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Submission Guidelines for Research Articles
International Psychology Bulletin

Research article submissions: The IPB publishes peer-reviewed research articles that deal with issues related to international psychology. The review process takes approximately two months. The manuscripts can be up to 3,000 words (negotiable) and should be submitted to Dr. Grant J. Rich at optimalex@aol.com. The manuscript must be written in APA style described in the Publication Manual of the American Psychological Association.

Specifically, please pay attention to the following:
• Use Times New Roman font if possible.
• Please do not use electronic style sheets, forced section breaks, or automatic footnotes.
• On the first page of the manuscript, include the title of the manuscript and names and affiliation of the authors.
• On this page, you should also indicate the contact person, their e-mail, and phone number.
• Please make sure that authors’ names or any identifying information is not included in the manuscript, with the exception of the title page.
• Avoid figures if possible.
• Cite your sources within the manuscript based on the APA style.
• List your references at the end of the paper based on the APA style.
• Present tables at the end of the manuscript, after references, each on a separate page.

To learn more about the APA style, refer to http://apastyle.apa.org. If you do not have access to the APA publication manual, you may want to get a recent journal article published by one of the APA journals and try to familiarize yourself with the APA style through this method.
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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 3,000 words (negotiable) and should be submitted to Dr. Grant J. Rich at optimalex@aol.com.

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

John D. Hogan, PhD
President, Division 52

I’m writing this column a day after returning from the annual APA Convention which was held this year in Washington, DC. I had the pleasure of meeting many of our members there, but I realize that other members could not attend. I want to take this opportunity to review some of the highlights of the meeting for everyone.

Board Meeting. We began with a four hour Board meeting on Wednesday, August 3, a day before the official opening of the Convention. Our officers and committee chairs had a chance to bring us up to date on all of their activities. Michael Stevens, our Treasurer, reported on our financial status. While our approach to division investments has been somewhat conservative, the volatile stock market has demonstrated that our approach is likely the wise one. Michael has been doing a wonderful job of overseeing our finances during his term as treasurer, and we are very grateful for his service. He will be succeeded in 2012 by Susan Nolan.

At the recommendation of Janet Sigal, the Board voted on and unanimously approved the creation of a new award for Early Career Psychologists (ECPs). We still need to work out the details but we hope the award will not only recognize the fine work of some of our younger members but also encourage other young members to join the division. Neal Rubin, our president-elect, has proposed a “heritage mentoring project” through which younger members will be paired with more senior members and encouraged to prepare biographical articles on outstanding international psychologists, both living and dead, for publication in the International Psychology Bulletin.

Joy Rice, a member-at-large of the division, handled all of the details regarding our recent member-approved change in the bylaws. The revision created a voting position on the Board for a student representative and designates one of the member-at-large positions for ECPs. During the Board meeting Joy was presented with the Denmark/Reuder Award which recognizes her great contributions to the division, particularly her work with mentoring and women’s issues. Joy is a former president of the division and a former chair of CIRP. She co-authored the 2004 APA Resolution on Cultural and Gender Awareness in International Psychology.

Judith Gibbons, the founding editor of our new journal International Perspectives in Psychology: Research, Consultation, Practice brought us up-to-date on the journal which will publish its first issue in Spring, 2012. Judy has received more than 70 manuscripts, most of which are in the process of being reviewed. The board for the journal consists of 43 scholars with primary affiliations in 32 countries. Judy scheduled several sessions during the convention to advertise the journal and encouraged us all to get the word out.

Opening Ceremonies. The opening ceremonies for the convention were a particular treat because they honored one of the founding members of the division, Florence L. Denmark. Melba Vasquez, the current APA president, presented Florence with an award for “Lifetime Contributions to Psychology,” APA’s highest honor. Florence has been involved in all aspects of the division since its founding, including serving a term as president. In 1980, she was also president of APA. We recognized Florence during the award ceremonies in our suite and thanked her for all that she has done for the division and for many of us individually.

Division Programs. Senel Poyrazli and Mark Terjesen were co-chairs of the program for this year, with Senel focusing primarily on the “regular” APA program and Mark focusing on the suite programs. By all accounts, the programs were successful in every way, with scholarly and provocative presentations, lively conversation, and good attendance. The management of the program is often the hardest part of any convention and we are very grateful for Senel and Mark for their good work. It seems likely that next year, we will be allotted even fewer program hours by APA as there will be an across-the-board revision in division hours. All the more reason, it seems to me, for us to focus on the excellent suite programs that we have developed in the past. They often provide a greater opportunity for presenters and fellow psychologists to share information. This year we also used our suite to present many of our division awards -- which are listed elsewhere in the International Psychology Bulletin -- and to sponsor a breakfast for our new fellows.

Business Meeting. As usual, we held our business meeting on Saturday morning of the convention. It was a good opportunity to meet many of our members and to hear brief reports from our officers and committee chairs. Neal Rubin, our president-elect, had the last word at the business meeting. He outlined some of his plans for next year, including the...
strong possibility of our having a joint mid-winter meeting in February, 2012, with the Society for Cross-Cultural Research in Las Vegas. Toward the end of the meeting, I presented presidential certificates to Lynette Bikos, Senel Poyrazli, Mark Terjesen, and Michael Stevens for their many and varied contributions to the division.

I can’t end a discussion of the meeting without thanking Ayse Ciftci for her wonderful efforts to keep us organized and on track, Harold Takooshian for all of the invaluable “behind the scenes” work that he does, Rivka and Michael Meir for their sumptuous “catering service,” and Rivka (again!) and Artemis Pipinelli for making such an effort to recruit new members during the meeting.

As you can see, it was a wonderful convention! In my effort to be brief, I’ve left many important contributors off this list. But I send my great thanks to all the officers and committee chairs for their contributions to the continued success of our division. I’m grateful to you all!

John D. Hogan, PhD
Professor, Dept. of Psychology
St. John’s University
Queens, NY 11439

Forthcoming in the Fall Issue of International Psychology Bulletin
Scenes from the APA Convention

If you would like to take a sneak peak at APA photos, they appear at www.picasaweb.com/takoosh courtesy of Harold Takooshian.
Amongst the 2200 attendees, 35 major addresses, and 21 poster sessions, International Psychology was well-represented at the 91st Annual Convention of the Western Psychological Association (April 28 – May 1, 2011). In addition to a poster session with 50 posters having international content, there were 17.5 hours of symposia and papers.

Among the major addresses, Gaithri Fernando, Ph.D., of California State University, Los Angeles spoke on intimate partner violence as a global mental health priority. Additionally, Michael Harris Bond, Ph.D., of Hong Kong Polytechnic University gave an address titled, Unweaving the Rainbow of Culture for Psychology.

D52 was actively promoted at the convention. Division members and student affiliates distributed business cards, promotional stickers, and membership applications, encouraging internationally focused presenters and attendees to visit the division’s website and join. The promotional stickers were designed by clinical psychology doctoral student Kim Huynh, M.A., Seattle Pacific University.

After Saturday’s programming, D52 members joined the International Council of Psychologists at the Bonaventure Brewing Company in downtown Los Angeles for dinner and conversation. The event was arranged by Tara Pir, Ph.D.

The 92nd Annual Convention of the Western Psychological Association will be held in San Francisco-Burlingame, April 26 – 29, 2012. If you are interested in presenting as part of the international program, please use the WPA Call-for-Paper submission process and select International Psychology from one of the “topic” areas listed within the on-line submission process. Instructions for on-line submission can be found at the WPA website (http://www.westernpsych.org/convention/index.cfm).

Respectfully submitted,

Lynette H. Bikos, Ph.D.
D52 Western Region Outreach Chair
Associate Professor of Clinical Psychology & Director of Research
Seattle Pacific University
Division 52 News and Updates

Members of the International Council of Psychologists congregate before the ICP/D52 joint dinner.

The symposium, Threats to Family Wellness in Immigrant Communities: Hopes and Challenges, was chaired by Marcel Soriano, Ph.D., from California State University, Los Angeles.

Jason Platt, Ph.D., Linna Wang, Ph.D., and Tatiana Glebova, Ph.D., challenged participants to think about concepts such as patriotism, liberation, and the validity of psychologies.

Tara Pir, Ph.D., and Lynette Bikos, Ph.D., preside over the ICP/D52 joint dinner at Bonaventure Brewing Company in downtown Los Angeles.

Graduate students converse about international interests at the ICP/D52 joint dinner.
APA Division 52 ‘Ursula Gielen Global Psychology Book Award’ (2012)

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 2010. Nominations may not include fiction and biographies.

Specifics of the Award
Winners will be announced in early 2012, presented with a certificate, and invited to give an address at the August APA 2012 Convention in Orlando, FL. They will receive one full payment of the convention fee and a stipend of $500 to help fund their attendance at the convention.

Criteria
In judging the contribution of each book, the following set of guidelines will be used:
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 practices?
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?
Procedures

All nominations, accompanied by the 2-page letter, and three copies of the book, must be made by October 1, 2011, 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
e-mail: rgoodstein@stfranciscollege.edu

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

2009: Culture and Leadership Across the World: The GLOBE Book of In-Depth Studies of 25 Societies. Editors: Jagdeep S. Chhokar (Indian Institute of Management, India), Felix C. Brodbeck (Aston University, UK) and Robert J. House (University of Pennsylvania, USA).

2011: International Handbook of Cross-Cultural Counseling: Cultural Assumptions and Practices Worldwide. Editors: Lawrence H. Gerstein (Ball State University, USA), P. Paul Heppner (University of Missouri, USA), Stefania Ægisdóttir (Ball State University, USA), Seung-Ming Alvin Leung (The Chinese University of Hong Kong), and Kathryn L. Norsworthy (Rollins College, USA).

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 estraus@apa.org.
New Fellows in International Psychology: The Class of 2011

In 2011, eleven psychologists were elected as Fellows of the Division of International Psychology, based on their “unusual and outstanding contributions to international psychology.” Six of these were elected as new Fellows of APA, and five current APA fellows were elected by the Division. APA fellows represent about 5% of all APA members. According to APA, “Fellow status requires that a person’s work has had a national impact on the field of psychology beyond a local, state, or regional level. A high level of competence or steady and continuing contributions are not sufficient to warrant Fellow status. National impact must be demonstrated.” The three-person D52 fellows committee for 2011 is Kurt F. Geisinger, Senel Poyrazli, Harold Takooshian (Chair).

William Roberts Herkelrath, PhD, Dean (ret.), College of Social and Behavioral Sciences, Northwest University, Kirkland, WA

Samvel Sergei Jeshmaridian, PhD, Professor and Chair, Department of Human Services, Technical Careers Institute, New York City

Tahereh Pirhekayaty, PhD, (Tara Pir, PhD), Founder and CEO of the Institute for Multicultural Counseling & Education Services, Inc., Los Angeles CA

Grant Jewell Martinez Rich, PhD, Assistant Professor, University of Alaska Southeast, Juneau, and the Editor of the APA International Psychology Bulletin

Mihaela Robila, PhD, Associate Professor of Family Studies, CUNY Queens College

Nancy Marie Sidun, PsyD, ABPP, ATR, Chief/Supervising Clinical Psychologist and Director of Clinical Training, Kaiser Permanente-Hawaii

Armand R. Cerbone, PhD, ABPP, Private Practice, Chicago, Illinois

Itamar Gati, PhD, Samuel and Esther Melton Professor, Departments of Education and Psychology, Hebrew University of Jerusalem

Lawrence H. Gerstein, PhD, Professor of psychology, and Director of the doctoral program in counseling psychology, and Center for Peace and Conflict Studies at Ball State University

J. Jiffries McWhirter, PhD, ABPP, Professor Emeritus of Psychology in Education, Arizona State University

Frank C. Worrell, PhD, Professor and Associate Dean, Academic Affairs, Graduate School of Education, UC Berkeley
Additional Biographies for the Six “Initial” APA Fellows in 2011

Samvel S. Jeshmaridian, PhD

Samvel Jeshmaridian’s outstanding contribution to international psychology is as a multilingual scholar, teacher and researcher who has emerged as a go-to expert within APA and its International Division—to bridge U.S. psychology with the indigenous psychologies of Europe and Asia. Since his first psychology degree in 1974 in the USSR, his career has transitioned thrice: (1) first as a unit chief within the prestigious USSR Academy of Sciences during the Soviet era of the 1980s; (2) after 1991, in the post-Soviet era, he segued to consulting work in the beleaguered Republic of Armenia; (3) since 2005, he made the challenging transition to psychology in the USA, where he is now Professor and Department Chair at Technical Careers Institute (TCI) in New York City.

Dr. Jeshmaridian is long regarded as an authority in cross-cultural psychology, whose cross-national research has been supported by a series of competitive awards—an IREX Scholar (1993-4), Open Society Scholar (1994), Senior Fulbright to the USA (1996-97), and George Kennan Scholar (2005). As a researcher, he authored 90 publications in 5 languages, and offered 65 presentations at international and other conferences—about half of these on cross-cultural and international themes. As a teacher, he is a popular lecturer who has taught at 7 institutions in the USA and overseas, using his multilingual skills to develop syllabi that are noted for their cross-national concepts and research. As our APA International Division works to internationalize psychology, Dr. Jeshmaridian has been invaluable—as a generous consultant and reviewer.

William R. Herkelrath, EdD

William Herkelrath completed his MA in pastoral counseling in 1977 at Gordon Conwell Seminary, and his EdD in counseling in 1982 at Boston University, with later certification from Harvard (2006). Over the past 25 years, his two outstanding international contributions have been his (1) skilled cross-national work to design culturally relevant programs for health care for the poor, and (2) innovative blend of photography with psychology to promote social justice.

From 1978-now, Dr. Herkelrath has held a variety of positions in six institutions as a therapist, professor, department chair and, since 2007, Dean of Social and Behavioral Sciences at Northwest University in Kirkland, WA. The 15 college and graduate courses he has developed are known as a model for integrating two strong themes of culture and social justice. Since 1999, he has organized outreaches to meet the needs of the poor in Brazil (with Evangelium Ministries, Project Brazil), then in India since 2008 (with Mercy Hospital, Darjeeling University)—training counselors and designing delivery systems to aid abused children and adolescents in urban Calcutta and rural villages in India.

In 2002 Dr. Herkelrath founded the Bainbridge Institute, with the innovative mission to promote social justice through photography and multi-media. In his travels across six continents, he has taken powerful documentary photographs of diverse communities, and used these to promote social justice themes, through conferences and exhibitions with the APA, schools, and museums world-wide. With other like-minded psychologist-photographers, he recently formed “Psychologists in Focus” to advance this unusual approach to psychology advocacy, to promote social justice internationally.

Tahereh Pirhekayaty, PhD

After completing her BA (1970) and MA (1977) in Tehran, Dr. Tara Pir completed her PhD in clinical psychology in 1985 at Alliant International University, with later certifications in psychology, CBT, behavioral medicine. Since 1985, she has developed a stellar career as a multilingual teacher, researcher, administrator, and award-winning expert in the areas of multicultural counseling (within a nation) and cross-cultural counseling (across nations).

Since 1989, Dr. Pir has been the founder and CEO of IMCES—the Institute for Multicultural Counseling and Education Services—her pioneering international center based in Los Angeles. With government and private funding, IMCES has emerged as a model for many other organizations, on how to apply her PEI (Prevention and Early Intervention) approach to the multiple needs of ethnic communities that eschew counseling—working with courts, police, health care and family centers. Dr. Pir has become a “go-to” expert on this, with over 20 elected or appointed leadership roles in government (Los Angeles Dept. of Mental Health) and psychology (international Council of Psychologists). Her IMCES is now a registered NGO with the United Nations, and offers APA-approved internships. Dr. Pir has been an organizer and keynote speaker at global conferences in eight nations, and recently published her approach to multi-cultural counseling in the Counseling Psychology Quarterly (2009). She has been President of the Iranian-American Psychological Association (2005-2007), a regular contributor on mental health topics for the Farsi magazine Janavan, and producer of a federally-funded PSA on this topic. One of Dr. Pir’s colleagues noted that she has followed her work for 25 years, and “can think of few people who qualify as clearly” for APA fellow status.
Grant Rich, PhD, NCTMB

Grant Rich completed his interdisciplinary PhD in psychology: human development in 2001 at the University of Chicago, combining anthropology and psychology. Since then he quickly immersed in pioneering work in cross-cultural psychology—as an innovative teacher, prolific author and editor, crossing the fields of psychology, anthropology, and regional studies.

Among his diverse array of 120 publications from 2001-2009—articles, chapters, book reviews, and essays—five publications stand out: (1,2) His much-cited special issues on “positive psychology” in the Journal of Humanistic Psychology (2001) and Journal of Youth and Adolescence (2003); (3,4) his two special issues for the American Anthropological Association, on “Consciousness and the body” (2000), and “Altered states of consciousness” (2001); and most of all, (5) his volume on “Massage therapy – The evidence for practice” (Elsevier, 2002), which received high praise from reviewers, including Harvard Medical School, as a unique database review of the field of massage. Given the unusual breadth of his expertise in cross-cultural psychology, he is a much-sought reviewer for over 20 journals, book publishers, and professional associations.

As a teacher, Dr. Rich has taught at several institutions, from Maine to Alaska. He has used his cross-cultural work in many nations (including NEH-funded work on the “Tropical Atlantic” and on “Maya Worlds” in Central America), to develop syllabi for five new cross-cultural courses that meld psychology with anthropology and cultural studies.

In his service, Dr. Rich has been generous as a volunteer to his community in the USA and overseas, and to his profession. Based on this fine work in D52, he was unanimously selected for a three-year term for the key post as the incoming Editor of the Division’s International Psychology Bulletin in 2010, a role he has performed with distinction.

Mihaela Robila, PhD, CFLE

Mihaela Robila completed her BA in Bucharest in 1997, PhD in Syracuse in 2002, and two postdocs in 2002-2003 at Tufts University and Tulane Medical School. In fewer than 10 years, she has emerged with an award-winning career as a multilingual teacher, researcher, and international authority on the increasingly important topic of immigrant families.

Her work with immigrant families is outstanding at several turns: (a) her two pioneering volumes on “Families in Eastern Europe” (2004) and “Eastern European Immigrant Families” (2009); (b) 22 oft-cited publications on this topic, 15 of these in refereed journals; (c) 60+ research presentations, many of these at global conferences; (d) service as a reviewer for 12 journals and on the editorial board of three others; (e) grant reviewer for several groups, including NSF and NIH; (f) 12 research/teaching grants, including major funding from the U.S. State Department and the Spencer Foundation.

Dr. Robila is now sought out as a consultant on immigration at the highest level, by United Nations and U.S. government policy-makers. Her rare combination of clinical training and expertise on the psychology of immigration promises to have an increasing and positive impact on data-based immigration policies.

Nancy M. Sidun, PsyD, ABPP, ATR

Nancy Sidun’s contributions to international psychology are impressively diverse. Since completing her doctorate in 1986 at Argosy-Illinois, she served at six institutions as a researcher, teacher, practitioner, consultant, department head, and even interim President (of Argosy University-Honolulu in 2003). Her 24 years as a clinical director of multicultural programs in Chicago, then Hawaii, led her to develop leadership roles as a go-to expert on a few related and pressing cross-cultural issues: increasing diversity in clinical training, international adoptions, child sexual abuse, and now human trafficking.

Dr. Sidun effectively combines multiple leadership roles to address these cultural issues above: (a) As a researcher, she offered 51 conference presentations (2001-2010), and 9 publications (1997-2010), 8 of these as first author. (b) As a teacher who headed 4 graduate programs, she pioneered innovative curricula to increase cultural diversity and address emerging issues in sexual abuse and human trafficking. (c) As an administrator, her many roles include Chair of the APA Committee on Women in Psychology (2009-2012), co-founder of the D52 Task Force on Human Trafficking. (d) As an expert consultant on cultural issues, she worked with several policy groups in Illinois, Samoa, China (the Half the Sky Foundation, since 2001), Hawaii (for Governor Linda Lingle in 2007-08), and chaired 4 APA site visits (2006-07).
International Psychology Awards for 2011

Since its origin in 1997, the APA Division of International Psychology has presented a growing number of awards for outstanding cross-cultural and international work. A list of past awardees appears at www.internationalpsychology.net. For 2011, five committees of independent reviewers carefully selected honorees, who received their awards at the 119th APA meetings in Washington DC in August of 2011. **

** The Division is grateful to all of the many independent judges who shared their expertise, and the chairs of these five international award committees: Danny Wedding (outstanding psychologists), Joan C. Chrisler (gender), Renee Goodstein (book), Mercedes A. McCormick (mentors), Sheila J. Henderson (student research).

**International Psychology Awards**

- **Outstanding International Psychologist (in USA)**
  - Michael J. Stevens, PhD, DHC, Illinois State University, & The Lucian Blaga University of Sibiu

- **Outstanding International Psychologist (outside USA)**
  - Narasappa Kumaraswamy, PhD, University Malaysia Sabah

- **Florence L. Denmark/Mary E. Reuder Gender Award**
  - Joy K. Rice, PhD, University of Wisconsin-Madison

- **Henry P. David International Mentor Award**
  - Lawrence H. Gerstein, PhD, Ball State University
  - Tahereh Pirhekayaty, PhD, (Tara Pir, PhD), IMCES Institute, Los Angeles CA
  - Harold Takooshian, PhD, Fordham University

- **Ursula Gielen International Book Award**
  - Lawrence H. Gerstein, PhD, Ball State University
  - P. Puncyk Heppner, PhD, University of Missouri-Columbia
  - Stefania Aegisdottir, PhD, Ball State University
  - Seung-Ming Alvin Leung, PhD, Chinese University of Hong Kong
  - Kathryn L. Norsworthy, PhD, Rollins College

- **International Student Research Award**
  - Elena S. Yakunina, MA, University of Akron
  - R. Eric Lewandowski, MS, Teachers College, Columbia University
  - Joseph C.S. Siu, MCS, MSW, Alliant International University-Hong Kong

International Psychology Bulletin (Volume 15, No. 3) Summer 2011
International Liaison Column

This debuts a new column that highlights the Division’s liaisons. The purpose is to encourage professionals and students to belong as a liaison without the need to become a full APA member, receive our bulletin, and have the possibility to interact with psychologists from all over the world. It is anticipated that three new liaisons will be featured in each issue of the International Psychology Bulletin.

