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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. Please submit it as a Microsoft Word document, not as a pdf file.

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

To learn more about the APA style, refer to http://apastyle.apa.org. If you do not have access to the APA publication manual, you may want to get a recent journal article published by one of the APA journals and try to familiarize yourself with the APA style through this method.

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

For smaller articles (op-ed, comments, suggestions, etc.), submit up to 200 words. Longer articles (e.g., Division reports) can be up to 3,000 words (negotiable) and should be submitted to Dr. Grant J. Rich at optimalex@aol.com.

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

Issues typically will be published 2-4 weeks after the deadline.
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A New Anniversary, a New Journal, a New Era of Engagement

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

It has been an honor to serve as President of Division 52 during such a momentous year. It is our fifteenth anniversary, we have a new division journal and we are instituting changes which promise to enhance engagement among members.

We are celebrating our 15th anniversary this year in a variety of ways. We are aiming for a blending of new voices and faces with the contributions of leaders who have established our traditions and heritage. Led by Senel Poyrazli we have instituted a survey of former presidents of the Division in order to mine their experience and to integrate their views into our vision of our future. The results of the survey will be discussed with our Past-Presidents at the 15th anniversary presidential breakfast to be held in the division’s hospitality suite at APA in Orlando. Subsequently, the results will also be shared with our Executive Board and membership. Our hospitality suite will host a 15th anniversary ‘Meet and Greet’ for students and early careerists with luminaries in the field. The international psychologist selected to represent the USA will be Larry Gerstein, the 2011 recipient of the Henry David Mentoring Award. Representing our colleagues outside of the USA will be Maria del Pilar Grazioso, the 2010 Outstanding International Psychologist Award winner. We are indebted to each of these remarkable leaders for devoting their time to inspire a new generation of international psychologists. In addition, we are also having one of our students interview a division founder to provide some historical vignettes and local color regarding our early history. Finally, (on a light note), buttons and ribbons will be distributed to members and prospective members commemorating 15 years of International Psychology.

A highly significant event during this anniversary year is the launch of our new division journal, International Perspectives in Psychology: Research Practice, Consultation. Judith Gibbons has been an extraordinarily devoted, hard working editor whose efforts have paid off in organizing an impressive editorial board and crafting a compelling new APA journal. Members of the editorial board represent 31 countries, a tribute to the international vision of the journal. Volume 1, No. 1, includes 6 research articles from 6 countries comprising an outstanding international publication success. The fascinating diversity of topics, authors, methods and perspectives augurs well for achieving a truly international publication. Together with Lynette Bikos, Judith is also developing ‘editorial mentors’ who may assist authors from under-resourced countries so that these scholars’ voices can also be represented in the journal. With Judith’s recommendation, the Executive Board has approved Michael Stevens as the journal’s Associate Editor. Our new journal represents a historic moment in the history of Division 52.

Grant Rich continues his excellent work on the International Psychology Bulletin (IPB). This highly versatile publication represents the pulse of the division, highlighting the diverse activities of division members from research and scholarship to humanitarian service and from international opportunities to biographical portraits. Grant is open to innovations and champions contributions from all those associated with Division 52 across disciplines and across the globe.

We have instituted a number of changes, initiatives, and appointments that reflect the vibrancy of our membership. Some of these activities intended to enhance engagement include:

- Changes in the Division 52 Board: voting positions for students and ECPs
- Dedicated ECP Member-at-Large position on the Executive Board
- Proposed re-structuring of committees including designating the Student and Early Career Committees as standing committees
- Inaugural award for Outstanding Early Career International Psychologist
- Committee chairs appointing student and ECP members
- Student Committee application for APAGS Outstanding Division Award
- New APA Convention poster session awards for students
- Dedicated Student column in the IPB
- The Heritage Mentoring Project (HMP) in the IPB
- Commitment with the International Teaching of Psychology (ITOP) Conference for a yearly Division 52 symposium and table at the conference starting in 2013
- Partnering with the Society for Cross Cultural Research for a collaborative Midwinter Meeting in 2012
- Initiative to enhance communication of psychologists across the Americas
Co-sponsorship for the Fifth Annual Psychology Day at the United Nations

Co-sponsorship for the International Scholars Break- fast at APA

Presidential letter of welcome to each membership group in 2012

A series of new appointments have been made including Susan Nolan representing the Division at the APA’s Education Leadership Conference and Janet Sigal joining the APA’s Committee on Women in Psychology Network. Shifts in committee leadership, initiated by President-elect Mercedes McCormick, include Rivka Bertisch Meir (Membership), Artemis Pipinelli (Outreach), Judy Kuriansky (UN/Public Interest) and Florence Denmark (CIRP).

Because Division 52 members will have such an active presence at the 30th International Congress of Psychology in Cape Town, South Africa, we will hold a division dinner there on Wednesday evening July 25th. For more information on this event contact our division Secretary Ayse Ciftci.

As we anticipate a fascinating and enjoyable 15th anniversary experience at the APA Convention in Orlando, we will celebrate our history, our new journal, and our lively engagement. On behalf of our membership, I want to express our sincere appreciation to our dedicated Program Committee: Mark Terjesen, Robyn Kurasaki and Senel Poyrazli.

On to Cape Town and Orlando!

Be Sure to “Stay Connected”

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

To find out about free international activities in greater New York, check Richard’s “NY-52” webpage at: http://web.mac.com/rvelayo/Div52/Div52-NY.html.

Would you like to see the history of our D52 in several diverse languages, from Hindi to Somali? If so, check: http://web.mac.com/rvelayo/Div52/Div52HistoryTranslations.html.
APA Presidential Elections 2012

Jean Lau Chin, EdD, ABPP
Adelphi University
CEOServices@yahoo.com

Five candidates were nominated for the 2012 President-Elect ballot of the American Psychological Association. In alphabetical order, they are: Sheldon Cohen, Paul L. Craig, Todd Finnerty, Douglas C. Haldeman, and Nadine Kaslow. Each of the candidates was invited to submit a 500-word statement responding to:

1. Are you a member of Division 52?
2. What is your vision for international psychology?
3. If elected president, what might you do to promote international psychology?

Our division leadership feels that it is very important for division members to vote in this election and have your voice heard. Psychology within a global and international context is central to Division 52 goals, so we ask each member to consider these goals in casting your vote. It is important to remember the Hare system used by APA for casting ballots enables you to rank order the candidates. If your first choice candidate is not elected, your vote goes to your second choice. If both are defeated, then your vote goes to your third choice; this continues until your choices are exhausted to determine the final winner. The candidate statements below reflect their priorities and what they will bring to the APA presidency if elected. We are not telling you how to vote. Rather, we include the candidates’ statements as received to inform your decision in voting. The important thing is to VOTE!

Sheldon M. Cohen, Ph.D.

I want your vote for APA president & I want your personal endorsement. Please read the May, June, & July issues of the Monitor. There will be information about me & the other candidates too. Additional information will be sent to you when you receive your vote in September. Meanwhile, please logon to:

http://www.realworldnewworld.com
http://www.scohen305.blogspot.com
http://www.meyercohen9islove9love.blogspot.com

Paul Craig, Ph.D., ABPP

Are you a member of Division 52?

Yes, a long-term member. In fact, I was present as a liaison-observer from Alaska to the APA Council of Representatives in Washington, DC on February 21, 1997 when the creation of the Division of International Psychology was approved by Council. Before 1997, I was actively involved with the Office of International Affairs with specific interest in the relationship between Alaska and its neighbors to the west in the former Soviet Union. During the 1992 APA convention in Washington, DC, some colleagues and I presented a paper entitled, Mental Health Exchange Program between the Soviet Far East and Alaska.

In 1972, before college students routinely studied abroad for a semester, I took a leave of absence from Nebraska Wesleyan University to live and work in the Netherlands for a year. As a result of a volunteer position in Holland, my interest in pursuing a career in psychology solidified. I have defined myself as a world citizen and an international psychologist ever since. Membership in Division 52 was a logical extension of being a world citizen.

What is your vision for international psychology?

“The Year of Our Youth” will be the theme of my presidential year. The common denominator undergirding all of my actions as your President will be a focus on the important issues facing our students, early career and midcareer psychologists. If young psychologists are flourishing, we will all benefit. The American Psychological Association’s leadership must reflect and prioritize the increasingly multicultural diversity of the larger society – not just the United States, but the entire world. I view APA’s role in international psychology from the perspective of collaboration and cooperation with other national and international psychology societies and associations. As a leading economic force in the world, the United States all too frequently perceives itself as the dominant leader empowered to set the world agenda. As a world citizen, I believe that the APA should promote a network of relationships and reciprocal communication so that psychologists throughout the world can collaborate and learn from one another with an eye toward advancing psychology internationally to assure a brighter future for our profession’s youth worldwide.

If elected president, what might you do to promote international psychology?

I just returned from APA’s first delegation of psychologists to Cuba led by former APA President Carol Goodheart. Throughout our week in Cuba, we met with and learning from our Cuban colleagues. These interactions were transformational for all involved – Cuban and American alike. As APA’s president, I hope to encourage more international professional-to-professional exchange and communication. Moreover, I will actively support the ongoing agenda and programs of APA’s Office of International Affairs. Of course, I will look to Division 52 for guidance regarding the issues of greatest importance to international psychology. Consistent with the foundation of my President-elect platform, I will be asking the Division of International Psycholo-
Division 52 News and Updates

diversity trainings for health care professionals has enabled me to see conflicts related to ethnoracial and cultural identity from the standpoint of health care delivery.

2) Psychologists are working all over the world with organizations dedicated to issues as diverse as sexual slavery and trafficking, poverty, behavioral health and medicine, and the sequelae of war and violence. Their stories are not well known in mainstream American psychology, but they are compelling and important. My vision for International Psychology includes greater visibility and stronger participation from those, especially ECPs, who might want to explore service opportunities abroad. This is terrain that requires cultural competency and sensitivity to the risks of imposing an ethnocentric view on direct service.

My vision for International Psychology also includes greater connection with international organizations networking to collaborate on research, education and service initiatives. I have presented several times at the International Congress of Psychology (IUPsy) meetings, and have had the privilege of meeting and collaborating with colleagues from around the world in the International Network of Lesbian, Gay and Bisexual Psychological Associations. Psychological science from all countries has a great deal to offer a world torn by war, hunger, and violence. It is my goal to strengthen the connections between American psychology and those international groups and organizations working to address the aforementioned issues.

3) I have proposed several initiatives, relating to Trauma, Families and Health Psychology that all have applicability to international concerns. Components of international

Todd Finnerty, Psy.D.

I am not a member of Division 52 but appreciate you taking a moment to review my statement. I am seeking your #1 vote for President of the APA. My initiatives focus on (1) Health care reform (2) Increasing access to psychology and (3) Stimulating innovation in psychology. These initiatives are not exclusively North American initiatives. Technology and shared understanding will increasingly allow us to collaborate internationally on a psychology without borders.

My vision for international psychology is consistent with my vision of psychology as a whole. I believe American psychology can only provide benefit to other countries but that we can learn from other cultures and countries as well. As APA President I will host delegations from the psychological associations of other countries to help foster international collaboration and a greater exchange of ideas. We will create a network of practitioners willing to collaborate on psychological science research that can be extended globally. As president I will support and promote the work of researchers who take a multicultural view of problems—whether at the level of the individual or society. One example of this will be to help educate North American psychologists on tools developed by the World Health Organization (WHO). Over the next few years the DSM-5, ICD-10 and ICD-11 will be the focus of news releases and other discussions. I will help to educate APA members about the available tools developed by the WHO including the ICD and their ability to collaborate internationally on research using these tools.

I started the continuing education company PsychContinuingEd.com, LLC to help educate other professionals and promote evidence-based practice. Some believe that my advocacy for evidence-based practice and gaining access to high quality care for everyone is unusual since I earned a Psy.D., however they shouldn’t be surprised any more. Many professionals, regardless of degree, feel that people deserve the highest quality interventions available. The world needs more psychologists, not fewer psychologists. SAMHSA’s statistics reflect millions of Americans who would seek our help if they could just find a way. This is our moment to fight for our ethical principle of justice. Right now is our greatest opportunity in a generation to bring high quality, affordable care to every single person who needs it. We can’t wait or we’ll miss our chance.

I am calling on the members of Division 52 to stand with me to help ensure that all people—no matter where they live, how much they make or who their ancestors were, have access to the best available care. Let’s achieve something great together. There are millions in need of the innovative and real solutions you and I can offer. We can’t just be bystanders and look away from the serious health care disparities that exist in our world. I’m counting on your #1 vote this fall.

Please review my detailed proposals at www.toddfinnerty.com, subscribe to my blog for email updates and follow @DrFinnerty on Twitter.

Doug Haldeman, Candidate for APA President

1) I am a member of Division 52, and work every year in a refugee camp in Sweden as a language teacher (I grew up in a bilingual household). The majority of people with whom I work are gay men forced to flee their homes and families in countries where homosexuality is a crime that leads to imprisonment or even death. My job is to orient them to a new, foreign language and culture. Their stories are sobering, to say the least, and have taught me firsthand the importance of considering the traumatic effects of this (sexual and gender diversity) and any number of issues worldwide for which psychological science has relevance. My work in the United Kingdom offering diversity trainings for health care professionals has enabled me to see conflicts related to ethnoracial and cultural identity from the standpoint of health care delivery.

2) Psychologists are working all over the world with organizations dedicated to issues as diverse as sexual slavery and trafficking, poverty, behavioral health and medicine, and the sequelae of war and violence. Their stories are not well known in mainstream American psychology, but they are compelling and important. My vision for International Psychology includes greater visibility and stronger participation from those, especially ECPs, who might want to explore service opportunities abroad. This is terrain that requires cultural competency and sensitivity to the risks of imposing an ethnocentric view on direct service.

My vision for International Psychology also includes greater connection with international organizations networking to collaborate on research, education and service initiatives. I have presented several times at the International Congress of Psychology (IUPsy) meetings, and have had the privilege of meeting and collaborating with colleagues from around the world in the International Network of Lesbian, Gay and Bisexual Psychological Associations. Psychological science from all countries has a great deal to offer a world torn by war, hunger, and violence. It is my goal to strengthen the connections between American psychology and those international groups and organizations working to address the aforementioned issues.

3) I have proposed several initiatives, relating to Trauma, Families and Health Psychology that all have applicability to international concerns. Components of international
focus, from a culturally sensitive standpoint, will be included in each of them. Additionally, I intend to highlight the work of those psychologists who are working so tirelessly – yet with little visibility in our own culture – to ameliorate the suffering of those whose lives are affected by war, slavery and poverty.

The term of an APA President is short, and even though I would like to single-handedly change the world, I must be realistic about what I can accomplish. In addition to the aforementioned, I will maintain my presence at international meetings, and reach out to other international organizations where appropriate. I speak four languages, and my interest in this issue is lifelong. You will see it reflected in many of my communications as President. Thanks for your consideration.

Nadine J. Kaslow, PhD, ABPP

Fortunately, as early as my adolescence, I was exposed to international psychology as our family traveled to other countries when my mother consulted on international family psychology. Recently, I have enjoyed my engagement with efforts to incorporate relationship factors into the International Statistical Classification of Diseases and Related Health Problems (ICD), an international classification system for psychologi-cal problems. Consistent with my longstanding interest in this topic, I am a Division 52 member.

I want to share my reflections about an attitude I believe we must assume to succeed on the international scene. We must

- Be invested in learning from our international colleagues about their contributions, perspectives, and needs
- Be guided by the perspective that all international psychological organizations deserve to be represented in global collaborations
- Ensure that our international collaborations are ones of partnership that are jointly guided by the needs/preferences of all entities
- Recognize the strength in being humble and the weakness in behaving arrogantly
- Be mindful of the myriad unintended consequences that may be problematic – For example, recently, such potential adverse consequences were acknowledged vis-à-vis the globalization of education and included language centralization, a “single model” of university, brain drain, poor recruitment of international students, questions about the viability of branch campuses overseas, obsession over rankings, and unequal relationships
- Develop through a collaborative process thoughtful, culturally sensitive, socially responsible, and innovative strategies for overcoming the myriad challenges associated with internationalization

My vision for international psychology is:

- Psychology will be promoted in our globalized world
- APA, the largest international organization of psychologists, will continue to have a strong commitment to this endeavor and support regional developments world-wide
- Our higher education programs will benefit from internationalization of curriculum, faculty, and study body
- Training/accreditation/licensure issues will be handled fairly across national boundaries
- The ICD will be embraced and guide our practice, research, and education
- Ethical practice will be informed by an international perspective on ethics
- Psychology will play a central role in promoting well-being and peace throughout the world

The support of international activities is impressive within APA. I look forward to prioritizing and strengthening such efforts. If elected president, I would take the following steps to promote international psychology:

- Utilize APA’s resources to foster international collaborations that address problems of common concern and/or that span borders (climate change, immigration, traumatic events)
- Spotlight the activities and contributions of non-US psychologists so that APA is better informed about global progress in psychology
- Support initiatives that span international jurisdictions (research, social justice, licensure mobility)
- Advance recommendations related toward internationalizing our educational/training and associated quality assurance activities (BEA/CIRP Task Force on APA’s Role in International Quality Assurance; Internationalizing the Undergraduate Psychology Curriculum: Report and Recommended Learning Outcomes for Internationalizing the Undergraduate Curriculum)
- Continue efforts to help organize regional groups in less developed areas of the world (e.g., first Caribbean Regional Psychology Conference)
- Foster collaborations with emerging psychological organizations (different regions of Africa, Southeast Asia, Asia)
Division 52 made quite the impression at the 92nd Annual Convention of the Western Psychological Association (April 26 – 29, 2012). *International Psychology* was well-represented at the convention, including 27 posters having international content and with 12 hours of symposia, papers, and presentations. Our esteemed president Neal Rubin, Ph.D., was also invited to participate in three symposia, one as Discussant and two as Chair and Presenter. Most notably, 60% of the international symposia offered Continuing Education credits.

Among the major addresses, William J. Froming, Ph.D., of Palo Alto University, Palo Alto, spoke on the understanding of genocide through a social psychological framework. In addition, Fathali M. Moghaddam, Ph.D., of Georgetown University, Washington D.C., gave an address titled, *The Psychology of Dictatorship: The 'Springboard Model', Ideology, and Brute Force*. Finally, Sally Mallam, of Hoopoe Books for Afghanistan, shared how her program’s use of literature can positively impact the internal narrative of children growing up in Afghanistan in her presentation entitled, *Narrative of Hope for War-Torn Children*.

Once again, D52 was actively promoted at the convention. This time, however, we had buttons! Division members and student affiliates distributed buttons, business cards, and membership applications, encouraging internationally focused presenters and attendees to visit the division’s website and join. The promotional designs were created 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 Ristorante Rocca in downtown Burlingame. Dr. Rubin was in attendance, as well as multiple graduate students with a passion for international psychology.

The 93rd Annual Convention of the Western Psychological Association will be held on April 25 – 28, 2013, in Reno, Nevada, at the Grand Sierra Resort. 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. The submission deadline is November 15, 2012. Instructions for on-line submission can be found at the WPA website ([http://www.westernpsych.org/convention/index.cfm](http://www.westernpsych.org/convention/index.cfm)). If you are interested in participating in a symposium and would like assistance in locating co-presenters, please contact Lynette Bikos, Ph.D. ([lhbikos@spu.edu](mailto:lhbikos@spu.edu)), D52’s Western Outreach Chair and Chair for International Programs at WPA.

Respectfully submitted,

Rebekah L. Forman, M.A.
Clinical Psychology Doctoral Student
Seattle Pacific University
formar1@spu.edu
Division 52 News and Updates

Presidents of the APA Division of International Psychology, Formed in 1997

1998 Ernst G. Beier

1999 Florence L. Denmark*

2000 Frank T. Farley*

2001 Gloria B. Gottsegen

2002 Charles D. Spielberger*

2003 Harold Takooshian

2004 Richard S. Velayo

2005 Norman Abeles *

2006 Joy K. Rice

2007 Michael J. Stevens

2008 Uwe P. Gielen

2009 Lynn H. Collins

2010 Danny Wedding

2011 John D. Hogan

2012 Neal S. Rubin

2013 Mercedes A. McCormick

* Note: Four were also past-Presidents of the American Psychological Association
Proposed Bylaws Changes Re Division 52
Standing Committees

Joy K. Rice
Bylaws/Handbook Chair
jkrice@wisc.edu

As a member of Division 52 with email, you should have received an electronic vote from APA on June 25, 2012 that asked you to vote on some changes to the Bylaws of Division 52 that were approved by the Board of Directors at the 52 Midwinter meeting in February, 2012. If you did not receive this email, please contact Chad Rummel crummel@apa.org. Members without email have been mailed a ballot, and the end date for voting is August 26, 2012. Please be sure to cast your vote on the proposed changes below.

Currently the Early Career, Student and Publications & Communications Committees are special or ad hoc division committees. The bylaw changes involve making them standing committees of Division 52. Generally an ad hoc committee is formed for a specific task or objective and is dissolved after the completion of the task or achievement of the objective. A Standing Committee in contrast has a continued existence and is expected to do its assigned duties on an ongoing basis. According to our present Bylaws, the following committees are Standing Committees: Awards, Fellows, Finance, History & Archives, International Committee for Women, Membership, Nominations & Election, and Program.

RATIONALE for making the Early Career and Student Committees Standing Committees:
The Student and Early Career Committees are essential components of Division 52 whose work within the division is expected to be ongoing into the future. Because we value their continuing contributions to the Division, because we regard their participation as critical to the current and future success of Division 52, and because we envision our student and ECP members as potentially future leaders of the field of International Psychology, the Board proposes to formally change the designation of these committees from Ad Hoc to Standing Committee status.

RATIONALE for making the Publications & Communications Committee a Standing Committee:
The Publications & Communications Committee represents a vital and increasingly important ongoing function of Division 52. Its far-ranging role, from communicating to the membership through its newsletter to producing new scholarship through its journal, is central to the mission of the Division. Therefore it is proposed that the Committee be accorded the importance and permanence associated with a standing committee.

PROPOSED CHANGES TO BYLAWS (in bold):

ARTICLE VI: COMMITTEES
Section 4
The Standing Committees of the Division shall be:

9. The Student Committee which is chaired by the Student Representative Board member. The Student Committee shall consist of a past chair, chair and co-chair who assumes the responsibilities of chair the following year. Committee members shall be appointed by the President-elect and the Board of Directors. It shall be the duty of the Committee to encourage division membership and the engagement and career development of student members in the field of international psychology.

10. The Early Career Professionals (ECP) Committee which is chaired by the Early Career Member-at-Large who selects and assigns members to key duties of the Committee. The ECP Committee shall promote the membership and contributions of ECP members to the Division and engage in advancing the career development and opportunities of early career psychologists in International Psychology.

11. The Publications & Communications Committee whose chair is appointed by the President. The Editor of the division journal, Editor of the division newsletter and Webmaster shall be members of the Committee. The Committee provides oversight and direction for all publication and communication outlets of the Division.

Do vote and if you have any questions, please contact Joy Rice jkrice@wisc.edu.

In Orlando, all are invited to the gala CIRP reception for International Visitors, on Thursday, 7-9 pm in the Peabody Hotel, Ballroom 5
International Psychology
Awards for 2012

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 2012, six committees of independent reviewers carefully selected honorees, who will receive their awards at the 120th APA meetings in Orlando FL in August of 2012. **

Outstanding International Psychologist (USA)

Fathali Moghaddam, PhD,
Georgetown University

Michael G. Wessells, PhD,
Columbia University

Outstanding International Psychologist (Outside USA)

Kurt Pawlik, D. Phil.,
University of Hamburg

Henry P. David International Mentor Award

Brent S. Mallinckrodt, PhD,
University of Tennessee

The Florence L. Denmark/Mary E. Reuder Gender Award

Judith L. Gibbons, PhD,
Saint Louis University

Ursula Gielen Global Psychology Book Award

Dana C. Jack, EdD,
Western Washington University

Alisha Ali, PhD,
New York University

Early Career Professional Award

Virginia Kwan, PhD,
Arizona State University

International Student Research Awards

Lauren C. Ng, MA,
University of Southern California

Andrew Ogle,
Colorado State University

Mrinalini Rao, MS,
University of Illinois

** The Division is grateful to all of the independent judges who shared their expertise to choose the recipients, as well as to the chairs of the six award committees: John D. Hogan (outstanding psychologists), Lawrence H. Gerstein (mentors), Joan C. Chrisler (gender), Renée Goodstein (book), Ayşe Çiftçi and Janet Sigal (early career), and Sheila J. Henderson (student research).
APA National Speaker Network

Harold Takooshian, Rivka Bertisch Meir, and Ronald G. Shapiro (co-chairs)

How can students or colleagues find a noted psychology expert to be a guest speaker for their local school or community group? In August of 2012, the American Psychological Association releases its updated and expanded roster of over 200 experts who kindly registered for the new APA Speaker Network, to share their expertise as speakers to local student and community groups. This national roster is arranged in zip code order, with over 200 APA Fellows prepared to share their “unusual and outstanding” expertise with local audiences. In addition, some of these experts are also prepared to host visits to their lab or clinic, speak with the media, or advise younger colleagues or students. These gracious experts include several textbook authors, some of the leaders of US and international psychology, and five past-Presidents of APA, pictured here: Norman Abeles (Michigan), Florence Denmark (New York), Frank T. Farley (Pennsylvania), Diane Halpern (California), Bonnie R. Strickland (Massachusetts). To download a PDF of this free list, simply check our website, www.internationalpsychology.net.

This PSYCHE network—Psychology Speakers You Can Hear Easily—was first arranged in 2006 with an APA CO-DAPAR mini-grant. It currently spans four APA divisions—1 (general), 2 (teaching), 21 (human factors), 52 (international)—and will expand to include other APA divisions in 2013. It also cooperates with other speaker networks, including ROMEO for international speakers, at www.apa.org/international.

APA Division 52 ‘Ursula Gielen Global Psychology Book Award’ (2013)

Renée Goodstein, Ph.D.
St. Francis College
geroodstein@stfranciscollage.edu

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, multina tional 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 2011. Nominations may not include fiction and biographies.

Specifics of the Award
Winners will be announced in early 2013, presented with a certificate, and invited to give an address at the August APA 2013 Convention in Honolulu, HI. 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 practice?
5. What is the literary quality of the work? Is it interestingly and well written? Is the audience for whom it is...
written explicitly stated and does it reach that audi-
ence?
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 Takosshian, 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 Kagitçibasi (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).

2012 Award: Silencing the Self Across Cultures: Depression
and Gender in the Social World. Editors: Dana C. Jack
(Western Washington University, USA), and Alisha Ali (New
York University, USA).
### Division 52 – International Psychology
2012 APA Convention Program Orlando, FL

<table>
<thead>
<tr>
<th>Time</th>
<th>Wednesday August 1st</th>
<th>Thursday August 2nd</th>
<th>Friday August 3rd</th>
<th>Saturday August 4th</th>
<th>Sunday August 5th</th>
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<tbody>
<tr>
<td>8:00 – 8:50</td>
<td></td>
<td></td>
<td>[Paper Session] I Convention Center Room W304F</td>
<td>Supporting the Recovery From the Great East Japan Earthquake—Culturally Sensitive Interventions Convention Center Room W102B (SYM)</td>
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<tr>
<td>9:00 – 9:50</td>
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<td>Research on Culture and Emotions Among East Asian and Asian American Individuals Convention Center Room W102A (SYM)</td>
<td>[Business Meeting] Convention Center Room W306C</td>
<td>[Paper Session] II Convention Center Room W108B</td>
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<tr>
<td>10:00 – 10:50</td>
<td></td>
<td>Building Bridges Between Division 52 and Phi Chi Convention Center Room W304D (SYM)</td>
<td></td>
<td>Branching Out—Strategies for Internationalizing Undergraduate Courses Convention Center Room W301B (SYM)</td>
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<tr>
<td>11:00 – 11:50</td>
<td></td>
<td>Oppression Around the World—Case Examples From Kenya, Exowon, China, and Peru Convention Center Room W311G (SYM)</td>
<td></td>
<td>Presidential Address (G. Rubin) 8-04 Convention Center Room W307D</td>
<td>Applications of Adult Attachment Theory in Asian Populations Convention Center Room W108B (SYM)</td>
</tr>
<tr>
<td>12:00 – 12:50</td>
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<td></td>
<td>Survivors and Consumers of Sexual Trafficking—Research Findings, Causes, and Treatment Convention Center Room W108B (SYM)</td>
<td>A New Method to Explore Cross-Cultural Validity of Instruments Convention Center Room W101B (SYM)</td>
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<tr>
<td>1:00 – 1:50</td>
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<td></td>
<td>[Poster Session] II Convention Center West Hall A4-B3</td>
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<tr>
<td>2:00 – 2:50</td>
<td>Executive Committee Meeting PM Peabody Orlando Hotel Plaza International</td>
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<td>3:00 – 3:50</td>
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<tr>
<td>4:00 – 4:50</td>
<td>Ballroom F Char Neal Rubins PhD</td>
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<tr>
<td>5:00 – 5:50</td>
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<td></td>
<td>Becoming a Global Psychologist–Processing International Training Experiences Convention Center Room W305A (SYM)</td>
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</table>

*This is a tentative program. For questions, please email Mark D. Terjesen, Ph.D. at terjesen@stthomas.edu or Robyn Kurasaki, PsyD at rkusakaz@gmail.com.*
### Division 52 – International Psychology Hospitality Suite Program

**2012 APA Convention, Hilton Hotel Orlando**

<table>
<thead>
<tr>
<th>Thursday, August 2, 2012</th>
<th>Friday, August 3, 2012</th>
<th>Saturday, August 4, 2012</th>
<th>Sunday, August 5, 2012</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>8:00 a.m.</strong></td>
<td>15th Anniversary Presidential Breakfast Neal Rubin</td>
<td>Italian-American Psychology Assembly (IAPA) Meeting &amp; Social Hour Bernardo Carducci (9:00 a.m. Division 52 Business Meeting Convention Center Room #308C)</td>
<td>Division 52 Fellows Meeting Harold Taloochian</td>
</tr>
<tr>
<td><strong>9:00 a.m.</strong></td>
<td>Conversation Hour: Publishing with Division 52: International Perspectives in Psychology &amp; International Psychology Bulletin Judith Gibbons</td>
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<tr>
<td><strong>10:00 a.m.</strong></td>
<td>Manuscript Committee Meeting An Kalayjian</td>
<td>International Committee for Women (ICFW) &amp; Div 35 Global Issues Committee (GIC) Sayaka Machizawa</td>
<td></td>
</tr>
<tr>
<td><strong>11:00 a.m.</strong></td>
<td>Disaster, Violence, &amp; Mass Trauma Prevention Committee Meeting An Kalayjian</td>
<td>Presidential Address Convention Center Room W307D Nothing is scheduled for the suite Neal Rubin</td>
<td></td>
</tr>
<tr>
<td><strong>12:00 p.m.</strong></td>
<td>Conversation Hour: Getting Started with Division 52 Neal Rubin &amp; Mercedes McCormick</td>
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<tr>
<td><strong>1:00 p.m.</strong></td>
<td>Conversation Hour: LGBT-Related Programs &amp; Activities at the ICP 2012 A Detox Sharon Home</td>
<td>1:30-2:30 p.m. Conversation Hour: Psychologists at the UN Janet Sigal &amp; Florence Denmark</td>
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<tr>
<td><strong>2:00 p.m.</strong></td>
<td>Invited Presentation: When Psychologists Meet Policy Makers: Science, Psychology &amp; Society in Latin America Ezequiel Benito</td>
<td>Mercedes McCormick</td>
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<tr>
<td><strong>2:30 p.m.</strong></td>
<td>2:30-3:30 p.m. Building Bridges Between Division 52 &amp; Pai Chi</td>
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<tr>
<td><strong>3:00 p.m.</strong></td>
<td>3:30 – 4:30 p.m. 15th Anniversary Meet an Eminent International Psychologist: Maria del Pilar Grazioso &amp; Lawrence Gerstein</td>
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<tr>
<td><strong>4:00 p.m.</strong></td>
<td>Daria Diakonova-Curits &amp; Laura Reid-Marks</td>
<td>Aggang Committee Meeting Norman Abeles</td>
<td>Division 52 Awards John Hogan</td>
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<tr>
<td><strong>4:30-5:30 p.m.</strong></td>
<td>Symposium: Bullying, Mobbing &amp; Bystanders (90min)</td>
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<tr>
<td><strong>5:00 p.m.</strong></td>
<td>Presenters: Richa Meir, Michael Meir, Artemis Pignatelli, &amp; Frank Coiglione</td>
<td>5:15p.m. Student Meet &amp; Greet Reception Daria Diakonova-Curits &amp; Laura Reid-Marks</td>
<td>Division 52 Social Hour</td>
</tr>
<tr>
<td><strong>5:40 p.m.</strong></td>
<td>Ursula Giesen Global Psychology Book Presentation Award Recipient Dana Jack</td>
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</table>

For questions, please email Robyn Karasaki, PsyD at rkurasaki@gmail.com
Egyptianization of Psychology

As stated by German experimentalist Hermann Ebbinghaus, there is no doubt that psychology has a long past but only a short history. Looking back, the first psychological experiment was performed by an Egyptian King during the seventh century B.C. (Hunt, 1993, p.1). Western psychology was introduced in Egypt in the early decades of the twentieth century. From Egypt, psychology was introduced into and practiced by all Arab countries. Many Arab scholars contributed to the history of the discipline. Some famous names include Al-Farabi, Ibn-Sina (Avicenna), Ibn-Roshd, Ibn-al-Heitham and Ibn-Khaldoun (for more details, see Mohamed, 2008).

Despite several challenges, at present, Egyptian psychologists are estimated to make up about 70 percent of the total Arab psychologist population. Moreover, psychological research in Egypt constitutes about 70 percent of the total Arabic output (Ahmed and Gielen, 1998). We (as Egyptian psychologists) hope to get involved in collaborations with colleagues overseas and in funded projects. Furthermore, we are in need for “Egyptianization of psychology” in order to establish a normative database for various psychological tests tuned to our own people.

There are many challenges that face the development of modern psychology in Egypt, including funding to support research activities of psychologists, lack of an effective flow of communication among Egyptian psychologists, and a blurred, problematic academic identity. Certainly, development of this empirical branch of science within Egypt will not be easy to accomplish, but it has to be done. (For more details about psychology in Egypt, please refer to Mohamed, 2012).

References


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Australian Social and Psychological Trends

Australia, as a nation, has long acknowledged its interdependency with other countries. Issues such as globalization, migration, sustainability, and economic viability remain at the forefront of the political agendas. Internally, Australia suffers comparable mental health issues to that of its Western counterparts, such as rising rates of depression, anxiety, and long-term mental health issues, although it people are well supported by a social welfare infrastructure providing a range of physical and mental health services available to the public corresponding to the social needs. Indigenous health and well-being conditions and education, however, continue to be a major concern. Domestic violence and child safety issues are particularly symptomatic of intergenerational disadvantage. Family structures over the last decade are changing, with 79% of people choosing cohabitation prior to marriage. Australians, on average, are marrying and having children later, marriages are lasting longer, and the divorce rate has declined slightly, although 20% of children are reported to live in single-parent households.

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Associate Member American Psychological Association
Psychology in Australia: Status 2012

Australian societies, like those in the USA, consist of people of various cultures and faiths – and individuals in both countries face similar challenges including those of discrimination, bullying, financial concerns, addiction, obesity, natural disasters such as bushfires and flooding – and the disabling emotional states that may result.

