participating in UN-NGO committee meetings

Applications must be students who will be enrolled full time in a psychology graduate program from September 2012 through June 2013. Students must be available at least each Thursday during this period and live in or close to New York City so that transportation to and from the UN is reasonable and manageable. Interns are expected to be culturally competent, to have a diplomatic personal style, and to have excellent writing and communication skills as well as the ability to work collaboratively with peers, senior psychologists, and others.

How to Apply
Applications must be submitted electronically to Dr. Deborah Vietze at: APA.UN.Team@gmail.com.

An application must include:
(1) A statement of interest;
(2) Your CV; and
(3) One letter of recommendation from a current or recent graduate faculty member.

All of this information must be in ONE Microsoft WORD document and submitted using this file name---YOUR LAST NAME.InternAPP---to: APA.UN.Team@gmail.com.

USE THIS HEADING IN THE SUBJECT LINE:
“APA UN INTERN APPLICATION--Your last name” Call for Applications----APA United Nations Intern 2012-2013
APA Fellows Committee
Call for Nominations

The APA Fellows Committee seeks nominations for two new members for a three year term beginning January 1, 2013. The Fellows Committee is charged with the review of nominations for APA Fellows and will report their recommendations on each nomination to the Board of Directors through the Membership Board. The Fellows Committee reports to the APA Council through the Membership Board.

Nominees to the Fellows Committee must be available to meet twice annually, as follows: for up to three days in March at APA headquarters in Washington, DC and for one day at the APA Annual Convention. All expenses for both meetings will be covered or reimbursed by APA.

Members of the committee must be APA Fellows, shall not serve on a Division Fellows Committee, nor endorse initial APA Fellow candidates, during their term on the Fellows Committee.

The Fellows Committee is seeking nominees from the following areas:

1. **Slate 1** – Practice
2. **Slate 2** – Teaching/Academia

The Fellows Committee highly encourages fellows in science, academia, and ethnic minorities to apply. Nominations must be submitted with a statement of interest and a current vita. Self nominations are welcome. Send nominations and supporting material to Sonja Wiggins, Fellows Committee Liaison at the APA address or to swiggins@apa.org. The deadline for receipt of all nominations is July 1, 2012.
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University of Calgary (Canada), Department of Psychology: The Department of Psychology at the University of Calgary in collaboration with the Alberta Children’s Hospital Research Institute for Child and Maternal Health (ACHRI), the Southern Alberta Cancer Research Institute (SACRI), and the Childhood Cancer Collaborative funded by the Alberta Children’s Hospital Foundation is seeking applications for a tenure-track clinical psychology professorship at the assistant professor level in the field of pediatric psychosocial oncology. The successful applicant will be expected to: establish a successful, collaborative, multidisciplinary and externally funded program of research in psychosocial oncology; participate in the scholarly activities, including knowledge generation and translation, of ACHRI and SACRI; and supervise graduate students in the clinical psychology program. Applicants for this position will have accredited training in clinical psychology (including an APA- or CPA-approved internship) and will be able to obtain registration as a psychologist in the province of Alberta. The position offers 75% protected research time, with a one course teaching requirement per academic year, for a period of 4 years. After the expiration of the 4-year term, the appointee duties will be discussed with the Dean, including modification of the protected research time. The successful applicant will be appointed within the Faculty of Arts, Department of Psychology with cross-appointment in Pediatrics and Oncology, Faculty of Medicine.

Send letter of application, statement of research interests, statement of teaching philosophy and interests, curriculum vitae, representative reprints/preprints, and at least two letters of recommendation to: Dr. Tavis Campbell, Chair of the Clinical Psychology Search, Department of Psychology, University of Calgary, Calgary, AB, Canada, T2N1N4; E-mail: t.s.campbell@ucalgary.ca.

Review of applications will begin immediately and continue until the position is filled.

McMaster University (Canada), Department of Psychology Neuroscience & Behaviour: The Department of Psychology, Neuroscience & Behaviour at McMaster University invites applications for a contractually limited position at the assistant professor level to begin by July 1, 2012. The appointment, which initially is for a 3-year term, is to teach developmental psychology as well as courses in such areas as social, abnormal, educational, and aging psychology. We are seeking candidates with experience and an interest in teaching at the undergraduate level. Candidates, who should have a PhD in psychology, should send curriculum vitae, statement of teaching interests, supporting documents relevant to teaching credentials, and three letters of reference to: CLA Search Committee, Department of Psychology, Neuroscience & Behaviour, McMaster University, 1280 Main Street West, Hamilton, Ontario, Canada L8S 4K1.