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

1. AFGHANISTAN, Said Hashemi, Said_Hahsemi@yahoo.com
2. ANGOLA, Vera Matos, Ph.D., vermatos@gmail.com
3. ARMENIA, Vladimir Mikaelyan, v_mikaelyan@mail.ru
   Khachatur Gasparian, gasparyk@childpsych.columbia.edu
4. ARGENTINA, Lic. Cristina V. Rauch, cvrauch@fibertel.com.ar
   Lic. Melina Konfederak, lic.melina.konfederak@hotmail.com
   Celia Hehn, celiehehn@msn.com
   Dr. Hugo Klappenbach, hkappen@uns1.edu.ar
5. AUSTRALIA, Debbie Joffe Ellis, Ph.D., debbiejoffeellis@gmail.com
   Dr. Kerry Cronan, k.cronan@uq.net.au
   Tian P. S Oei, Ph.D., oei@psy.uq.edu.au
   Lillian Nejad, lnejad@yahoo.com
   Dr. Alison Barton, a.garton@ecu.edu.au
6. AUSTRIA, Christiane Spiel, Ph.D., Christiane.Spiel@kfunigraz.ac.at
7. AZERBAIJAN, Javad I. Efendi, apva@azdata.net
8. BAHAMAS, Ava D. Thompson, Ph.D., ava@batelnet bs
9. BANGLADESH, Sheikh M. Shahidullah, Ph.D., psycho@du.bangla.net
10. BELARUS, Anna Shvets, Anna_shvets@yahoo.com
11. BELGIUM, Dr. Jozef Corveleyn, jcooverflowy@gmail.com
12. BOTSWANA, Kefentse Mzwinila, kcmzwinila@yahoo.com
13. BRAZIL, Dr. Claudio Simon Hutz, claudio.hutz@terra.com.br
    Hugo Rodrigues, Ph.D., rodrigues@umb.br
    Solange Wechsler, wechsler@lexma.com.br
14. BRUNEI, Narasappa Kumaraswamy, Ph.D., kumsi2000@yahoo.com
15. BULGARIA, Krassumira Baytchinska, Ph.D., krasy@bas.bg
16. CAMEROON, Dr. Maureen Ebanga Tanyi, maureen_tanyi@yahoo.com
17. CANADA, Paul T. P. Wong, Ph.D., wang@twu.ca
    Michel Sabourin, Ph.D., Michel.Sabourin@umontreal.ca
    Sarah MacAulay, Ph.D., m4y39@unb.ca
18. CHILE, Abel A. Gallardo Olcay, M Sc., gallardoabel@yahoo.com
    Sonia Salas, Ph.D., ssalas@hotmail.com
19. CHINA - PEOPLES REPUBLIC OF, Liluo Fang, Fangll@psych.ac.cn
    Yuan Gao, Ph.D. from China, dryugao@yahoo.com
20. COLOMBIA, Ruben Ardila, Ph.D., psychologo@latino.net.co
21. CROATIA, Josip Obradovic, josip.obradovic@zy.tel.hr
22. CYPRUS, Stelios N. Georgiou, edstelios@mail.cc.ucy.ac.cy
23. CZECH REPUBLIC, Dr. Olga S Marlin
    Josef Svancara, svancara@phil.muni.cz
24. DENMARK, Dion Sommer, Ph.D., dion@psy.au.dk
25. DUBAI, Nritiya Ramani, nvrkisna@yahoo.com
26. ECUADOR, Cesar A. Burneo (APA affiliate), CBURNEOJ@puceio.puce.edu.ec
    Xavier Gonzales, agonzaless@Stfranciscollege.edu
27. ELL SALVADOR, Mauricio Gaborit, Ph.D., gaboritmo@buho.ucu.edu.sv
28. ESTONIA, Toomas Niit, Ph.D., triit@lin2.tpu.ee
29. ETHIOPIA, Daniel Gobena, psych.aa@telecom.net.et
30. FINLAND, Kaisa Kauppinen, Ph.D., Kaisa.Kauppinen@occuphealth.fi
31. FRANCE, Gabriel Moser, Ph.D., gabriel.moser@univ-paris5.fr
<table>
<thead>
<tr>
<th>Country</th>
<th>Contact Person</th>
<th>Email Addresses</th>
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<tbody>
<tr>
<td>GERMANY</td>
<td>Dr. Britta Renner</td>
<td><a href="mailto:b.renner@iu-bremen.de">b.renner@iu-bremen.de</a></td>
</tr>
<tr>
<td></td>
<td>Heidi Keller, Ph.D.</td>
<td><a href="mailto:hkeller@luc.de-psycho.uni-osnabrueck.de">hkeller@luc.de-psycho.uni-osnabrueck.de</a>; <a href="mailto:hkeller@uos.de">hkeller@uos.de</a></td>
</tr>
<tr>
<td></td>
<td>Prof. Dr. Gisela Trommsdorff,</td>
<td><a href="mailto:Gisela.Trommsdorff@uni-konstanz.de">Gisela.Trommsdorff@uni-konstanz.de</a></td>
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<td>Wolfscheid Philippe,</td>
<td><a href="mailto:dotcom@gmx.com">dotcom@gmx.com</a></td>
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<tr>
<td></td>
<td>Dr. Britta Renner</td>
<td><a href="mailto:b.renner@iu-bremen.de">b.renner@iu-bremen.de</a></td>
</tr>
<tr>
<td></td>
<td>Heidi Keller, Ph.D.</td>
<td><a href="mailto:hkeller@luc.de-psycho.uni-osnabrueck.de">hkeller@luc.de-psycho.uni-osnabrueck.de</a>; <a href="mailto:hkeller@uos.de">hkeller@uos.de</a></td>
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<td></td>
<td>Prof. Dr. Gisela Trommsdorff,</td>
<td><a href="mailto:Gisela.Trommsdorff@uni-konstanz.de">Gisela.Trommsdorff@uni-konstanz.de</a></td>
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<td></td>
<td>Wolfscheid Philippe,</td>
<td><a href="mailto:dotcom@gmx.com">dotcom@gmx.com</a></td>
</tr>
<tr>
<td>GHANA</td>
<td>Nana Brenyah, Dr.</td>
<td><a href="mailto:nBrenyah@fordham.edu">nBrenyah@fordham.edu</a></td>
</tr>
<tr>
<td>GREECE</td>
<td>Dr. Nikos Stathopoulos,</td>
<td><a href="mailto:Stathopoulos@ison.gr">Stathopoulos@ison.gr</a></td>
</tr>
<tr>
<td></td>
<td>James Georgas, Ph.D.</td>
<td><a href="mailto:dgeorgas@atlas.uoa.gr">dgeorgas@atlas.uoa.gr</a></td>
</tr>
<tr>
<td></td>
<td>Christina Antonopaila,</td>
<td><a href="mailto:cantonop@cc.vea.gr">cantonop@cc.vea.gr</a></td>
</tr>
<tr>
<td></td>
<td>Artemis Pipinelli, Ph.D.,</td>
<td><a href="mailto:Ap448@msn.com">Ap448@msn.com</a></td>
</tr>
<tr>
<td></td>
<td>Nina Mylonas</td>
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<tr>
<td>GUATEMALA</td>
<td>Maria del Pilar de Grazioso, Ph.D.</td>
<td><a href="mailto:mgderod@uvg.edu.gt">mgderod@uvg.edu.gt</a></td>
</tr>
<tr>
<td>GUYANA</td>
<td>Padmini Naidu, Ph.D.</td>
<td><a href="mailto:padyna@uvv.edu.gt">padyna@uvv.edu.gt</a></td>
</tr>
<tr>
<td></td>
<td>Michael Reda,</td>
<td><a href="mailto:maosreda@siena.edu">maosreda@siena.edu</a></td>
</tr>
<tr>
<td></td>
<td>Jennifer Cruz Marulanca,</td>
<td><a href="mailto:jenycm@student.fdu.edu">jenycm@student.fdu.edu</a></td>
</tr>
<tr>
<td>INDIA</td>
<td>Padmini (Nina) Banerjee, Ph.D.</td>
<td><a href="mailto:pbanerjee@desu.edu">pbanerjee@desu.edu</a></td>
</tr>
<tr>
<td></td>
<td>Ditendra Mohan, Ph.D.</td>
<td><a href="mailto:mohanjenditendra@hotmail.com">mohanjenditendra@hotmail.com</a></td>
</tr>
<tr>
<td></td>
<td>Dr. Ritu Chowdhary,</td>
<td><a href="mailto:ritupal@gmail.com">ritupal@gmail.com</a></td>
</tr>
<tr>
<td></td>
<td>Dr. Eugene Tartakovsky,</td>
<td><a href="mailto:evgeny@post.tau.ac.il">evgeny@post.tau.ac.il</a>; <a href="mailto:etartakov@hotmail.com">etartakov@hotmail.com</a></td>
</tr>
<tr>
<td></td>
<td>Robin B. Zeiger, Ph.D.</td>
<td><a href="mailto:rbzeiger@yahoo.com">rbzeiger@yahoo.com</a></td>
</tr>
<tr>
<td></td>
<td>Anubha Dhal</td>
<td><a href="mailto:Anubhada@gmail.com">Anubhada@gmail.com</a></td>
</tr>
<tr>
<td>INDONESIA</td>
<td>Sarlito W. Sarwono, Ph.D.</td>
<td><a href="mailto:sarwono@ui.edu">sarwono@ui.edu</a></td>
</tr>
<tr>
<td>IRAN</td>
<td>Sayid Muhammad-Muham Jafari-Tehrani, Ph.D.</td>
<td><a href="mailto:tehrani@aalulbayt.org">tehrani@aalulbayt.org</a></td>
</tr>
<tr>
<td></td>
<td>Ms. Sussan Jabbari,</td>
<td><a href="mailto:sjabbari@yahoo.com">sjabbari@yahoo.com</a></td>
</tr>
<tr>
<td>IRELAND</td>
<td>Eugene Wall, Ph.D.</td>
<td><a href="mailto:eugene.wall@mic.ul.ie">eugene.wall@mic.ul.ie</a></td>
</tr>
<tr>
<td>ISRAEL</td>
<td>Noach Milgram,</td>
<td><a href="mailto:milgramm@ariel.ac.il">milgramm@ariel.ac.il</a></td>
</tr>
<tr>
<td></td>
<td>Sharon E. Mintal, Dr.</td>
<td><a href="mailto:matsals@construct.hafla.ac.il">matsals@construct.hafla.ac.il</a></td>
</tr>
<tr>
<td></td>
<td>Merom Klein, PhD.</td>
<td><a href="mailto:merom@courageinstitute.org">merom@courageinstitute.org</a></td>
</tr>
<tr>
<td></td>
<td>Dr. Eugene Tartakovsky,</td>
<td><a href="mailto:evgeny@post.tau.ac.il">evgeny@post.tau.ac.il</a>; <a href="mailto:etartakov@hotmail.com">etartakov@hotmail.com</a></td>
</tr>
<tr>
<td></td>
<td>Robin B. Zeiger, Ph.D.</td>
<td><a href="mailto:rbzeiger@yahoo.com">rbzeiger@yahoo.com</a></td>
</tr>
<tr>
<td>ITALY</td>
<td>Anna Laura Comunian, Ph.D.</td>
<td><a href="mailto:annalauracomunion@unipd.it">annalauracomunion@unipd.it</a></td>
</tr>
<tr>
<td></td>
<td>Dr. Elizabeth Messina,</td>
<td><a href="mailto:egmessina@aol.com">egmessina@aol.com</a></td>
</tr>
<tr>
<td></td>
<td>Giulia Landi,</td>
<td><a href="mailto:Gi1706@nyu.edu">Gi1706@nyu.edu</a></td>
</tr>
<tr>
<td>JAMAICA</td>
<td>Ohan Patricia Carter,</td>
<td><a href="mailto:Oca9593676@aol.com">Oca9593676@aol.com</a></td>
</tr>
<tr>
<td>JAPAN</td>
<td>Daisuke Tominaga, Ph.D.</td>
<td><a href="mailto:dtomi@edu.u-ryukyu.ac.jp">dtomi@edu.u-ryukyu.ac.jp</a></td>
</tr>
<tr>
<td></td>
<td>Sachio Ito,</td>
<td><a href="mailto:sito@bsu.edu">sito@bsu.edu</a></td>
</tr>
<tr>
<td>KENYA</td>
<td>June W. Koinange,</td>
<td><a href="mailto:june@afriaconline.co.ke">june@afriaconline.co.ke</a></td>
</tr>
<tr>
<td>KUWAIT</td>
<td>Ramadan A. Ahmed, Ph.D.</td>
<td><a href="mailto:Kajiolien@kuc01.kuniv.edu.kw">Kajiolien@kuc01.kuniv.edu.kw</a>; <a href="mailto:joliens@bigfoot.com">joliens@bigfoot.com</a></td>
</tr>
<tr>
<td>LEBANON</td>
<td>Brigitte A. Khourey, Ph.D.</td>
<td><a href="mailto:bk03@aub.edu.lb">bk03@aub.edu.lb</a></td>
</tr>
<tr>
<td>LITHUANIA</td>
<td>Ruta Ciurlioniene, Ph.D.,</td>
<td><a href="mailto:Cruta@takas.lt">Cruta@takas.lt</a></td>
</tr>
<tr>
<td>MALAYSIA</td>
<td>Dr. Prasad Rao, Ph.D.</td>
<td><a href="mailto:psdv@tropita.com">psdv@tropita.com</a></td>
</tr>
<tr>
<td>MAURITANIA</td>
<td>Diallo Alpha, Ph.D.</td>
<td><a href="mailto:adiallo@mrrefer.org">adiallo@mrrefer.org</a></td>
</tr>
<tr>
<td>MEXICO</td>
<td>Flora Avroun, Ph.D.</td>
<td><a href="mailto:Floracuz05@yahoo.com">Floracuz05@yahoo.com</a></td>
</tr>
<tr>
<td></td>
<td>Dr. Luciana Ramos-Lira,</td>
<td><a href="mailto:ramosl@imp.edu.mx">ramosl@imp.edu.mx</a></td>
</tr>
<tr>
<td></td>
<td>Juan Jose Sanchez-Sosa, Ph.D.</td>
<td><a href="mailto:johannes@servidor.unam.mx">johannes@servidor.unam.mx</a></td>
</tr>
<tr>
<td></td>
<td>Dr. Dolores Mercado,</td>
<td><a href="mailto:doloresm@servidor.unam.mx">doloresm@servidor.unam.mx</a></td>
</tr>
<tr>
<td></td>
<td>Dr. Felipe Tirado Segura,</td>
<td><a href="mailto:fitrado@servidor.unam.mx">fitrado@servidor.unam.mx</a></td>
</tr>
<tr>
<td></td>
<td>Dr. Juan Manuel Torres Vega,</td>
<td><a href="mailto:JuanManuel.Torres@lag.uia.mx">JuanManuel.Torres@lag.uia.mx</a></td>
</tr>
<tr>
<td></td>
<td>Luciana Ramos-Lira,</td>
<td><a href="mailto:ramosl@imp.edu.mx">ramosl@imp.edu.mx</a></td>
</tr>
<tr>
<td></td>
<td>Rosamaria Valle,</td>
<td><a href="mailto:rosam@servidor.unam.mx">rosam@servidor.unam.mx</a></td>
</tr>
<tr>
<td></td>
<td>Ivan Mancinelli-Franconi,</td>
<td><a href="mailto:imancinelli@imancinelli.com">imancinelli@imancinelli.com</a></td>
</tr>
<tr>
<td></td>
<td>Luis Alfredo Padilla Lopez, M.A.,</td>
<td><a href="mailto:alfredopadilla@uabc.edu.mx">alfredopadilla@uabc.edu.mx</a></td>
</tr>
<tr>
<td></td>
<td>Dra. Sofia Liberman Shkolnikoff,</td>
<td><a href="mailto:liberman@servidor.unam.mx">liberman@servidor.unam.mx</a></td>
</tr>
<tr>
<td>MONGOLIA</td>
<td>Ch. Sanjmyatav, Ph.D.</td>
<td><a href="mailto:sanjmyatav@yahoo.com">sanjmyatav@yahoo.com</a></td>
</tr>
<tr>
<td>NAMIBIA</td>
<td>Willem J. Annandale,</td>
<td><a href="mailto:wij@mweb.com.na">wij@mweb.com.na</a></td>
</tr>
<tr>
<td>NETHERLANDS</td>
<td>Jan Derksen,</td>
<td><a href="mailto:jderksen@psyline.nl">jderksen@psyline.nl</a></td>
</tr>
<tr>
<td>Country</td>
<td>Contact Information</td>
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<tr>
<td>NEW ZEALAND</td>
<td>Cindy Hall, Ph.D., <a href="mailto:cahall@psy.otago.ac.nz">cahall@psy.otago.ac.nz</a>, Richard Hamilton, Ph.D., <a href="mailto:rj.jamilton@aukland.ac.nz">rj.jamilton@aukland.ac.nz</a></td>
<td></td>
</tr>
<tr>
<td>NIGERIA</td>
<td>Dr. Isidore Silas Obot, <a href="mailto:jobota@juno.com">jobota@juno.com</a>, Mrs. Hafsat Lawal Kontagora, <a href="mailto:hafsatik@yahoo.com">hafsatik@yahoo.com</a></td>
<td></td>
</tr>
<tr>
<td>NORWAY</td>
<td>Svere Nielsen, Ph.D., <a href="mailto:snielsen@psykol.no">snielsen@psykol.no</a></td>
<td></td>
</tr>
<tr>
<td>OMAN</td>
<td>Dr. Ala’Aldin Al Hussaini, <a href="mailto:aladdin@squ.edu.om">aladdin@squ.edu.om</a>, <a href="mailto:aladdinbag@hotmail.com">aladdinbag@hotmail.com</a></td>
<td></td>
</tr>
<tr>
<td>NIGERIA</td>
<td>Dr. Isidore Silas Obot, <a href="mailto:jobota@juno.com">jobota@juno.com</a>, Mrs. Hafsat Lawal Kontagora, <a href="mailto:hafsatik@yahoo.com">hafsatik@yahoo.com</a></td>
<td></td>
</tr>
<tr>
<td>PANAMA</td>
<td>Yolanda de Varela, M.Ed., <a href="mailto:ydevarela@pananet.com">ydevarela@pananet.com</a></td>
<td></td>
</tr>
<tr>
<td>PERU</td>
<td>David Jáuregui Camasca, <a href="mailto:davidja@terra.com.pe">davidja@terra.com.pe</a>, Sheyla Blumen, PhD, <a href="mailto:sblumen@pucp.edu.pe">sblumen@pucp.edu.pe</a></td>
<td></td>
</tr>
<tr>
<td>PHILIPPINES</td>
<td>Cristina Montiel, Ph.D., <a href="mailto:tmontiel@admu.edu.ph">tmontiel@admu.edu.ph</a></td>
<td></td>
</tr>
<tr>
<td>POLAND</td>
<td>Pawl Boski, Ph.D., <a href="mailto:boskip@Atos.PsychPAN.Waw.PL">boskip@Atos.PsychPAN.Waw.PL</a>, Wanda Badura-Madej, Ph.D., <a href="mailto:oik@oik.krakow.pl">oik@oik.krakow.pl</a>, William C. Foreman, Ph.D., <a href="mailto:will@wolfconsultinggroup.com">will@wolfconsultinggroup.com</a></td>
<td></td>
</tr>
<tr>
<td>PORTUGAL</td>
<td>Eduardo Santos, Ph.D., <a href="mailto:np37070@mail.telepac.pt">np37070@mail.telepac.pt</a>, Helena Marujo, <a href="mailto:lenaamarujo@yahoo.com">lenaamarujo@yahoo.com</a></td>
<td></td>
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<tr>
<td>ROMANIA</td>
<td>Eugen Iordanescu, <a href="mailto:cdll@directnet.ro">cdll@directnet.ro</a></td>
<td></td>
</tr>
<tr>
<td>RUSSIA</td>
<td>Alexander Voronov, Ph.D., <a href="mailto:a_voronov@inbox.ru">a_voronov@inbox.ru</a>, Tatiana Balachova, Ph.D., <a href="mailto:Tatiana.Balachova@ouhsc.edu">Tatiana.Balachova@ouhsc.edu</a></td>
<td></td>
</tr>
<tr>
<td>SOUTH KOREA</td>
<td>Sang-Min Whang, Ph.D., <a href="mailto:swhang@yonsei.ac.kr">swhang@yonsei.ac.kr</a>, Yusun Chung, <a href="mailto:psydream@korea.ac.kr">psydream@korea.ac.kr</a></td>
<td></td>
</tr>
<tr>
<td>SPAIN</td>
<td>Lic. Eduardo Brignani Perez, <a href="mailto:eduardo.brignani@gmail.com">eduardo.brignani@gmail.com</a>, Jose M. Prieto, <a href="mailto:impreito@psi.ucm.es">impreito@psi.ucm.es</a>, <a href="mailto:psd010@emducms1.sis.ucm.es">psd010@emducms1.sis.ucm.es</a></td>
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</tr>
<tr>
<td>SWITZERLAND</td>
<td>Jean Retschitzki, <a href="mailto:Jean.Retschitzki@unifr.ch">Jean.Retschitzki@unifr.ch</a>, Sue-Huei Chen, Ph.D., <a href="mailto:stchen@ntu.edu.tw">stchen@ntu.edu.tw</a></td>
<td></td>
</tr>
<tr>
<td>TAIWAN</td>
<td>Sombat Tapanya, Ph.D., <a href="mailto:stapanya@mail.med.cmu.ac.th">stapanya@mail.med.cmu.ac.th</a></td>
<td></td>
</tr>
<tr>
<td>TRINIDAD &amp; TOBAGO</td>
<td>Rachel Wolsey, Ph.D., <a href="mailto:racwolsey@hotmail.com">racwolsey@hotmail.com</a></td>
<td></td>
</tr>
<tr>
<td>TURKEY</td>
<td>Hale Bolak, Ph.D., <a href="mailto:bbolak@bilgi.edu.tr">bbolak@bilgi.edu.tr</a>, Erdinc Duru, Ph.D., <a href="mailto:eduru@pamukkale.edu.tr">eduru@pamukkale.edu.tr</a></td>
<td></td>
</tr>
<tr>
<td>UNITED ARAB EMIRATES</td>
<td>George J. Kaliaden, Ph.D., <a href="mailto:kialiaden@emirates.net.ae">kialiaden@emirates.net.ae</a>, Dr. Grece Chami-Sather, <a href="mailto:grece.chami@uae.ac">grece.chami@uae.ac</a></td>
<td></td>
</tr>
<tr>
<td>UNITED KINGDOM</td>
<td>Ingrid C. Lunt, Ph.D., <a href="mailto:l.lunt@ioe.ac.uk">l.lunt@ioe.ac.uk</a>, Serra Pitts, Ph.D., <a href="mailto:serra@arresmedia.com">serra@arresmedia.com</a></td>
<td></td>
</tr>
<tr>
<td>U.S.A.</td>
<td>Michael Meir, Ph.D., MD, LMHC, <a href="mailto:mmeir@tcicollege.edu">mmeir@tcicollege.edu</a>, William G. Johnson, Ph.D., Julie Johnson-Pynn, Ph.D., Laura Johnson, Ph.D., Kenneth C. Elliot, Ph.D., Stewart E. Cooper, Ph.D., ABPP, Sherry Hatcher, Ph.D., ABPP, Peggy Brady Amoon, Ph.D., <a href="mailto:Margaret.brady-amoon@seton.edu">Margaret.brady-amoon@seton.edu</a></td>
<td></td>
</tr>
</tbody>
</table>
U.S.A. (continued), Nava Silton, Ph.D., Nava.silton@gmail.com
Beatrice A. Tatem, Ph.D., btatem@saltairs.msstate.edu
Marie Janes Ojie, Marijane.ojie08@mystjohns.edu
Marie Danielian, meriedanielian@yahoo.com
Dr. Elaine Congree, DSW, ACSW, congress@fordham.edu
Dr. Elaine H. Olaoye, eolaoye@brookdallex.cnj.us
William C. Foreman, Ph.D.
Michel Pelsise, Pelsise@un.org
Smith Kidkarndee, Smith.Kidkarndee@mac.com
Jennifer D. De Mucci

84. URUGUAY, Nelda Cajigas de Segredo, Ed.D., cajsegre@adinet.com.uy
85. VENEZUELA, Eleonora Vivas, Ph.D., eleonoravivas@cantv.net, or vivas@usb.ve
86. VIETNAM, Nguyen Huu Thu, Ph.D., nhthu@fpt.vn
87. YEMEN, Maan A. Barry, MAAN@y.net/ye
Mohammed Almathil, Almathil2004@gmail.com

Featured Liaison

Israel Affiliate

Dr. Eugene Tartakovsky: Tel-Aviv University, the Bob Shapell School of Social Work.
E-mail: evgenyt@post.tau.ac.il
Phone and fax: +972-3-640-9060

Dr. Eugene Tartakovsky is a lecturer at the Tel-Aviv University School of Social Work. He was born in Belarus, raised in Russia, and immigrated to Israel in 1990. He earned an M.A. in clinical psychology from the Hebrew University in Jerusalem and a Ph.D. from Ben-Gurion University in Beer-Sheva, Israel. His research interests include socio-psychological adjustment and cultural identities of immigrants and ethnic minorities, children and adolescents in a cross-cultural perspective, parenting in a cross-cultural perspective, and values and social beliefs. Dr. Tartakovsky published numerous articles and book chapters, and edited a book on community psychology. Dr. Tartakovsky received several awards and grants, and he presented his works extensively on international conferences. Dr. Tartakovsky has been working with immigrants from different countries for many years, and now he consults government and non-government organizations on the issues related to psychological and socio-cultural adjustment of immigrants.
Given the importance of trust to international diplomacy, travel, and commerce, whether citizens of one country are trusted by others is an important issue—trust was a central issue during the Cold War (Kydd, 2005), and it still plays a critical role today in nearly every aspect of international relations (e.g., Li, 2007). However, because individual countries differ in their values and philosophy, the manner in which citizens of different countries build trusting relationships on a national or international basis may heavily depend on each country's specific psychology (Doney, Cannon, & Mullen, 1998).

