Message from the President

Presidential Column (Danny Wedding)

Division 52 News and Updates

APA International Division 52 Program, August 2010, San Diego Marriott
Division 52 – International Psychology Hospitality Suite Program 2010 APA Convention, San Diego
APA Division 52 ‘Ursula Gielen Book Award’ (2010)
Nominees needed for Outstanding International Psychologist Awards

Research Article

Armenian-Turkish Protocols: Psychological Reactions (Ani Kalayjian, Jennifer De Mucci, and Loren Toussaint)

Book Reviews

Bridging East-West Psychology and Counselling: Exploring the Work of Pittu Laungani (Uwe P. Gielen)

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 1,500 words 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.
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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 1,500 words 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
Presidential Column

Danny Wedding, Ph.D., MPH
President, Division 52

Members of Division 52 are busy preparing for the upcoming APA Convention in San Diego. Our annual business meeting will be held Saturday, August 14, from 10:00 – 11:00 am in Room 33B of the Conference Center, and all of our members are encouraged to attend.

I’ll be giving a Presidential Address (“Confessions of a Peripatetic Psychologist”) immediately after the business meeting in the same room. Other division presentations address topics as diverse as human trafficking, global perspectives on promoting social change, the psychology of religion in China, trauma, child sexual exploitation, working with global multicultural teams, the international psychology of men, terror, torture and war, antisocial behavior in Singapore, global mental health training in rural West Africa, the Sichuan earthquake, prevention education in Japan, and racism in Australia. (If you Google “APA Convention” you’ll be able to pull up the online program for the convention, search by Division, and print out a list of all Division 52 presentations.)

The Division Awards Ceremony and Social Hour will be held from 5:00 – 6:00 pm in the Marriott Hotel and Marina. Please plan to attend – ask at the reception desk for the room number. Not all of our awardees have been selected yet, but I am pleased to announce that the 2010 Division 52 International Mentoring Award will be shared by three very distinguished psychologists: Florence Denmark, Ray Fowler, and Tony Marsella. I know all three well, and can understand the dilemma Mercedes McCormick and her Committee (Gloria Grenwald, Grant Rich, and Nancy Felipe Russo) faced in attempting to select a single winner from a large pool of very eminent psychologists. Congratulations to Florence, Ray, and Tony.

We will also be presenting two Outstanding International Psychologist Awards. One award is given to a psychologist from the United States and the second award is for a psychologist outside the United States. In addition, we will present the 2010 International Student Research Award to a doctoral student in psychology doing important work with international relevance.

Division 52 officers and members have traditionally helped the Office of International Affairs host the reception for international visitors, and intend to do so again. If you have a chance, drop by the reception and say hello to our international guests.

We have elected our new officers for 2011, and I’m pleased to announce that Neal Rubin has been selected as President Elect, Ayse Ciftci will be the new Secretary, and Joy Rice and Andres Consoli will serve as our new Members at Large. Congratulations to our incoming officers.

I am especially happy to report that the Division of International Psychology will be sponsoring its own journal titled International Perspective in Psychology: Research, Practice, & Consultation. Dr. Judith Gibbons will be the first editor of the journal. Dr. Gibbons is currently on the faculty at St. Louis University. She received her doctorate from Carnegie-Mellon University and is an outstanding scholar and editor. Her research interests include cross-cultural and cross-national studies of gender roles and adolescent development, acculturation processes in adolescents and their families, and the psychology of women. We anticipate that many of our members will publish their research in this new journal.

As always, drop me a line if there is anything the Division of International Psychology can do to support your research or teaching—and especially your work in the international arena.

Danny Wedding, Ph.D., MPH
Associate Dean for Management and International Programs
California School of Professional Psychology
Alliant International University
San Francisco, CA, USA
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<td>8-8:50</td>
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<td>Cross-National Dissertations: Unique and Challenging Research Opportunities (SYM)</td>
<td>Universal and Culturally Unique Manifestations of Adult Attachment (SYM)</td>
<td>Ethics Vignettes: End of Life Decisions and Assisted Suicide (Discussion)</td>
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<td>9-9:50</td>
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<td>Views of terrorism, torture war: Challenges for peace building (SYM)</td>
<td>Preventive Education in Japan: What We Incorporated or Changed (SYM)</td>
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<td>10-10:50</td>
<td>International Mellowing with Age: MCMI III Data from Four Countries (SYM)</td>
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<td>Cultural Examinations of Relational Aggression and Social Relationships (SYM)</td>
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<td>11-11:50</td>
<td>Finding Meaning and Forgiveness In Spite of Trauma (SYM)</td>
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<td>Presidential Address: Danny Wedding</td>
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<td>12-12:50</td>
<td>Preliminary Lessons from the Sichuan Earthquake: Clinical, Spiritual, and Ethical Dimensions (SYM)</td>
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<td>Racism in Australia: Exploring the progenitors of racial oppression Down Under (SYM)</td>
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APA International Division 52 Program, August 2010, San Diego Marriott

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<td>1-1:50</td>
<td>Psychology in a global context: Promoting culturally responsive transformative action (SYM)</td>
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<td>Research in International Psychology II: Poster Presentations</td>
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<td>2-2:50</td>
<td>Executive Committee Meeting: 2-5:50</td>
<td>Bridging the Great Divide: Conducting Research in Asia (SYM)</td>
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<td>4-4:50</td>
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<td>Development of Global Mental Health Training in Rural West Africa (SYM)</td>
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<td>Sexual Trafficking: Perspectives from the United Nations (SYM)</td>
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## Division 52 – International Psychology Hospitality Suite Program

2010 APA Convention, San Diego, Marriott Hotel and Marina

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| 9 a.m.| Early Career Professionals Meeting Chair: Ayse Ciftci  
Student Committee Meeting Co-chairs: Jenna Stowell and Erin Bullett | Conversation Hour: New intervention based on old wisdom. Nontraditional community based interventions Tara Pir and Gari Senderoff | Conversation Hour: International conference experiences and collaborations: A student panel (Albertina Aros, Yolanda Mora, Brenda Smith, Gloria de Mara) Starting a Div52 student group on your campus (Amy Paderta and Jenna Stowell) | |
| 10 a.m.| Student Conversation Hour w/distinguished psychologists, past-presidents of Division 1 Division 1 | Conversation Hour: An intersubjective perspective on international internships partnerships Judith E. Fox | Conversation Hour: Neurophenomenology: The mind and the brain Susan Gordon | |
| 11 a.m.| Conversation Hour: Promoting student excellence in psychology Jennifer Doran, Giulia Landi, Lauren Levy, Rivka Meir, Harold Takooshian | Presidential Address: Nothing is scheduled for the suite | National Speaker Network Reception Chair: Harold Takooshian | |
| 12 p.m.| Conversation Hour: How can Div52 help to internationalize psychology programs? Evaluations, connections, ideas Sherri Nevada McCarthy | Book Presentation: “Challenges to world peace: A global solution” John LaMuth | | |
| 1 p.m.| Conversation Hour: Internationalizing the psychology curriculum. Updates from the Div52 Curriculum and Training Committee Richard Velayo, Gloria Grenwald, and Mercedes McCormick | Conversation Hour: From internationalizing the curriculum to the field. Florence Denmark, Jane Dewey, Amy Paderta, Neal Rubin, and Cidna Valentin | | |
**Division 52 – International Psychology Hospitality Suite Program**  
**2010 APA Convention, San Diego, Marriott Hotel and Marina**

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<td>2 p.m.</td>
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<td><strong>Conversation Hour:</strong> Applying organizational psychology in the London Metropolitan Police, England Monica Mendiratta</td>
<td>Student Poster Awards and Graduate Student Anastasi Award: <strong>Division 1</strong></td>
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<td>3 p.m.</td>
<td>Mentoring Committee Meeting Chair: Ani Kalayjian</td>
<td><strong>Conversation Hour:</strong> International crisis intervention. Humanitarian and green technology programs Steven Handwerker</td>
<td><strong>Conversation Hour:</strong> “The Work of Albert Ellis” Debbie Joffe Ellis (spouse of Albert Ellis)</td>
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<td>4 p.m.</td>
<td>Disaster, Violence, and Mass Trauma Prevention Committee Meeting Chair: Ani Kalayjian</td>
<td><strong>Conversation Hour:</strong> Sexuality research in the Arab world. Difficulties and challenges Brigitte Khoury</td>
<td><strong>Conversation Hour:</strong> Therapeutic interview guide for changing beliefs and behavior Rivka Bertisch Meir &amp; Stanley Krippner</td>
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<td>5 p.m.</td>
<td>International Committee for Women Meeting Chair: Susan Nolan</td>
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<td><strong>Social Hour and Division 52 awards:</strong> International mentoring award</td>
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<td>6 p.m.</td>
<td>Human Trafficking Task Force Meeting Chair: Nancy Sidun</td>
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*For questions, please email Senel Poyrazli, Ph.D. at* [poyrazli@psu.edu](mailto:poyrazli@psu.edu)
APA Division 52 ‘Ursula Gielen Book Award’ (2010)

The mission of Division 52 is to advance psychology internationally as a science and profession, and through education and advocacy. In support of this mission, the Ursula Gielen Global Psychology Book Award is presented to the author(s) or editor(s) of a recent book that makes the greatest contribution to psychology as an international discipline and profession, or more specifically, the degree to which the book adds to our understanding of global phenomena and problems from a psychological point of view. Examples include psychological interventions at the micro- and macro-levels, multinational organizations, questions of mental health, pedagogy, peace and war, gender roles, contributions of indigenous psychologies to global psychology, textbooks that integrate theory, research and practice from around the globe, edited volumes integrating contributions from scholars around the world, and overviews of international and global psychology.

Inclusions and Exclusions
Nominations may include authored or edited volumes in any language. All submissions must be accompanied by a 2-page letter in English making a case for the book’s potential contribution to global psychology. Copyright must be 2009. Nominations may not include fiction and biographies.

Specifics of the Award
Winners will be announced in early 2011, presented with a certificate, and invited to give an address at the August APA 2011 Convention in Washington, DC. They will receive full payment of the convention fee and a stipend of $500 to help fund their attendance at the convention.

Procedures
All nominations, accompanied by the 2-page letter, and three copies of the book, must be made by September 1, 2010, and sent to:
Renée Goodstein, Ph.D.
Chair, Ursula Gielen Global Psychology Book Award
Psychology Department
St. Francis College
180 Remsen Street
Brooklyn, NY 11201
USA
(718) 489-5437
c-mail: rgoodstein@stfranciscollege.edu

Criteria
In judging the contribution of each book, the following set of guidelines may be considered:

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

About Ursula Gielen:
Ursula Gielen (1916-1997, Germany) was vitally interested in the well-being of indigenous, persecuted, and poor people around the world, with a special emphasis on women and children. Her legacy and commitment to international concerns and human welfare continues through her children: Ute Seibold, a former foreign language secretary in Switzerland; Uwe Gielen, an international psychologist in the United States; Odina Diephaus, a former interpreter with the European Parliament in Belgium and France; and Anka Gielen, a counseling psychologist in Germany.