Review of applications will begin February 29, 2012, and continue until the position is filled.

University of Regina (Canada), Department of Psychology: The Department of Psychology at the University of Regina invites applications for a tenure-track position, at the rank of assistant professor, in developmental psychology. While the area of research specialization is open, we especially encourage applications from individuals who could conduct research on developmental or childhood disorders. Anticipated date of commencement is July 1, 2012 or September 1, 2012, depending on the availability of the successful candidate. Applicants should have a PhD in developmental psychology (or be in a position to complete all PhD requirements no later than 6 months from the date of appointment). The successful candidate should show clear promise of excellence in both research and teaching. Duties of the successful candidate will include teaching at the undergraduate and graduate level, honors and graduate thesis supervision, and participation in departmental activities. The successful candidate is expected to develop an independent program of research in developmental psychology that would be eligible for Tri-Council and Canada Foundation for Innovation funding. The ability and/or willingness to teach courses through distance education via videoconferencing would also be an asset. This position is partly supported by the Faculties of Nursing and Education, and it is anticipated that the successful candidate will be able to develop research and teaching collaborations with these partners as well. The Department maintains good relations with a number of health care, research, and other educational facilities both within Regina and throughout the province.

For more information on the Faculty of Arts, please refer to http://www.arts.uregina.ca. Review of applications will begin immediately and will continue until the position is filled. Applicants must electronically submit via http://www.uregina.ca/hr/careers. Candidates must also arrange for three current letters of reference and certified degree transcripts to be sent directly by the referees to: Dr. Richard Kleer, Dean, Faculty of Arts, University of Regina, Regina, Saskatchewan, Canada, S4S 0A2. Academic enquiries may be addressed to: Dr. Richard MacLennan, Head, Department of Psychology; Tel: (306) 585-4157; E-mail: richard.maclennan@uregina.ca.

University of Regina (Canada), Department of Psychology: The Department of Psychology at the University of Regina invites applications for a tenure-track position, at the rank of
assistant professor, in clinical psychology. Area of research specialization is open. Anticipated date of commencement is July 1, 2012 or September 1, 2012, depending on the availability of the successful candidate. Applicants should have a PhD in clinical psychology from a CPA- or APA-accredited program (or be in a position to complete all PhD requirements no later than 6 months from the date of appointment). Also, applicants should be registered as a psychologist in Saskatchewan or apply for provisional registration as soon as possible after they are hired. The successful candidate should show clear promise of excellence in both research and teaching. Duties of the successful candidate will include teaching at the undergraduate and graduate level, honors and graduate thesis supervision, and participation in departmental activities. The successful candidate is expected to develop an independent program of research in clinical psychology that would be eligible for Tri-Council and Canada Foundation for Innovation funding.

The program in Clinical Psychology at the University of Regina is committed to the scientist practitioner model and is accredited by the Canadian Psychological Association. The Department maintains good relations with a number of health care, research, and other educational facilities both within Regina and throughout the province. For more information on the Faculty of Arts, please refer to http://www.arts.uregina.ca.

Review of applications will begin immediately and will continue until the position is filled. Applicants must electronically submit the following documents: a cover letter providing a statement of research and teaching interests, current curriculum vitae, evidence of teaching effectiveness, reprints or preprints, course outlines (if available), and unofficial transcripts. Candidates must also arrange for three current letters of reference and certified degree transcripts to be sent directly by the referees and granting institutions to: Dr. Richard Kleer, Dean, Faculty of Arts, University of Regina, Regina, Saskatchewan, Canada, S4S 0A2. Academic enquiries may be addressed to: Dr. Richard MacLennan, Head, Department of Psychology; Tel: (306) 585-4157; E-mail: richard.maclennan@uregina.ca.

Ross University (Dominica), School of Medicine: Ross University School of Medicine (RUSM), located in the Commonwealth of Dominica, invites applications for a counselor. RUSM is a division of DeVry, Inc (NYSE:DV). This non-academic post will provide individual, couple, family, and group counseling to a diverse academic community of medical students and their families. Additional responsibilities will include assessment, crisis intervention, workshop development and facilitation, outreach, and consultation with other RUSM professionals and programs.

