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Research Article

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, 6th Edition. 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 this page, you should also indicate the contact person, e-mail address, 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://www.apastyle.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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Submission Deadlines
International Psychology Bulletin
Grant J. Rich, Editor, optimalex@aol.com

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 the appropriate section editor.

- Book Reviews - Lawrence H. Gerstein lgerstein@bsu.edu
- Current Issues Around the Globe, Division 52 News, International Employment Opportunities, and Peer-Reviewed Research Articles - Grant J. Rich optimalex@aol.com
- Student Column - Daria Diakonova-Curtis ddiakonova@alliant.edu or Valerie Wai-Yee Jackson vjackson@alliant.edu
- Teaching International Psychology - Gloria Grenwald gregwald@webster.edu

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

Issues typically will be published about 4 weeks after the deadline.
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Message From The President

Division 52: Present and Future Directions

Mercedes A. McCormick, Ph.D.
2013 President, APA Division 52
mampsyyoga@aol.com

In my initial column, I wrote to you about my key presidential theme of Building Bridges with Psi Chi the International Honor Society of Psychology (www.psichi.org). Developing this theme, Division 52’s future focus is on encouraging members within educational institutions and organizations around the globe to support faculty and students to partner with Div. 52- International Psychology. Objectives of such a partnership are: to increase international research; to encourage faculty scholarship; to foster member proactive partnership; and to promote student excellence and leadership. Global faculty and students are encouraged to join APA Div. 52 as affiliate members to network to advance their careers in international psychology and update the definition of international psychology in the beginnings of the 21st century.

A timely theme is- How does international psychology define itself in the second decade of the 21st century? Already we know international psychologists are involved with the mission of Div. 52 to challenge issues around social justice regarding gender issues, violence and equality, immigration, and education. These issues are apparent in the Mideast, India, China, Eastern Europe, and Africa, where the need for research and interventions from international psychologists is paramount.

We have key Div. 52 members who have reached out to others in these international regions/countries to advance views of social justice, trauma, gender issues, mental health, immigration, education, and human rights. Our division 52 board members who intervene strongly about such poignant international issues are: Ani Kalayjian (Trauma Management in Asia and Eastern Europe), Sharon Horne (LGBTQ, International Network), Tara Pir, (Mental Health, Mideast and Asia), Susan Chuang, (Immigration, Canada), Mark Terjesen and Robyn Kurasaki (Education in Vietnam and the Caribbean); and Div. 52’s UN Team (Florence Denmark, Neal Rubin, Janet Sigal, Judy Kuriansky, and Susan Nolan). Our Div. 52 Team at the UN needs to be recognized for their excellent work to promote UN policy to understand the value of the field of international psychology. Please join the UN team and other International Psychologists at the UN for Psychology Day on April 25th (information: fdenmark@pace.edu).

I know others are making significant contributions to the field of international psychology. As President of Division 52 I thank you and ask you to let me know more about your international psychology endeavors regarding social justice and related psychological issues.

In closing, I thank the 2013 chairs and board members who attended the 2013 Div. 52 Mid-Winter Meeting in New York City at the Marriott Marquis in Times Square on March 1st. We accomplished much by voting on important decisions about Div. 52’s organizational procedures and the adoption of a new communication endeavor. The latter communication endeavor is the future publication of a Div. 52 book series that will be edited by Harold Takooshian, Uwe Gielen, and Senel Poyrazli.

As time goes on our Division 52’s name will change. The new organization’s title will convey a name that welcomes a larger audience to join APA Div. 52 as affiliate members to network to advance their careers in international psychology and update the definition of international psychology in the beginnings of the 21st century.

As President of Div. 52, I am satisfied with the outcomes from this Mid-Winter meeting and look forward to implementing changes in policy and advancing new ideas to lead Division 52 in 2013. Let us move forward and welcome springtime together!

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 at susan.nolan@shu.edu or Lisa Straus at (202) 336-5843 or at estraus@apa.org.
Division of International Psychology
American Psychological Association
Mid-Winter Board Meeting Minutes
Friday, March 1, 2013, 11:30 a.m. – 4 p.m.
Marriott Marquis, Wilder Room
New York, NY

Present: Mercedes McCormick (President), Neal Rubin (Past-President), Senel Poyrazli (President-Elect), Ayse Çifçi (Secretary), Susan Nolan (Treasurer), Joy Rice (Member-At-Large), Andrés Consoli (Member-At-Large), Suzana Adams (Member-At-Large), Laura Reid Marks (Student Representative), Harold Takooshian (Council Representative), Joan Chrisler, Susan Chuang, Florence Denmark, Uwe Gielen, Gloria Grenwald, John Hogan, Ani Kalayjian, Tara Pir, Judy Kuriansky, Ji-yeon Lee, Grant Rich, Janet Sigal, Martha Zlokovich, Richard Velayo

Guests: Joseph Giardino, Rivka Bertisch Meir, Michael Meir, Fabian Agiurgioaei Boie

Absent: Sayaka Machizawa, Judith Gibbons, Maria Lavooy, Robyn Kursaki, Kim Kassay, Daria Diakonova, Norman Abeles, Renée Goodstein, Lawrence Gerstein, Sheila Henderson, Bernardo Carducci, Nancy Russo, Artemis Pipinelli

The meeting was called to order at 11:40 a.m. and President Mercedes McCormick welcomed all board members and guests. All individuals attending the meeting introduced themselves. President McCormick informed the board members and guests about the receipt at Fordham on Saturday evening.

1. **Changes to the agenda:** The agenda was unanimously approved.

2. **Board Composition:** Joy Rice (Member-At-Large) provided information about the member-at-large (MAL) positions and that each MAL is expected to develop a project relevant to the Division. In addition to MAL positions, Rice also provided information about the Federal Advocacy Coordinator (FAC) position. Our Division is recognized as a practice division, and Joy Rice has served as the FAC for the Division in the last five years. President McCormick will serve as FAC for the next State Leadership Conference but will appoint a new person.

3. **Board members’ profiles in regard to their roles as academician, clinician, or researcher:** President McCormick requested board members to identify their primary and secondary role associations to psychology, for example, academia, research, and/or clinical. This request was made because a certain Div. 52 board position—Federal Advocacy Coordinator—requires an individual to be a clinician. See the attached list received at the board meeting.

4. **Secure and steady communication with the EC:** President McCormick requested board members to inform her if there is a continuing absence due to vacations, sabbaticals, etc.

5. **Division name:** This agenda item is an old business item from previous board meetings. As Council Rep, Harold reported that 29 of 54 APA divisions so far have changed their name from division to society. A straw poll taken in the New York area in February of 2013 received 29 replies: 17% favored no change, 31% no preference, and 52% to change to society. Uwe Gielen expressed his support for changing the name to “Society of International Psychology.” Further discussions included name change processes in other organizations and divisions such as the Society for the Psychology of Women (Joy Rice), the Society for Media Psychology and Technology (Judy Kuriansky) and international honor societies (Martha Zlokovich). John Hogan asked for alternative names and Gloria Grenwald provided a discussion on more creative names that may sound less “elitist.” Andrés Consoli offered an alternative name, “Society for the Advancement of International Psychology.” Uwe Gielen made a motion to poll membership about a possible name change including three choices with an open-ended “Other” option. After getting feedback from the membership, the executive board will make the decision. Harold Takooshian seconded the motion. The motion was unanimously approved by the board members. A straw poll was taken and everybody approved the motion.

6. **International Book Series:** Uwe Gielen briefly explained the history about the book series, provided information about the publisher (e.g., reputation, back catalogs, bureaucracy), and offered advantages and disadvantages about the contract. He informed the board that the books are inexpensive and the book series editor will have significant responsibility, with most likely no financial gains. The royalties will be around 10%. After providing this detailed information, Gielen opened the floor for discussion. Susan Chuang gave examples from her experiences as the book series editor with Springer and provided information about the book series on international psychology. Joan Chrisler shared her experiences from the Division 35 book series committee. Comments were made about the “right” timing with the new journal (e.g., journal and book series can potentially fuel each other). Judy Kuriansky brought up issues regarding the decision making process and Andrés Consoli highlighted some concerns with the memorandum. Specifically, Consoli was concerned about the following item (#6a), “If a book is authored by someone other than the Editor(s) the royalty shall be paid to the Author(s) or split...
between the Editor(s) and Author(s). The royalty shall not exceed 10% for any given book.” Uwe Gielen responded that a negotiation can be made with the publisher for an increase from 10% to 12%. Chuang added that free copies of the books should also be included in the memorandum. Senel Poyrazli made a motion to proceed with the book series and Joy Rice seconded the motion. Ani Kalayjian asked to include termination terms in the memorandum. John Hogan and Senel Poyrazli suggested seeking APA consultation for the agreement. The motion to proceed with the book series was approved unanimously.

7. **Past-President’s Report:** Neal Rubin reported two responsibilities as a past-president: chairing the nomination and elections committee and coordinating the outstanding psychologist award. Rubin informed the board that there were four members on the nomination and elections committee: Danny Wedding, Uwe Gielen, John Hogan, and Neal Rubin. There are four positions: two Member-At-Large positions, Secretary, and President-Elect. Rubin listed the candidates for these positions: Member-At-Large (Brigitte Khoury, Gilbert Reyes, Janet Sigal, Chalmer Thompson), Secretary (Grant Rich), and President-Elect (Gloria Grenwald, Ani Kalayjian, Mark Terjesen) and congratulated all the candidates. Rubin also informed us that he received several nominations for the outstanding psychologist award.