Australian psychologists play a great role in the prevention, education, and treatment of those who suffer from any of the above.

Some specific groups of psychologists attending to “Australian” concerns include those working for the Disaster Response Network, which consists of psychologists with expertise in working with people affected by disasters and emergencies in Australia; the Australian Indigenous Psychologists Association whose members aim to improve the emotional and mental health of Aboriginal and Torres Strait Islander peoples by ensuring they receive effective psychological care which respects their cultural integrity; and “Beyond Blue”: a program focusing on increasing the capacity of the broader Australian community to prevent depression and respond effectively, in addition to helping with anxiety and other related disorders, and with reducing any stigma associated with mental illness.

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Translators Wanted

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

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

LEAVING A LEGACY TO DIVISION 52

A Call for a Charitable Bequest to APA Division 52

If you are interested in making a charitable bequest or other planned gift to the Division of International Psychology, contact Susan Nolan at (973) 761-9485 or susan.nolan@shu.edu or Lisa Straus at (202) 336-5843 or at estraus@apa.org.
The More Who Die, the Less We Care: Confronting Psychic Numbing

Paul Slovic
Decision Research and University of Oregon
pslovic@uoregon.edu

Most people are caring and will exert great effort to rescue individual victims whose needy plight comes to their attention. These same good people, however, often become numbly indifferent to the plight of individuals who are “one of many” in a much greater problem, as with genocide. Why? Psychological research shows that the statistics of mass murder or genocide, no matter how large the numbers, fail to spark emotion or feeling and thus fail to motivate action. Recognizing that we cannot rely only upon our moral feelings to motivate proper action against genocide, we must look to moral argument and international law. The 1948 Genocide Convention has not been effective. It is time to examine this failure in light of the psychological deficiencies described in this paper and design legal and institutional mechanisms that will enforce proper response to genocide and other forms of mass atrocities.

Keywords: psychic numbing, value of life, moral intuition, compassion, human rights

Decisions in the face of risk rely upon two forms of thinking (Slovic, Finucane, Peters, & MacGregor, 2004). Risk as feelings refers to our instinctive and intuitive reactions to danger. Risk as analysis brings logic, reason, quantification, and deliberation to bear on hazard management. Compared to analysis, reliance on feelings tends to be a quicker, easier, and more efficient way to navigate in a complex, uncertain, and dangerous world. Hence, it is essential to rational behavior. Yet it sometimes misleads us. In such circumstances we need to ensure that reason and analysis also are employed.

Although the visceral emotion of fear certainly plays a role in risk as feelings, I shall focus here on a “faint whisper of emotion” called affect. As used here, “affect” refers to specific feelings of “goodness” or “badness” experienced with or without conscious awareness. A large research literature in psychology documents the importance of affect in conveying meaning upon information and motivating behavior. Without affect, information lacks meaning and will not be used in judgment and decision making.

Facing Catastrophic Loss of Life

Despite the rationality of risk as feelings, which employs imagery and affect in remarkably accurate and efficient ways, this way of responding to risk has a darker, non-rational side. Affect may misguide us in important ways. Particularly problematic is the difficulty of comprehending the meaning of catastrophic losses of life when relying on feelings. Research reviewed below shows that disaster statistics, no matter how large the numbers, lack emotion or feeling. As a result, they fail to convey the true meaning of such calamities and they fail to motivate proper action to prevent them.

The psychological factors underlying insensitivity to large-scale losses of human lives apply to catastrophic harm resulting from human malevolence, natural disasters or technological accidents. In particular, the psychological account described here can explain, in part, our failure to respond to the diffuse and seemingly distant threat posed by global warming as well as the threat posed by the presence of nuclear weaponry. Similar insensitivity may also underlie our failure to respond adequately to problems of famine, poverty, and disease afflicting millions of people around the world and sometimes even some in our own backyard. I next examine this problem in the context of genocide, focusing on the situation in Darfur.

The Darfur Genocide

Since February 2003, hundreds of thousands of people in the Darfur region of western Sudan, Africa have been murdered by government-supported militias, and millions have been forced to flee their burned-out villages for the dubious safety of refugee camps. This has been well documented. And yet the world looks away. The events in Darfur are the latest in a long line of mass murders since World War II that powerful nations and their citizens have responded to with indifference. In her Pulitzer Prize winning book A Problem from Hell: America and the Age of Genocide, Samantha Power documents in meticulous detail many of the numerous genocides that occurred during the past century. In every instance, American response was inadequate. She concludes “No U.S. president has ever made genocide prevention a priority, and no U.S. president has ever suffered politically for his indifference to its occurrence. It is thus no coincidence that genocide rages on.” (Power, 2003, p. xxi).

The U.N. General Assembly adopted the Convention on the Prevention and Punishment of the Crime of Genocide in 1948 in the hope that “never again” would there be such odious crimes against humanity as occurred during the Holocaust of World War II. Eventually some 140 states would ratify the Genocide Convention, yet it has never been invoked to prevent a potential attack or halt an ongoing massacre. Darfur has shone a particularly harsh light on the failures to inter-
vene in genocide. As Richard Just (2008) has observed, ... we are awash in information about Darfur...no genocide has ever been so thoroughly documented while it was taking place... but the genocide continues. We document what we do not stop. The truth does not set anybody free. (p. 36) ... how could we have known so much and done so little? (p. 38)

Affect, Analysis, and the Value of Human Lives

This brings us to a crucial question: How should we value the saving of human lives? An analytic answer would look to basic principles or fundamental values for guidance. For example, Article 1 of the United Nations Universal Declaration of Human Rights asserts that “All human beings are born free and equal in dignity and rights.” We might infer from this the conclusion that every human life is of equal value. If so—applying a rational calculation—the value of saving N lives is N times the value of saving one life, as represented by the linear function in Figure 1. An argument can also be made for judging large losses of life to be disproportionately more serious because they threaten the social fabric and viability of a group or community (see Figure 2).

How do we actually value human lives? Research provides evidence in support of two descriptive models linked to affect and intuitive thinking that reflect values for lifesaving profoundly different from the normative (rational) models shown in Figures 1 and 2. Both of these descriptive models demonstrate responses that are insensitive to large losses of human life, consistent with apathy toward genocide.

The Psychophysical Model

There is considerable evidence that our affective responses and the resulting value we place on saving human lives follow the same sort of “psychophysical function” that characterizes our diminished sensitivity to changes in a wide range of perceptual and cognitive entities—brightness, loudness, heaviness, and wealth—as their underlying magnitudes increase. As psychophysical research indicates, constant increases in the magnitude of a stimulus typically evoke smaller and smaller changes in response. Applying this principle to the valuing of human life suggests that a form of psychophysical numbing may result from our inability to appreciate losses of life as they become larger (see Figure 3).

The function in Figure 3 represents a value structure in which the importance of saving one life is great when it is the first, or only, life saved but diminishes as the total number of lives at risk increases. Thus, psychologically, the importance of saving one life pales against the background of a larger threat—we may not “feel” much difference, nor value the difference, between saving 87 lives and saving 88.

My colleagues, David Fetherstonhaugh, Steven Johnson, James Friedrich, and I demonstrated this potential for psychophysical numbing in the context of evaluating people’s willingness to fund various lifesaving interventions (Fetherstonhaugh, Slovic, Johnson, & Friedrich, 1997). In a study involving a hypothetical grant-funding agency, respondents were asked to indicate the number of lives a medical research institute would have to save to merit receipt of a $10 million grant. Nearly two-thirds of the respondents raised their minimum benefit requirements to warrant funding when there was a larger at-risk population, with a median value of 9,000 lives needing to be saved when 15,000 were at risk (implicitly valuing each life saved at $1,111), compared to a median of 100,000 lives needing to be saved out of 290,000 at risk (implicitly valuing each life saved at $100). Thus respondents saw saving 9,000 lives in the smaller population as more valuable than saving more than ten times as many lives in the larger population. The same study also found that people were less willing to send aid that would save 4,500 lives in Rwandan refugee camps as the size of the camps’ at-risk population increased.

In recent years, vivid images of natural disasters in South Asia and the American Gulf Coast, and stories of individual victims there, brought us to through relentless, courageous, and intimate news coverage, unleashed an outpouring of compassion and humanitarian aid from all over the world. Perhaps there is hope here that vivid, personalized media coverage featuring identified victims could also motivate intervention to halt the killing. Research indeed demonstrates that people are much more willing to aid identified individuals than unidentified or statistical victims. But a cautionary note comes from a study where my colleagues and I gave people who had just participated in a paid psychological experiment the opportunity to contribute up to $5 of their earn-
ings to the charity, Save the Children (Small, Loewenstein, & Slovic, 2007). In one condition, respondents were asked to donate money to feed an identified victim, a seven-year-old African girl named Rokia of whom they were shown a picture. They contributed more than twice the amount given by a second group, asked to donate to the same organization working to save millions of Africans (statistical lives) from hunger. A third group was asked to donate to Rokia, but was also shown the larger statistical problem (millions in need) shown to the second group. Unfortunately, coupling the large-scale statistical realities with Rokia’s story significantly reduced the contributions to Rokia (see Figure 4).

![Figure 4. Mean donations. Reprinted from Small et al. (2007). Copyright (2007), with permission from Elsevier.](image)

Why did this occur? Perhaps the presence of statistics reduced the attention to Rokia essential for establishing the emotional connection necessary to motivate donations. Alternatively, recognition of the millions who would not be helped by one’s small donation may have produced negative feelings that inhibited donations. Note the similarity here at the individual level to the failure to help 4,500 people in the larger refugee camp. The rationality of these responses can be questioned. We should not be deterred from helping one person, or 4,500, just because there are many others we cannot save!

In sum, research on psychophysical numbing is important because it demonstrates that feelings necessary for motivating lifesaving actions are not congruent with the normative/rational models in Figures 1 and 2. The nonlinearity displayed in Figure 3 is consistent with the devaluing of incremental loss of life against a background of a large tragedy. It can thus explain why we don’t feel any different upon learning that the death toll in Darfur is closer to 400,000 than to 200,000. However, it does not fully explain apathy toward genocide because it implies that the response to initial loss of life will be strong and maintained, albeit with diminished sensitivity, as the losses increase. Evidence for a second descriptive model, better suited to explain apathy toward large losses of lives, follows.

### The Collapse of Compassion

American writer Annie Dillard (1999) reads in her newspaper the headline “Head Spinning Numbers Cause Mind to Go Slack.” She writes of “compassion fatigue” and asks, “At what number do other individuals blur for me?” (pp. 130-131).

An answer to Dillard’s question is beginning to emerge from behavioral research. Studies by social psychologists find that a single individual, unlike a group, is viewed as a psychologically coherent unit. This leads to more extensive processing of information and stronger impressions about individuals than about groups. Consistent with this, a study in Israel found that people tend to feel more distress and compassion and provide more aid when considering a single victim than when considering a group of eight victims. A follow-up study in Sweden found that people felt less compassion and donated less aid toward a pair of victims than to either individual alone. Perhaps the blurring that Annie Dillard asks about begins for groups as small as two people.

The insensitivity to life-saving portrayed by the psychophysical model is unsettling. But the studies just described suggest an even more disturbing psychological tendency. Our capacity to feel is limited. To the extent that valuation of life-saving depends on feelings driven by attention or imagery, it might follow the function shown in Figure 5, where the emotional or affective feeling is greatest at $N = 1$ but begins to decline at $N = 2$ and collapses at some higher value of $N$ that becomes simply “a statistic.” Whereas Robert J. Lifton (1967) coined the term “psychic numbing” to describe the “turning off” of feeling that enabled rescue workers to function during the horrific aftermath of the Hiroshima bombing, Figure 5 depicts a form of psychic numbing that is not beneficial. Rather, it leads to apathy and inaction, consistent with what is seen repeatedly in response to mass murder and genocide.

![Figure 5. A model depicting psychic numbing—the collapse of compassion—when valuing the saving of lives.](image)

### The Failure of Moral Intuition

Thoughtful deliberation takes effort. Fortunately evolution has equipped us with sophisticated cognitive and perceptual mechanisms that can guide us through our daily lives efficiently, with minimal need for “deep thinking.”

Consider how we typically deal with risk. Long before we had invented probability theory, risk assessment, and decision analysis, there was intuition, instinct, and gut feeling, honed by experience, to tell us whether an animal was safe to
approach or the water was safe to drink. As life became more complex and humans gained more control over their environment, analytic ways of thinking evolved to boost the rationality of our experiential reactions. We now look to toxicology and analytic chemistry to tell us whether the water is safe to drink—not only to how it looks or tastes. But we can still use our feelings as well, an easier path.

As with risk, the natural and easy way to deal with moral issues is to rely on our intuitions: “How bad is it?” Well, how bad does it feel? We can also apply reason and logical analysis to determine right and wrong, as our legal system attempts to do. But, as Jonathan Haidt (2001) has demonstrated, moral intuition comes first and usually dominates moral judgment unless we make an effort to critique and, if necessary, override our intuitive feelings.

Unfortunately, moral intuition fails us in the face of genocide and other disasters that threaten human lives and the environment on a large-scale. We cannot trust it. It depends upon attention and feelings that may be hard to arouse and sustain over time for large numbers of victims, not to speak of numbers as small as two. Left to its own devices, moral intuition will likely favor individual victims and sensational stories that are close to home and easy to imagine. Our sizable capacity to care for others may be demotivated by negative feelings resulting from thinking about those we cannot help. Or it may be overridden by pressing personal and local interests. Compassion for others has been characterized by social psychologist Daniel Batson as “a fragile flower, easily crushed by self concern” (Batson, O’Quin, Fultz, Vanderplus, & Isen, 1983). Faced with genocide and other mass tragedies, we cannot rely on our intuitions alone to guide us to act properly.

Implications for International Law and Policy

Behavioral research, supported by common observation and the record of repeated failures to arouse citizens and leaders to halt the scourge of genocide and to prevent thousands from perishing in natural disasters, sends a strong and important message. Our moral intuitions often fail us. They seduce us into calmly turning away from massive losses of human lives, when we should be driven by outrage to act. This is no small weakness in our moral compass.

Clearly there are many serious obstacles to consistent, meaningful intervention to prevent genocide and similarly grave abuses. In addition to the more obvious political, material and logistical impediments, the international community must overcome the psychological constraints described here.

Although I have emphasized the implications of this research for the problem of genocide, much of the psychological research obviously applies to violations involving large numbers of victims in general. The implications are not limited to genocide. The research provides insight into the ways in which individuals react to mass human rights abuses such as widespread arbitrary detentions and denial of a population’s right to food. As a consequence, the lessons that are relevant to policymakers and practitioners relate broadly to the field of human rights and to environmental protection as well.

Strategies are described here that: (1) insulate institutions from the effects of psychic numbing, (2) remove or restrict institutional features that foster psychic numbing, (3) promote deliberation, (3) employ affect and emotion to channel actors toward deliberative processes and (4) promote deliberation.

1. Insulate Institutions From Effects of Psychic Numbing

One approach is to insulate decision-making processes from the adverse psychological effects that we have identified. For example, policymakers might design institutions to be less susceptible to psychic numbing or to operate despite the psychological effects on actors within the institution.

Construct default rules and pre-commitment devices.

The international regime could construct pre-commitment enforcement strategies to deal with genocide and other human rights atrocities of similar scale. For example, the psychological evidence provides a powerful reason for supporting the Responsibility to Protect, an emerging doctrine that shifts from a right of states to a duty of states to intervene in another country to stop an atrocity (Wheeler, 2005). That is, the novelty of the Responsibility to Protect is that states are under an affirmative obligation—not just a license—to intervene once the Security Council has authorized such action. The psychological findings provide an independent and unique reason to place pressure on states in the form of this legal responsibility. The starting point should favor intervention (at the very least when the Security Council has determined force is appropriate).

Other pre-commitment strategies could be implemented to insulate institutions from the effects of psychic numbing with respect to human rights more generally. Aside from the use of force regime, multilateral organizations could pre-authorize economic sanctions on the part of their member states. Nations could pass domestic legislation that triggers such sanctions, or automatically increases foreign aid in the event of a humanitarian catastrophe (and could perhaps require repeal of such aid by a super-majority).

Emphasize early warning and preventive action.

Another approach is to act before psychic numbing sets in. Apart from the fact that prevention is in many ways easier, less costly and less difficult, than intervention (Hamburg, 2008), reaction strategies must necessarily overcome the psychic numbing generated by the instant crisis. This insight recommends a range of law and policy options including more vigorous international monitoring or intervention in situations likely to generate wide-scale atrocities (e.g., civil wars, military coups, etc.) or even “anticipatory” humanitarian intervention. It recommends establishing a general, preventive disclosure mechanism to preclude trafficking in resources that are at risk for funding human rights abuses, as a recent U.S. law attempts for “conflict minerals” in Congo. It also calls for greater financial and political support for criminal trials—if that instrument can be expected to deter future violations or to help halt cycles of violence.

Empower institutions and actors less likely to suc-
cumb to psychic numbing. The psychological research also provides good reason to support a form of “subsidiarity” within the humanitarian rights and use of force regime. Regional and local actors who are closer to the situation are more likely to comprehend the gravity of an atrocity. Accordingly, international law might provide regional organizations (e.g., the Economic Community of West African States, the African Union) greater leeway to use force to stop genocides before or even without Security Council action. The objective here is to create a one-way ratchet—providing more proximate and local actors an option to intervene without complete international backing.

Regional actors could also be empowered in intergovernmental settings involving enforcement measures not involving the use of force. Examples of such enforcement measures include formal resolutions condemning a state for extremely poor human rights conditions, the creation of a special rapporteur to monitor the country, the ouster of a state from an intergovernmental organization, and the imposition of economic sanctions. Voting rules could be fashioned whereby such measures would be adopted either if a majority of state parties approves or if a supermajority of states from the relevant region approve. Once again, these devices are intended to function as a one-way ratchet. Such a design principle would be important due to other political and psychological reasons that regional actors may otherwise protect their neighbors from enforcement actions.

2. Remove or Restrict Institutional Features That Foster Psychic Numbing

Change the method and content of human rights reporting. By challenging the assumption that information makes positive change more likely, the research presented here calls into question one of the strategic pillars of human rights advocacy. Documentation—including the presentation of data showing mass and systematic violations—is often thought to raise awareness. Efforts by international organizations to document mass human rights violations typically focus on the widespread nature of violations rather than on narratives or other information about the individuals who have been harmed. Statistics prevail over stories.

Reconsider human rights indicators. Many now call for the use of quantitative indicators in global governance (e.g., measures of good governance by the World Bank; see, e.g., Davis, Kingsbury, & Merry, 2010). The psychological research documented here suggests that significant perverse effects may result from the production, collection, and circulation of quantitative human rights indicators. Actors involved in these processes may become desensitized to human rights violations. These effects may not be a sufficient basis to abandon or restrict indicators. However, in the emerging debate about their utility, these risks should be carefully considered.

In fact, indicators can prove invaluable for monitoring and responding to psychic numbing. First, indicators can provide a valuable tool for tracking the likelihood of numbing effects—the larger the numbers involved, the greater the risks. Secondly, we can acknowledge the possibility that indicators might induce numbing without abandoning their use. Instead, we must be mindful of the difference between the collection of data and its final presented form. Data collection and data reporting could be done by different agencies, and data collectors should be guarded against numbing effects and also trained to look for stories that can serve to illustrate the significance of a given atrocity.

Reconsider substantive elements of human rights law. Even the substantive law of genocide might be considered problematic as it conceptualizes genocide as a collective or group injury, rather than as harm to individuals. As a result of the legal definition, the discourse surrounding the presentation of grievances may focus too extensively on the group-based harms. In this light, it is instructive to reflect on the characterization by Holocaust survivor Abel Hertzberg: “There were not six million Jews murdered: there was one murder, six million times” (United States Holocaust Memorial Museum, 2005).

The definition of Crimes Against Humanity raises a similar concern. Generally defined as a “widespread and systematic” attack against a civilian population, the elements of the crime might also emphasize the representation of aggregate numbers rather than individual cases. The particular definition of crimes against humanity in the U.N. Statute for the Rwanda Tribunal includes an unusual requirement that the attack be directed against a “civilian population on national, political, ethnic, racial or religious grounds.” That definition (which was altered in the treaty for the International Criminal Court) shares some of the same concerns as the group-based focus of genocide.

3. Employ Affect and Emotion To Activate and Support Deliberative Processes

Despite the limitations of moral intuition, we should nevertheless attempt to bolster it, at the least so it can motivate support for efforts based on deliberative processes. Such attempts should capitalize on the findings described earlier—demonstrating that we care most about aiding individual people in need, even more so when we can attach a name and a face to them.

Affective imagery. The data in this chapter present a striking irony: in an effort to emphasize objective facts, the human rights regime risks losing its ability to connect with sympathizers on a human level. To be sure, I do not advocate wholesale abandonment of current reporting mechanisms or the exclusive adoption of emotion-laden stories. After all, the goal of overcoming psychic numbing is to better calibrate our interventions to the scale of the atrocities that we face. But there is ample room for the future of human rights reporting to exhibit mixed methodologies.

The increasing availability of mixed media may help in this regard. As people post visceral digital content depicting human rights abuses, audiences may exhibit responses which otherwise had been masked by numbing effects. In April 2010, the website Wikileaks posted video of U.S. soldiers firing indiscriminately upon civilians in Iraq, creating a media...
and political uproar. Dozens of news reports had already reported on the problem of indiscriminate targeting, none of which garnered the same attention as the online video. The same phenomenon can be said of the Abu Ghraib prisoner abuse scandal—during the entire U.S. occupation of Iraq, nothing created the same backlash as the release of photos of prisoner mistreatment, despite several reports which, although less colorful, suggested much more violent and more widespread practices.

Thus, one possibility is to infuse human rights reporting with powerful affective imagery such as that associated with Hurricane Katrina, the South Asian tsunami, and the earthquake in Haiti. This would require pressure on the media to report the slaughter of innocent people aggressively and vividly. Another way to engage our experiential system would be to bring people from abused populations into our communities and our homes to tell their stories.

Above I discuss the disadvantages of reports that focus on numbers of violations. While it is obviously necessary to document the scope of such atrocities, neglecting the stories of individuals certainly contributes to numbing. Human rights advocates should reorient documentation and reporting of abuses. In some cases, in-depth narratives and visual personal stories describing the predicament of individual victims should be emphasized instead of more abstract descriptions of the scale of abuses—that is, stories over statistics.

At the same time, scale remains important for calibrating the appropriate response to any human rights problem. The central challenge of applying the psychological research to human rights advocacy is identifying when or how much “statistics” and when or how much “story-telling” should be employed in the documentation and reporting of abuses. Arresting visual displays and photographs of victims and atrocities should be included in the reporting and publicly distributed information presented by human rights advocates.

Victim empowerment. Another domain is victim empowerment. Where deliberative processes are lacking, victims could be empowered to trigger a range of institutional responses such as initiating international court proceedings, placing an issue on the agenda of an international political body, or making a presentation as part of the deliberative process. Human rights organizations, including the U.N. Office of the High Commissioner for Human Rights, could personally involve victims in making such presentations or reading their organization’s statement before such bodies.

4. Directly promote deliberation.

Rather than solely focusing on obligations to act, international and domestic law should also require actors to deliberate and reason about actions to take in response to genocide. The obligation to deliberate should apply to omissions (e.g., the failure to respond meaningfully to a genocide) as well as acts.

Can legal institutions in fact promote deliberation, either among policymakers or among the general public? Although the law is typically conceived as being concerned with action and not deliberation, institutional designers have taken just such an approach in a number of areas of law and policy, seeking to promote better outcomes not just by regulating the end-result of the decision-making process but by regulating the process itself as well. One important example is the legal requirement in many countries that governmental agencies produce “environmental impact statements” before taking actions that might have deleterious environmental effects. These procedural requirements are often self-consciously deliberation-forcing mechanisms: they do not bar agency action that would harm the environment; they simply require that these effects be considered. And while the success of such laws in actually altering outcomes has been debated, advocates for the environment have at least taken them seriously enough to push for enforcement of such requirements in the courts, even absent a guarantee that the ultimate policy decision will be affected.

A more broadly applicable example from U.S. administrative law is the requirement that cost-benefit analysis (CBA) be performed in the course of deciding to regulate or not to regulate. While CBA was initially considered a means for achieving deregulatory results, recent developments in the administrative state have illustrated CBA’s potential for promoting the consideration of beneficial regulations (Hahn & Sunstein, 2002, pp. 1521–1522). Applied without a deregulatory bias, this policy might be viewed as a deliberation-forcing rule to insure the government does not fail to consider potential welfare-promoting actions.

In sum, pursuing a deliberation-forcing approach to anti-genocide efforts would not be unprecedented as a supplemental legal tool designed to overcome the cognitive obstacles in the way of interventions. Moreover, because it requires “only” deliberation, states may be more willing to take on such obligations. At the international level, an additional protocol to the Genocide Convention could compel states to respond to genocide by producing a detailed action plan, factoring in the likely costs and benefits of different types of intervention. At regular intervals, states could be required to justify failure to act based on an updated assessment of costs and benefits. And the treaty could require high-visibility public presentation of these findings before both international and domestic audiences.

Conclusion

Drawing upon behavioral research and common observation, I argue here that we cannot depend only upon our moral intuitions to motivate us to take proper action against genocide and mass abuse of human rights. This places the burden of response squarely upon moral argument and international law. The genocide convention was supposed to meet this need but it has not been effective. It is time to reexamine this failure in light of the psychological deficiencies described here and design social, legal, and institutional mechanisms that will compel us to respond to genocide and other mass harms with a degree of intensity that is commensurate with the high value we place on individual human lives.

The stakes are high. Failure to overcome psychic numbness may condemn us to witness another century of genocide.

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and mass abuses of innocent people as in the previous century.

References


Author’s Note
Pragmatic and Flexible Returnees with Multilayered Identities


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International return migration has been a common and at times a large scale phenomenon in history, but it has only been rarely studied by social scientists. Consider, for instance, the case of Hong Kong. Between 1984, when China and Great Britain agreed that sovereignty would be transferred from the U.K. to China in 1997, and the year when Hong Kong was returned to the “mother land,” an estimated 800,000 Hong Kongers left the Territory and city for Australia, Canada, Europe, the USA, and elsewhere. Since 1997, some 500,000 of these “astronauts” have returned to live in what, in the meanwhile, had become the “Hong Kong Special Administrative Region of the People’s Republic of China.” These returnees are the object of Nan Sussman’s psychologically oriented research study.

Many of the original emigrants were well educated and frequently employed as managers and professionals. In quite a few cases, they left their families back home and began to establish bridgeheads in their new host countries. Other family members would follow them in time. The migrants’ motivations were not merely fuelled by dreams of economic betterment, but also by the fear that the communist takeover of Hong Kong would ultimately lead to a confiscation of their economic resources, the destruction of their political freedoms, and restrictions on their children’s future. These fears, as the following years revealed, proved largely unfounded, and so an estimated 500,000 of the emigrants returned to Hong Kong. They now make up approximately 7% of the population.

Nan M. Sussman, a psychologist teaching at the College of Staten Island, City University of New York, presents a most interesting portrait of some of these returnees based on her Hong Kong Remigration Project. Her interview data were collected in the first half of 2004. The project had two goals, namely “to capture the ongoing psychosocial experience of a major remigrant population, and […] as an extension of research conducted to test and validate the Cultural Identity Model (CIM) of Cultural Transitions” (p. 7).

Her book begins by introducing Hong Kong migration and related processes of identity change and expansion within a broad historical context. It then proceeds to review some social science publications, literary descriptions, and artistic works that focus on people’s adaptation to migration, their exposure to new cultural contexts, and the special case of remigration when migrants return home only to find that the experience of re-adaptation can be quite stressful. Indeed, the existing social science literature suggests that a good many American, European, and Japanese return migrants feel like aliens in their own country and experience considerable emotional distress. Feeling less a part of their new-and-old society, they manifest an uncomfortable “subtractive identity.”

In contrast to these observations, Sussman found that most returning Hong Kongers in her sample displayed an “additive” rather than a “subtractive” identity. This means that, in addition to keeping their sense of being a Hong Konger, they also manifested a newly formed Australian or Canadian identity. They readjusted quickly to Hong Kong society and were able to tailor their behavioral responses according to the requirements of varying social situations, including those involving their work place, formal and informal relations with colleagues, and in their families.

Sussman believes that one main reason why Hong Kong return migrants tend to manifest an adaptive identity lies in the complex and layered identity history of Hong Kong society and culture. Hong Kong culture consists of multiple Eastern, Western, and Cosmopolitan strata that help facilitate the development of remigrants’ adaptive capabilities in complex psychosocial and psychocultural situations – both abroad and back home.

The 21st century, it has frequently been said, will evolve into the “Pacific Century” during which encounters between East and West can be expected to play a crucial role. Seen in this perspective, Hong Kong is destined to be a central place for such encounters. By focusing on returning Hong Kongers, Sussman has been able in her book to throw a unique light at some of these encounters that occur not only between people, but also within the minds and hearts of those who migrate back and forth between societies and cultures. Rather than ending up as rootless global nomads, these pragmatic Hong Kongers, it seems, are able to grow into flexible individuals whose multilayered identities and skills enrich the society of which they once were, and again are, a part.
Groccia’s Model for Understanding University Teaching and Learning

The Handbook of College and University Teaching: A Global Perspective is structured around a model for understanding teaching and learning developed by James Groccia (1997), who is also the primary editor. The seven interrelated variables of university instruction included in Groccia’s model are learning outcomes, instructional processes, course content, teacher and student characteristics, learning process, and learning context—these are also the sections into which the text is divided. Within each area, several articles are included from different regions of the globe; for instance, in the section on ‘understanding teachers,’ there are contributors from Australia, New Zealand, the U.S, Saudi Arabia, and Hong Kong, who discuss professional development, developing faculty for the 21st century, and “sustaining and championing” teachers in both good and bad times.

Overall, this model is a helpful tool, both for organizing the variety of content in the text, and as a reference point for each of the authors/collaborators. In each section, there is at least one or two strong articles, and some areas of focus (Understanding Context, Understanding Learning and Understanding Teaching) are particularly strong and well-rounded. The Handbook contains 31 chapters, with a variety of emphases, perspectives, and topics. Whatever your interest in higher education or international instruction, you will be sure to find an article that is both helpful and fascinating. Because teaching in an academic setting is often done in isolation, the text is particularly helpful in allowing educators to view the paradigms, experiences, social structure, and instructional research of other practitioners, across cultures to enhance their own teaching and learning.

Highlights and Limitations

If the Handbook of College and University Teaching: A Global Perspective was an oyster shell, it is well worth prying open—inside this hard shell of a textbook, a skilled ‘diver’ may find some invaluable ‘pearls’ of educational wisdom, international insight, and future direction. About a third of the chapters are well written, innovative and challenging, and the reader feels as if they are receiving a lifetime of research, thought and practice summarized in a concise and engaging package. A few examples of these are worth mentioning, and would be excellent chapters to use as international perspective-taking tools for students of education, faculty professional development, or even as an aid to those who wish to improve their global citizenship.

Kenneth Keith, in his chapter entitled, Culture and Teaching: Lessons from Psychology, illustrates the ways the world has changed in the past generation, and urges cultural competence for 21st century teachers and students:

The incredible growth of information availability, cross-cultural communication, and instant transmission of images, ideas, and personal data have combined to make the world a much smaller and very
Research has shown that some types of media learning can cause higher levels of distraction (Marchionini, 1988), it is also accurate to acknowledge the possibilities afforded for increased interaction and cooperative learning allowed by technology, and to be aware of how to use media wisely in an educational environment (Renkl & Atkinson, 2007).

Another highlight of The Handbook of College and University Teaching: A Global Perspective is the insightful view it contains of various cultural concerns, worldviews and international student experiences. For instance, the chapters on understanding various religious orientations, cultural writing styles, and deep philosophical orientations towards education in different areas of the world are enlightening, and humbling for educators who have a “one size fits all” approach to students in the classroom.

While there are ample highlights in the Handbook, there are also chapters that are tedious, lack insight, or may be unhelpful to a larger audience. In some cases, international issues and experiences in education are interesting, but are only discussed in isolation or narrowly applied. The book starts off very slow, and unless the reader is willing to endure, they will miss out on the crescendo of articles in the last third of the book.

**Concluding Thoughts**

In another 100 years, what might college and university education be like? If you were to ‘walk into a classroom,’ will it be a physical classroom at all, or a virtual space without international borders? Will there be an expert professor at the front, or might students be collaborating with each other with the help of a skilled ‘relational virtuoso’ (the professor) to guide their problem-based learning? Will discussions take place in real time, or in cyber space, where students in different nations can dialogue about world issues? While we cannot know the future, we can fully engage in the possibilities, by listening to voices around the world that are practicing on the global edge of informed and responsible education.

Reading the Handbook of College and University Teaching: A Global Perspective is much like listening to an unknown symphony; it is an extended composition with multiple instruments and sounds (authors and collaborators), some familiar and some foreign, but blended masterfully. The different movements of the book (sections built around Groccia’s model) build on each other, and rise towards a crescendo of insight and understanding. While some articles (chapters) are less universally applicable (as noted in the limitations section), the overall effect of the text is to stimulate the reader to think deeply about international issues in college and university education, and in doing so, challenge and change our current worldview.

**References**

Connecting the Sum to the Parts: An International Understanding of the Interaction Between Individuals and Policies for Older Adults


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Purpose of the Text
Wacker and Roberto indicated the purpose of Aging Social Policies: An International Perspective was twofold: 1) comparing aging social policy in the United States with various other countries and 2) combining macro- and micro-level information in such a way that the reader can begin to think about the interactions between policies and individuals. In this review, I will focus on the degree to which the authors fulfilled these objectives and will comment on the overall usefulness of this text for the intended audience.

According to Greene and Knee (1996), it is important for professionals (e.g., social workers) to focus on the well-being of individuals and populations through the promotion of social policies as well as focusing on individuals’ functioning. The authors illustrated this concept throughout the text and did a nice job of balancing factual (macro) information about processes and policies in a variety of countries with applied (micro) information through case studies and some personal examples from the authors’ own lives. The text is structured in such a way that readers can easily make connections between the macro and micro information. For example, each chapter begins with quotes from an important person in the field related to the topic and a quote from an older adult about the topic. The authors then describe the general concept for the chapter followed by a systematic explanation about the ways in which policies are carried out in different countries for the remainder of each chapter. At the end of each chapter a case study is provided with micro information about the concepts/policies that are introduced. While this structure is helpful to facilitate learning, the authors may have been able to expand their audience base by integrating the macro and micro information more smoothly rather than separating them into various sections. Nonetheless, the content is both informative and engaging.

Intended Audience
According to the authors, the text was written for students learning about public or social policy, aging, and international demographics. This is evident throughout the text. Chapters are structured to facilitate systematic learning by following a particular format. Graphs, tables, diagrams, and statistics are used frequently throughout most chapters. The authors take an educational rather than entertaining approach, although the writing style is engaging for the audience.

In order to be a valuable tool for students, balance of breadth and depth of content is helpful. As the authors stated in the opening chapter, their intent was to combine both breadth and depth rather than to focus wholly on one aspect of aging social policy (e.g., medical care) or gloss over many topics in many countries. In Part II (chapters 3-9), the authors provided in-depth information about aging social policy within the United States on several core topic areas while comparing the information to a variety of countries. The topics covered included policies on retirement income, employment, housing, health care, mental health, community support, and family care giving. To combine breadth with depth, the authors compared various countries rather than focusing on the same countries from chapter to chapter. For example, retirement income policies in Canada, Sweden, and Netherlands, were compared to policies in the United States in chapter 3, while employment policies in Brazil, Japan, France, Finland, and Italy were compared to policies in the United States in chapter 4. Information on the same subtopics was presented on each country rendering it easy to compare the content in the chapters. For instance, in chapter 4, an overview of the workforce was given, age discrimination policies were described, and employment and training programs were discussed for each country.