**Essential duties and responsibilities:**
- Provide individual, couple, family, and group counseling to medical students and family members;
- Provide crisis intervention, assessment, and on-call services;
- Develop and implement mental health promotion and outreach activities;
- Consult with other RUSM departments, programs, and professionals;
- Provide guidance in career exploration, academic development, and other career related issues;
- Participate in ongoing professional development, departmental, and RUSM professional meetings; and
- Other duties, as assigned by the Director of Counseling and/or the Department Chair

**Skills and Qualifications:**
- Doctorate (preferred) or Master's degree (required) in counseling or a closely related field (e.g., marriage and family therapy, psychology, or social work);
- Licensure/certification (or its equivalent);
- Ability to administer and interpret evidenced-based behavioral health assessments;
- Excellent computer as well as written and oral communication skills;
- Strong leadership and in-depth knowledge about the clinical practice of counseling;
- Active participation in professional associations; and
- Documented record of culturally competent clinical experience.

Ross University offers a competitive potentially tax-free annual salary, relocation assistance to and from the island, a retirement program, tuition assistance benefit, scholarship program for dependents, 100% medical benefits paid for the employee, travel benefits, a living allowance, 57 days of leave (includes days for vacation, holidays, professional development and sick/personal days). We also offer opportunities for professional development, which includes a conference and book allowance.

To apply, visit our website complete our online application process. Send questions to Laura Welke, PhD at lwelke@rossu.edu.

**University of Haifa (Israel), Department of Psychology:** We invite applications for a tenure-track position in our Cognitive Psychology/Human Factors & Ergonomics Program, to begin October 2012. The ideal candidate will have strong background in human factors research, with work and interests bridging both basic and applied research. Academic rank commensurate with qualifications. To apply, e-mail Prof. Morris Goldsmith, Chair, Department of Psychology, University of Haifa, Israel; mgold@research.haifa.ac.il.

**National University of Singapore, School of Public Health:** The Health Education and Promotion Domain, and Health Services and Policy Domain in the Saw Swee Hock School of Public Health (SSHSPH), National University of Singapore is
recruiting full-time assistant and associate professors and post-doctoral fellows. For assistant and associate professor, the appointment is under the Tenure Track (i.e., appointee is given a term contract in the first instance with a view to a tenured appointment in the longer term). Post-doctoral fellows will be offered a term contract.

Health Education and Promotion
The research focus of the Health Education and Promotion within SSHSPH is to design, implement, and evaluate interventions to promote health and well-being of the community. We are looking for candidates engaged in research on behavioral and community interventions related to one or more of these areas:

- effectiveness, sustainability and implementation at scale of community, home-based, worksite, and social marketing interventions;
- prevention and control of infectious diseases, such as influenza and STIs, and chronic diseases, such as diabetes; and
- improving acceptance and use of health technologies such as health information technology.

Experience in conducting qualitative research, formative research and process evaluations, and application of theory and research findings to the design of public health programs and interventions are advantageous.

Responsibilities include establishing an independent research agenda through extramural funding; developing collaborative, multidisciplinary research; creating curricula and teaching; advising in a graduate program; and providing service to the community and field of public health.

Health Services and Policy
The research focus of the Health Services and Policy within SSHSPH is to design, implement and evaluate policies and interventions that promote population health and improve healthcare delivery in Singapore and in the region. We are looking for candidates engaged in these areas:

- Health services research,
- Outcomes research/ comparative effectiveness, and/or
- Organizational behavior and management

Preferred areas of research focus include evidence synthesis and meta-analysis, expertise in the use of observational data for causal inference, cost-benefit and cost-effectiveness, health care delivery, organization and management, and health insurance. Expertise in all substantive areas within the health field will be also given consideration. Responsibilities include establishing an independent research agenda through extramural funding; developing collaborative, multidisciplinary research; creating curricula and teaching; advising in a graduate program; and providing service to the community and field of public health.

Carleton University (Canada), Department of Psychology:
The Department of Psychology at Carleton University invites applications from qualified candidates for a preliminary (tenure-track) appointment in Health Psychology at the rank of assistant professor beginning July 1, 2012. Applicants must have a PhD, have demonstrated excellence in teaching and possess a strong commitment to research and scholarship, as reflected in publications in the area of health psychology. The successful candidate will have the ability to develop an externally-funded, high quality research program, will be committed to excellence in teaching at the undergraduate and graduate level, and will contribute effectively to the academic life of the Department. The Department is interested in candidates with an established or developing research program in the area of health psychology. Current health research in the Department focuses on stress and coping, including coping with chronic illness, psychosocial oncology, personality and behaviors associated with health, illness and well-being, gambling and addiction, and environmental influences on health. Preference will be given to research that complements the existing research in the department.