Committee Members:
Renée Goodstein, Ph.D., Chair
Florence L. Denmark, Ph.D.
Juris G. Draguns, Ph.D.
Michael J. Stevens, Ph.D.
Harold Takooshian, Ph.D.
Uwe P. Gielen, Ph.D. (ex officio)

Ursula Gielen Book Award Winners
2008: Families Across Cultures: A 30-Nation Psychological Study. Editors: James Georgas, PhD (University of Athens, Greece), John W. Berry, PhD (Queen’s University, Canada), Fons J. R. van de Vijver, PhD (Katholieke Universiteit Brabant, The Netherlands), Cigdem Kagitcibasi (Koc University, Turkey), PhD, and Ype H. Poortinga, PhD (Katholieke Universiteit Brabant, The Netherlands)
Nominees needed for Outstanding International Psychologist Awards!

Each year Division 52 presents two Outstanding International Psychologist Awards. One award is given to a psychologist from the United States and the second award is for a psychologist outside the United States. Individuals who have made outstanding contributions to international psychology either through significant research, teaching, advocacy, and/or contributions to international organizations are eligible. Please nominate psychologists who you think meet these criteria by JULY 10, 2010.

Send nominations and a brief supporting statement to: Dr. Lynn Collins at Collins@lasalle.edu or LynnHCollins@gmail.com.

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

Previous recipients:
2009: Chris E. Stout (U.S.); Marilyn P. Safir (non-U.S.)
2008: Ronald P. Rohner (U.S.); Ramadan A. Ahmed (non-U.S.)
2007: Kathryn L. Norsworthy (U.S.); Ronald H. Rozen-sky (U.S.); Sheung-Tak Cheng (non-U.S.); and Martha E. Givaudan Moreno (non-U.S.)
2006: Gerard A. Jacobs, Ph.D. (U.S.) and Michel Sabourin, Ph.D. (non-U.S., Canada)
2005: Uwe P. Gielen (U.S.) and Fanny Cheung (non-U.S.)
2004: Anthony J. Marsella (U.S.) and Ruben Ardilla (non-U.S.)
2003: Nancy Felipe Russo (U.S.) and John G. Adair (non-U.S.)
2002: Harry C. Triandis (U.S.) and Susan Pick (U.S.)
2001: Robert F. Morgan (U.S.) and Elizabeth Nair (non-U.S.)
2000: Henry P. David (U.S.), Raymond D. Fowler (U.S.), Peter Merenda (U.S.), and Bernhard Wilpert (U.S.)
1999: Frances M. Culbertson (U.S.), Florence L. Denmark (U.S.), Edwin A. Fleishman (U.S.), and Charles D. Spielberger (U.S.)

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 Michael Stevens at (309) 438-5700 or at mjstevens@ilstu.edu or Lisa Straus at (202) 336-5843 or at essaus@apa.org.
**Are You a Psychologist who was a Peace Corps Volunteer?**

Merry Bullock at the APA International Directorate and several members of Div. 17 - Society of Counseling Psychology are looking for psychologists who were Peace Corps Volunteers. If you are one, please contact Mary at mbullock@apa.org.

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**Divison 52 News and Updates**

**Investigating International Immersion Learning in Doctoral Psychology Training Programs**

If you are a faculty member or doctoral student who has interest, experiences, or special knowledge of international immersion learning in doctoral programs in Counseling and Clinical Psychology programs, you are invited take part in a qualitative research study investigating this phenomenon. Specifically, we are interested in learning (a) how programs integrate international immersion learning experiences, (b) what faculty and students anticipate as intended outcomes of such experiences, (c) what successes and obstacles are being faced (and tackled), and (d) what are future possibilities for this element of globalization.

Your participation would involve a 50 minute (or so) telephone or internet-based interview about the phenomenon. To learn more about participation, please contact Lynette H. Bikos, Associate Professor of Clinical Psychology, Seattle Pacific University, lhbikos@spu.edu, 206.281.2017.

The project has been approved by SPU’s Institutional Review Board (IRB #091002014; valid through 1/10/2011).

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**Division 52 Membership Survey**

Click here to access survey (Web link)

Dear 52 Member:

We have developed a survey to measure your opinions of your membership in Division 52. The purpose of the survey is to determine how we can improve the services that the Division provides to enhance your membership in the division. Please send any comments or questions to Janet2822@aol.com and susan.nolan@shu.edu

We welcome your input.

We appreciate your participation in this survey.
Introduction

On October 10th, 2009, after months of Swiss mediation and U.S. encouragement, the Foreign Ministers of Armenia and Turkey met to sign Protocols aiming to establish diplomatic relations between the two nations. The signing of these accords has resulted in mixed emotions and various opinions within both Armenia and Turkey. Emotions are high on both sides, as the neighboring countries have a long history of strained relations. The issue surrounding recognition of the killings of Armenians by Ottoman Turks as Genocide has been at the core of the emotional strife between both nations.

Within the Armenian community there were groups which supported the signing of the accords, in the hopes they would improve the economy of Armenia through the opening of borders with Turkey. However, a large number of Armenians within the Republic of Armenia as well as the Diaspora were not satisfied and protested unfair conditions set forth within the Protocols. The following items and clauses of the Protocols were disputed: 1. Armenia will no longer have the right to negotiate Karabagh as under international law the region is legally a part of Azerbaijan territory; 2. Armenia must no longer raise concerns about the possible abuse of Armenian cultural patrimony and provide unlimited recognition of Turkey’s borders, which were drawn after the ethnic cleansing of Armenians by the Ottoman Empire in 1915; and 3. The call for a historical commission to discuss the events of 1915, which implies a dialogue is necessary to determine historical facts surrounding the Armenian Genocide, thus angering Armenians as this questions the veracity of the event.

The Turkish opinion regarding the signing of the Protocols and its possible ratification has also been mixed. Turkish supporters of the Protocols believe the opening of borders will bring about good cultural relationships between the people of both nations through opportunities to conduct business together. However, there are still reservations regarding the opening of borders as many Turkish citizens believe more time is needed before an agreement can be reached. With regard to the conflicted territory of Nagorno-Karabagh, Turks view the area to belong to Azerbaijan and believe the Protocols cannot be followed through until Armenia gives up claims to this region. The issue surrounding recognition of the Armenian Genocide is also an emotional trigger for Turkey as Turkish authorities insist there were killings on both sides and that no genocide was committed.

The next step following the signing of the Protocols is ratification of the documents by Parliaments in Yerevan and Ankara. However, both nations are currently at a standstill and ratification does not seem possible in the near future. The Armenian court ruling on January 12th, 2010, which established that the Protocols with Turkey must conform to Armenia’s constitution and as such not contradict Paragraph 11 of the Declaration of Independence, which states: “The Republic of Armenia stands in support of achieving international recognition of the 1915 Genocide in Ottoman Turkey and Western Armenia”, has angered Ankara, leading Turkey to accuse Armenia of delivering a ruling which contradicts the already agreed upon accords. Armenian President Serge Sargsyan has stated he will formally submit the Protocols for ratification to Parliament despite Turkey’s efforts to “distort the deal” (Phillips, 2010). Mr. Sargsyan has also threatened to withdraw from the accords if Turkey continues to stall with regard to ratification. These events suggest that despite efforts for normalization through opening borders between the nations, reconciliation between nations is necessary first for diplomatic relations to be reached.
Independent of political dissonance between the governments, it is also important to consider the psychological effect of these Protocols on the both the people of Armenia and Turkey. The current accords between Armenian and Turkish governments have resurfaced the many negative emotions both sides have when recalling the events of 1915. The psychological impact of these Protocols is one that cannot be ignored. While they aim at normalization through establishment of diplomatic relations, the conditions set forth are a reminder of the painful history between the nations.

The Association for Trauma Outreach and Prevention (ATOP) of Meaningfulworld.com, a charitable organization affiliated with the United Nations Department of Public Information (DPI), organized a follow-up mission for Armenia in November, 2009 to conduct workshops on healing from trauma through empowerment and forgiveness. Within these workshops, individuals learned conflict resolution skills as well as the value of the practice of forgiveness. The workshops also included ancestral meditation followed by a healing circle in which participants were encouraged to share their feelings and experiences. The 7-step Biopsychosocial and Eco-Spiritual Model were central to all workshops. This model, devised by Dr. Kalayjian (1990; 2002), teaches individuals how to process and let go of their negative feelings, as well as how to transform trauma and suffering into positive lessons and post-traumatic growth. Although difficult emotions were often conveyed within these workshops as a result of the generational impact resulting from the Genocide; participants attested that the model helped them transform their anger and come into a peaceful place.

**Method**

The ATOP team was also interested in assessing Armenians’ emotional reactions and opinions regarding the Protocols and their psychological impact. Questionnaires were distributed to evaluate these factors. The research was exploratory in design, and the sampling was mixed both convenient (those who attended reconciliation and emotional healing groups), and others that investigators randomly selected from various public centers throughout the cities.

**Participants**

174 participants (98 male; 76 female), residing in Yerevan and Vanatzor, Republic of Armenia, completed the questionnaires. Fifty percent (50%) of all respondents reported to have not read the entire Protocol and 32.2 percent had read some parts, 9.2 percent had read an analysis of it and only 8.6 percent of respondents had read the entire document. With regard to agreement with the Protocols, 39.7 percent agreed to only opening borders, disagreeing with conditions set forth regarding a committee to discuss historical accounts and returning Karabagh. About 17 percent reported to not agreeing with any of the documents and only 3.4 percent agreed with everything.

**Measures**

Dr. Kalayjian devised the questionnaire following a public opinion poll conducted by the Armenian Sociological Association. This poll asked two questions: “Do you personally agree for the signing of Armenian-Turkish Protocols?” and “What do you think about the opening of the Armenian-Turkish border? On September 21-25, 2009, one month before signing of the Protocols, 1000 respondents in Yerevan completed the survey. According to this survey by the Armenian Sociological Association, majority of respondents (52.4%) were against the signing, 39.2 percent were in agreement, and 8.4 percent were undecided. Results with regard to opening the borders were almost equal, with 47.9 percent agreeing to an opening and 40.9 percent against opening of borders. A smaller percentage (11.2%) reported to not care (Armenian Sociological Association, 2009).

The questionnaire devised for the current study expanded upon this poll in order to gain a deeper understanding of which parts of the Protocols were most troublesome, with emphasis on psychological reactions to the Protocols. The questionnaire contained the following six questions: 1. Have you read the Protocol? 2. What parts do you agree with? 3. What parts do you disagree with? 4. Why do you disagree with certain parts? 5. Please express your emotions and feelings regarding these Protocols, and 6. What would you change to revise/improve the Protocols? This paper discusses the results of this survey and implications for future work necessary for healing the psychological wounds and reconciliation between both nations.