The content in this text was both current and relevant to the intended audience. Much of the information was drawn from resources within the past 5-10 years, including statistical/demographic data. The authors gave a sufficient history and description of how social policies developed in the United States in Part I (chapters 1-2), and the remainder of the text addressed the stated purpose. The topics discussed in Part II were important and provided the reader with a solid base of knowledge about aging social policy. The authors also offered readers additional resources at the end of each chapter and briefly described each resource. This makes it easier for readers to select appropriate resources rather than simply scanning a reference list of titles. In Part III (chapter 10), the...
authors highlighted future challenges, particularly in the United States, related to the topics included in Part II. The authors also described other information relevant to the future of aging social policy not covered elsewhere in the text (e.g., how to determine who is eligible for social programs). Because the authors wrote this text for a broad range of students, they did not discuss specific initiatives for the future for any particular field. They left it up to the reader to determine how to utilize this information. For example, psychologists may look to the public policy recommendations provided by the American Psychological Association, Presidential Task Force on Integrated Health Care for an Aging Population (2008), to integrate information from this text into their professional practice.

Concluding Remarks
Overall, Aging Social Policies is a useful text for students and others interested in learning about the topics described above. The text was well-written and easy to understand. The authors provided relevant and interesting content while focusing on their stated purpose. Graphics and case-studies presented were engaging and illustrated concepts appropriately. Unfortunately, the text and graphics were in black-and-white and in relatively small print. This may decrease the motivation of some readers and make learning more difficult. In addition, the text included a large portion of numerical information (e.g., dates of acts/policies, numbers of workers, money paid during retirement), which might also decrease the motivation of some readers. However, the authors included a great deal of other content that should be of interest to readers. Regardless of learning preferences, readers of this text will derive a better understanding of factors relevant to aging social policy in a variety of countries both individually and internationally.

References

The May 2012 issue of Interpersonal Acceptance
(Newsletter of the International Society for Interpersonal Acceptance and Rejection) is now available for viewing at http://www.isipar.org/Newsletter.html.

This issue contains: An article by Farah Malik entitled Spillover of Spousal Rejection to Parental Rejection of Children: A New Line of PARTheory Research in Pakistan and Elsewhere; call for papers for the 4th International Congress on Interpersonal Acceptance-Rejection in Chandigarh, India; information on student involvement in ISIPAR; member activities and accomplishments; nominees for ISIPAR elected officers and regional representatives and other items you might find interesting and useful.

Please share the newsletter with anyone you know who might like to know about it or about the Society. Membership information is available at www.isipar.org.

You can read all prior issues of Interpersonal Acceptance by going to www.isipar.org and clicking on Newsletter in the left navigation pane.
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ANNOUNCING THE PUBLICATION OF ...


Kalayjian, A. (2011). From war to peace, ancestral healing, transforming generational pain into healing. Meditation CD. In 4 languages: American, Spanish, German and Armenian.


**Editor’s Note:** If you would like to include a book in a future issue of the *International Psychology Bulletin* and have not already done so, please email information to Grant J. Rich at optimalex@aol.com.

Please note that at least one author/editor must be a member of Division 52 and the work must have been published in the last three years.

*International Psychology Bulletin* seeks a Section Editor for the Books by Members column. Please email Editor Grant J. Rich at optimalex@aol.com for more information.
Could you address these situations? Chun Mei, Kari, and John address these situations? How should all believe they have witnessed some form of child abuse.

The welts are deep red, and in some areas appear to be burned.

During a counseling session, an 8-year-old girl states that the spanking was very painful. Kari also learns with a wooden spoon. There are no bruises or marks, but the girl states that the spanking was very painful. Kari also learns that the girl is spanked at least once a week.

Kari is from Norway, and is spending a year interning at a psychiatric clinic in the United States. During a counseling session, an 8-year-old girl states that she did not clean her room that morning, and so her mother spanked her with a wooden spoon. There are no bruises or marks, but the girl states that the spanking was very painful. Kari also learns that the girl is spanked at least once a week.

John has left his native Canada to spend a summer in Southeast Asia doing research with schoolchildren in a rural community. One day one of the children complains of back pain, and lifts up his shirt to expose 10 large, circular welts. The welts are deep red, and in some areas appear to be burned.

Chun Mei, Kari, and John (these names are pseudonyms) all believe they have witnessed some form of child abuse. Are these cases indeed instances of child abuse? How should Chun Mei, Kari, and John address these situations? How would you address these situations?

A Brief Overview of Child Abuse

Child abuse has been common throughout human history. In many cultures, it often began shortly after birth. Infanticide, or the intentional killing of infants, was practiced by many early societies, including the Babylonians, Greeks, and Romans (Spinelli, 2005). While the rise of Christianity contributed to much lower rates of infanticide in some areas (Spinelli, 2005), infanticide continued into the 1800s in much of Asia (Caldwell & Caldwell, 2005). Children who survived infancy did not always escape later abuse. Children could be subject to beatings or other types of harsh physical punishments, forced marriages and marital rape, psychological and physical neglect as beggars and orphans, forced prostitution, and religious, ritualized abuse. It was not until the 1600s that reports of prosecution of child abuse began to appear with some regularity. For example, in Massachusetts, USA in 1655, an apprentice master was convicted of manslaughter after the abuse of his child apprentice led to the child’s death (Myers, 2006). Prosecutions during this time, however, were mostly limited to the masters of children who were apprenticed.

Scattered accounts of parents being prosecuted for child abuse may be found in the United States and Britain in the 1600s, but it was not until the late 19th century that child protection movements began in Western societies. Laws were passed during this time which gave governments the right to take children out of abusive homes, and to punish parents engaging in child abuse. Since that time most countries have established laws to protect children, although child abuse laws, as well as their enforcement, vary widely across countries and cultures. For example, laws regarding child sexual abuse exist in almost every country, but definitions of sexual abuse may differ, and one culture may permit practices that another culture finds abusive. Even when different cultures or countries agree on the definition of child sexual abuse, enforcement of relevant laws may be inconsistent.

Child abuse continues to be a widespread problem in the modern world. A recent review of the child sexual abuse literature found a high prevalence of child sexual abuse in the majority of countries sampled (Pereda, Guilera, Forns, & Gómez-Benito, 2009). The study reported child sexual abuse rates for women of 15.9% in Singapore, 31% in Israel, 32.3% in the United States, 33.8% in Switzerland, 17% in El Salvador, and 9.2% in Morocco (Pereda et al., 2009). Child sexual abuse rates for men ranged from 2.10% in Malaysia to 60% in South Africa (Pereda et al., 2009). No recent international reviews of child physical abuse were found, but the World Health Organization estimates child physical abuse rates range from 25-50% (World Health Organization, 2010).

Ethical Considerations Regarding Child Abuse

As psychologists and other mental health professionals find themselves working in increasingly diverse environments, they are likely to encounter forms of child abuse that are specific to certain cultures. How should psychologists deal with child abuse in other cultures? The answer to this question depends on two factors. First, the nature and form of

Addressing Culture-Specific Forms of Child Abuse

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Chun Mei is a Chinese psychologist working in Nigeria with a NGO at a mental health clinic for children. One morning she encounters an 11-year-old girl who is anxious and depressed because of a recent female circumcision she was forced to undergo. The girl is also upset that her 9-year-old sister will soon face the same operation.

Kari is from Norway, and is spending a year interning at a psychiatric clinic in the United States. During a counseling session, an 8-year-old girl states that she did not clean her room that morning, and so her mother spanked her with a wooden spoon. There are no bruises or marks, but the girl states that the spanking was very painful. Kari also learns that the girl is spanked at least once a week.

John has left his native Canada to spend a summer in Southeast Asia doing research with schoolchildren in a rural community. One day one of the children complains of back pain, and lifts up his shirt to expose 10 large, circular welts. The welts are deep red, and in some areas appear to be burned.

Chun Mei, Kari, and John (these names are pseudonyms) all believe they have witnessed some form of child abuse. Are these cases indeed instances of child abuse? How should Chun Mei, Kari, and John address these situations? How would you address these situations?
the abuse must be considered. There are practices that most societies consider abusive, such as severely beating a child, forcing a child to engage in sexual acts, and using a young child to fight in a war. Other practices, such as those described at the beginning of this paper, are more controversial, with different countries holding very different views regarding their acceptability. The second factor to consider consists of the presuppositions regarding culture and morality that the psychologist holds. For example, a strong belief in cultural relativism may inhibit psychologists and other professionals from challenging and attempting to change cultural practices that harm children. Indeed, it was for this very reason that female circumcision initially went unchallenged by some Westerners (for a continued defense of the practice, see Gruenbaum, 2000). Psychologists must also consider their roles as change agents in different cultures. Promoting change requires both sensitivity and courage. On one hand, psychologists must respect the values, traditions, and perspectives of those with whom they may disagree. Psychologists should realize that most cultural practices, including practices that harm children, have evolved and are maintained due to real or perceived needs within the culture. Abusive practices may even serve an adaptive role in some societies (e.g., infanticide means less children to feed). Psychologists must be able to engage with community members, families, and social institutions in a sensitive and respectful way in order to identify the underlying factors that contribute to and maintain harmful practices.

However, once the underlying reasons for abuse have been discovered, psychologists must be courageous enough to respectfully challenge culture-specific forms of child abuse. Confronting culture-specific child abuse, particularly in cultures where the abuse is commonly accepted, is difficult. This is especially true for mental health professionals who come from cultures outside of the culture they currently practice in. However, mental health professionals have an ethical responsibility to protect children, and to advocate for their best interests. Child abuse is associated with a plethora of harmful cognitive, behavioral, and social outcomes, and while the damaging effects of child abuse are easily evident in childhood, these effects continue into adulthood and may last a lifetime.

Facilitating Change

One way to effect lasting change is through active partnerships with the relevant stakeholders in the community, such as parents, local doctors or traditional healers, and political, tribal, and spiritual leaders. In her review of footbinding in China, Wang (2000) documents how footbinding was quickly ended due to the influence of Chinese intellectuals, religious missionaries, schools, and Chinese and foreign “natural foot societies.” Another way to effect change is through education. Some types of abuse prevail because the abuser simply knows no other way to deal with a problem. Psychologists can teach behavior management skills, present and demonstrate alternatives to abuse, and work with community leaders to reframe certain medical and religious practices.

Regardless of how culture-specific child abuse is approached, the psychologist should serve as a facilitator for internal change. Change is much more likely to occur if it originates from within the culture, rather than being imposed from the outside.

In the three examples at the beginning of this article, each professional faced practices they regarded as abusive within their own culture, yet were accepted in the country where the professional worked. Chun Mei witnessed a young girl who had been forced to undergo circumcision, a practice that was abhorrent to Chun Mei. However, female circumcision rates are as high as 70% in some tribes in Nigeria (Odujinrin, Akitoye, & Oyediran, 1989), with women maintaining much of the practice, and no federal law prohibits female circumcision. The culture may accept female circumcision, but Chun Mei’s young client clearly found the experience to be painful and unwanted, and was worried about the effect it might have on her younger sister. Chun Mei could attempt to involve the child’s mother in the discussion, understand the mother’s thoughts and beliefs, and respectfully present other options that the child’s mother might be open to. Chun Mei could also learn more about women in the culture who have not undergone female circumcision, and find out what factors led to their decision.

Kari encountered an 8-year-old girl being spanked at home for misbehavior. In Kari’s native Norway corporal punishment by parents is against the law; however, her new American subculture tolerated and even encouraged spanking in some cases, and there was no legal recourse available to Kari. A possible solution in this case may involve a warm and engaging outreach to the child’s parents. Kari could talk with the parents about how ineffective spanking is, then demonstrate and teach alternative strategies to deal with behavior. Finally, John encountered a practice known as “cupping,” a traditional form of alternative medicine using intense suction on the skin (Hinton & Otto, 2006). Although the practice involved temporary pain and minor burns, it was not illegal, and was supported by many in the community. John could attempt to gain a greater understanding of why cupping is used, explore community alternatives to the practice, and, if appropriate, gently challenge the use of cupping. If nothing else, John could advocate for safer methods of cupping involving less suction and risk of burns.

Every situation of child abuse is different and depends on the interaction of a myriad of different social, cultural, and political factors. In an increasingly global community, psychologists and mental health professionals will likely find themselves encountering many different cultural practices. At times, conflict may arise between cultural practices and the mental, physical, and psychological well-being of a child. These conflicts must be handled with sensitivity and respect, but psychologists should always focus first on the well-being of the child. Although psychologists may face significant legal limits regarding their ability to stop abuse, there are countless opportunities for education and advocacy across cultures, and possibilities for everyone involved to learn more about helping children.
References


Author’s Note

Brent Smith is a second-year graduate student in the School Psychology doctoral program at the University of Houston. After graduating from Harding University in 2004, he worked as a patrol officer with the Dallas Police Department, then spent four years teaching in Changsha, China, and Nakhon Si Thammarat, Thailand. His current interests include the role of culture in the social, emotional, and cognitive development of youth, particularly in developing countries, and culture-specific forms and expressions of trauma.

Editors’ Note: This column is geared towards our student committee members and all students of international psychology. All Division 52 student members are invited to submit ideas or drafts for future articles, as well as questions they would like to see addressed in future columns – such as overseas internship opportunities, study abroad availability, cross-cultural research, etc. Contact Student Column Editors Daria Diakonova-Curtis at ddiakonova@alliant.edu or Laura Reid-Marks at ReidL@purdue.edu to submit an idea or a question.

The latest issue of *Psychology International* can be accessed on the web at: http://www.apa.org/international/pi/index.aspx
New Teaching Column Debuts

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While teaching in the Netherlands this past spring, I had the opportunity to visit a net-making factory. It is a family business born of 750 years of fishermen from a small village on the coast of the North Sea. The previous generation started the net-making factory. The knowledge and skills required of the current generation have radically expanded in order to successfully meet global economic and environmental realities. Hand-crafted, large commercial nets catch target fish but allow other species, both larger and smaller, to swim free. Their shape and depth spare the fragile culture of the ocean floor. Nets are designed using up to date computer technology and are tested on location for the desired features using underwater video equipment.

Just as a successful net-making business needs to be flexible and adapt to current conditions, psychology needs to adapt to current global conditions. We need to reevaluate the relevance and value of traditional research and theory beyond the Western world.

Those of us who are instructors have a special responsibility to prepare our students for practice and research in diverse locales with diverse populations. Students also need to be prepared to work in developing countries and with indigenous peoples.

International content in lectures, student assignments, classroom discussion and extracurricular activities all add important dimensions to courses we teach (Grenwald & Velayo, 2011). These added dimensions become even more important given the limitations of many textbooks in covering global content (Woolf, Hulsizer, & McCarthy, 2002).

Expanded global content might include knowledge of cultural values and practices, global interconnections, present concerns and conditions, origins and past patterns, and alternative and future directions for individuals and communities (Case, 1991). Case studies, international speakers, and sharing relevant personal experiences can help expand global content.

It is not just what students know that is important. How students think about content knowledge is also important. Students need to develop attitudes and values that support global citizenship and competence (Lambert, 1994).

Faculty members can model a perceptual framework that reflects positive attitudes toward differences and values that affirm human dignity and facilitate its development in students. A perceptual lens that is characterized by openness-mindedness, anticipation of complexity, resistance to stereotyping, inclination to empathize, and non-chauvinism is a foundation for a sensitive and respectful approach to diverse peoples (Case, 1991).

In addition to teaching, faculty can advise students to take coursework in other disciplines. Courses in Anthropology, Economics, Environmental Studies, History, Human Rights, International Relations, Political Science, and Women’s Studies are examples of courses that can be enormously helpful to students interested in international psychology. These courses can deepen the understanding of psychology in context. Foreign language learning enhances both cultural and linguistic communication.

Few psychology professors had graduate or undergraduate coursework infused with global perspectives when they were students. Even fewer had formal training in international psychology. Many instructors find themselves needing to re-tool in this age of globalization, a challenge similar to that faced by the fishermen who needed to update their knowledge and skills. Fortunately, there are many resources to support faculty in their endeavors to bring a more international view to the courses they teach.

One important resource is available through Division 52. Curricular Consultants are Division 52 members who have volunteered to share ideas and resources with faculty who are beginning the process of course internationalization. Following is a list of Curricular Consultants who may be contacted for assistance in the specified areas.

### Psychology Courses

- Abnormal Psychology
  Gloria Grenwald [grenwald@webster.edu](mailto:grenwald@webster.edu)

- Aging
  Florence Denmark [fdenmark@pace.edu](mailto:fdenmark@pace.edu)

- Child Psychology
  Gloria Grenwald [grenwald@webster.edu](mailto:grenwald@webster.edu)

- Developmental Psychology
  Mercedes McCormick [mampsyyoga@aol.com](mailto:mampsyyoga@aol.com)

- History of Psychology
  John Hogan [hoganjohn@aol.com](mailto:hoganjohn@aol.com)

- International Psychology
  Gloria Grenwald [grenwald@webster.edu](mailto:grenwald@webster.edu)
  Judy Kuriansky [drushyk@aol.com](mailto:drushyk@aol.com)
  Susan Nolan [nolansus@shu.edu](mailto:nolansus@shu.edu)

- Leadership
  Florence Denmark [fdenmark@pace.edu](mailto:fdenmark@pace.edu)

- Lifespan Development
  Mercedes McCormick [mampsyyoga@aol.com](mailto:mampsyyoga@aol.com)
Psychology of Women
Florence Denmark  fdenmark@pace.edu

Statistics
Susan Nolan  nolansus@shu.edu

Psychology Internships and Fieldwork

Fieldwork and Collaborations in International Psychology Projects
Judy Kuriansky  drjudyk@aol.com

Interning with United Nations NGO’s
Judy Kuriansky  drjudyk@aol.com

This is an exciting time in the field. Increased cooperation among psychologists from many countries, more publications relevant to international psychology, and the availability of internet-based technology are all resources that can assist faculty in efforts to globalize their teaching and advising.

Perhaps one day the term “internationalizing the psychology curriculum” will seem redundant. Perhaps we will think back on the old days and remember un-internationalized psychology. Perhaps students of the future will ask why 20th century psychology education did not include “all” of psychology.

In the meantime, psychology faculty can include international perspectives and content in their teaching, model sensitivity and respect for diverse peoples, and advise students to broaden their understanding of world conditions by taking courses outside their major. If we do our work well, by the time today’s students are working professionals, psychology will be understood as an implicitly international discipline.

It is my pleasure to offer this new column on teaching international psychology. The column will focus on ideas and resources for internationalizing the psychology curriculum. Possible future themes include human rights and psychology, international student learning outcomes, and service learning. I also plan to feature the work of psychologists who have creatively and effectively added global content to their teaching and advising. Please feel free to contact me if you have comments about this column or suggestions for future columns.

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Interview with Ramadan Ahmed, Ph.D.: A Prominent Leader in Arab Psychology

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Why Psychology?

A standard question people ask of psychologists is why they decided to get into the field. As a small boy Dr. Ahmed’s mother took him to her village in Delta where they attended meetings held by his mother’s uncle, who was the village Sheikh. Dr. Ahmed observed how “simple, passionate, convincing, firm, and effective” his uncle was while receiving people to give them advice, be it about marital problems they experienced or about conflicts between fathers and children or between neighbors. It was this image that led him to ultimately pursue a career in psychology and later join Cairo University, Cairo, Egypt to study in the Department of Philosophical and Psychological studies in 1963.

Familial Responses

Even though a role model in his family persuaded Dr. Ahmed to study psychology, other family members were not thrilled about his career choice to study psychology. Dr. Ahmed’s parents were not well educated; however, they did value education and wanted him to get a college degree. His mother was confused regarding the study of psychology, as she was not able to “capture the image” of this career. His father, due to various traditional reasons, wanted him to study law and eventually become a judge. Dr. Ahmed wanted to satisfy his father’s wishes, yet he also had an old desire to study law as well. Thus, Dr. Ahmed earned a secondary school certificate and enrolled at Cairo University to study law. He simultaneously was a student at two facilities; one in the arts in psychology and the other in the school of law. Having great success at both colleges he graduated from the Faculty of Arts and was appointed as a psychologist at the General Authority for Productivity and Vocational Training, Ministry of Industry, Egypt. It was here that he was employed as a psychologist for four years. After getting his law degree, he was appointed as an assistant to the district attorney. Eventually, his personal and academic journey reached an apex in 1978 when he was chosen to travel to Germany to study for his Ph.D. at Leipzig University. Dr. Ahmed explained that it was only after his many accomplishments, such as working as a psychologist, an attorney, and later receiving a Ph.D. in Germany, that he felt his parents were finally satisfied and convinced that he had made the right career choices.

Stigma and Arab Psychology

Dr. Ahmed believes that stigma towards seeking and engaging in mental health services exists in all societies, but in differing degrees. In his own personal experiences and observations in three Arab countries (Kuwait, Egypt, and Sudan), he believes that the stigma is stronger in more conservative or traditional Arab societies than in those that are more liberal. However, stigma has steadily decreased in countries such as Egypt and Lebanon. Such a decrease, he believes, could be attributed to an increase in the awareness and recognition in the usefulness that mental health services provide in these societies. Dr. Ahmed sees this awareness and recognition as being a byproduct of an expansion in the education on the important role mental health services pro-
vide, as well as a demonstration of its effectiveness. Overall, he believes that the last three decades have witnessed an expansion in establishing state-run mental hospitals in countries such as Egypt, Lebanon, and Saudi Arabia as well as a significant increase in establishing private clinics and offices for psychotherapy. Having this increase in government and private-run facilities for psychotherapy has helped to reduce the stigma associated with acquiring such mental health services.

**Mentors and Rewarding Experiences**

Everybody who achieves great feats has mentors that they consider to be their role models. Dr. Ahmed expresses an appreciation for all individuals from whom he has learned. He is particularly appreciative of three of his professors: Professor Mustapha I. Soueif (Cairo University, Egypt), the late Professor Ahmed E. Rageh (Alexandria University, Egypt), and the late Professor Gunter Claus (University of Leipzig). He indicates that “these three professors taught me a great deal about myself and provided constant encouragement for my academic, professional, and personal growth… These three distinguished professors not only taught me psychology, as a scientific discipline, but also encouraged me to do the required efforts in the direction of improving the status of the discipline.”

Dr. Ahmed has had a plethora of rewarding experiences that have continued to motivate him to teach and conduct research. In his academic career he has received positive feedback from students in B.A., M.A., and Ph.D. programs from Sudan, Egypt, and Kuwait. The readers of his scholarly works, as well as friends and colleagues from different countries, also maintain his resolve to continue in his personal endeavors. In addition, Dr. Ahmed has received a great deal of self-fulfillment in the recognitions he has received from both local and international communities. These have included Egypt’s Incentive Award for Psychology in 1994, and the Distinguished International Psychologist’s Award he received in 2008 from the APA. These awards have not only provided him with immense self-satisfaction for his efforts, but also he considers them “as one stone in the building of psychology in Egypt in particular and in the Arab world in general.”

**Suggestions for Students**

There are several suggestions and words of advice Dr. Ahmed would like to give to students who endeavor to be successful and to contribute as much as he has to the field of psychology. He believes that reading and learning as much as one can do is the first step. The readings should not only be in psychology, but should also be in philosophy, anthropology, sociology, political science, law, etc. He indicates that the great minds in psychology also know about other disciplines. Patience is the second bit of advice he gives. He states that “a researcher should take his/her time to come to a problem which deserves to be investigated, and also he/she should take the required time to write his/her report.” Third, he wants students to follow research ethics, especially the rights of respondents. Next, he wants the students to know that when conducting international research, they need to think globally and act locally. They need to use internationally accepted methods of research, but conceptualize and solve problems in a culturally-appropriate way. The last suggestion he has is for individuals who will conduct research in Arab cultures. He states that we need to be “problem oriented and not test-measure-scale oriented.” He also states that “following such directions could lead –in time– to establish an efficient indigenous Arab psychology.”

**Selected Publications**

Dr. Ahmed has published and written numerous scholarly works that are incredibly informative and contribute invaluable insights to the field of psychology. His scholarly accomplishments are pages long. We encourage our readers to read these selected publications to learn further about Dr. Ahmed’s contributions, especially to international psychology:


The Ecology of International Psychology: A Cornerstone in the Journey of Dr. Corahann Okorodudu

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Abstract

To describe the life of Dr. Corahann Okorodudu in terms of publications, awards, and recognitions alone by no means does justice to an understanding of her illustrious career and contributions to international psychology. Instead, it is her very person that speaks to the quintessence of what it means to be an international psychologist. As this article explores her journey, it aims to provide critical insight into the unique human experience of Dr. Okorodudu. Our premise is that the sum of experience does not sufficiently explain the whole of the parts; it is only through examination of the whole of the parts that we can fully understand the journey, outcome, and the complexity of the many parts that comprise the whole.

It was not uncommon at a small Lutheran High School in Liberia to find a young twelve-year-old girl alone, in a treetop nearby - gazing in no specific direction while minutes or hours would pass. Somehow time managed to escape her as she sat atop her sanctuary. To others, it was only a tree, imposing itself on their space; however, to Corahann Okorodudu it was an opportunity to elude time and space altogether, as she dreamed ahead about the future and what she might become.

Yet it was this tree and the many other spaces to which she retreated for solitude in subsequent years that played an active part in her early development. What was it that made this tree and the other places so special that they remain such poignant memories from her past? How could they have had such an impact on the development of her identity? They stood as powerful portals, situated along a time-space continuum, where she could ascend from the present, look out to the future, and descend to the present again, as if nothing had changed. But it had. She was there with her dreams, thinking and looking ahead, excited about what the future might hold.

Whatever did she see? Did she envision that she would go on to receive numerous awards related to human rights, social justice, and world peace? Could she have imagined drafting policy proposals for the many social justice constituencies she would serve? Or dream about presenting the nearly 100+ publications she would go on to write? Through these very experiences, she stimulated her vision as she explored the possibility of what can be. Responding to my curiosity about these questions, she replied: “We all have the capacity to dream ahead, and to act to bring our dreams into reality.”

The Person and the Profession: One and the Same

Today she is a proud mother of four and grandmother of eight. Her family she describes as being highly connected, not materialistic, holding strong values, and full of love. The very ideals she supported and upheld throughout life she also instilled in her children. In most aspects of her life, including her weekly visits to the U.N., she is an educator. She asserts, however, that “to be a true educator you have to put yourself in a lifelong learning mode, and be open to learning from and with others.”

As we began discussing her professional life, Dr. Okorodudu told tales of freedom, fortune, oppression, salvation, and heroism. As her story unraveled, in reflection I found myself absorbed in an odd and abstract picture as I imagined her role as mother and grandmother intertwined with human rights advocate. For a brief moment, I imagined a humble grandmother taking her time strolling through the streets of New York City on her way to the U.N. with her grandchildren in tow. Naive to where they are going and what business their grandmother might have there, they are nonetheless a complacent, happy family.

On the day she brought her grandchildren to the U.N., Dr. Okorodudu saw their eyes ‘light up’ in amazement that their grandmother was capable of so much ‘more’ than just ‘being grandma.’ In moments like these, she feels all the more inspired to move her work forward by empowering others through advocacy and awareness. Her story portrays the power granted to each one of us to tackle tough problems when combating the evils in today’s world, by exercising our right to use and implement the International Human Rights Accords, and related conventions in all that we do. Although approaching retirement, she feels as inspired today as she did as a child atop of that playground tree. Her efforts will continue indefinitely as long as her energy keeps up with the pace of her inspiration.

Commitment to an Ecological Systems Perspective

Dr. Okorodudu’s scholarly and social policy work as an International Psychologist has been grounded in a multidimensional cross-cultural framework inspired in part by Urie Bronfenbrenner’s ecological systems theory. This theory contends that human development is influenced by multiple contexts across five interactional levels: the microsystem, mesosystem, exosystem, macrosystem, and chronosystem. The microsystem is the most immediate environment in which the individual directly operates in the context of where people ‘live.’ Involving family, peers, and community, it directly influences identity construction and other domains of human
development. The mesosystem encompasses interactions between microsystems; for example, how the family interacts with the community. At each of these levels, the individual plays an active role in shaping the outcomes of such systems which aids in their understanding of norms of behavior, functions and roles within these systems (Huitt, 2009; Schulze, n.d.; “Urie,” 2008).

The exosystem operates at the institutional level. The individual plays no active part in decisions made within the exosystem although they are directly impacted by such decisions which lead to certain outcomes and implications for Microsystems. The macrosystem is the society-wide culture consisting of values, ideologies, technologies, and practices that influence the development of the individual and the microsystem in which they operate. The last level of human development in Bronfenbrenner’s ecological systems theory is the chronosystem, which consists of historical factors and changes over time in microsystems, mesosystems, and exosystems along with the macrosystem. All shape an individual’s development, identity, their ‘fit’ within a given system, and ultimately their worldview.

What is notable about Bronfenbrenner’s theory is that it portrays humans as active agents in their development in an evolving and dynamic context. As such, development is reciprocal with humans exerting influence over systems while at the same time the settings of such systems influence the development of the individual. There are two advantages to adopting this approach. The first is that it allows us to examine development in terms of the individual, group, and/or both. Second, to effect change, human behavior must be viewed within the multidimensional contexts that exist within multiple systemic levels of human development (Huitt, 2009; Schulze, n.d.; “Urie,” 2008).

Instrumental Socialization: The Early Years

For many psychologists, it is a significant challenge to shift their mindset to understanding psychology in terms of multidimensionality and contexts. Dr. Okorodudu, however, had the privilege of engaging diversity in her immediate environment at an early age. Although she had several older sisters from her father’s former marriages, she was the oldest of her mother’s five children and socialized in a bi-ethnic family of both Kpelle and Americo-Liberian cultural roots. Liberia’s ethnic composition consists of 16 groups: the indigenous; Americo-Liberians (Black immigrants from U.S. enslave-ment); and Black immigrants from other areas as a result of the initiative to abolish the slave trade. In such a diverse environment, it is not unusual to encounter people with multiple ideological and linguistic differences.

Dr. Okorodudu was raised in Monrovia, the capital of Liberia, a city regarded as “the focal point of political, economic, and cultural activities (“Liberia,” 2009),” with all of Liberian ethnic groups represented in its population (“West Africa,” n.d.; “Background note,” 2012). Her early exposure to a high degree of cultural differences, particularly various theologies, contributed to her appreciation of diversity in the contexts of human development. Most of her primary and secondary education took place at Saint Teresa’s Convent in Monrovia, aside from spending a year of primary schooling at a Lutheran High School in Muhlenberg. Her undergraduate work was completed at Cuttington University College, an Episcopalian institution in Suacoco. During this time, she and her family remained affiliated with the Methodist Church. The neighborhood of her family home in Monrovia consisted of both Muslim and Christian affiliated families, which together comprised the population majority. The linguistic differences she observed within Liberian society consisted of an assortment of Black people speaking both indigenous and English languages. Together, these experiences nourished her sensitivity and awareness about existing within a cross-cultural community. A mindset that life was defined by human diversity was an inherent part of her progressive development into adulthood. Aware of being ‘connected’ with others at a young age, she increasingly began looking “out” at what was happening around her; in her immediate family, school environment, church, community, and the interactions she observed occurring among them. Beginning in high school and into college, her interests expanded to the history and context of relations between Liberia and the rest of the world.

Casting the Mold

Gender bias was prevalent in society and in higher education with system-wide barriers reinforcing traditional gender roles. At the graduating ceremony of her class from Cuttington University College, one of her male professors asked: “So what are you going to do now?” Aside from seminary programs, little opportunity existed for Liberians to pursue higher education in the country, particularly for women at the post-graduate level in the late 1950’s. As was and still is typical of young women in Liberia, it was assumed that she would go on to be married. Okorodudu, however, had a different vision. She refused to confine herself to a system of institutional limitations construed from gender based socialization. Instead, she responded that she wanted to continue her education, preferably in an American institution. After all, she (like many others) idealized America as the one true democracy and “land of opportunity.”

Her professor suggested that she attend Harvard University. “Harvard?” she asked, with further inquiry as to the location of the University. He assertively replied “Harvard… In Cambridge, Massachusetts.” Having never heard of Harvard University, she immediately wrote down the name and location. Realizing in retrospect that he was perhaps a bit sarcastic and insincere in his response, she nonetheless took his advice with full authority and immediately applied to Harvard for post-graduate studies.

Cuttington is a small university college, and Okorodudu was the valedictorian of her class, earning a B.A. in Political Science and History. She was thorough in providing all of the required information, including a near-perfect academic record. The application required several essays which she enjoyed writing. She believes it was the quality of her essays in particular that won her acceptance into one of the most
Dr. Okorodudu's experience with personal racism was affirmed through her interactions in another class in which she was the only Black, and only female, student in the class. She had assimilated and internalized the norms, rules, and lessons of dominant society. Acclimating to this new participatory mode of working that highly conflicted with her history in dealing with White authority figures. Confronted with a situation where she was welcomed as a student of color, she opened her heart and mind and gradually came to embrace the honesty of their engagement.

Her feelings of emancipation that transpired from her work with the Whitings allowed her to be more expressive, while at the same time mobilizing her to face tough issues, realities, and conflicts. She had never before experienced a sense of mutuality with authority figures to this degree, as she had assimilated and internalized the norms, rules, and lessons of dominant society. Acclimating to this new participatory role she was empowered to identify her adaptive challenge, regulate her level of distress, keep her attention focused on relevant issues, and engage her environment in a way that stimulated her creativity (Heifetz, 1994). In this context, and with the Whitings as her mentors, she conceptualized, designed, and completed her dissertation on “Achievement Training and Achievement Motivation among the Kpelle of Liberia – A Study of Household Structure Antecedents.”

**A New Direction**


Enthusiastic about coming to the United States to further her education, Okorodudu was optimistic about all that America had to offer. Although she had experienced sexism in Liberia, never before had she encountered overt racism. However, she had come to the United States in the heat of the Civil Rights Movement unaware of the social, institutional, and political barriers she would encounter as a Black female. For example, she recounts the difficulties she encountered upon finding an apartment to rent. Persistently calling numbers listing vacancies in the local papers, upon her arrival she would be turned away - frequently told that the apartment had ‘just’ been rented. She was finally directed to a residence far from campus in the Caribbean section of Cambridge that would accommodate ‘persons of color.’ This was only one of a series of racist incidents she experienced as a student and immigrant of color. As a result, her views about racial and gender discrimination and the development of democracy in the United States would be forever changed.

She thought perhaps she could find support and inclusion within the confines of Harvard. Indeed, the friendships she developed with a couple of African-American female students, along with her membership at the International House, provided a “buffer” against the atrocity of racism that she encountered in the ‘outside’ world. She also felt like less of a stranger among the diversity of people from other countries on Harvard Square. Still, no amount of social protection could shield her from the reality of racism she was to experience within Harvard’s walls.

Okorodudu soon found herself exposed to racial humiliation shortly after her admission. As one of the few Black students in attendance, she became increasingly aware of the racism that persisted in the institution. Being the only Black student in one of her classes, she remembers her professor making direct and derogatory remarks about Black people. Embarrassed in front of the entire class, she diplomatically confronted him inquiring about his critique. In turn, he justified his behavior as a means of challenging his students to become aware of their own personal identity. However, as the only person of color in the entire class, his actions appeared to be an obvious attack on her identity, an attempt to connote feelings of inferiority and a direct implication that she might not belong.