Trust is defined as the "assurance of not being exploited" during a social interaction (Kelley & Thibaut, 1978, p. 232). Trust is critical for the fulfillment of obligations of a social exchange, and as such, as critical for the development of successful social relations (Blau, 1964). In international relations, trust in other nations is vital to successful international relations (Larson, 1997), particularly given the interdependence of the modern world (Doney et al., 1998). Trust in other nations reduces conflicts (Anderson & Narus, 1990) and cultivates successful strategic alliances (Browning, Beyer, & Shetler, 1995). At home, trust in other nations affects opinion about international relations: trust in other nations affects opinions regarding the presence of military forces in other nations (Brewer, Gross, Aday, & Willnat, 2004), voting behavior (Aldrich, Sullivan, & Borgida, 1989), and even overall foreign policy (Page & Shapiro, 1992). Conversely, trust in one's own nation similarly affects international relations (e.g., Lühiste, 2006).

The presence or absence of trust for another nation not only manifests itself in trust between governments (Larson, 1997), but also between the people and institutions. Numerous theorists have posited that it is the nation's culture that defines the peoples' propensity to trust other countries or peoples. Fukuyama (1995), for example, argued that the trust within a society is shaped by that society's culture, whereas Doney et al. (1998) similarly argued that a nation's culture influences how trust is developed in one country versus another (see also, Newton, 2001).

The nationality of the truster is one of the factors that affect trust in others, just like other demographic and socioeconomic variables, including gender, age, socioeconomic status (Niu & Rosenthal, 2009). One variable important for understanding whether citizens of one country will trust another is individualism versus collectivism (Hofstede, 1991; Triandis, 1995). According to Hofstede (1991), individualism is defined as a society's orientation that the individual is a unique entity with loose connections to the group. Individualistic cultures tend to be found in Western cultures (e.g., United Kingdom, United States, Canada; Hofstede, 2001). Alternatively, collectivism stresses an individual's place in a structured relational network and the interpersonal bonds within the network. Collectivistic cultures tend to be found in Eastern culture (e.g., Japan, China, South Korea; Hofstede,
In support of this distinction, research indicates that collectivistic cultures depict ingroups as a complex network of interrelated individual members (Ho, 1993; Hwang, 1999; Lebra, 1976), but individualistic cultures emphasize the group's categorical, depersonalized nature (Prentice, Miller, & Lightdale, 1994; Seeley, Gardner, Pennington, & Gabriel, 2003).

Such cultural orientations indicate different foundations for trusting others. Yuki and colleagues (Yuki, 2003; Yuki, Maddux, Brewer, & Takemura, 2005) posit that for individualistic cultures, trust is heavily grounded in extant distinctions between categories between the ingroup and outgroup, in which trust is given to ingroup members but not outgroup members. For collectivistic cultures, however, trust is affected strongly by relationship networks. In this way, trust is greatest toward those with whom one shares a direct or indirect personal connection, independent of group categorization. There is considerable evidence to support such distinctions.

First, ingroup bias based on categorical distinctions is stronger in individualistic societies than in collectivistic societies (Bond & Hewstone, 1988; Bond, Hewstone, Wan, & Chiu, 1985; Heine & Lehman, 1997). Second, in individualistic cultures, people who share one's group membership are perceived to be trustworthy (Yamagishi & Kiyonari, 2000), and trusting behavior is directed toward members of one's group more than the outgroup (Tanis & Postmes, 2005). Third, Yuki et al. (2005) found that in collectivistic cultures, trust was influenced by the presence of a relational connection with an outgroup target, but not by perceived categorical information. Fourth, Hu (2007) found that in collectivistic cultures, trust in business settings is grounded in adherence to social norms and obligations, whereas in individualistic cultures, trust is more heavily dependent on individuals' competence and overall performance (see also McAllister, 1995).

Present Study

To test cultural differences in trust propensity in different countries, trust data were collected from three countries: the United States (an individualistic country; Hofstede, 2001), Canada (an individualistic country), and China (a collectivistic country). To measure trust across different cultures—but to maintain the same definition of trust—Hardin's conceptualization of social trust was utilized (Hardin, 2001, 2002), which defined trust as the public's belief that institution will do what is "right." Four social subsystems (academic institutions, businesses and companies, the law and legal system, and mass media institutions) were selected as the focus of trust, and participants in the three countries were asked their degree of trust for the three nations of interest.

Predictions

With respect to trust for Canadians and Americans, trust was expected to follow categorical information regarding participants’ own country relative to other countries. Interestingly, Americans see a strong differentiation between themselves and Canadians (e.g., Davies, Steele, & Markus, 2008); but for Canadians, such strong categorical differentiation does not always hold. The permeation of American media, culture, arts, and history has led to a minimization and attenuation of categorical differentiation for Canadians, such that strong differentiation occurs primarily under conditions of threat (e.g., Lalonde, 2002). As such, it was hypothesized that Americans will not trust Canadian institutions, but it was expected Canadians would trust American institutions.

With respect to China, the degree of trust was hypothesized to be dependent on the degree and presence of a relational network. An era of isolationism has left the Chinese people's personal connectedness with Western cultures at a minimum; and as a consequence, it has reduced international travel, contact, and engagement with Western cultures, in particular (Brown, 1976; Levine, 1989; Yahuda, 1984). Despite growing interconnectedness with the West over the past 20 years, there are still substantial hurdles to leap before increased interdependence and strong interpersonal bonds are pervasive (Peng, 2003; Yeung, 2006). As a result, it was expected trust in China would be high for their own nation (where personal connections are present), but would be lower for the United States and Canada, in which relational networks are at a minimum.

Method

Participants

There were 369 individuals (185 men, 184 women) recruited to participate in the study. Participants’ ages ranged from 18 years to 75 years old, with an average age of 33.44 (SD = 5.32). Participants were recruited in Canada (greater Ottawa area, Province of Ontario), China (Kunming city in Yunnan province) and the United States (greater Boston area, State of Massachusetts). Only those participants who stated they were born in the Canada, China, or United States, respectively, were used in the analyses. The sample was nearly equally divided between three countries: 127 were recruited in the United States (Mage = 34.46), 122 from Canada (Mage = 32.05), and 120 from China (Mage = 33.54).

Procedure

As part of a larger study on individuals’ attitudes toward international relations, researchers approached potential participants in one of several public places (e.g., cafeteria, café, tea-shop, public library). To assess participants’ trust in various social institutions, participants were asked to estimate their belief that different social institutions (academic institution, business/company, law and legal institution, and mass media) would "do what is right regarding an international issue." Participants indicated their response on a 1 (strongly distrust) to 7 (strongly trust) scale. Participants completed these questions for three target countries: the United States, China, and Canada. To avoid order effects, the order in which the different target countries were presented to participants was counterbalanced. After completing these questionnaires, participants were thanked and dismissed.

Results

Given the high correlation among the four social institu-
tions ($r's \geq .80$), the analysis began by averaging the scores to generate one score for each target nation. Next, to ensure that trust scores could be compared across countries, responses within each country were standardized (van de Vijver & Leung, 1997; Leung & Bond, 1989). T scores were computed using the equation, $T = (X - M) / S$, in which X was the score to be standardized, and M and S were the mean and standard deviation of the corresponding country. Standardization of the scores eliminated cross-country differences in grand means and standard deviations eliminated unwanted sources of error, such as methodological artifacts (i.e., response sets; van de Vijver & Leung, 1997).

**Reliability**

The reliability of the trust assessments using standardized scores across the three host countries was acceptable: Beside one value (American's trust in American institutions, $\alpha = .62$) all alphas ranged between .71 and .84.

**International Trust**

The data for trust were subjected to a 3 (host nation) × 3 (target nation) ANOVA. Figure 1 illustrates the means for trust for host nation by target nation. Higher standardized scores indicate a greater level of trust. The main effect for host nation was significant, $F(2, 366) = 38.57, p < .05$; but the main effect for target nation was not, $F(2, 732) = 0.01, p = .99$. The expected Host Nation × Target Nation interaction was significant, $F(4, 732) = 40.11, p < .05$, and was explored using contrasts by host nation.

![Figure 1. Patterns of within-nation standardized trust in social institutions as a function of target and host country.](image)

**China.** The simple effect for target nation was significant, $F(2, 238) = 11.42, p < .05$. Orthogonal contrasts revealed that Chinese participants trusted Chinese institutions ($M = 0.69, SD = 0.69$) more than the combination of American and Canadian institutions, $F(1, 119) = 46.64, p < .05$. Chinese participants did not differ in their trust level between American ($M = 0.25, SD = 0.96$) and Canadian ($M = 0.36, SD = 0.94$) institutions, $F(1, 119) = 1.71, p = .19$.

**United States.** The simple effect for target nation was significant, $F(2, 250) = 35.19, p < .05$. Orthogonal contrasts revealed that Americans trusted Canadian institutions ($M = 0.17, SD = 0.79$) more than the combination of Chinese and American institutions, $F(1, 125) = 65.19, p < .05$. The second orthogonal contrast revealed that Americans did not differ in their level of trust for American institutions ($M = -0.51, SD = 0.90$) and Chinese institutions ($M = -0.46, SD = 0.85$), $F(1, 125) = 0.27, p = .60$.

**Canada.** The simple effect for target nation was significant, $F(2, 244) = 33.41, p < .05$. The first orthogonal contrast indicated that Canadians trusted American institutions ($M = 0.27, SD = 0.92$) more than a combination of Canadian and Chinese institutions, $F(1, 122) = 58.16, p < .05$. The second orthogonal contrast revealed that Canadians trusted Chinese institutions ($M = -0.20, SD = 1.02$) more than Canadian institutions ($M = -0.53, SD = 1.02$), $F(2, 122) = 10.62, p < .05$.

**Discussion**

In this research, models of cross-cultural relations were tested to predict patterns of international trust. Trust from the Western countries was consistent with expectations, such that Canadians trusted Americans and Americans trusted Canadians. Alternatively, trust in collectivistic countries also matched expectations, such that the Chinese did not trust either Americans or Canadians, but trusted their home country.

One unexpected finding was that Canadians did not place a great deal of trust in their own country's institutions. Although assessment of trust was not directed toward the state government, evaluations of trust may have had an effect on trust in the non-government circles that were assessed. Polls indicate that a majority of Canadians (59%), more than Americans, felt that central government was not doing enough to address the concerns of the Canadian people (Gallup, 2006). When asked whether the national government could be trusted to deal with domestic problems, Canadian citizens reported a lower belief than did Americans (China was not part of the survey). Although speculative (because China was not part of the Gallup poll), it appears that the lowered trust in Canada by Canadians may have resulted from their own distrust for their national government.

Whereas results were interpreted using cross-cultural models, it is possible to interpret the results using social identity theory. Social identity theory (SIT; Tajfel & Turner, 1979; Turner, 1982) argues that individuals' social identities are derived primarily from their membership in groups. In order to maintain and enhance individual self-esteem, group members are generally motivated to maintain a positive social identity. Tajfel and Turner (1986) proposed that one important technique for maintaining a positive social identity is to favorably compare one's group to relevant outgroups (i.e., positive distinctiveness). Research has indicated that the desire for positive distinctiveness helps limit trust to only those who share a social identity (e.g., Hogg, Abrams, Otten, & Hinkley, 2004, Rotenberg & Cerda, 1994). This motivation for positive distinctiveness indicates that it may be difficult to develop positive relations even during times of cooperation.
(Hertel & Kerr, 2001). Whereas it might be tempting to conclude that social identity theory provides a plausible explanation for the findings; the results are mixed. Specifically, whereas Canadians did not trust Canadians and Americans did not trust Americans (which would be predicted from their model), the rest of the predictions were entirely consistent with expectations: Canadian and American trust patterns matched onto social categories (i.e., shared a social identity), and for the Chinese, for whom there is no social identity overlap, they did not trust either the Americans or Canadians.

A final point of interest is the significant interaction between the host nation and target nation. This interaction indicates that the international trust relationships were not necessarily symmetrical and reciprocal as might be expected. Whereas the Chinese do not trust Americans, such distrust was not reciprocated to the same degree by Americans (see also Niu, Xin, & Martins, 2010). Whereas relationships between individuals are commonly reciprocal, the same cannot be said for interactional trust (e.g., Kiyonari, Yamagishi, Cook, & Cheshire, 2006). The most likely explanation for the lowered likelihood of reciprocation between individuals, versus groups, is the perception of groups as inherently untrustworthy (Cohen, Montoya, & Insko, 2006; Wolf et al., 2009).

References


Section Editor:
Uwe Gielen, Ph.D.
St. Francis College
ugielen@hotmail.com

From Who Cares to We Care: A review of Diversity in Mind and in Action


Reviewed by Ting Lei, Ph.D.
Borough of Manhattan Community College,
CUNY and Teachers College - Columbia University

Diversity in Mind and in Action is a book in the series of Praeger Perspectives: Race and Ethnicity in Psychology published by ABC-CLIO in 2009 and edited by Jean Lau Chin. This book includes three volumes: Volume 1 is titled Multiple Faces of Identity and includes ten chapters; Volume 2 is titled Disparity and Competence: Service delivery, education, and employment contexts, and it includes twelve chapters; and the title for Volume 3 is Social Justice Matters!: Social, psychological, and political challenges; it includes eleven chapters.

While Volume 1 is mostly focused on what is going on in the individual’s mind in terms of identity issues, Volume 2 is more concerned with how our social systems have been treating or mistreating minority people as members of groups, and Volume 3 emphasizes how our systems should, but have not, treated persons of non-normative backgrounds. Philosophically speaking, the transition from Volume 2 to Volume 3 is from an ontological is to a deontological ought.

After the editor’s introduction, Volume 1 starts with a chapter on the multiracial movement in this country. Granted that the authors are a counseling psychologist and a clinical psychologist, they fairly present a sociopolitical background to account for the genesis of the discrepancy between American minorities’ self and racial identities. The authors successfully create an impression that American history is short though it is certainly not sweet in terms of racial relations. Another chapter on the topic of identity is written by two Vietnamese-American social and personality psychologists under the auspices of their dissertation advisor, who is of Hispanic descent. Their focus is on bicultural identity integration in a diverse world. Chapters 3, 4, and 5 are more about identification than identity processes, and all three chapters interface with both sex/gender and race/ethnicity issues. Specifically, Chapter 3 discusses how LGBT Asian Americans identify themselves and their ways of coming out in context. Chapter 4 lists current perspectives on interracial marriage and poses challenging questions as well. Chapter 5 addresses some issues confronting women of color in higher education. Chapters 6 and 7 are related to Asian Americans’ mental health, with Chapter 6 being contributed by the editor (Jean Chin) herself on the topic of healing narratives. Notwithstanding this fascinating topic, Chin did not conduct an in-depth or thick analysis from the natives’ point of view (cf. Geertz, 1973, 1983) or stand on giant Arthur Kleinman’s (1989) shoulders to follow the well-established approach of illness narrative analysis that was derived from the same cultural context as the author’s. The last three chapters in Volume 1 center on the social and personality psychology of Hispanic and African Americans, such as personal and social selves in the context of migration, with a focus on resilience and protective factors. It should be noted that given the volume’s focus on identity, a topic pertaining to the personality and social developmental areas, only two (Chapters 2 and 10) out of ten chapters are authored by personality/social psychologists. All the other contributors are either clinical or counseling psychologists, who come from the editor’s close circle of colleagues. A similar circle of close colleagues is going stretch the limit of their scholarship to cover issues discussed in Volumes 2 and 3, as can be seen in the following.

Seven out of the twelve chapters in Volume 2 are on the topic of education and five out of these chapters are authored or co-authored by clinical or counseling psychologists, while the other two chapters have been contributed by a university president (Mildred García) and a sociologist (Melanie Bush). In her chapter García talks about her role as an education administrative leader in navigating diversity, whereas Bush discusses her research findings from a project centered on diversity curriculum reform at the nation’s largest urban university (i.e. the City University of New York, which happens to be García’s alma mater). Issues of cultural competence in high school are discussed in Chapter 6, empowerment through education and employment is introduced in Chapter 1, and diversity training in educational institutions is a common theme running through chapters 7, 8, and 11. The five chapters that are not directly related to diversity development in schools can be considered as a forum for clinical/counseling psychologists to chat about diversity issues in the workplace or in healthcare settings.

Given the title’s emphasis on issues of social justice as well as social, psychological, and political changes, Volume 3 has all the leading authors in the related disciplines of clinical and counseling psychology, with a few social psychologists as secondary or tertiary authors. The present reviewer wishes not to commit himself to any “credentialistic fallacy”, but he checked the authors’ credentials after reading the chapters and felt that in quite a few of them what and how the authors write seems to go beyond the scope of their expertise. In any
event, in this volume the first chapter includes a concern with social justice theory and research in relation to social changes. In the same terms of social justice, Chapter 4 discusses Latinos’ immigration while Chapter 5 is mainly about gerodiversity and Chapter 6 presents a comprehensive review of “ableism.” In line with Chapter 5, Chapter 6 also talks about aging but focuses on women while postulating a biopsychosocial-cultural perspective. After minority elders’ voices are revealed in Chapter 5, minority women’s experiences of trauma recovery are documented in Chapter 8. In a similar vein to the dialogue on trauma recovery just mentioned, Chapter 7 talks about the treatment of disabilities stemming from interpersonal violence whereas Chapter 3 addresses the cost of being a person of LGBT background in America’s health care system. Chapter 2 is entitled Aversive racism, which makes readers wonder whether there is any non-aversive racism. Chapter 11 concludes Volume 3 by arguing that multicultural counseling and psychotherapy frequently contribute to the promotion of psychological emancipation.

Across the three volumes the term diversity is defined and delimited differently. For example, it is broadly defined in Volume 1 to include cultural, racial/ethnic, sex/gender, and sexual orientation, but in Volume 2 diversity is mainly limited to discussions of cultural and racial/ethnic types, whereas in Volume 3 diversity as a term has been expanded to include (mental/physical) disability, seniority, poverty, inter alia. Overall, more than 80% of the book’s diversity discourse focuses on issues related to race, ethnicity and culture. In this context, race refers mainly to people of color who collectively constitute the minority or “non-normative group” in this country. In contrast to the minority or non-normative group, the majority or normative group should be called “people of no color”, which in reality refers to white people. However, white is a color in itself rather than a term referring to no color, and this poses a semantic problem that throws the polarization of black and white into doubt. To what extent this doubt may delegitimize the debate between black and white is an issue left unresolved by any of the more than 40 authors represented in these three volumes.

One may also ask whether this 3-volume book could really serve its intended purpose which is to convince the targeted readers that diversity does matter. The readers whose minds the authors presumably wish to change come especially from the mainstream or core part of the society who historically have been privileged and therefore might experience difficulties in sympathizing with the suffering of the non-normative people. Even though such people may not be opposed to diversity, they might not think that they should be especially concerned with this issue either. To articulate this point, Melanie Bush in Volume 2 cites an article from The Chronicle of Higher Education in which the author states: “The opposite of being pro-diversity is not being anti-diversity. It’s being diversity-indifferent, and that’s me. My T-shirt would not say “Diversity sucks.” It would say, “Diversity—Who Cares?” (Clegg, 2000, p. B8). Indeed, why should Clegg and people like him change their minds and share their protected privileges with “people of a lesser God”? Furthermore, would they be persuaded to do so after reading this 3-volume book on diversity? Some of them might perhaps be induced to wear a T-shirt with a new imprint like “Diversity---We care,” after selectively reading a few solid chapters that could so-to-speak act as scholarly stars shining through the clouds in a dark sky. This, in turn, leads to the question of, who spread the clouds that cover the other stars and is there any way to remove those clouds so that more viewers can be enlightened?

Ironically, an answer to the first question just raised is being advanced by the editor herself, who applies a top-down approach across the three volumes. As a case in point, the editor inappropriately uses exclamation marks in order to raise her tone of voice when referring to the title (viz., Social justice matters?) of Volume 2 as well as in each of her chapters contained in the three volumes. As an author, Chin overuses “demand words” such as “must” and “should” while offering too few sound arguments on the basis of logical reasoning. To be sure, most of the targeted readers are those coming from the privileged rather than the underprivileged class, and they therefore do not have to subject themselves to the commands uttered by a double-underprivileged (i.e. a minority female) author. In order to move the readers or to open their hearts as well as inducing them to nod their heads, a bottom-up approach would appear to be more adequate (cf. Lei & Gielen, 2008). Rather than superimposing her own beliefs or dogmas, an author adopting a bottom-up approach would attempt to initiate the readers’ self-discovery journey while keeping their best interest in mind as well. Then throughout the journey together, via a rear-view mirror the readers may be enabled to look into their past and the historical background of the “de-diversity” movement from which some light may be shed into the direction of the future and thereby necessary changes could be highlighted. To illustrate this suggestion, one example from a reviewed chapter is introduced below.

The authors (Derald Wing Sue, Annie Lin, & David P. Rivera) of the chapter, Racial microaggressions in the workplace: Manifestation and impact, cogently quote historical facts demonstrating that subtle assaults on minorities, who are most likely under-represented at the higher levels of management, have become part of the traditional American workplace. One solution would be to diversify by increasing the representation of minorities in upper-middle management positions. To that end, it would be necessary to prepare minorities for the more challenging jobs through higher education. But then one might ask how white Americans could be induced to raise their own taxes or give up some of their own vested benefits in order to help enrich the education of the oppressed black people? To this question, Sue et al. responded as follows:

“These figures are disturbing for two reasons. First, it is projected that within several short decades, people of color will become a numerical majority in the United States (U.S. Census Bureau, 2004). Already, approximately 75 percent of those entering the labor force are persons of color or women, and by the time the so-called baby boomers begin to retire,
those contributing to social security and pension funds will be predominantly visible racial/ethnic minorities (Sue & Sue, 2008). If persons of color continue to occupy the lower rung of the employment ladder of the most undereducated, underemployed, unemployed, and underpaid, it bodes poorly for the economic health of the future retirees, business and the nation. Second, a society that continues to allow unfair disparities to exist between certain groups compromises its moral integrity, failing to provide equal access and opportunity to all …” (Volume 2, p. 158).

As can be seen in the quotation above, Sue et al. appeal not only to the reader’s head by citing powerful trends predicting the country’s future but they also echo Adam Smith’s (1759/2010) theory of moral sentiments thereby appealing to the reader’s heart. In light of this illuminating approach, even oppressors might realize that they have to chart a course of diversity so that they can move together with the traditionally oppressed into a brave new future world. Choosing to ignore this issue may lead both to financial bankruptcy and to moral corruption, which few would consider to be the best way to live one’s life. The key of this approach is to make people feel connected on the high ground where they all can mutually benefit each other. For the same purpose but to restructure the three volumes as a whole, an orthogenetic framework of reference operating like a multidimensional web of meaning construction (à la Heinz Werner, 1940/2010) is proposed in the following.