Further information is available at http://www2.carleton.ca/facultyrecruitment/news/psychology-health-assistant-professor-closing-date-march-1-2012.

Send applications to Chair, Department of Psychology, Carleton University, 1125 Colonel By Drive, Ottawa, ON, K1S 5B6. Fax (613) 520-3667. Applications and reference letters can be sent by e-mail to psychchair@carleton.ca. Applications should include a curriculum vitae, a statement outlining current and future research interests, examples of publications, and materials relevant to teaching experience. Interviews will include both a research talk and a lecture on a topic in health psychology. Applicants should ask three referees to write letters directly to the Chair. Applications will be considered after March 1, 2012 or until the position is filled.


University of Calgary (Canada), Department of Cell Biology & Anatomy: The Department of Cell Biology & Anatomy through a partnership with the Hotchkiss Brain Institute (HBI) at the Faculty of Medicine, University of Calgary, invites applications for a tenure-track position as a behavioral/motor system neurobiologist at the assistant or associate professor level. Qualifications include an MD, PhD or MD/PhD. The preferred applicant will have an established track record in fundamental research leading to a better understanding of behavioral and motor systems/functional recovery after spinal cord injury, nerve regeneration and repair. The individual will enhance research capacity in the area of axon biology, regeneration, nerve injury, neurodegenerative diseases, and motor function recovery at a newly built ($6 million)
Regeneration Unit in Neurobiology (RUN) facility at the Faculty of Medicine. The candidate will bridge fundamental and translational research through collaborations with the members of the axon biology and regeneration theme – a priority of the Hotchkiss Brain Institute. The individual will also contribute to the education mission of the Department of Cell Biology & Anatomy and the HBI. The successful candidate will be offered a generous start up package, laboratory space, a tenure-track position with the primary appointment in the Department of Cell Biology & Anatomy, and full membership within the HBI. The selected candidate will also be expected to contribute to the teaching of behavioral neuroscience at both the undergraduate and graduate level.

The HBI, together with its academic partner, the Department of Cell Biology & Anatomy, has joined forces to enhance collective efforts in world-class research and innovation to rapidly advance patient care – for example, in the area of neurobiology of axon and regeneration, and its application to nerve repair and motor system function/behavioral recovery. See the website www.hbi.ucalgary.ca for more information on the institute.

Review of applications will begin March 1, 2012, and continue until the position is filled. Please submit a resume, statement of research interests, and names of three referees to: Dr. Naweed Syed, Head, Dept. Cell Biology & Anatomy, University of Calgary Faculty of Medicine, 3280 Hospital Drive NW, Calgary, AB, Canada T2N 4Z6; E-mail: nisved@ucalgary.ca.

University of Calgary (Canada), Department of Psychology:
The Department of Psychology, in partnership with the Department of Psychiatry and Hotchkiss Brain Institute, at the University of Calgary invites applications for a tenure track position and Tier II Canada Research Chair in Child and Youth Mental Health. Child and adolescent mental health has been identified as a priority focus for the university. We are seeking individuals with strong research records appropriate to a research-oriented doctoral program and who have strong commitments to teaching and research supervision of undergraduate and graduate students. The successful applicant will be expected to establish a successful and externally funded program of research in child health psychology with children. Excellent candidates with active research programs in any area of child health psychology will be considered. The position involves teaching, research, and supervision of graduate students. As a member of the clinical psychology program, a doctorate in clinical psychology, including a CPA- or APA-accredited clinical internship, is required. The successful applicant will have the unique opportunity of working collaboratively with the Alberta Children's Hospital as a laboratory environment with a large population of inpatient and ambulatory children and youth that experience and need support as a result of dealing with severe acute and chronic illness. The position offers 75% protected research time, with a one half-course teaching requirement per academic year, for a period of 4 years. After the expiration of the 4-year term, the appointee duties will be discussed with the Dean, including modification of the protected research time. The successful applicant will be appointed within the Faculty of Arts, Department of Psychology with cross-appointment in Pediatrics, Faculty of Medicine.