Dr. Okorodudu's experience with personal racism was affirmed through her interactions in another class in which she was the only Black, and only female, student in the course. One day, the professor pulled her aside and asked that she drop the course. Again, she was confused as her grades reflected her competence and commitment to education. However, he made it clear that he did not want her in his class, implying that she was not a good ‘fit,’ despite her success in his course. Never before had she experienced not being ‘wanted’ in an educational context. Before long, she had begun to doubt the sincerity of her professors. This presented her with feelings of dislocation which challenged her esteemed self-concept of Liberian heritage. As burdensome as it may have been, Okorodudu had traveled thousands of miles to attend an American University having consciously decided that she was not going anywhere until she achieved her objective. To do so, however, meant that she had to identify the ways she could use her identity and self-concepts as resources to motivate and mobilize her adaptive capacities. Consciously stepping back and interpreting events in terms of motives, interests, and loyalties that impact operational contexts allows an issue to be ‘reframed’ in a manner that is strategically aligned with one’s vision. This reframing, she learned, can provide the focus and inspiration to move forward, as described by other authors (e.g., Heifetz, Grashow, & Linsky, 2009).

**The Influence of the Whitings**

John and Beatrice Whiting, best known for their contribution to human development using “The Six Cultures Study of Socialization,” emphasized in their qualitative research that the cultural learning environment is a “powerful influence on development” (Weisner, 2010). However, in the mid-1960’s, laboratory experimental work was the archetype. Employing a naturalistic approach of observation based on ethnographic comparative field studies of children, families, and communities in diverse settings was unprecedented and made the Whitings pioneers in the field of psychological anthropology. Together they worked at the Laboratory of Human Development at Harvard, engaging students in dialogue with a mutual respect for learning.

When the Whitings invited Okorodudu to participate in cross-cultural psychosocial research under their guidance, she was somewhat mistrustful and reserved. After a sustained period of disequilibrium, she later found herself thrust into a participative and collaborative mode of working that highly conflicted with her history in dealing with White authority figures. Confronted with a situation where she was welcomed as a student of color, she opened her heart and mind and gradually came to embrace the honesty of their engagement.

Her feelings of emancipation that transpired from her work with the Whitings allowed her to be more expressive, while at the same time mobilizing her to face tough issues, realities, and conflicts. She had never before experienced a sense of mutuality with authority figures to this degree, as she had assimilated and internalized the norms, rules, and lessons of dominant society. Acclimating to this new participatory role she was empowered to identify her adaptive challenge, regulate her level of distress, keep her attention focused on relevant issues, and engage her environment in a way that stimulated her creativity (Heifetz, 1994). In this context, and with the Whitings as her mentors, she conceptualized, designed, and completed her dissertation on “Achievement Training and Achievement Motivation among the Kpelle of Liberia – A Study of Household Structure Antecedents.”
period of self-discovery and introspection. She asked herself, “What is it that I want to do with my life?” Self-inquiry helped her to rethink value systems and how they were informed and to reassess reality in terms of clarifying values. Dr. Okorodudu attests that “With vision comes passion.” Dreaming of possibilities by looking ahead to the future, through reflection of the past and in light of the present, you can identify your higher purpose. She believes that asking, “How do I want to fit it?” and “What do I want to bring about?” can help in the identification of a higher purpose and orient one to strategically bring dreams to reality.

This open and questioning philosophy not only permitted her to examine issues of racism and gender, but also to question how they fit into the larger picture as interconnected elements within the broader ecological framework. From this perspective, she was able to view racism and sexism holistically in light of social, cultural, historical, and political processes. With a clear understanding of how gender and racism are situated in and intertwined with institutional practices and policies, Dr. Okorodudu developed an awareness of the impact and influence of these systems and how they contribute to racist and sexist thinking.

As an agent of social change, not an agent of social control, Okorodudu held strong to her renewed conviction to open up ‘cans of worms.’ She was undeterred by the uncertainty of success, or even so much as knowing for sure what success might look like. She faced her objective head on by “venturing into edgy, even perilous, places where what is ‘going on’ needs to be rooted out, opened up, challenged, and changed” (Stevens & Gielen, 2007, p. 345; Fox, Prillentensky, & Austin, 2009, p. 4). Her strategy for managing conflict she attributes to her mother, who firmly believed that “you should always look ahead; having a sense that things would get better if we only look forward and reach for better ways of living.” To this end, no matter what she pursued, she would persevere.

From these beginnings, Okorodudu increased her professional commitment to promoting institutional policies and practices reflective of human rights, social justice, and democratic community. Her first professional focus was aimed at policy in U.S. higher education, and later in her career to governance of the American Psychological Association and within the United Nations. She notes that through a process of “unfolding,” one can gain critical insight into complex issues by asking specific questions, such as: “What is ‘going on here, in this situation, to these people?’” Situating her work in a value-driven, ecological, and contextual framework allowed her to view psychology in context of power relations and economic priorities. This drew her attention to competitive political systems and their ability to impact human rights, social justice, and well-being.

**Psychology as a Social Enterprise: Overcoming Challenges through Adaptive Work**

In the mid-1980’s, Dr. Okorodudu made attempts to help internationalize psychology by undertaking a rigorous study with her students to examine ethnocentric biases throughout various child development textbooks. Her team identified and demonstrated extensive findings that revealed such bias was rampant in multiple contexts in reference to gender, other cultures and societies. She formally presented this study in 1988 at the XXIV International Congress of Psychology in Sydney, Australia titled “Underrepresentation of the Multidimensional Contexts of Children’s Lives: An Analysis of U.S. Child Development Texts.” While the audience was respectful and seemingly interested, they were neither engaged nor eager to join forces in taking an action-oriented initiative.

Dr. Okorodudu argues that the greatest challenge for future international psychologists lies in creating an international psychology which takes into account cultural and historical factors of human behavior. In doing so, it must also acknowledge the impact of dominant psychological models and access to funding on psychological projects in local, national, and international contexts. To overcome these challenges, she would reflexively use emotional and spiritual feedback from her work to continually assess if what she was doing was part of her vision, using her inner voice as a guide. She also learned the importance of collaboration amongst stakeholders who have a shared interest and genuine concern for social justice.

With a keen understanding that change requires allies, Dr. Okorodudu engaged with Black psychologists, cross-cultural psychologists, and psychologists across racial/ethnic groups to move towards a more inclusive psychology. She was able to obtain funding that served to implement the findings from her study on ethnocentric biases in child development texts by developing a database of curricular resources. Simultaneously, she worked with women in APA Division 35 to establish a standing committee entitled “Global/International Perspectives on the Psychology of Women” which continues today, working cooperatively with Division 52’s International Committee for Women.

Her work to internationalize courses on child development and the psychology of women led to opportunities for her to provide leadership for academic curriculum and institutional transformation at Rowan University, throughout New Jersey, and within U.S. higher education. She served as Coordinator for the New Jersey Project to integrate the scholarship on gender, ethnicity, and class into the curriculum (including psychology courses) within the state’s colleges and universities. Later, she initiated Rowan’s curriculum transformation projects with the Association of American Colleges and Universities initiative entitled: “American Commitments - Diversity, Democracy, and Liberal Learning.” This work culminated in establishing an undergraduate major in African Studies at Rowan University, including courses on African-American Psychology, the Psychology of Racism and Ethniccentrism, and the Psychology of Ethnic Identity and Community.

**Critical Collaboration: A Necessity for Macro-Level Intervention**

Fox and others take care to note that “Engaging in dialogue linking the personal and political opens up possibilities..."
for action ... Through dialogue, groups gain knowledge and understanding, build a shared theory of change, and engage in action for change” (2009, p. 386). Expanding her human rights and social justice work beyond academic institutions, Dr. Okorodudu began to engage in public policy work at the United Nations, as a Non-Governmental Organization Representative for the Society of the Psychological Study of Social Issues (SPSSI) and the APA. Additionally, Dr. Okorodudu worked with the APA Office of International Affairs in 1999 to develop APA’s application for accreditation at the United Nations, which was granted in 2000. She later helped to recruit a diverse team of psychologists to begin the process of integrating psychological and social science perspectives into various global human rights processes, addressing issues such as racism, women’s rights, children’s rights, migration, and other human rights issues related to vulnerable populations.

Dr. Okorodudu has more recently served in a number of APA governance positions, including the Council of Representatives. Some of the activities in which she has played an integral part, working in collaboration with others include:

- Developing APA’s Resolution Against Racism in Support of the Goals of the 2001 UN World Conference Against Racism, Racial Discrimination, Xenophobia, and Related Intolerance (2001);
- Crafting Human Rights Policies in cooperation with the APA Divisions for Social Justice and the Society for the Study of Peace, Conflict and Violence in the APA Council of Representatives;
- Developing APA’s Resolution Against Torture and Other Cruel, Inhumane, or Degrading Treatment of Punishment (2006);
- Amending the Reaffirmation of the APA’s Position Against Torture and Other Cruel, Inhumane, or Degrading Treatment of Punishment and its Application to Individuals Defined in the U.S. Code as “Enemy Combatants” (2007; 2008 Amendments);
- Engaging in The Resolution to create a Task Force on the Psychosocial Effects of War on Children and Families who are Refugees from Armed Conflict Residing in the United States (2008);
- Working on The Resolution approved by Council that the APA Ethics Committee Review and Recommend Resolution of the Discrepancy between the Language of the Introduction and Applicability Section of the Ethics Code and Ethical Standards 1.02 and 1.03 (2008);
- Amending the Ethics Code to address potential conflicts among professional ethics, legal authority and organizational demands, that under no circumstance may standards be used to justify or defend violating human rights (2010);
- Producing a report as a member of the APA Advisory Group giving guidance to the Council of Representatives on the Petition Resolution for the non-involvement of psychologists in settings where persons are being detained unlawfully for national security reasons.

**Macro-Level Intervention as a Systematic Process**

Vygotsky (1978; as cited by Fox et al., 2009) acknowledged that we are “beings of relationships in a world of relationships.” With a diversity of cultures in the world, each with their own set of values and beliefs specific to their worldview, it is critical that we take into perspective the entirety of their ecological development in context. For this reason Okorodudu warns that as students working in a complex, diverse environment, research is not to be taken as the final word. Research in this regard requires a descriptive, evolving approach that emphasizes and examines the role of people and their environment as transactional. It is only through the meaningful and contextualized integration of human agency, context, and meaning into a research design that researchers can cultivate a theory of human functioning (Stevens & Gielen, 2007).

Complex social problems cannot be addressed alone, and by exploiting the linkages between multiple levels in a collaborative framework, macro-level outcomes will be most effective. Dr. Okorodudu’s personal experiences and efforts to tackle racism, for example, show that racism must be understood in context, i.e., how it is legitimized and codified by laws; how those who hold power are able to oppress through authority; how historical factors are related to intergroup relations; and how additional factors may exceed the capacity of the individual’s influence alone (Stevens & Gielen, 2009, p. 276).

Recognizing the need to establish a cooperative and collaborative framework for intervention, Okorodudu currently serves as the Chair of the Psychology Coalition at the U.N., which is expected to be in full operation by 2013. According to the Draft of the By-Laws (“Psychological contributions,” 2012):

The Psychology Coalition at the United Nations is composed of psychologists who represent Non-Governmental Organizations (NGOs) accredited at the United Nations (UN) and psychologists affiliated with United Nations departments, agencies and missions. The Coalition collaborates in the application of psychological principles, science, and practice to global challenges of the UN agenda, including those outlined in the Millennium Development Goals. The Coalition seeks to accomplish this overarching aim through advocacy, research, education and policy development guided by psychological knowledge and perspectives to promote human dignity, human rights, psychosocial well-being, and positive mental health.

Aligning itself with the guidelines of the U.N. Economic and Social Council, the guiding principle of the organization is that psychologists at the United Nations need to work together to enhance the interconnected, reciprocal and transactional functions of their work. This can be done in two pri-
many ways: by continuing to extend the relevance and application of psychological perspectives to the agenda of the U.N. to influence global policy outcomes on recurrent and emergent issues; and by continuing to bring international issues and standards to bear on policies, research, and practice within the discipline of psychology that will increase the relevance of the discipline to local, national, and international contexts (“Psychological contributions,” 2012). The mission and principles of The Psychology Coalition reflect the life-long legacy of Dr. Okorodudu’s work as a leader in International Psychology.

Towards a ‘New’ Psychology

As a word of guidance for upcoming international psychologists, she connotes a necessary awareness of “what is happening in the United States is also part of the world.” For example, she believes one can work locally but think globally as the international standards, ethics, and principles are mandates that serve to connect and protect all of humanity. In the words of Dr. Okorodudu, “International Psychology can be defined as the science, education about, and practice to facilitate human development, based on an understanding of the relationships among human thoughts, feelings and actions at various ages of the life cycle within and across diverse cultural and national settings.”

While some may argue that International Psychology is a ‘specially’ that addresses international psychological problems alone, this view is severely limited, as international psychology expands far beyond traditional psychological theory by incorporating the relevance of ecology in an increasingly globalized world (Wedding, 2004; as cited by Stevens & Gielen, 2007, p. 322). In essence, the breadth of International Psychology is vast in scope, as psychology is not limited to geographical boundaries. What is global is local, and what is local must be considered in the context of “global.”

If international psychology maintains a goal of social justice, then as psychologists we have a duty to acknowledge and address the impact of global forces that shape the context of our lives. This perspective requires the emergence of a ‘new’ psychology that respects diversity, is sensitive to ethnic-centricity and bias, and sees diversity as an opportunity for new and enriching interactions. Its methods must be relevant, contribute to the advancement of knowledge, and advocate for social justice while at the same time being responsive to the challenges of our times in a culturally, ethically, and racially sensitive manner.

Conclusion

The tree and subsequent spaces that Dr. Okorodudu once sought refuge as a child from the present, so that she could look ‘out’ to the future, might have in fact shaped how she would ‘see’ the future. For example, looking at social injustice as rooted in a system is much like the tree which is rooted deep in the ground. The multiple branches of social injustice spread out (mesosystems), like branches of the tree. Should we view the leaves that stem off of the branches as individuals (microsystems) directly impacted by systems of social injustice (exosystems/macosystems) then what we find is a truly ecological framework. Reflecting on young Corrahm Okorodudu sitting atop that tree, one can imagine how her growing awareness as an ‘ecological being’ guided her vision to combat social injustice leading to her ultimate recognition as an exemplar of International Psychology.

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Authors’ Note

Helena Baillio is a doctoral student of International Psychology with a concentration in Organizations and Systems at The Chicago School of Professional Psychology. Along with participation in the Heritage Mentoring Program of APA’s International Psychology Division, she has demonstrated a keen interest with her extracurricular activities to raise awareness, dialogue, and active engagement in areas related to International Relations, Affairs, and Psychology viewing them as interrelated constructs in the promotion of social justice.

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Advocacy About Psychological Contributions to the Global Agenda at the United Nations: Preliminary Experiences, Case Studies and Lessons Learned About Principles, Procedures and Process

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Representatives of psychology-related NGOs accredited at the United Nations by ECOSOC (the Economic and Social Council) have long advocated on behalf of mental health issues at various United Nations meetings and commissions. In March 2012, several of these NGOs decided that coordinated efforts would be more effective, and came together to collaborate on advocacy at various Commissions held at UN Headquarters in New York City. This article reports on this process as well as the author’s personal experiences in this advocacy and lessons learned that can be applied to future coalition advocacy efforts.

Inspiration by the Division 52 Panel
This report is based on the presentation I made at the mid-winter meeting of the Division of International Psychology of the American Psychological Association (APA) at the request of the Division President Neal Rubin, for a panel focused on “International Engagement and Mentoring for Students and Professionals: Promoting International Engagement In Scholarship, Research and Diplomacy.” Chaired by Rubin, the speakers included Andrés Consoli, Ph.D. who spoke on “Promoting the International Engagement of Scholars across the Americas,” and doctoral student Daria Dianonova from Alliant International University who presented her experiences, “From California to Russia: Challenges in Engaging in Cross Cultural Dissertation Research.” My topic was “Diplomatic Engagement at the United Nations.” Panelist Consoli set the tone of the panel by sharing personal stories about the roots of his work. Inspired by his approach, though still somewhat shy and unaccustomed to such self-disclosure, I described early experiences that can explain my current path in advocacy, mediation and diplomacy. As a child, I was the one in the family who calmed disagreements between my parents, and in high school, I won debates in the Debate Club. These early experiences no doubt inspired my more recent participation in lobbying in the United States Congress several times on different issues: for the APA education directorate, for a Department of Peace, and for support for the Alliance of Middle East Peace.

An Overview of the Advocacy Process
Reflecting on the process of advocacy led me to think about various steps. Before beginning, it’s important to keep in mind what advocacy is: the process by which an individual or group in favor of a cause, idea, or policy, actively present their views or special interest to other groups in order to impact some political, economic, or social system. Activities can include collecting research data and case histories, preparing position papers and publications, conducting media campaigns, or presenting before official groups.

Another important preliminary step is to identify the purpose. The purpose of advocacy at the UN is to raise awareness of the role of psychology and mental health in global issues addressed by the UN and its various agencies and bodies, and to establish relationships with governments, UN agencies, civil society and conference delegates so that they include contributions of psychology in their resolutions. All advocacy also helps form partnerships with other stakeholders and lays foundations for future efforts at meetings and conferences.

NGOs advocate about their special interest at various UN Commissions by preparing statements, attending open-ended forums, and arranging side events with panels and speakers on our topic, in order to highlight issues and guide discussion about our special interests related to the topic of the commissions.

Major yearly Commissions at the UN include the Commission on Social Development, the Commission on Sustainable Development, the Commission on the Status of Women and the Commission on Population and Development. There are also important conferences and meetings on issues like ageing, indigenous peoples and drugs, among many others. The specific topics of the commissions vary each year. Some meetings are exclusive for government delegates, but NGOs can observe certain sessions, host side or parallel events, or
be invited to present oral statements. Other meetings include delegates assigned by NGOs to be accredited at the specific meeting.

The basic steps in advocacy are to: (1) elaborate the position we want to communicate to individuals or delegates in order to influence their view, or to input our position into final statements emerging from a Commission or high level meeting; in our case, to identify psychological contributions to whatever topic is being considered; (2) prepare a statement on behalf of the co-sponsoring psychological organizations and affiliated professionals accredited at ECOSOC by the deadline to be included on official ECOSOC letterhead and in official materials; (3) hold a side event or parallel event to promote and further refine these statements; (4) apply to make an oral statement; (5) prepare what can be said to individual delegates; (6) approach the delegates; and (7) conduct follow-up of contacts made. Helpful steps are to convene with other NGOs and NGO Committees, to get their input and develop further collaborative efforts.

Early UN Advocacy Efforts

My first experience advocating at the United Nations was in 2007, when I was a member of the Executive Committee of the UN NGO Committee on Mental Health. Given that I was very involved in disaster relief, that this topic was included in the agenda of the Committee, and that the subject of disaster relief and risk reduction was in the forefront of the UN agenda, I became involved in advocating about the inclusion of mental health issues in the work of the UN Inter-agency Secretariat of the ISDRR (International Strategy for Disaster Risk Reduction). This issue had emerged from what is called the Hyogo Framework for Action (HFA), which defines what governments should do regarding disaster risk reduction. The HFA is a 10-year plan, adopted by 168 Member States of the United Nations in 2005 at the World Disaster Reduction Conference, to make the world safer from natural hazards and to build resilience of nations and communities to disasters.

To prepare for this advocacy, I had meetings with UN staff related to disaster risk reduction, particularly Elina Palm, Liaison Officer for the UN International Strategy for Disaster Reduction.

The NGO Committee on Mental Health drafted a statement, with the introduction:

“The protection and promotion of psychosocial well-being and the prevention and treatment of physical and mental disorder are integral to humanitarian efforts and social development, and essential to build resilient communities for disaster risk reduction. Therefore, it is recommended that physical and mental health issues and experts be integrated into all policies, plans and programs in ISDRR and in the implementation of the Hyogo Framework for Action. This includes assessing and monitoring physical and mental health needs, reinforcing existing resources for providing appropriate interventions, and developing education and training pro-
Working as a team proved to be highly effective, in doing the necessary intensive research and preparation. It was particularly appropriate and rewarding to collaborate with Dr. Inka Weissbecker, another executive committee member of the Committee on Mental Health, who was hard-working, competent and experienced in disaster recovery, and who was coming on the trip with me to UN headquarters in Geneva for major meetings of government delegates about international disaster risk recovery and reduction.

We applied, and were accepted, for a side event to take place at the Geneva meeting. For such a side event, it is most effective to have a combination of speakers who are stakeholders of the issue, in order to make an impact. These include a top level UN staff member, a staff member from a UN agency, and representatives from the private sector and from NGOs or other organizations directly related to implementation or research on the topic. We were highly successful in securing such a panel on this occasion, consisting of Margareta Wahlstrom, then Assistant Secretary-General for Humanitarian Affairs and Deputy Emergency Relief Coordinator of the Office for the Coordination of Humanitarian Affairs, who supported the importance of integrating psychosocial and mental health interventions into the Hyogo Framework for Action, as part of a comprehensive program of disaster preparedness, response and recovery. It was quite a coup also to secure the participation of Mark van Ommeren from the World Health Organization, Department of Mental Health and Substance Abuse, who announced the release of the new “Guidelines on Mental Health and Psychosocial Support in Emergency Settings,” which subsequently became the essential guidelines for interventions in disasters. Representing NGOs, Dr. Weissbecker, then-UN NGO representative for the International Union of Psychological Science, and I, were also on the panel, reporting about best practices and psychological issues in disaster intervention and research projects. Another panelist, Mary Weed, representing a research NGO in Geneva focusing on diplomacy dialogues, discussed the principles and theoretical background of the topic.

We further applied, and were accepted, to be one of the very few non-government invitees who could make a short statement before the government delegates.

Follow-up is crucial. After the meeting, Dr. Weissbecker and I drafted an extensive document, “Comments for Global Review,” to be reviewed by all the participants, as well as a very extensive summary statement with research references, which we sent to the chairs of the UN meeting. We further coordinated with various NGO committees in collaborative ongoing efforts, particularly those in the health field.
Subsequent Participation at Commissions

In 2010, I was invited to participate in the side event at the Commission on the Status of Women on “The Critical Role of Women in the Attainment of the UN Millennium Development Goals (MDGs).” This event was organized by Voices of Africa Mothers, an NGO accredited at ECOSOC at the UN, with whom I was collaborating on projects related to African youth, in my role as Director of Psychosocial Programs of U.S. Doctors for Africa and as the main UN representative of the International Association of Applied Psychology (IAAP). The side event specifically addressed the critical role of African women in attaining the MDGs.

In 2011, the Commission on the Status of Women (CSW) meeting focused on STEM education. APA organized a Psychology Caucus: “What Psychology Offers to the Education of Women and Girls,” co-sponsored by several psychology organizations. Panelists talked about projects teaching young girls about science, technology and mathematics. In one poignant example, a rowboat was brought into the auditorium and the team of female students who had built it described their learning process, proving their command of physics and construction.

In 2012, the CSW topic was “Eradicating Poverty in Rural Women and Girls,” related to Millennium Development Goal #1 (i.e., eradicating extreme poverty). A group of psychology NGOs accredited at the UN came together for more organized collaboration for the first time. We drafted a statement titled “Transforming Communities through Psychosocial Empowerment of Rural Women and Girls: Best Practices from the Field.” An early draft was submitted by the deadline to be registered on official UN letterhead. Later drafts were also written.
The panel of the same name included speakers who were psychologists, doctors and activists in water and food security who are working in India, Africa, and Latin America to empower rural women and girls, including those with disabilities. Using such techniques as psychosocial interventions, education and training, and social activism, these rural women and girls are developing their skills, fostering positive attitude change, and understanding their human rights in order to take control of their lives. They are growing food, increasing personal income, improving their health, experiencing an increased sense of well being, and developing their communities.

In this parallel event, speakers provided examples of these efforts, including videos, and showcased strategies for effective psychosocial interventions. For example, Dr. Mary O’Neill Berry and I reported on the development and evaluation of the Girls Empowerment Programme, a psychosocial camp for girls from rural Lesotho, Africa; the Women’s Earth Alliance representative from India, who directs the Gorakhpur Environmental Action Group, described how they empower women farmers and community activists from flood-affected areas through learning, sharing tools and developing community and advocacy strategies, to build resilience in the face of climate unpredictability and poverty. Other speakers described their services with rural women and girls who are disabled. More details about this are later in this article.

Side events like these offer opportunities to form new contacts among presenters, and to identify attendees who can also collaborate.

The Commission for Social Development

The topics of the Commission for Social Development (CSocD), held 2-10 February 2012 at UN headquarters in New York City, also addressed Millennium Development Goal #1, the eradication of poverty. To prepare, we had to identify our mission and to examine the research about the role of psychology in poverty eradication. As a group of psychologists, we asserted that:

- Mental health plays an important role in poverty
- Mental health in relation to poverty is a cyclical issue; a cause and result
- Poverty eradication is multi-dimensional
- Psychology plays a larger role than most have traditionally believed

In identifying what we hope to accomplish, we had to decide on our goals, i.e., what we want the commission to include in their resolution (for example, to convince them to add the language of mental health in the resolution of poverty eradication), and to get contact information from delegates so we can do follow-up. We also had to be aware of challenges, e.g. how people perceive “psychology.”

The resulting statement to the 50th session of CSocD was entitled “Psychological Contributions for the Eradication of Poverty.” The statement, backed by research and offering recommendations, was drafted by Corann Okorodudu, UN representative from the Society for the Psychological Study of Social Issues (SPSSI), with other Psychology NGO UN representatives providing input, particularly Deanna Chitayat from APA, and myself and Mary O’Neill Berry from IAAP.

As is preferred, the format was on one page, front and back, with contact numbers and emails. The statement, in more detail in the Appendix, urges that economic policies need to be complemented with psychological and psychosocial policies, that intergenerational life span should be inclusive, and that all people, including children, should learn their rights as a basis for the development and the importance of including psychological empowerment in any consideration of social development. Our recommendations address:

- Psychosocial empowerment (including the promotion of access to decent work)
- Mental health care and social protection (including the implementation of the “Social Protection Floor” for all ages)
- Psychosocial well-being (e.g., support of the Government of Bhutan’s Gross National Happiness Index and other countries’ efforts to include well-being as measure of development besides economic indexes)
- Program evaluation

A productive action was to take the actual draft statement that the commission was working on, and make annotations in track changes, adding comments about which we were advocating.

In the next step, we prepared a two-minute description of what we want -- essentially an “elevator pitch.” Elements of this pitch include an introduction about us as psychologists; a brief explanation of our interest to include psychological perspectives in addressing the MDGs; a mention about how (hopefully) their position or statement is in alignment with our position; and exchanging contact information (remembering to read back written contact information to make sure that it is legible and accurate).

A packet of materials was prepared in case it was feasible to hand out. This can include the statement, supporting
papers or materials, brochures on the topic or about the group, the Commission’s draft of their resolution/outcome document with our insertions and track changes, and a business card.

A strategy involves identifying allies, coordinating with other individuals, groups and NGOs who are advocating for the same thing (e.g., the NGO Committees on CSD and on CSW). During the actual meeting, it is valuable to talk to other NGOs, in case they have useful information that can assist our advocacy.

Other important steps are to:

- Check the meeting schedule beforehand, and the boards on the meeting days, to establish which groups are meeting in which rooms, and in which rooms NGOs can have access to delegates.

- Make a list of target countries to approach. This involves establishing a list of “issue-friendly” delegations from countries that would be in alignment with our mental health agenda, as determined from their statements, their website or other research. For example, from reading their statements and references, the “friendly” countries for our advocacy about mental health at CSoD included Jordan, the Netherlands, South Africa, Finland and El Salvador.

- Check the table in the room where the country delegates’ statements are laid out, and read through them to help identify the “issue-friendly nations.”

- Take notes on the meeting, listening for statements by countries that are issue-friendly.

- Look at the seating chart to see where different country delegates are sitting.

- Decide on the best time and place to approach delegates. Options include before and after the sessions start or when the delegates are entering or leaving the room; during the session, depending on what they are doing (e.g. if they are distracted or checking email); or in the back of the room or on aisles easier to access. Being sensitive to the delegate, e.g. their interest, how long they want to talk, is important.
sentative Dr. Peter Walker, and Christina Kirkman, Emily Dow and Fahad Rahman, APA UN interns.

Dr. Okorodudu gave an overview of the importance of psychology in poverty, stating that “When the UN and its agencies try to come up with strategies to alleviate poverty, they frequently leave psychology and mental health out all together.” The relationship between well-being and poverty is direct, inverse, and also cyclical as “poverty results in mental health problems and mental health problems exacerbate poverty.” Dr. Berry addressed access to decent and productive employment as a source of psychological empowerment, giving the example of the IAAP UN team’s project of the Girls Empowerment Programme in Lesotho, Africa that combines training in entrepreneurship and life skills. Outcome measures suggested the effectiveness of this approach, leading to the recommendation that the Commission address both psychological empowerment and income generating activities in policies and programmes to eradicate poverty. Rahman emphasized the necessity to promote social inclusion by reducing inequalities, and referenced the intergroup contact theory as an effective method used in the U.S. and South Africa to “reduce prejudice by coming together on equal status to work toward a common goal.” I focused on the psychological topic of well-being, outlining efforts at the UN, by governments and NGOs, and in academic settings. I highlighted the initiative of well-being being used as an alternative index to economic status, reflected in the Royal Government of Bhutan’s Gross National Happiness Index, and by groundbreaking efforts of governments like Great Britain, France and Japan, who took the advice of Nobel Laureate economists to advise measurement of development in more holistic, rather than just economic, terms. In an impressive move, the Bhutan government sponsored UN General Assembly Resolution 65/309 in July 2011, co-sponsored by 68 countries and adopted by consensus of the Member States, entitled “Happiness: Towards a holistic approach to development.” The resolution invited Member States “to pursue public policy steps that would better capture the importance of pursuing happiness and well-being in development,” and welcomed Bhutan’s offer to hold a high level meeting on April 2 and a discussion on the theme during the Assembly’s upcoming sixty-sixth session.

I recommended support for the Bhutan index and similar measures being adopted by governments in their policy and being included in important reports like the UN Human Development Report (which had such indexes in 2010 but removed them in 2011). Dr. Peter Walker focused on the topic of environmental refugees and climate change as a threat to sustained economic growth, (mentioned by the Secretary General in Article 62), since negative affects on natural environments have psychological impacts on people, including PTSD, major depression and drug and alcohol abuse, all of which can contribute to the cycle of poverty.

Immediately following the caucus, at Deanna Chitayat’s urging, I and IAAP intern Jeannette Raymond launched a pioneer effort of in-person advocacy with the CSocD delegates. The effort was highly successful in making contacts with various country delegations (including South Africa, Nigeria, Ghana, Italy, Chile, France, Egypt and Mexico), informing them about the statement developed by the Psychology NGOs accredited at the UN and encouraging them to include references to the importance of psychological issues in the eradication of poverty in the final draft resolution. Some delegates had already used words like “empowerment” “social well being” and “mental health” in their delivered statements.

At UN commissions, country delegates normally convene in the large conference rooms at UN headquarters. Other high level delegates meet in smaller rooms, negotiating fine points of the final statement or resolution.
NGOs and other accredited and registered stakeholders can sit in the back of the room and can be allowed to submit pre-arranged questions or oral statements for selection to be presented in the general forum.

When approaching a seemingly “friendly” country delegate, it’s useful to be especially careful to keep track (write down) any key words they use in response, in order to alter the approach, and for a later version of the advocacy or statement (even after it has been submitted).

Finally, follow-up is crucial. This involves the team exchanging notes about which countries were responsive, and sharing what they learned that can alter and advance the pitch (e.g. key words from the delegates’ interactions or from the meeting itself). An Excel file should be made of all the information: data from the business cards, and notes about the approach and response. Emails should be sent out (preferably that evening) to all the delegates who were approached.

In other successful follow-ups, Drs. Okorodudu, Berry and myself had in-depth meetings with mission delegates from several countries.

The delegates of Nigeria agreed that girls need confidence to rise from poverty and that we must pay attention to psychological empowerment. They acknowledged that the final CSoC statement should include language about psychological development. Ms. M.B. Daodu, Director of Rehabilitation from the Federal Ministry of Women Affairs and Social Development, said that youth need not just skills, but self-confidence, to know “Don’t let anybody trample on you.” Programs in disabilities teach them how to build a boat, she
said, but not how to feel better. Ms. Elizabeth Emuren, Permanent Secretary and Director for Federal Ministry of Women Affairs and Social Development in Nigeria, added that, “We can discuss with the commission…believing in yourself is a key to success (and crucial) in the villages so it can be passed on to their families and communities. This will decrease trafficking and transactional sex. The only way girls won’t be exploited and vulnerable to trafficking, is if they feel good about themselves.” It was impressive to hear these delegates speaking in terms that were very psychological. Ms. Emuren said, “You have to have confidence and to be mentally alert so you don’t give up and you keep on living,” adding that “Mental alertness is what makes you rise up even when you are down” and that “the psychological effect has a great deal to do with poverty.”

Given the statement by the South African government delegate, which was synchronistic with our mission as Psychology NGOs, I approached South Africa government delegate Valerie Matlou, Chief Director of Economic and Social Affairs. Very interested, she set up a meeting with her colleague, Sadi Luka, chief director of the South African Department of Social Development. At this meeting, it was very valuable to have another senior UN representative, Corann Okorodudu, also present.

The meeting proved to be highly successful in that our perspectives were indeed in alignment. The discussion further revealed their great interest in IAAP’s Girls Empowerment Programme and led to plans for further meetings and collaboration about launching a similar program in South Africa.

UN Commission on the Status of Women

The next advocacy opportunity was at the two-week long annual UN Commission on the Status of Women (CSW56) convened from 27 February – 5 March 2012 (www.ngocsw.org) on the topic of eradication of poverty specifically for Rural Women and Girls.

At an afternoon workshop on the orientation day, Astrid Stickelberger, a psychologist and UN NGO representative for SPSSI in Geneva shared her experience advocating for human rights of the ageing. She recommended these steps: (1) review UN documents and agencies agendas; (2) identify NGO partners; (3) create documents and panels; (4) prepare oral and written statements with data and co-signers; (5) submit the statement early enough to get an official UN or ECOSOC logo; and (6) do a media campaign.

Challenges abound, she emphasized. These include the definition of the word “mental health” which can be confusing, culturally inapplicable, stigmatized or dismissed; and that treatments are culturally biased.

Statement Submitted by the Psychology NGOs Accredited at the United Nations to the 56th Session of the Commission on the Status of Women, Used for Advocacy: Psychological Contributions to the Eradication of Poverty among Rural Women and Girls

The purpose of this statement is to advocate for governments, UN agencies, and civil society organizations to include psychosocial factors as significant, complementary dimensions associated with poverty of rural women and girls, and its alleviation. Recommendations concerning the importance of psychosocial empowerment, mental health, and psychosocial well-being to achieve sustainable poverty reduction in the lives of rural women and girls were similar in nature to those reported for the Commission for Social Development above.