8. **President’s Report:** President McCormick shared updates about her initiative on building bridges with Psi Chi, including a strong program at EPA with Psi Chi. She also informed the board that she is activating the immigrations committee and supporting the student committee’s initiatives.

9. **President-Elect’s Report:** President-Elect Senel Poyrazli announced her two 2014 Div. 52 presidency initiatives. First, she will focus on use of technology to increase the visibility of the Division. Second, her initiative on mental health will focus on identifying different practices around the world. Poyrazli also informed the board about the upcoming changes with the APA convention program. Poyrazli initiated a discussion about possible mid-winter meeting options for 2014. Çiftçi highlighted the significance of the National Multicultural Conference and Summit (NMCS) and noted the lack of the Division’s presence at this national summit. Çiftçi stated that attending NMCS on a regular basis will not only help Division to expand its membership and focus on being more national but also will help the Division to build collaborations with other divisions and organizations. Open discussion focused on the history with the board meetings at EPA (i.e., original leaders were from eastern region). Poyrazli proposed to meet at the Multicultural Summit every second year. Çiftçi seconded. The motion was unanimously approved by the board members. A straw poll was taken and all except John Hogan agreed. Hogan stated that meeting at the NMCS every other year is restrictive. The next Summit will be in 2015. Poyrazli presented multiple options for the 2014 mid-winter meeting: SCCR (in Savannah or Charleston in February), Counseling Psychology Conference (Atlanta in March), Southwestern Psychology Conference, WPA (Portland in April), and Midwestern (Chicago in early May). Individuals clearly indicated preference for Counseling Psychology (22 votes), SCCR (16 votes), Midwestern (15 votes) over the others (WPA with 7 votes, Southwestern with 1 vote). Poyrazli is considering the outcome of the vote for the location of the 2014 Mid-Winter Meeting by following up to see with which conference Div. 52 may best partner.

10. **Secretary:** Secretary Ayse Çiftçi informed the board members about her discussions with Andy Benjamin from APA about board meeting minute approval procedures. With the agreement of John Hogan (parliamentarian), the minutes should be approved by the board members who were present in the board meeting. She also informed the board members that the board book and minutes are posted on the website once they are approved.

11. **Finance Committee:** Treasurer Susan Nolan informed the board that the budget is tight because of the new journal. She requested committee chairs to contact her if they need any financial resources. These requests need to be made to the finance committee before the summer Div. 52 board meeting. The finance committee will review these requests before making a decision. She also informed that board members can request reimbursement based on attendance to the board meeting for only lodging and transportation (land and air). The budget is approved unanimously by the board. Nolan also shared information about donations from fellowships and gifts made by Neal Rubin for the student research award and Uwe Gielen for his funding of the ECP awards (US & non-US based).

12. **Building Bridges with the Internet:** President McCormick, Ji-yeon Lee, and Suzana Adams discussed the importance of the internet and use of technology for Division 52 members, specifically for Early Career Psychologists around the world. Adams reported that she has been in contact with ECPs from Cairo, Africa and continues to contact with ECPs from Latin America. Discussions took place to clarify the Division’s mission and to check the accuracy of 24 language translations about the history of Division 52, making the website more lively, attractive, and personal.

13. **Early Career Psychologist:** Suzana Adams informed the board about 9 new ECP members and highlighted that some ECPs are interested in publishing/editing. There was a discussion on the critical importance of the ECP committee working with the membership committee.
Suzana Adams proposed to have the first year free for first-joining ECPs. There was discussion about other divisions following the same policy. More information and discussion with the membership chair will continue.

14. **Student Committee:** Laura Reid Marks updated the board on new student members. There were 120 students last month with increasing new members. She informed us that there are 10 student members on the committee and it is not possible to include every student on the committee and coordinate the committee. She informed the board that they developed “student representative networks” on campuses and also revised their website. The board appreciated all the work students are doing for the Division.

15. **Fellows:** Harold Takoooshian informed the board that there were 8 nominees and they are all moving forward in the process. He also informed the board about the 7 fellows who are approved, bringing this year’s fellows numbers up to a possible 15, if all are approved.

16. **Council update:** (a) ICD-10: Takoooshian informed the board about the new taskforce on ICD-10, which will replace the DSM. There were discussions about potential nominations for this taskforce (e.g., Division 52 members who are connected with APA and have experience/research on the issues). Neal Rubin will follow up on this issue with Danny Wedding, Tara Pir, and Merry Bullock and report back to President McCormick. (b) Nominations: The deadline this year is March 20 for each division to nominate candidates for APA boards/committees. Since our D52 encourages more international voices in APA governance, any D52 member who wishes to be nominated should self-nominate now at http://apps.apa.org/nominations/Default.aspx then submit their vita to me soon so that our D52 can also nominate them this March.

17. After lunchtime, President McCormick asked meeting attendees to vote about having a brown bag lunch at future board meetings. This catering change at Div. 52 meetings is introduced due to hotels’ high food cost policies and prohibition of the delivery of outside food. Attendees were unanimous in straw voting for brown bag lunches at future Div. 52 meetings.

18. **Other updates:**

   a. **Immigration committee:** Susan Chuang informed the board that she will survey the membership in Division 52 and shared the forms for her immigration initiative. Chuang is a series editor on immigrant families. She stated that she plans to sell pashmina in Toronto during APA 2015 and give the profits back to the Division.

   b. **Training and Curriculum committee:** Gloria Grenwald announced that she is stepping down from the committee. Her successor will be Craig Shealy and he will attend APA.

   c. Florence Denmark provided information about Psychology Day at the UN and shared some plans with Nancy Russo, chair of the mentoring committee.

   d. Martha Zlokovich shared that she recently started her new role as the liaison to CIRP. She had discussions with Merry Bullock, and Suzana Adams and will be working towards increased visibility of the Division as a national organization.

   e. Tara Pir has developed a mental health committee for Division 52. Her focus is on prevention and early intervention. She shared that in California there are some new legislations on funding prevention.

   f. President McCormick shared her communication with Sharon Horne, who is stepping down as the liaison for the International Network of LGBT Concerns to become our Div52 representation to INET because she has been appointed as the APA’s representative. President McCormick requested a call for volunteers or nominations to be made to her.

   g. Division 52 has a new website and members can access past board meeting reports and minutes, http://internationalpsychology.files.wordpress.com/2012/12/division-of-international-psychology-board-book-final.pdf

   h. Board voted on 2 motions to commend Grant Rich on his superb work on the bulletin, and to commend Jiyeon Lee and Richard Velayo on the superb transition of the Division 52 website.

   i. Mercedes McCormick and Harold Takoooshian circulated the 4-page EPA international program, with several notes: (a) This EPA international program is the largest in 11 years at EPA, with 9 posters plus 14 symposia filling two rooms for 2 days—the Wilder and Hart rooms. Over 10 of the participants this year are from outside the USA. (b) As part of our D52 presidential initiative on “Building Bridges,” this program partners with Psi Chi and others. (c) The program offers a gala international reception on Saturday at 7-9 p.m. This is free, thanks to donations totaling $1,200 from three generous donors: Fordham University, the Manhattan Psychological Association, and St. Francis Institute for International and Cross-Cultural Psychology. (d) A sign-up sheet was circulated for the D52 board dinner on Saturday at 6-7 p.m., immediately preceding the reception. (e) The D52 and EPA boards shared a joint coffee break on
Friday at 2:30 p.m., where Mercedes presented with gratitude three recognition awards to EPA Executive Officer Frederick Bonato, President Debra Zellner, and Program Chair Dan Gottlieb—in recognition of EPA’s historic sponsorship of its international program.

In closing, President McCormick announced that the Div. 52 Summer Board Meeting will be held on July 30th at 3:00 to 5:50 p.m. in the Hawaiian Village Hotel: Room to be assigned. Check future information and notice at the APA convention.

The meeting was adjourned at 3:56 p.m.

Respectfully submitted,
Ayse Çiftçi, Ph.D.

Call for Fellows 2014

Ani Kalayjian
Chair, Division 52 Fellows Committee
DrKalayjian@meaningfulworld.com

Members of APA Division 52 are now invited to nominate others or themselves for election as a fellow of Division 52, based on “unusual and outstanding contributions” to international psychology. Write for a packet of forms for APA, and our Division’s 15 criteria. This year all completed materials must be submitted by 5 p.m. Friday, 6 December 2013—including the nominee’s vita, personal statement, and endorsements from three current APA fellows. At least two of the three endorsers must be a fellow of Division 52. (Those already a fellow of another APA division can ask about a streamlined procedure.) Contact APA Fellows Committee Chair, Ani Kalayjian: DrKalayjian@meaningfulworld.com.

Call for Book Review Editor

Grant J. Rich
Editor, International Psychology Bulletin
optimalex@aol.com

On behalf of our APA International Psychology Bulletin, I am pleased to express our great thanks to Lawrence Gerstein of Ball State University for his two years of fine service as the Editor of the IPB Book Review section for 2012-2013. Previous Book Review Editors were Jennifer Lancaster and Uwe Gielen.