**Results**

The largest group of respondents (33.9%) expressed disagreement because the Protocols did not make an acknowledgement of the Genocide and had conditions of returning Karabagh. Another group of respondents (23%) also disagreed, viewing the Protocols as a clear distraction from acknowledgement of the Genocide and returning Armenian historical lands. Additionally, respondents experienced the Protocols as a “Turkish trap” (5.2%), an outcome of generational transmission of trauma (Kalayjian, 2009) and evidence of deceit on part of the Turkish government (5.7%). Another group of respondents (16.7%) disagreed with the entire Protocols, 9.2% viewed it as unjust, and 3.4% viewed it as only a means to economic prosperity.

When asked what they wished to change or revise with regards to the Protocols, the majority of respondents (22.4%) reported wanting to remove preconditions and return Western Armenian lands. Acknowledgment of the Genocide was next in percentage (12.6%). The next group (13.8%) reported not wishing to change anything or had no knowledge of the Protocols and 9.2 percent expressed other desires (Restriction in Armenian lands. Acknowledgment of the Genocide and had conditions of returning Karabagh. Another group of respondents (23%) also disagreed, viewing the Protocols as a clear distraction from acknowledgement of the Genocide and returning Armenian historical lands. Additionally, respondents experienced the Protocols as a “Turkish trap” (5.2%), an outcome of generational transmission of trauma (Kalayjian, 2009) and evidence of deceit on part of the Turkish government (5.7%). Another group of respondents (16.7%) disagreed with the entire Protocols, 9.2% viewed it as unjust, and 3.4% viewed it as only a means to economic prosperity.

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nantly a combination of fear for the future and rage over unjust conditions, which do not favor Armenian interests. Other negative emotions expressed were: sadness (4.6%), disappointment (17.8%), anger (4.0%), and hopelessness (7.5%). A smaller percentage of Armenians (29.9%) reported having positive feelings of happiness (4.0%) and hope (25.9%) that a prosperous future and good relations are possible between the two countries. However, those who agreed for opening the borders were clear that they wanted preconditions removed, Genocide acknowledged, and trust built between nations before fair diplomatic relations could be possible.

Additional analysis was conducted to determine differences between males and females in the survey responses. Differences between genders were examined since all other demographic data were equal (i.e. all respondents were Armenian, Christian, and university educated). A chi-square test of goodness-of-fit was performed to determine whether differences existed between gender and survey responses. Statistically significant differences were found between men and women on questions 1, 3, and 5. (“Have you read the Protocol?” “Which parts do you disagree with?” and “Describe your emotions and feelings?”). There were statistically significant differences in the percentages of females (F) and males (M) who had read the Protocol c²(3, N = 170) = 7.65, p = .05. Noticeably fewer females than males had read the entire document (F = 2.7% vs. M = 12.6%) or parts of it (F = 29.3% vs. M = 35.8%). Slightly more females (8.0%) than males (7.4%) had read an analysis of the Protocol, while quite a few more females (60%) as compared to males (44.2%) had not read the document. There were statistically significant differences in the percentages of females and males who disagreed with parts of the Protocol c²(4, N = 122) = 10.67, p < .05. More females (25%) than males (22.9%) disagreed with the entire document, but fewer females (38.5%) as compared to males (55.7%) disagreed with conditions on Genocide and Karabagh. Fewer females (1.9%) than males (7.1%) did not disagree with any of it. Almost twice as many females (23%) than males (12.9%) reported not being knowledgeable of the Protocols. Significant differences were also found between females and males in what changes/revisions were wished for to make the protocols acceptable c²(4, N = 100) = 12.70, p < .05. More males than females wished to change nothing at all (F = 4.9% vs. M = 16.9%) or no conditions/returning lands (F = 29.3% vs. M = 45.8%). More females than males wanted to change the first acknowledgement of genocide (F = 22% vs. M = 20.3%) and mentioned something other that they wanted to change (F = 29.3% vs. M = 6.8%).

**Discussion**

Results suggest that the majority of Armenians are against any preconditions within the Protocols, and while agreeing to the opening of borders as a positive change, this should not happen until Genocide is acknowledged. For Armenians, acknowledgement is necessary before an agreement with Turkey can be reached. This is consistent with Harry S. Sullivan’s assertion that after a mass trauma in order to achieve closure, there needs to be a sincere validation, acknowledgment, and reparation (Sullivan, 1953).

In addition to distrust of Turkish government, a high percentage of Armenians also expressed distrust and rage with their own government, whom they believe has also betrayed them through signing the accords despite unjust conditions. Dissatisfaction with the Armenian government has been present within Armenians in the Republic of Armenia for some time. A small minority of leaders displaying a great deal of wealth do not exhibit concern or awareness for the country’s citizens, resulting in many Armenians to report feelings that the government is not concerned with their opinion in regards to matters such as the Protocols. Perhaps the most illustrative example of corruption within the Armenian government can be seen in the events of the 2008 presidential elections. Thousands of citizens believed the election results had been rigged. On March 1st, 2008, police alleging that protesters were armed and prepared to cause a riot, opened fire and killed at least ten innocent peaceful protesters. The elections of May 31st, 2009 were marred by fraud such as ballot stuffing, multiple votes and other undemocratic dealings. It is clear more work is necessary in improving the democratic infrastructure within Armenia in order to restore the people’s faith in their government (Policy Forum Armenia, 2008).

Overall, ratification of the Protocols does not appear likely as both countries accuse each other of attempting to alter the deal. The Armenian court ruling which upheld the legality of the Protocols but underlined that they could not contradict Armenia’s official position that the Armenian Genocide must be internationally recognized has angered Turkey leading to accusations that Armenia is trying to set new conditions. In response, Armenia’s President Sargsyan has stated that Turkey has made efforts to “distort the essence” and has suggested that Ankara is simply looking for an excuse to avoid normalizing relations with Yerevan (Capital of The Republic of Armenia) before a resolution of the Nagorno-Karabakh conflict (Grigorian & Hovanissian, 2010). As of February 25th, 2010, Armenia’s Parliament has voted to suspend ratification of the accords. Undoubtedly the frustrations which still exist between both countries have led to this event.

Further healing work is necessary in order for progress to be made amongst both nations. The psychological impact of the Protocols upon the Armenians has magnified due to the generationally transmitted pain, grief, and anger stemming from Turkish government’s refusal to define the events of 1915 as Genocide. For the Armenians empowerment trainings focusing on healing the trauma, and helping with the practice of forgiveness are necessary to nurture trust and collaboration. For Turkey, empowerment and healing is also necessary. Future research should conduct a survey assessing the psychological and emotional reactions these accords have upon the Turkish citizens and compare these to the emotions felt by Armenians. An understanding of the emotional reactions felt on both sides will allow for the dialogue which is necessary before diplomatic relations can be established.
References

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The most current issue of Psychology International can be accessed on the web at: http://apa.org/international/pi

Reviewed by Uwe P. Gielen, Ph.D.
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This edited volume was published in honor of the counseling psychologist and playwright Pittu Laungani (1936-2007) who contributed in a unique way to an integration of Eastern and Western perspectives on counseling psychology, cross-cultural psychology, thanatology, the psychology of bereavement, and the psychology of stress. Born into a well-to-do merchant family in Bombay (now called Mumbai), Pittu attended the University of Bombay where he obtained BA (1960) and MA (1960) degrees. Subsequently, he immigrated to England and completed his PhD (1982) under the watchful eyes of his mentor, Hans Eysenck at London University. From 1971 to 2001 he taught and supervised students at South Bank University. Throughout his lifetime he sought to correct the one-sidedness of Western counseling psychology by pointing to the cultural assumptions underlying Western theories such as client-centered therapy. Its egalitarian psychology and modes of operation, he believed, were ill suited for the treatment of more communally oriented clients from Eastern cultures. Indian clients, for instance, frequently prefer a more directive and nurturant therapist who as a kind of guru is expected to guide his or her “disciple” through sage advice that at times can be quite specific and pointed.

The book is divided into five parts. Parts I-IV each contains one or two chapters by Laungani that are surrounded by three or four chapters by other authors intended to critically evaluate his perspectives and assertions. Part V contains seven personal reflections on his life and work by an international group of friends, colleagues, and his British wife, Ann. (Disclosure: One of these brief reflections was written by the author of this book review.) Altogether, the volume contains essays by 20 editors and contributors from a broad variety of cultural backgrounds and countries.

Given the broad variety of contributions in this volume, a few examples must suffice. Amrita Narayanan writes both on yogic psychology and on stress, Roy Moodley discusses traditional healing and spirituality, Ruth M. Lijtmaer looks at connections between migration, cultural values and the medical model, Alan Roland and Sabar Rustumjee review several of Laungani’s case studies in two separate chapters, Maya Hammer and Waseem Alladin perceive Laungani as somebody who transcended East/West boundaries in his cross-cultural counseling models and activities, Juris G. Draguns describes Laungani as a master counselor, and Roy Moodley and Lina Stermac present two separate interviews with him. Thus, the breadth of Laungani’s professional interests is very nicely reflected in the breadth of commentaries and original contributions by this extraordinary group of authors.

What emerges from the manifold contributions is both an intellectual and personal portrait of a unique psychologist who sought to reconcile in himself a variety of Eastern and Western epistemologies, philosophies of life, culturally shaped experiences, and complex attitudes and values. Given that Pittu came from an orthodox Hindu family, attended a Jesuit school (in India), spent some of his earlier years in Hong Kong, married a British wife, lived in cosmopolitan London, had many friends in a variety of countries, and was both a psychologist and a playwright, it comes perhaps as no surprise that both he and his friends have been able to throw a unique light in this book on the difficult business of cross-cultural counseling.

Furthermore, the book is not a dry tome laying out the latest theories and claims of American-made multiculturalism, but rather reflects Pittu’s ability to add dramatic cadence, vivid detail, and personal reflection to his case studies, examples, and inquisitions.

In his view, counselors must be able to become cross-cultural chameleons and – so to speak – crawl under the skin of their clients if they are to be of optimal service to them. This can only be achieved successfully through deep immersion in several cultures and exposure to a broad variety of emotionally demanding life situations. Book learning and the successful completion of an advanced degree program are in themselves not enough to achieve this difficult-to-attain purpose.
Reviewed by Anthony J. DeLuca
Dean, School of Diplomacy, Sofia / Ignatius Universities; Dean, International School for Mental Health Practitioners; Special Advisor to Missions* to the United Nations.

* This review does not necessarily represent the views of any of the Missions.

When I first saw this title, I wondered how this would be achieved in 141 pages. However, this book can be read on several levels. On the first, the reader will get an excellent summation of our current insecurity and its sources in rapid globalization. On the second and more in-depth level, one turns to the Notes; almost every paragraph has one or two footnotes. These references are to first rate classic and current texts and empirical studies which bolster Professor Moghaddam’s argument. Almost all of these references are a sine qua non for those who need to understand this field. There were not many studies cited which would argue against his position.

Fathali Moghaddam is from Iran, educated in the UK, worked with the United Nations and at McGill University, and currently teaches at Georgetown University. At the latter, he is director of the Conflict Studies Program and also Professor of Psychology. He has numerous books and articles to his credit.