The Parallel Event on “Transforming Communities through Psychosocial Empowerment of Poor Rural Women and Girls” of the Psychology NGOs Accredited at the United Nations at the 56th Session of the Commission on the Status of Women

The proposal for this Parallel Event Symposium was accepted, and presented on 1 March 2012, from 4:30 p.m. to 6:30 p.m., on the fourth day of the CSW meetings, similarly to CSocD, in one of the principal conference rooms at the North Lawn building of the UN headquarters where the main meetings of the delegations were being held. An effort was made to circulate announcements to the UN community, and the symposium was well attended, as well as being very well
Consistent with the aim to highlight ways in which programs of psychosocial empowerment can be instituted as a means for achieving positive social and economic change in the lives of women, girls, their families, and the communities of which they are a part, the panel featured speakers versed in the methodological and theoretical approaches to psychosocial empowerment in women and girls, and experienced in the “on the ground” implementation and evaluation of these programs in communities around the world.

Dr. Deanna Chitayat served as symposium chair and APA UN intern, doctoral student Christina Kirkman, moderated the Q&A session. In her opening statement, Chitayat highlighted the fact that poor mental health is both a consequence and cause of poverty, and discussed the unique characteristics and multiple stressors of life for rural women living in poverty that may make them particularly vulnerable to psychological distress and physical hardship. The first presentation described the projects of “Marginalized Women and Girls in Rural India and Peru: A Journey of Empowered Citizenship with Psychosocial Interventions” by Liliana Mayo, Ph.D., of the Ann Sullivan Institute in Peru and Ushar Nayar, Ph.D., of the Tata Institute of Social Sciences in India. The project provides social support, job skills training, and assistance in practical education to women and girls with disabilities living in poverty, enabling them to become independent, obtain jobs and become productive members of their families and communities. The program has a unique online, digitized system to promote their opportunities and research. Dr. Nayar debunked myths and preconceptions regarding rural women and girls in India, arguing that these women and girls have very cogent, coherent conceptions of their goals and hopes. Key policies which have helped them include SEWA (Self Employed Women’s Association) the NREGA (National Rural Employment Guarantee Act), and the DDS (Deccan Development Society). As rural youth are becoming empowered, they contribute toward generational social change.

The second presentation, jointly made by myself and fellow IAAP UN representative Mary O’Neill Berry, addressed the interaction of UN MDGs of poverty reduction and women’s empowerment through a unique dual-pronged model program of entrepreneurship and life skills training in Africa, called the Girl’s Empowerment Programme (GEP). This multi-stakeholder model engaged both civil society and local government in a partnership that was highly effective, bringing together the local government First Ladies Staff and Ministries, NGOs (IAAP and Global Camps Africa), and UN agencies (UNICEF). All activities were geared to empowering the girls from remote villages to become more assertive, learn about their rights, and initiate income-generating activities (IGA) as a critical way out of transactional sex (trading sex for money for school fees, food or family needs), thereby reducing their risk for contracting HIV/AIDS. A unique feature of the program was a pilot of an extensive outcome evaluation, given that few such efforts are made to evaluate interventions, due in large part to lack of resources, culturally designed measures and funding. The results were highly promising; data from the 40 participants revealed significantly improved levels of self-esteem, a greater sense of empowerment, lower depression levels, and increased direction in terms of social and economic capacity. In addition, the girls mentioned a desire to become leaders and mentors for their peers and in their communities, and a majority elected to be voluntarily tested for HIV/AIDS. The girls subsequently participated in a further training in IGA given by the government Ministry that partnered in the program. The project further demonstrated the value of cross-cultural collaboration.

As a long-time media psychologist, I pointed out the value of media as a multi-stakeholder partner, with examples of being interviewed about the field projects on UN Global Connections TV and on South South News, and how the GEP has been profiled in prestigious publications, like Centerpoint Now, that reach the UN community and general public. I also showed the video I produced about the camp, demonstrating the actual exercises. Some of the attendees at the event noted that it would be very useful to apply these exercises in their settings and with their populations, and that this model and associated practices should be circulated to be available for others to apply in their contexts.

In conclusion, I emphasized the 3 E’s important in poverty eradication efforts and programs: “Education, Empowerment and Entrepreneurship.”
The third presentation, on “Grassroots Rural Women Leaders on the Frontlines of Environmental and Climate Challenges,” made by Rucha Chitnis, India Director of the Women’s Earth Alliance, and Maame Yelert-Obeng, Africa Director of the Women’s Earth Alliance, emphasized women’s empowerment as fundamental in a time of environmental and social change. In both India and Africa, women represent a disproportionate portion of the rural population, are disproportionately affected by climate change, and bear the brunt of the burden of both agricultural work and caretaking work. Women do 80% of the farm work but are not recognized as farmers; only men are allowed to be landowners and considered farmers; they are vulnerable to violence, rape and even attack by animals. A solution, said Yelert-Obeng is that “We have to lift their spirit and break the cycle of dependence.” Chitnis recited a popular chant, “We are the women of India, we are not delicate flowers.” The Women’s Earth Alliance targets stereotypes of women and lack of rights (e.g. to inherit land titles). In the Women’s Food Security and Climate Change Training program, participants are educated in their...
rights, trained in new, sustainable farming methods, and en-
couraged to think outside the boundaries of traditional stereo-
types in order to exercise their socioeconomic and political
agency. Psychosocial goals are mutual respect and building
alliance between men and women, a positive sense of self,
breaking stereotypes and the value of fun. “Lift your spirit
and break the cycle of dependence,” said Yelert-Obeng.
“Women are not helpless victims of poverty but active con-
tributors to society,” Chitnis added, “We must change the
narrative.”

The conclusion of the session underscored the value of
NGOs pooling resources and programme ideas and working
together.

Advocacy with the UN Secretary General
In an exchange with UN Secretary General Ban Ki-
moon after the CSW International Women’s Day on March
7th, I had the unique opportunity to present him with our
advocacy statement on “Psychological Perspectives on the
Empowerment of Rural Women and Girls as a Strategy for
Eradication of Poverty.” I summarized our position and he
graciously took the statement and expressed appreciation and
interest in further discussion about psychological perspectives
on issues of global importance.

In the spirit of cooperation with other NGOs and stake-
holders stated at the conclusion of the CSW parallel event, I
discussed common goals with Queen Mother Dr. Deloис N.
Blakely, the Community (honorary) Mayor of Harlem, which
can be presented to the Secretary General.

At CSW 2012 (pictured from left to right): IAAP UN rep
Judy Kuriansky; Queen Mother Dr. Deloise Blakely;
UN Secretary General Ban Ki-moon; and Tinen Toure,
a New Future Foundations representative from Mali

The UN Commission on Population and Development
At each stage of our advocacy, our process became more
refined. At the UN Commission on Population and Develop-
ment, which took place at UN headquarters in New York 23-
27 April, 2012, Dr. Okorodudu and I were accepted to make
oral statements before the assemblage of delegates and ac-
ccredited organizations. This provided an extended opportuni-
ty to communicate messages about the contributions of psy-
chology to the UN agenda. Since the commission focused on
adolescents and youth development and programmes, Dr.
Okorodudu presented about the importance of psychological
research and practice and I emphasized my three E’s for ef-
effective programs: empowerment, education and entrepren-
eurship.
The UN Commission on Sustainable Development

A statement was also prepared for the UN Commission on Sustainable Development (CSD), a highly promoted international meeting. This meeting is referred to as “Rio +20” since it marks the twentieth anniversary of the first meeting on the topic of sustainable development held in Rio de Janeiro, Brazil. The statement addressed “Psychological Contributions to the Achievement of Sustainable Development.” A document was also prepared with annotations related to our advocacy for the “Zero Draft of the CSD Outcome Document” that was being considered by the CSD delegates at negotiations prior to the meetings. Dr. Okorodudu and I, along with IAAP affiliate Janice Bloch and IAAP intern Alicia Cho, attended a meeting at the invitation of the United States Mission to the United Nations, at which NGOs and other stakeholders involved with social, political, economic and environmental development were invited to present their views on the Rio+20 Outcome document.

Postscript

The Psychology Coalition of psychology-related NGOs accredited at the United Nations and eligible professionals, was formally established in the Spring of 2012, with bylaws formulated and officers elected. The first formal meetings took place in early July 2012. Future advocacy efforts will build on the preliminary steps reported here and be coordinat-
the human rights and dignity of all individuals.

III. Psychosocial Well-being. Another psychological concept important to the achievement of poverty eradication is the concept of psychosocial well-being. Well-being is mentioned three times in the Secretary-General’s Report on Poverty Eradication, once specifically as “mental well-being”; mental health is defined in the WHO website; and measures of well-being were included in the 2010 UN Human Development Report (though not repeated in the 2011 Report). The concept of well-being is achieving considerable empirical support as measures of economic development from Nobel Laureate economics and psychologists, particularly in the emerging field of Positive Psychology. We propose that psychosocial indexes of personal and social well-being be included in all reporting and indexes, following the model of the Royal Government of Bhutan holistic approach to development in its “Gross National Happiness” (GNH) Index (http://www.un.int/wcm/content/site/bhutan/pid/4106); and efforts by developed countries like Great Britain, France and Japan. Also, we urge that an effective Social Protection Floor would provide for basic needs of vulnerable sectors of society, which would then be enabled and empowered to strive for psychological and psychosocial well-being. Therefore, we urge governments to include the term “psychosocial well-being” and/or “mental well-being” in the Final Resolution of the 2012 UN Commission for Social Development. We also recommend that governments support Bhutan’s Gross National Happiness Index, or a related index,

IV. Program evaluation. Strategies and programs that are implemented need to be evaluated to ensure their effectiveness and to determine the degree to which the policies they are intended to address have had the desired effects in eradicating poverty.

For more details about this statement, contact: Corann Okorodudu, Ph.D. United Nations NGO Representative of the Society for the Psychological Study of Social Issues. Email: okorodudu@rowan.edu. Phone: USA (609) 330-0576.

Author’s Note
The author acknowledges the valuable contributions to these advocacy efforts, and teamwork, of colleagues Mary O’Neill Berry, UN NGO representative for the IAAP; Corann Okorodudu, SPSSI UN NGO representative; Deanna Chitayat, former main UN/NGO representative for APA; IAAP Professional Affiliate Janice Bloch; APA UN interns Emily Dow, Christina Kirkman and Fahad Rahman; and IAAP UN interns Alicia Cho, Emily Lawson and Jeannette Raymond.

Mangiare e Salutare (Eat and Greet):
IAPA Open Reception

Bernardo J. Carducci, IAPA President
bcarducc@ius.edu

A special guest at the 2012 APA meeting in Orlando will be Dr. Vito Tümmino, President of the Italian Federation of Scientific Societies of Psychology (Federazione Italiana Società Scientifiche di Psicologia). In addition, to his work with the FISSP (www.fissp.it), Dr. Tümmino is also a member of the International Scientific Committee for Rome’s bid as the host city for the 2020 International Congress of Psychology. In the photograph (from left to right), Italian American Psychology Assembly (IAPA) Advisory Board Member Philip G. Zimbardo, Lucia Monacis, a student in the Department of Psychology at the University of Bari, Dr. Carolina Meucci, a clinical psychologist in Rome, and IAPA President Bernardo J. Carducci appear with Dr. Tümmino in front of the booth sponsored by the National Board of Italian Psychologists at the 2011 European Congress on Psychology held in Istanbul.

According to its mission statement, the Italian American Psychology Assembly (IAPA) is a professional organization of psychologists and other educators founded in 2005 that seeks to:

- develop a resource network that links Italian American and Italian psychologists;
- foster cooperative teaching and research on Italian and Italian American culture and behavior;
- learn more about Italian and Italian American history, culture, and society;
- promote an understanding of Italian and Italian American culture and behavior;
- recognize and honor distinguished Italian American and Italian psychologists.

If you would like to be included in the IAPA member registry and receive the IAPA newsletter and announcements of upcoming events, please download an IAPA membership form at the following link http://italianpsychology.com/3.html and e-mail it to: bcarducc@ius.edu.
How do Fulbright Scholarships Impact Students’ Lives?

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The Fulbright U.S. Student Program funds approximately 1,800 students to conduct independent research or to teach English for one year. Around 9,700 students apply through their universities or at-large for grants that Fulbright offers in 155 countries. Grantees come from a wide variety of academic and professional backgrounds, including recent college graduates, masters and doctoral candidates, and professionals. U.S. Senator J. William Fulbright introduced the Fulbright Program in 1946 with the aim of promoting peace and tolerance between nations and exchanging scholarship (Riess, 2011).

The impact of the Fulbright shapes the life of students long after their grant has ended. The grant introduces students to new disciplines, cultures, techniques, and areas of study. It allows participants to hone and define their interests, partake in new and original research, and meet people from different cultures with varying perspectives, traditions, and customs. These experiences help grantees redefine their future career and academic goals.

This article offers potential applicants advice from a Fulbright Program Adviser, and statements from former grantees discussing the impact their Fulbright had on them. To learn more about the program, or apply for the upcoming competition cycle, check http://us.fulbrightonline.org/. The deadline for the 2013-2014 student competition cycle is October 17, 2012.

What is the “cost-benefit” of a student applying for a Fulbright? The cost? Zero dollars, just time and effort to submit an application one year in advance. The benefit? From past experiences, this scholarship not only pays for travel, lodging, and a stipend to teach English or conduct research overseas for one year, but is a life-changing experience that can impact one's entire career and life (Takooshian et al., 2011).

Unfortunately, even the most talented college and graduate students may fail to apply for a Fulbright scholarship. They assume “they are not worthy” (Riess, 2011, p. 261), do not have enough time to apply, or do not know past Fulbrighters that can help them apply. Such students might well consider the warning of the former CEO of the American Psychological Association: “New psychologists who do not have the benefit of a sophisticated orientation to international issues will be severely handicapped in their career options” (Raymond Fowler, 2000, p. 12). It is the wise psychology student who becomes involved in international activities (Takooshian & Stambaugh, 2007).

However, assistance is available, often from an advisor at one’s own school in offices like Study Abroad, International Programs, Prestigious Fellowships, or a specific professor (Whitbourne, 2011). Any student or alumna considering a Fulbright should contact the Fulbright advisor at their school or alma mater. These advisors have the expertise to guide candidates throughout the application process. They recognize the common errors and problems applicants face, and the qualities and attributes in successful grantees. In addition, candidates working with this office will receive an additional recommendation letter from their school. To find the Fulbright Program Adviser at your school or alma mater, check http://us.fulbrightonline.org/fulbright-program-advisers/search-for-a-fulbright-program-adviser.

Some schools are fortunate to have a dedicated Fulbright specialist for this role. For example, Rebecca Stark-Gendrano, Fulbright Fellowship Coordinator in the Campion Institute of Prestigious Fellowships at Fordham University, works directly with Fulbright applicants. Over the past 18 years, 99 Fordham students have received Fulbright Scholarships. Rebecca prepared a two-page guide for Fulbright applicants (Stark-Gendrano, 2012) available on request at rstarkgendrano@fordham.edu.

Rebecca exposes common difficulties candidates face during the application process, and offers this advice below.

1. English Teaching Assistantships (ETAs): (1) Country: Some ETA applicants have difficulty in choosing what country they should apply to since many countries in the same region offer ETAs. Applicants should look closely at the nature of the placement on the country summary page and chose a placement that aligns with their background and educational experience. (2) Supplementary project: Although the ETA application requires candidates to include a supplementary project, this should not be an intensive or elaborate research proposal. This type of supplementary project can cause the J. William Fulbright Foreign Scholarship Board to think the candidate wants a research fellowship. Applicants should primarily focus on skills and attributes that show them in the role of a teacher.

2. Research Fellowships: (1) Research study: Some applicants have difficulty defining their study and methodology, especially younger scholars who have not previously conducted independent research. Applicants should think about the cultural sensitivity of their project in the context of the country they are applying to. Language should be used carefully to demonstrate that the applicant is culturally competent and the research project is respectful to the host community, realistic, and feasible. (2) Immersion into the host community: Research proposals that primarily have an applicant in an archive, library, or lab need to address how they will promote cross-cultural understanding and immerse themselves into the host community. (3) Graduate students: Graduate students sometimes have an easier time defining their research proposal, especially students working on their thesis or disserta-
As a Fulbright Student Scholar to the United Arab Emirates, I sat in a crowded auditorium listening to Sheikh Nahyan speak to the country’s future, the students of United Arab Emirates University. He emphasized how research and knowledge production is vital to sustain the young country’s prosperous growth. As I looked around at the students’ inspired faces, I wondered if they truly understood what the Sheikh meant. For me, these words spoken by a leader of a foreign country struck a very personal meaning. As a Fulbrighter, I was given a unique opportunity to conduct research and produce knowledge which I recognized was the key to grow as a young scholar.

As an undergraduate psychology major, I believed since freshman year I was destined to be a counselor. I worked in the social and emotional development lab, but also explored the field of industrial and organizational psychology (I/O) through my honors thesis project. Interested in both counseling and I/O, but with graduation near, I stuck to my “original plan” and applied for a Masters in Counseling, and only dreamed that I would actually receive the Fulbright. Fortunately, with the option of beginning graduate school or going abroad, I took the chance of a lifetime that changed the course of my academic career.

As a recent college graduate, I set off for the United Arab Emirates with a research project idea and an open mind. I hoped to study the stigma of mental health in the Muslim world in order to relate to people from various backgrounds. I believed this research would help me as a counselor in a diverse metropolitan area. I also wanted to utilize my time in the region to conduct research on organizational constructs as well. Since I was surrounded by supportive mentors in the UAE and U.S., I was able to conduct a cross-cultural study examining the effects of incivility on career intentions.

This study allowed me to compare constructs across cultures and research procedures as well. I quickly learned conducting research in a young university with a lack of written procedures and a formal ethics committee, along with a cultural and a language barrier, was a daunting task. In the face of these obstacles, I often ran into the Arabic phrase *khalí wálí*, meaning “no worries”. At first, I did not know how to stop worrying since I planned to have data collection completed within my timeframe in the country. However, I slowly learned the best way to get things done in the Arab culture is to show up in person, drink Arabic coffee, and take time to form meaningful relationships. Coming from a fast-paced society based on quick turnaround times and instant email responses, I had to pause and soak up the mentality of these obstacles, I often ran into the Arabic phrase *khalí wálí*, meaning “no worries”. At first, I did not know how to stop worrying since I planned to have data collection completed within my timeframe in the country. However, I slowly learned the best way to get things done in the Arab culture is to show up in person, drink Arabic coffee, and take time to form meaningful relationships. Coming from a fast-paced society based on quick turnaround times and instant email responses, I had to pause and soak up the mentality around me. I soon realized this “hurdle” was the best thing that happened to me. I had to disconnect to truly connect to the place, people, project, and even myself.

This process opened the door to making a lifelong friend, Aamna AlShemeili. A senior linguistics student at the university, with mastery in both English and Arabic, Aamna was a perfect candidate to help with my research. She and I worked closely on translating and back translating all of my survey measures. Through this experience, we reflected on the similarities and differences between our worlds. Although there was not an exact translation of “I feel blue” into Arabic, she articulated words to describe similar experiences.

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I realized, even with a different research focus, I fulfilled my research goal of understanding how to relate to people from different backgrounds.

As we began to pilot test the survey to groups of students, I was surprised to learn that my survey was one of the first to ask students about incivility or how they got treated on campus. Drawing on social cognitive career theory, we believe that uncivil treatment impacts an individual’s psychological well-being, predicting perceptions of competence and occupational aspirations. We found our hypotheses were largely supported across cultures, such that both students in the U.S. and UAE are negatively affected by incivility in similar ways. Even before analyzing our findings, I recognized through Aamna that we were more similar than different. She helped me better understand her world, culture, people, and even *khalil wali*, as the project and my future career track fell into place.

During my Fulbright, I had an entire year to be away and connect with myself to reflect on my true desires. I realized that I was truly passionate about research in industrial and organizational psychology. If I stayed in the U.S., I most likely would have stuck with my “original plan” and gone from high school, to undergrad, to graduate school in counseling. But, the Fulbright blessed me with time, in a region that taught me to be patient and connect as I found my academic destiny. As a happy and successful third year doctoral student in Industrial and Organizational Psychology, I can proudly say that the Fulbright changed my life for the better.

### References


### Identity and Home: A Canadian Story

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I have always been interested in the idea of identity. How does one form an identity? How does an identity relate to culture, nationality, and community? How does it inform well-being and happiness? Due to my own multicultural back-ground as a biracial Bangladeshi American who grew up in five countries, and an inspiring first-year seminar called Asian American Personalities, I decided to study multicultural identity development for my senior thesis in psychology at Smith College. I focused on a unique population called Third Culture Kids, global nomads who grow up outside their parents’ home countries. Third Culture Kids have many similarities to immigrants’ kids except Third Culture Kids fully intend to return to their passport country, so they do not face the same level of pressure to “assimilate” into the new culture and society. For example, an American Diplomat’s child may live in Turkey, France, and China, but always expects to return to the United States, the country they consider to be “home.” By contrast, once an immigrant’s family relocates, they fully intend to stay and make the new country their home. Thinking about the concepts of home and identity peaked my interest in second-generation immigrants and the ways the immigrant experience affects identity development and well-being.

I applied for a Fulbright to Toronto because of its large immigrant population; half of Toronto’s population was born outside of Canada. University of Toronto Professor Romin Tafarodi generously welcomed me into his lab. I quickly made friends with the Bangladeshi Students’ Organization, attended their impressive parties and cultural events, and immersed myself in the lives of my study, I interviewed twenty girls, all of whom had wonderful stories and a complex understanding of their identities as Bangladeshi Canadians. The hardest stories to hear were from girls whose high-achieving parents, doctors and engineers in Bangladesh, were forced to pump gas or drive taxis in Canada because their professional degrees did not transfer. The expectation of a better life was met by the hard realities of the immigrant experience. Many girls explained that their parents moved to Toronto to give their children a better life and world-class education. By gaining admission to the University of Toronto, St. George Campus, the girls achieved a high level of academic success and had high hopes for professional achievement to follow. While I enjoyed the experience of interviewing the women immensely, I spent two months waiting for Internal Review Board approval in order to conduct my study. I would recommend, if at all possible, completing paperwork and receiving permission before arriving in the host location.

Besides the academic aspects of the Fulbright, I loved meeting new people as well. The Canadian Fulbright program encourages scholars to be cultural ambassadors. It was a unique time to be an American as Obama was in the final months of his campaign and then elected President of the United States. Canadians seemed invested and proud of this American achievement too. Due to the excitement of the elections, everyone seemed to be talking about the United States and I had many engaging discussions comparing our political systems and seeing the election from a different perspective.

While I decided not to pursue academia, I am thankful for the opportunity to pursue my own research because I learned skills that I still use on a daily basis. I currently serve...
as the Director of Private Client Services at School Choice International, an organization that helps families find the best schools for their children throughout the world. I got the position due to my knowledge of Third Culture Kids and the population we serve. However, the skills I perfected during my Fulbright have contributed to my success in the role. I learned to work independently, take initiative, and listen. Finally, I approach every project like a researcher, asking the following questions: What are the patterns? How does this affect my client or boss? And how do I communicate this message?

Most importantly, the Fulbright changed my life on a personal level. I developed a deep appreciation for the immigrant experience - the sacrifices one generation makes for another, the hardships of making a home, and learning the culture of a new country. By striving to understand the Canadian immigrant experience, I learned what it means to be Canadian. It is much more than "poutine" and adding "ay" to the end of a sentence. Canadians are warm, welcoming, and generous. The most important lesson is this: whether Canadian, American, Third Culture Kid, immigrant, or native-born, we all desire to be connected to a community, have the opportunity to be successful, and have the freedom to raise our families according to the values we hold dear.

Koketsu ni irazunba koji wo ezu
(If you do not enter the tiger's cave, you will not catch its cub\(^1\))

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Meeting new colleagues,
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Professionally, personally my Fulbright Fellowship year was an incredibly fulfilling experience to follow graduating in May 2008 from the Georgia Institute of Technology with a Psychology degree. I suspect that beyond research ability, my diverse talents and prior connection to Japan and the Japanese language were significant factors in my receiving a fellowship. My undergraduate advisors Drs. Dan Fisk and Wendy Rogers’ relationship with Dr. Hiroyuki Umemuro of the Tokyo Institute of Technology linked me to the Dr. Takashi Kusumi lab of Kyoto University, where I ultimately conducted my research.

My project, within human factors, was titled “Hazard Symbol Comprehension Estimation: A Study of Accuracy and Testing Methodology.” After a literature review in English and Japanese databases, I designed and administered a survey to two Japanese universities’ undergraduate psychology classes to assess the comprehensibility of hazard symbols. My findings suggested that many American National Standards Institute (ANSI) symbols were deficient in meeting their comprehension criteria and I advised modifications to the current testing methodology. Throughout this project, I grew as a researcher and learned much from the mentorship of Dr. Kusumi and the department.

In addition to my Kyoto research, I presented work at the Society for Applied Research in Memory and Cognition (SARMAC) international conference, and prepared a Human Factors and Ergonomics Society (HFES) conference submission. I instructed in tango, moonlighted as a model, and taught English to Japanese schoolchildren. In teaching English I implemented variable reinforcement schedules, developed tactics to engage our special needs student, and observed cultural differences in teaching practices. For example, Japanese sensibility guided us to modify our class’s performance of The Little Red Hen – an American children’s story in which an enterprising hen creates a loaf of bread, starting from sowing seeds for wheat. Traditionally her barnyard companions, like the cat and pig, ignore her calls for assistance until it is time to eat the bread, at which point she denies them the pleasure. In our version, the other animals finally apologize to the hen by offering contributions for a group picnic. We expanded the lesson from the satisfaction of individual entrepreneurship to the satisfaction of forgiveness and working together, reflecting the Japanese emphasis on teamwork and social harmony over individual ingenuity.

Just as important as my activities, the Fulbright Fellowship afforded me time to step back and assess my intended life track in academia. To conclude my year, I traveled to Thailand and Cambodia for leisure; in actuality the sojourn proved a career turning point. A chance encounter with So Phea Ra, a hardworking tuk-tuk driver no older than myself, led to lengthy discussions with many Cambodian poor. Among other realizations and emotions these stirred in me, I felt a clear call to advance cross-cultural compassion and understanding. As much as I loved psychology and research, for my next life step, I decided my talents and proclivities best suited the social enterprise arena. I currently direct a nonprofit in Atlanta that focuses on building understanding across cultures (www.building-understanding.org). I create metrics to assess our programs’ impacts, and exercise management and interpersonal principles I first encountered as abstract psychology concepts. My previous experience investigating cross-cultural and generational differences in the perception of hazard symbols remains relevant as I lead the design of activities and events that tackle issues of prejudice and stereotypes. I also serve on the Georgia Fulbright Alumni Association board helping design trips and programs to

\(^1\) Meaning: Nothing ventured, nothing gained.
Thankfully, I was ultimately able to focus on a particular topic. As I coped with stress, I was unable to choose a single topic. While I was interested in cultural psychology and behavioral medicine, and the unique methods in which individuals cope with stress, I was unable to choose a single topic. Many of the stress and coping topics we studied in Senegal, particularly those involving beliefs and practices, were fascinating.

During this time, Dr. Niang and I were designing, refining, and conducting community-based research on the link between coping techniques and psychological distress and how this differed between city dwellers and villagers. We identified, translated, and then back-translated appropriate World Health Organization surveys into several urban and rural Senegalese languages before recruiting participants and scheduling interviews. These interviews became the basis of a study that sought to uncover those coping strategies that best protected individuals from symptoms of depression and how they differed in urban and rural milieus.

The time I spent on a Fulbright grant in Senegal was both magical and challenging, beautiful and shocking. On the one hand, the powerful friendships I forged with university professors, traditional drummers, Muslim clerics, and even fruit sellers have changed my life forever. However, I encountered challenges along the way, such as when I had to dramatically revise my initial research design because of practical constraints in-country. Learning to speak Wolof and French with native speakers was an exhilarating process, yet it was challenging at times to live so far from family and friends for such a long time.

My adventure began back in the United States in my work cubicle as I brainstormed a feasible research project to propose for my Fulbright application. I was five years out of college, and found myself fantasizing about my time spent in Senegal seven years earlier as a college junior. Sitting at my desk, I was entranced by many aspects of the Senegalese culture: from the cultural importance of drumming, to traditional medicine, and the unique methods in which individuals cope with stress, but I was unable to choose a single topic. Thankfully, I was ultimately able to focus on a particular topic and develop a proposal with the help of a special individual who would become a powerful influence in my work abroad.

A Senegalese professor friend introduced me to my advisor Dr. Niang, who quickly became an inspiration for me. She was not only a professor at Cheikh Anta Diop University, a mother of three boys, and a medical doctor, but she was also the head of a non-profit organization providing underprivileged villagers with free medical and dental care. Given her diverse roles, expertise, and talent in mentoring, she was an ideal mentor for me throughout my research year.

Along with Dr. Niang, I quickly found myself involved in the non-profit, research, and clinical projects across the country. Early on, I collaborated on creating a 30-computer discount Internet café for medical students. Next, we traveled with medical and dental students to treat impoverished villagers in the Senegalese countryside, some who had never received medical care before. We spent several months in a remote Western Senegalese village helping deliver medical care and schooling to villagers who would travel even days to be seen in our clinic.

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My year in Senegal was one of the best, most eye-opening journeys of my life, despite the struggles I underwent at times. The tough lessons learned with Dr. Niang dramatically revised my initial research design because of practical constraints in-country. Learning to speak Wolof and French with native speakers was an exhilarating process, yet it was challenging at times to live so far from family and friends for such a long time.

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awardees and jump into the process with an open mind about what might happen, including the possibility of not receiving a grant at all and doing something different altogether. Among types of applicants, I believe that independent, self-motivated individuals might gain the most from the freedom afforded by a Fulbright grant. Once abroad, I encourage grantees to keep an open mind. As an applicant, I would have never expected to discover the adventures I encountered while living in Senegal. Perhaps most importantly, I encourage grantees to have fun. The process can be challenging at times, but essentially the Fulbright grant is designed to help individuals pursue their passions. Do not forget, you are the ultimate architect of your own Fulbright experience.

Fulbright grantees will learn to appreciate a very unique international experience and gain skills and competencies that could benefit them long after the grant period has finished. My relationships with dear friends like Dr. Niang are bonds that I will treasure forever. In addition, the community service and musical projects I pursued during my year in Senegal were as valuable as the research experience I gained. This research gave me a taste for the type of work that I chose to pursue in graduate school. Moreover, learning that I was capable of designing and creating my own research project gave me greater self-confidence in the years to come, which aided me in completing five years of Ph.D. work among many other goals.

In the same way that I inquisitively made my way from the beat-up car-rapide through the sandy path to my advisor’s house, I eventually made my way through the joys and challenges of a year in Senegal to complete a Fulbright and a doctoral dissertation in Clinical Psychology, all the while trying my best to appreciate the process and the people along the way. I encourage anyone seeking a life-changing adventure to set off on their own journey and apply for a Fulbright grant.

References


The Fulbright Program: A Catalyst to Transformation

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Describing my Fulbright experience in China as a life-changing experience does not do justice to what it brought to my worldview, career, and family. I arrived in Shanghai, China, hoping to understand how Chinese adapt Western psychological theories in their practices. Little did I know I would find much more than that. I subsequently explored the connection between psychological health and physical health, and along with that, made life-long friends and transformed my career.

As my two daughters and I immersed ourselves in local culture, we inevitably encountered the local traditional diet. I was surprised how different it was compared to the food pyramid here in the United States. People in China use generous amounts of animal fat to cook, and display no fear of wholesome fatty foods. The lady I hired to cook for us taught me how to distinguish food qualities. Mealtime there is vastly different from the U.S.A., because in China people do not talk about what is healthy and what is not; all they have is thankfulness for the food on the table. Most people eat with company and take their time to eat. My daughters attended local schools, and large varieties of seafood, meat, and vegetables always appeared in school lunches. When I returned to the States, my Type II Diabetes was cured and I lost twenty pounds.

Right after we returned from China, my daughters refused to eat the chicken I cooked; they said it tasted “bitter.” I confirmed the taste by trying it myself. “Why does this chicken taste so differently from the chicken in China?” I wondered. This simple question took me on a long journey to seek to understand the food problems we have here in the States. Once I became aware of the impact of various foods, I paid much more attention in my private practice to what my clients ate. I began to log clients’ diets, and was stunned to find that people who had the same diet, often displayed similar symptoms. Since then, I decided to obtain systemic nutritional training, and I am now a nutritional therapy practitioner.
While I was stationed in Shanghai, I returned favors to the university that assisted me in my research by teaching a behavior management class to local school counselors. After my assignment ended, I continued to be invited back to China for teacher and counselor trainings and seminars annually. As I began to blend my careers in psychology and nutrition, my dual interests were reflected in the seminars and trainings I designed. Last year, a publisher contacted me and published my book in Taiwan on June 1st of this year.

A Fulbright can provide a once in a lifetime opportunity to be in contact with a new culture in an unimaginable, wholesome way. If I did not have this opportunity, I would have never pondered the connection between mind and body, wondered how we farm here in the States, challenged our food doctrines, or pursued education in another field. My family and patients would have never achieved mind and body health.

I believe that the advantages of the Fulbright experience do not stop with career achievements. I made incredible friends in Shanghai, and we continue to exchange our findings frequently. I feel blessed to have the opportunity to go beyond our borders and interact with different minds. Fulbright does not just change students' lives; it changes how people from different sides of the world see each other. It promotes deep understandings that no government negotiations, political force, or weapons can ever achieve.

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Building Trust and Relationships Over a Transformative Year

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The Fulbright Research Fellowship is not just an academic scholarship; it is a unique, once in a lifetime opportunity to pursue a scholarly, personal, spiritual, and emotional journey. My Fulbright experience in Amman, Jordan allowed me to carry out a qualitative research study analyzing the ways faith-based organizations (FBOs) improve the psychosocial well-being of Iraqi widow refugees. In order to carry out this research, I worked primarily with the Catholic Near East Welfare Association (CNEWA) and the Franciscan Missionaries of Mary (FMM).

This transformative year enriched my understanding of the issues Iraqi widow refugees and their families face at the home, community, and international levels, and influenced me to assist this population as a future career goal. Currently, I am applying to graduate programs in social work in order to attain the education and credentials required to help this population. My long-term goals are to return to the Middle East to continue and enhance the research I started during my Fulbright, and encourage organizations to direct funds to programs that help improve the psychosocial well-being of refugees.

I became interested in the psychosocial well-being of Iraqi widow refugees though the one-on-one interviews I conducted with them. These women expressed the mental, emotional, and psychological problems they were experiencing. One woman stated that she could not think of a positive future for her and her family. She wants to be reunited with her son who is currently residing in Europe, but feels that she will pass away before she gets resettled. Another woman stated she felt embarrassed and ashamed to receive aid and assistance from organizations because she earned her own salary in Iraq, but is unable to work in Jordan due to her visa status. These interviews helped me analyze the emotional, cognitive, social, and material assistance faith-based organizations provide to Iraqi widow refugees and whether or not this assistance improved their psychosocial well-being. I focused on FBOs because they provide programs that help improve the psychosocial well-being of refugees. Jordan does not have enough mental health practitioners or facilities to assist every individual that displays mental, emotional, or psychological problems. FBOs fill in these gaps and refer their clients to mental health facilities when they cannot further assist an individual.

When I began my study, many potential participants did not understand the purpose of me being in Jordan, why I was conducting research on them, or what the Fulbright was. Many were suspicious of my research and me because I am American, even though I am of Iraqi heritage. I learned how people reacted to me and spent a lot of time building trust between potential participants and me so that they would feel comfortable to partake in my study. We became accustomed to each other when I started assisting in the programs CNEWA and FMM conducted, including weekly Bible study sessions, holiday food distribution, and the annual summer Bible camp. These programs gave me the wonderful opportunity to observe the participants, gain knowledge on the origins of the programs, and analyze how individuals benefited from them. When we formed bonds of trust, the women participated in my research honestly and felt comfortable telling me difficult experiences they endured. By hearing these women’s stories, I began to critically assess constructive ways to assist this population. My interaction with these women and FBO and NGO personnel led to my desire to be directly involved in the process of providing these individuals...
with enhanced, sustainable assistance.