Who can you nominate to serve as the next Book Review Editor, effective in fall of 2013? I hereby welcome nominations. The editor should be a fellow or member of Division 52 who is comfortable with APA style and quarterly deadlines. S/he works with the Editor-in-Chief, to solicit, edit, and submit 2-4 book reviews per issue—a total of about 10 per year. For details, just contact me. Please submit your nomination(s) to me by June 1, 2013, for appointment in time for the August board meeting.

The 2013 Winner of Division 52’s Ursula Gielen Global Psychology Book Award

Renée Goodstein, Ph.D.
Chair, Ursula Gielen Global Psychology Book Award Committee
rgoodstein@sfc.edu

Division 52’s Ursula Gielen Global Psychology Book Award was established in 2007 to recognize the author(s) or editor(s) of a recent book that makes the greatest contribution to psychology as an international discipline and profession. The recipient of this year’s 2013 Award is Ervin Staub for his book Overcoming Evil: Genocide, Violent Conflict, and Terrorism. This book provides a broad overview of Dr. Staub’s seminal life-work on the origins and prevention of genocide and violent conflict, and how to promote peace.
EPA International Program
Soars to New Heights in 2013

Harold Takooshian
Fordham University
takoosh@aol.com

Psychology history was made on March 1-4, when the Eastern Psychological Association (EPA) and its EPA international program both reached new heights, during the 2013 EPA convention, in the majestic Marriott Marquis Hotel in New York City.

EPA. Executive Officer Frederick Bonato reported that the 2013 EPA had a huge attendance of 2,800 registrants in New York City, up sharply from 1,650 at EPA 2012 in Pittsburgh, despite the higher costs of meeting in the Big Apple. Similarly, EPA Program Chair Dan Gottlieb reported that the number of submissions for presentation also rose sharply by 62%: from 812 in 2012, up to 1,308 in 2013. Under their bold leadership, psychology was center stage on Broadway in NYC, as the Marriott palace in Times Square echoed with the sonorous voices of psychology for two full days, with uniformly enthusiastic comments from participants.

International. The EPA international program also reached new heights in 2013. Back in 2003, EPA made history as the first regional association to offer an international program, with a series of five international sessions at its 2003 meeting in Baltimore. In the 11 years since 2003, this EPA international program has grown steadily--filling a room with 10 sessions for two days in Cambridge in 2011 (Rich, 2011; Takooshian, 2011) and in Pittsburgh in 2012 (Takooshian, 2012). In 2013 in NYC, the EPA international program was able to swell to 14 sessions in two rooms--thanks to cooperation with Psi Chi and the “Building Bridges” initiative launched by D52 President-Elect Mercedes McCormick in 2012 (McCormick, 2013). In fact, these international activities spanned four days of vibrant and diverse programs, actively involving over 70 officers or members of the division.

Friday. Prior to EPA, the D52 board convened for five hours in the Marriott Wilder room for its mid-winter board meeting. President Mercedes McCormick presided over an unusually productive mid-winter meeting of about 30 board members. This was punctuated by a joint coffee break at 2:30 p.m. with the EPA Board of Directors, where President McCormick expressed the division’s thanks to the EPA board for 11 years of cooperation. She praised EPA as a model for other regionals like NEPA and WPA, which now incorporate international psychology (Bikos, 2010). She presented Certificates of Recognition to EPA officers Frederick Bonato, Dan Gottlieb, and Debra Zellner.

Saturday. From 8 a.m. till 4:30 p.m., EPA featured nine posters and six panels on a variety of timely global themes--science, practice, students, happiness, health, bullying, and violence. In two of these panels, 12 officers reviewed some past and upcoming activities of the APA international division. Attendance was uniformly large as people shuffled between the adjacent Hart and Wilder rooms.
tional book series with Information Age Publishers (IAP). (g) Not least of all, revelers sang “Happy Birthday” to Stanford Professor Philip Zimbardo before sharing a large cake for his 80th birthday. This gala reception and buffet were entirely free to participants, thanks to four cosponsors who kindly donated a total of $1,400 for this reception: Fordham University (James Hennesy, Dean), IICCP (Uwe Gielen, Director), MPA (Leonard Davidman, Treasurer), and SPSSI-NY (Harold Takoooshian, Chair).

At 6-7 p.m. on Saturday, immediately preceding the Fordham reception, 30 officers and guests attended the Division 52 supper, which was a sumptuous “Italian feast” prepared by Tino’s of Little Italy. During this supper, the D52 board members were joined by four distinguished guests of honor, all Past-Presidents of the American Psychological Association: Jerome Bruner, Florence Denmark, Frank Farley, and Philip Zimbardo. This supper was also free to participants, thanks to an anonymous donor.

**Sunday.** From 8 a.m. till 4:30 p.m., eight more panels in two rooms addressed a variety of timely global themes—eating disorders, curriculum, ethics, study abroad, ethnicity, the United Nations, cross-cultural research, and multicultural education. The 45 presenters included at least 10 colleagues or students who travelled from other nations—Russia, Brazil, and Azerbaijan. For the 2013 EPA theme of food/eating, expert Elizabeth Marmaras organized a cutting-edge symposium on “Global factors in eating disorders: Research and treatment.”

At noon on Sunday, the single largest event of EPA 2013 was the international invited address by Philip Zimbardo of Stanford University. Energy was intense as the Marriott Ballroom overflowed with 700 attendees to hear Maestro Zimbardo address “My journey from evil to heroism.” This was a three-year follow-up of the Heroic Imagination Project (HIP), which Dr. Zimbardo first described to 800 attendees at the EPA in Brooklyn, NY on March 4, 2010 (Zimbardo, 2010) after he launched it earlier that Friday at the United Nations (Takooshian & Denmark, 2010). After his address, Dr. Zimbardo kindly spent an additional two hours meeting individually with a long queue of enthusiastic students and colleagues. Details on his address appear at [www.heroicimagination.org](http://www.heroicimagination.org).

**Monday.** After EPA, Dr. Zimbardo continued his international activities with a “homecoming” visit to his roots in Bronx, NY, where he graduated in the Monroe High School class of 1949, along with his chum Stanley Milgram. About 200 students and faculty from many institutions overflowed the high-tech Flom Auditorium of Fordham University to hear Dr. Zimbardo describe his research-based international efforts to promote heroism. Bronx Borough President Ruben Diaz proclaimed March 4 “Science Education Day in the Bronx” to honor Zimbardo’s visit. Once again, Zimbardo kindly sat for an hour after his lecture, to meet individual students and colleagues. His visit is described online at [www.fordham.edu/Campus_Resources/eNewsroom/topstories_2731.asp](http://www.fordham.edu/Campus_Resources/eNewsroom/topstories_2731.asp). His 90-minute address appears online at [http://digital.library.fordham.edu/cdm/ref/collection/psych/id/12](http://digital.library.fordham.edu/cdm/ref/collection/psych/id/12).

To give EPA presentations a wider audience, Editor Grant Rich invites session chairs or presenters to consider adapting their presentation for possible publication this fall in the APA *International Psychology Bulletin*. Contact Dr. Rich at [optimalex@aol.com](mailto:optimalex@aol.com). Many images of these four days appear elsewhere in this bulletin, and online at [picasaweb.com/takoosh](http://picasaweb.com/takoosh). This is thanks to photographers: Wesley Beeks, Elena Chebotareva, Janet Faller-Sassi, Irina Novikova, and Harold Takoooshian. For any details on the 2013 EPA international program, direct inquiries to [takoosh@aol.com](mailto:takoosh@aol.com).

**References**


Zimbardo Inspires
“Heroism” at Fordham

Harold Takooshian
Fordham University
takoosh@aol.com

On March 4, over 200 students and professors overflowed the spacious Flom Auditorium of Fordham University, to hear scientist Philip Zimbardo of Stanford University offer a historic public address on “The heroic imagination.” Zimbardo asked “How can we inspire our students for heroic actions?” and offered his new global project -- www.heroicimagination.org -- as one answer, based on his 50 years of research and teaching.

In his passionate 90-minute address, Zimbardo offered an illustrated tour of his 50-year career: (a) How each of us has the capacity for great goodness or great evil. (b) How his early years in the South Bronx environment shaped him to see the importance of “situations” in our choice of evil and good paths. (c) How he and his classmate Stanley Milgram at James Monroe High School both went on to study the dark side of human nature in two infamous psychology experiments--Milgram’s Yale experiments on “obedience to authority,” and Zimbardo’s “Stanford Prison Experiment” on dehumanization of normal students in an abnormal situation. (d) How even in these dark experiments, there were heroes who resisted situational pressures. (e) How heroism is barely studied by scientists today. (f) How he now launched his research-based HEROIC Imagination Project (HIP) to promote the choice of heroism over evil. Zimbardo’s lecture was replete with examples of specific heroes, and how and why they chose to behave heroically--like NYC subway hero Wesley Autrey, who dove on to the tracks to save the life of a fallen traveler. Zimbardo invited students to join his global HIP.

This public forum was Zimbardo’s “homecoming” back to his Bronx roots. It ended with a joyous celebration of Zimbardo’s 80th birthday, sharing of a huge birthday cake, an hour of one-on-one meetings with students and colleagues, and supper at Giovanni’s in Little Italy.