First, diversity shouldn’t be seen as skin-deep, as too many authors do in their respective chapters. After scratching the surface, we need to take a phylogenetic perspective to dig down deep into the genetic constitution and evolutionary epigenes (trigger factors that turn on or turn off genes thereby helping to change genotypes into phenotypes) that help shape the contents of character as well as the colors of skins. From the investigation of the phylogenesis, which may be located on the first dimension of orthogenesis, of Homo sapiens we would come to realize that the sine qua non of different sub-species of human being is so close to each other in spite of the visible differences. Then, we can examine the issue of diversity in relation to ethnic, social, cultural, and historical variables on the ethnogenetic dimension. After the ethnogenetic examination, we can study individual developmental processes in the light of diversity on the ontogenetic dimension. The microaggression discussed earlier would be examples to be situated on the microgenetic dimension, which focuses on temporary or local changes as a result of situational or contextual factors. Last but not least, under the orthogenetic framework pathogenesis refers to the etiology of disease or illness. To be sure, these five orthogenetic dimensions can be cross-referenced with each other. For instance, in one of her chapters Chin outlines how Chinese people explain the genesis of some diseases in the context of health beliefs which originate from traditional Chinese medicine.

Throughout the three volumes, most chapters are ethnogenetically-oriented, and of those many are cross-referenced to the ontogenetic dimension with a focus on education while a few others also refer to the pathogenetic dimension. On the other hand, no chapter addresses fundamental questions of diversity from a phylogenetic perspective and only a few chapters can be located on the microgenetic dimension.

This book would be worth reading if you are a clinical/counseling, developmental, social psychologist or mental health professional who needs to draw upon some materials suitable for multicultural curricula appealing to college freshmen. It would also make you feel good if you are a minority psychologist (full disclosure: the present reviewer is one of them) because the indignities of social injustice are denounced in many of the chapters. However, in order to act as an engine for social change the first and foremost step must be to convince the majority that diversity really matters since we all are reciprocally related to each other. Without adopting a bottom-up approach and addressing issues with reference to a comprehensive framework, this feel-good book may not lead to enough good consequences. Consequently, diversity will remain a dream that minorities have but may never be able to realize.

References
Books by Members

La relazione al centro. [Relationship at the centre: Healing in a troubled world]
G. T. Barrett-Lennard
ISBN: 978-8861531383

This book offers a new perspective on the working and potential healing of relations between persons and between peoples, relevant to our desperate times. Humans are born into relationships and personal selves emerge through experiences of relationship, which broaden and evolve through life. Inquiry into diversity and 'relations' within the self opens the way to other primary spheres: interpersonal and family relations, community process as relationship, the nature and far-reaching phenomena of loneliness and alienation, and organizational and big-system relations.

One chapter maps the wide spectrum of inter-connected human systems, and another presents a view of helping theory and practice development extended through this spectrum. Over the whole range, the processes, healing and development of relationship are in central focus. In a final review of the span of critical need and challenge, the book confronts alternatives and proposes steps toward recovery.

Why noise matters: A worldwide perspective on the problems, policies and solutions
John Stewart with Arline Bronzaft, Francis McManus, Nigel Rodgers & Val Weedon
Publisher: Earthscan (October, 2011)
ISBN: 978-1849712576

Is noise the most neglected green issue of our age? This book argues compellingly that it is, and tells you all you need to know about noise as a social, cultural, environmental and health issue.

Across the world, more people are disturbed by noise in their day-today lives than by any other pollutant on Earth. From the shanty towns of Mumbai to the smart boulevards of Paris, noise is a problem. It is damaging people’s health, costing billions, and threatening the world’s natural sound systems in the same way that climate change is altering its eco-systems. Drawing on evidence from all over the world, this book showcases policies and strategies that have worked to decrease noise pollution, and offers lessons for policymakers and environmental health professionals, campaigners and any individual affected by noise. Written by a renowned noise campaigner and experts in law and health, this book tells you all you need to know about noise as a social, cultural and environmental issue and how we can act to build a more peaceful world.

Eastern European immigrant families
Mihaela Robila
ISBN: 978-0-415-99406-4

After the fall of communism in Eastern Europe in early 1990s, international migration from this region has grown significantly. However, the literature on Eastern European immigrant families has been very limited. This book presents key issues related to immigration from Eastern Europe, such as a historical background, the factors determining contemporary migration, its benefits and challenges. There is also a focus on children and families, addressing child-rearing beliefs and practices, cultural beliefs, marital interactions and gender roles. The challenges faced by Eastern Europeans as they immigrate around the world are also explored.

Migration, technology & transculturation: A global perspective
Myna German & Padmini Banerjee (Eds.)
Publisher: CIGS Lindenwood University Press (2011)
ISBN: 978-0984630745

Based on exhaustive reporting and academic studies from authors across the world, this volume shows how the changing face of technology is shaping the lives of global migrants. While once a painful goodbye sent immigrants packing to the different areas of the world in the 19th and 20th centuries, the global millennium, replete with Skype, Facebook, email, and chat has made global nomads a reality, but they are also very connected to their home port. This volume offers a convergence of perspectives on these new developments, combining conceptual and empirical work...
from the different continents throughout the world. Chapters by psychologists, sociologists, anthropologists, geographers, historians, media specialists and literary studies writers reflect on these new international social networks and technologies and their impact on these new forms of communication and identity formation among global migrants. The global reach of the authors span the countries of Italy, Germany, the UK, Brazil, Australia, the US, India, and in between. This is a substantial pioneering effort in this field of research on this global topic.

_Return migration and identity: A global phenomenon, a Hong Kong case_
Nan Sussman
**Publisher:** Hong Kong University Press (2011)
**ISBN:** 978-9888028849

The global trend for immigrants to return home has unique relevance for Hong Kong. This work of cross-cultural psychology explores many personal stories of return migration. The author captures in dozens of interviews the anxieties, anticipations, hardships, and flexible world perspectives of migrants and their families, as well as friends and co-workers. The book examines cultural identity shifts and population flows during a critical juncture in Hong Kong history between the Sino-British Joint Declaration in 1984 and the early years of Hong Kong’s new status as a special administrative region after 1997. Nearly a million residents of Hong Kong migrated to North America, Europe, and Australia in the 1990s. These interviews and analyses help illustrate individual choices and identity profiles during this period of unusual cultural flexibility and behavioral adjustment.

_Interpersonal acceptance and rejection: Social, emotional, and educational contexts_
Elias Kourkoutas & Fatos Erkman (Eds.)
**Publisher:** BrownWalker Press (2011)
**ISBN:** 978-1599425696

This volume draws on research to offer a global perspective on issues of fundamental importance to family functioning, childhood development, and adult intimate relationships, as well as to policy and practice for children, adolescents, couples, and families at risk. It draws on the perspectives of major social science disciplines such as clinical and educational psychology, anthropology, psychology, special education, and sociology, thus ensuring topics are discussed within broad theoretical frameworks. The authors cover a wide spectrum of questions and topics in relation to perceived acceptance and rejection by significant others.

Chapters are set in the context of worldwide trends in the area of interpersonal acceptance-rejection. They considerably advance our knowledge of interpersonal acceptance-rejection theory and practice by tackling issues in major life contexts such as family, education, intimate relationships, and clinical-therapeutic practice.

The book presents these important issues within the context of up-to-date research on interpersonal relationships that helps strengthen family and couple relationships and enhance the quality of attachment relationships in families. Contributors to this edited book come from many parts of the world, including the Americas, Asia, Australia, Europe, and the Middle East.

**ALSO Announcing the publication of...**

_Psychology in Ukraine: A historical perspective_
Ivan Holowinsky
**Publisher:** University Press of America (2009)
**ISBN:** 978-0761840466

This book was conceptualized as an effort to provide for a Western reader, not familiar with psychology in the East, a broad outline of Ukrainian Psychology within the socio-historical context.

_Grief therapy with Latinos: Integrating culture for clinicians_
Carmen Vazquez & Dinelia Rosa
**Publisher:** Springer Publishing Company (2011)
**ISBN:** 978-0826106599

This book serves as both a graduate textbook and clinical reference that helps in the understanding of relevant cultural values and their effect on the grieving process. This book also addresses the application of specific interventions in a culturally relevant manner, including the relevance of language in grief therapy, psychology and counseling with a Latino population.

*If you would like to include a book in a future issue of IPB and have not already done so, please email information to Jennifer Lancaster at jlancaster@stfranciscollege.edu*

**Please note that at least one author/editor must be member of Division 52 and the work must have been published in the last three years.*
Notes from the Underlings: What Supervisees Report About their Cultural Matches with Supervisors

Daria Diakonova-Curtis
California School of Professional Psychology
Alliant International University, San Francisco

Trainees in clinical psychology learn many of their clinical skills in supervision, thus I began reflecting on my supervision experiences and wondering how the cultural match between my supervisor and myself affected my learning. As a female Russian immigrant trainee who has been paired with male and female Russian-speaking and non-Russian supervisors, I am familiar with the nuances that these matches bring out in my training. These nuances have included language-bound phenomena, worldviews based on national and immigration history, gender roles, and age-related and social status hierarchies. I have noticed that all of these facilitate or impede the relatedness, openness, and comfort level that I feel with my supervisors. With this in mind I wondered about the experiences of other students from different cultures and countries. Specifically, I wanted to know what types of issues came up overtly or covertly in the relationships with their supervisors, what they found difficult to discuss or what was ultimately helpful, and whether they found that these particular supervision matches increased their clinical expertise and improved client care.

Falender and Shafrenske (2004) suggest that cultural competence in training should include a certain awareness, knowledge, and appreciation of various cultural variables between the supervisor and supervisee. Generally, it seems that two people work best together when they have a thorough understanding of, or at least an open curiosity for, each other’s cultures, national history, immigration experience, and status in the United States. Texts that focus on cultural competence in supervision usually encourage trainers to become aware of their own cultural expectations or biases, and to help their supervisees do the same. For example, Vargas, Porter, and Falender (2008) call for supervisors to continue to explore variables of cultural diversity affecting the supervision relationship and to openly dialogue with their supervisees. Further, Wedding, McCartney, and Currey (2009) instruct teachers (whether professors, advisors, or supervisors) to understand the factors that may be unique to international students studying in the U.S. and to remain sensitive to their students’ levels of acculturation and functioning within an American academic system. However, these texts are written about supervision and training in general and do not always describe the experiences of students specifically.

For this project, I interviewed two female clinical psychology students, both currently training at practicum sites in the San Francisco Bay Area. I asked them to describe first their own cultural identities and then those of their supervisors. I was interested to see how they perceived their supervisors’ cultures and what particular variables came up in supervision. I also asked the interviewees to think of a clinical case and to describe their experiences of discussing the case within their particular supervisory pairings.

My first interviewee, Sofia (both interviewees chose their pseudonyms to protect their privacy), identified herself as Mexicana, fully Mexican-American, born in the U.S. and raised in both countries. Thus, she labelled herself as bicultural, binational, and bilingual in English and Spanish. She described her current supervisor as a Latino man from a Peruvian background. She knew that he was born in Peru and immigrated to the U.S. in his late teens. English was his second language, and thus, they switched between Spanish and English in supervision. The issue of language became an area of effort and growth in her training. Sofia described that their conversations usually began in Spanish, the more familiar and familial language, as well as the language of the clients at the agency. However, because the academic training for both has been largely in English, it became inevitable to intersperse English for theoretical terms. Sofia mentioned that she hated mixing the languages at first because her community looked down on this and considered it “Whitewashing”. But having a supervisor who was able and willing to engage with her in both languages taught her to code-switch more effectively and ultimately gave her a sense of pride in her ability to quickly translate experiences for herself and her clients. Thus she stated that this increased her linguistic fluency and improved her therapeutic skills by helping her to translate theoretical formulations in English into interventions in Spanish. Sofia also described a greater sense of comfort in discussing how to work with clients “not by the book” when she knew that she was talking with another member of her community. Rapport in supervision was easier to establish because both shared a passion for serving the community, were connected to their native countries and were intimately familiar with the struggles of their immigrant clients. In addition, Sofia valued an unspoken understanding of cultural rules. For example, their culture allowed her to call her supervisor by his title rather than his first name, as would be appropriate in many American academic and clinical settings. In other instances, Sofia appreciated that they covertly agreed on the less rigid guidelines around physical boundaries and touch. She explained that ultimately her supervisor successfully modelled a relationship that maintained culturally appropriate norms while pushing her to develop in her identity as a Mexican-American clinician, which has been a crucial part of her professional training.

Similar themes came up in my second interview with Katy, who described herself as Indonesian nationally and Chinese ethnically. Katy explained that she grew up as a minority both in her ethnicity and her religion as she was Chinese and Christian in a predominantly Muslim Indonesia. She moved to the U.S. at 18 years of age to attend university and graduate school. Katy first described the prevalence of her feeling like an outsider in a White academic culture, where the teaching of psychology came from an exclusively...
Western perspective that did not always agree with her understanding of normal human behavior and health. In addition, she often felt unheard and irrelevant at her institution when raising questions and concerns about clients to which other students did not relate. By contrast, Katy’s supervisor at a predominately White institution was a Korean-American woman, born in the U.S., to parents from Korea. It was refreshing for Katy to be matched with a supervisor who, on some level personally understood her struggle of having to adjust to a dominant culture and thus often encouraged her to brainstorm interventions that agreed with her worldview. This allowed Katy to develop professionally by not simply acculturating to a Western model of health, but by integrating various nuanced cultural considerations.

Despite the comfort and bond between Katy and her supervisor, some cultural dynamics presented challenges in the supervisory relationship. Katy felt uneasy when her supervisor insisted that Katy call her by her first name rather than her title. This situation presented a dilemma of whether Katy should disregard her own values or those of an authority figure. Furthermore, voicing this difference in norms felt difficult to Katy because it also went against her cultural rule against questioning authority. As such, she looked for her supervisor to be tuned in and curious about Katy’s experience in supervision, rather than assume that Katy would voice her own concerns. As Katy’s supervisor established an atmosphere of understanding and open communication, Katy felt more comfortable to discuss and resolve any challenges in their dynamic. Ultimately, Katy found supervision most effective when both parties capitalized on shared experiences and found a common ground in values while respectfully exploring each other’s perspectives as they pertained to client care.

Overall, the stories of both interviewees supported the idea that regardless of the accuracy of the cultural match between the student and the supervisor, it was the supervisor’s openness, curiosity, humbleness, and lack of imposition of viewpoints that helped the students explore themselves and develop professionally. The students also encouraged supervisors to understand their positions of power and explore the cultural values that may be placed on figures of authority. It was also striking that although both dyads represented people from different countries of origin, supervisees felt connected to their supervisors based on oneness within the dominant culture and community membership. The reports of these students also match my experiences in that I have been most comfortable and open to learning in pairings where supervisors were unassuming and willing to think with me outside the academic box. Having supervision in my native language has also helped me to integrate those worldviews that I derived as part of my upbringing in Russia with those I learned in academic settings in the U.S. Thus, it seems essential that supervisors learn ways to explore cultural variables in supervision. It also seems imperative that the field train more clinicians from diverse backgrounds and speaking different languages who could serve as professional role models to students seeking to become culturally competent.

Correspondence related to this article should be sent to: Daria Diakonova-Curtis by email at ddiakonova@alliant.edu.

References

Further Reading

Editor’s Note: This column is geared towards our student committee members and all students of international psychology. All Div52 student members are invited to submit ideas or drafts for future articles, as well as questions they would like to see addressed in future columns – such as overseas internship opportunities, study abroad availability, cross-cultural research, etc.

Contact the Editor at optimalex@aol.com to submit an idea or a question.
Psychology Students Travel to Nepal

Carlos A. Escoto, Ph.D.
Associate Professor Department of Psychology
Eastern Connecticut State University

Study abroad programs are becoming prioritized by colleges due to their being identified as part of the trend toward globalization. However, American students have been found to not participate in study abroad programs as much as students from other Western countries (Lewin, 2009). Study abroad courses have also been identified as a best practice for engaged learning for college students. In response to these data, Eastern Connecticut State University (ECSU) has committed to increasing student engagement through the use of study abroad and global field courses. The psychology department has been searching for a way to integrate this practice into training for our students, not only to meet the goals of ECSU but also the goals of psychology as a field. Diversity and culture are integral parts of the field of psychology. The American Psychological Association (2007) has suggested that one of the 10 goals for undergraduate psychology education should be “sociocultural and international awareness.” The process of creating a global field course focusing on psychology was a learning process that resulted in what was without question the most rewarding experience I have had in my 16 years of teaching.

As with many universities there is a wealth of faculty from diverse cultures at ECSU. I made contact with Geeta Pfau, Ph.D. a nurse in the health service center at ECSU during a talk we gave on HIV on college campuses for the Latino Leadership Conference. We began to talk about taking students to Nepal. Dr. Pfau had many contacts in Nepal as she was born in Nepal and studied in Kathmandu. The key was to find a course to link to the travel to Nepal. I had been teaching health psychology for many years and the textbook I use focuses on the impact of culture on health. During a sabbatical we began putting together the course with a host college in Kathmandu. We also began contacting possible sites we wanted to visit with students. After 4 months of planning and marketing the course was proposed for Summer 2011.

Eight psychology students, 1 sociology major and IT staff person, Barbara Williams, participated in the global field course. The course was designed to examine health in Nepal versus the United States from cultural, educational, sociological and psychological perspectives. One week of course work was followed by travel to Nepal between June 1st and 11th. In Nepal, students traveled to Dhumikhel and Pokhara and visited 2 hospitals, a free medical clinic, Kathmandu University, Maiti Nepal, an orphanage, 2 psychiatric facilities and an Ayurvedic clinic. Students also did sightseeing which included several Buddhist and Hindu temples and ancient royal palaces. During the trip, our host, Little Angels College, coordinated our ground transportation and provided us with a guide throughout our stay. None of the eight students who participated in the course had ever left the country before. This, coupled with our destination being a collectivistic developing nation nearly around the world, promised to be an eye opening experience.

Our flight itinerary took us from New York to New Delhi, where we had an overnight stay. While we did not have time to travel into Delhi, students were amazed at the sights, sounds, smells and food of India. The next morning we left for Kathmandu where we were greeted by our host school and welcomed with a reception. Following the reception we presented our itinerary for the week ahead. At each location students were given a presentation overview followed by questions and answers and a tour of each facility. What was clear throughout our trip was the need for psychologists to help the Nepali people deal with many aspects of poverty, health, education and a patriarchal society. Psychological treatment in Nepal is a complex and challenging issue. According to Dr. Dhruva Man Shrestha, there are a total of 418 psychiatric beds and a total of 107 mental health care workers for population of over 25 million in Nepal. Of those 5 are clinical psychologists and 1 child psychologist. This is complicated by Nepal having many rural areas that rely on local healers for treatment of psychological and physiological disorders. This coupled with a 40% literacy rate makes treatment for the mentally ill challenging. Interestingly, there were some consistencies in the public’s view of psychology. In many places students were asked why they were in Nepal and when they explained that they were psychology students, they were asked if they could read their minds.

Eastern students were most affected by our visit to Maryknoll Nepal, the first non-government organization providing psychiatric services throughout the country. Video was shown of 2 men with schizophrenia, one who was leashed and the other caged for many years. Family members do not have the knowledge or ability to care for the men and felt this was their only solution. However, Maryknoll took in both of these cases, and they are being taught self-care behav-
iors and how to farm. We were able to meet 1 of the 2 men in the videos and to see him functional and interacting with us and other patients was a moving experience. Maryknoll relies on volunteers to provide psychological services and donations to fund its community outreach, day care and residential programs. Recently, a key donor to Maryknoll passed away. Students saw the opportunity to make a difference and made a donation of cash and clothing as well as a second donation in the name of our host school coordinator Shristi Limbu. The gift donation was sufficient to cover the medication costs for 10 patients for one month.

Students were also able to go to Maiti Nepal, an organization that was created to rescue and rehabilitate women sold into sex trafficking and their children. The founder of Maiti Nepal was awarded 100,000 dollars by CNN as hero of the year for her efforts. Students were presented with the economic and social pressures such as the need for dowries for marriage of female children, which maintain the practice of sex trafficking and were shown pictures of women who had survived torture and in some cases having organs taken from them for sale on the black market. The grounds of Maiti Nepal house a school for children of the women and an orphanage. A key component of Maiti Nepal is psychological services for the women and families of the victims of sex trafficking.

An interesting theme throughout our trip was the lack of technology. There were no computer systems to track patient histories. Likewise, hospital rooms were missing the sounds of monitors and IV pumps. The people of Nepal were warm and friendly throughout our trip and were eager to have their pictures taken, with their only reward being the ability to see themselves in their pictures. Nepal is an amazing country with the incredible beauty of the Himalayas contrasted with the poverty. However, this did not appear to affect most people. We were told that the focus on family and spirituality were more important than things and this was evident by the abundance of temples (both Buddhist and Hindu) nearly everywhere both in the city and in rural areas. Students were surprised to learn that all religious holidays are celebrated by all people.

There were many other experiences which deeply affected the students on the trip. Students completed a final project linking their readings to their experiences in Nepal. Also, all of the students participated in a course blog and uploaded photos and their impression of what they experienced (http://statectuniversity.wordpress.com). As an instructor, the trip to Nepal was eye opening and the most rewarding experience of my teaching career. To see students being affected by the new world around them was an incredible experience. Relationships were established with all sites and plans are moving forward for another trip to Nepal in May 2012.

References
A Division 52 Success at the European Congress in Istanbul, Turkey

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

The theme of the 12th European Congress of Psychology in Istanbul, Turkey, 7/4 – 7/8 July, 2011, was “Understanding and Embracing Diversity.” As a part of the Europlat program at the Congress, Division 52 members presented a symposium, “Integrating Human Rights and Social Justice with Diversity in Psychology Education and Training: Multiculturalism, Immigration, Trafficking and the United Nations.” The aim of the symposium was to contribute to the conversation generated by the Europlat Initiative, a movement of European academics and professionals to standardize psychology education and the certification of psychologists across European Union countries.

Our symposium originated with the assumption that today, we are interconnected as never before in human history. Advances in technology, climate change, the world financial crisis and the world response to natural disasters have unified diverse populations. Our concern with how we are similar and how we are different as humans both intrigues and troubles us, generating compelling empathy as well as destructive fearfulness in the world today. In this context the place of the education and training of psychologists, across countries and educational systems, to understand and embrace diversity, has become all the more compelling.

Therefore, the purpose of our symposium was to illustrate how the teaching and training of 21st century psychologists can blend an appreciation of human diversity with universality, by integrating multiculturalism with human rights and social justice education. Our symposium presenters originated from three countries (New Zealand, Turkey and the United States) and are currently on faculty at three universities in the United States. In short, we presented models for teaching diversity based on our research and field experience on topics such as immigration, multiculturalism, human trafficking and developments at the United Nations. What follows is a synopsis of each presentation and the response by our European colleagues.

Diversity and Human Rights in Psychology: A View from the United Nations
Neal Rubin, Ph.D., ABPP, a Professor at the Illinois School of Professional Psychology at Argosy University, Chicago, initiated the presentation by describing some of his experiences as an APA/NGO representative at the United Nations. He detailed how in 1999 the American Psychological Association was granted special consultative status as a non-governmental organization (NGO) by the Economic and Social Council (ECOSOC) of the United Nations. Since that time a team of APA psychologists have endeavored to contribute psychologically informed perspectives to the behavioral dimensions of 21st century human rights issues. Their work, along with the efforts of psychologists representing other psychological organizations (for ex., ICP, IAAP, IUPsyS, SPSSI), involves deliberations with U.N. staff and its agencies, representatives of member states and members of the NGO community. These psychologists have also sought to educate fellow professionals regarding the potential roles of psychologists in addressing social justice issues worldwide. For example, he described the success of the fourth “Annual Psychology Day at the United Nations” in April of this year. He outlined how psychologists are informing the dialogue at this world body regarding the way in which psychological science can inform progress on pressing human rights issues and reciprocally, how psychologists are educating colleagues regarding diversity and social justice issues. He concluded by emphasizing that diversity and global awareness should be viewed as essential components of teaching ethical principles to psychologists.