Moghaddam details the causes of the world’s increasing insecurity and looks for some remedies. Global insecurity is explored within the matrix of terrorism, torture, economic instability, destabilized identity and religious fundamentalism among others. In understanding security, he puts forward a new model in which “soft security capital” becomes a precondition for “hard security capital.” He finds both “assimilation” and “multiculturalism” lacking in sound psychological foundation and he sets forth “omniculturalism” as best for managing diversity.

Globalization has resulted in greater insecurity; a security threat in one place on the globe has “fast acting” reactions in other places. The twenty-first century can be called “the century of threatened identities.” And the Islamic world may be undergoing a “collective identity crisis.” Two alternatives are open to Muslims: copy the West or go back to their roots. Both are unsatisfactory. In the face of identity threat, military action more frequently arises. Feelings of security / insecurity are determined by risk of threat. The “fractured” nature of globalization causes individuals and groups to experience stress.

Moghaddam argues that trust, subjective justice, group cohesiveness, leadership fit, etc. (“soft” security capital) affect or enable military and economic resources (“hard” security capital). Empirical studies show that it is an “erroneous assumption that human beings are rational thinkers and take action on the basis of rational decision making as independent individuals.” And this is to be kept in mind when considering risk and security. With security capital, a balance must be kept between hard and soft.

The author gives an outline of the “Dual-Source Theory of Security” which emphasizes the subjective experience of collective security. Individuals adopt security views common in their group which may include exaggerated estimates of risk or denial of risks. It is a paradox, but the interdependence caused by globalization initially causes greater insecurity (isolationism, the state as source of security, hypernationalism).

With increase in population, there is an increase in consumption and a corresponding decline in environmental quality and our security on the globe is increasingly threatened. Religion has brought people together to fight injustice – but this sometimes brings about insecurity and instability. Increased feelings of insecurity among traditionalists and fundamentalists stem from globalization. With regard to torture and terrorism, these are displacements of an aggressive impulse to deliver collective shame and humiliation.

Having presented a dire picture due to accelerated globalization, Moghaddam has to leave us with some solution. He proposed “omniculturalism” as a way for managing diversity. We are to learn and celebrate basic “scientifically established universals” and “distinct collective entities.” While the author may see this as entirely new, I see this as thesis (“assimilation”), anti-thesis (“multiculturalism”) and synthesis (“omniculturalism”). What is special here is the search for psychological universals (cognitive, developmental, social) based upon empirical science when commonalities would become the basis for the management of diversity. This I see as the area of cross-cultural generalizability and I am also reminded of the “archaic heritage” (Freud) and the collective unconscious (Jung).

Important is subjective justice as well as universals (e.g., equity theory, just world theory). It would be beyond the limits of this book to detail the matter of psychological universals but I find in literature the following listed – going from strongest to weakest – accessibility universals, functional universals, existential universals, and non-universals. Going back a couple of thousand years, I feel these aforementioned psychological universals parallel, from the natural law perspective, the various levels of awareness of classic moral law: first moral principles, commonly known general princi-
Moghaddam would be in good company. As I came to the end of the book, I thought this work would end up in a utopia or a “noogenesis” of a Teilhard de Chardin. It does not; the author remains an empirical psychologist.

Moghaddam does speak briefly of natural law theory (p. 97) which originates from divine and natural sources. I would avoid, in discussion, any reliance upon divine for the simple reason that everyone has a different or no version of divine. On the other hand, most members of the human race have simple unaided reasoning ability – the most basic commonality where even any efforts at its denial lead to its logical establishment.

Along these same lines, I was delighted to see that the author does not accept equating terrorists with freedom fighters (p. 165, footnote 28). An end goal does not determine whether an act is terrorism/non-terrorism or good or evil for that matter. Rather consider the target an immediate goal; it is violence to innocent civilians. Here, Moghaddam comes close to the first moral principles: “do good, avoid evil.” Nothing justifies an intrinsically evil action. It is unfortunate and maybe surprising that this line of reasoning was never introduced, as far as I am able to determine, in the very heated discussions behind closed doors attempting a definition of terrorism. On second thought, maybe this “provocative” approach was introduced. In any event, we at the UN are still without a definition of terrorism after decades of debate.

Finally, I believe even “celebrating” the shared psychological universals does not generate action. Knowing justice does not make me a just person nor guarantee that I will act justly with everyone. Professor Moghaddam, like all thinkers, is involved in an ongoing dialectic. And I would really enjoy seeing his current synthesis become the thesis in dialogue with such a work as Martin Buber’s I-Thou. And like The New Global Insecurity, I think this exploration would make for a great, very practical, and needed contribution.
Books by Members

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In this volume, colleagues from around the world including Victor Karandashev (Russia), Andrew Thatcher (South Africa), Jas Jaafar (Malaysia), Kate Moore (Australia), Annie Trapp (UK), Charles Brewer and Michael Stevens, with an afterward by Bill McKeachie and William Gomez (Brazil) summarize the teaching of psychology in countries around the world. This book also includes selected presentations from the 2008 ICOPE meeting in St. Petersburg, Russia is available in both print and electronic versions from the publisher at www.c-s-p.com.


Filled with personal reflections from every corner of the globe, this 4 volume set is a masterful portrayal of how people from diverse cultures, religions, and experiences think about war and peace.

This work brings together the views of shopkeepers, day laborers, clerical workers, students, teachers, social workers, veterans, and others talking about governmental aggression, torture, and protesting acts of war. These views—from Europe, North America, South America, the Middle East, Africa, and Asia—are seen in the context of major historical battles, including the empire-building of Western European countries, the emergence and contraction of the Soviet Union, and the wars in the Middle East. As this remarkable resource shows, there are some surprising similarities in thinking about war and peace across nations and cultures—and some equally surprising cases where opinions diverge. Over 100 contributors and researchers from 43 different countries, highlighting their countries’ experiences with war and peace, firsthand quotes, extensive reference section and a comprehensive index are included.


The promotional materials for this book notes that it “describes a new technique of self-transformation that can substantially change your life in a short period of time by demonstrating the importance of fixed beliefs in determining Life Patterns that cause us to repeat the same destructive behaviors over and over again. When beliefs are modified, there is an immediate transformation, ‘barriers’ collapse and we experience greater union, cooperation, humanization, and well-being at all levels.”

Author Rivka Bertisch Meir, Ph.D. M.P.H. adds that her book was published in Spanish as well and has been used in many Latin American countries for several years. The book is available through Amazon and bookstores and her website at www.DoctorRivka.com.

She is teaching an international Webinar on the subject in Spanish every Tuesday at 7 PM.

ALSO ANNOUNCING THE PUBLICATION OF...


* If you would like to include a book in a future issue of IPB, please email information to Jennifer Lancaster at jlancaster@stfranciscollege.edu
Expanding Multicultural Understanding: International Immersion for Psychology Doctoral Students

Lauren B. Levy
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How can U.S. psychology students become more involved in international training? This brief report reviews: (a) Why students should consider international study; (b) five possible methods to do this—volunteering, study abroad, practicum, research, internships; (c) some practical resources.

Several trends make multicultural understanding increasingly important for applied psychologists. First, the demographic make-up of the United States is increasingly diverse, a trend that is expected to continue into the foreseeable future (American Psychological Association (APA), 2003). Second, psychologists now recognize the contributions unique life histories and cultural influences can have on both mental health challenges and a client’s resources and options for recovery (US Department of Health & Human Services (DHHS), 2001). Third, emerging research shows the role a therapist’s understanding of a client’s cultural history and worldview can play in his or her recovery, sometimes even by simply acknowledging economic distress, racism or acculturation struggles (e.g., Levy & O’Hara, in press). Most importantly from a therapeutic standpoint, individuals from diverse cultures and geographic regions often have very different approaches to their understanding of the uses and utility of psychological care. Even within the U.S., many cultural groups will consult “traditional” healers, family or friends, religious leaders or even primary care physicians before considering psychological care, making knowledge of the needs and beliefs of specific cultural groups critical (e.g., APA, 2003). Moreover, cross-cultural differences in psychological theory and practice can be substantial, as illustrated by a Canadian psychology professor invited to teach at an Indonesian university:

“When I arrived to take up my duties, I discovered that a course on Psychology was already being taught by one of my Indonesian colleagues...So there was a literal local equivalent of ‘psychology’, but I was not the one scheduled to teach it. I soon found out why. What my colleague was teaching was not Western psychology, but something based on an extensive local literature that had roots in Hindu philosophy with Javanese additions and reinterpretations. So the students had a choice of two psychologies, one Western and one Eastern...This other Psychology could not be dismissed as armchair speculation; it was surely a discipline in the double sense of the term, as a body of systematic knowledge and of strictly regulated practices. Yet neither the organization of its knowledge nor the practices it favoured had much in common with their counterparts in Western psychology.” (Danziger, 1997, pp. 1-2)

Danziger’s observations provide one demonstration of the role cultural knowledge plays in providing effective, ethical psychological treatment (US DHHS, 2001). Recognizing the impact multicultural identity plays in all aspects of mental health, the APA requires didactic multiculturalism courses in Counseling Psychology programs and strongly encourages these courses in other applied psychology programs (www.apa.org). The multicultural understanding provided through these courses is a useful and necessary component of psychological training, but may not be sufficient for students who plan to work closely with clients from diverse ethnic or cultural groups; alternatively, an international immersion focused on a particular cultural group may be a critical learning experience for these students. Several doctoral programs have developed international exchange programs (e.g., The University of Albany has an exchange program with a university in Spain; Friedlander, Escudero, & Guzmán, 2001), but at present, most students who are interested in international academic exposure will be required to develop a personalized curriculum in order to accomplish this goal.

Given the academic rigor of graduate programs and the need to comply with both APA and institutional requirements, it is likely that creating a study abroad program will increase the amount of time spent in a doctoral program and, at a minimum, is likely to require a substantial commitment of time and financial resources. In addition, the student will likely be required to forgo other opportunities such as elective courses or summers without classes! However, an international immersion program that combines cultural exposure with academic training will no doubt be a rewarding opportunity that has the potential to change a student’s personal and professional trajectory. Interested students can gain exposure in a variety of ways, including volunteer experiences, coursework, research, practicum or even a yearly internship abroad. I will briefly describe each of these options and provide resources for interested students to gather more information.

Volunteer

Many organizations worldwide provide opportunities for individuals to volunteer their time and skills, usually for a few weeks or months. This may be a good option for students with limited foreign language skills and/or time; a summer or winter academic recess or even a Spring Break trip would provide ample time for an opportunity of this sort. A number of established programs exist that can provide a structured international volunteer experience (see Additional Resources below, or perform a simple web search); they typically arrange both the volunteer work and accommodations. However, these programs are unlikely to be closely related to mental healthcare, they can be quite costly, and they may only offer a superficial glimpse of the culture of another country. Moreover, students frequently spend more time with other foreign volunteers than interacting with local individuals or learning about the culture. It is also possible to structure an individualized volunteer experience by working with international social service organizations (see http://www.summit-americas.org/ngolist2.htm or http://www.ngo.org/links/index.htm for an enumeration of international NGOs). How-
an APPIC internship, and some students (perhaps those who ultimately plan to live and become licensed in another country) may place less emphasis on the APPIC requirements. A student who hopes to complete his or her internship abroad would follow steps outlined in the sections described previously to gather more information. A simpler option may be to complete your internship in the U.S. and to then seek further training overseas through a post-doctoral position, suggests Dr. Norman Abeles, former APA president (personal communication, May 28, 2010).