This public forum was sponsored by the Fordham Psychology Department, Center for Teaching Excellence, and Society for Psychological Study of Social Issues (SPSSI). In Zimbardo’s honor, Bronx Borough President Ruben Diaz Jr., issued a Proclamation declaring March 4th as “Science Education Day” in the Bronx. A DVD of Zimbardo’s address will later appear on the Fordham website. For any details on this forum, contact the forum organizer, Professor Harold Takooshian, takoosh@aol.com.
Division 52 Images from the APA Mid-Winter Meeting, New York, NY USA

Photographs by Wesley Beeks, Elena Chebotareva, Janet Faller-Sassi, Irina Novikova, and Harold Takooshian
Division 52 News and Updates
International Programming:
A Pre-Conference Primer
Western Psychological Association
Reno, NV
April 25 – 28, 2013
Lynette H. Bikos, Ph.D.
Division 52/International Psychology
Western Region Outreach Chair
lh bikos@spu.edu

Symposia
Note: A number of symposia panels are applying for CE credit through the WPA CE program. Stay tuned!

International Immersion Experiences in Higher Education:
Research Results
Friday, 10:30-12:00, Carson 4
Chair: Kari Knutson Miller, California State University, Fullerton
Discussant: Mercedes A. McCormick, Chair, Division 52/International Psychology

International immersion experiences offer unique personal and professional development opportunities. Potential outcomes include development of cultural competencies, appreciation of cultural diversity, awareness of global issues, heightened flexibility, and expanded notions of community. Documentation of international immersion outcomes in higher education settings has become critically important. In this symposium, results from four independent research projects will be presented. Papers highlight participant outcomes and associated factors including pre-departure expectations, attitudes, and self-efficacy and post-experience debriefing and extension activities.

ACCULTURATION TO FOREIGN CULTURES, Victor Savicki (Western Oregon University)

INTERNATIONAL INTERNSHIPS IN NORTHERN THAILAND: PATHWAYS TO PROFESSIONAL AND PERSONAL GROWTH, Jacquelyn I. Gonzalez (California State University, Fullerton), Kari Knutson Miller (California State University, Fullerton), & Kelsi A. Knutson (University of Wisconsin, Whitewater)

RETURNING HOME: GLOBAL LEARNING DEVELOPMENT AS A FUNCTION OF SELF-EFFICACY FOR SOCIOCULTURAL ADAPTATION AND POST-TRIP DEBRIEFING, Mari Yamamoto, Elizabeth Dykhouse, Stephen Boutin, & Lynette H. Bikos (Seattle Pacific University)

THEN AND NOW: LONGITUDINAL STUDY OF INTERNATIONAL INTERNSHIP OUTCOMES, Kari Knutson Miller (California State University, Fullerton), Amber M. Gonzalez (University of California, Santa Barbara), Amy Sek, Vanessa Sandoval, & Megan McLaughlin (California State University, Fullerton)

Promoting Cross-Cultural Psychology in Academia:
Professional and Student Perspectives
Friday, 8:30-10:00, Carson 4
Chair: Eric L. Kohatsu, California State University, Los Angeles

Cross-cultural and multicultural psychology have both experienced significant growth in the last 20 years. Nonetheless, many departments of psychology at the undergraduate and master’s-level do not explicitly engage in an honest evaluation of their efforts to infuse the curriculum with cultural diversity content. Hence, the purpose of this symposium is to provide an in-depth analysis of the critical issues in educating students (undergraduate and graduate) about cross-cultural psychology coupled with highlighting the experiences of students struggling to learn about cross-cultural psychology and research. Three papers will address the following topics: (1) an overview of the critical issues in teaching cultural issues and research from the perspective of a cross-cultural psychologist; (2) examples of cultural diversity courses that expand student skills and awareness and student evaluations of these courses; and (3) analysis of the experiences of students who are learning about cross-cultural psychology and research in a cross-cultural research lab. It is anticipated that the material presented will help engage the audience in an open dialogue about the challenges of infusing cross-cultural issues in the psychology curriculum/research and hurdles for students in developing cultural competence.

TEACHING CROSS-CULTURAL RESEARCH: CHALLENGES AND REWARDS, Eric L. Kohatsu (California State University, Los Angeles)

CROSS-CULTURAL COURSES: INTELLECTUAL, EMOTIONAL, AND COGNITIVE CHANGES, Magie S. Maekawa, Chrystle Medina, Cynthia Martinez, & Paula Guadron (California State University, Los Angeles)

PERSONAL TRANSFORMATIONS FROM PARTICIPATING IN A CROSS-CULTURAL RESEARCH TEAM, Nicole Ortiz, Anthony Yagual, Apple Ly, Alice Rivera, & Jonathan Pelletier (California State University, Los Angeles)

Prevention of Compassion Fatigue in Stressful Times: Multicultural Perspectives
Friday, 8:30-10:00, Crystal 5
Chair: George K. Hong, California State University, Los Angeles
As the United States continues to diversify with growing numbers of immigrants from Hispanic/Latino and Asian cultures, the demand for culturally and linguistically competent clinicians far outnumbers the available professional psychologists serving the diverse communities. In addition to high need, many immigrant communities represent high intensity needs requiring experienced professionals who are able to maintain clinical boundaries, and who are capable of preventing high levels of stress from impairing their objectivity or causing them to experience psychological burnout. The literature refers to these professionals as being at risk for ‘compassion fatigue’ (Pfifferling and Gilley, 2000). Moreover, questions arise about these highly impacted professionals’ ability to practice within ethical boundaries. This symposium will highlight essential conditions that must be preserved with current and future ethnic psychologists who serve high-demand and high-intensity need clients within the Asian and Latino communities. Implications for university training programs preparing future bilingual, bicultural psychologists will also be outlined.

COMBATING ASIAN AMERICAN CAREGIVERS HELPLESSNESS: THERAPEUTIC AND SOCIOCULTURAL CONSIDERATIONS, Stephen Cheung (Azusa Pacific University)

EDUCATING FUTURE PSYCHOLOGISTS ABOUT SELF-CARE: CURRICULUM IMPLICATIONS, George K. Hong (California State University, Los Angeles)

PREVENTING PSYCHOLOGICAL BURNOUT: PSYCHOLOGISTS WORKING WITH HIGH INTENSITY-NEED LATINOS, Marcel Soriano (California State University, Los Angeles)

International Collaborations: Research Results and Practical Considerations
Saturday, 10:45-12:15, Carson 3
Chair & Discussant: Lynette Bikos, Seattle Pacific University

Our symposium highlights research results and discusses practical considerations from collaborations between U.S. based researchers and those in international locations. In addition to presenting research results, the panelists discuss benefits of and challenges to conducting research in global contexts. Researchers tested a model of perceived quality of life for 479 participants who lived near a dumpsite in Lagos, Nigeria. Contrary to the hypotheses and foregoing theory, results suggested that learned helplessness correlated positively with self-esteem and quality of life. A partnership between Alliant International University and Vladivostok State Medical University has expanded from workshops to a two-year postgraduate specialization and now the initiation of the research project titled, Trust in Russia: A systematic approach. Family well-being has emerged as the most important contributor to overall ratings of quality of life in a comparative research project of quality of life between Asian cultures (i.e., Nigeria, Pakistan, Malaysia, Indonesia) and the US. Results from this project with more than 1,000 participants will be presented. Using applied research in rural Vietnam a model is being tested to determine the variables that predict sustainable health behavior change to reduce infectious and parasitic disease rates. A long-term study in Korea reveals shifts in the collective identities and civic engagement of young adults.

Panelists will describe how they addressed a variety of challenges. Atop the list of obstacles include the struggle to locate and work in a common language, locating measures/instruments that are culturally appropriate and psychometrically credible, and funding the collaborations. Several of the panelists will describe their challenges incurred when there are differing commitments to the scientific method and to APA style. Presenters will also report on successes and benefits to collaboration such as (a) exposure to new approaches to designing research and interpreting the results, (b) locating instruments that tap constructs that are truly of interest, (c) using modern technologies such as videoconferencing, (d) partnering with local culture collaborators who go the extra mile. Our Discussant will summarize themes, contradictions, and limitations across the three international projects and their outcomes and will moderate a short discussion with those in the audience.

PERCEIVED QUALITY OF LIFE AMONG PEOPLE LIVING NEAR NIGERIAN DUMPSITES, Nicola F. De Paul Chism (Seattle Pacific University), Peter O. Olapegba & Shyngle K. Balogun (University of Ibadan)

TRAINING AND RESEARCH COLLABORATION WITH VLADIVOSTOK STATE MEDICAL UNIVERSITY (THE RUSSIAN FAR EAST), Tatiana Glebova (Alliant International University, Sacramento)

INTERNATIONAL RESEARCH ON QUALITY OF LIFE INDICATORS: RESULTS, BENEFITS & CHALLENGES, Sherri McCarthy (Northern Arizona University-Yuma), Shyngle Balogun (Ibadan University of Nigeria/University of Botswana), Maria Guerro, Dawn Whinnery, & Sondra Matthews (Northern Arizona University-Yuma)

COLLABORATION IN VIETNAM, Suni Petersen (CSPP Alliant International University, Sacramento)

CHALLENGES AND REWARDS OF PARTNERSHIPS AND RESEARCH IN KOREA, Greg M. Kim-Ju (California State University, Sacramento)

New Directions in Positive Psychology
Saturday, 9:00-10:30, Carson 3
Chair: Douglas C. Smith, Southern Oregon University
Research and practice in positive psychology over the past two decades has made significant contributions to our understanding of optimal human development. Thanks to these efforts, we have a broader understanding of what constitutes well-being and the specific role of dispositional factors such as happiness, self-efficacy, and optimism in fostering physical, emotional, and psychological health. More recently there has been increased attention on understanding the role of related constructs such as courage, gratitude, wisdom, persistence, conscientiousness, and awe as important contributors to positive life outcomes. In this symposium, presenters will review the body of contemporary research in several of these areas. Our goal is to provide a summary of what we currently know in each area, its relation to optimal functioning, and potential directions for future research. In addition, we will provide an overview of neurobiological correlates of positive affect and some exciting new directions extending from those efforts.