Cultural and Individual Differences and Diversity in Professional Psychology Training
Ayse Ciftci, Ph.D., an Assistant Professor of Counseling Psychology in the Department of Educational Studies at Purdue University, presented her views and pedagogic model for teaching human diversity. She articulated how cultural and individual differences and diversity are significant components of professional psychology training and constitute one of the accreditation domains of the American Psychological Association (APA). However, she acknowledged that the educational techniques and depth of training of tomorrow’s psychologists to work effectively in diverse environments vary among psychology training programs. For this symposium, Dr. Ciftci presented the ways in which she and her colleagues incorporate diversity training in their APA accredited counseling psychology program through coursework, program-related activities, prelims, practicum experiences, and student evaluations. Employing her own professional and personal experiences as a Turkish professor teaching Advanced Multicultural Counseling courses in the U.S., she described how she has learned to use her cultural background and research expertise on cross-cultural adaptation as educational tools. Additionally, she outlined how she integrates social justice and international issues in her classes through multiple assignments (such as development and delivery of social justice interventions). Last, she discussed the specifics of some of her experiential learning processes by presenting case examples from some of the “difficult dialogues” activities she has integrated into her classroom teaching.

Trafficking Girls into the Sex Industry: International Cross-Cultural Psychosocial Perspectives
Rita Chi-Ying Chung, a Professor of Counseling and Development in the College of Education and Human Development at George Mason University, described an insidious form of migration: forced migration through human trafficking. She described that although human trafficking has been
in existence for centuries, globalization, enhanced technology, and increased international travel have resulted in growing demands in the sex trade and a steady increase in human trafficking worldwide. She observed that though human trafficking for commercial sex has been addressed in various disciplines, the psychosocial issues are oftentimes ignored. As a consequence, in her presentation she discussed the long and short term ramifications of trafficking girls from a cross-cultural, psychosocial perspective. She asserted that for psychology training to remain in the forefront of social issues, it is important to include human trafficking in psychological training. Accordingly, to be effective in working with this population, in both training and practice psychologists must emphasize multicultural, social justice and interdisciplinary issues as these concerns relate to trafficking for commercial sex. In order to illustrate this perspective on education and training, she presented examples of the linkage between psychosocial and diversity issues with the violation of fundamental human rights that human trafficking represents.

Immigrant and Refugee Mental Health: Global and Cross-Cultural Perspectives in Psychological Training and Practice
Fred Bemak, Ph.D., Professor and Director of the Diversity Action and Research Center, College of Education and Human Development of George Mason University, informed us that migrants continue to grow in numbers and comprise over 3% of the world’s population, an estimated 214 million people. He emphasized that psychology has a pivotal role in addressing the movement of people that accompanies rapid social, familial, cultural, economic, and political changes. Given wars, conflicts, natural disasters, famine, drought, poverty, climate change, and disease, millions of refugees and immigrants are fleeing their homes, villages, and countries. Dr. Bemak’s presentation discussed the psychological effect of migration on individuals, families, host communities, and societies. He engaged the audience to consider the subsequent role of psychologists in addressing the related psychosocial issues of migrant populations. Following this introduction, he explored the increasing mental health needs of these populations from a cross-cultural perspective, presented a culturally responsive social justice model of intervention for populations from a cross-cultural, psychosocial perspective. As a consequence, in her presentation she discussed the long and short term ramifications of trafficking girls from a cross-cultural, psychosocial perspective. She asserted that for psychology training to remain in the forefront of social issues, it is important to include human trafficking in psychological training. Accordingly, to be effective in working with this population, in both training and practice psychologists must emphasize multicultural, social justice and interdisciplinary issues as these concerns relate to trafficking for commercial sex. In order to illustrate this perspective on education and training, she presented examples of the linkage between psychosocial and diversity issues with the violation of fundamental human rights that human trafficking represents.

Response
We were very gratified by the response we received at the European Congress. First, following our symposium papers, our audience was energetically engaged in a discussion of salient questions and concerns. This cross national, multi-lingual and multi-cultural group of colleagues were genuinely responsive and appreciative, while also intensely interested in getting more details from the panel on issues of their particular interests. For example, our European colleagues explored the details of our and their educational processes, focusing on methods to establish an evidence base for determining cultural competence in students within and across nations. Ideas as well as frustrations were shared in an illuminating exchange. It was clear that, with respect to embracing diversity, we shared many challenges and potential solutions as 21st century educators and professionals. Discussion spilled into the convention center hallway with a shared desire to communicate beyond the moment.

Second, following our symposium, discussion with representatives of the International Congress of Psychology (ICP) led to an invitation for our panel to present a symposium at next summer’s meeting. The theme of the 30th International Congress of Psychology is “Psychology Serving Humanity” and will be held in Cape Town, South Africa, 22 – 27 July, 2012. Join us at ICP 2012 and watch for our symposium, “Enriching Our Shared Humanity: Imperatives for a Human Rights Framework for Psychologists.”

Nominations for International Union of Psychological Science Awards

Nominations are invited for the following International Union of Psychological Science sponsored awards to be given at the 2012 International Congress of Psychology in Cape-town, South Africa. Deadline for nominations is less than two months away. More details at http://www.iupsys.net/index.php/prog-awards or by following the hotlinks below.

Mattei Dogan Prize: Recognizes a contribution that represents a major advancement in psychology by a scholar or team of scholars of high international reputation.

Young Investigator Awards: Recognize young post-doctoral scientists who have already made a significant contribution to psychological science.

Achievement Against the Odds Award: Honors a researcher or team of researchers who succeeded in conducting research under extremely difficult circumstances.

Lifetime Career Award: Honors distinguished and enduring lifetime contributions to international cooperation and advancement of knowledge in the field of psychological science.

The deadline for receipt of nominations for the 2012 Awards is 30 September 2011.
A Brief History of Psychology in Argentina

Michael Tamburino
St. John’s University

The history of psychology in Argentina is complicated and, in many ways, interconnected with the political development of the country. This essay will serve as a general introduction and background to psychology in Argentina. First, the article addresses the development of the psychiatry movement and its early focus on somatic causes to pathology. Second, the essay outlines the transition from a biological emphasis to psychoanalytic psychology, by all accounts the primary psychological orientation to this day in Argentina (Bass, 2006; Plotkin, 2001). Third, the development of psychology as a separate field is discussed, including the rise of psychology as a profession and subsequent implications for training and service distribution. Finally, an analysis of the impact of the collapse of the Argentine economy in December, 2001, on the course of psychological study and practice is addressed.

The Beginnings of Psychiatry

In late 19th century Argentina, there was increasing interest in understanding the rationale behind criminal behavior (Ruggiero, 2003). This interest became a public outcry following a string of cold-blooded murders committed by a Luis Castruccio in July of 1888. Questions about why and how someone could commit such heinous crimes led to an emphasis on asylums for study and treatment of these “more disturbed” individuals. Subsequently, the role of medical professionals (i.e., psychiatrists) in providing this treatment and study became integral.

Lucio Melendez, founder of the asylum Hospicia de las Mercedes, is considered to be the first Argentine psychiatrist. He was the first to hold the chair of mental diseases in the School of Medicine at the University of Buenos Aires, as well as being the first chair of psychiatry in Cordoba in 1888 (Plotkin, 2001). Melendez, like many of his peers, was heavily influenced by French and Italian views of psychology and mental pathology. Indeed, within the medical community as a whole, Italian and French were mandatory languages and only those physicians who had demonstrated a degree of success in Europe were recognized in Argentina. The French influence on Argentine psychology placed a particular emphasis on psychopathology. This emphasis was also popular because of its utility in understanding criminal behavior.

In this context, Melendez imported the ideas of prominent French physicians to answer these questions, including the concept of positivism. Positivism dictates that the only true knowledge is that which is based on sense experience and positive verification. This led to the popularity of somatic theories of mental illness which looked to the body, as opposed to the mind, for the etiology of mental illnesses (Plotkin, 2003). According to Nathan Hale, a prominent North American psychoanalytic historian, the “somatic style” gave almost no credence to the role of environment in mental illness; the origin and treatment of mental illness was to be found in the brain and peripheral nervous system (Plotkin, 2001).

Between 1880 and 1940, the theory of degeneracy was the most popular of these “somatic theories” (Caimari, 2003; Plotkin, 2001). Originally introduced by the French physician Benedicto-August Morel, it held that psychopathology was transmitted from generation to generation within families and that, with every subsequent generation, the pathogen would grow stronger. This became a particularly fashionable argument against the admittance of immigrants to the country from southern Europe in the beginning of the 20th century.

Psychology in Academia

As discussed previously, Argentine psychology, heavily influenced by France and Italy, had a clinical-psychopathological approach from the outset. However, unlike the experimental emphasis placed on psychology in the United States, psychology in Argentina was spread throughout the disciplines of sociology, biology, and philosophy without a clear-cut focus or direction. This failure to delineate an explicit field and role for psychology, however, did not stop Argentina from distinguishing itself among other Latin American countries in psychological teaching and research (Plotkin, 2001).

Beginning in 1896, Felix Kruger, a former student of Wundt’s and his eventual successor in Leipzig, spent two years in Argentina (Vezzetti, 2007). During that period, he held the second chair of psychology at the University of Buenos Aires in the School of Philosophy and Literature. Contrary to the emphasis on the Wundt’s empirical methods of studying psychology emphasized in North America, Kruger emphasized the non-experimental aspects. In this vein, he began to introduce the works of anti-positivist writers emphasizing the importance of the mind in psychological phenomena (Plotkin, 2001). As will be discussed later, this laid the groundwork for an anti-positivist sentiment in Argentine psychology and psychiatry in the early 20th century.

For the moment, however, this movement would have to wait; when Kruger left for Germany in 1898, so did his interpretation of Wundt’s work. That same year, Horacio Pinero established the first psychology laboratory in Argentina, also at the University of Buenos Aires. Pinero, like many of his fellow Argentine colleagues, was familiar with Wundt primarily through positivist biased French translations of his work (Plotkin, 2001). While the lab was patterned after Wundt’s in Leipzig, it had a decidedly positivist flavor, focusing almost entirely on the physiological aspects of Wundt’s work.

A physician by the name of Jose Ingenieros typified this positivist approach, viewing psychology as a subcategory of biology. However, Ingenieros also believed in the efficacy of psychotherapy, including the merits of hypnotism and dream interpretation. Further, in this era of increased emphasis on
understanding the behavior of mentally ill criminals, he was the first psychiatrist in Argentina to advocate for actually *listening* to these patients (Ruggiero, 2003). He brought this approach into the classroom as well, and between 1904 and 1919, he taught psychology courses with an applied, clinical focus in the School of Philosophy and Literature at the University of Buenos Aires.

Ingenieros exemplified the flexibility in psychology to that point. He was the first director of the Institute of Criminology in 1907, as well as being the founder of the *Revista de Filosofía* in 1915. He used this publication to disseminate important scientific and philosophical ideas of the day. Ingenieros often included his own writing in the areas of criminology, hysteria, and sexual pathology (Rodriguez, 2003). This included a discourse on love, *Tratado del amor*, in which he discussed the adaptive quality of erotic sexuality.

Ironically, Ingenieros, a positivist and somatist to his death in 1925, had a profound impact on Jorge Thenon and Celes Carcamo, two primary figures in the rise of psychoanalysis in Argentina (Bass, 2006). Indeed, Carcamo would go on to be the first president of the Argentine Psychoanalytic Association (APA). It was Ingenieros’ belief in the efficacy of psychotherapy that helped lead to a more open stance on psychoanalysis, the popular “talking cure.”

**The Rise of Psychoanalysis**

In contrast to the more dogmatic interpretations of psychological approaches witnessed in other countries, there was less polarization and pressure to “choose a side” in Argentina in the early 20th century (Plotkin, 2001). This allowed for the appropriation of psychological approaches/orientations from France, Germany, Spain, etc., without concern for ideological consistency. The result was an initially broader range of psychological ideas without a clear “Argentine psychology.” As the political landscape changed, however, this ideological freedom would not last.

Beginning in the 1920’s, there was growing anti-positivist sentiment culminating in a “positivist” crisis (Plotkin, 2001; Plotkin, 2003). This can be traced to the work of individual’s such as Kruger and Ingenieros, as well as the increasing popularity of psychoanalysis in Europe, particularly France.

Psychoanalysis became even more popular in the 1930’s with the beginning of both the Spanish Civil War and World War II. At that time, many leftist members of the psychological community, a significant proportion of whom were affiliated with the Communist Party, advocated for a more anti-experimentalist view of psychology. While there was no evidence of a formal Freudian-Marxist movement in Argentina as was observed in France and Germany, many psychiatrists saw the potential of (psychoanalytic) psychotherapy in facilitating the construction of a new modern society (Plotkin, 2001).

**Psychoanalysis As Orthodoxy**

In 1942, the Argentine Psychoanalytic Association (APA) was established by Angel Garma, a classically trained analyst from Spain (Vezzetti, 2003); later that same year, it was recognized by Ernest Jones, one of Freud’s most important disciples. During the next meeting of the International Psychoanalytic Association (IPA) in 1949 following WWII, the APA became an official member. Unlike other members of the IPA, no psychoanalysts with established careers emigrated to Argentina; the APA consisted almost entirely of Argentine born professionals. Because of the absence of European trained psychoanalytic professionals, when the APA was established there was no pre-existing psychoanalytic orthodoxy (Plotkin, 2001). However, with the APA came the delineation of “rules” for the practice of psychoanalytic psychology. Argentine psychology now had its own dogmatism.

The final piece to eliminating ideological freedom in Argentine psychology was the emergence of the Peronist movement in 1945 (Plotkin, 2001). The political and ideological radicalization of Peron forced intellectuals to take sides; you were either a liberal-progressive against the Peron government or a nationalist-Catholic supporter. Peron’s administration further demanded adherence from all academic institutions to its political doctrine, which it often achieved through appointing its own deans and faculty. The result was that many of the progressive psychology faculty were dismissed or resigned, including 1,250 professors at the University of Buenos Aires between 1943 and 1946.

In response to the state dictated uniformity of ideology among public institutions, private universities (termed CLES; Colegio Libre de Estudios Superiores) began to appear (Plotkin, 2001). The curriculum included Psychoanalytic psychology courses, and the APA became a counterculture.

**Psychoanalysis and Psychology**

Whether in politically harsh or advantageous times, psychoanalysis was consistently held in high esteem by intellectuals and medical professionals (Bass, 2006). Indeed, the merit of psychology as a science in Argentina was based on its association with psychoanalysis. With the exception of the developmental psychology of Jean Piaget, all other psychological theories were simply techniques (Plotkin, 2003). With the addition of CLES’s, the number of universities and, subsequently, training settings, grew exponentially. As a result, by the 1960’s psychoanalysis and psychology was beginning to separate from the field of medicine as a greater number of psychologists became trained in psychoanalytic principles (Knobel, 1975).

Courses in psychology were typically offered within the departments of philosophy or humanities although the emphasis was on psychotherapy, particularly psychoanalytic psychotherapy (Knobel, 1975). However, while many psychologists in training were receiving instruction on approaches to psychoanalytic psychotherapy, they were not formally recognized by the APA which dictated that, except for extreme circumstances, analysts must by medical doctors. The APA’s own experience of having its professional scope artificially restricted did not appear to make it more sympathetic to the needs of psychologists. Further, they now enjoyed the sup-
port of the Peronist government including a Ministry of Public Health law which did not allow for the practice of psychotherapy by non-medical professionals (Ablard, 2003).

Several universities responded by expanding the scope of specialization among doctoral level psychology degrees, including clinical, educational, and industrial specialties, in an effort to secure professional legitimacy. However, initially there was a lack of agreement on uniform standards for training (Knobel, 1975). Indeed, while certain attempts at uniformity have been taken, there is still concern over the breadth and overall quality of training at the doctoral level, specifically with regard to testing and knowledge of newer interventions (Solano, 2004).

**Psychology in the University**

The first formal Ph.D. level psychology programs in Argentina were not established until 1956, following the fall of the Peron administration (Plotkin, 2001). That year witnessed a psychometry program in Rosario and a three year psychology program in Buenos Aires. The program in Buenos Aires was taught mainly by psychoanalysts (M.D.’s) and was headed by a medical doctor, Marcos Victoria. By 1964, there were no fewer than 11 mandatory courses in psychoanalysis as part of the curriculum. However, psychology programs were still located primarily in the School of Philosophy as opposed to the School of Medicine and the Ph.D. awarded following successful completion did not allow the psychologist to practice psychotherapy legally (Knobel, 1975; Plotkin, 2001).

Given the barriers put up by the APA and the Argentine government, it is fair to ask the question, “Why would psychology students still want psychoanalytic training and from the very same professionals who put up these barriers to practice?” Plotkin (2001) outlines two primary reasons. First, many young Argentines viewed psychoanalysis as a “modern psychology” with the potential to catalyze social change. Students particularly preferred, and often demanded, faculty with leftist leanings such as Jose Bleger, a member of the Argentine Communist Party until 1961 (Vezzetti, 2003). Bleger’s professional profile included theorizing on the compatibility of Freud and Marx which was very popular among students in the 1950’s and 1960’s.

Second, when psychology programs began forming in the 1950’s, the only psychological paradigm in place in Argentina was psychoanalytic. Anti-positivism and the Peron administration had eliminated any imported psychology involving more empirical or research based methods and Argentina did not have a “home grown” alternative. Studying psychology meant studying psychoanalysis.

**Psychiatry v. Psychology (i.e., M.D. v. Ph.D.)**

Similar to other parts of the world, there was conflict in Argentina between psychiatrists and psychologists. In Argentina, doctoral level psychologists were often viewed as intellectuals but not doctors able to diagnose and “heal” (Knobel, 1975; Plotkin, 2001). However, with the advent of psychology programs, Ph.D. level psychologists were now the recipients of five years of psychoanalytic and psychotherapeutic study, training that most M.D.’s lacked. The response of psychiatrists was simple, “only those with a medical degree can perform the ‘art of healing.’” Indeed, Marcos Victoria, the first director of the psychology Ph.D. program at Buenos Aires University was one of the most outspoken supporters of this belief.

At the same time, psychiatrists believed that psychologists could play in useful role in mental health (Knobel, 1975). According to Bleger and other members of the APA, the role of psychologists should be as “mental health agents” advocating for the importance of mental health services among the greater population. Of course, those deemed in need of mental health services should be attended to by a psychiatrist. For the APA, this provided the rationale for the training in psychoanalytic techniques and interventions psychologists would receive as well as the continued restriction on the actual practice of these techniques. While there were some psychiatrists who believed that there were “certain circumstances” in which a psychologist could provide interventions if supervised by a psychiatrist (Plotkin, 2001), there was consensus in the APA that psychologists could never understand enough of the biological and anatomical complexities of human pathology to heal on their own.

Although the main battle happened along lines of degree (i.e., Ph.D. v. M.D.) gender also played a part. Initially the majority of psychologists had been women and the profession was often seen as similar to the profession of teaching, a “female” and subordinate career. It is only with the election of Osvaldo Devries, the first male president of the APBA (Association of Psychologists of Buenos Aires) in 1968, and the consequent “masculinization” of the field that the subordinate role of psychologists was successfully challenged (Plotkin, 2003).

In this context, the greatest effort centered on liberating psychology from the APA model of training. The APBA passed regulations stipulating that only psychologists could teach courses offered within the organization. This proved successful as the aggregate number of psychologists increased allowing more university faculty positions to be held by Ph.D.’s relative to M.D.’s. Psychologists also had to deal with a hostile government. Although the APA was usually untouched, the APBA was often the subject of propaganda campaigns and raids by government officials who branded members as Marxists and intellectual criminals. The conflict went so far as to result in the disappearance of Beatriz Perossio, then president of the APBA, in 1977, who was tortured and executed. In response to a hostile APA and Argentine government, the APBA became an advocate for the rights of psychologists in political and professional terms, performing as a pseudo-union.

In this context, the APBA cultivated strong relationships with universities. The APBA was also generally more open to different treatment modalities, an approach of great importance in treating middle and lower class Argentine citizens. This flexibility gave psychologists greater access to community and institution based mental health settings and
jobs than their APA peers. However, even though psychologists now began working as therapists, it was still technically illegal!

The ban on the legal practice of psychotherapy by psychologists lasted until the 1980’s when, following intense lobbying and chants of “make legal what is legitimate,” the APA and Argentine government finally removed its sanctions (Plotkin, 2003). The psychiatrists’ “monopoly on mental health” was no more. Psychoanalytic training has since been offered to psychologists both through the APA, sanctioned by the IPA (International Psychoanalytic Association), and by institutions supported solely by the APBA. The latter are predominantly Lacanian, an indication of the still powerful influence of French psychoanalytic psychology in Argentina.

Psychology Following Economic Collapse
Since the late 1990’s, the Argentine economy had been in a state of decline, culminating with a catastrophic political and financial collapse in December, 2001 (Plotkin, 2003). In a span of ten days there were five heads of state and, within the next year, the economy shrank by 15%. The peso was so devalued that the trade of goods and services, including mental health services, began to happen at “clubs of exchange” under a bartering system. Both psychiatrists and psychologists began to offer therapy sessions for free or in exchange for food or crafts.

In a larger sense, this also began to shift the focus to briefer therapy alternatives. Previously, Argentine mental health services had down-played the importance of mediation in mental illness, viewing it simply as a means of getting the patient to a place where they could be analyzed (Vezzetti, 2003). However, with the economic crisis, this approach, as well as the utility of long analyses, has been questioned. Increasingly, quicker therapeutic methods have been employed as an influx of acutely distressed patients are treated.

At present, psychoanalysis continues to be the preferred theoretical, scientific, and applied psychology in Argentina (Bass, 2006). However, both psychiatrists and psychologists are working to develop more cost-effective, efficient methods of administration. Following the turmoil of the last ten years, Argentina is developing a more flexible, responsive mental health service system incorporating a more diverse range of theoretical approaches and interventions.

References
Clinical Psychology to Join Efforts in Addressing the Mental Health Crisis in Ethiopia

Beyenech Tsegaye, Ph.D.

Introduction
I applaud the leadership of the Addis Ababa University for supporting the decision to train clinical psychologists at a graduate level in Ethiopia. This is indeed a visionary move and long overdue.

The field of psychology in the Ethiopian educational system can finally play a significant and much needed role in the mental health arena in Ethiopia. This ground work lays the foundation for psychologists to play a critical role in addressing the mental health crisis in the country. Such a move would also mean that psychiatrists and psychiatric nurses who have been carrying the sole burden will no longer be alone in addressing the mental health needs of Ethiopian citizens.

The establishment of graduate level education in clinical psychology, not only responds to the need for trained clinicians, but it also opens the opportunity for research to be done which will better serve the mental health community and the Ethiopian society in general. Clinical psychology will have the opportunity to make its way in Ethiopian society in the midst of the mental health crisis which confronts the nation.

It is with enthusiasm and excitement that I write this paper as I think about the future of psychology in the homeland that I left almost four decades ago. In this capacity I will offer a brief preliminary analysis of the position of psychological services in Ethiopia and its future role in the area of mental health.

For far too long, psychology was given a back seat in the health care delivery system in Ethiopia. Ethiopia as a nation and as a society as a whole have not realized the contribution psychology makes in improving peoples’ lives and its capacity in empowering people to reach their potential. In attempting to briefly discuss the reasons for the absence of psychology in Ethiopian society, I will offer some tentative perspectives on the issue.