After reading these descriptions, it may seem like structuring an international experience is an overwhelming process. While it will certainly require time, energy, and professional flexibility, it will undoubtedly also positively impact your worldview and professional capabilities. Determining your own professional needs and objectives, as well as your program’s academic, research, and practice requirements, are critical first steps. Build on your personal and professional contacts and be open to where this process might take you! Several general suggestions follow:

- Determine your rationale for seeking an immersion opportunity and be prepared to articulate it convincingly (and repeatedly!) to your faculty; they have the broader interests of your program and your long-term educational goals in mind and may not originally be receptive to your hopes to change or delay the typical academic sequence.
- Use conferences as opportunities to “network” with others in the field, and reach out to all of your personal and professional contacts; you never know who knows whom.
- Be assertive and persistent with your requests for information, but always remain respectful.
- Expect to run into challenges. Specifically, know that the press of time varies cross-culturally.
- Prepare for the best, but plan for the worst, in both the planning and execution phases of this experience.

Additional Resources*

- APA Counseling Psychology Division (17), International Section: http://www.div17.org/sections_i.html
- APA International Psychology Division (52): http://www.internationalpsychology.net/home/
- A number of competitive study/research abroad scholarships exist, including Fulbright (http://us.fulbrightonline.org/home.html) and Rotary International (http://www.rotary.org/en/StudentsAndYouth/EducationalPrograms/AmbassadorialScholarships/Pages/Howtoapply.aspx). See Takooshian & Stambaugh (2007) for a more complete listing and be sure to check in with your university’s study abroad office.
- ISEP (http://www.isep.org/students/Directory/members_outside_usa.asp)
- International Volunteer Organizations:
  - www.crossculturalsolutions.org
  - www.aideabroad.org

*Please note, this is just a small sampling of the numerous resources available for students interested in international academic experiences.

References


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International Council of Psychologists, Inc. Celebrating 70 Years in 2011: Innovative Pioneering in International Community Building

Ann M. O’Roark, PhD, ABAP President, International Council of Psychologists St. Augustine, Florida USA

Approaching 70 years experience in pioneering on the frontiers of global psychology, the International Council of Psychologists, Inc. (ICP) is taking yet another giant step. In 2010, for the first time, the ICP Secretariat will be “hosted” by a university, The Chicago School of Professional Psychology (TCSP). ICP’s 68th annual conference will take place at The Chicago School (TCS) campus in the metropolitan heart of Chicago, IL, where their International Department and the ICP Secretariat are located in a wing of the famous Chicago Merchant Mart Mall.
ever, with only a few weeks to volunteer, time may be lost
due to disorganization and you may have less of an oppor-
tunity to directly contribute to the group’s mission or to fully
utilize your abilities than if you joined an established, more
structured volunteer program. If you are considering a brief
volunteer experience, I strongly urge you to consider going
alone (and not with a group of friends or colleagues) and to
make every attempt to truly immerse yourself in the local
culture in order to maximize the impact of this experience.

“Study Abroad”

Many undergraduate students participate in study abroad
programs, and although these opportunities are more difficult
to find for graduate students, they could be very useful per-
sonally and professionally. A study abroad experience may
include psychology coursework and/or practicum opportuni-
ties, but is likely to require significant legwork on your part
and buy-in from both your host institution and your own doc-
toral program. Several important steps:

- Assess your program’s curriculum: When or how
  might you fit a semester or year abroad into your
  schedule and how would your coursework, research,
  practicum and TA/GA/RA responsibilities or applica-
  tion for internship be affected?
- Assess and consider augmenting your language skills
  if you hope to spend time in a non-English speaking
country.
- Determine your region or country of interest.
  - Consider starting with the Counseling Psychol-
    ogy Division’s international resource page (see
    Additional Resources) and contacting individual
    countries for more information.
- Visit your university’s study abroad office to inquire
  about study abroad institutions. You may also visit
ISEP (Additional Resources), which lists over 300
institutions dedicated to affordable study abroad ex-
périences.
- Pick up the phone! Do not assume that a single email
  is enough to get the information you need. Know that
these organizations receive many inquiries daily, so
persistence and resourcefulness may be critical to your
success. However, remember to maintain this commu-
nication (i.e., respond promptly to emails or phone
calls from people who are trying to help you), espe-
cially if you initiated it, and always be gracious. As
you attempt to structure an international immersion
experience, you are representing not only yourself, but
also the U.S. and your university.

As you pursue study abroad opportunities, remember
that the APA has a number of strict requirements and course-
work in other countries may not meet them. In addition, the
APA does not “approve” institutions outside of the US or
individual courses. They only “approve” (i.e., accredit) U.S.
doctoral programs based on their entire curricula and it is up
to each program to understand and apply these APA criteria
(www.apa.org). If you plan to study abroad, expect to acquire
syllabi and work closely with faculty before you leave if you
hope that courses taken abroad will meet APA requirements
(e.g., for core psychology courses). It may be easier to take
courses outside of APA’s purview, including research courses
or electives. Be sure to plan ahead and work with your faculty
to consider all possible options.

Practicum

You may consider completing a practicum experience at
a site outside of the U.S. Keep in mind that currently, ap-
proved hours for an Association of Psychology Postdoctoral
and Internship Centers (APPIC) internship must be sup-
ervised by a licensed psychologist (www.appic.org). You must
determine whether a US licensed psychologist will be re-
quired to supervise your work (often times jointly with a local
psychologist) or whether local licensing requirements are
sufficient. Remember that other countries typically place less
emphasis on the maintenance of a doctoral degree for the
practice of psychology (the equivalent of a Master’s Degree
or a Licensure – 5 years after high school spent devoted to a
field of studies - is often sufficient, while the PhD is reserved
for research and academic roles) and it may therefore be diffi-
cult for you to find “appropriate” supervision locally. This
certainly does not negate the experience you would gain by
completing your practicum abroad, but you must be aware in
advance that this experience may not “count” when applying
to an APPIC internship. Additionally, the APPIC process has
gone through several major overhauls recently and is always
subject to change.

Research

Conducting pre-doctoral or dissertation research in a
foreign country is another option. This will likely require
more extensive cultural (and linguistic) knowledge, as well as
professional contacts, but appears to be an increasingly preva-
ent choice for graduate students. Make preliminary inquiries
with your advisor and your local IRB to determine baseline
requirements to conduct research abroad, including differ-
ences in the informed consent process. Get involved with
APA’s International Psychology Division 52, attending ses-
sions this group sponsors at national and international confer-
ences. Consider contacts you have generated from attending
conferences and experts in your field of studies who may be
interested in guiding or supporting your research efforts, or
even allowing you to become a member of an established
research team.

Internship

Completing your full-time pre-doctoral internship abroad
is another option, although it is likely the most difficult. AP-
PIC does not currently offer any internships outside of the
U.S. and Canada (www.appic.org). Dr. Catherine Grus of the
APA Office of Graduate & Post Graduate Education & Train-
ing notes that while the APA certainly recognizes the merits
of international and multicultural exposure, its efforts are
currently focused on ensuring that U.S.-based internships
prepare students for U.S. licensing requirements (personal
communication, March 26, 2010). Not all programs require
At age 50, ICP boasted 1600 members from 80 countries and was still one of the few professional psychology associations with a global perspective and inclusive philosophy. At 69, ICP, Inc. consists of almost 100 dues paying members and approximately 150 life, permanent, and other non-paying members. ICP’s membership in 2010 is one-fifth of what it was 20 years ago. Approaching 70, ICP is again the size it was in 1941. Contemporary members remain equally dedicated to human rights and well-being, to the universality of science, and a belief in the creative potentials available in an association of colleagues with global perspectives who collectively represent an assembly of eclectic, broadly based psychological interests.

A handbook of chapters written by ICP members from every part of the world was published to celebrate ICP’s golden anniversary (Gielten, Adler, & Milgram, Eds., 1992) Page 1 calls the volume a “festschrift” for the association, not a commemoration of the end of a career, but a celebration of a group that was “mature and still becoming.” The reality is that the mature factor is most apparent in the necrology registry and that what ICP is becoming is not yet clear. The leaders will address the possibility of a need for dissolution, declaring victory in achieving its mission while pointing to 92 other international psychology associations, 89 of which are younger than ICP and pointing to psychological research findings indicating organizations exist for 25 to 40 years (Popcorn, 1992; Chambers, 1998). ICP outlived the average organization’s life expectancy.

Even so, ICP’s resilient globe-trotter leaders remain willing to step outside-the-box to explore yet one more frontier for advancing their global perspective in facilitation of mutual understanding and collaboration. Today’s ICP leaders are reminiscent of ICP’s innovative “Rosie the Riveter” founders, looking for new ways to participate in advancing the application of the findings of scientific psychology to the needs and challenges in the world and times we live in.

**Out of the Past**

As current president of ICP, I was invited to make a presentation about the association’s history at the spring conference of the Eastern Psychological Association in Brooklyn, New York. I was proud to take the ICP flag to New York City [photo] where on December 14, 1941, the National Council of Women Psychologists was set in motion by kinred spirits who met in the city to put their skills and knowledge as psychologists to work to assist service men’s families, to think about finding solutions to world conflict, and to foster understanding among people of differing nationalities and cultures.

[see timelines on pages 26-28]

Brochures, articles, histories, annual conference programs and proceedings books (Roth, et al., 2009) chronicle 70 years of association name changes (3), officers (53 presidents), conference themes (since 1970), and Secretary Generals (7). [See: http://www.icpweb.org]. The focus here is on association uniqueness and innovations, not surprising, given my forty year career in organizational consulting and leadership development.

Contemporary psychological research into organizational creativity and innovation is frequently traced back to Jack Guilford’s 1950 presidential address to the American Psychological Association (APA) (Morin, 2000; Sternberg, 1999). Anderson (1992) defined creativity as “... nothing more than going beyond the current boundaries, whether those are boundaries of technology, knowledge, current practices, social norms, or beliefs. Creativity is nothing more than seeing and acting on new relationships, thereby bringing them to life.” Anderson considered organizational innovation to be using creativity to add value, which can be economic, social, psychological, or aesthetic. These definitions reflect ICP’s unique culture and contribution to the development of the current community of international associations.