**Not Your Typical Immersion Course: Conducting Action Research in Rural Vietnam**

Sunday, 8:30-10:00, Crystal 5
Chair & Discussant: Suni Petersen, CSPP at Alliant International University

Our symposium is provided by students for students who are interested in international work. Four students will be presenting information and sharing their experiences while conducting international research in a remote village in Vietnam. Panelists will focus on the benefits and challenges to global research for early career psychology students. Panelists presented workshops to children, worked with the elderly, and assisted in training indigenous women and village leaders. The goal of the project is to reduce infectious and parasitic disease rates by changing basic practices. The goal of the research is to understand which factors influence health behavior change in Southeast Asia. Panelists will focus on the travel, the culture, the work, and the application of their experiences to their professional development.

**NOT YOUR TYPICAL IMMERSION COURSE: CONDUCTING ACTION RESEARCH IN RURAL VIETNAM**, Bao-Tran Nguyen (Alliant International University)

**NAVIGATING THE POLITICAL CURRENTS**, Christy Shaw (Alliant International University)

**OPERATING IN A RESOURCE-DEFICIT ENVIRONMENT**, Fiana Sacchi England (Alliant International University)

**CHILDREN ARE CHILDREN, AREN’T THEY?**, Lia Togneri (Alliant International University)

Interested in socializing with other psychologists/psychology students who are interested in international issues? If so, we can meet Saturday, 6:30 p.m. in the lobby. Please RSVP in advance to Lynette Bikos (lhbikos@spu.edu), or alert one of Saturday’s International Programming Hosts so that we can get a count and make reservations at a restaurant that will accommodate all of us (and select a location that is friendly to student budgets!). This year we are delighted to be joined by **Mercedes McCormick, Ph.D.**, Chair, Division 52/International Psychology, who is a psychology faculty member at Pace University.

**Posters: International Psychology**
Saturday, 8:00-9:15, Reno Ballroom

This year, D52/International Psychology is sponsoring a student poster competition. Faculty/professional volunteers are needed to judge the posters! Please e-mail Lynette Bikos (lhbikos@spu.edu) if you can help. Also, students should be coached to clearly identify themselves as first authors when the judges make their rounds.

11-22 DIVIDED LOYALTIES: CHINESE STUDENTS EVALUATIONS OF FACIAL BEAUTY IN CROSS-CULTURAL MAYBELLINE ADVERTISEMENTS, Anyi Sun (University of Washington) & Christina Scott (Whittier College)

11-23 PERCEPTIONS OF DIVERSE LEARNING COMMUNITIES BY RACE AND ETHNICITY, Dylan W. Vaughn, Samantha N. Cruz, & Dawn M. Salgado (Pacific University)

11-24 ETHNIC DIFFERENCES IN PARENTING STYLES AND NURTURANCE, Diana Caballero (Dominican University of California)

11-25 CULTURE AS A MEDIATING VARIABLE ON SELF-HANDICAPPING, Arantes Armendariz (California State University, Fresno)

11-26 CULTURAL DIFFERENCES BETWEEN EAST AND WEST THROUGH FACEBOOK PHOTOGRAPHY, Michael Norris (Dominican University of California)

11-27 ACCULTURATIVE FACTORS AFFECTING PERCEPTION OF MENTAL HEALTH IN CHINESE AMERICANS, Joe Nee & Michi Fu (California School of Professional Psychology at Alliant International University, Los Angeles)
11-28 STUDY ABROAD REENTRY AND EMOTIONS, Kelsey Gray & Victor Savicki (Western Oregon University)

11-29 CREATING A SURVEY OF REVERSE CULTURE SHOCK, Amber R. Cazzell, Arianna E. Farinelli, & Holly Irwin (Point Loma Nazarene University)

11-30 PERCEIVED GLOBALIZATION IMPACT, GLOBAL AND NATIONAL BELONGING, WORLD-MINDEDNESS, PERCEIVED RISK AND SUSTAINABLE BEHAVIOR IN THE UNITED STATES, CHINA, AND TAIWAN, Aghop Der-Karabedian, Yingxia Cao, & Michelle Alfaro (University of La Verne)

11-31 CULTURAL COMPETENCY IS UNATTAINABLE EVEN WITH INTERNATIONAL ACTIVITY IN PSYCHOLOGY, Mary Russell-Miller, Patricia Kyle, Paul Murray, & Brenton Bilyeu (Southern Oregon University)

11-32 EFFECT OF IMMERSION ON CULTURAL COGNIZANCE: THE IMPACT OF FOREIGN LANGUAGE, Amber R. Cazzell, Arianna E. Farinelli, Frank Serna, & Holly Irwin (Point Loma Nazarene University)

11-33 EXAMINING CULTURAL COGNIZANCE IN AN INTENSIVE ABROAD EXPERIENCE, Arianna E. Farinelli, Amber R. Cazzell, Tim Hall, & Holly Irwin (Point Loma Nazarene University)

11-34 CULTURAL INFLUENCES OF THE EVOLUTIONARY BASIS OF PICK-UP LINES, Joseph Marez, Terence Lewis, Eric Eskandarian, Raquel Holland, E. J. Cheatham, & Douglas M. Stenstrom (California State University, Los Angeles)

11-35 WOMEN IN ENGINEERING ACROSS CULTURES: EXAMINING INTELLIGENCE THEORIES AND AGENCY, Erica Decker, Guillermina Muro, Lilian Saldana, Briseida Martinez, Lynette Romero, Erika Estrada, Sara Reinosa, Timothy Vande Krol, Marissa Salazar, Delisa Young, & Bettina J. Casad (California State Polytechnic University, Pomona)

11-36 RISK AND PROTECTIVE FACTORS FOR ADJUSTMENT PROBLEMS AMONG ADOLESCENT GIRLS IN INDIA, Katherine Sachs, Gracy Andrew, Steve Leventhal (CorStone), Jane Gillham & Clorinda Vélez (Swarthmore College)

11-37 MODELING EFFECTIVENESS AMONG EXPATRIATE PROFESSIONALS WORKING FOR NON GOVERNMENTAL ORGANIZATIONS, Nicola F. De Paul Chism (Seattle Pacific University)

11-38 CROSS-CULTURAL COMPARISONS OF SUBJECTIVE WELL-BEING: WHAT MAKES US HAPPY?, Kyle R. Hawkey (The University of Arizona), Dawn Kristina Whinnery, Maria Guadalupe Guerrero, & Sondra Matthews (Northern Arizona University-Yuma)

Laura Reid Marks Running for APAGS Member-at-Large

Laura Reid Marks is the current Division 52 Student Committee Chair and Student Representative to the Executive Committee. She is running for APAGS (the American Psychological Association, Graduate Student division) Member-at-Large Communications Focus in the upcoming APAGS election. The election begins on Monday April 1st and lasts until Tuesday April 30th. For a quick introduction to her campaign, please check out her website at http://laurareidmarks.wordpress.com/ where you can view her campaign statement, approach to leadership, and past leadership experiences.
2013 International Research Award for Graduate Students in Psychology

Call to Students Engaged in International Psychology Research!

Sheila J. Henderson, MBA, Ph.D.
Chair, International Research Award for Graduate Students
shenderson@alliant.edu

Division 52, International Psychology, is offering an International 2013 Research Award for graduate students in psychology. This award has been established to encourage and recognize promising graduate student research in international psychology.

On or before Sunday midnight, May 5th, 2013, please submit:

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

b) Student’s Curriculum Vitae.

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

d) Two-paragraph cover email*
   i. First paragraph should provide all contact information, name of graduate program and research advisor, year in the program, expected graduation date, as well as member status with Div. 52. Student must be a member of Div. 52 as of application deadline.
   ii. Second paragraph should assure the committee that the independent research project, thesis or dissertation is nearing completion. At least preliminary analysis and results must have been completed by June 2013.

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

E-mail all application materials BEFORE MIDNIGHT ON SUNDAY, May 5, 2013 to the Chair of the International Research Award for Graduate Students:

Sheila J. Henderson, MBA, Ph.D.
Interim Associate Provost, I-MERIT
Alliant International University
1 Beach Street
San Francisco, CA 94133
shenderson@alliant.edu

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

Awardees will be notified no later than June 15, 2013, awarded in person at the Division 52 APA Convention Awards ceremony in Hawaii, and featured in an issue of the APA Monitor and/or International Psychology Bulletin.