Send letter of application, statement of research interests, statement of teaching philosophy and interests, curriculum vitae, representative reprints/preprints, and at least two letters of recommendation to: Dr. Tavis Campbell, Chair of the Clinical Psychology Search, Department of Psychology, University of Calgary, Calgary, AB, Canada T2N 1N4; E-mail: t.s.campbell@ucalgary.ca.

Review of applications will begin immediately and continue until the position is filled.
International Employment Opportunities

until the position is filled.

Sainte-Justine University Hospital Center Research Center (Canada), Postdocs: The Research Group on children’s psychosocial maladjustment (GRIP http://www.gripinfo.ca) invites applications for two postdoctoral fellowships which could be funded for up to 6 years.

The successful candidates will work with a multidisciplinary team of senior investigators on a large randomized trial of personality-targeted interventions. This trial is funded by the Canadian Institute of Health Research (CIHR) with Patricia Conrod as the principle investigator and Robert Pihl, Jean Seguin, Jordan Peterson, and Benoit Masse as co-investigators. This trial will investigate the preventative effects of a selective, school-based intervention program on 5-year addiction outcomes (primary) and mental health and cognitive outcomes (secondary). This Montreal-based, 5-year trial will also allow for the study of relationships between adolescent cognitive development, substance use, and risk for future addiction in a longitudinal sample of 5,000 high school students. Successful candidates will also be invited to participate in two international research consortia investigating developmental risk factors for addiction and new approaches to prevention. We hope to recruit two bright, motivated and bilingual (French and English) researchers. Qualification profiles are:

- Clinical post-doctoral researcher - A full-time clinical post-doctoral researcher with a PhD in clinical psychology or related disciplines with supervised practice in delivering cognitive behavioral or motivational interventions with young people. This staff member will be responsible for all clinical aspects of this trial, including adaptation of an evidence-based intervention for Montreal youth, training and supervision of educational professionals in the delivery of the program, evaluation of treatment fidelity/integrity, and knowledge transfer and dissemination (training workshops and published therapy manuals). This is a 2-year post with possibility of renewal for up to 6 years.

- Full-time postdoctoral research fellow - This applicant should hold a PhD in psychology, biomedical sciences, or related fields and would not need clinical training. This candidate must have strong quantitative skills, including experience with either complex structural equation modeling, modeling of longitudinal data and/or neuroimaging data analysis. This is a 2-year post with possibility of renewal for up to 6 years.

Send your curriculum vitae, university transcripts, and the name of three references to chantal.roy@recherche-ste-justine.qc.ca. Only candidates selected for an interview will be contacted.

Vancouver Island Health Authority (Canada), Clinical Psychologists: Vancouver Island Health Authority (VIHA) is one of the largest employers on Vancouver Island with over 18,000 employees so opportunities abound. As a member of the health science professionals, we offer an exceptional employer-paid benefits package including dental and prescription coverage, group life, long term disability and extensive extended health plans. Working as part of an interdisciplinary team, you will provide psychological and neuropsychological assessments for the purposes of diagnosis and treatment across a broad range of adult and older clients with a broad range of referring questions (psychiatric and neurological diagnosis, dementia, brain injury management, treatment recommendations, and capacity and placement decisions). In addition to your PhD in clinical psychology, you have specific training in neuropsychological assessment. Specific expertise and experience in neurological conditions and psychological assessment with severely mentally ill or behavior-disordered patients is essential. You are well organized and can plan your workload and establish priorities. Your background demonstrates your sound judgment, decision-making, and problem solving skills. You work effectively as part of an interdisciplinary team and have a strong knowledge of community dynamics, agencies and resources.

Additional requirements include:

- registration with (or eligibility) the College of Psychologists of British Columbia and
- recent related experience working with adult clientele in mental health and addictions facility or related field (ideally 5 years experience, but an equivalent combination of education and experience may be considered)

International Christian University (Japan), Department of Psychology: International Christian University (ICU) invites applications at the assistant professor level or above to join our Department of Psychology. Minimum requirements are a PhD or equivalent experience in applied social psychology (including industrial and organizational psychology, risk and disaster psychology, and forensic psychology) and a commitment to excellence in teaching and research (see qualifications below for details). The successful applicant will teach undergraduate and graduate courses in introductory psychology, experimental and developmental psychology, research methods (mainly field methods), and statistics (including multivariate analysis), and general education courses in the College of Liberal Arts and Graduate School each year. Language of instruction is English or Japanese, but high proficiency in both languages is desirable.