Throughout my entire stay in Jordan, I participated in a variety of community service projects in order to fully immerse myself into the community. Through these projects, I learned about issues Jordanians, Palestinians, and Iraqis face on a daily basis. When I taught English to disadvantaged girls through an FMM program, I learned how these girls were not properly taken care of at home and the ways the program addressed these issues. My involvement in the summer Bible camp allowed me to plan, teach, and facilitate an arts and crafts program. I was touched when students told me they found these projects meaningful and wanted to teach their friends these projects as well. By creating new experiences with the community, I established emotional connections to it and thereby transitioned from a foreigner to a local.

My Fulbright experience has also helped me in my current position at Lebanese American University (LAU). I work with American students participating in LAU’s study abroad programs and participate at international education conferences to share my experiences in the Middle East with study abroad administrators from U.S. universities. In addition, I speak at universities in the New York City area and encourage students to apply for the Fulbright. I am also working on submitting my research to conferences, workshops, and publications. The Fulbright allowed me to develop my interest in refugee issues and introduced me to opportunities I did not anticipate. The individuals I encountered during my experience affected me personally and altered my life goals.

Litercy, Mothering, and Tiger Moms: An Interview with Robert and Sarah LeVine

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While women’s schooling has been demonstrably related to child survival and other childhood outcomes beneficial to children in the developing world (Gakidou et al., 2010), the “cultural pathways” that underlie these statistical connections have not been adequately explored. In "Literacy and Mothering: How Women’s Schooling Changes the Lives of the World’s Children,” senior authors Robert LeVine, eminent professor emeritus at Harvard University in Anthropology, Education, and Human Development, and Sarah LeVine, a Harvard University research associate in Education and Sanskrit and Indian Studies, show for perhaps the first time how early communication plays a key role in child survival (LeVine et al., 2012).

The authors report that “Girls acquire academic literacy skills, even in low-quality schools, which enable them, as mothers, to understand public health messages in the mass media and to navigate bureaucratic health services effectively, reducing risks to their children’s health” (LeVine et al., 2012, p. xvi). Academic literacy drives health literacy, media literacy, and health navigation skills. This reduces risks to childhood mortality, altering interactions between mother and child. Assessments of these maternal skills around the globe – South Asia, South and Latin America, and Africa – support this model.

The authors have almost a century of combined cultural experience on child development, stretching back to the pioneering work of the “culture and personality” studies begun by Margaret Mead, Ruth Benedict, and the John Whiting group.

Here they share their insights about the global impact of literacy, motherhood in developing countries, the spread of Western schooling, the World Bank, and the comparative impact of “Tiger Moms,” referring to the stern Chinese-American parenting style (Chua, 2011a), on education.

Dinesh Sharma: Have anthropologists been at the forefront of international development? How does your book fit into this history or genre?

Robert LeVine: With few exceptions, anthropologists have not been at the forefront of international development programs and many have been openly skeptical or critical of them. Our own research project doesn’t fit into any established genre because it’s so multidisciplinary, bringing together educational research on literacy and classrooms with the demographic and health research that generated the question, and using ethnographic field work on the contexts in each field site.

DS: Specifically, research on women’s schooling has made inroads into economic policy. You quote Charles Darwin, and also Larry Summers who was then at the World Bank, to state that girls’ schooling is one of the most important economic issues facing the developing world and one with a high Return of Investment. Please explain this finding.

RL: For Darwin and Summers, these were brief statements of belief. The people who did the research were demographers like Jack Caldwell in the 1970s, and the World Bank brought it together in their 1980 World Development Report (World Bank, 1980). After that there have been innumerable studies, always showing positive effects of women’s schooling on child mortality, fertility, use of health services and contraception, etc. Many of these were done by
DS: Your study covered South Asia, Africa, Latin America and South America, but you have also worked in Sub-Saharan Africa for many years. Would you say your finding that maternal literacy is associated with improved child outcomes is robust around the world, in all contexts and cultures?

RL: It’s the most robust finding in comparative demographic and health research, but it isn’t our finding. We take the finding as given and try to find out why. We propose that literacy is in the black box between school experience and maternal health behavior.

DS: How have you redefined literacy to include health literacy, media literacy, bureaucratic knowledge and other constructs?

RL: In Literacy and Mothering, we show that literacy as communicative change plays a key role; we have tried to unpack the construct. Girls acquire academic literacy skills, even in low-quality schools, which enable them, as mothers, to understand public health messages in the mass media and to navigate bureaucratic health services effectively, reducing risks to their children’s health.

DS: Why has the scientific literature on literacy not penetrated other social sciences, such as, economics and political science?

RL: I’m not sure why the other social scientists haven’t paid attention to the advances in literacy research being done by your neighbors in Princeton [Educational Testing Service] and my colleagues at the Harvard Graduate School of Education. One reason might be that they think they know what education is and what it does, as given by human capital theory or by the sociology of status attainment, so they don’t see the intervening process as worth measuring. We measured it.

DS: What are some of the alternative hypotheses? Socioeconomic status, genetic ability, and high motivation and aspirations -- are all of these factors related to improvement in childhood and maternal outcomes?

Sarah LeVine: When other factors are controlled, literacy remains a robust predictor. We controlled for urbanization and income, which have the biggest independent effects, as well as mothers’ and parents’ education, husbands’ schooling, and other socioeconomic factors like caste in Nepal. We did not study motivational factors, as these vary so widely across cultures and cohorts, but we do not deny they have effects at particular times and places.

DS: What is the role of culture in all of this?

SL: The role of culture is expressed through the bureaucratic structure of Western schooling, which diffused across the world and is now a universal phenomenon. Other types of schooling, e.g., Qur’anic schools or Hindu Gurukulas, do not use similarly the abstract language and the verbal communication style of Western schools based on Aristotelian discourse.

DS: What are the direct policy implications of your research? Should more resources be spent on women’s schooling by the development agencies? Please elaborate.

RL: There are several policy implications: (1) Get girls into school, even if they’re not the best schools -- that’s especially important in South Asia, the Middle East, and Africa, where most of the girls not going to school are located; (2) Use health outreach services to reach the unschooled mothers; that could help attain the Millennium Development Goals for child mortality that have been specified by the United Nations; (3) Fund literacy research to find out how school quality makes a difference in the processes that lead to better health.

DS: What are the demographic challenges of literacy in other parts of Asia-Pacific? Indonesia, Philippines, Malaysia? What about South Asia where the numbers are abysmal: Pakistan, Afghanistan, Burma, and Bhutan?

RL: I would say briefly the Southeast Asian countries are doing all right on both women’s education and demographic indicators, except that the Philippines has always had a fertility rate far higher than it should have for its high level of women’s schooling. As you suggested, it’s the South Asian countries plus Afghanistan where you have many girls out of school, though both Bangladesh and India are making major progress on this front. More needs to be done. (See figure below for narrowing of the gender gap in literacy from around the world) (UNESCO, 2012).

![Figure 1: Narrowing of the Gender Gap in Literacy (2000-2015)](image)

DS: Would you care to comment on the “Tiger Mom” syndrome as a comparative issue when we look at Chinese mothers vs. Chinese-American mothers vs. Middle-Class American White mothers? It may be hard to say which style is better, but perhaps there is a combination of skill sets from Chinese and American mothers that can be ‘morphed’ into a hypothetical Tiger Mom that combines the best of both worlds?

RL: I read Amy Chua’s (2011) book (on the topic) and believe that most of the publicity, including the Wall Street Journal article, was written by people who hadn’t read the book, to the benefit of Professor Chua and her publisher. In any event, the Tiger Mother image may fit Chinese, Korean, Cambodian, Vietnamese, and Japanese immigrants to the US and probably many Indians too, but not necessarily people in
their home countries.

SL: The studies by my friends in Taiwan show Chinese mothers to care a lot more about the moral development of their children than they do about the display of proficiency. Anyway, Chua has so many disclaimers on the first pages of her book, that she can’t be blamed for misrepresentation.

RL: I believe that American mothers should put more pressure on their kids for academic performance, and the success of many East Asians who go to bad schools shows that the schools are being blamed too much for the dismal performance of native-born Americans. Their parents don’t care enough about academics, and the kids don’t spend enough time on them.

DS: Would you say that American middle-class moms need to be more like “Tiger Moms”? Haven’t we had a variation of this debate with Japanese moms and their achievement motivation passed onto the children in an earlier generation?

RL: Tiger Mother is a stereotype that should not inspire emulation. We don’t need high-pressure mothers who demand A+s or even mothers who buy the textbooks like Japanese mothers so they can coach their children. We just need parents, fathers as well as mothers, who consider their children’s academic achievement the highest priority of their schooling, setting a lower priority on extracurricular activities, and making sure the children understand that priority.

DS: President Obama’s mother, Ann Dunham, was an economic anthropologist in Indonesia and worked for women’s development and schooling. President Obama has appointed a medical anthropologist to the head of the World Bank for the first time – Dr. Jim Yong Kim, President of Dartmouth. Does this bring the focus on culture or context more front and center at the World Bank?

RL: The background Obama had, as described in your book, Barack Obama in Hawai’i and Indonesia, prepared him to understand a lot of things around the world that other presidents have not. And that would certainly include the value of women’s schooling in developing countries. As for Jim Kim, his background in medicine and anthropology will make him question some of the dubious certainties that prevail at the World Bank, and that should improve the Bank’s performance around the world. The Bank is enormously powerful; when it speaks, all policy-makers listen. They’ve made a lot of mistakes, and books have been written about them, but I’m hoping that Jim’s different perspective (different from economists, that is) and his critical mind could make the Bank more creative and effective. As for Ngozi Okonjo-Iweala, even though she was the leading candidate from the developing world, she had long been a high-level executive at the Bank and was less likely to change matters there, and in any event I wouldn’t want to take her away from the even bigger job of getting Nigeria’s financial dealings on the right track.

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Author’s Note

Dinesh Sharma, PhD, is the author of “Barack Obama in Hawai’i and Indonesia: The Making of a Global President,” which was rated as one of the Top 10 Black History Books for 2012. His next edited book, “Psychoanalysis, Culture and Religion,” is due to be published with Oxford Press, India.

Robert A. LeVine is the Roy E. Larsen Professor of Education and Human Development, Emeritus, at Harvard University, where he directed the Project on Maternal Schooling that informs this book. His previous books include “Anthropology and Child Development: A Cross-Cultural Reader” (2008, with Rebecca S. New) and “Child Care and Culture: Lessons from Africa” (1994, with Sarah LeVine and others). In 2001 he received the Award for Distinguished Contributions to Educational Research from the American Educational Research Association.

Sarah LeVine is an anthropologist who has conducted research on four continents and coordinated the fieldwork of the Project on Maternal Schooling. Her books include “Dolor y Alegría: Women and Social Change in Urban Mexico” (1993) and “The Saint of Kathmandu” (2008).
Psychology in Latin America: Legacies and Contributions - Part 1

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Historically, psychology in the United States of America (USA) has been markedly influenced by contributions from Europe. In more recent decades, a growing influence can be noted from Asia. As such, the exchanges of scientific and professional knowledge in psychology have traditionally traversed an East-West corridor. There is a marked need for a complementary exchange that traverses a North-Central-South corridor, specifically as it relates to the Americas, including the Caribbean. In a modest effort to advance North-Central-South American exchanges, we thought it relevant to highlight an existing organization that has made its mission to foster such exchanges, to describe the ways in which it has carried this out, and to offer a brief notation of the accomplishments by the Spanish or Portuguese speaking psychologists who have been distinguished with the Interamerican Psychology Award. This article is the first in a series highlighting the work of the awardees.

The Interamerican Society of Psychology is known as SIP (www.sipsych.org), for the acronym of its name in Spanish, Sociedad Interamericana de Psicología. SIP is an organization that has been among the most significant promoters of North-Central-South dialogues and collaborations in psychology throughout the Americas, including the Caribbean. SIP is a nonprofit, scientific and professional organization, serving psychologists in the Americas and beyond. SIP’s purposes are twofold: to foster scientific and professional collaboration among persons concerned with psychology and related fields while promoting an understanding and appreciation of cultural similarities and differences in the Americas; and to aid in the development of psychology as a science and as a profession in all of the countries of the Americas.

SIP was founded on December 17, 1951 by a group of behavioral scientists that were attending the 4th International Congress of Mental Health in Mexico City organized by the World Federation for Mental Health (Ferdman & Van Oss Marin, 1999). SIP’s first president was Enrique Eduardo Krapf (a German psychiatrist who emigrated to Argentina in 1934), assisted by Werner Wolff as vice-president (a German born professor of psychology who taught at Bard College in New York from 1942 until 1957), and Oswaldo Robles as Secretary General (a Mexican physician, philosopher, and psychologist who taught at the National Autonomous University of Mexico) (Galggos, 2012). Other members of the original board included associated vice-presidents Jaime Barrios Peña (Guatemala), Carlos Nassar (Chile), and William Line (Canada) as well as treasurer Hernán Vergara (Colombia). Other founding members included Guillermo Dávila, Rogelio Díaz Guerrero, Manuel Falcón (all from Mexico), and José Bustamante (Cuba) (Colotla & Urra, 2006). The international composition of SIP’s first board of directors and founding members that chose the name “Interamerican” for the newly formed psychological society was indeed Interamerican. In 1999, SIP was incorporated in Puerto Rico as a nonprofit organization.

Since 1951, SIP has provided different venues to advance the North-Central-South dialogues. Among such venues, SIP has successfully organized 33 Interamerican Congresses of Psychology in 16 different countries. The first congress took place in the Dominican Republic in 1953 and was organized around the theme “Cultures and Values in Psychology” (Angelini, 1979). In addition, starting in 2004 with an initiative of then President Héctor Fernández Álvarez, SIP has organized four Regional Congresses in as many countries. It should be noted that these accomplishments could not have materialized without the sustained engagement of the committed officers of SIP’s board of directors and numerous SIP members. Furthermore, the support of many organizations played a crucial role in these advancements, including: universities, particularly the University of Puerto Rico, Recinto de Rio Piedras that has hosted SIP’s central office for many years; national and local non-governmental organizations in the congresses’ host country; and the American Psychological Association, particularly the Committee on International Relations in Psychology (CIRP) and the Office of International Affairs, first with Joan Buchanan, and for the last several years through the indefatigable work of Merry Bullock and Sally Leverty.

SIP has published the Interamerican Journal of Psychology (IJP) continuously since 1967, a particularly noteworthy feat in the Latin American context. It is perhaps the only journal in the world that accepts and publishes articles in four languages (Spanish, English, Portuguese, and French), the official languages of the Americas. IJP has published several special issues such as one on Caribbean psychology and one on international perspectives on AIDS stigma. The editors of IJP include Carl F. Hereford (USA, 1967-1970), Luis F. Natalicio (USA, 1970-1975), Horacio Rimoldi (Argentina, 1975-1976), Gordon Finley (USA, 1977-1982), Luis Laosa (USA, 1983-1989), José Miguel Salazar (Venezuela, 1990-1998), Irma Serrano García (Puerto Rico, 1998-2003), Silvia Helena Koller (Brazil, 2003-2010), and Edil Torres Rivera (USA, 2011-). SIP’s commitment to the advancement of open-access to the world scientific literature has resulted in making IJP available online without restrictions.

Every other year, SIP’s board of directors, in consultation with nominations from SIP’s membership, grants an award to an English or French speaking psychologist and another to a Spanish or Portuguese speaking psychologist whose work has advanced psychology as a science and profession in the Americas. The list of English or French speaking psychologists include luminaries well known to psycholo-
gists in North America and beyond such as Albert Bandura, Alice Eagly, Judith Gibbons, and Robert Sternberg. Since its inception in 1976, 19 Spanish or Portuguese speaking psychologists have received the award, including individuals from Argentina, Colombia, El Salvador, and Uruguay (Héctor Fernández Alvarez, Rubén Ardila, Ignacio Martín Baró, and Jacobo Varela, respectively), Brazil (Arrigo Angelini, Silvia Maurer Lane, and Aroldo Rodrigues), Mexico (Rogelio Díaz Guerrero, Rolando Díaz Loving, Susan Pick, Isabel Reyes Maurer Lane, and Aroldo Rodrigues), and Venezuela (Maritza Montero, José Miguel Salazar, and Euclides Sánchez).

The first Spanish or Portuguese speaking psychologist to receive the award was Rogelio Díaz Guerrero (1918-2004) from Mexico in 1976. Díaz Guerrero was a physician and psychologist who lived in the USA from 1943 until 1947 while obtaining master’s and doctoral degrees at Iowa State University. He was a founding member of SIP and an impressive author with close to 300 published journal articles and book chapters, as well as 34 books. Among many significant publications, he is perhaps best known for a theory he initially termed the “historic-bio-psycho-socio-cultural theory of human comportment” (Díaz Guerrero, 1972), and later “ethnopsychology” (Díaz Guerrero & Pacheco, 1994). Furthermore, his text on the psychology of the Mexican (Díaz Guerrero, 1961), updated and retitled, Under the Grip of Culture in 2002, is a classic. He was a prolific researcher, a charismatic mentor to generations of Mexican psychologists, academics, and investigators, a visionary who advanced systematically the fields of transcultural psychology, social psychology, the psychology of values, and educational psychology, and an engaged national and international leader of the discipline as a science and as a profession. Particularly noteworthy to APA’s Division 52 members are Díaz Guerrero’s long-lasting collaborations with many colleagues in the USA (e.g., Díaz Guerrero & Szalay, 1991; Holtzman, Díaz Guerrero, & Swartz, 1975; Spielberger, & Díaz Guerrero, 1976).

Arrigo Leonardo Angelini (1924–), from Brazil, received the award in 1979. He earned a Ph.D. in educational psychology from the University of São Paulo in 1953. His areas of research and contributions to psychology include the assessment of intelligence and aptitude in diverse cultural contexts, the adaptation and standardization of several of Thurstone’s instruments in Brazil, and the development of an original scale to assess interests. Perhaps most noteworthy are Angelini’s engagement in multiple international collaborations. These include a cross-national study of coping styles and achievement among school children with Robert Peck of the University of Texas at Austin, a study on achievement with David McClelland of Harvard University, and a study on personality and sexuality with David Schmitt of Bradley University. Among Angelini’s 110 publications, one of the best known concerns human motivation (Angelini, 1973).

Jacobo A. Varela’s (1911-1997), from Uruguay, received the award in 1981. A civil engineer by training, and a Renaissance person by action, Varela sought to solve significant social problems by applying social psychology knowledge (Rodrigues, 1997; Varela, 1971). Varela is known for the term “social technology” which he defined as the activity that leads to the design of solutions to social problems by means of combinations of findings derived from different areas of the social sciences (Varela, 1975, p. 160). He cared deeply about transforming societies by utilizing applied social psychology to redress matters such as crime, bureaucracy, racial conflict, and social unrest (Varela, 1977). He valued active engagement by social scientists and was fond of saying, “If you wish to make an improved product, you must already be engaged in making an inferior one” (p. 921). He argued eloquently that “problems are solved around problem-centered synthesis rather than by further theory-oriented analysis…it is perhaps time for the social sciences to end their long isolation down the course of research and analysis and to begin also to travel down the way of solving problems by synthesizing what is known” (Varela, 1974, p. 469). One of Varela’s most famous essays (Varela, 1990) was dedicated to the memory of Leon Festinger, an important interlocutor with whom Varela sustained many dialogues. In this essay, Varela sought to advance a general law for psychology, and illustrated it by applying it to inter and intragroup antagonism, conceptualizing an individual’s symptoms as “the very common case of being forced to cope with conflicting but essential roles” (p. 121). He was a pragmatist, advocating that it was “the nature of the conflict that determines the type of assistance the helper should provide, rather than the preferred theory or practice that the helper holds” (p. 135).

Rubén Ardila (1942–), from Colombia, received the award in 1983. Ardila is arguably, together with Maritza Montero and Héctor Fernández Álvarez, one of the three best known, living South American psychologists. Ardila received a Ph.D. in experimental psychology from the University of Nebraska at Lincoln and is a professor at the National University of Colombia. He has conducted research on the experimental analysis of behavior, the history of psychology, and the application of psychology to socio-economic development. He has also written extensively on Latin American (e.g., Ardila, 1968; 1986) and international psychology (e.g., Ardila, 1982) as well as homosexuality (1998). Ardila has published 31 books and more than 300 scientific articles. Ardila is perhaps best known for his work on a paradigm he termed the experimental synthesis of behavior through which he has sought to unify psychology around a behavioral focus, the experimental method, a focus on learning, an emphasis on the social and physical environment, and the use of technology (Ardila, 1992; 1993; 2006). Ardila has concerned himself with training in psychology, organizing the first Latin American conference on the topic, and articulating a Latin American model of training in psychology, known as the “Bogota Model” (Ardila, 1978). His most recent book is entitled El Mundo de la Psicología (The World of Psychology) (Ardila, 2011), a compilation of 35 articles he has written over almost five decades. He founded the prestigious Revista Latinoamericana de Psicología (Latin American Journal of Psychology) in 1969, and edited it until 2003. He is also the
founder of the journal *Avances en Psicología Latinoamericana* (Advances in Latin American Psychology), published since 1982. In 2007 he received APA’s Award for Distinguished Contributions to the International Advancement of Psychology (Ardila, 2007). The award citation states, “For his distinguished and highly creative work from the most rigorous scientific perspective. As a laboratory researcher, an experimental scientist, and as a psychologist in the developing world who seeks to bridge cultural, historical, and linguistic borders, Ardila has contributed in a decisive way to the international advancement of psychology. His research with animal subjects and human participants has shed light on the fields of learning, early experiences, and the role of cultural processes in human behavior. He has succeeded in demonstrating that psychology can reach the delicate balance between being a science with universal principles and a field that is contextualized and specific in diverse cultures and historical frames of reference. As a pioneer of psychology in Latin America, Ardila has had a profound influence on professionalizing the discipline, on ethics, and on social justice.”

Aroldo Rodrigues (1933-), from Brazil, received the award in 1985. He earned a M.A. in clinical psychology from the University of Kansas at Lawrence in 1961, and a Ph.D. in psychology from the University of California, Los Angeles in 1966. He was a professor of social psychology in Brazil for over two decades and in 1993 he joined the faculty of the Department of Psychology at California State University, Fresno, where he has now been an emeritus professor since 2008. Rodrigues’ work has focused on balance theory and triadic interpersonal relations. He favored the empirical, laboratory-based study of social psychology phenomena as a prelude to applied work and engaged the clarity of his writing to create one of the most widely used social psychology textbooks in Latin America (Rodrigues, 1972) and a popular book on the applications of social psychology findings to understand relational processes such as friendships, intimate relationships, decision-making, and aggression, among others (Rodrigues, 1993). His sizable scientific production, encompassing nine books and over 100 articles and book chapters, is marked by meaningful, sustained international collaborations with well-established academics and researchers such as Ted Newcomb, Bert Raven, Bernie Weiner, and James Whittaker. Rodrigues, together with colleagues, published two edited books, one on reflections concerning the discipline by nine eminent senior social psychologists (Rodrigues & Levine, 1999) and the other on first-person accounts of the career journeys of 13 famous social psychologists (Levine, Rodrigues, & Zelezny, 2008). Rodrigues wrote one of the chapters in the latter book describing his “Interamerican Journey in Social Psychology” (p. 105) while highlighting his experiences during the “crisis” in social psychology that pitted experimental social psychologists against applied social psychologists (for example, Rodrigues against Eliezer Schneider, and Silvia Lane, a recipient of the Interamerican Psychologist award in 2001; see Sampaio Lima, 2009). Rodrigues’ classic textbook on social psychology is about to be published in a new edition (Rodrigues, Assmar, & Jablonski, 2012).

Carlos Albizu Miranda (1920-1984), from Puerto Rico, received the award posthumously in 1987. He earned a B.A. in education from the University of Puerto Rico, a M.S. in experimental psychology and a Ph.D. in clinical psychology from Purdue University. Albizu was a professor of psychology at the University of Puerto Rico until 1975 and a well-known clinician and diagnostian in the community (Wagner, 2002). Concerned with the shortage of mental health professionals in Puerto Rico and with the lack of culturally competent training to work with Puerto Ricans, he founded, together with Norman Matlin, the Instituto Psicológico de Puerto Rico [Puerto Rican Psychological Institute] in 1966. The Institute, which was the first professional school in Puerto Rico was later renamed the Centro Caribeño de Estudios Posgraduados [Caribbean Center for Advanced Studies]. In 1980, he established the Miami Institute of Psychology, a sister campus to the Caribbean Center (Wennerholm, 1985). In 2000, both campuses were renamed Carlos Albizu University, in his honor. Albizu received an award by the American Psychological Foundation for the development of psychology education in Puerto Rico and the Caribbean. The citation reads “Through his vision, dedication, and leadership, he played a central role in establishing and developing doctoral training in clinical psychology in Puerto Rico and the Caribbean area” (Carlos Albizu Miranda, 1981, p. 93). He was the author of several publications on psychological assessment, the role of culture in service delivery, and the impact of poverty, and sought to advance a culturally competent training model for minority psychologists (Albizu Miranda & Matlin, 1967). Albizu’s lifelong contributions are perhaps best characterized in his own words: “Education without love is sterile. Knowledge which is based only on logic and reason can become dehumanizing, and is not at the service of man. Education which is guided by love emphasizes the social good, rather than individual competition. It is not competitive knowledge but rather cooperative knowledge” (Albee & Santiago Negron, 1987, p. 818).

In this first article of a series, we have discussed the Interamerican Society of Psychology and highlighted the Spanish or Portuguese speaking psychologists distinguished with the Interamerican Psychology Award. We have done so as a way to advance the dissemination of psychological knowledge generated in Latin America and the Caribbean. In service of this goal, we have briefly noted the accomplishments of the first six out of 19 awardees and will complete the list in future articles for this series.

1 Based on a motion by John Adair which was approved by the board presided over by Rolando Diaz Loving, the award for a Spanish or Portuguese speaking psychologist has been called the Rogelio Diaz Guerrero Award since 2007. 2 Both Varela and Diaz Guerrero had articles published in the international issue of the *American Psychologist, 32* (11), 1977.

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Authors’ Note

We would like to acknowledge the following colleagues who responded to our request for information related to the series: Carmen Albizu García, Arrigo Angelini, Rubén Ardila, Nelda Cajigas, Rolando Díaz Loving, Héctor Fernández Álvarez, Regina Helena de Freitas Campos, María do Carmo Guedes, Maritza Montero, Isabel Reyes Lagunes, Emílio Ribes Ibsta, Eduardo Rivera Medina, Aroldo Rodrigues, Pedro Rodríguez, Wanda Rodríguez Arocho, Euclides Sánchez, Irma Serrano García, and José Toro Alfonso.

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Preliminary Findings of a Mixed Methods Investigation of Perceptions of Airport Security

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In the 10 years since 9/11, the United States has tightened airport security markedly. According to the U.S. Bureau of Transportation Statistics, more than 600 million passengers go through security checkpoints at airports. Few published studies have examined the psychology of airport security (e.g., Leo & Lawler, 2007, on public acceptance of x-ray screening systems). Many studies are now dated given ongoing improvements to airport security. Furthermore, researchers have tended to sample the opinions of airline managers, flight crews, and airport security personnel rather than airline passengers. Other studies are peripherally connected to airport security, such as airline performance (Bowen, Scarpellini-Metz, & Headley, 2005) and air-travel stress (Bricker, 2005). Virtually no research exists that has investigated perceptions of airport security among passengers, whose travel experiences are directly affected by such security procedures. The perceptions of passengers may have value in informing efforts to improve the quality of and cooperation with airport security procedures. Given the seminal nature of our study, we used a mixed methods design (i.e., both qualitative and quantitative data) to explore airline passengers’ positive and negative experiences of airport security and how important they view airport security. We also wanted to identify without preconceived hypotheses any demographic and background variables that might moderate such perceptions.

Method

Participants

Of the 168 participants, 102 (60.7%) were women and 66 (39.3%) men, with a mean age of 31.4 years (SD = 7.5). One hundred and nine (64.9%) were never married, 45 (26.8%) married, and 14 (8.3%) divorced. One hundred and twenty-nine (76.8%) were U.S. citizens, 24 (14.3%) held dual citizenship, and 15 (8.9%) were non-U.S. citizens. One hundred and twenty-one (72.0%) were White, 11 (6.5%) Middle Eastern, 7 (4.2%) Black, 7 (4.2%) Hispanic, 6 (3.6%) Asian, and 16 (9.5%) multiracial. Eight (4.8%) graduated high school, 81 (48.2%) were college graduates, and 79 (47.0%) earned advanced degrees. Participants reported traveling on average 3.8 times per year (SD = 2.7), mostly alone (n = 118, 70.2%) and/or with family (n = 83, 49.4%).

Measures

All items were presented in fixed order. Initially, open-ended question were posed about the frequency of air travel per year, the number of weeks since last traveling by air, and travel companions, if any. Next, two open-ended questions inquired about positive and negative experiences with airport security. These questions were: “What in particular do you like about airport-security procedures?”, and “What in particular do you dislike about airport-security procedures?”. Then, the following Likert-type item was used to measure the perceived importance of airport security: “On a scale of 1 (not important) to 5 (extremely important), how important are airport security procedures?” Finally, demographic information was solicited on gender, age, marital status, citizenship, ethnicity, and level of education. All demographic information was self-reported. Uncertainties about eliciting the cooperation of participants led us to adopt unusually brief measures.

Procedure

One hundred and sixty-eight participants older than 18 years were solicited by the second author at publicly accessible areas in three major U.S. airports: Kennedy Airport in New York (n = 83, 48.2%), Los Angeles International Airport (n = 79, 47.6%), and Bush Intercontinental Airport in Houston (n = 8, 4.8%). These airports are among the 10 busiest in the United States (Airports Council International, 2011), and provided opportunities to sample a diverse population of airline passengers. On site data collection did not require permission from airport administrators. Participants were approached individually and invited to answer questions about their experiences with airport security. After giving written consent, the questions were administered orally, with verbal responses recorded verbatim.

Transcribed responses to the open-ended questions on experiences with airport security were unitized and thematically categorized by the authors. Responses were first divided into codeable units, with each unit representing a complete and independent idea, and placed into a single category; participants often generated more than one codeable unit per response. Inter-coder reliability was not determined because coding disagreements were resolved by consensus. A 10-category coding scheme emerged that included:

- Emotional Responses (positive or negative)
- Efficiency/Inefficiency of Security Procedures
- Fact-filled Responses
- General Responses (positive and statements of nothing negative to report; negative and statements of nothing positive to report)
- Accessibility of Security Information (adequate or inadequate)
- Ineffectiveness of Security Procedures
- Attributes of Security Personnel (positive statements or negative statements)
- Profiling
- Safety (physical or psychological), and
Uncodable.

Results

Participants provided 848 codeable responses; 229 (27.7%) were Like responses, that is the total number of positive experiences with airport security. Participants gave 619 (73.0%) Dislike responses, which comprised the total number of negative experiences with airport security. We omit from discussion categories with fewer than 10% of codeable responses within Like or Dislike themes. One hundred and sixty-one (70.3%) of Like responses were coded as:

General Responses - Negative (i.e., statements of nothing positive to report when asked to identify positive experiences) (n = 59, 25.8%; e.g., “I don’t like anything”), Psychological Safety (n = 39, 17.0%; e.g., “I feel protected”), Physical Safety (n = 34, 14.8%; e.g., “I can travel with no hazards on board”), and Attributes of Security Personnel - Positive (n = 31, 13.5%; e.g., “When officers are polite”).

Five hundred and eleven (82.6%) of Dislike responses were coded as:

Emotional Responses - Negative (n = 167, 27.0%; e.g., “The search is so humiliating”), Fact-filled Responses (n = 167, 27.0%; e.g., “The length of time it takes”), Inefficiency of Security Procedures (n = 78, 12.6%; e.g., “They could have organized it better”), and Attributes of Security Personnel - Negative (n = 67, 10.8%; e.g., “The way staff treats people is wrong”).

Age, citizenship, ethnicity, education level, and frequency of travel were correlated with importance ratings (p ≤ .005). Because of small cell sizes, we collapsed some subgroups within demographic variables (dual and non-US citizen; never married and divorced; Asian, Black, Hispanic, Middle Eastern, and multiracial; and high school and college graduates). A stepwise regression of these variables on importance ratings was significant, R² = .391, F(4, 163) = 26.195, p < .001, f² = 0.642. Four demographic variables formed the best predictive model of importance ratings:

Ethnicity: (ΔR² = .178, F(1, 166) = 36.039, p < .001, f² = 0.216, β = .312), Education Level: (ΔR² = .085, F(1, 165) = 19.131, p < .001, f² = 0.093, β = -.219), Marital Status: (ΔR² = .065, F(1, 164) = 15.851, p < .001, f² = 0.069, β = -.309), and Citizenship: (ΔR² = .063, F(1, 163) = 16.779, p < .001, f² = 0.065, β = -.262).

Non-white, less well-educated, not currently married, U.S. citizens gave the highest importance ratings for airport security.

Discussion

Participants reported substantially more negative than positive experiences with airport security. Positive and negative experiences seemed to reflect the impact of immediate personal encounters with airport security procedures. Favorable perceptions underscored a sense of physical and psychological protection and well-being as well as appeasing qualities of security personnel; they also accentuated the absence of positive comments. Participants’ favorable responses overlooked fact-based elements of airport security and issues related to the practicality, competence, and usefulness of such security procedures. Conversely, unfavorable views of airport security emphasized negative emotional experiences, procedural disorganization, and distasteful characteristics of security personnel. Given concerns about passenger profiling, we were surprised that this unfavorable aspect of airport security was seldom mentioned. Future studies are needed to uncover the positive and negative experiences of airline passengers who represent different demographic groups.

Participants rated the importance of airport security between moderate and extreme. Demographic variables that moderated such perceptions were ethnicity, level of education, marital status, and citizenship. These findings suggest that non-White airline passengers who are less well-educated, not currently married, and U.S. citizens may perceive greater risk to themselves and their families when traveling, irrespective of gender, age, frequency or recency of air travel, or the presence of travel companions. These groups may experience greater threat of harm, and hence attribute more importance to airport security, because of collectively held schemas that are activated by airport-environment cues. We encourage efforts to identify the cognitive mechanisms that explain the influence of demographic variables on the perceived importance of airport security.

We hope to see research on perceptions of airport security that employs larger, more representative cross-national samples of domestic and international travelers, uses a wider array of more psychometrically sophisticated measures, and controls for the potential effect of the interviewer’s demographic profile on passenger responses. Such research would expand understanding of the experience of airport security and guide its improvement. We are already phasing in a more elaborate international extension of this research.

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Designing Research and Writing Papers on Culture and Behavior

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On June 15-19, 2012, a team of research faculty from many nations converged on the Park Olympian Hotel in suburban Moscow, for a unique “summer school” to promote excellence in cross-cultural student research. The host of this intensive program was the Higher School of Economics (HSE) of Russia, and its International Laboratory of Socio-Cultural Research, headed by Professor Nadezhda Lebedeva. Russian faculty mentors teamed with overseas Professors Peter B. Smith (U.K.), Peter Schmidt (Germany), Shalom Schwartz (Israel), Hank Flap (Netherlands), and Anu Realo (Estonia).