Be Sure to “Stay Connected”

Our Webmaster Ji-yeon Lee sends out her listserv monthly, rich with useful news, http://div52.org/announcements/div-52-announcements/

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 Ji-yeon’s “NY-52” webpage at: http://div52.org/committee/committee-news/division-52-in-greater-ny/

Would you like to see the history of our D52 in several diverse languages, from Hindi to Somali? If so, check: http://div52.org/about-us/a-brief-history-of-division-52/
Social justice has been described as the actions that advance society and advocate for the equal access to resources for disempowered people (O’Brien, 2001). Over the past few decades professional organizations in the United States and other countries have begun to incorporate social justice practices into their organizations’ goals and expectations (e.g., American Psychological Association, National Association of School Psychologists, and the International School Psychology Association). Most mental health professions “have proclaimed a commitment to social responsibility and social justice” (Vasquez, 2012, p. 337). These professions believe that regardless of the country or culture, school psychologists and other helping professionals share the desire to support children so that they are able to reach their full potential as students, human beings, and productive members of their societies.

Students and faculty in the School Psychology Program at Loyola University in Chicago, Illinois developed an international social justice module entitled “Supporting Children within a Social Justice Framework.” In the summer of 2011, they posted the module on the International School Psychology Association website and invited ISPA members to pilot and evaluate the module. In the spring of 2012, Loyola’s invitation was accepted by students and faculty in the Applied Educational Psychology Program at Webster University, an international university based in St. Louis, Missouri, USA. This paper summarizes the evaluation of the module and suggests possible modifications for the module in the countries of Norway, Japan, the Philippines, and South Africa.

Keywords: international, social, justice, school, psychology

Method
Participants
In the spring of 2012, four of the five module activities from “Supporting Children within a Social Justice Framework” were piloted with 20 individuals, 19 of whom had international experience. The participants included 18 graduate students and two faculty members. One of the faculty members, an experienced diversity trainer, led the module. The majority of the participants hailed from disadvantaged back-grounds within their respective societies. All of the participants were American citizens. Although none of the participants should be considered an expert on either Japan, the Philippines, South Africa, or Norway, four had visited or lived in Japan, two had lived in or visited the Philippines, two had lived in or visited South Africa, and one had lived in Norway. All of the participants had opportunities to study school and educational psychology in several countries, especially through reading The Handbook of International School Psychology (Jimerson, Oakland, & Farrell, 2007).
Social Justice Curriculum

The International Social Justice Module was developed by students and faculty from the School Psychology Program of Loyola University in Chicago, Illinois, USA. The stated goal of this module is to introduce the “concept of social justice as applied to school psychology practice” and the module includes five activities: 6.1: Introduction to social justice, 6.2: Step forward/backward, 6.3: Social justice and its effect on children in schools, 6.4: Advocacy at the individual level, and 6.5: Creating an action plan at the school level. In activity 6.2, students stand in a line in the middle of a large room and take steps either forward or backward depending on their answers to questions about advantages (e.g., “If your family owned your own house, take one step forward”) or disadvantages (e.g., “If one of your parents did not complete high school, take one step back”).

Procedure

Activity 6.5 (Creating an action plan at the school level) was omitted because it was a follow-up activity for participants to do at their own workplace. The evaluation of the module took place during class discussions and through an anonymous online survey. The data from the participants’ online surveys were analyzed according to the three stage method described by Ary, Jacobs, and Sorensen (2010): (1) Organizing and familiarizing, (2) Coding and reducing, and (3) Interpreting and representing.

Results and Discussion

Overall, the participants saw this module as beneficial, both personally and professionally (See Table 1 for examples of participants’ reactions). Several participants commented that Activity 6.2: Step forward/backward was an eye-opening experience and produced a worthwhile discussion. Some participants acknowledged that this activity made them feel uncomfortable. At the end of stepping forward/backward, a little more than half the participants had taken more steps backward than forward. Highlighting the diversity of the graduate students at Webster University, more students were disadvantaged than advantaged.

Most of the participants felt that the social justice module should be modified for other countries because it is “geared towards American students and people who grow up

<table>
<thead>
<tr>
<th>Table 1</th>
<th>Participants’ Initial Reactions to International Social Justice Module</th>
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<tr>
<td></td>
<td>Responses</td>
</tr>
<tr>
<td>Positive reactions</td>
<td></td>
</tr>
<tr>
<td>Superlatives (especially, very, great)</td>
<td>25.0</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>Eye-opening</td>
<td>9.1</td>
</tr>
<tr>
<td>Engaging, interesting</td>
<td>18.2</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>Productive, beneficial, enjoyed</td>
<td>22.7</td>
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<tr>
<td></td>
<td></td>
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<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>Total positive reactions</td>
<td></td>
</tr>
<tr>
<td>Negative reactions</td>
<td></td>
</tr>
<tr>
<td>Qualified negatives (prefer, rather)</td>
<td>6.8</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>Disappointing, not beneficial</td>
<td>18.2</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>Total negative reactions</td>
<td></td>
</tr>
</tbody>
</table>

Note. Participant total was 17; total coded responses were 44.
Participants familiar with the countries of Norway, Japan, the Philippines, and South Africa described those countries according to the United Nations Human Development Index, Hofstede’s dimensions, social justice concerns, and school and educational psychology practices. They also speculated on what adaptations might be best for those countries. Below are their comments on the countries of Norway, the Philippines, Japan, and South Africa.

**Norway**

In 2011, the country of Norway scored 94.3, the highest in the world, on the United Nations Development Program (UNDP) Human Development Index (HDI). The Human Development Index includes three dimensions: life expectancy, mean years of schooling/expected years of schooling, and standard of living (Gross National Income). People living in Norway tend to enjoy a high quality of life, be well educated, and live long and healthy lives. In Norway, the wealth is shared (whereas the United States loses 19 points with the inequality-adjusted HDI).

For Norway, the index score on Hofstede’s (2001) dimension of power distance (PDI) was 31, individualism (IND) was 69, masculinity (MASC) was 8, and uncertainty avoidance (UAI) was 50. Hofstede has conducted more than three decades of research on the dimensions of national cultures. In the second edition of Hofstede’s *Culture’s Consequences* (2001) book, 50 countries and three regions were compared on several dimensions. The four dimensions reported here are power distance (PDI) ($M = 57$, $SD = 22$), individualism (IND) ($M = 43$, $SD = 25$), masculinity (MASC) ($M = 49$, $SD = 18$), and uncertainty avoidance (UAI) ($M = 65$, $SD = 24$).

Norway’s low PDI score is indicative of Norway’s emphasis on equality and shared power. Norway’s low MASC score suggests that Norwegians care about quality of life, cooperation, empathy towards others, etc.

The Norwegian Education act states, “All students have the right to be taught according to their abilities and conditions” (Anthun & Manger, 2007, p. 284). Norway has been implementing private school psychological services since 1939, but was postponed during World War II and development resumed in 1946. Anthun and Manger (2007) write: “Initial legislative milestones included laws that established special schools for students with general learning disabilities (1951) and later provided them in local primary schools (1955)” (p. 285). Today, school psychological services are very prevalent in the Norwegian education system. According to statistics by the Norwegian Board of Education (2003), 45% of all professionals in the Educational Psychological Services were educational psychologists.

The Norwegians’ education system is devoted to creating a learning environment in which students can thrive, while meeting their individual needs. Anthun and Manger (2007) state: “Considerable emphasis has been put on addressing the needs of individuals as early as possible in order to provide direct counseling and treatment for them” (p. 290).

The social justice module would be welcomed in Norway to further ensure the well-being and proper development of students, as well as be a possible tool to identify the extraneous variables that could be affecting children’s academic

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**Table 2**

*Suggested Adaptations of the International Social Justice Module*

<table>
<thead>
<tr>
<th>Category</th>
<th>Percent in favor</th>
<th>Sample response(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tailoring questions to non-American cultures</td>
<td>52.4</td>
<td>“The questions need to be tailored to the culture where the module is taking place.”</td>
</tr>
<tr>
<td>Reducing or eliminating American bias in questions</td>
<td>23.8</td>
<td>“[We] need to ensure that Western values aren’t being promoted over more Eastern concepts.”</td>
</tr>
<tr>
<td>Making questions more general to human experience</td>
<td>14.3</td>
<td>“Acknowledgement of different social dynamics that exist outside the United States must be addressed.”</td>
</tr>
<tr>
<td>Lengthening the experience</td>
<td>4.8</td>
<td>“I think that [the ‘isms’] might have to be more generalized and less specific.”</td>
</tr>
<tr>
<td>Altering the experience</td>
<td>4.8</td>
<td>“Politics and religion may be touchy, but common applications such as weight and color can be discussed.”</td>
</tr>
<tr>
<td></td>
<td></td>
<td>“The social justice module should be a four year course, not two hours.”</td>
</tr>
<tr>
<td></td>
<td></td>
<td>“Many cultures are not so ‘group work oriented,’ so the nature of the activities might need to be altered.”</td>
</tr>
</tbody>
</table>

Note. Participant total was 17; total coded responses were 21.
South Africa

In 2011, the country of South Africa scored at the medium level (61.9) on the United Nations Development Program (UNDP) Human Development Index (HDI). The life expectancy of people living in South Africa is 53 years compared with 81 years in Norway. The mean years of schooling is 8 years compared with 12 years in Norway. The index score on Hofstede’s (2001) dimension of power distance (PDI) was 49, individualism (IND) was 65, masculinity (MASC) was 66, and uncertainty avoidance (UAI) was 49.