The anticipated starting date for the position is April 1, 2013. Application review begins March 1, 2012 and continues until the position is filled. Applicants should submit the following application materials by registered mail to: Professor Yasunori Morishima, Chair, Department of Psychology, International Christian University, 3-10-2 Osawa, Mitaka, Tokyo 181-8585, Japan.
International Employment Opportunities

Application Materials
• Curriculum vitae
• List of academic publications
• Copies of three major publications
• Names and contact information of three academic referees and one person who can testify to the applicant’s commitment to Christianity.

Qualifications
• PhD or equivalent in psychology is required
• Fluency in English or Japanese (ability to teach courses and supervise research in both languages is desired)
• Commitment to the University’s Christian mission
• Teaching experience at the university level (undergraduate and graduate) is desirable.

New Zealand, Clinical Psychologists: We have a skills shortage of 10 clinical psychologists in New Zealand. Just give us a call at 1-800-511-6976 or E-mail us at fo@alignrecruitment.com to learn more about career opportunities in New Zealand. Also, mark your calendars now to meet with us in the Employers Section at the APA Annual Convention in Orlando, Florida, between August 2–5, 2012. Salary is in New Zealand dollars.

Bahcesehir University (Turkey), Department of Psychology: Bahcesehir University in Istanbul, Turkey is seeking to fill two positions in the Department of Psychology. One of the positions is in clinical or counseling psychology, the second is open specialization. Bahcesehir is located at the heart of Istanbul and has very strong international collaborations. We are looking for dynamic scholars who can help build a strong research capacity and play an integral part in our international projects. Applications will be accepted until the positions are filled. Send a cover letter, curriculum vitae, description of research and teaching interests, and the names of three references to: sirinbahcesehir@gmail.com.

Carleton University (Canada), Department of Psychology: The Department of Psychology at Carleton University invites applications from qualified candidates for a preliminary (tenure-track) appointment in occupational health psychology at the rank of assistant professor beginning July 1, 2012. Applicants must have a PhD, have demonstrated excellence in teaching and possess a strong commitment to research and scholarship, as reflected in publications, in the area of occupational health psychology. The successful candidate will have the ability to develop an externally-funded, high quality research program, will be committed to excellence in teaching at the undergraduate and graduate levels, and will contribute effectively to the academic life of the Department. The Department is interested in candidates with an established or developing research program in the area of occupational health psychology. Preference will be given to candidates whose health-related research expands our current graduate field of applied psychology and who has some knowledge and experience in personnel selection.

The Department of Psychology offers opportunities to explore psychology’s major fields including health, developmental, cognitive, applied, forensic, and personality/social. We also have intellectual ties with academic units offering degrees in cognitive science, child studies, human computer interaction, and neuroscience. The Department of Psychology currently offers undergraduate programs in the Faculty of Arts and Social Sciences, as well as the Faculty of Science. Graduate programs in psychology are offered at the master’s and doctoral level. Further information on the department is available at http://www2.carleton.ca/psychology.

Applications will be considered after January 31, 2012 or until the position is filled. Send applications to Chair, Department of Psychology, Carleton University, 1125 Colonel By Drive, Ottawa, ON, K1S 5B6. Fax (613) 520-3667. Applications and reference letters can be sent by e-mail to psychchair@carleton.ca. Applications should include curriculum vitae, a statement outlining current and future research interests, examples of publications and materials relevant to teaching experience. Interviews will include both a research talk and a lecture on a topic in occupational health psychology. Applicants should ask three referees to write letters directly to the Chair.

University of Calgary (Canada), Department of Radiology: The Department of Radiology at the University of Calgary, in partnership with the Alberta Children’s Hospital Research Institute for Child & Maternal Health, the Hotchkiss Brain Institute, and the Southern Alberta Cancer Research Institute, invites applications for full-time academic positions at the level of assistant professor or higher in image science. We seek:

• A brain imaging scientist - Individuals with expertise and interest in structural and functional brain imaging are encouraged to apply.
• A pediatric brain imaging scientist - Individuals with expertise and interest in functional MR imaging, brain spectroscopy, and/or imaging of childhood development are encouraged to apply.
• A medical image processing/bioinformatics scientist - Individuals with expertise and interest in brain or oncologic imaging are encouraged to apply.