**Compelling Curiosity and a Love of What They Are Doing**

The innovations and creative concepts introduced by ICP members across the years could fall easily into Teresa Amabile’s (1992) reports of applied creativity carried out by highly innovative individuals driven by an inner curiosity, a need to know. The motivation that drives them is not work because they love what they are doing. A second factor in a culture conducive to innovation, ICP’s uniquely inclusive membership constituency assures a diverse mix of backgrounds, professionally and geographically. Intentional gathering of a wide range of specializations and life experiences is used to facilitate problem solving for corporations by Synectics Corporation (1993), a long established and highly successful consulting firm with clients such as Coca Cola and Canada’s Molson Coors beer, Staples, and Kraft Foods. ICP membership is intentionally inclusive; the membership is...
open to psychologists from all areas of specialization in the discipline. Synectics’ think tanks are also intentionally inclusive. They call together individuals from a wide spectrum of industries and occupations to “brainstorm” solutions to a client’s presenting problem. ICP’s “guanxi” (A Chinese word for “relationship building”) association of representatives from many areas of psychology and many parts of the world proved to be fertile ground for the emergence of innovations and creative thinking.

Innovative Leadership: Judicious Risk Taking

The 1941 founders loved being psychologists and loved contributing their knowledge to increase the well-being of persons suffering as a result of the War that was to end violent overthrow of nations, civil destruction, and eugenic genocide. Global perspective on needs and innovative approaches to solution-finding continued in the 1950s with promotion of “international summer villages for children” programs designed to develop cross-cultural respect and understanding during formative years. The value for broad inclusiveness led to enlarging membership to include psychologists of all nations (1946) and to including male members (1958).

ICP’s pioneering, special concern for the well-being and rights of women was maintained by establishing a Committee on Special Interests of Women. Today, ICP’s most long standing and prestigious annual award is given for outstanding contributions to feminist / gender research. This award is ICP’s legacy from courageous women psychologist, unable to be actively part of the fight against violence and genocide, kindred spirits with blowtorch welders known as Rosie the Riveters. Both were innovators, taking steps beyond the social “mold” and restrictions of 1940s.

Building Community among International Associations

Full membership in ICP required membership in a national psychological association that held membership in the International Union of Psychological Science (IUPsyS). During the 1960s, ICP added a membership category, Professional Affiliates, to be able to include those with academic training in other disciplines who shared ICP’s global perspective and values for the universality of science, human rights and well being.

In 1970, ICP added another innovation. ICP collaborated in supporting a project called SHARE, which facilitated international travels for psychologists by connecting them with psychologists in the countries they intended to visit. In addition, the first annual conference was held outside of the USA and apart from being an embedded program within the American Psychological Association. That conference was in Tel Aviv, Israel. In 1976, ICP members elected their first non-US American president, Lisette Fanchon of Paris, France. That year, under Joe Matarsazzo’s leadership, ICP began to support a central office, called a Secretariat, which was managed by a volunteer Secretary General, Frances Mullen of New York.

Fostering Psychological Values: International Perspectives

The 1980s were highlight years in the history of ICP’s risk taking, pioneering spirit. Members completed time-consuming procedures for admission as a Non-Governmental Organization to the United Nations Economic and Social Council and Department of Public Information, and for offering continuing education workshops with credits from the American Psychological Association. The ICP Board moved to establish a Committee on Human Rights of Psychologists and to coordinate conference sites with the International Union of Psychological Science (IUPsyS) and the International Association of Applied Psychology (IAAP), the only two international associations of psychologists established earlier than ICP (see chart; IAAP: 1920 www.iaap.org: Hogan., EPA 3/5/2010, unpublished paper).

The years between those alternating congresses, ICP would meet near the APA where annual convention was being held. Occasional alternative sites were selected to take the ICP program and members into regions where scientific psychology conferences had never been held. Financial deficits were covered by holding conferences the next year in a region where many universities and psychologists could attend.

During the 1990s, ICP began celebrating its golden anniversary under the guidance of President Florence Denmark with the Council’s first organizational development event, a futuring and strategic planning workshop [O’Roark & Griesinger, IP, 33, 1, p. 4-5]. Of the nearly 150 ideas generated, top priority was given to reworking and updating the ICP Mission Statement and operational documents. In 2010, the ICP Board will once again be addressing the future in a strategic planning workshop. The conclusion of the golden anniversary was publication of a handbook: Psychology in international perspective: 50 years of the International Council of Psychologists (Gielen, Adler, & Milgram, Eds., 1992).

An Early Career Research Award was established, conceptualized near a light house in Nova Scotia during the Halifax conference by three past presidents [Denmark (USA), Spielberger (USA), & Macnab (Australia)], drafted and submitted to the Board by. O’Roark (USA), and subsequently named for two well-loved ICP members, Seisoh Sukumune [Japan] and Bruce Bain [Canada]. An international project illustrating the “guanxi” spirit of ICP’s face-to-face collaboration on an activity of mutual professional interest.

21st Century Realities and Two Failed Innovations

During the first decade of the millennium, financial stability became an ongoing challenge for ICP with the advent of salaried Secretaries Generals. Three calls for special contributions have been issued, with the last one still under way. Global economic downturns and a maturing membership [half of the members are “life members”] and an attempt to outsource the annual call for dues depleted the membership rolls and bank account.

President Chok Hiew called for the Board to hold a leadership workshop in St. Petersburg Russia. As a forerunner of
the 2010 workshop planned for Chicago, that group decided to manage their own call for dues and to ask that all members, including life and permanent members be asked to pay dues in 2010. The Board in Mexico City, 2009, re-affirmed that action, although many life and permanent members strongly objected.

This unpopular decision allowed ICP to forecast funds sufficient to enter into an agreement with The Chicago School for hosting the ICP Secretariat, another brave and pioneering step into a potentially strong future for the historic association. The Council Board’s workshop planned for August 3, 2010 in Chicago will follow up on Hiew’s leadership workshop in St. Petersburg Russia, 2008. Fresh procedures will be mapped for the association’s functioning in the future.

Continuing to work from a model for solution-development recommended by Peter Schwartz, the leaders can begin to map procedures for what might be a best case scenario. They can also plan for a worst case, which would be a decision for dissolution. While discussing plans for the August workshop, an unusual suggestion came from a long-time member now living in Singapore, who recommends that ICP actually adopt a “council” type meeting each year. The small ICP group of international members would meet in plenary sessions to discuss selected, major topics of mutual interest and concern in order to develop joint statements about each topic that could be disseminated in each country. A likely future is that the association will continue as a small association of colleagues dedicated to the universality of science and the importance of cultivating face-to-face, personal-professional relationships and planning joint research projects.

**The Fellowship of ICP: Their Outstanding and Unusual Contribution to Psychology**

Three of ICP’s successful and widely replicated innovations in the international community of professional psychologists are [1] the establishment of Liaison relationships with international associations, national associations, and groups with like-values who are involved in international ventures [children’s villages, SHARE, United Nations]; [2] the establishment of Regional Area Chairs to recruit members, disseminate information from across the world and hold periodic regional conferences; and, [3] the giving of an award to InAbsentia Posters on international studies from graduate students who cannot afford to travel to international conferences.

A creative leadership role emerged throughout the 70 years as a result of the juxtaposition of science and relationships. The these two pivotal values endorsed and maintained by ICP leaders is consistent with the models of leadership that highlight attention to task and attention to consideration of persons (Bass & Stogdill, 1990; Bass, 2009). These critical factors in effective leadership are being supported and refined in international findings from the GLOBE Studies (Chhokar, Brodbeck, House, et al., 2008).

The 70 years of ICP reflect the story of pioneering, innovative, and inclusive professionals who defied the fears expressed at the first international conference of psychologists, Paris,1889, and attempted to not allow psychology to become too “scattered” (Hogan, 2010). Whether or not the association continues for another 70 years, the journey is remarkable and an example of creativity, of leadership and of tenacious integrity. I am proud to be the president for the 2009-2010 term.

**References**


HISTORY TIME LINES: PREPARED FOR PRESENTATION AT THE 2010 EASTERN PSYCHOLOGICAL ASSOCIATION, APA INTERNATIONAL PSYCHOLOGY PROGRAM (2010, O’Roark)

International Council of Psychologists 1941 – 1966

NCWP: National Council of Women Psychologists

December 14
New York City

Quarterly Newsletters

1st Liaison Relationships Children’s International Summer Villages (CISV). School to School Experience [ISSE]

3rd Name Change
ICP, Inc. 501c3
1986 Connecitcut, USA

International Understanding
PUBLICATION OF ANNUAL PROGRAM PAPERS
1st Membership Directory

1st Name Change
ICWP: International Council of Women Psychologists

1941

1946

1951

1958

1962 - 1963

1966

2nd Name Change
ICP: International Council of Psychologists [1st male members]

Committee on Concerns about Special Interests of Women

Membership in a National Association in International Union of Psychological Science [IUPsyS]

International Psychologist

Combined Newsletter & International Understanding Papers

International Psychology Bulletin (Volume 14, No. 3) Summer 2010

1st Male President: Henry P. David, PhD

1st Professional Affiliate Members

1967

1970

1st Secretariat New York
Frances Mullen, PhD., Secretary General
1st Non US President: Paris, France
Lisette Fanchon, PhD.

ICP Board statement to IUPsyS IAAP
HUMAN RIGHTS & UNIVERSALITY OF SCIENCE

1973

Student Affiliates

1976 - 1978

1980

* United Nations
* APA CE
* Committee on Human Rights of Psychologists
* Began scheduling conferences annually near IUPsyS IAAP, or APA
* Georgia Adams, SecGen.

1975

1st SHARE
Co-hosting for colleagues traveling internationally

1980 - 1983

1983

3rd Secretariat: Madison WI
Patricia Cautley, PhD., SecGen.

1986 1989

1st Interest Groups for research collaborations
1st AWARD
Distinguished Service and Outstanding Contributions to:
Frances Mullen
1st World Area Chair Coordinator

1980

1st Meeting outside USA: Tel Aviv

1973 - 1975

1980

1976 1989

1980

United Nations

APA CE

Committee on Human Rights of Psychologists

Began scheduling conferences annually near IUPsyS IAAP, or APA

Georgia Adams, SecGen.
International Council of Psychologists 1990 – 2011

1990
1st Strategic Planning Board Workshop
President Florence Denmark

Tandem Alliance:
ICP-IAAP
With Admin.Services Blackwell, Publisher

THREE ICP CONFERENCES
July 11-17 Melbourne Australia. Embedded Peace Summit in IAAP CONGRESS
July 26-27 Padua Italy Regional Conference
August 3-7 Chicago 68th Annual ICP Conference: “Psychological Values Around the World”

ICP SECRETARIAT
Pilot Year Agreement with The Chicago School of Professional Psychology to host the ICP Secretariat at The Chicago School Campus.
Dr. Sayaka Machizawa, Assistant to the Secretariat

1996-2001
1996
Early Career Research Award: Bain-Sukemune Award
2001
ICP Millennium Statement & First Peace Summit Symposium

2003

2010

2007
Board Leadership Workshop in St. Petersburg Russia Updating Bylaws and First Phase Futuring for Updating ICP Policies and Procedures

2011 & FUTURE

FUTURING SCENARIOS
BEST WORST UNUSUAL LIKELY

International Psychology Bulletin (Volume 14, No. 3) Summer 2010 Page 28
II. Yesterday and Today

Early Associations

IAAP International Association of Applied Psychology 1920

ICP International Council of Psychologists 1941

IUPsyS International Union of Psychological Science 1951 / 1889

TODAY

2005 APA Listing of 92 International Associations: AGAP to WFSF & WHO

Association of Graduate Analytical Psychologists of the C.G. Jung Institute of Zurich to World Futures Studies Federation and World Health Org.