If you are wondering why psychology is absent in the area of health care services throughout Ethiopia, you are not alone. Attempting to answer the question of why psychology failed to play a role in mainstream Ethiopia is a complex matter in light of the fact that there is no documented body of knowledge addressing this concern. An accurate and comprehensive response to this question requires additional study and research. Perhaps, with the help of the future researchers in the clinical psychology program at Addis Ababa University, we will come closer to finding an answer to this question.

The purpose of this paper is to offer the reader the good news about the developing opportunity for clinical psychology to impact the delivery of mental health services in Ethiopia. Although it is regrettable that it took the Ethiopian educ-
have contributed to the displacement and separation of families to the cities in search of improved living conditions. Uprooted from their self-sustaining and harmonious farming communities individuals end up in impersonal and uncaring cities where there is no safety net available. This can no doubt set the stage for serious psychological turmoil within one’s existence. Such groups of individuals become marginalized in their own country. While debate about these matters undoubtedly will take place amongst the students of the Psychology Institute, the fact remains that the increasing number of mentally ill persons is becoming visible and acknowledged by the average Ethiopian at this time. Working to understand the extent of the relationships between/among contributing factors will remain an objective to be addressed at the Psychology Institute.

In an effort to understand the issue of mental health in Ethiopia, the lack of help seeking behaviors of individuals with mental illness is seen by many to relate to the issue of stigma, although no supporting factual evidence for this was uncovered by this writer. Similarly, in the absence of research, one could easily assume that the tendency of Ethiopians’ help seeking behaviors for any kind of illness (mental or medical) would be to be secretive for as long as was feasible. This could largely be due to the strong tendency for Ethiopians to blame themselves for any kind of illness. It also makes sense that the desired preference for healing in many cases consists of praying for divine intervention. Their deep religious beliefs stand strong and they exhaust the interventions from the spiritual healers through the church if they are of the Ethiopian Orthodox Christian Church, and from other types of indigenous healing practitioners. It is often the case that only after other interventions don’t work, that the patient is willing to try modern medicine, as a last resort.

Since the patient wants to exhaust all of the other options for healing, (i.e. traditional medicine and/or spiritual intervention such as prayer and the use of Holy water for divine intervention and forgiveness from God) before resorting to modern medicine, their condition may have worsened and deteriorated. On the other hand, one could also assume that it is because of the absence of modern intervention (both medical and mental health) in the rural areas where the majority of the population lives that the patients’ arrival at the clinic site is often only after the condition has deteriorated. My sense is that given the option to make independent decisions along with the availability of a clinic in close proximity, and the availability of funds, many patients most likely would still prefer a spiritual intervention. This is of course speculation and needs to be further investigated in a systematic manner.

I pose these questions to simply illustrate the need for research to better understand the motivating factors in the patients’ decision making behaviors concerning types of interventions. Without research, one cannot be certain but can only speculate as my statements above suggest. This is why I am so delighted about the graduate level training in clinical psychology. Since the discipline has a strong tradition in research, coupled with the program producing highly skilled scholar practitioners as it evolves, I am confident that these questions and others will be investigated. These recent developments in Addis Ababa University brought vivid memories to mind involving a set of events contributing to my going so far away from my comfort zone to study psychology four decades ago. I always had a passion for working with people and in understanding human behavior and individual differences. My motivation to go abroad for higher education was mostly precipitated by the fact that the AAU administration made a decision regarding my field of study which was not my choice or my particular area of interest. This was done in an effort to deal with the overcrowding conditions of classrooms and to balance the heavy loads for some instructors. As a result I was assigned to major in Semitic Languages with a minor in Linguistics and French, which were not my choice at that time. Retrospectively, the study in Linguistics gave me a very good foundation and complementary knowledge to my then emerging interest in psychology. Feeling disillusioned, I considered the situation as a challenge, explored my options and focused on pursuing my education abroad. My interest in psychology became even stronger after the unfortunate experience of others imposing life changing decisions in the realm of my education.

Why Not Then?
Due to the strong presence of religious faith and power of the church in the lives of the average Ethiopian, philosophical discussions on the mind, body, and spirit were left to the clergy and religious leaders. It did not appear that the educational system recognized the importance of such discussions and investigations in the understanding of human behaviors. Therefore, one could speculate that the role of the Ethiopian Church played a major factor in the absence of the field of psychology and its applications in clinical settings in Ethiopia. On the other hand, some suggest that mental illness was not common. This reminds me of my Ethiopian friends in my undergraduate college years who were questioning why I would come this far to a different country to study psychology, expressing their belief that the church and the priests deal with such matters. Some argue that it is because the condition is considered a stigma and thus kept as a family secret or denied by the affected individual or family members, meaning the mentally ill are sheltered and protected by the family. However, there is another argument which involves the fact that there is no meaningful mental health delivery system in Ethiopia. There is only one mental hospital in the entire country that cares for the chronically mentally ill, leaving citizens outside of the nation’s capital with no viable placements to take their loved ones for services.

Why Now?
There are many reasons why clinical psychology is being realized by the current educational leadership of the country. First and for most, credit should be given where it is due; to the psychiatry department staff of Addis Ababa University who played a critical role by calling attention to the mental health crisis of the nation. Not only did they carry the burden of providing mental health services under the most difficult
conditions, they also brought attention to the seriousness of the problem through published research conducted under very restrictive and limited conditions. Their tireless efforts in communicating the dire needs to the world I believe paved the way for the realization of the need for a clinical psychology training program in the country.

After facing the untenable task of providing mental health in Ethiopia, the psychiatry staff of Addis Ababa University continued to call for multi-sector collaboration. Reporting the escalating need and demand for mental health services, Hanlon, et al. (2010) also outlined the lack of collaboration among the multi-sector groups such as the traditional healers, among others. Many blame the poor mental health conditions in Ethiopia on the brain drain issue the country is facing for many reasons. However, it is worthy of note, that the issue of brain drain with respect to health services is for the most part limited to those who are medically trained in Ethiopia and does not really include psychologists. The field of psychology was never given the opportunity to get the necessary attention and funding to train psychologists to be critical players in the mental health arena. It is in the area of medical education in which the government invested most. It is the medical doctors that Ethiopia used its limited resources to train who ended up fulfilling the health care service needs of the rich nations like the United States. Though one cannot blame those who left Ethiopia after receiving their medical degrees for wanting a better life, their choice to leave the country after being trained for free, certainly places Ethiopia at a great disadvantage, especially when these individuals did not contribute to their own educations. In their continued effort to bring attention to the mental health crisis in Ethiopia, Alem et al. (2010) accurately characterized the “globalization of medical education” to mean the supply of health care providers by poor nations like Ethiopia to rich nations like the United States without investing in their education. From my perspective, it is very disheartening to think about the nation that placed almost all its eggs in one basket by investing its very limited resources disproportionately on medical training while neglecting the areas of psychology and its specialty in mental health, with its potential impact in the welfare of individuals and the betterment of society in general, until now. A review of the WHO-AIMS (2006) on the mental health report on Ethiopia, offers a detailed account of the state of mental health in Ethiopia, basically confirming the absence of a basic infrastructure needed to provide services.

The Mental Health Crisis

One can easily assume that the mental health crisis in Ethiopia at this time is really a cumulative effect of the multitude of problems the population had to endure for a long time. This is a population that has been traumatized repeatedly as a result of wars and natural disasters. The cumulative effects of these man-made as well as natural disasters are difficult to effectively manage even for wealthy nations with good mental health delivery systems. Those who survived frequently were displaced as they relocated to different places, which often meant the dismantlement of families and support systems. Such individuals have a high probability of being traumatized. Most in the nation have experienced trauma of various types and many who survived had no meaningful intervention or support services to assist them in coping. In my opinion, it is no wonder that the prevalence rate of mental illness continues to grow.

The mental health program in Ethiopia is characterized by WHO as “one of the most disadvantaged” in the country and the prevalence rate of mental illness has exceeded 15% for adults and 11% for children. Ethiopia, like many other developing nations has been identified as neglecting the mental health needs of the people. Though the presence of NGOs is ever increasing, they have no involvement with mental health in the country. Despite the awareness of the WHO and the UN’s recognition of the growing prevalence rate of mental illness, these entities presence and involvement so far does not seem to have made any meaningful impact with respect to mental health services. In a descriptive analysis of the admissions to the only psychiatric hospital in the nation, Fekadu et al. (2007) report how the lack of community based residential psychiatric services as well as the absence of effective rehabilitation centers are resulting in flooding the sole mental hospital in the country.

Ethiopia’s decision to train psychologists in the country offers a wonderful opportunity. It is also hopeful that with the Institute of Psychology in place, these well trained psychologists will be in a position to impact not only the mental health service system but also become the change agents in various governmental agencies to effect and promote progress thereby establishing an effective and progressive mental health system at a national and community level. These change agents would have the capacity to meaningfully impact the government systems in much needed areas such as in early intervention programs, the elementary and secondary schools, in the universities, local hospitals and community centers.

Moving Forward to a Sustainable and a Stronger Mental Health System

During the past 3-4 years, I had the opportunity to visit Ethiopia and had the privilege of meeting the leading mental health professionals who are confronting the challenges of the mental health crisis in the country. I have talked with many of them and reviewed their publications, where they made their pleadings to health care professionals and leaders to make a difference and where they discussed their tirelessly efforts to bring much deserved attention to the nation’s mental health crisis. Their energy and dedication inspired me and my desire to give back to the community grew and struck a light within me to start the steps in preparation to join their efforts to improve the delivery of mental health services in Ethiopia. Having been a mental health professional for over three decades providing my clinical services both in private and public settings in the United States, I feel blessed to be in a position to be able to continue my professional services to those in need. However, this time it is to my Ethiopian people I left close to four decades ago. As I finalized my deci-
sions and started to take the necessary steps to make my contribution possible (e.g., taking early retirement from my employment), the news about the establishment of the Psychology Institute at Addis Ababa University, simply topped the cake!

With the opening of the Institute, and the positive developments in the recently established psychiatry residency program within Ethiopia along with the plan to establish a masters level clinical psychology training program within the Psychiatry Department of Addis Ababa University, I see a big green light for a promising future of clinical psychology and the important role it will finally play in the development of a more effective mental health delivery system in Ethiopia.

To move forward in making the mental health service delivery effective, strong collaboration and team work is necessary. One of the ways of accomplishing this is through a strong professional association. I believe it is time to strengthen the Ethiopian Psychological Association (EPA). All efforts must be made to strengthen the association. EPA’s strength will be instrumental in multiple ways; in the areas of training and education, setting the standards of practice, advocating, consulting, and research, among others. With the training of clinicians comes the need for a Mental Health Policy and a regulatory body at the Regional and/or National level. A stronger professional association could play a critical role in different areas. To this end, I would be delighted to hear from anyone interested in collaborating with me in organizing, establishing, strengthening, and/or mobilizing the Ethiopian Psychological Association. Please use my contact information below to reach me.

Correspondence related to this article should be sent to:
Beyenech Tsegaye, Ph.D.
3938 W. Sunwind Dr.
Okemos, Michigan 48864
beyoutsegaye@gmail.com
btsegaye@ix.netcom.com
517-490-4811

References
First Class of PsyD Students Graduates from California School of Professional Psychology Hong Kong Program

On May 14, 2011, the California School of Professional Psychology (CSPP) at Alliant International University awarded the PsyD degree in clinical psychology to a dozen students from the CSPP Hong Kong program’s inaugural class. This program is the first US-based doctorate in clinical psychology to be offered in Asia. CSPP collaborates with the City University of Hong Kong to offer the program, and all classes are taught in English. These graduates will become leaders in applying clinical psychology in Hong Kong, Macau, China and Taiwan. Dr. Danny Wedding, Associate Dean for Management and International Programs at CSPP, commented, “We are especially proud of our first graduating class, and we are confident these students are among the best trained clinical psychologists in Asia.” Dr. Wedding is pictured below with one of the graduates, Dr. Rose Kwok Wo Oi, and all of the graduating students, their faculty, and Alliant administrators are shown in the photo below.

Request for Info: Department Study Abroad Opportunities

Hello Division 52 Members:

The student committee of Division 52 is seeking to gather information on what types of study abroad and/or international immersion experiences are available across psychology programs. We hope to use this information to create a resource for students and/or faculty to find information on what types of study abroad experiences exist around the world. If you could take a few minutes and answer the below questions, we would greatly appreciate any information you can provide on what study abroad experiences exist around the globe! Responses can be sent back to me, at anhutchison@bsu.edu.

Please provide the following information, if available:

1. What types of study abroad or immersion experiences does your psychology department offer to your students (e.g. target student population, undergraduate or graduate focus, location, length of time, activities completed during experience, etc.)?
2. How do these opportunities further students’ education?
3. How do these opportunities contribute to the study of psychology?
4. Any other information that you feel would contribute to this project.

Again, thank you so much for taking the time to provide this valuable information!

Ashley Hutchison, M.S.
Student Committee of Div. 52 - Member at Large
Second Year Doctoral Student
Counseling Psychology and Guidance Services
Ball State University
Addendum: Psychology in Russia Today

Alex Voronov, Harold Takooshian, Henry Solomon

As the International Psychology Bulletin (IPB) approaches its 15th anniversary in 2012, IPB continues to experiment with effective, new formats to extend psychology across national borders. Under its three editors Ivan Kos (1997-2004), Senel Poyrazli (2004-2009) and now Grant Rich, IPB has progressed far beyond simple APA news, to fill clear needs in the global psychology literature—offering regional reports, feature articles, book reviews, and peer-reviewed cross-cultural research.

One special challenge is to report the “indigenous psychologies” that naturally flourish within each region of the globe. Indigenous psychology has been defined as “the scientific study of human behavior or mind that is native, that is not transported from other regions and that is designed for its people” (Stevens & Gielen, 2007, p. 151). The largest index of indigenous psychologies has been compiled by the International Union of Psychological Sciences, IUPsyS (Stevens & Wedding, 2006).

In this first-ever addendum, IPB reports on indigenous psychology in Russia. In 2010, Russia celebrated its 125th anniversary of the birth of experimental psychology in 1885, with a major all-Russia conference hosted by the Institute of Psychology of the Russian Academy of Sciences, resulting in an 888-page volume of Russian-language proceedings (Barabanshikova, 2010). Russian psychology has certainly seen many remarkable twists and turns during its 125 years—from the brilliant research by early giants (Vladimir Bekhterev, Ivan Pavlov, Alexander Luria) to the infamous murder of Bekhterev in 1927, and the outlawing of psychological testing (“testy”) in 1936 by the Communist Party of the Soviet Union (Takooshian & Trusov, 1992). Today, some universities publish multidisciplinary journals which include a section of behavioral/psychological research.*

Professor Alexander Voronov of the State Academic University of Humanities in Russia was one of the key architects of the 2010 all-Russia conference. With the help of Professor Henry Solomon in New York City, they arranged a Skype teleconference in November of 2010 to provide a live “bridge” between Russian and American researchers. In this addendum, Voronov enlisted ten bilingual Russian colleagues and students to provide summaries of their current research, to give a snapshot of Russian psychology today. These summaries were minimally edited for uniformity of format, to retain their original tone as well as content.

Based on readers’ comments, and the availability of future contributors, this addendum may serve as a model for future sections of IPB, offering English-language readers a window to indigenous psychologies in other regions—China, India, Africa, Latin America. Editor Grant Rich appreciates reader feedback, suggestions, and proposals at opti-malex@aol.com. These summary abstracts are available on the Division 52 website.

References


*One example is the Bulletin of the People’s Friendship University—Psychology and pedagogy, which includes English-language summaries, and is accessible to those who know where to find this on the internet (http://193.232.218.57/?pagec=572).
Call for Student Research Manuscripts on Women and Gender

Deadline April 1, 2012

The Society for the Psychology of Women (SPW) of the American Psychological Association and the Association for Women in Psychology (AWP) seek research manuscripts for the 2012 Annual Student Prize for Psychological Research on Women and Gender.

Research Topics

The student research manuscript should focus on women’s lives and issues, or more generally, on gender ideologies and behavior, from a feminist perspective.

Eligibility

Jointly-authored papers are eligible, but the first author must have been a student at the time the research was conducted, as indicated by a statement by the first author, in a cover letter accompanying the submission, specifying when and from what institution the first author obtained the degree, the name of the faculty who supervised the research, and the department of the supervising faculty. Entries should be of journal length and in APA style. Eligible papers include unpublished manuscripts as well as papers that have been submitted or accepted for publication. Published or presented papers are also eligible as long as they have a date of 2011 or 2012. All papers should be submitted in manuscript form, not as pre-prints or prints with information about submission and publication status provided in the cover letter.

Evaluation

Entries will be judged on theoretical creativity, methodology, clarity and style, and social importance of the research questions and findings for the psychology of women and gender.

Awards

A $250.00 prize will be awarded to the best paper. First and alternate winners will be announced at the 2012 meeting of the American Psychological Association.

Submission Procedure

Please attach a copy of your paper to an e-mail sent to the address below. Also, please send four (4) copies of the paper, a self-addressed, stamped postcard, and a self-addressed stamped business size envelope by April 1, 2012 to: Silvia Sara Canetto, Ph.D., Department of Psychology, Colorado State University, Fort Collins, CO 80523-1876 (silvia.canetto@colostate.edu).

The Submission Deadline for the 2011 AWP/SPW Student Research Manuscript Prize is April 1, 2012.

Janet Hyde Graduate Student Research Grant

Proposals are being sought for Hyde Graduate Student Research Grants. These grants, each up to $500, are awarded to doctoral psychology students to support feminist research. The grants are made possible through the generosity of Janet Shibley Hyde, Ph.D., who donates the royalties from her book, Half the Human Experience, to this fund. Past recipients of Hyde Graduate Student Research Grants are not eligible to apply. Because the purpose of this award is to facilitate research that otherwise might not be possible, projects that are beyond the data analysis stage are not eligible.

Please send all application materials attached to a single e-mail message to both of the Hyde Award Co-chairs at the following addresses by September 15, 2011 (or March 15th for the spring deadline):

Dr. Mindy J. Erchull, merchull@umw.edu and Dr. Olivia Moorehead-Slaughter, oms@parkschool.org

Requirements:

1. Cover page with project title, investigator's name, address, phone, fax, and e-mail address
2. A 100-word abstract
3. A proposal (5-pages maximum, double-spaced) addressing the project's purpose, theoretical rationale, and procedures, including how the method and data analysis stem from the proposed theory and purpose.
4. A one-page statement articulating the study's relevance to feminist goals and importance to feminist research.
5. The expected timeline for progress and completion of the project (including the date of the research proposal committee meeting). The project timeline should not exceed two years.
6. A faculty sponsor's recommendation, which includes why the research cannot be funded by other sources. This letter should be attached to the e-mail with the application materials. Please do not send it separately.
7. Status of IRB review process, including expected date of IRB submission and approval. Preference will be given to proposals that have received approval.
8. An itemized budget (if additional funds are needed to ensure completion of the project, please specify sources)
9. The applicant's curriculum vitae
10. All sections of the proposal should be typed and prepared according to APA style (e.g., please use 12-point font)

Proposals that fail to meet the guidelines described above will not be reviewed.
Review Process

A panel of psychologists will evaluate the proposals for theoretical and methodological soundness, relevance to feminist goals, applicant's training and qualifications to conduct the research, and feasibility of completing the project.

Other Requirements

Only one application will be accepted per student, for each application deadline. Applicants who are involved in multiple projects that meet the submission requirements should choose the project that best fits the evaluation criteria (see “Review Process”).

Within 24 months of receipt of the grant, recipients are expected to submit to the Hyde committee co-chairs a complete and final copy of the research document (e.g., a copy of the thesis, dissertation or journal manuscript based on the sponsored research), along with a 500-word abstract for publication in Division 35 newsletter. In addition, grant recipients shall acknowledge the funding source in the author's notes in all publications. Hyde award winners will be announced at the APA convention during Division 35 Social Hour. The names of the Hyde award winners may also be posted in Division 35 newsletter as well as on Division 35 web page and listserv.

Questions and other communications may be sent to the committee co-chair:
Mindy J. Erchull, Ph.D.
Co-Chair, Hyde Research Award Committee
Department of Psychology
University of Mary Washington
1301 College Avenue
Fredericksburg, VA 22401-5300
Phone: (540) 654-1557
E-mail: merchull@umw.edu

Call for Papers: Journal of Asia Pacific Counseling (JAPC)

www.kcajournal.org

Deadline: October 31, 2011

The Journal of Asia Pacific Counseling (JAPC) is an official publication of the Korean Counseling Association (KCA) that has more than 8,000 South Korean counselors and counseling psychologists as its members. Korean Counseling Association has long recognized the need for having an outlet for scholarly work that gives special attention to the applications of counseling with diverse populations in the Asia Pacific region. In setting up the Journal of Asia Pacific Counseling, many internationally renowned scholars have provided invaluable input regarding the title of the journal, potential editors, and the target audience.

JAPC is intended for both researchers and practitioners, and includes theoretical, empirical, and methodological articles in the areas of counseling interventions, prevention, career development and vocational psychology, supervision and training, assessment, multicultural aspects of counseling, and consultation.

All articles are published in English, and JAPC is issued twice a year in February and August. Please visit the homepage of the Journal of Asia Pacific Counseling (www.kcajournal.org) for full details on aims and scope, editorial policy, and article submission.

The next due date for manuscript submission is on October 31, 2011. Please submit manuscripts via e-mail (japc@snu.ac.kr), following the guidelines described on the homepage of the journal.

We hope you will seriously consider JAPC for your scholarship.

Editor
Changdai Kim, Ed.D.
Department of Education,
School of Education
Seoul National University
Shillim-dong, Kwanak-gu,
Seoul, Korea(zip: 151-748)
Phone: 82-2-880-7633
E-mail: edkim@snu.ac.kr

Executive Editor
Young Seok Seo, Ph.D.
Department of Education,
College of Sciences in Education
Yonsei University
Seongsanno, Seodaemun-gu,
Seoul Korea(zip:120-746)
Phone: 82-2-2123-6171
E-mail: seox0004@yonsei.ac.kr

Executive Editor
Sang Min Lee, Ph.D, NCC
Counseling Program
College of Education
Korea University
Anam-dong Seongbuk-gu, Seoul
Korea (zip: 136-701)
Phone: 82-2-3290-2306
Email: leesang@korea.ac.kr
Cypress Health Region ECP (Canada), Clinical/Developmental Psychologist: The Cypress Health Region is dedicated to excellence in its provision of quality health care services and is home to some of Saskatchewan’s healthiest people. The Cypress Health Region’s staff complement of 1m700 employees provide a variety of facility and community-based services for the 46,000 residents living in 80 rural and urban communities in southwest Saskatchewan. With regional amalgamation successfully achieved, an annual operating budget in excess of $90M, and a new regional hospital. The ECP will provide both clinical and preventative psychological services to children from birth to school age and to their families and caregivers and to other agencies involved with these children. Clinical services will include assessment and diagnosis of developmental delays and other psychopathology, provisions of individualized programs for preschool children who are experiencing difficulties, and provisions of information and counseling to families, caregiver, and other agencies.