Depending on the qualifications and interests of candidates, joint appointments in other departments including Clinical Neuroscience, Pediatrics, and Psychiatry in the Faculty of Medicine at the University of Calgary are possible. Graduate School appointments via the Faculty of Medicine and Biomedical Engineering and Physics and Astronomy may also be possible. Qualifications for all positions include a PhD, post-
doctoral research experience, and a proven record of research excellence in an area relevant to a position. Appointments to more senior academic positions will require commensurate additional qualification and experience.

These positions offer an excellent opportunity to develop a vigorous and independent externally funded research program within an existing dynamic, collaborative, and multidisciplinary environment. Emphasis will be placed on research excellence and the ability to participate collaboratively with the current image science team, other departments, and research institutes. The positions provide 75% of time protected for research, and will include expectations to contribute to graduate and resident teaching and to graduate student and postdoctoral fellowship supervision. A competitive salary and an attractive start-up package are available for each position.

The candidate will be expected to apply for extramural support from national/provincial agencies to sustain their research program. The successful candidate will be located in proximity to other scientists and clinical scientists conducting image science research focused upon stroke and other vascular diseases, epilepsy, cancer, human neurodevelopment, adult, child and youth mental health, and traumatic brain injury. One 3 T research MR scanner is operational at the Seaman Family Centre and a second 3 T scanner will become operational at the Alberta Children’s Hospital in early 2012. Additional medical imaging infrastructure, including 5 new multi-slice CT scanners, has recently been installed. The Faculty of Medicine is home to excellent core research facilities including experimental animal imaging, leading edge microscopy, proteomics and nuclear acid, and next-generation sequencing infrastructure. Facilities for conducting clinical trials are also in place. Please visit our websites at http://www.ucalgary.ca, http://www.medicine.ucalgary.ca, http://hbi.ucalgary.ca, http://www.ucalgary.ca/research/4kads/, http://www.sacri.ucalgary.ca and http://mrcentre.ca for more information. Additional information on these positions can be obtained from Dr. Richard Frayne, Hopewell Professor of Brain Imaging via email (rfrayne@ucalgary.ca).

Interested candidates should submit, via email, a curriculum vitae, a summary of research interests, reprints of the five most relevant publication and arrange to have three letters of reference sent directly to: Dr. Robert J. Sevick, Professor and Head, Department of Radiology, Faculty of Medicine, University of Calgary Foothills Medical Centre, 1403 29th Street NW, Calgary, Alberta, Canada T2N 2T9; Email: rsevick@ucalgary.ca.

In your email, please indicate which position or positions are of interest. The review of applications will begin on February 15, 2012, and continue until the positions are filled.

University of Macau (China), Department of Psychology: The Department of Psychology invites applications for the position of full professor of psychology with expertise in any applied field or sub-discipline of psychology. In addition to a PhD in psychology, applicants must have an excellent record of scholarship in the field of psychology, a keen interest in contributing to the research, administration and development of the department, and should be committed to teaching excellence, research and community service. The selected candidate is expected to assume duty in August 2012. The Department of Psychology of the Faculty of Social Sciences and Humanities (FSH) offers programs at the BSS, MSS and PhD levels. To discover more about the post, interested candidates may contact the Head of the Department of Psychology, Professor Gertina van Schalkwyk (E-mail: givs@umac.mo) and visit the department website at http://www.umac.mo/psychology/.

Remuneration and appointment rank offered will be competitive and commensurate with the successful applicants’ academic qualification, current position and professional experience. The current local maximum income tax rate is 12%, while after various discretionary exemptions the effective income tax rate has been around 5%-7%.

Applicants should visit http://www.umac.mo/vacancy for more details, and apply online at Jobs@UM by selecting the “Apply for this Job” button located at the top or bottom of the page. Review of applications will commence on January 1, 2012, and continue until the position is filled. Other contact points are: Human Resources Office, University of Macau, Av. Padre Tomás Pereira, Taipa, Macau; Website: https://isw.umac.mo/recruitment; E-mail: vacan-cy@umac.mo; Tel: +(853) 8397-8593 or +(853) 8397-8592; Fax: +(853) 8397-8694 or +(853) 2883-1694.