This five-day HSE summer school in Russia can well be a model for any school that seeks to encourage cross-national student research. It featured morning lectures followed by afternoon workshops, all focused on this theme: “Designing research and writing papers on culture and behavior.”

On day 2, Professor Peter B. Smith of Sussex University offered a lecture and master-class on “Cross-cultural management,” followed in the afternoon by three hands-on workshops on formulating hypotheses.

Day 3 began with a lecture on “Social capital” by Professor Hank Flap of Utrecht University. His lecture segued into a series of workshops on publication of papers. Participants learned the most common requirements for the design of the article and ways to create its parts. The next block of workshops taught participants how to create a questionnaire.

Day 4 started with a lecture on requirements to publish in international journals. Participants heard first hand from experienced reviewers, including Peter B. Smith, former Editor of the Journal of Cross-Cultural Psychology. This was followed by more workshops on questionnaire design.

In a post-lunch session, Professor Harold Takooshian of Fordham University (USA) offered a PowerPoint message on “Resources for cross-national student research,” focused on two sources: (a) the International Division of the American Psychological Association, and (b) Psi Chi, the International Honor Society for Psychology. He noted two useful websites that promote student excellence: www.psichi.org, and www.internationalpsychology.net.

On day 5, Professor Hank Flap lectured on the “Measurement of social capital.” After the lecture, the master-class focused on writing articles. After all the seminars were finished, a grand tea party allowed everyone to express feedback to the organizers of the school. Then in an open-air gathering, participants exchanged ideas at leisure on a cozy veranda, after five busy days of learning.

The Higher School of Economics, founded in 1991, has quickly grown into one of Russia’s premier research universities in several ways. Its annual budget of 1.1 billion roubles covers 1,672 professors in 24 faculties, who teach a total of 16,000 students, including 587 “aspirants” (doctoral students). HSE now hosts 24 international labs and research centers, and offers 10 joint-degree programs with European universities. The HSE Press published 154 volumes and several serials in 2011. For details on HSE or its lab, check http://psy.hse.ru/en/ or http://scr.hse.ru/summerschool. For details on HSE summer school 2013, contact Lebedhope@yandex.ru, or LGrigoryan@hse.ru.

Some scenes from HSE summer school
International Committee of Adlerian Summer Schools and Institutes (ICASSI): World-Wide Learning of Adlerian Psychology

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Abstract

An international program for offering world-wide Adlerian training for professionals as well as individuals and families was established in 1962 by Rudolf Dreikurs, M.D. Dreikurs patterned the international summer schools after those established many years earlier by Alfred Adler himself. The summer schools brought together people from many countries who wanted to learn Adlerian psychology in a community setting without barriers in terms of race, ethnicity, gender, age, or any other divisions. During Dreikurs’ lifetime he funded the schools privately, and after his death the International Committee of Adlerian Summer Schools and Institutes (ICASSI) became a non-profit educational organization that followed the structure and purpose of the early summer programs. The 45th Rudolf Dreikurs Summer Institute of ICASSI took place in July 2012 in Druskininkai, Lithuania. An international board continues what Adler and Dreikurs had envisioned.

Key words: Dreikurs, Adlerian Psychology, international community

Alfred Adler (1930, 1931, 1932) was a psychiatrist and younger colleague of Sigmund Freud in the early years of the 20th Century (Ferguson, 2010). He broke with Freud in 1911 over several basic constructs: (1) He rejected Freud’s division of personality into Id, Ego, and Superego, and emphasized holism instead, stating that each person functions as an individual whole on the basis of choices and decisions. He called his approach Individual Psychology in order to put the emphasis on the whole individual. (2) He rejected Freud’s assumption that the fundamental motivation in humans is sexual and emphasized that humans have social motivation, with the need to belong being the fundamental social motivation (Ferguson, 1989). When humans feel belonging, they have Social Interest (Gemeinschaftsgefühl), which is the striving to contribute to human welfare. (3) He rejected Freud’s assumption of historical/developmental determinism based on psychosexual stages and instead focused on self-set goals as the source of a ‘soft determinism.’

Rudolf Dreikurs (1950, 1968, 1972), also a psychiatrist, was a younger colleague of Alfred Adler (Ferguson, 2001). When Adler died in 1937, Dreikurs fulfilled Adler’s commitments to lecture in Brazil, where Dreikurs established the Society of Individual Psychology of Rio de Janeiro. In 1946 he returned to Brazil, and in the following years he traveled extensively in the United States. He worked in Israel in 1959 and he had traveled many times to Europe. He knew the needs for Adlerian psychology around the world. In 1962, in Denmark, Dreikurs established the first of a series of international summer schools that were patterned after the training programs Adler had established. He strove in Europe to help revitalize Adlerian psychology, which the fascist regimes had actively crushed. He saw the need for increasing Social Interest among people world-wide, and he sought to teach Adlerian methods and theory for improving human relations in the family, school, workplace, and nations. ICASSI would show the value of living in harmony and peace, with encouragement and self-understanding replacing authoritarian methods still used widely. Dreikurs hoped to hold the Summer Institute in a different country each year, wherever there was a group that wanted to learn and expand Adlerian psychology.

Following Dreikurs’ death in 1972, the programs continued and ICASSI became a non-profit organization, registered in the United States (Ferguson, 2000). Dreikurs had trained a number of people in the last years of his life who wanted to continue his work and who knew the value he placed on world-wide needs for cooperation, cooperative problem solving, and mutual respect. Three of his closest colleagues became chairpersons of this new organization. One was an American psychiatrist (W. L. (Bill) Pew), one was an Israeli social worker (Achi Yotam), and one was a Swiss psychotherapist (Erik Blumenthal). These three, in addition to a Canadian counselor (Edna Nash) who served as Secretary and Treasurer, made up the first Executive Committee of ICASSI. An international Board was appointed and senior Adlerians from many countries became the faculty. In line with the principle of Social Interest, of contributing to human well being, none of the teaching faculty received any salary. Only their travel and living expenses were covered. In time, the organization included a salaried administrator and paid office support personnel. To this day, all officers (chairpersons and Board members) are also expert instructors, and they, as well as the other teaching faculty, do not receive any salary. They volunteer their time and efforts, in order to help expand the principles and methods of Adlerian psychology. They seek improved cooperation and insightful collaboration among all humans, and they teach Adlerian methods that help in the home, school, workplace, and in relations between nations.

The Summer Institute is bilingual, with plenary sessions in English and German. Courses are also in one or the other language, and some courses are bilingual. In rare cases, the plenary sessions were tri-lingual. For example, in 1988 ICASSI was in Chios, Greece, and the morning plenary sessions were translated in terms of English, German, and Greek. In recent summer institutes the participants came from 25 nations and from all continents except Antarctica. An active scholarship program exists, which helps people from low-income countries to attend. Funding for scholarships comes from donations and some Foundation assistance.

Classes have a variety of formats, and the interested
reader can see what is offered on the website: http://www.icassi.net. Demonstrations of interview techniques as well as many other Adlerian methods are typically part of the plenary sessions as well as part of classroom teaching. In addition to the many courses for professionals, there are some courses for individuals who wish to increase their self-understanding, and there is a large and active program for children and for adolescents. Expert instructors from many nations lead all classes, including those for children and teens. The aim of the Summer Institute is to help increase mutual respect and understanding of people from all ethnicities, religions, and ages. Families come, and in some cases three generations participate. I recall one family in which the teenager loved her cohort group, the parents (both professionals) took advanced courses, and the grandmother enjoyed introductory classes that introduced her to Adlerian psychology.

Adlerian psychology is applicable to all spheres of human endeavor. Non-psychologists attend courses dealing with work relationships (Ferguson, 2006, 2007), so that managers, health service workers, accountants, lawyers, and people in all kinds of occupations attend. They learn improved methods for their work as well as improved relationships within the family. Many return over a number of years, taking different classes and gaining new understanding. ICASSI provides a living example of how Adlerian methods are applied to everyday life. The encouraging atmosphere, in which people of many nations share and cooperate, provides a model for how humans are able to live with mutual respect and increased feelings of belonging. ICASSI models hope and provides concrete steps for improving human well being for all.

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International Exchange Programs: Why and How?

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“How can psychology students and faculty benefit from international exchange programs?” This practical question was the focus of a forum in New York City on May 5, 2012, at the 20th Pace University Psychology Conference. This forum reviewed different types of Fulbrights and international exchange scholarships, and how these can impact and change a participant’s career, scholarly, and academic goals and trajectory.

Mercedes McCormick of Pace University, the President-Elect of the APA Division of International Psychology, chaired the forum and introduced five experts who reviewed four different exchange programs.

JFDP Fellowships: Ivana Petrovic of the University of Belgrade (iivaanaaj@gmail.com) was selected by the U.S. State Department in 2012 to serve as a Junior Faculty Development Program (JFDP) Fellow at Fordham University this spring. This JFDP was launched in 1994 as a non-degree faculty development program allowing junior university fac-
ulty from Eurasia and Southeast Europe to travel to the U.S. for one semester to develop and enhance their teaching skills, methods, and materials. The fellows attend classes and work with faculty in the U.S. to learn about U.S. classroom culture, new teaching techniques, and student-teacher interaction. This experience exposed Ivana to the role technology and social media play in U.S. college student’s lives. The program included an orientation and mid-term conference at Kansas University to help participants learn about daily life in the U.S., develop lectures using online media, and find ways to make the learning experience more interactive. Ivana was one of 24 JFDP Fellows in the U.S. in 2012, and one of 51 JFDP psychology fellows since the program’s inception. For details on JFDP, visit http://www.jfdp.org/.

**Fulbrights for Students: Rebecca Stark-Gendrano** is the Fulbright Fellowship Coordinator for the Campion Institute of Prestigious Fellowships at Fordham University, where she works closely with students to develop successful Fulbright proposals. As part of this, Rebecca developed a practical two-page guide for students and their mentors available on request at rstarkgendrano@fordham.edu.

**Maryam Zoma** is a graduate of Fordham University and a 2010-2011 U.S. Student Fulbright Fellow to Jordan. The U.S. Student Fulbright Program allows students with bachelor’s degrees to conduct research or teach English abroad. Her academic experiences at Fordham and a semester abroad at the American University in Cairo prepared her to apply for the Fulbright. She worked closely with Rebecca Stark-Gendrano from the Campion Institute of Prestigious Fellowships at Fordham during the summer of 2009 to prepare and improve her application. Maryam spent the first four months of her Fulbright studying Arabic and then conducted a qualitative research study on the ways faith-based organizations help improve the psychosocial well-being of Iraqi widow refugees. Her Fulbright experience impacted her career and academic goals and she is currently applying to graduate programs in social work and hopes to return to the Middle East to continue research on this population. Please visit http://us.fulbrightonline.org/ to learn more on the Fulbright Program for U.S. students.

**Senior Fulbrights: Harold Takooshian** of Fordham University (takoosh@aol.com) was a 1987-1988 U.S. Fulbright Scholar to the Soviet Union. After offering the “good news” about why the Fulbright is such a wonderful program, he noted four items of “bad news” about Fulbrights. (1) Fear. Many professors wrongly assume they are not competitive enough to receive a Fulbright when its alumni include 43 Nobel Prize laureates, 78 Pulitzer Prize winners, and 28 heads of state. Many talented professors every year receive Fulbrights and individuals interested in the program should attempt applying. (2) Non-transparency. The Fulbright Scholar Program does not post program statistics on its website that state the number of applicants each year. This makes it difficult for potential applicants to gauge which programs to apply for and the likelihood of their application being successful. (3) Timing. The timing of the Fulbright program can cause problems for professors since they find out at the end of the spring semester if they have been accepted to the program. Many professors have already started preparing for classes at their home institution for the fall. (4) Errors. In order to have a successful application, a professor needs to avoid common errors in preparing their proposal. Professors should find someone who received a Fulbright to provide them with guidance and support on the application process (Whitbourne, 2011). He noted how the Fulbright program led him to later leadership roles within the United Nations and APA. Harold quoted the warning from APA Executive Officer Raymond Fowler, that “new psychologists who do not have the benefit of a sophisticated orientation to international issues will be severely handicapped in their career options” (2000, p. 12).

Such international experiences are becoming increasingly important, so individuals without this will find themselves obsolete. Information on the U.S. Fulbright Scholar Program can be found at [http://www.cies.org/us_scholars/](http://www.cies.org/us_scholars/).

**Fulbrights to the USA: Samvel Jeshmaridian** (jeshmarid@yahoo.com) was a 1996-1997 Senior Fulbright Scholar to the U.S. at Fordham University in New York. Samvel discussed the various exchange programs that allow international professors to conduct research and study in the U.S. He has also received scholarships from International Research and Exchanges (IREX), Soros, and the Woodrow Wilson International Center for Scholars. U.S. Senator J. William Fulbright started the Fulbright program in 1946 with the goal for post-war scholars to engage in discussion and exchange ideas and research in order to decrease hostilities between nations. As a Fulbright Scholar, Samvel worked with Dr. Harold Takooshian at Fordham. Samvel spoke about the ways the Fulbright program impacted and changed his personal and professional life. He closed by stating the international nature of psychology and the importance of educational exchange and its effects on peace. Please visit [http://www.cies.org/vs_scholars/](http://www.cies.org/vs_scholars/) and [http://www.wilsoncenter.org/](http://www.wilsoncenter.org/) for information on the Fulbright Program for non-U.S. Scholars and the Woodrow Wilson International Center for Scholars.

Mercedes closed the forum by highlighting the international expansion of Psi Chi and the ways Division 52 can guide its members to become mentors for individuals interested in applying for international exchange programs.

**References**


Demystifying the Impact of Trauma on Sexuality by Creating Safe Spaces: A Psycho-Educational Curriculum

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Demystifying Sexuality and the Impact of Trauma: An Eight Session Holistic Psycho-Educational Curriculum on How Trauma May Impact the Six Circles of Sexuality. DSIT is an intervention designed to educate women over the age of 18 about trauma and sexuality; consider how they framed their perceptions of sexuality by religious and other societal influences; and explore how traumatic experiences may have impacted their multidimensionality (Akbar, 1996; Wilbur, 2000). The purpose of DSIT is to demystifying the ‘taboo’ topics of sexuality and trauma, respectively and interdependently, through a systematic format of pre- and post-tests, Jumping-Off Points activities based on a traditional Jewish study method called hevruta (Beit Midrash Research Project, 2006), educational tools, open discussions, and creative arts therapeutic activities, like making collages and 5-minute free-writing exercises. DSIT is not mental health therapy; however, for best ethical practices it is a complimentary service for women who are already in mental health and/or psychiatric treatment. Also, DSIT is implemented as either individual or group level interventions and as a professional training series for human services practitioners. Lastly, women who attend five or more sessions receive a Certificate of Completion. Further study will be conducted on how to implement DSIT with groups of men and couples.

Trauma Demystified
Contextually speaking, DSIT defines trauma as an event that leaves a person with the subjective perception of emotional and psychological effects that impair everyday life, especially if the trauma occurred during childhood (Bloom, 1996; Hunter, 1990). Particularly, sexual trauma, or abuse, is “an expression of power, compulsiveness, a desire for control, or an act of vengeance, which often comes masked as an act of love,” (Hunter, 1990, p. 3). Bloom (1997) stated that childhood sexual abuse is traumatic, even if it is nonviolent. However, the most injurious aspect of abuse is not the betrayal of trust regardless of the abusers’ intentions (Bloom, 1997; Hunter, 1990). “Accurate statistics on the prevalence of child . . . sexual abuse are difficult to collect because of problems of underreporting and the lack of one definition of what constitutes such abuse. However, there is general agreement [that childhood sexual abuse] . . . is a serious problem,” (APA, 2012, para. 2). The effects of childhood sexual abuse are detrimental and shattering to the soul and personal identity development (Bloom, 1997; Scull, 2007). DSIT addresses the impact that trauma may have on one’s psychological, emotional, and sexual dimensions.

Sexuality Demystified
DSIT sheds light on various viewpoints of human sexuality. One viewpoint is that sexuality is an ordinary fact of life; it is also considered as a constructed experience with religious, historical, social, and cultural origins (Scull, 2007; Peplau, 2003). On the contrary, Northrup (2010) stated that “sexuality is an organic, normal, physical, and emotional function of human life and [humans possess the capability of experiencing] sex pleasure and function for [their] entire lives” (p. 233). However, DSIT adapted its contextual framework for sexuality from the Advocates for Youth (1997), who explained that sexuality consists of five major components that they call the Five Circles of Sexuality, which are:

1. Sensuality
2. Intimacy
3. Sexual Identity
4. Sexual Health & Reproduction
5. Sexualization

DSIT integrates sexuality and spirituality as a requirement for “seeing sexuality as an element of embodied experience of the divine and spirituality as an element of peak or ultimate erotic experience” (Rayburn & Richmond, 2002, p. 183). From a theobiologic perspective, which is the integration of “theological concepts best understood in terms of how individuals relate to their environment and what they know about their bodies and bodily functions” (Rayburn & Richmond, 2002, p. 1794), a sixth circle, the Intentionality Circle, has been added. The intentionality circle proposes six original purposes of sexuality, which are:

1. Shaping Beliefs and Behaviors
2. Developing Oneness
3. Recognizing Differences
4. Being Nakedness
5. Experiencing Ecstasy
6. Reproducing Self

Two theobiologic perspectives assisted with the development of the six proposals of the intentionality of human sexuality, which are from Planned Parenthood Federation of America and Muslim Women’s League (1999). Planned Parenthood Federation of America (2003) defined sexuality as:

The interplay of gender, gender role, gender identity, sexual orientation, sexual preference, and social norms as they affect the physical, emotional, and spiritual life. [Sexuality] comprises of emotions, attitudes and values, relationships, self-image and ideals, and behaviors. [PPFA also believes that] all
people are sexual beings from birth to death. (“Value Statements”)

Muslim Women’s League (1999) provided the following explanation for sexuality:

Sexuality is considered part of our identity as human beings . . . God distinguished us from other animals by giving us reason and will such that we can control behavior that, in other species, is governed solely by instinct. So, although sexual relations ultimately can result in the reproduction and survival of the human race, an instinctual concept, our capacity for self-control allows us to regulate this behavior. Also, the mere fact that human beings are the only creatures who engage in sexual relations once they are beyond the physical capacity for reproduction sets us apart from all other species which engage in sex for the sole purpose of reproduction. (para. 1)

The six proposals of the original intent of sexuality should be considered first when educating people about human sexuality and its purpose. Thus, DSIT educates women on the Six Circles of Sexuality, including the Intentionality Circle, and how trauma may impact each circle. In addition, the women who participate in DSIT learn, share, and heal in safe spaces, which will be discussed next.

Creating Safe Spaces

DSIT is modifiable to fit the spaces, diverse cultures, and the needs of the population with safety as a priority (Bloom, 1997; Judson, 2006). Both Bloom (1997) and Judson (2006) stated that creating safe environments or place-making is imperative for teaching, learning, and healing. In facilitating psycho-educational curricula in any setting, the consideration of spatial dimension is paramount. Judson (2006) contrasted space and place. “Space is the physical dimensions and attributes . . . and place is those spaces that are meaningful to individuals and to which they attach a sense of belonging” (p. 230). According to Bloom (1997), creating safety is more than physicality. Safety has psychological, social, and moral dimensions. “Psychological safety is the need to feel safe with oneself” (p. 115); “social safety is the need to feel safe with others” (p. 117); and moral safety is a “shared commitment to all spoken and unspoken communities values” (p. 128). During the implementation of DSIT, safe spaces are created by arranging the chairs in a circle, setting ground rules, and utilizing the same format during each session for consistency, to name a few.

DSIT Cross-Culturally

Not only is DSIT modifiable to fit various spaces, but it is also modifiable to fit various cultures. Many of the “competing definitions of culture [have been presented] more like theories in that they seek [and depend] upon substantive propositions about a [relevant] aspect of the world” (Cole, 1995, p. 30). According to DSIT, culture is defined by the any particular group or population who receives the services in their relative environment (Emde, 2006; Villareal, 2007). DSIT has been implemented and modified to fit cultures of people in recovery from drugs and alcohol in court-ordered drug and alcohol half-way houses and people who have a mental health Axis I DSM diagnosis who utilize community drop-in centers. Moreover, DSIT was implemented and modified to a professional training series for those who provide direct care services, like drug and alcohol counselors and mental health professionals. Lastly, DSIT was presented as a tool to Empower Women Around the Globe from Psychological and Eco-spiritual Perspectives, which was a conference hosted by the Association for Trauma Outreach and Prevention (ATOP) at Meaningfulworld, a non-profit organization founded by Dr. Ani Kalayjian on International Women’s Day 2012 at the United Nations.

Conclusion

DSIT is a holistic psycho-educational intervention designed as a complimentary therapeutic service for women who have experienced sexual trauma and are receiving mental health and psychiatric services, and for human services professionals who are providing direct care. DSIT incorporates the multidimensionality of humans, including their psychological, emotional, physical, spiritual, and sexual dimensions. The sexual dimension has been divided into Six Circles of Sexuality utilizing a theobiologic perspective. DSIT educates and encourages the participants to better understand their sexuality and to consider how traumatic experiences may have impacted their sexual dimension. Lastly, DSIT is modifiable to be implemented in safe psychological, social, and moral spaces across various relevant cultures.

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**Author’s Note**

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**Reflections on Continued Human Rights Violations in Israel/Palestine: 7-Step Integrative Healing and the Role of Human Rights Education**

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The weather is 35°C here in Israel/Palestine (nearly 100°F), which is burning hot – as if the political situation isn’t generating enough heat. For my first day in “Israel” I went to a very old Palestinian village called Akka, but Israelis call it Akko. Shakespeare may have inquired, “What’s in a name?” but one letter can inform people of your political alliance. The beautiful old city of Akka, which is right on the Mediterranean Sea, is situated at the north of the country only about an hour away from the Lebanese border. This “old city” is surrounded by walls – not the new Israeli Apartheid walls, but rather ancient Ottoman walls. It is populated only by Palestinians, who are called “Arabs” by the Israeli government and who are forbidden from displaying their Palestinian flag. Outside the old city are several blocks that are “integrated,” meaning there are a few Palestinian families residing among many new arrivals of Jews from Russia and Europe who flaunt dozens of Israeli flags on their balconies everywhere, especially since Israelis were celebrating their independence while Palestinians remembered the horrors they experienced for the Israeli Independence.

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Palestinian homes have been left run down, without permits to renovate

It looks like an ordinary day: I observe people walking along the beach for exercise in the early morning and in the evening after sunset. The home of my colleague and friend is right on the Mediterranean, and three generations of her grandparents have lived in the same town. I sat out on her terrace and meditated as the sun was setting on the sea, and then again in the morning when the sun was rising. I listened to the soft sound of waves caressing the ancient rocks. I guess people don’t meditate much here, because I kept feeling people’s glances up to the terrace from the beach. My friend, who is also one of the coauthors of a chapter in our *Forgiveness & Reconciliation* book, (Springer, 2010) is the only doctoral prepared (from the U.S.) professor of Palestinian descent at the Israeli University, the only doctoral graduate Palestinian woman in all of Israel/Palestine, who specializes in marriage and family therapy. There are only 17 psychiatrists and a handful of psychologists in the West Bank region for close to 2 million Palestinians, while Israel has more than 1,000 psychiatrists and many psychologists for about 6 million Israeli Jews. Although it seemed like any other place – people shopping, going to and from school, pushing their babies in a stroller – I felt this ever-present tension in the hot air that...
weighed heavily on the inhabitants like the walls erected between Israel and Palestine. The Palestinian houses along the beach are dilapidated; when I inquired why, my friend told me it’s because the Israeli government prohibits any renovation of “Arab homes,” which is a political tactic adopted in many regions of Israel to force Palestinian families to relocate out of desperation and frustration, and then the government takes over and replaces them with a European- or Russian-Jewish family. Hundreds of Palestinian homes have been given to the new immigrants to date. The Baha’i faith has a big presence in this town as well; there are two huge centers for the Baha’i, and I wondered how we can approach the practitioners of Baha’i to act as mediators to help the peace process. We had great debates and discussions regarding the political situation in Palestine/Israel and in neighboring countries such as Lebanon and Iraq, as well as the recent violence in Syria. People are passionate about political discourse.

Our hotel was near the Old City in Jerusalem, right at the “no man’s land” border between east and west Jerusalem. In east Jerusalem the Palestinians seem freer; they have stores and souvenir shops, they drive taxis and have many other occupations.

The next two days were spent at the conference on Building Peace Through Knowledge, a Palestinian-Israeli project jointly implemented by USAID and Ben-Gurion University of the Negev in Beer-Sheva, Israel, and funded by the generous support of the USAID Conflict Mitigation and Reconciliation Program. The project director is Professor Al-Krenawi, who was a full professor at the Spizter Department of Social Work at Ben-Gurion University of the Negev from 2004 to 2008. Professor Al-Krenawi works in collaboration with Arab-Israeli peace partners, activists, professors, researchers, and clinicians from Al-Quds University, the Gaza Community Mental Health Center, and the Treatment and Rehabilitation Center for Victims of Torture.

Two presentations were given on the first day. One was from Dr. Tawfiq Ali Mohammad Salman, a Palestinian consultant and childhood and adolescence psychiatrist, the manager of the only Psychosocial Services in Ramallah in the West Bank. The lecture was about the mental health impact of the Israeli occupation of Palestine. He shared a moving case example of how a Palestinian man was injured in IDF (Israel Defense Forces) action and afterwards passed away in a hospital in the presence of his wife and children, who in their anger decided to “take revenge,” which became the purpose of the man’s adolescent child. Through therapy it was revealed that the child was angry at himself since he was unable to help his father as he witnessed his death, and therefore he wanted to become a “shahid” (witness, hero) and get revenge on the Jews. In the end, after years of therapy, the child changed his mind and decided to learn medicine to help others alleviate their trauma, instead of creating other traumas. Dr. Tawfiq also shared on the continued challenges of mental health in the West Bank, including: PTSD in youth, grief in many parents and siblings due to continued death and destruction, continued violence, extreme frustration and helplessness due to Israeli occupation, anger toward Israeli settler violence and killings, and continued human rights violations.

The second presentation was given by me. I addressed the impact of the continued Israeli political violence and how psychological science lacks clear intervention with regard to how to heal ongoing wounds, as the Israeli-Palestine trauma is never post but rather continuous, chronic, and malignant. My hypotheses were the following: Both nations see themselves as victims, so both are engaging in continued violence and are unable to empathize with each other; Israel continues discriminatory practices against Palestinians such as blockading Gaza, killing Palestinian leaders, forcefully confiscating Palestinian lands, and committing mass violations against human rights, and Palestinians in an attempt to defend themselves are also practicing violence via suicide bombing and launching rockets from Gaza. Both nations have a siege mentality, and both nations distrust each other. Israel comes from a traumatized history of thousands of years, encompassing events such as expulsion from Egypt and the Holocaust. Although these atrocities have nothing to do with Palestine, somehow Israeli fear and trauma are consciously or unconsciously being projected onto Palestinians. Palestinians are
also alone within their own Arab World and the larger world, seeing themselves as victims of Israeli oppression, Arab oppositions, and an indifferent world.

A total of five years of Israeli blockade has caused the following challenges for Palestinians: (1) The devastation of livelihoods, 60% unemployment among those under age 30; (2) Rising food insecurity: 75% are food insecure, Farming without Land, Fishing without Water; (3) Physical insecurity and lack of civilian protection; (4) Education is undermined, especially with long waits at checkpoints preventing students from getting to their classes; (5) Inability to reconstruct due to a ban on the import of building materials, which has prevented the reconstruction of most of the 3,540 homes that have been destroyed by Israelis; (6) The deterioration of water and sanitation infrastructure, as some 10,000 people in northern Gaza still do not have access to running water; (7) Helplessness, hopelessness, and humiliation leading to anger, aggression, and revengeful behaviors. Furthermore, because both nations have a siege mentality (which develops out of a sense that a group is “alone” in the world) accompanied by ethnocentrism, this leads to a sense of threat to the group, which then justifies group self-defense by any means (Bar-Tal and Antebi, 1992). This all results in an immensely complicated 65-year-old conflict that has been reinforced by a multitude of issues, time periods, stakeholders, and lands – there have been 26 peace proposals to date (including efforts in Oslo, Wye, Camp David, Taba, Geneva), all of which have ended in conflict, and an additional 1,700 United Nations resolutions to stop the settlements have resulted in peace exhaustion. And finally, both countries have destructive entitlement: Our brain appears to possess structures that allow us to possess structures that allow us to register what we get versus what we give (Barkow, Cosmides, & Tooby, 1992) – it keeps score (Kalayjian, 2010).

My recommendations were the following: (1) UN human rights education starting from kindergarten in both Israeli and Palestinian schools; (2) Healing groups for both Israelis and Palestinians, because without healing the trauma the two nations will continue being stuck in their suffering and since trauma is contagious, they continue to pass it on to each other and to generations to come; (3) Academic integrity: Academicians joining hands and continuously addressing their governments’ aggressive solutions; (4) Nurturing spiritual leadership in both nations, as exemplified by leaders such as Gandhi, Martin Luther King, and Mother Theresa; (5) Being mindful of the secondary gain and the profit other countries are making to maintain this conflict; (6) Embracing constructive entitlement, only through responsibly addressing the other, as according to Martin Buber’s “I and Thou,” I am not a human without your presence; (7) Forgiveness as a source of autonomy and freedom first as a self-healing approach and later as a reconciliation method (Kalayjian, 2010, Nowak, Page, & Sigmund, 2000, Ducommun-Nagy 2002, 2006).

The next day we focused on the 7-Step Integrative Healing Model (Kalayjian 1999, 2002, 2012). All attendees – Israelis, Palestinians, a few Americans – sat in a circle and witnessed one another’s pain and traumatic experiences. Of course it was very difficult at first and some were judgmental and unable to empathize, but in a few hours there was a shift. An Israeli man and a Palestinian woman shared their sorrow: feelings of guilt and betrayal on the part of the Jewish person who was in the Israeli army participating in the humiliation, and the pain and sadness of the Palestinian woman was empathized with by both sides. Tears and hugging followed as the closure of the healing group involved the clearing of energy.
centers (chakras) that had been blocked by both generational trauma and individual ongoing trauma. There was a renewed commitment to peace – starting with oneself – and mindfulness about the importance of healing the open wounds and a commitment to not making new ones. I ended with the ATOP Meaningworld motto: When one helps another, both become stronger.

That same evening I was invited to speak at the Armenian Patriarchate to over 50 students of seminary ages 15-28. My presentation was addressing ancestral trauma of Ottoman Turkish Genocide and how it impacts generations to come. A lively discussion followed, as the students shared the situation with Jewish extremists who are spitting on them in the streets. They felt humiliated and were filled with anger and wanted to retaliate. After a lively debate the students agreed to follow a non-violent negotiation using the proper negotiation principles guided by their spiritual leaders.

Students of the Armenian Seminary in the Armenian Quarter in Jerusalem gathered around bishops and priests

On the last day I traveled to the women’s shelter in Nazareth, where one of the Palestinian ex-husbands had his 26-year-old wife killed. The killer has still not been found. We gathered some 20+ women healers, the staff of the battered women’s shelter. Extreme sadness, pain, and helplessness were discharged: The practitioners felt helpless because no matter how much they try to help the battered women, the law is still not protecting them, as there were more than 40 women killed by their husband or husband’s family. The phenomenon of “horizontal violence” was examined, shared, and applied. This term basically means that those people who are oppressed over a long time, when unable to engage and negotiate with the oppressor vertically, will turn their anger and frustration on one another horizontally, hurting themselves and those close to them such as their family members or community. Violence has increased in both nations as a result of the Israeli Gaza occupation because violence is contagious: It passes through generations and makes us abuse those whom we love the most.

There is no peace without peace of mind! Both nations must embrace the importance of love and respect for each other – they must acknowledge and accept the existence of the other. There is no I without Thou.

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A candle is lit in memory of Amar, who was killed by her ex-husband’s family
Call for Nominations
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About the American Psychological Foundation (APF)
APF provides financial support for innovative research and programs that enhance the power of psychology to elevate the human condition and advance human potential both now and in generations to come.

Since 1953, APF has supported a broad range of scholarships and grants for students and early career psychologists as well as research and program grants that use psychology to improve people’s lives.

APF encourages applications from individuals who represent diversity in race, ethnicity, gender, age, disability, and sexual orientation.

About the Charles L. Brewer Distinguished Teaching of Psychology Award
The Charles L. Brewer Distinguished Teaching of Psychology Award recognizes significant career contributions of a psychologist who has a proven track record as an exceptional teacher of psychology.

Amount
- $2,000 award, all-expense paid round trip, and plaque presented at the APA convention
- Awardees are invited to give a special address at the APA convention

Eligibility Requirements and Evaluation Criteria
Nominees should demonstrate and will be rated on the following dimensions:
- Have demonstrated achievement related to the teaching of psychology
- Exemplary performance as a classroom teacher
- Development of innovative curricula and courses
- Development of effective teaching methods and/or materials
- Teaching of advanced research methods and practice in psychology
- Administrative facilitation of teaching
- Research on teaching
- Training of teachers of psychology
- Evidence of influence as a teacher of students who become psychologists

Nomination Requirements
- Nomination cover letter outlining the nominee’s contributions to the teaching of psychology
- Current CV and bibliography
- Up to ten supporting letters from colleagues, administrators, and former students
- An appendix of no more than two to three supporting documents
- A one to three page statement of teaching philosophy from the nominee
- (All nomination materials should be submitted or forwarded to APF in one package)

Submission Process and Deadline
Submit a completed application online at http://forms.apa.org/apf/grants/ or mail to the American Psychological Foundation, Distinguished Teaching Awards, 750 First Street, NE, Washington, DC 20002-4242 by December 1, 2012.

Please be advised that APF does not provide feedback to grant applicants or award nominees on their proposals or nominations.

Questions about this program should be directed to Parie Kadir, Program Officer, at pkadir@apa.org.
Call for Nominations
American Psychological Foundation
Gold Medal Awards

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About the Gold Medal Awards
The Gold Medal Awards recognize life achievement in and enduring contributions to psychology. Awards are conferred in four categories:

- **Gold Medal Award for Life Achievement in the Science of Psychology** recognizes a distinguished career and enduring contribution to advancing psychological science.

- **Gold Medal Award for Life Achievement in the Application of Psychology** recognizes a distinguished career and enduring contribution to advancing the application of psychology through methods, research, and/or application of psychological techniques to important practical problems.

- **Gold Medal Award for Life Achievement by a Psychologist in the Public Interest** recognizes a distinguished career and enduring contribution to the application of psychology in the public interest.
Gold Medal Award for Life Achievement in the Practice of Psychology recognizes a distinguished career and enduring contribution to advancing the professional practice of psychology through a demonstrable effect on patterns of service delivery in the profession.

Eligibility Requirements
Eligibility is limited to psychologists 65 years or older residing in North America.

Nomination Requirements
Nominations letters should indicate the specific Gold Medal Award for which the individual is being nominated and should include the following:
- Nomination statement that traces the nominee’s cumulative record of enduring contribution to the purpose of the award;
- Nominee’s current vita and bibliography;
- Letters in support of the nomination are also welcome, but please refrain from sending supplementary materials such as videos, books, brochures, or magazines;
- All nomination materials should be coordinated and collected by a chief nominator and forwarded to APF in one package.

Submission Process and Deadline
The deadline for receipt of nomination materials is December 1, 2012. Please e-mail materials to pkadir@apa.org or mail to: American Psychological Foundation, Gold Medal Awards, 750 First Street, NE, Washington, DC 20002-2422. Please be advised that APF does not provide feedback to grant applicants or award nominees on their proposals or nominations.