Qualifications:
- Masters degree or PhD in psychology, with preference to a doctoral specializing in clinical or developmental psychology, focusing on preschool population
- Eligible for registration with the Saskatchewan College of Psychologists and the Authorized Practice Endorsement with the Saskatchewan College of Psychologists
- Knowledge and ability to apply, empirically validated theories and interventions in the areas of clinical and developmental psychology. Ability to intervene at the individual and system level, and develop, implement, and evaluate preventative programs. Ability to apply the methods of assessment in the domains of development, psychopathology, intellect, and achievement for early childhood population.
- Knowledge of ethical and legal issues in practice with preschool children and families. Interpersonal skills to interact with clients, parents, health professionals, other agencies, and community groups.
- Valid driver’s license

Responsibilities:
- Provide high quality professional services to clients in the areas of executive assessment, coaching, development planning, team development, management due diligence, organizational culture and 360-degree feedback; cross-cultural consulting services; leadership development program design; research, validation and publication; Hogan and other psychometric testing platforms; facilitation of strategy, planning and development events; and other related areas
- Contribute to business development, client management, consulting tool and process development
- Contribute to team learning
- Contribute to the client-focused, high professional standards, supportive team, learning and balanced work-life culture of MGP
- Coordinate and collaborate with the professional staff in the Shanghai and Hong Kong offices
- Continue your personal and professional development

Location:
Will be based in MGP Shanghai or Hong Kong office, with periodic travel to clients mostly located in the greater China and Asia-Pacific regions; some travel in Europe and the US is also expected.
Serco (Germany), Clinical Social Worker: Serco is a leading provider of professional, technology and management solutions to the federal government in the areas of national security and intelligence, human capital management, IT and professional services, and engineering and logistics. We advise, design, integrate and deliver solutions that transform how clients achieve their missions. Headquartered in Reston, VA, Serco North America has approximately 11,000 employees who have helped transform government and public services around the world.

We have an immediate need for a licensed clinical social worker to provide clinical social work services in Bamberg, Germany as part of a multi-disciplinary US Army health care team to patients who are eligible beneficiaries of the Military Health Care System. The LCSW will utilize short-term and long-term care models, patient and provider consultation models, and education to address behavioral health concerns and medical conditions related to behavioral health needs of service members and their families. This individual works primarily with service members and their families in behavioral health settings to address issues related to deployments to conflict areas. Services will include screenings, clinical assessments, treatment, case management, consultation, referral, and education that are IAW professional standards of the National Association of Social Workers, Army Medical Departments’ standards, and DOD-directed Clinical Practice Guidelines.

Individuals hired for these positions are awarded status to work in Germany under the Status of Forces Agreement. This exempts the employees from German taxes on salaries received for work under this contract. Additionally, individuals will be eligible to use the military commissary, base exchange, gas station, bank, clubs, and recreation facilities. Tuition reimbursement for full tuition for grades K-12 at Department of Defense Dependent Schools is available; this is on a space-available basis (reimbursement of tuition for International Schools is considered on a case-by-case basis). Reimbursement for relocation (up to $20,000 total for the trip there and back plus cost of family member plane tickets) is available. Use of the military medical treatment facility is available on a space-available, for fee basis; an international health care plan is available.

Serco also offers a comprehensive benefit package including group medical coverage, paid vacation and sick leave, 10 paid federal holidays, life insurance, 401K with match, and tuition reimbursement for college courses.

The duties of this job opportunity include:

- Assess and resolve complex social, economic, and psychosocial problems that may impact on the service members’ and their families’ medical treatment while an outpatient, an inpatient, or under evaluation for medical discharge from the service
- Conduct psychosocial evaluations and provides therapeutic interventions, including crisis intervention, to individuals, groups, and families
- Serve as a behavioral health referral resource and subject matter expert in behavioral health-related programs to medical staff in various medical settings
- Evaluate individual and family systems; assess patient functioning within work, family, and routines of daily living; identify areas needing continued support, resources, and treatment
- Provide services for high-risk populations (e.g., service members pending discharge due to physical and/or behavioral health injuries and illnesses, service members wounded as a result of military duties, and families of services members killed in action)
- Support local and remote soldier readiness processing events that prepare large numbers of service members for mobilization, deployment, demobilization, and redeployment. This includes behavioral health services, screening, evaluation, management, and referral for those with deployment-related symptoms, and providing service members with assistance with administrative requirements
- Develop comprehensive treatment care plans IAW behavioral healthcare standards
- Coordinate services for soldiers/patients who move out of local area to ensure continuity of care
- Assist soldiers and patients with navigating healthcare systems
- Coordinate and assist installation community agencies and the MTF in the referral process; provide reintegration training and services for those returning from deployment
- Educate patients, their families, commanders, and healthcare staff on community resources
- Maintain complete and accurate records and documents all patient contacts and services; maintain inpatient and outpatient medical records IAW AR 40-66
- Participate in departmental quality assurance programs

Compensation and Benefits:
- Competitive base salary and performance-based bonus structure
- Health Insurance or Social Benefits required by the local Government
- Holidays and Professional Learning/Training Opportunities

Contact:
Stella Wang, Consultant
stellaw@MobleyGroupPacific.com

Please make sure to send a cover letter and curriculum vitae along with your application.

International Employment Opportunities

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International Employment Opportunities

- Present patient cases in case staffing meetings
- Conduct crisis intervention services/on-call duties as assigned
- Participate in and/or directs research and conducts clinical investigations in behavioral health or social work

**US International University (Kenya), Clinical Psychologist:**
USIU is a private, not-for-profit, chartered university located on the outskirts of Nairobi, Kenya, accredited by the Western Association of Schools and Colleges and The Commission for Higher Education in Kenya. USIU boasts a diversified faculty and student body from over 40 nations, with a vibrant history of growth and development.

We are expanding our psychology programs to offer our first doctorate degree in clinical psychology (PsyD), and we are also expanding our master of arts in psychology to include an MA in clinical psychology and an MA in marriage and family therapy.

We have four openings for full-time faculty who are licensed psychologists with an earned PhD or PsyD to start with us in September 2011 or early 2012, preferably with a two-year renewable contract. We seek faculty who meet three or more of the following criteria:

- Licensed clinical psychologists, who hold an earned doctorate in psychology.
- Direct clinical expertise to include assessment, diagnoses, psychotherapeutic treatment, and general scope of practice in individual and group therapy.
- Direct family therapy expertise with families, couples, and children.
- Academia/faculty experience in clinical psychology, preferably at the doctorate level.
- Clinical supervision experience and continuing education preferably with pre-doctorate or post-doctorate students, or with private practice consultation and supervision expertise.
- Psychometric expertise in application of objective, cognitive, and projective testing.
- Direct research experience and expertise in clinical psychology.

Applicants are requested to email a letter of interest and resume/curriculum vitae to Dr. Carol J. Watson, USIU Coordinator of Psychology Programs, E-mail: cwatson@usiu.ac.ke, Website: www.usiu.ac.ke

Applications will be accepted until positions are filled.

**New Zealand, Clinical Psychologists:** We have full-time clinical psychologist vacancies to fill for community mental health and other service organizations. You must have: Ph.D. in clinical psychology; current practicing license. A minimum of two-years post-supervisory experience. The ability to receive your New Zealand psychologist registration with clinical scope; the desire to commit two years or longer. Email: office@alignrecruitment.com; Phone: +64 3 366 8779; Fax: +64 3 377 6770; Web www.alignrecruitment.com. An expatriate American is available to assist with all enquiries.

**LaSalle College of the Arts (Singapore), Art Therapist:**
contemporary in focus and innovative in approach, LaSalle College of the Arts has been nurturing generations of creative practitioners. As a leading specialist tertiary institution for contemporary arts education, LaSalle offers the most comprehensive range of degrees and diplomas. Here is an opportunity for you to contribute to the creative arts and play a role in establishing Singapore as a global arts hub.

Art therapy in Southeast Asia is a new and developing field. At LaSalle, the Art Therapy Programme is multi-culturally driven and includes the integration of eastern and other international behavioral norms.

LaSalle is seeking a dynamic, appropriately qualified and trained individual to lead the Masters in Art Therapy Programme in Singapore. This position will report to the head of school.

**Responsibilities:**

- To teach and develop students to become practicing art therapists while also promoting the profession and its standards of practice in Singapore
- To conduct and coordinate seminars and workshops on art therapy practice at hospitals, schools and other organizations in Singapore and abroad
- To be responsible for administering the Art Therapy Programme in its entirety and managing part-time lecturers and placement providers
- To undertake clinical work in the field and to include students in this placement activity whilst conducting relevant clinical research
- To initiate workshops that promotes art therapy in Singapore and abroad
- To be actively involved in own creative process/research

For more information, contact: hr.4@lasalle.edu.sg.

**NYU (Abu Dhabi), Clinical Psychologist:** NYU Abu Dhabi has an exciting opportunity for a full-time clinical psychologist located in Abu Dhabi, UAE. At NYU Abu Dhabi, wellness counselors play a critical and multifaceted role as mental health professionals, mentors, advisors, and administrative colleagues. The wellness counselor (Clinical Psychologist II) provides clinical assessment, psychotherapy, group therapy, and crisis intervention and management for an internationally diverse student body, and oversees a multidisciplinary team of counselors trained in a variety of different psychological...
To qualify, you must have a PhD in clinical psychology, US state license, the ability to obtain license in Abu Dhabi and three years' post-doctoral clinical experience. Experience supervising postdoctoral and doctoral clinicians and/or other counseling staff members preferred. Experience as a college or university counselor is highly preferred, with a preference for candidates with experience in the UAE or other gulf country. Experience with a diverse adolescent or college population required. Experience with alcohol and other drug issues, and/or eating disorders preferred. The ideal candidate must understand the wider perspective of the institution and how student life supports and fits into the broader educational mission. He/she understands and appreciates the intellectual, emotional, social, psychological, and political development of undergraduate students in a diverse international community committed to intellectual rigor and ethical values, and thinks creatively and critically about programs, services, and resources in order to provide the best possible environment to support students. The selected candidate will adapt to new work situations, people, ideas, procedures, and organizational structures in order to accommodate an evolving work environment; exhibit maturity, reliability, composure, and stability under pressure in order to handle on-the-job challenges; has excellent communication, mediation, and consultative skills and is able to work with students, faculty and staff from many backgrounds; and possesses the ability to build successful relationships with faculty, students, parents, and coworkers.

NYU offers a superior benefits package, which includes NYU tuition for self and eligible family members, generous vacation, medical, dental, and pension plans. For more information and to apply for this position online, visit our website at: www.nyucareers.com.

University of Western Australia (Australia), School of Psychology: The University of Western Australia is seeking to appoint a senior academic in psychology to a newly created tenurable position in the School of Psychology. The appointed person will be a leader in the field with an international reputation for research, a track record in attracting significant research funds, and the capacity to develop a team of world-class researchers and educators of clinical psychologists. The appointee will play a key role in the integration of clinical research and teaching with the existing research clusters in the school. Applications from those with specialist expertise in pediatric clinical psychology, clinical neuropsychology, or clinical health psychology are particularly encouraged to apply. Although a higher-level Winthrop Professorial appointment is preferred, applicants may be considered for a slightly more junior professorial position depending on their level of experience. In the recent (January 2011) Excellence in Research for Australia (ERA) assessment, psychology at UWA achieved the highest ERA rating of 5 and was one of only three psychology schools in Australia to achieve this level. The school hosts research programs in Australian Research Council funded centers, including the Centre of Excellence in cognition and its disorders and the Bushfire Cooperative Research Centre. Additionally, the school has a number of staff funded by the Australian Research Council on prestigious professorial or future fellowships. The school has research and teaching strengths in cognitive science and cognitive neuroscience (including developmental psychology, developmental disorders, neuropsychology, and perception), abnormal cognition and clinical psychology, and social psychology and organizational psychology.

For further information regarding the positions contact: Winthrop Professor David Morrison, Head of the School of Psychology on Tel: +61 8 6488 3240, or e-mail david.morrison@uwa.edu.au. Closing date: August 26, 2011.

The University offers an attractive salary with benefits including 17% employer superannuation, generous leave provisions, fares to Perth (if applicable) for the appointee and dependants, together with a substantial relocation allowance. The information for candidates’ brochure which includes details to lodge your application may be found via a link at http://www.jobs.uwa.edu.au/; or at https://www.his.admin.uwa.edu.au/Advertising/3541CandidateInformation.pdf; or by contacting Ms. Toni Pilgrim, Human Resources, e-mail toni.pilgrim@uwa.edu.au.

Carleton University (Canada), Department of Psychology: The Department Of Psychology at Carleton University invites applications from qualified candidates for a preliminary (tenure-track) appointment in quantitative methods at the rank of assistant professor beginning January 1, 2012. Applicants must have a PhD., demonstrated excellence in teaching statistics and methodology, and must possess a strong commitment to research and scholarship, as reflected in publications, with preference to publications in health, environment, or digital media. The successful candidate will have the ability to develop an externally-funded, high quality research program; will be committed to effective teaching at the undergraduate and graduate level; and will contribute effectively to the academic life of the Department. The Department is interested in candidates who are able to teach advanced statistics at the graduate level including ANOVA, regression, multivariate statistics, and other advanced statistical techniques (e.g., HLM, SEM), and basic and advanced statistics at the undergraduate level. The successful candidate will have a program of research applying their methodological skills to areas of psychological research that contribute to Carleton’s strategic research direction in health, environment, or new digital media.

The Department of Psychology offers opportunities to explore psychology’s major fields including health, developmental, cognitive, applied, forensic, and personality/social. We also have intellectual ties with academic units offering degrees in
cognitive science, child studies, human-computer interaction, and neuroscience. Carleton has offered undergraduate degrees in psychology since 1953 and graduate degrees in psychology since 1961. The Department of Psychology currently offers undergraduate programs in the Faculty of Arts and Social Sciences as well as the Faculty of Science. Graduate programs in psychology are offered at the master’s and doctoral levels. Further information on the department is available at http://www2.carleton.ca/psychology/.

Please send applications to Chair, Department of Psychology, Carleton University, 1125 Colonel By Drive, Ottawa, ON, K1S 5B6. Fax: (613)520-3667. Applications and reference letters can be sent by email to psychchair@carleton.ca. Applicants should include a curriculum vitae, a statement outlining statistical expertise, a statement describing current and future research interests, examples of publications, and materials relevant to teaching experiences. Interviews will include both a research talk and a lecture on an advanced statistical method. Applicants should ask three referees to write letters directly to the Chair. Applications will be considered after July 31, 2011, or until the position is filled.

Located in Ottawa, Ontario, Carleton University is a dynamic research and teaching institution with a tradition of leading change. Its internationally recognized faculty, staff, and researchers provide more than 24,000 full- and part-time students from every province and more than 100 countries around the world with academic opportunities in more than 65 programs of study. Carleton’s creative, interdisciplinary, and international approach to research has led to many significant discoveries and creative work in science and technology, business, governance, public policy, and the arts. As an innovative institution, Carleton is uniquely committed to developing solutions to real world problems by pushing the boundaries of knowledge and understanding daily.

British Columbia Mental Health and Addiction Services (Canada), Licensed Psychologist: As part of the provincial mental health services continuum, BC Mental Health & Addiction Services provides a diverse range of specialized, "one-of-a-kind" tertiary level mental health services to residents across all geographic areas in British Columbia. These include adult/geriatric and neuropsychiatry services located at Riverview Hospital, Adult Forensic Psychiatric Services located at the Forensic Psychiatric Hospital, plus six regional clinics, and Child and Youth Mental Health Services located at BC Children’s Hospital. In addition to direct services, BC Mental Health & Addiction Services acts as a support and resource to service providers across the province, and contributes to research and education. BC Mental Health & Addiction Services is an agency of the Provincial Health Services Authority (PHSA), which plans, manages and evaluates selected specialty and province-wide health care services across BC. The Provincial Health Services Authority (PHSA) embodies values that reflect a commitment to excellence. These include:

- Patients first
- Best value
- Results matter
- Excellence through knowledge
- Open to possibilities

These dynamic roles are ideal for accomplished psychologists who exude both professionalism and compassion.

- Licensed Psychologist
- Forensic Psychiatric Services
- Port Coquitlam, Nanaimo and Prince George, BC
- Regular and Temporary Full Time Opportunities
- Monday to Friday 0830-1630
- Salary: $40.39-$52.66/hour

Ongoing opportunities are available at the Forensic Psychiatric Hospital in Port Coquitlam, the flagship inpatient Forensic Hospital for the province of BC and an accredited site for APIC internship programs as well as our six forensic regional outpatient clinics across BC (Nanaimo, Kamloops, Surrey, Vancouver, Prince George, and Victoria). The secure, 190-bed hospital is an internationally acclaimed, state-of-the-art facility and serves individuals referred by the courts for treatment and assessment. Under the general direction of the Provincial Director, FPSC (Forensic Psychiatric Services Commission), and the Director, Clinical Services, consistent with the ethics and standards of the College of the Psychologists of BC, and Forensic Psychiatric Services, this position requires an in-depth knowledge of psychology including developmental theories, family and social dynamics, treatment and behavior management modalities, and psychological testing and interpretation. The ability to prepare comprehensive written assessment for the courts and referral agencies and in-depth knowledge of the justice system, complex legal issues, and other forensic matters is necessary. Our team of psychologists has an in-depth knowledge of relevant legislation, sound knowledge of the service delivery system for offenders and their families at the local and regional and provincial level, and the ability to testify in the court as an expert witness. Opportunities are available to become a key member of a team providing forensic assessment and multidisciplinary treatment plans. This role will also provide supervision to practicum students and the opportunity for research.

You must possess or be eligible for current registration with the College of Psychologists of BC as a clinical psychologist, with a doctorate in psychology, and specific training in the field of clinical psychology. Post-graduate training in the field of forensic psychology is also desirable. The knowledge, skills and ability required for this position are consistent with a licensed clinical psychologist and three years experience in clinical psychology, with experience in forensic psychology preferred.

Criminal record check required. Travel required, need own
Applications will be accepted until position filled. For further information about these opportunities contact Linda Hand at 875-7216 or lhand@phsa.ca.

For more information on all that the PHSA has to offer, visit: http://careers.phsa.ca.

For more information about the agency that you are interested in, please visit the website at www.bcmhas.ca.

Cape Breton District Health Authority (Canada), Clinical Psychologists: The Cape Breton District Health Authority, Sydney, Nova Scotia, has immediate openings for permanent full-time clinical psychologists. The successful candidates will have doctoral degree in clinical psychology from an educational institution acceptable to the Nova Scotia Board of Examiners in Psychology. They must be registered or eligible for registration with the Nova Scotia Board of Examiners in Psychology.

The positions in Child & Adolescent Mental Health Services require the candidates to work in a multidisciplinary team to provide assessment, individual and group treatment to children and adolescents patients aged 0-19 years with a variety of mental health disorders. Our multi-disciplinary approach involves services within our district as well as within the community, including consultation to schools, daycares, children’s aid services, and group homes.

The Autism Intervention Program again involves a multi-disciplinary team approach including in-home behavioral interventionists, psychiatry, social work, psychology, and occupational therapy. The program requires a candidate that can provide clinical leadership in the areas autism assessment and diagnosis, pre-school assessment, behavioral intervention, and the provincial EIIBI program, as well as help facilitate the transition to schools for children with autism both in an outpatient and home setting. The Autism Program is part of a province wide initiative and utilizes the pivotal response therapy (PRT) model for early intervention. There are also opportunities to be part of larger, multi-site research projects within this program.

Child and Adolescent Services is an outpatient service involving a multidisciplinary team approach including in-home behavioral interventionists, psychiatry, psychology, and social work. The service requires a candidate that can provide mental health assessment, psycho-educational assessment, and treatment to patients up to age 19, including those with neuro-developmental disorders, and their families. Customized training opportunities are available to further develop skills in these specialty areas for interested and motivated candidates.

The position in the Adult Mental Health Clinics requires that the candidate work in two separate clinics to provide assessment, individual and group treatment to adults aged 19 years and older with a variety of mental health disorders. Our multidisciplinary approach involves services within our district as well as the community including consultation to primary care physicians, family services, addiction services and other community agencies.

The Eating Disorders Clinic involves a multi-disciplinary team approach including diagnostic assessment, consultation and direct treatment services for individuals with eating disorders across the lifespan. Consultation service is also provided to pediatrics, inpatient psychiatry, and primary care physicians for patients requiring inpatient admission and treatment. Clinical supervision is provided to the dietitian assigned to the Eating Disorders Clinic.

The Adult Outpatient Mental Health Clinics are an outpatient service involving a multidisciplinary team approach, individual and group treatment, consultation, and education. The team may involve psychiatry, psychology, social work, nursing, and occupational therapy. For further information, or to apply with cover letter and resume please contact: Janine Hussey Manager, Recruitment & Retention Cape Breton District Health Authority, 1482 George Street Sydney, NS B1P 1P3; Fax: (902)567-7224; E-mail: husseyjan@cbdha.nshealth.ca.

University of Hong Kong (China), Department of Psychology: Founded in 1911, The University of Hong Kong is committed to the highest international standards of excellence in teaching and research, and has been at the international forefront of academic scholarship for many years. Ranked 21st among the top 200 universities in the world by the UK’s Times Higher Education, the University has a comprehensive range of study programs and research disciplines spread across 10 faculties and about 100 sub-divisions of studies and learning. There are over 23,400 undergraduate and postgraduate students coming from 50 countries, and more than 1,200 members of academic and academic-related staff, many of whom are internationally renowned.

Applications are invited for the appointments as assistant professor in clinical psychology in the Department of Psychology, from January 1, 2012, or as soon as possible thereafter, on a 3-year fixed-term basis, with the possibility of renewal, or with consideration for tenure after satisfactory completion of a second fixed-term contract. Applicants should possess a PhD degree in clinical psychology, with a good record of research, together with a track record of teaching, or sound indicators of promise as a teacher, in clinical psychology. The appointees are expected to maintain an active research program, be responsible for teaching courses at both graduate and undergraduate levels, and supervise research students. Information about the Department can be obtained at http://www.hku.hk/psychology.
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Annual salary for an Assistant Professorship will be in the range of HK$494,980-749,520 (approximately US$740,000-HK$1,000,000) (subject to review from time to time at the entire discretion of the University). The appointments 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 be provided as applicable. At current rates, salaries tax does not exceed 15% of gross income.

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: senrappt@hku.hk). Review of applications will begin on July 15, 2011, and will continue until the posts are filled. Candidates who are not contacted within 3 months of the date of their applications may consider their applications unsuccessful.

University of Hong Kong (China), Department of Educational Psychology: The Department invites applications for several positions with prospect for substantive appointments in counseling psychology, including school guidance, school/educational psychology, special needs and learning difficulties, and other areas of psychology. Ranks are open with preference given to assistant professor/associate professor levels. Applicants should have (1) excellent academic qualifications including a doctoral degree in psychology or education, (2) a strong research background in areas that will contribute or add to the existing strengths of the department, (3) strong commitment to excellence in teaching and scholarship, and (4) a track record of programmatic research and publications. The appointees will (a) teach postgraduate and undergraduate courses (including theory and applied courses for postgraduate degree programs), (b) supervise postgraduate students, and (c) assist in administrative matters. Both English and Chinese are used as the medium of instruction. Salary will be highly competitive, commensurate with qualifications and experience. The University offers a comprehensive fringe benefit package, including medical care, plus a contract-end gratuity for appointments of 2 years, and housing benefits for eligible appointees. Further information about the University and the general terms of service for appointments is available at http://www.cuhk.edu.hk/personnel. The terms mentioned herein are for reference only and are subject to revision by the university. Application procedure send full resume, copies of academic credentials, a publication list and/or abstracts of selected published papers, together with names, addresses and fax numbers/e-mail addresses of three referees to whom the applicants’ consent has been given for their providing references (unless otherwise specified), to the Personnel Office, The Chinese University of Hong Kong, Shatin, N.T., Hong Kong. Closing date: November 30, 2011. Fax: +852 269 6 1462 by the closing date.

Danish Institute for Study Abroad (Denmark), Psychology Program Director: DIS seeks an accomplished administrator and excellent teacher in the field of psychology to lead its growing undergraduate psychology program and the child diversity and development program in cooperation with the Associate Program Director and two additional fulltime administrative employees. The Program Director will expand the curriculum, hire and mentor psychology faculty, teach one course per semester (courses are taught in English), and participate in other projects and academic leadership tasks at DIS. The successful candidate will work directly with U.S. students and Danish faculty and administrators as well as faculty from U.S. partner universities. The Director will be part of an energetic and innovative program team and report to the Associate Director of DIS.