2005 List of 93 National Psychology Associations

Albania and Argentina to Republic of Yemen and Zimbabwe
Psychology in Lebanon: Pia Zeinoun

Pia arrived to the United States of America in the summer of 2006 to pursue her studies. She had been awarded the Fulbright Student award—a scholarship awarded by the US Department of State to distinguished students in their field. Zeinoun studied at Illinois State University in Bloomington, and engaged in the active life of being an international student. She served as President of the International-House Student Association, and volunteered at community services for youth. Academically, she had the opportunity to co-author a chapter with her professor Dr. Michael Stevens, in the APA publication “Studying Psychology in the United Stated: Expert Guidance for International Students.”

During her graduate studies, Pia conducted an investigation into how college students’ positive traits or character strengths influence their happiness and subjective well-being in the wake of stressful life events. Interestingly enough, she found that the strengths people reported about themselves were protective factors that helped them retain their happiness levels when their lives were stressful. However, some character strengths, although they were found to be beneficial during typical low-stress times, appeared to be counterproductive to subjective well-being when stress is relatively high. In addition, it seemed that certain character strengths, like citizenship, defined as social responsibility, loyalty, and teamwork towards a group, were advantageous for women in times of stress, but not so beneficial for men’s happiness.

Upon graduation, Pia decided to return to her homeland in order to work and be closer to her family and loved ones. She was recruited by her Alma Mater, Notre Dame University as a part-time instructor. She finds teaching psychology undergraduates very rewarding, not only because of the opportunity to disseminate exciting knowledge to students, but also because it’s an opening that allows her to ignite students’ interest in the science of psychology.

Soon after her arrival to Lebanon, Pia was also offered a full-time position at the Psychiatry Department at the American University of Beirut Medical Center. As part of the department’s multidisciplinary team, she assesses children and adults to aid in diagnosis and treatment planning. In addition, Pia delivers psychotherapy at the department’s busy low-fee clinic. Although social science research in Lebanon is still in its neophyte stages, Pia is involved in ongoing research projects concerned with developing culturally-appropriate assessment tools to evaluate the cognitive abilities of children and geriatric populations, and in gathering epidemiological data of psychiatric disorders in the country.

Many challenges face mental health professionals like Pia, who are working in Lebanon. For instance, there are currently no professional licensure laws outlining who can use the title “psychologist”, and who can practice psychotherapy and counseling. This leaves both clients/patients and qualified practitioners vulnerable ethically, legally and professionally. Pia has joined other colleagues in the recent efforts of the Lebanese Psychological Association (LPA) to reactivate the process of establishing professional standards for practicing psychotherapists. Mental health professionals also grapple with the absence of indigenous psychotherapy and culturally appropriate tests, lack of community mental health, absence of laws on reporting abuse, scarcity of funds and support for research, and little regulation and auditing of university psychology departments, training programs, and mental health institutions.

It is easy to see that the status of psychology in Lebanon leaves much to be desired, but the dedication and effort of professionals is making a slow, strong and steady path towards change.

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We are members of an international crisis intervention team that is generating resources and humanitarian intervention for locations like Haiti. We are focusing on green technology experts and corporations and are creating a conference in Hawaii in 2011 for the purpose of bringing together efforts from industry, humanitarian groups on the ground, and trauma experts to intervene in those areas which have been impacted by environmental or economic disasters.

We have put together an Advisory Team to help guide the planning of the conference. Generally, the responsibilities of advisory team members include reviewing conference plans and making recommendations, and serving as contact persons for industry personnel looking to participate. Here is a brief description of this green humanitarian initiative.

It has been devastating to watch news of recent tragic man-made and natural catastrophes unfolding in the United States and various other parts of the world, such as the oil spill affecting the Gulf States of the United States and the earthquakes in Haiti and Chile. All too often, poor people and impoverished communities are disproportionately affected by these types of events. While we witness human hands, machinery, and ingenuity attempt to address very complex ca-
lamities in the face of mounting human losses and resource costs, most people acknowledge that short term crisis intervention is needed and planning over the long-term is vital in order to prepare for large scale environmental disasters whenever possible and to rebuild regions after the initial devastation. The biannual Green Hawaii Youth Conference INTL (June 2011) provides a venue for humanitarian forces, industry leaders, and decision makers to collaborate, plan, and unveil green solutions for poor and impoverished communities facing such catastrophes. Indeed, green collaboration may serve to mediate entrenched political and social conflicts, renew important stakeholder ties, and meet struggling economies with sustainable ideas at their points of need.

The purpose of the biannual Green Hawaii Youth Conference INTL (June 2011) is to bring together humanitarian forces, industry leaders and decision makers who have a strong interest in three principal areas: Human welfare and its sustainability through the venues of green education, green technology, and green industry/jobs for struggling economies. The conference has several objectives. First, it will acknowledge ongoing on the ground efforts for survival and sustainability. These projects engage youth, large and small nongovernmental organizations, professional communities and educational institutions, and corporate industry leaders in strategic alliances with positive, practical results. Second, the conference will recognize exemplary creative and tech-savvy environmental projects being developed in community-, industry-, and school-based programs within the United States and abroad that include poor people as contributors of solutions to meet practical needs in impoverished communities. Third, the conference will bring together green innovators, funders, and decision makers from community-based organizations, government offices, and industries of all types to focus attention and resources on communities in need of affordable, effective, multipurpose green solutions.

We seek cooperative alliances with professionals and industry leaders of all types who align with these priorities. We welcome your feedback and participation in this humanitarian initiative.

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The May 2010 issue of

**Interpersonal Acceptance**

(Newsletter of the International Society for Interpersonal Acceptance and Rejection) is now available for viewing at [http://www.isipar.org/Newsletter.html](http://www.isipar.org/Newsletter.html)

It contains: Information about the 2010 University of Connecticut Rohner Center awards winners; an article by Jonathan Gerber entitled “The Role of Personal Control in Rejection: A Meta-Analysis of Experimental Research”; an article by Judy Tan entitled “Social Invisibility”; the 2010 ISIPAR election results; information on the 2010 ICIAR speakers; and the schedule for the 3rd International Congress on Interpersonal Acceptance and Rejection to be held in Padua Italy in July 28-31 2010.

You can read all prior issues of *Interpersonal Acceptance* by going to [www.isipar.org](http://www.isipar.org) and clicking on Newsletter.

Please share the newsletter with anyone you know who might like to know about it or about the Society. Membership information is available at [www.isipar.org](http://www.isipar.org).
International Trauma Studies Program

ADVANCED SEMINAR IN INTERNATIONAL TRAUMA STUDIES
SEPT. 2010 - MAY 2011

This course explores mental health and psychosocial responses to massive trauma and loss in various cultural contexts. What practices best enhance the resilience and coping capacities in individuals, families, and communities that have endured and/or are threatened by traumatic events such as domestic and political violence, armed conflict and natural disaster? Are there unique cultural and contextual structures, idioms and coping capacities, or to what extent can we examine individual and collective trauma through a translocal, and global lens? Topics include the study of narrative and embodied practices in response to structural and political violence, with particular emphasis on testimony and witnessing, collaborative clinical and community partnerships, and psychosocial programs in conflict and post-conflict situations that may promote peace-building, development and other forms of social transformation.

ADVANCED SEMINAR
The seminar draws on classical and recent readings, research papers, case studies, and materials from our audiovisual library of prior workshops and presentations. The seminar is accompanied by a performance workshop that will explore current issues and challenges of trauma affected populations living in New York City.

Over the years, ITSP has developed a distinguished panel of international experts to teach in its courses. Our advanced seminar will feature live web-based presentations and conversations with leaders and innovators in the field as well as case consultations, project supervision and experiential learning. Participants will work on an ongoing research project at the institute and will have access to our bibliographic and audiovisual library of presentations and workshops.

The seminar meetings consist of discussions of readings, conversations with leaders in the field, and project presentations. We will be examining recent developments in mental health and psychosocial responses to trauma in a global context with particular emphasis on resilience based interventions with individuals, families and communities.

PERFORMANCE WORKSHOP
On alternate weeks the seminar participants will take part in a performance workshop, which utilizes approaches based on narrative and performance theory to explore topics in trauma studies through improvisation, story and scenario development. A group of eight or more actors and faculty with particular interest in narrative and performance work together with course participants. We also focus on the development of narrative and performance based research methodologies with trauma affected populations. In 2009-10, the workshop developed a collaborative project with the Liberian refugee community in Staten Island to develop a theater piece and to explore the use of the arts in promoting public conversation and psychosocial wellness.

The Seminar and Workshops meet weekly on Friday afternoons from 2:00 pm to 5:00 pm.

FACULTY
The Advanced Seminar is directed by Jack Saul, PhD, Assistant Professor of Clinical Population and Family Health, Mailman School of Public Health, Columbia University.

ITSP Core Faculty: Nancy Baron, Ed.D., Saliha Bava, Ph.D., Soeren Buus Jensen, MD, Ph.D., Donna Gaffney, RN, DNSc., Lucy McLellan, M.A., Esther Perel, M.A., LMFT, and Steven Reisner, Ph.D.

Performance Faculty: John Burt, M.A., Carlos Caldart, Megan Auster Rosen, M.A., and Ariane Zaytzeff, M.A.

Visiting Faculty: Arn Chorn, Brandon Hamber, Ph.D., Judith Landau, M.D., Ruti Teitel, JD, Michael Ungar, Ph.D., and Stevan Weine, M.D.

CURRICULUM
The Seminar will explore four topic areas that are central to the theory and practice of the International Trauma Studies Program:

International mental health and psychosocial response - examination of recent developments and best practices in global responses to mass trauma and loss, multi-systemic perspectives, case studies of innovative programs with children and families.

Facilitating resilience after trauma and loss: individual, family and community approaches - a look at developments in research on resilience, the application of strength-based approaches in clinical and community settings, collaborative practices, community resilience as an approach to disaster preparedness and response.

Trauma, Narrative, and Performance - an exploration of narratives of suffering and transformation in therapy, journalism, media and legal contexts. Didactic and experiential work on performative approaches in ritual, social drama, theater and the arts.

Integrating psychosocial approaches with peace-building and development - reckoning with the past and its implications for co-existence, reconciliation, and redress.

QUALIFICATIONS
Applicants with prior ITSP certificate training and/or experi-
enced graduates in mental health, health, and allied professions are encouraged to apply. Applicants without a graduate degree but with significant experience and training in the trauma/psychosocial field will be considered for acceptance to the seminar.