Questions about this program should be directed to Parie Kadir, Program Officer, at pkadir@apa.org.
University of Victoria, (Canada), Department of Psychology: Located in Victoria, British Columbia close to Vancouver and Seattle, the Department of Psychology at the University of Victoria invites applications for a tenure-track appointment at the assistant professor level in clinical psychology. The successful candidate’s areas of specialty will fall within the field of clinical neuropsychology. The position will contribute to our CPA- and APA-accredited graduate program in clinical psychology. The position begins on July 1, 2013. Candidates must have a PhD in clinical Psychology from a CPA- or APA-accredited program, must have specialized training in neuropsychology, and must have completed a 12-month CPA- or APA-accredited internship. Applicants should be registered as a psychologist in British Columbia or will be required to apply for provisional registration as soon as possible after they are hired, as registration in BC is a requirement for the position. We are seeking candidates with the ability to actively contribute to the operation of our clinical psychology graduate program. Candidates must demonstrate a strong research trajectory as evidenced by publications and grant funding appropriate to level of experience. Applicants must also present evidence for potential excellence in teaching at the graduate and undergraduate levels. Candidates must have an interest and ability to contribute to teaching graduate courses in some of the following areas: functional neuroanatomy, neuroimaging, neuroscience, neuropsychopharmacology, clinical neuropsychology, developmental neuropsychology, neuropsychological assessment, methods in neuropsychology, cognitive rehabilitation, cognitive assessment, and general clinical psychology. Duties will include maintaining a successful program of research (as evidenced by publications and external grant support), teaching and student supervision at the graduate and undergraduate levels, clinical supervision, and contributions to the collegiality, reputation, and day-to-day operation of the graduate program in clinical psychology, Department, and University.

To apply, send curriculum vitae (including citizenship status), description of research and teaching experience and plans, copies of relevant scholarly publications, available evidence of teaching effectiveness, and three letters of reference to: Chair, Clinical Psychology (Clinical Neuropsychology) Search Committee, Department of Psychology, University of Victoria, P.O. Box 3050 STN CSC, Victoria, BC, V8W 3P5 Canada

Application review will begin on November 1, 2012, and continue until the position is filled.

University of Victoria, (Canada), Department of Psychology: The Department of Psychology, University of Victoria, invites applications for a senior instructor to teach undergraduate courses in statistics and introductory psychology, with experience and willingness to teach courses in one or more of the following areas: lifespan psychology, biopsychology, neuropsychology, cognitive neuroscience, social/personality psychology, clinical psychology, and research methods. The appointment will begin July 1, 2013. The successful candidate will be a full-time regular faculty member in the Department of Psychology. Responsibilities for this position will include teaching eight sections of undergraduate psychology courses each year, as well as supporting the development and delivery of web-based education. There are also some service responsibilities, but no research expectations are associated with this position. The initial appointment is for 3 years, with anticipation of reappointment if the candidate has met expectations and demonstrated superior teaching effectiveness. In exceptional circumstances, Senior Instructors have the potential to be promoted to the rank of teaching professor and be tenured. Applicants must have a PhD in psychology, and demonstrated excellence in teaching ability. Short-listed candidates will be asked to attend an interview and provide a teaching demonstration.

To apply, submit curriculum vitae (including citizenship status), teaching philosophy statement of teaching interests and experience, sample teaching materials, and evaluations of teaching, and arrange for three confidential letters of reference to be sent to: Senior Instructor Search Committee, c/o Dr. Stuart MacDonald, Search Committee Chair, Department of Psychology, University of Victoria, PO Box 3050 STN CSC, Victoria BC V8W 3P5 Canada; Tel: (250) 721-7522; E-mail: psychair@uvic.ca; Web: http://web.uvic.ca/psyec/ and http://www.uvic.ca/faculty/.

Review of applications will commence December 15, 2012 and will continue until the position is filled.

Tel Aviv University (Israel), School of Psychological Sciences: Tel Aviv University (TAU), Israel's largest and most comprehensive institution of higher learning. With over 30,000 students studying in nine faculties and over 125 schools and departments across the spectrum of sciences, humanities and the arts, TAU attracts the best minds from across Israel and the world. Situated in Israel's cultural, financial and technological capital, TAU shares Tel Aviv's unshakable spirit of openness and innovation – and boasts a campus life as dynamic and pluralistic as the metropolis itself. Tel Aviv the city and Tel Aviv the university are one of the same – a thriving Mediterranean center of diversity and discovery. Ranked 14th in the world in terms of scientific citations, and among the top 100 universities internationally, Tel Aviv University is also Israel's first choice for students, and its graduates are the most sought after by Israeli compa-
International Employment Opportunities

The School of Psychological Sciences at Tel Aviv University invites applications for a tenure-track faculty position. Outstanding applicants from the areas of cognitive neuroscience, clinical psychology, and cognitive psychology will be considered. Applicants must have a strong record of peer-reviewed publications and potential for excellence in graduate and undergraduate instruction. Applications should include curriculum vitae, statements of research and teaching interests, and three letters of recommendation. Application should be filed via e-mail by September 30, 2012 (vair1@post.tau.ac.il).

Kuwait University (Kuwait), Department of Community Medicine and Behavioral Sciences: The Department of Community Medicine and Behavioral Sciences in the Faculty of Medicine at Kuwait University invites applications for a child life specialist for the faculty position at the rank of assistant, associate, or full professor for the academic year 2012/2013. Interested candidates may refer to the website http://www.kuniv.edu/ku within 2 months from the date of announcement.

Align Recruitment (New Zealand), Clinical Psychologist: Meet with New Zealand based Align International Recruitment at APA Orlando in the Employers Section booth number 221 to learn how to become a NZ registered psychologist with clinical scope, how the job search works, and visa options available. Align is the leading recruiting agency in NZ for clinical psychologists with a near 100% success rate in finding psychologists from the US and other parts of the world for full-time, direct hire positions in New Zealand. Meet with an Align Recruitment representative by calling 1-800-511-6976, E-mail info@alignrecruitment.com, or stop by booth #221. Also, call Larry Beck, Director of Christchurch, New Zealand based Align International Recruitment, on his US/Canada toll-free phone number, 1-800-511-6976, or email him at larry@alignrecruitment.com to learn how to become a NZ registered psychologist and the positions he’s recruiting for.

Insight Psychological Services (U.S. Virgin Islands), Child Psychologist: Insight Psychological Services, LLC, an established private practice overlooking the Port of Charlotte Amalie, U.S. Virgin Islands that serves an international clientele in the Caribbean seeks a qualified, compassionate licensed child psychologist to meet the island’s growing demand. Competitive compensation and benefits. Fax: (340) 714-2258. E-mail: Insightvi@gmail.com. This private practice setting includes psychiatrists, psychologists, and social workers located in St. Thomas.

New York University (Abu Dhabi), Program in Social Research and Public Policy: New York University has established itself as a Global Network University, a multi-site, organically connected network encompassing key global cities and idea capitals. The network has three foundational, degree-granting campuses: New York, Abu Dhabi, and Shanghai, complemented by a network of more than 15 research and study-away sites across five continents. Faculty and students will circulate within this global network in pursuit of common research interests, the promotion of cross-cultural understanding and solutions for problems, both local and global. Entering its third year, NYU Abu Dhabi has recruited a cohort of faculty who are at once distinguished in their research and teaching. Our students are drawn from around the world and surpass all traditional recruitment benchmarks, both U.S. and global.

NYU Abu Dhabi is currently inviting applications for faculty positions at any level (assistant, associate or full professor) for appointment to its program in Social Research and Public Policy. We encourage applications from candidates with outstanding teaching and research records across the social sciences (sociology, demography, political science, economics, social psychology, public policy). We will consider applications from all areas of theoretically-informed policy relevant social research, including urban studies, immigration and public health. Please visit the Social Research and Public Policy Program’s website for a description of its innovative curriculum: http://nyuad.nyu.edu/academics/catalog/majors.html?id=89&view=overview.

The terms of employment are competitive and include housing and educational subsidies for children. Faculty may also spend time at NYU New York and other sites of the global network, engaging in both research and teaching opportunities. The appointment might begin as soon as September 1, 2013, or could be delayed until September 1, 2014. The review of applications will begin on September 17, 2012.

Applicants need to submit curriculum vitae, statement of research and teaching interests, representative publications and three letters of reference in PDF format to be considered. Visit our or instructions and other information on how to apply. If you have any questions, E-mail nyuad.socialscience@nyu.edu.

LightHouse Arabia (UAE), Clinical Psychologist: US/UK qualified PsyD/PhD required at the LightHouse Arabia, Community Psychology Clinic, Dubai. DHA licensing preferred. Offering competitive employment package. Tax-free guaranteed monthly base salary with production-based income and paid leave. Minimum 30 working hours per week (timings negotiable). Full administrative and clinical support. If interested, send curriculum vitae to drtwyne@lighthousearabia.com. The Lighthouse is a community mental health clinic in Dubai, licensed by the Dubai Health Authority. Our team consists of clinical psychologists and counselors who offer the community both mental health services and non-profit grief support services.
Queen Mary University (UK), School of Biological and Chemical Sciences: Two fixed-term lectureships in psychology. We seek candidates who will contribute to the delivery of high-quality teaching, scholarship, administration and outreach in psychology based in the School of Biological and Chemical Sciences. Psychology at Queen Mary is practiced as a biological and experimental science. Between them, the two successful candidates will cover teaching and examining in first-, second-, and third-year modules on psychology undergraduate programs, including modules in social and developmental, cognitive or evolutionary psychology, research methods, statistics, and biological psychology, and to supervise final-year research projects. Candidates will also be expected to contribute to the activities of the Biological and Experimental Psychology Group through the development of their own scholarly work. Applicants should have experience of undergraduate teaching appropriate to the level of appointment and demonstrable experience in research with an appropriate publication record for the level of entry. These are full-time, fixed-term posts available for one year. The salary scale will be in the range of £37,819 - £47,088 per annum inclusive of London allowance. Salary will be according to qualifications, skills and experience. Benefits include 30 days annual leave, defined benefit pension scheme and interest-free season ticket loan. Candidates must be able to demonstrate their eligibility to work in the UK in accordance with the Immigration, Asylum and Nationality Act 2006. Where required this may include entry clearance or continued leave to remain under the Points Based Immigration Scheme. Informal enquiries may be made to the Head of Psychology Division, Professor Lars Chittka, E-mail: l.chittka@qmul.ac.uk.

For further information about the School, please visit the School’s website at: http://www.sbsc.qmul.ac.uk.

To apply, please visit the Human Resources website at http://www.hr.qmul.ac.uk/vacancies and search for reference number QMUL0968.

Application enquiries should be directed to recruitment@qmul.ac.uk.

The closing date for completed applications is July 18, 2012. Interviews will be held shortly thereafter.

University of Stirling (UK), School of Natural Sciences: The University of Stirling seeks three outstanding research psychologists within the School of Natural Sciences to enhance the School’s academic profile. Successful candidates will be expected to carry out internationally excellent research and high quality teaching as well as contributing to administration and development activities. The posts provide an exciting opportunity to enhance two key research groups – Cognition in Complex Environments and the Centre for Health and Behavior Change. Preference will be given to appointments that complement existing research strength in cognition and/or cognitive neuroscience, developmental psychology, and health psychology. Consideration will also be given to applicants who provide evidence of potential for strong collaboration with other areas of expertise at Stirling, both within the School of Natural Sciences and beyond, for example in the areas of ageing and dementia, sports psychology, or the psychology of economics. Candidates must have a track record of high quality publications and a clear research trajectory. Suitably qualified candidates will be considered for a senior lectureship, based on evidence of research leadership and a substantial record of external funding (Senior Lecturer - £45,486 to £52,706 p.a.; Lecturer - £37,012 to £44,165 p.a.). Informal enquiries to Professor David Donaldson, Tel: 01786 467657 or E-mail: d.i.donaldson@stir.ac.uk.

Closing date: Friday, July 20, 2012

University of Alberta (Canada), Department of Psychology: The Department of Psychology at the University of Alberta has an opening for a full-time faculty lecturer effective July 1, 2013. Faculty lecturer positions are for 5-year renewable terms. Primary responsibilities associated with this position, in addition to teaching introductory psychology, are teaching undergraduate courses in personality, abnormal and clinical psychology. The successful applicant must have earned a PhD in psychology and be able to demonstrate teaching effectiveness. Salary for this faculty lecturer position begins at $72,975 per annum (on the 2012-13 salary scale), and the position includes a full range of benefits. Hiring decisions for this position will be made on the basis of demonstrated teaching ability and fit with Departmental needs. The Department of Psychology (www.psych.ualberta.ca) offers about 60 different psychology courses having 1,500 psychology undergraduate majors and over 650 psychology undergraduate minors.

Curriculum vitae, three letters of reference, a teaching dossier and evaluations of teaching performance should be sent to: Dr. Jeff Bisanz, Chair, Department of Psychology, P217 Biological Sciences Building, University of Alberta, Edmonton, AB, Canada T6G 2E9; E-mail: psychair@ualberta.ca; Fax: (780)-492-1744.

Review of applications will begin on December 1, 2012; however, the position will remain open until filled.

University of Calgary (Canada), Department of Cell Biology and Anatomy: The Department of Cell Biology & Anatomy and the Hotchkiss Brain Institute (HBI) at the Faculty of Medicine, University of Calgary, invite applications for a tenure-track position as an assistant or associate professor. Qualifications include an MD, PhD or MD/PhD, and postdoctoral experience. The preferred applicant will have demonstrated research excellence in any of the following: spinal cord sensorimotor systems, spinal cord injury, or peripheral nerve injury and repair. A Canadian Foundation for Innovation-funded, state of the art microscopy and behavioral neuroscience facility has recently been opened to serve our collec-
University of Parma (Italy), Department of Neuroscience: Post-doc position is available in the Department of Neuroscience at the University of Parma, Italy, within the framework of a Marie-Curie Training Network, named TESIS - Towards an Embodied Science of Intersubjectivity (http://tesinetwork.wordpress.com/). The position is funded for approximately 20 months and could start anytime from now. We are looking for a post-doc expert in high-density EEG signal analysis, with particular emphasis on source localization.

University of Osaka (Japan), Center for Information and Neural Networks: We are looking for someone with an exceptional track record of research at a post-graduate or post-doctoral level to work at the Center for Information and Neural Networks (CiNet, http://cinet.jp/english/index.html) at the University of Osaka, Japan. CiNet is a dedicated neuroscience research institute with state-of-the-art neuroimaging facilities, and promises to become a world-class neuroscience center. Our research combines computational and experimental studies, especially fMRI, to ask fundamental questions about how pain is processed in the brain. Our particular interests include models of pain-related decision-making (e.g., reinforcement learning), perceptual models of pain and its modulation, neuroeconomic and social neuroscience studies of pain, pain decoding, and brain-machine interfaces. Research is based in a new lab run by Dr. Ben Seymour (www.seymourlab.com) based initially at National Institute of Communications Technology in Kyoto, and then moving to CiNet at Osaka University (Suita campus) in April 2012 when the new center opens. The position is available from or after August 1, 2012, and will be for 1 year initially, extendable up to 2.5 years. Salary in Japanese yen, plus commuting and accommodation allowance.

University of Lethbridge, Centre for Behavioral Neuroscience (Canada): The Canadian Centre for Behavioral Neuroscience at the University of Lethbridge is currently seeking applications for the position of a brain electrophysiology research technician. This position provides the opportunity to work in a world-leading research lab in the field of learning and memory. Under the direction of brain scientists, the successful candidate will conduct multi-channel recording experiments. Responsibilities include set-up and configuration of recording hardware and software, monitoring of behavioral experiments, assisting with surgeries, maintenance of automated mazes and other behavioral apparatus, detailed record keeping in lab books, and post-processing of data. There are also opportunities for involvement in data analysis for those with a programming or math background. Training will be provided.

Visit http://ccbn.uleth.ca/ for more information on this position.

Yorkville University, Faculty of Behavioural Science (Canada): Yorkville University is seeking a senior educator with a programming or math background who will provide behavior support services to the inpatient behavioral neuroscience unit and other behavior services/programs at Yorkville University. The Psychologist will also participate in education, teaching, research and supervision of students and interns in behavior support. Qualifications include: PhD in psychology, registration or eligibility for registration as a psychologist with the College of Psychologists of Ontario, experience with behavioral assessment and behavioral analysis, experience assessing and managing older adults with complex behavior challenges including individuals with neurological disorders and acquired brain injury, demonstrated ability and experience conducting clinical research, demonstrated ability and experience providing education and training to staff and clients desirable, experience working with inpatient, long-term care, and outpatient inter-professional teams an asset.

Review of applications will begin September 10, 2012, and continue until the position is filled. Please submit a resume, statement of research interests, and names of three referees to: Dr. Naweed Syed, Department Cell Biology and Anatomy, University of Calgary Faculty of Medicine, 3280 Hospital Drive NW, Calgary, AB, Canada T2N 4Z6; E-mail: taxtorc@ucalgary.ca.
with scholarly and professional expertise in psychology and/or counseling to serve in a newly created leadership position within the Faculty of Behavioural Science. You will provide academic leadership and program administration to support the highly successful and growing Master of Arts in Counseling Psychology and to assist with the development of new program proposals. We are a private, non-denominational university, specializing in practitioner-oriented professional programs leading to degrees and other certifications in curricular areas relevant to employment in rewarding and socially useful occupations. This is a rare opportunity to join us as we look to develop and implement new programs. In the spring of 2011 we received permission from the New Brunswick Department of Post-secondary Education, Training, and Labour to develop an application for designation to offer a professional doctorate of psychology (counseling). You will play a key role in the development of that application and, if the application is successful, in the implementation of the PsyD (counseling). The Faculty of Behavioural Science has begun thinking strategically about adding specialized programs at the master’s level and an undergraduate program in psychology.

Qualifications:
- Earned doctorate in counseling psychology, psychology, or a closely related field
- Academic and/or professional experience commensurate with a position as a senior academic administrator and leader
- Relevant experience in a post-secondary education environment, including program development, program accreditation, quality assurance practices, student and faculty policies
- Strong organizational and administrative skills
- Excellent written and oral communication skills

To apply, visit http://www.yorkvilleu.ca/resources/career-opportunities for more information on this position. Submit your letters of interest along with your resume and names and contact information for at least three referees to hr@yorkvilleu.ca.

The Centre for Addiction and Mental Health (Canada): The Centre for Addiction and Mental Health (CAMH) is Canada's leading addiction and mental health teaching hospital. CAMH succeeds in transforming the lives of people affected by addiction and mental illness, by applying the latest in scientific advances, through integrated and compassionate clinical practice, health promotion, education and research. CAMH has been recognized internationally as a Pan American Health Organization and World Health Organization Collaborating Center. CAMH is committed to diversity in the workplace. The Addictions Program provides specialized client care across a continuum of inpatient and outpatient treatment services, including assessment, outpatient individual, group, family counseling, withdrawal management, and intensive residential treatment. Service provision is informed by evidence based practices which include: a harm reduction model, motivational interviewing, client-centered, and holistic approach to recovery and concurrent treatment of both mental health and addictions issues where appropriate. The Concurrent Addiction Inpatient Treatment Service is a structured 21-day inpatient treatment program for clients with moderate to severe addictions with co-existing mental health issues. Several times per year customized cycles are offered to meet the needs of special populations including clients of Aboriginal and Black/African descent, clients from the Portuguese- and Spanish-speaking communities, clients from the LGBT community, and women who have experienced trauma. The Addictions Program is currently recruiting a full-time manager for the Concurrent Addiction Inpatient Treatment Services. Reporting to the administrative and clinical directors, the manager will ensure excellence in client care and effective operational oversight for these services along with effective program development and innovative collaboration with all other addictions program services and researchers.

Position Description:
The manager is responsible for leading an inter-professional team of over 20 staff and will ensure the safe and effective operations of an intensive structured treatment program. In collaboration with practice leaders, the manager is responsible for human resource management and daily supervision to clinicians in this fast paced clinical environment. The manager will ensure smooth operations in all areas, including scheduling, quality and safety, quality improvement and program development initiatives, and financial and resource management. The manager will provide leadership in the recruitment, orientation and education/training of staff within the portfolio, and will ensure compliance with all policies and procedures. The manager will work with program researchers to ensure the integration of program evaluation and research within the service. The manager will participate in CAMH wide initiatives, including committee and special project related work. They will collaborate in fostering a healthy workplace that embraces diversity, promotes teamwork, and complies with the policies, mission, vision and values of CAMH.

Qualifications:
A minimum of a master’s degree in nursing, social work, or a related field is required, with a at least 5 years of progressive supervisory experience in the area of addictions, or an equivalent combination of education and experience. The successful candidate will have demonstrated work experience and knowledge of addiction treatment issues, including those with complex concurrent disorders. Specialized knowledge of inpatient or residential/day addiction treatment is preferred. In addition, the successful candidate will bring to the role an understanding of the importance of the role of families and social support in a recovery based model of care.

The successful candidate will have demonstrated experience...
and skills in change management, leading multidisciplinary teams, and supporting and integrating evidence based care and research in a clinical setting, with a strong academic mission. They will have a strong commitment to health equity, serving diverse populations, and understanding issues related to anti-racism. Proficiency in organization, communication, interpersonal, and computer skills are necessary, as is the ability to work within a dynamic, changing environment. Bilingualism (French/English) and/or proficiency in a second language would be an asset.

This full-time, permanent position is not part of any bargaining unit and has a competitive salary and benefits package.

Please forward your resume to: Human Resources, Centre for Addiction and Mental Health, 1001 Queen Street West, Toronto, Ontario M6J 1H4, CANADA; Fax: (416) 583-4316; E-mail: jobs@camh.net.

University of Guam, Department of Psychology (USA): The University of Guam is seeking applicants for a tenure-track position in clinical psychology at the assistant or associate professor level, to begin August 13, 2012. Applicants should have a PhD or PsyD in clinical psychology from an accredited clinical program and internship. The successful candidate will (a) teach undergraduate and graduate courses in clinical and other areas of psychology, (b) supervise master’s thesis research, (c) provide clinical supervision and direct clinical services at the University's Isa Psychological Services Center, (d) conduct an active research program, (e) perform university and community service, and (f) seek external funding for research and/or service activities. Salary ranges: assistant professor $38,316-$66,237 per academic year; associate professor $42,422-$75,226 per academic year. The University of Guam is an accredited U.S. Land Grant institution with a culturally diverse student population of approximately 3,700. Travel and a relocation allowance will be paid for a tenure-track appointment. Review of applications will begin May 1 and continue until the position is filled. University of Guam Employment Application forms can be downloaded (in pdf format) from the following website: http://www.uog.edu/dynamicdata/UOGHRO.aspx?siteid=1&p=188 under FORMS.

Nielsen Neurofocus, Director of Neuroscience (India): Be a part of groundbreaking research, providing Fortune 100 companies with neuromarketing solutions to 21st Century marketing challenges. Our workforce is global, diverse, and client-focused. Every NeuroFocus office delivers cutting-edge marketing products/service success to our clients. Our projects and research offer ongoing opportunities to apply innovating thinking and creative talents to further grow our business and your career.

**Type:** Full-time - experienced  
**Discipline:** Academic / Research preferred  
**Education:** Doctorate

**Summary of Essential Job Functions:**
- Responsible for a human physiology lab employing electrophysiological, eye movements, and peripheral biometrics to analyze marketing material
- Interact with lab operations Manager and with business leaders as part of your regular duties
- Duties will include eliciting client needs and objectives. Maintaining quality standards for protocol design, experiment design, subject recruiting, management of the data acquisition process, and review of analysis results
- Maintaining the repository of scientific protocols and applications
- Work with team of neuroscientists and interact with business leaders to ascertain client needs/objectives, experimental design, protocol development, data acquisition management, and review

**Minimum Requirements:**
- Ph.D. or M.D., post-doctoral training
- Deep expertise in Neuroscience, Electrophysiology, extensive publication in top journals
- Expertise in human EEG/ERP recording methods, data analysis, and strong scientific background in cognitive neuroscience required
- Experience in running a lab is a plus
- Background should include management experience of multiple laboratory groups, interaction with scientific counterparts, superior personal and speaking skills necessary; publication record, presentation at meetings, and references for candidates obtaining their graduate degree within the last 5 years
- Excellent communication and interpersonal skills required.

**To apply:** Email hrjobs@neurofocus.com. Put job title in the subject line, and attach your resume.

American University of Antigua (Antigua), College of Medicine: The American University of Antigua College of Medicine (AUA) invites applications to fill two positions at the assistant/associate professor rank in the Department of Behavioral Science. AUA is a unique hospital-integrated medical school; a state-of-the-art basic science campus located on the Caribbean island of Antigua.

**Job Responsibilities:** teach behavioral science / psychiatry topics; provide academic and personal counseling services to students; provide crisis/stress management services; coordinate student health issues with local health providers as needed; and as appropriate, participate in case-based learning groups, faculty committees, and other student activities.

**Type:** Full-time - experienced  
**Discipline:** Academic / Research preferred  
**Education:** Doctorate

**Summary of Essential Job Functions:**
- Responsible for a human physiology lab employing electrophysiological, eye movements, and peripheral biometrics to analyze marketing material
- Interact with lab operations Manager and with business leaders as part of your regular duties
- Duties will include eliciting client needs and objectives. Maintaining quality standards for protocol design, experiment design, subject recruiting, management of the data acquisition process, and review of analysis results
- Maintaining the repository of scientific protocols and applications
- Work with team of neuroscientists and interact with business leaders to ascertain client needs/objectives, experimental design, protocol development, data acquisition management, and review

**Minimum Requirements:**
- Ph.D. or M.D., post-doctoral training
- Deep expertise in Neuroscience, Electrophysiology, extensive publication in top journals
- Expertise in human EEG/ERP recording methods, data analysis, and strong scientific background in cognitive neuroscience required
- Experience in running a lab is a plus
- Background should include management experience of multiple laboratory groups, interaction with scientific counterparts, superior personal and speaking skills necessary; publication record, presentation at meetings, and references for candidates obtaining their graduate degree within the last 5 years
- Excellent communication and interpersonal skills required.

**To apply:** Email hrjobs@neurofocus.com. Put job title in the subject line, and attach your resume.

American University of Antigua (Antigua), College of Medicine: The American University of Antigua College of Medicine (AUA) invites applications to fill two positions at the assistant/associate professor rank in the Department of Behavioral Science. AUA is a unique hospital-integrated medical school; a state-of-the-art basic science campus located on the Caribbean island of Antigua.

**Job Responsibilities:** teach behavioral science / psychiatry topics; provide academic and personal counseling services to students; provide crisis/stress management services; coordinate student health issues with local health providers as needed; and as appropriate, participate in case-based learning groups, faculty committees, and other student activities.
International Employment Opportunities

**Required Credentials/Education:** doctor of medicine (MD) with a psychiatry residency or PhD/PsyD in clinical counseling psychology; licensed or license-eligible as a psychiatrist or psychologist; experience in providing mental health services to a young adult population.

**Additional Information:** AUA offers a competitive, potentially tax-free annual salary, relocation assistance to-and-from the island of Antigua, medical insurance, and 20 days of paid annual leave. Faculty are also encouraged and provided funding for professional development.

**Deadline:** the deadline for applications is June 1, 2012 or until the positions are filled. Submit curriculum vitae, letter of interest, and have three letters of reference sent to: Dr. James Rice, Behavioral Science Search Committee, AUA College of Medicine, University Park W-1451, Coolidge, Antigua at jrice@auamed.net, Tel: (268) 484-8900 ext. 1582. For additional information, go to www.auamed.org.

**McMaster University (Canada), Department of Psychology**

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

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

**University of Regina (Canada), Department of Psychology**

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

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

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

**Queen’s University (Canada), Department of Psychology**

The Department of Psychology at Queen’s University invites applications for a tenure-track position at the level of assistant professor, subject to budgetary approval. The qualified applicant will have teaching and research interests related to the neuroscientific basis of human behavior and/or psychopathological (cognitive or clinical) disorders (e.g., through neuroimaging, genetics, neurophysiology, neuroendocrinology, neuropsychology). The starting date could be as early as July 1, 2012, or as soon as possible thereafter. Applications will be accepted until April 30, 2012, or until the position is filled. For information about the Department see our website at www.queensu.ca/psychology/.

The successful candidate must hold a PhD in psychology or cognate departments. The successful candidate must have a high-quality research program with the potential to link with other strengths within the Department (e.g., stress and psychopathology; perceptual, affective, behavioral, and developmental neuroscience; language and communication). The candidate will also be expected to provide first-rate instruction within our undergraduate and graduate programs, and to supervise undergraduate and graduate students. Decisions will be made on the basis of demonstrated research and teaching excellence, complementarity of research interests with existing strengths, and potential for effective collegial service. Salary will be commensurate with qualifications and experience. Queen's academic staffs are governed by a collective
agreement, the details of which are posted at. http://www.queensu.ca/provost/faculty/facultyrelations/qufa/collectiveagreement.html.

The Department has excellent facilities for interdisciplinary research through its links with the Queen’s Centre for Neuroscience Studies and its 3T Siemens Trio MRI facility (www.queensu.ca/neurosci/), the Queen’s Biological Communication Centre (www.queensu.ca/bcc/), the High Performance Computing Virtual Laboratory (www.hpcvl.org), and the Queen’s University Psychology Clinic (www.queensu.ca/psychology/PSYCClinic.html).

Send a letter of application, curriculum vitae, copies of recent publications, and letters from three referees to Dr. R. J. Beninger, Head, Department of Psychology, Queen's University, Kingston, Ontario K7L 3N6, Canada. Tel (613) 533-2494; Fax (613) 533-2499.

Judiciary of Guam, Clinical Psychologist:

Minimum Qualifications: doctorate in clinical psychology plus 5 years of post-doctoral experience, with preferred experience in providing mental competency and criminal responsibility evaluations for adults and adolescents.

Required Licenses/Certificates: Current license to practice clinical psychology in the Territory of Guam or another state or territory of the United States; certification in forensic psychology preferred.

Responsibilities: Job requires evaluation of criminal defendants for criminal responsibility and/or mental illness, and court testimony; performing forensic evaluations for the criminal courts; providing complex psychological assessments of court ordered clients for treatment recommendations; partnering with mental health professionals to service specialty courts; and providing clinical psychology services for wide range of clientele.

Salary: $60,000-$101,405 dependent upon qualifications.

Position will remain open until filled. Interested applicants may obtain a Judiciary of Guam Employment Application Form from the Judiciary’s Website: www.guamcourts.org and submit it to: Mr. Perry C. Taitano, Administrator of the Courts, Judiciary of Guam, Guam Judicial Center, 120 West O’Brien Drive Hagatna, Guam 96910.

Carlos Albizu University (Puerto Rico), Clinical Psychology Program: We are seeking a full time bilingual PsyD or PhD clinical psychologist to join our PsyD Clinical Psychology Program, an APA-accredited program, at the Carlos Albizu University, San Juan Campus, Puerto Rico. Candidates should have at least 3 years of teaching and clinical supervision experience at the doctoral level, specifically in the teaching of foundation courses on professional ethics and human development, and certified experience in the development and teaching of online courses. The candidate must have a proven record of community work and research as well as published works and presentations at international and professional forums. Must be proficient in Spanish and English (written and oral communication). Professional experience with diverse populations is highly desirable. The successful applicant will be expected to engage in student mentoring and supervision of doctoral level dissertations, as well as community and professional services. Completion of the requirements to become a licensed psychologist in the Commonwealth of Puerto Rico is also expected.

Send letter of application, statement of research interest, statement of teaching philosophy, curriculum vitae and at least three letters of recommendations to: Dr. Aida Jimenez, Chair, via mail to P.O. Box 9023711, Old San Juan Station, San Juan, PR 00902-3711 or via E-mail: ajimenez@siu.albizu.edu; Tel: (787) 725-6500 ext. 1141.

Review of applications will begin April 1, 2012, and continue until the position is filled. Carlos Albizu University offers an excellent benefits package, including lucrative compensation, health benefits and flexible work schedules.

Carlos Albizu University (Puerto Rico), Clinical Psychology Program: We are seeking a full time bilingual PhD clinical psychologist to join our PhD Clinical Psychology Program, an APA-accredited program at Carlos Albizu University, San Juan Campus, Puerto Rico. Candidates should have a strong background in, and dedication to, research and show promise for maintaining a strong quality research program leading to scholarly productivity and potential for external funding. The Clinical Psychology Program offers opportunities to explore psychology’s major fields including health, cognitive, social, and psychometrics within others novel fields. Research and clinical experience with diverse populations is highly desirable. The successful applicant will be expected to engage in high quality teaching at the graduate level and clinical experiences, to be a mentor to graduate students and engage in university, community, and professional services. Completion of the requirements to become a licensed psychologist in the Commonwealth of Puerto Rico is also expected.

Send letter of application, statement of research interest, statement of teaching philosophy, curriculum vitae and at least three letters of recommendations to: Dr. Gladys Altieri, Chair, via mail to P.O. Box 9023711, Old San Juan Station, San Juan, PR 00902-3711 or via E-mail: galtieri@siu.albizu.edu; Tel: (787) 725-6500 ext. 1552.

Review of application will begin April 1, 2012, and continue until the position is filled. Carlos Albizu offers an excellent benefits package, including lucrative compensation, health benefits and flexible work schedules.

International Psychology Bulletin (Volume 16, No. 3) Summer 2012
F. Hoffmann-La Roche AG, Senior PRO (Patient Reported Outcome) Scientist:

Who we are

At Roche, 80,000 people across 150 countries are pushing back the frontiers of healthcare. Working together, we’ve become one of the world’s leading research-focused healthcare groups. Our success is built on innovation, curiosity, and diversity.

The headquarters in Basel is one of Roche’s largest sites, over 8,000 people from approximately 80 countries work at Roche Basel.

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The Position

Purpose:
To maximize the value of multiple agents within a therapeutic area by developing Patient Reported Outcome (PRO) strategies during early clinical development. The inclusion of PRO measures in trials is critical for creating robust and differentiated product profiles and for providing information important for therapeutic decision-making to patients, physicians and payers.

Responsibilities:

- Work cross-functionally with global development, global product strategy, international business teams, global health economics and affiliates to develop PRO strategies
- Ensure relevant PRO endpoints and study design for registration clinical trial programs meet the needs of global regulatory agencies and key stakeholders
- Identify PRO instruments and evaluate measurement and psychometric properties of the instruments and develop and/or validate instruments for PRO as needed for use in different patient populations, including cultural adaptations and translations
- Work with external key opinion leaders and regulatory agencies to obtain guidance on PRO strategies
- Contribute to the design, implementation, and management of registration clinical trials containing PROs, including the development of the PRO sections of study concept documents, study protocols, statistical analysis plans, clinical study reports, and other development documents
- Work with global scientific communications to develop publication plan that is integrated with overall publication strategy to communicate PRO information to physicians, patients, payers, and policy makers
- Responsible for vendor management including scope of work development, contract initiation, and project milestones, timelines, deliverables, and budgets

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- Strong understanding of research methodology and statistics, as well as demonstrated technical writing and presentation skills
- Demonstrated ability to set clear priorities in managing complex projects internally and with external vendors under short timelines
- Experience working effectively in a cross-functional, project team environment and also with key opinion leaders and regulatory agencies to inform the development of patient reported outcome strategy preferred
- Professional experience across multiple therapeutic areas (preferably CNS), with experience in the biotechnology or pharmaceutical industry preferred
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