University of Macau (China), Department of Psychology: The Department of Psychology invites applications for the position of assistant/associate professor in any of the following disciplines: applied psychology, school psychology, family psychology, counseling psychology, developmental psychology and/or child clinical psychology. Applicants must hold a PhD degree and preference will be given to psychologists with practical experience and/or who are registered/licensed psychologists in their field of expertise. Graduation from an APA or BPS accredited program and excellent teaching skills will be an advantage. The Department of Psychology of the Faculty of Social Sciences and Humanities (FSH) offers programs at the BSS, MSS and PhD levels. To discover more about the post, interested candidates may contact the Head of the Department of Psychology Professor Gertina van Schalkwyk (E-mail: givs@umac.mo) and visit the department website at http://www.umac.mo/psychology/.

Remuneration and appointment rank offered will be competitive and commensurate with the successful applicants’ academic qualification, current position and professional experience. The current local maximum income tax rate is 12%, while after various discretionary exemptions the effective income tax rate has been around 5%-7%.
Applicants should visit http://www.umac.mo/vacancy for more details, and apply online at Jobs@UM by selecting the “Apply for this Job” button located at the top or bottom of the page. Review of applications will commence on January 1, 2012, and continue until the position is filled. Other contact points are: Human Resources Office, University of Macau, Av. Padre Tomás Pereira, Taipa, Macau; Website: https://issw.umac.mo/recruitment; E-mail: vacan-cv@umac.mo; Tel: +(853) 8397-8593 or +(853) 8397-8592; Fax:+(853) 8397-8694 or +(853) 2883-1694.

**Sterling Medical Corporation (Germany), Clinical Psychologists:** Civilian opportunity for two clinical psychologists to provide outpatient care at the 52nd Medical Group at Spangdahlem Air Base in Spangdahlem, Germany. Clinic hours are Monday to Friday, 7:30am to 4:30pm. Sterling Medical offers excellent pay, relocation package, paid time off, health benefits and 401K plan, malpractice coverage, and tax advantages. For consideration, submit your resume to Rochelle Myers to rmyers@sterlingmedcorp.com. Fax number is (727) 821-0711.

**Ben Gurion University (Israel), Department of Education:** The Department of Education, Ben-Gurion University of the Negev, is seeking to fill an open-rank tenure-track position. Applicants must have a PhD in school, clinical, educational, counseling, or developmental psychology. The successful candidate will need to be able to maintain a productive research program, teach undergraduate and graduate courses, supervise graduate student research, and perform departmental service. We are seeking candidates who can teach clinical, diagnostics, or intervention courses relevant to the training of school psychologists or educational counselors, as well as courses of interest to a broad range of education students. A perspective that can span more than one area and the capacity to work in an interdisciplinary environment is an advantage. Applicants must have publications in refereed journals. Send cover letter, curriculum vitae, description of research and teaching interests, and the names and contact information for three references to: Professor Yair Neuman, Department of Education, Ben-Gurion University of the Negev, Beer-Sheva 84105, Israel, or by E-mail: yneuman@bgu.ac.il.

**Istanbul Sehir University (Turkey), Department of Philosophy:** Istanbul Sehir University invites applications for full-time positions in philosophy. Positions are available for professors at all ranks beginning in September 2012. The areas of particular interest are: continental philosophy, epistemology, ethics, logic, medieval philosophy, metaphysics, modern philosophy, comparative philosophy, ancient philosophy, philosophy of science, and philosophy of religion. The successful candidates, once hired, are expected to fulfill their respective Department’s requirements with regard to teaching, research, record of publications, and service to the institution. Junior candidates are expected to have a PhD at the time of appointment. All candidates should have excellent command of English and strong commitment to teaching and research. Review of applications will begin on December 1, 2011, and continue until the positions are filled. Submit an application file that includes information about your research and teaching interests, your curriculum vitae, two samples of written work and names of three references (for senior candidates) or three letters of recommendation (for junior candidates) via e-mail to: philosophy@sehir.edu.tr. Website: http://www.sehir.edu.tr/.

**Ozyegin University of London (Turkey), Department of Clinical Psychology:** Ozyegin University invites applications for assistant/associate professor positions in clinical psychology. A PhD degree is required. Applicants must have a strong commitment to teach at both the undergraduate and graduate levels, to conduct theoretical as well as applied research, and to provide community service. Candidates should submit a cover letter, together with their curriculum vitae, teaching and research statements, and complete contact information of three professional references. Direct questions and submit applications by e-mail to Professor Canan Ergin, Dean (canan.ergin@ozyegin.edu.tr). Review of applications will continue until the position is filled.
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