A Certificate of Completion from the International Trauma Studies Program (ITSP) is awarded to participants who meet the course requirements.

If you are interested in the advanced seminar please send an email with your CV to: info@itspnyc.org

Now Accepting Applications for the 2010-2011 Advanced Seminar in International Trauma Studies. Applications available on website.

**The International Trauma Studies Program**

Founded in 1997, the International Trauma Studies Program (ITSP) is a training and research institute in New York City. The program is committed to enhancing the resilience and coping capacities in individuals, families, and communities that have endured and/or are threatened by traumatic events - domestic and political violence, armed conflict and natural disaster. ITSP pursues its mission by providing professional training, conducting innovative research, offering technical assistance to international organizations, and helping build a global learning community in mental health and human rights.

The International Trauma Studies Program provides intensive training in trauma theory, prevention and response for professionals from such diversified fields of interest as health and mental health, law, human rights, community activism, the arts, journalism and the media. Our training programs based in New York City and Arua, Uganda bring together professionals from around the world to develop and share innovative approaches to working with trauma survivors.

ITSP is the sponsor of REFUGE, a resource center for survivors of torture, war, and forced migration in New York City and a member of the National Consortium of Torture Treatment Programs.

**TO APPLY**

If you are interested in the advanced seminar please send an email with your CV to: info@itspnyc.org.

Admission is rolling - the application deadline is June 25, 2010. Before this date your application is guaranteed review. If you learn of the program after the deadline, and want to apply, please let us know.

Tuition for the nine months training program is $3,500.

For more information about ITSP and its training programs see our website at [http://www.itspnyc.org](http://www.itspnyc.org)

For updates, please join our ITSP Facebook group [http://www.facebook.com/group.php?gid=50524303086].

International Trauma Studies Program

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Email – info@itspnyc.org
Tel and Fax 212.889.8117

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**The Third International Congress on Interpersonal Acceptance and Rejection**

will be held in Padua, Italy from July 28 through July 31, 2010.

You can get information about the Congress at its website, [http://isipar2010.psy.unipd.it](http://isipar2010.psy.unipd.it).

You can also get information about the sponsoring organization—the International Society for Interpersonal Acceptance and Rejection—at [www.isipar.org](http://www.isipar.org).

The Congress is interdisciplinary and will address research and practice on all aspects of interpersonal acceptance and rejection.

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**July 2010 Australia Conferences**

Two upcoming conferences that may be of interest to Div. 52 members who will be in Australia this summer:

The International Conference on Psychology Education (ICOPE) will hold their 4th conference on teaching of psychology internationally at the University of New South Wales in Sydney, Australia from July 8-11. Information and registration is available at: [http://icope2010.psy.unsw.edu.au](http://icope2010.psy.unsw.edu.au).

The Asian Psychological Association's 3rd international conference will be hosted by Darwin University in Darwin, Australia from July 4 - 7. Information and registration information is available at: [www.cdu.edu.au/apsya](http://www.cdu.edu.au/apsya).
The International Network on Personal Meaning (INPM) is hosting a conference from August 5 to 8 in Vancouver, BC, Canada. This year’s theme is "Creating a psychologically healthy workplace: Meaning, Spirituality, and Engagement". This conference will bring together leading researchers and practitioners to tackle the problem of creating organizations that can survive and flourish in a difficult economic time. In today's highly competitive global economy, building human strengths and fostering resilience at the personal and organizational levels are more important now than ever before.

This conference focuses on the positive psychology of meaning, virtues, spirituality, personal responsibility, and worker engagement in enhancing well-being and productivity. The pre-conference workshops emphasize positive psychotherapy, strengths-based assessment, existential and spiritually oriented clinical skills, etc.

For more information, please visit www.meaning.ca

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**SIP Conference Reminder**

We want to remind you of the an upcoming SIP congress. The IIIrd Regional Congress of the Interamerican Society of Psychology will be held in Asuncion, Paraguay on August 4 - 6, 2010. Look for the details on the Regional Congress' website: siparaguay2010.org.

Please share this information with colleagues, students and other interested persons. The international conference provides an opportunity to learn about and network with colleagues from all of the Americas and the Caribbean.

We look forward to seeing you at this international conference.

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International Employment Opportunities

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International Psychological Counseling Specialist: The ABA ROLI Africa Division is currently seeking an individual to fill the position of an International Psychological Counseling Specialist to be based in Goma, Democratic Republic of Congo for a period of 3 months. This position would involve training a group of Congolese medical professionals on effective methods of providing trauma counseling to victims of sexual gender-based violence. The selected candidate will be required to both develop the necessary training manuals for the training sessions as well as provide the required initial training to the identified local participants. This highly qualified candidate should have at least 5-7 years of relevant trauma psychological counseling experience and be fluent in both French and English. The ideal candidate will have at least an MSW. Experience working in an international environment is a bonus.

Application: To apply for the International Pro Bono Legal Specialist Program please visit our website at www.abanet.org/rol/opportunities/applywithus.shtml to fill out the online participant registration form. Please also be prepared to upload your resume. Only short-listed candidates will be contacted.

University of Hong Kong, Department of Psychology: Applications are invited for appointment as professor in the Department of Psychology, with particular preference given to candidates in the area of developmental Psychology. Appointment will be made initially on a three-year fixed-term basis, with possibility of renewal. Outstanding candidates will be considered for a tenured position on appointment. The Department is looking for an internationally renowned scholar who is widely recognized as a leader in his or her research field. The appointee will be expected to take a leadership role in the Department, and to help further enhance the international standing of the Department and contribute to its research development. Information about the Department can be obtained at http://www3.hku.hk/psychodp. Annual salary for Professorship will be in the range of HK$848,820 - 1,188,900 (approximately US$1 = HK$ 7.8) (subject to review from time to time at the entire discretion of the University). The appointment will attract a contract-end gratuity and University contribution to a retirement benefits scheme, totaling up to 15% of basic salary, as well as leave, and medical/dental benefits. Housing benefits will also be provided as applicable. At current rates, salaries tax does not exceed 15% of gross income. Further information about the position can be obtained from Dr. William Hayward, Head of Department (E-mail: whayward@hku.hk). Further particulars and application forms (152/708) can be obtained at http://www.hku.hk/apptunit/ or from the Appointments Unit (Senior), Human Resource Section, Registry, The University of Hong Kong, Hong Kong (Fax: +(852) 2540 6735 or 2559 2058, E-mail: senrapp@hku.hk). Review of applications will begin on September 1, 2010, and will continue until the position is filled. Candidates who are not contacted within 4 months of the date of application may consider their applications unsuccessful.

Open University of Israel: The Open University of Israel seeks to hire a tenure-track (open rank) faculty member in social psychology. Faculty members of the Open University of Israel are expected to conduct research and to develop written teaching materials in Hebrew. We seek candidates with either a strong record of research or proven research potential. The Open University plans to establish a program of graduate studies in social psychology in the near future. The selected faculty member will be assigned a key role in developing and launching this program. Applications should be submitted by August 1, 2010. Applicants should send a letter of interest, names and contact information of three references, current curriculum vita, and representative papers. Applications should be addressed to: social_psychology@open.ac.il.

Ben-Gurion University, Psychology Department: The Psychology Department, Ben-Gurion University, Israel (www.bgu.ac.il/psychology) anticipates two tenure-track openings in cognitive, cognitive neuroscience, child/infant, social, clinical psychology and neuropsychology. Application materials (CV, PDFs of selected publications, emails of references, description of research agenda) should be sent to Prof. Nachshon Meiran (ameiran@bgu.ac.il).

Okinawa Institute of Science and Technology Promotion Corporation, Postdoctoral Researcher: The Okinawa Institute of Science and Technology Promotion Corporation seeks a highly motivated and responsible individual to join a dynamic research team committed to advancing understanding of the etiology and management of attention deficit hyperactivity disorder (ADHD). The position is available for one year initially. Starting salary will depend on qualifications and experience.

The postdoctoral research fellow will participate in the planning, data collection, and data analysis of a series of studies investigating the sensitivity of children with ADHD to reinforcement. The successful applicant will work closely with the principal investigator of the unit and be expected to conduct and supervise clinical assessments; represent the unit in the Japanese community; develop relationships with local schools, clinics, and parent groups; prepare and provide educational presentations; train and monitor junior staff and stu-
International Employment Opportunities

New Zealand, Clinical Psychologists: We specialize in recruiting clinical psychologists from the US, Canada, UK, and other countries to come to New Zealand to live and work for two-three years or longer. We are able to make the entire registration and job search process as seamless and easy as possible. (Read the testimonials at alignrecruitment.com.) Right now we have vacancies to fill in the areas of Community Alcohol and Drug Services, Forensics, Chronic Pain Management, Neuropsych testing and assessments, as well as treatment for clients with depression, anxiety, and related symptoms. These are all full time positions working with adults or children and adolescents with four weeks’ paid vacation, paid public holidays, and other benefits in most regions of New Zealand. You do not need to sit an exam in NZ to gain your registration. Malpractice insurance isn’t necessary in our no-fault liability country. This could be your opportunity of a lifetime to live and work in a fabulously beautiful country and enjoy the famous Kiwi lifestyle. Visit booth # 307 in the Employer section of the Exhibit Hall at APA’s Annual Convention in San Diego August 12-15th, E-mail larry@alignrecruitment.com, or ring us toll free from the US and Canada at (800)-511-6976 to learn more.

University of the Virgin Islands, East Caribbean Center Research Centers: The Center is seeking a research assistant professor of social sciences statistics. Under the supervision of the Director of Center, the successful candidate will design scientific sampling frames, compute complex sample variances, develop questionnaires, and conduct Territorial sample surveys. Additional duties include assisting in the preparation of applied research grant proposals, budgets, and associated Internal Review Board documents, making presentations of findings from sponsored research, preparing programs for data capture, analyzing statistical data, preparing data for dissemination, and performing other duties as assigned.

Qualifications: master’s degree in social sciences, statistics, or mathematics with a minimum of 12 credits in statistics/quantitative methods; PhD in social sciences is preferred. Three years of experience in survey work or in statistical data analysis; five years of management experience; proficient in the use of SAS, SPSS, or scientific programming language; thorough knowledge and experience with sampling, methods of data acquisition, analysis in the social sciences, and advanced inferential statistical procedures; excellent communication, organizational, interpersonal, analytical, problem-solving, and customer service skills; ability to analyze complex statistical data, write high-level computer language programs, construct scientific sampling designs, construct questionnaires and survey instruments, write technical reports; and ability to present findings to clients.

Compensation: The salary for this position is $55,474 - $64,394 for the administrative year depending on experience and qualifications. Benefits include a generous TIAA-CREF or the VI Government Retirement Plan as well as a comprehensive group medical, dental and life insurance program.

Travel and Shipping: If applicable, one-way economy airfare to St. Thomas for appointee and immediate family and an agreed upon amount based on policy for shipping allowance will be paid by the University upon presentation of receipts.

Application Deadline: open until filled.

Please visit our career site at https://careers.uvi.edu to complete an application and apply for this position.
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