South Africa’s relatively high individualism score suggests that the South Africans think more in terms of “I” than “we” and prefer a loosely-knit social framework. The relatively high masculinity score suggests that gender-role inequalities may exist.

Within the scope of accommodating the social justice module in South Africa, modifications are needed to align the module with South African culture, beliefs, history, politics, and economy. Prior to 1994, South Africa was one of the few countries in which a minority controlled the government under a policy called apartheid. In South Africa, “under apartheid, the population was classified into different racial groups and registered under the Population Registration Act No 30 of 1955. Every South African citizen had to be classified as White, Coloured, Indian, or African” (Swartz, Rohleder, Bozalek, Carolissen, Leibowitz & Nicholls, 2009, p. 499).

From 1948 to 1994, South Africa experienced socioeconomic divisions, which influenced all aspects of life including education. Although inequalities were prominent, some educational services were provided to each racial group under apartheid. Scholars write that “there were massive inequalities and inconsistencies among the different segregated education departments. Education support services, including school psychological services, were most accessible to ‘White’ learners” (Daniels, Collair, Moola, & Lazarus, 2007, p. 362).

Much began to change in 1994 with the first election of a democratic parliament. Daniels et al. (2007) write that “since 1994, there has been considerable change and transformation in South Africa to enable it to move toward becoming a non-racial, democratic country with a culture of human rights, respect for justice, and rule of law” (p. 362). Still, the old apartheid policies in South Africa have left a plethora of disparities creating an educational system that cannot yet offer educational and psychological support services to all.

In their article titled “‘Your Mind is the Battlefield’: South African Trainee Health Workers Engage with the Past,” Swartz and others (2009) suggest that no initiative can move forward without mentioning or understanding its historical relevance and “despite the rhetoric of transformation, South Africa remains powerfully modeled on and affected by the apartheid past” (p. 489). Swartz and others describe a collaboration between two universities in which health and social work students participated in online discussions about race and apartheid. Believing that an understanding of the past is crucial in moving towards a brighter future, the authors asked their young students to reflect on their own experience with privilege and oppression. The students’ response was
“discomfort with talking about the past in South Africa” (p. 497). The authors remain committed to social justice discussions in the university setting:

Professionals and professionals in training, we believe, need safe spaces within which to discuss these difficult issues, without the threat of being chastised for their uncertainties, their differences of opinion, and even their understandable reluctance to speak of difficult things (Swartz et al., 2009, p. 499).

If this module were facilitated in South Africa with school-age children, promoters of social justice would have to gain support from school officials to ensure bringing up apartheid is acceptable within the context of a school setting. Many individuals of school age within South Africa today were either too young or do not have adult memories of apartheid; therefore some explanation of apartheid might need to be added in to this module to accommodate the South African audience. Another consideration might be discomfort with the discussion of social justice in South Africa. This discomfort might come from present day issues and the effects of poverty, disadvantage, and politics on the educational system in South Africa (Collins & Millard, 2013).

Japan

In 2011, the country of Japan scored very high (90.1) on the United Nations Development Program (UNDP) Human Development Index (HDI). People living in Japan tend to enjoy a high standard of living, be well educated, and live long and healthy lives. In Japan, the index score on Hofstede’s (2001) dimension of power distance (PDI) was 54, individualism (IND) was 46, masculinity (MASC) was 95, and uncertainty avoidance (UAI) was 92. Japan’s high MASC score suggests that in Japan gender roles are clearly distinct. Also, the Japanese care about competition, achievement, and success. In Japan, the focus is on group competition and winning as part of a team.

Japan’s educational system has been implementing psychoeducational services, but these services are currently being carried out by teachers and school counselors. Ishikuma, Shinohara, and Nakao (2007) note that in Japan, a formal system of school psychology has not been established; thus, presently a title “school psychologist” does not describe a profession in Japan” (p. 218). Japan does have a school psychology certification that can be obtained; however, the title is commonly known as “special support educational coordinator.” The social justice module would be accepted in a learning environment that is focused on the quality of education, which is the main focus of the Japanese education system. Ishikuma, Shinohara, and Nakao (2007) also remark that “a strength in Japanese school psychology services is that teachers are expected to deliver these services through teaching and guidance so the students are helped in school life” (p. 224).

In an article entitled Mental Health and Counseling in Japan: A Path Toward Societal Transformation, Iwasaki (2005, p. 129-130) explains that a “major challenge remains for Japanese professionals to identify and implement culturally relevant and effective services. In Japan, the modification of traditional Western counseling approaches, however, seems to be minimally effective as the individualistic/ independent and Eastern collectivistic/interdependent cultures collide… [In Japan,] an interdependent self construal has a strong orientation to relational and other environmental contexts, both of which are important factors for defining the self in Japan.” Japanese children and adults might feel very uncomfortable with the step forward/step backward activity. Many Japanese people do not want to stand out; they want to fit in, as in the “traditional Japanese value, derakugi wa utareru, ‘the nail that stands out gets pounded down’” (Iwasaki, 2005, p. 132). Japanese students are more private than Americans and very unlikely to feel comfortable with the level of self-disclosure that is an integral part of the international social justice module (Barnlund, 1975). Another potential challenge in adapting this program in Japan concerns gender role inequality. Japan, with its high MASC score on Hofstede’s dimensions, is a country with gender discrimination in the workplace; this step forward/backward activity would likely draw attention to inequities that are rarely questioned.

School psychologists in Japan would need to find culturally relevant approaches for implementing the international social justice module. Iwasaki’s (2005) article, “Mental Health and Counseling in Japan: A Path Toward Societal Transformation,” has some good ideas. As a profession, school psychology faces challenges in Japan. Jimerson et al. (2007) write that: “School psychology services typically are better established and embedded within countries characterized by: (a) highly developed and legally mandated education systems that provide universal education for all children, including special education services for students with chronic, severe and complex learning and behavioral disorders; (b) established systems of higher education, which are better able to educate and employ school psychologists; (c) a well-established discipline of psychology, especially in its commitment to human services; (d) school psychology professionals who serve the broad needs of students, including those in regular and special education and from preschool through high school and beyond; (e) a high gross national product and resources to invest in human services.” With this being said, the social justice module could be adapted to work in the Japanese education system.

Conclusion

Globally, school psychologists, teachers, social workers, and other educational staff work with children in situations that are increasingly diverse and interdependent; the need to be flexible, non-judgmental, and open to multicultural experiences has never been greater. Concomitant with this situation is a call for social justice education, as educational professionals confront realities beyond the scope of their individual experiences. Social justice education is a pathway to access
for all because it encourages students to take an active role in their own education (Hackman & Rauscher, 2004). The pilot study at Webster University suggests that the social justice module created by Loyola University in Chicago is an effective tool for personal and professional growth, challenging participants to address the social injustices that surround them and to become agents of change.

In the introduction to the international social justice module, “Supporting Children within a Social Justice Framework” the authors write, “school psychologists are in a unique and potentially very powerful position to be effective agents of social justice… School psychologists are trained to be expert listeners, observers, and data collectors, often with direct access to the underbelly of schools, including areas of injustice.” We concur and we would add that due to their competencies in collaboration and consultation, school psychology professionals would be especially skilled at leading social justice training. And, school psychologists, due to their sensitivity to cultural differences, and experience working with individuals from diverse backgrounds, would be able to modify the international social justice module to fit local populations.

References


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The Missing Link in Research


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Currently a professor emeritus at Harvard University, Jerome Kagan has been one of America’s leading developmental psychologists for more than half a century. Perhaps best known for his work on temperament in infants and children, he has also written articles and books that address “big picture” issues, often challenging fundamental beliefs about development. The Nature of the Child (1994) is probably his best known contribution in this area. His latest book is written in the same tradition.

In Psychology’s Ghosts, Kagan presents a scathing critique of the current state of psychological research. In his view, what is almost always missing from contemporary research is an appreciation of the context or setting in which the research takes place. Researchers often expect that the conclusions drawn from one setting will apply equally to another. But how often is that the case? Unlike physics or some of the other sciences, psychology is particularly sensitive to the role of context. He gives examples of the ways in which even seemingly irrelevant aspects of the setting, for instance, the size of a room or the presence of a pet, can affect the experimental outcome. In related fashion, he is critical of the use of certain language, such as “fear” or “reward,” to describe states or occurrences when, in fact, they may refer to very different things in different contexts. In some instances, he appears to be arguing for a return to the “operational definition” from classic behaviorism.

Kagan presents numerous examples of missing contexts from just about every type of research, psychological or otherwise. Even historical context becomes an issue. He points out that the famous studies of Asch on group conformity are almost impossible to replicate with contemporary youth who appear to value individual responses over those of the group. We are all captives of our historical context. Kagan is particularly critical of some of the new research in positive psychology on happiness and subjective well-being (e.g., Diener & Biswas-Diener, 2008) and devotes an entire chapter to its shortcomings. Drawing support from literature as well as science, he argues that language is a poor method by which to evaluate inner states. Likewise, he maintains that individuals who report similar levels of happiness “could have behaved in different ways, achieved different goals, held different values, and experienced different feelings over their lifetimes” (p. 79). Happiness does not have the same meaning across individuals.

In a similar vein, Kagan cites a worldwide survey of adults that showed individuals from impoverished countries reported similar levels of happiness as their counterparts from more prosperous countries, even though the former experienced higher levels of illness, unemployment, or crime. Are these groups reporting the same thing? Kagan makes the case that despite a large percentage of the world’s population reporting that they are happy, there is little evidence that they are referring to a single, unambiguous psychological experience. Bok (2010) reached a comparable conclusion in her own work.