Primary responsibilities:
- Manage and develop the DIS psychology program and child diversity and development program
- Expand the psychology curriculum, with emphasis on experiential learning elements such as practicum and academically integrated study tours
- Mentor faculty and ensure high academic quality of psychology offerings
- Teach undergraduate psychology course(s)
- Cooperate with U.S. universities on curriculum development

Experience and skills:
- PhD in psychology
- Demonstrated organizational and leadership skills; providing vision and competent leadership in development of academic programs
- Minimum of 3 years successful teaching experience from the U.S. at college/university level
- Demonstrated administrative and interpersonal skills in leading and motivating faculty and staff in an intercultural setting

Personal qualifications:
- Self-motivated, proactive, and determined to reach goals
- Well organized, strategic, creative, analytical
- Flexible, service-minded and team-focused
- Study abroad experience preferred

Submit a curriculum vitae and an application letter. Also, submit a one-page essay describing your philosophy of intercultural teaching and learning for undergraduate psychology students. Include references and teaching evaluations. Salary and start date negotiable.

For more information please contact Malene Torp, Associate Director, DIS, Copenhagen mto@dis.dk or (+45) 3376 5491. Submit to job@dis.dk. Title the E-mail "Psychology Pro-
International Employment Opportunities

American Hospital Services Group (Guam), Licensed Psychologist: American Hospital Services Group LLC currently seeks a licensed psychologist who has completed a pediatric fellowship in psychology to work as a civilian contractor at U.S. Naval Hospital Guam. Malpractice Insurance is covered by under the Federal Tort Claims Act.

Requirements:
- A Doctor of Philosophy (PhD) or (PsyD) degree in clinical or counseling psychology from an APA-accredited psychology program
- Completion of pediatric fellowship in psychology
- Have and maintain a current license to practice psychology in any one of the 50 states, the District of Columbia, Puerto Rico, or the U.S. Virgin Islands. Valid BCLS Card is required to start
- 24 months of experience in the last 36 months

For more information contact Patrick Hoffman at 1-800-872-8626, ext, 235 or email a copy of your curriculum vitae to phoffman@ahsg.us.

Koya University (Iraq), Applied Psychology Program: This position primarily provides co-leadership with national faculty at Koya University for the establishment, operations, and ongoing development of the first graduate program in applied psychology in Iraqi Kurdistan, as a major initiative for capacity building in the Iraqi mental health field. The position entails oversight of all aspects of the program to ensure that it meets appropriate educational standards in the preparation of versatile, competent, and professionally responsible clinical professionals who can then contribute to further growth of the discipline. It additionally calls for a knowledge of contemporary psychological science, theory, and models of practice with individuals and systems, and the ability to culturally adapt them to the clinical needs of Kurdish and Arab populations. These needs include but are not limited to trauma recovery, treatment strategies for depression and anxiety, prevention of gender-based violence and suicide, and elimination of stigma and promotion of human rights for those with psychological problems.

The position secondarily entails responsibility for close collaboration in program planning, implementation, and evaluation with the leadership of the Trauma Rehabilitation and Training Center and clinical supervision of the center staff and additional mental health workers in the Burn Hospital and other sites as needed. It also calls for consultation regarding services at the Qalawa Camp, the Duhok Mental Health Center, and other related mental health projects as needed, including the integration of psychosocial approaches and psychoeducation into the delivery of primary care treatments. The majority of beneficiaries will be victims of human rights abuses, and the position requires both academic and work-related experience in trauma-informed mental health care.

The individual will report to the Country Director and be based generally three days a week on the campus of Koya University and the rest of the week in Sulaimaniya or on field visits in Iraqi Kurdistan. The position also may involve national and international travel.

Education and/or Experience:
The position requires a doctorate in clinical or counseling psychology with successful completion of a 1-year internship accredited by the American Psychological Association. It also requires graduate level psychology teaching experience; and an academic appointment as assistant, associate, or full professor at a university is preferred. State licensure and diplomate certification in clinical or counseling psychology by the American Board of Professional Psychology or other advanced training certification are also preferred. Significant experience in cross-cultural psychology, trauma-related assessment and therapies, clinical supervision, and international educational and training programs is strongly recommended as well.
Competencies:
The position requires a well-informed general background and interest in academic and professional psychology and in international mental health research, practice, and education. In addition, the following qualities are of particular value:

- Sensitivity to and respect for cultural diversity and alternative values and understandings of the world
- Adaptability to new and unfamiliar circumstances; willingness to listen to and learn from others, and to examine one’s own assumptions and interactions
- Self-awareness; appropriate balance between professional authority and personal humility; and comprehensive openness to new perspectives and challenges
- Primary commitment to local capacity-building and inclusive style of decision-making and power-sharing
- Initiative, creativity, and flexibility in problem-solving and program development
- Integration of overall conceptual vision with careful attention to practical detail, as needed
- Ability to work both in close collaboration with colleagues and independently
- Leadership skills in administering projects, supporting and motivating staff, modeling dedication and healthy work ethic, setting effective short- and long-term objectives and plans, and monitoring and evaluation of programs
- Organizational skill in data analysis, report and grant-writing, budget management, and staff development
- Ability to accept and to delegate responsibilities and to exercise oversight, as needed
- Familiarity with educational and teaching modalities, design of syllabus and lecture formats, facilitation of classroom discussion, construction of testing and assessment, and use of computer-based learning
- Experience in mentoring graduate students regarding academic and professional issues; sensitivity to students’ needs; and ability to work with students with a wide range of backgrounds, experience, skill levels, and language proficiency
- Expertise with psychotherapy and psychosocial theories and techniques with different populations
- Knowledge of preventative and systemic strategies for mental health promotion
- Excellent communication skills with students, colleagues, and representatives of other programs; capacity to provide direct, timely, and constructive feedback, and to establish clear policies and procedures
- Ability to manage stress and meet all work demands while maintaining positive self-care
- Demonstrated concern for broad-based issues of human rights and social justice
- Strong understanding of and adherence to professional standards of conduct

- Support of all values, policies, and goals of Heartland Alliance and Koya University

Victoria University (New Zealand), School of Psychology:
Victoria University of Wellington, from its location in Wellington, the capital city, undertakes teaching and research to maintain, disseminate and advance knowledge. Victoria provides worldwide opportunities for its staff as members of the international network of scholars, scholarship, and research, providing diversity and depth to our perspectives. Internationally Victoria is recognized as a leading University in New Zealand and Australia, and as a world leader in a number of areas of scholarship and enquiry. The appointee will contribute to teaching at the undergraduate level, teach adult clinical psychology at the graduate level, supervise postgraduate research, and assist with the administration of the clinical program. Qualifications required include a PhD, a postgraduate qualification in clinical psychology and recent clinical practice experience, as well as evidence of successful teaching and research. Eligibility for registration as a psychologist under the Psychologists’ Act (1981) is also required.

We are particularly interested in appointing someone with expertise in the following areas: adult mental health and psychological assessment. Applications close August 30, 2011. For more information and to apply online visit http://vacancies.vuw.ac.nz.
## Board Members

### OFFICERS (2011)

**President**
John D. Hogan, Ph.D.
Psychology Department
St. John's University
Jamaica, NY 11439
Tel: 914-631-4101
Fax: 718-990-6705
email: hoganjohn@aol.com

**President-Elect**
Neal Rubin, Ph.D.
Illinois School of Professional Psychology
Argosy University, Chicago
225 North Michigan Avenue
Chicago, IL 60654
Tel: 312-836-0335 (office)
Tel: 312-777-7695 (campus)
email: nealrubin@hotmail.com

**Past President**
Danny Wedding, Ph.D., MPH
Associate Dean for Management and International Programs
California School of Professional Psychology
Alliant International University
1 Beach Street
San Francisco, CA 94133
Tel: 415-955-2043
Fax: 415-955-2063
e-mail: dwedding@alliant.edu

**Treasurer** (2009-2011)
Michael J. Stevens, Ph.D.
4620-Psychology
Illinois State University
Normal, IL 61790-4620
Tel: 309-438-5700
Fax: 309-438-5789
email: mjstein@ilstu.edu
web: http://www.psychology.ilstu.edu/mjstein

**Secretary** (2011-2013)
Ayse Çifçi, Ph.D.
Counseling Psychology
Purdue University
Department of Educational Studies
Beering Hall of Liberal Arts & Education
100 N. University Street, Room 5168
West Lafayette, IN 47907-2098
Tel: 765-494-9746
Fax: 765-496-1228
email: aycifci@purdue.edu

**Council Representative**
Harold Takooshian, Ph.D.
113 West 66th Street - Psychology Dept.
Fordham University
New York, NY 10023
Tel: 212-636-6393
e-mail: takoosh@aol.com

### Members-At-Large

**Andres J. Consoli, Ph.D.** (2011 - 2013)
1600 Holloway Ave., BH 524
San Francisco State University
San Francisco, CA 94132
Tel: 415-338-6415
Fax: 415-338-0594
e-mail: consoli@sfsu.edu

**Mercedes McCormick, Ph.D.** (2010-2012)
33 Hudson Street, #2810
Liberty Towers East
Jersey City, NJ 07302
Mobile: 917-363-7250
e-mail: mmccormick2@pace.edu

**Wade Pickren, Ph.D.** (2010-2012)
Psychology Department
Ryerson University
Toronto, ON M4R 1H8
Canada
Tel: 416-979-5000 ext. 2632
email: wpickren@ryerson.ca

**Joy K. Rice, Ph.D.** (2011-2013)
Psychiatric Services
2727 Marshall Court
Madison, WI 53705
Tel: 608-238-9354
email: jkrice@facstaff.wisc.edu

**COMMITTEE CHAIRS (2011)

*Ad hoc committees*

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

**APA Oversight Committee on Lesbian, Gay, Bisexual and Transgender Concerns**
Mercedes McCormick, Ph.D.
33 Hudson Street, #2810
Liberty Towers East
Jersey City, NJ 07302
Mobile: 917-363-7250
email: mmccormick2@pace.edu

**Awards, Book**
Renée Goodstein, Ph.D.
Psychology Department
St. Francis College
180 Remsen Street
Brooklyn, NY 11201
Tel: 718-489-5437
e-mail: rgoodstein@stfranciscollege.edu

**APA Oversight Committee on Lesbian, Gay, Bisexual and Transgender Concerns**
Mercedes McCormick, Ph.D.
33 Hudson Street, #2810
Liberty Towers East
Jersey City, NJ 07302
Mobile: 917-363-7250
email: mmccormick2@pace.edu

**Awards, Division**
Danny Wedding, Ph.D., MPH
Associate Dean for Management and International Programs
California School of Professional Psychology
Alliant International University
1 Beach Street
San Francisco, CA 94133
Tel: 415-955-2043
Fax: 415-955-2063
e-mail: dwedding@alliant.edu

**Awards, International Mentoring**
Mercedes McCormick, Ph.D.
33 Hudson Street, #2810
Liberty Towers East
Jersey City, NJ 07302
Mobile: 917-363-7250
email: mmccormick2@pace.edu

**Awards, Student International Research**
Sheila J. Henderson, Ph.D.
Visiting Associate Professor
California School of Professional Psychology
Systemwide Associate Director, I-MERIT
Alliant International University
1 Beach Street
San Francisco, CA 94133
Tel: 415-955-2030
e-mail: shenderson@alliant.edu
Board Members

*Communications
Uwe Gielen, Ph.D.
St. Francis College
180 Remsen Street
Brooklyn, NY 11201
Tel: 718-489-5386
Fax: 718-522-1274
email: ugielen@hotmail.com or ugielen@sftranciscocoll.edu
web: http://www.geocities.com/ugietileniccp

*Curriculum and Training
Gloria Grenwald, Ph.D.
Behavioral and Social Sciences Department
Webster University
St. Louis, MO 63119
Tel: 314-968-7073
email: grenwald@webster.edu

Division Liaison to CIRP (Committee on International Relations in Psychology)
Judy Kuriansky, Ph.D.
International Relations in Psychology
Division Liaison to CIRP (Committee on International Relations in Psychology)
email: Drjudyk@aol.com

*Early Career Professionals/Psychologists Committee
Ayse Çiftçi, Ph.D.
Counseling Psychology
Purdue University
Department of Educational Studies
Beering Hall of Liberal Arts & Education
100 N. University Street, Room 5168
West Lafayette, IN 47907-2098
Tel: 765-494-9746
Fax: 765-496-1228
email: mjsteven@ilstu.edu

*Federal Advocacy Coordinator
Joy K. Rice, Ph.D.
Psychiatric Services
2727 Marshall Court
Madison, WI 53705
Tel: 608-238-9354
email: jkrice@facstaff.wisc.edu

Fellows (September 2010-August 2011)
Harold Takooshian, Ph.D.
113 West 66th Street - Psychology Dept.
Fordham University
New York, NY 10023
Tel: 212-636-6393
email: takoosh@aol.com

Finance
Michael J. Stevens, Ph.D.
4620-Psychology
Illinois State University
Normal, IL 61790-4620
Tel: 309-438-5700
Fax: 309-438-5789
email: misteven@ilstu.edu
web: http://www.psychology.ilstu.edu/misteven

*Handbook
Joy K. Rice, Ph.D.
Psychiatric Services
2727 Marshall Court
Madison, WI 53705
Tel: 608-238-9354
email: jkrice@facstaff.wisc.edu

Historian/Archivist
John D. Hogan, Ph.D.
Psychology Department
St. John's University
Jamaica, NY 11439-4620
Tel: 914-631-4101
Fax: 718-990-6705
email: hoganjohn@aoi.com

*Information Clearinghouse
Michael J. Stevens, Ph.D.
4620-Psychology
Illinois State University
Normal, IL 61790-4620
Tel: 309-438-5700
Fax: 309-438-5789
email: misteven@ilstu.edu
web: http://www.psychology.ilstu.edu/misteven

*Immigration/Refugees
Fred P. Bemak, Ph.D.
email: fbumak@gmu.edu
Oksana Yakusko, Ph.D.
email: oyakusko2@unlnotes.unl.edu

*International Committee for Women (ICFW)
Susan A. Nolan, Ph.D.
Chair, Department of Psychology
Seton Hall University
400 South Orange Avenue
South Orange, NJ 07079
Tel: 973-761-9485 (work)
email: susan.nolan@shu.edu

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

*International Liaisons-International
Rivka Bertisch Meir, Ph.D., MPH
181 Kensington Drive
Fort Lee, NJ 07024
Tel: 201-363-1391
Fax: 201-751-6585
email: rivka@doctorrivka.com or winsuccess@aol.com
web: doctorrivka.com

*Long-range Planning
Senel Poyrazli, Ph.D. (Chair)
Pennsylvania State University - Harrisburg School of Behav. Sciences and Education
777 W. Harrisburg Pike
Middletown, PA 17057
Tel: 717-948-6040
email: poyrazli@psu.edu

Wade Pickren, Ph.D. (Co-chair)
Psychology Department
Ryerson University
Toronto, ON M4R 1H8
Canada
Tel: 416-979-5000 ext. 2632
email: wpickren@ryerson.ca

Member
Janet Sigal, Ph.D.
Psychology Department
Fairleigh Dickinson University
Teaneck, New Jersey, 07666
Tel: 201-692-2314
email: janet2822@aol.com

*Mentoring
Ani Kalayjian, Ed.D., RN
135 Cedar St.
Cliffside Park, NJ 07010
Tel: 201-941-2266
email: drkalayjian@meaningfulworld.com
web: www.meaningfulworld.com
Board Members

*International Psychology Bulletin (Newsletter)
Grant J. Rich, Ph.D., Editor
University of Alaska Southeast
Juneau, AK 99801
Tel: 907-796-6436
e-mail: optimalex@aol.com

Harold Takooshian, Ph.D., Associate Editor
113 West 60th Street - Psychology Dept.
Fordham University
New York, NY 10023
Tel: 212-636-6393
e-mail: takoosh@aol.com

Richard S. Velayo, Ph.D., Associate Editor
Psychology Department
Pace University
41 Park Row, Room 1324
New York, NY 10038
Tel: 212-346-1506
Fax: 212-346-1618
e-mail: rvelayo@pace.edu
web: http://webpage.pace.edu/rvelayo

Jennifer Lancaster, Ph.D., Section Editor (Books by Members)
St. Francis College
180 Remsen Street
Brooklyn, NY 11201
Tel: 718-522-2300 x 5323 (work)
Cell: 516-851-0463
e-mail: jlancaster@stfranciscollege.edu (primary)
drjen4@msn.com (alternate)

Uwe Gielen, Ph.D., Section Editor (Book Reviews)
St. Francis College
180 Remsen Street
Brooklyn, NY 11201
Tel: 718-489-5386
Fax: 718-522-1274
e-mail: ugielen@hotmail.com or ugielen@stfranciscollege.edu
web: http://www.geocities.com/ uwegielenccp

Nominations/Elections
Danny Wedding, Ph.D., MPH
Associate Dean for Management and International Programs
California School of Professional Psychology
Alliant International University
1 Beach Street
San Francisco, CA 94133
Tel: 415-955-2043
Fax: 415-955-2063
e-mail: dwedding@alliant.edu

*Outreach
Mercedes McCormick, Ph.D.
33 Hudson Street, #2810
Liberty Towers East
Jersey City, NJ 07302
Mobile: 917-363-7250
e-mail: mmcormick2@pace.edu

*Parliamentarian
John Davis, Ph.D.
Department of Psychology
Texas State University - San Marcos
San Marcos, TX 78666
e-mail: jd04@txstate.edu

Program
Senel Poyrazli, Ph.D. (Chair)
Pennsylvania State University - Harrisburg
School of Behav. Sciences and Education
777 W. Harrisburg Pike
Middletown, PA 17057
Tel: 717-948-6040
e-mail: poyrazli@psu.edu

Mark D. Terjesen, Ph.D. (Co-chair)
Associate Professor
St. John's University
8000 Utopia Parkway
Marillac Hall SB36
Jamaica, NY 11439
Tel: 718-990-5860
Fax: 718-990-5926
e-mail: terjesen@stjohns.edu

*Public Interest/U.N.
Florence Denmark, Ph.D.
Psychology Department
Pace University
New York, NY 10038-1598
Tel: 212-346-1551
Fax: 212-346-1618
e-mail: fdenmark@pace.edu

*Student Committee
Erin Bullet, M.S. (Co-Chair)
Clinical Psychology Student
Psychological Trainee
Saint Louis University
Department of Psychology
221 North Grand Blvd.
St. Louis, MO 63103
e-mail: erin.bullett@gmail.com

Jenna M. Stowell (Co-chair)
Psy.D. Student
Argosy University, Chicago
Tel: 630-974-9231
e-mail: jennastowell@yahoo.com

*Transforming Trauma & Violence
Ani Kalayjian, Ed.D., RN
135 Cedar St.
Cliffside Park, NJ 07010
Tel: 201-941-2266
e-mail: drkalayjian@meaningfulworld.com
web: www.meaningfulworld.com

*Webmaster/Website Technology
Richard S. Velayo, Ph.D.
Psychology Department
Pace University
41 Park Row, Room 1324
New York, NY 10038
Tel: 212-346-1506
Fax: 212-346-1618
e-mail: rvelayo@pace.edu
web: http://webpage.pace.edu/rvelayo

*Outreach
Mercedes McCormick, Ph.D.
33 Hudson Street, #2810
Liberty Towers East
Jersey City, NJ 07302
Mobile: 917-363-7250
e-mail: mmcormick2@pace.edu

*Parliamentarian
John Davis, Ph.D.
Department of Psychology
Texas State University - San Marcos
San Marcos, TX 78666
e-mail: jd04@txstate.edu

Program
Senel Poyrazli, Ph.D. (Chair)
Pennsylvania State University - Harrisburg
School of Behav. Sciences and Education
777 W. Harrisburg Pike
Middletown, PA 17057
Tel: 717-948-6040
e-mail: poyrazli@psu.edu

Mark D. Terjesen, Ph.D. (Co-chair)
Associate Professor
St. John's University
8000 Utopia Parkway
Marillac Hall SB36
Jamaica, NY 11439
Tel: 718-990-5860
Fax: 718-990-5926
e-mail: terjesen@stjohns.edu

*Public Interest/U.N.
Florence Denmark, Ph.D.
Psychology Department
Pace University
New York, NY 10038-1598
Tel: 212-346-1551
Fax: 212-346-1618
e-mail: fdenmark@pace.edu

*Student Committee
Erin Bullet, M.S. (Co-Chair)
Clinical Psychology Student
Psychological Trainee
Saint Louis University
Department of Psychology
221 North Grand Blvd.
St. Louis, MO 63103
e-mail: erin.bullett@gmail.com

Jenna M. Stowell (Co-chair)
Psy.D. Student
Argosy University, Chicago
Tel: 630-974-9231
e-mail: jennastowell@yahoo.com

*Transforming Trauma & Violence
Ani Kalayjian, Ed.D., RN
135 Cedar St.
Cliffside Park, NJ 07010
Tel: 201-941-2266
e-mail: drkalayjian@meaningfulworld.com
web: www.meaningfulworld.com

*Webmaster/Website Technology
Richard S. Velayo, Ph.D.
Psychology Department
Pace University
41 Park Row, Room 1324
New York, NY 10038
Tel: 212-346-1506
Fax: 212-346-1618
e-mail: rvelayo@pace.edu
web: http://webpage.pace.edu/rvelayo

*Outreach
Mercedes McCormick, Ph.D.
33 Hudson Street, #2810
Liberty Towers East
Jersey City, NJ 07302
Mobile: 917-363-7250
e-mail: mmcormick2@pace.edu

*Parliamentarian
John Davis, Ph.D.
Department of Psychology
Texas State University - San Marcos
San Marcos, TX 78666
e-mail: jd04@txstate.edu

Program
Senel Poyrazli, Ph.D. (Chair)
Pennsylvania State University - Harrisburg
School of Behav. Sciences and Education
777 W. Harrisburg Pike
Middletown, PA 17057
Tel: 717-948-6040
e-mail: poyrazli@psu.edu

Mark D. Terjesen, Ph.D. (Co-chair)
Associate Professor
St. John's University
8000 Utopia Parkway
Marillac Hall SB36
Jamaica, NY 11439
Tel: 718-990-5860
Fax: 718-990-5926
e-mail: terjesen@stjohns.edu

*Public Interest/U.N.
Florence Denmark, Ph.D.
Psychology Department
Pace University
New York, NY 10038-1598
Tel: 212-346-1551
Fax: 212-346-1618
e-mail: fdenmark@pace.edu

*Student Committee
Erin Bullet, M.S. (Co-Chair)
Clinical Psychology Student
Psychological Trainee
Saint Louis University
Department of Psychology
221 North Grand Blvd.
St. Louis, MO 63103
e-mail: erin.bullett@gmail.com

Jenna M. Stowell (Co-chair)
Psy.D. Student
Argosy University, Chicago
Tel: 630-974-9231
e-mail: jennastowell@yahoo.com

*Transforming Trauma & Violence
Ani Kalayjian, Ed.D., RN
135 Cedar St.
Cliffside Park, NJ 07010
Tel: 201-941-2266
e-mail: drkalayjian@meaningfulworld.com
web: www.meaningfulworld.com

*Webmaster/Website Technology
Richard S. Velayo, Ph.D.
Psychology Department
Pace University
41 Park Row, Room 1324
New York, NY 10038
Tel: 212-346-1506
Fax: 212-346-1618
e-mail: rvelayo@pace.edu
web: http://webpage.pace.edu/rvelayo