In the second half of the book, Kagan turns his attention to the diagnosis and treatment of mental illness. Again, he decries the lack of context in evaluating symptoms and the reliance on self-reported feelings and behaviors. Understanding mental illness necessitates studying the contribution of social conditions and experiential factors to its development. He criticizes the over-emphasis on biological and genetic bases of mental illness and the consequent increase in drug prescriptions over the last few decades. He likens a therapeutic drug to a blow on the head, undiscriminating in its ability to dampen emotions.

None of these critiques are particularly novel, as Kagan admits, but he does make an effort to provide some suggestions that might make progress possible. The first reform he proposes is a shift away from relying on a single measure to inform research. Psychology would be better served, he argues, by looking for patterns from multiple sources of evidence. Kagan’s second suggestion is to minimize the use of verbal reports as sole sources of evidence for psychological processes and, instead, supplement these with other evidence.

Kagan’s last two suggestions are less concrete. He calls for a focus, not on safe, grant-driven research, but rather on ideas out of the mainstream that lead to breakthroughs in the field, particularly theoretical advances. He also urges researchers to be cautious of allowing personal preferences to seep into their work, particularly in the way they may influence the choice of problem and methodology. He argues that ethical ideals, such as the premise that an infant needs maternal love in order to develop in a healthy way, taint the research that psychologists conduct and, consequently, the advice they provide. Kagan’s argument is not to eliminate these biases, but to recognize the substantial effect they have on
psychological research.

Kagan’s writings are always impressive for the breadth of his scholarship. He seems equally at ease whether quoting from medicine, anthropology, biology, physics, history, literature, or psychology. And his command of the trends in psychology has grown out of a long and intimate relationship with the discipline. In short, he is someone who should be listened to. His emphasis on context is a subject that researchers have discussed before. It is, obviously, a constant theme of cross-cultural research but also one that has informed the approaches of psychologists from Lev Vygotsky (Van der Veer & Valsiner, 1991) to Walter Mischel (2004).

In this book, Kagan has provided what may be the most comprehensive review of all. He makes a compelling case that context must be a central concern for all psychological research, a warning that becomes increasingly important as psychology becomes more and more an international discipline.

References

A Look at Counseling and Psychotherapy Around the World

Reviewed by Erica J. Hurley
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The purpose of the Handbook of Counseling and Psychotherapy in an International Context is to aid mental health professionals in developing a global perspective by providing a broad overview of counseling and psychotherapy as it is practiced in different regions of the world (i.e., Africa, the Americas, Asia, Europe, and the Middle East). Although not explicitly stated by the editors, the intended audience appears to be all counselors and therapists who are interested in developing such a global perspective.

The handbook includes 35 chapters that are organized by country with each chapter written by esteemed scholars from those specific countries, as well as a concluding chapter. Each chapter is structured similarly and addresses the following areas for each country: (a) brief history of counseling and psychotherapy, (b) counselor education programs, accreditation, licensure, and certification, (c) current counseling theories and trends, (d) indigenous and traditional healing methods, (e) research and supervision, (f) strengths, weaknesses, opportunities, and challenges, and (g) future directions.

Strengths
The editors of the handbook achieved their intended purpose of providing an overview of counseling and psychotherapy worldwide. They are commended on their descriptions of so many different countries, which provide readers with ample opportunities to learn about the current status and key issues of counseling in various international contexts. To my knowledge, this handbook is the most comprehensive one of its kind in regards to the number of countries that were included.

In addition, readers of this handbook will benefit from the consistency in format for each chapter. Since all contributors addressed the same issues for each country, readers can easily compare and contrast different trends and issues in counseling and psychotherapy among countries and regions. Moreover, the inclusion of the section on indigenous and
traditional healing methods encourages readers to “think outside the box” of Western-dominant views of mental health (Ægisdóttir & Gerstein, 2005), and particularly so for those countries in which the counseling profession is not well established.

A final strength of this handbook was that most contributors of the chapters included various resources for those readers who want to learn more about counseling and psychotherapy within a particular country. Contributors mentioned country- and region-specific journals, databases, and professional organizations. Such information is helpful because while most chapters provided only a broad overview of trends and issues in counseling, readers will have the opportunity to seek out additional resources to learn more as necessary.

Limitations

While the handbook does provide a comprehensive overview of counseling and psychotherapy worldwide, there are limits to the global perspective that may be attained from reading it. Professionals who are interested in providing mental health services internationally (and more specifically, professionals who have had limited exposure to working internationally to date) will most likely need to supplement their knowledge with additional resources to gain a more complete understanding of this process.

The handbook provides a great deal of factual information relevant to particular regions and countries. Nonetheless, it includes minimal discussion of the more general issues related to developing an international perspective that transcends particular geographic boundaries. Given that our world is one that is now characterized by economic, social, and cultural interconnectedness (Heppner, 2006), it is essential that counselors recognize how to interact at an international level in a cross-culturally appropriate manner.

Therefore, counselors and therapists may wish to supplement the country-specific knowledge gleaned from the Handbook of Counseling and Psychotherapy in an International Context with the International Handbook of Cross-Cultural Counseling: Cultural Assumptions and Practices Worldwide (Gerstein, Heppner, Ægisdóttir, Leung, & Norsworthy, 2009). The latter handbook includes six chapters that specifically address the issues, challenges, and opportunities for the counseling profession worldwide (e.g., theoretical and methodological issues when studying culture, and crossing borders in collaboration). Knowledge of these general issues relating to the interconnectedness of the profession worldwide, regardless of the country in which one is practicing, is an integral part of attaining a global perspective.

Concluding remarks

In summary, the editors of this book are applauded for providing such a comprehensive and systematic review of counseling and psychotherapy around the globe. From this handbook, readers will gain a better understanding of counseling in various cultural contexts and will become familiar with resources to learn more about country-specific issues linked with counseling. Although some limitations are present, the Handbook of Counseling and Psychotherapy in an International Context is an invaluable resource for mental health professionals seeking to increase their knowledge of their profession worldwide.

References


The latest issue of Psychology International can be accessed on the Web at: http://www.apa.org/international/pi
Becoming Cross-Culturally Competent in Globalizing Societies: Insights From the International Entrepreneur for Mental Health Providers

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Globalization, of which the principal underlying idea is the closer and progressive integration of economies and societies on a global scale (Kawachi & Wamala, 2007), has made the world a smaller place. People with culturally diverse backgrounds are increasingly interacting with each other. To adjust to such environments, it is becoming important for people to gain interpersonal skills to understand and cooperate with people from different cultures. I call these skills intercultural coping mechanisms. For psychologists, there is a pressing need to investigate such skills. In this essay, I describe several ideas about becoming cross-culturally competent that I discovered while conducting a qualitative study.

The study of intercultural competence (Dinges, 1983; Ruben, 1989) in cross-cultural psychology addresses those intercultural coping strategies. Being originally from Japan, I long have been interested in Japanese people’s intercultural competence, so I conducted a qualitative study (Nakao, 2008) with a Japanese entrepreneur who was working in Beijing, China. This study was composed of two components: (1) I reviewed substantial prior research concerning intercultural competence from the 1980s onward, and created a conceptual framework to classify earlier studies; (2) I conducted an empirical research study with a constructivist approach, using the life-story method, which is an autobiographical narrative that a researcher uses to report an extensive record of a person’s life as told to the researcher (Creswell, 2007; Geiger, 1986).

To gather data, I conducted a semi-structured interview with a Japanese entrepreneur who had established a successful relationship between Chinese and other Asian individuals to set up a subsidiary company in China. In the analysis of the data, while utilizing the life-story method, I focused on intercultural readiness, which refers to a person’s interpersonal skills in the context of intercultural interaction, such as intercultural sensitivity, communication, and relationship building, as well as conflict management, leadership, and tolerance of ambiguity (Van der Zee & Brinkmann, 2004). In my study, these dimensions of intercultural skills were analyzed through the perspective of the developmental process undertaken by the participant.

Based on the interview, I came to elaborate upon two constructs that are already defined in the literature:

1. In relation to intercultural competence (Dinges, 1983; Ruben, 1989), I identified a facet of the construct that I call structuralistic cognitive ability. This ability is to detect latent structure behind phenomena—including cultural phenomena;
2. In relation to intercultural readiness (Van der Zee & Brinkmann, 2004), I identified a facet of the construct that are the qualities of intercultural tolerance, openness, and respect for others.

These findings were interesting to me because they provided an example of how international entrepreneurs have been able to build relationships cross-culturally. They also represented an extension of theory with regards to two important constructs: intercultural competence and readiness. In addition to a practical level, it was also interesting to see how these constructs were related to business success in the life of this entrepreneur.

Interestingly, the study had an unexpected positive outcome for me and the participant. This experience of understanding someone’s life story greatly influenced my career decision to become a clinical psychologist. When I conducted the in-depth interview with the participant with a phenomenological attitude and used a narrative approach, the participant was able to profoundly reflect on his own life and spoke of events such as his cross-cultural experiences, his near-death experience, present tasks and future goals as an entrepreneur, and his sense of value, for over two hours. Finally, after the long process of narration, he told me, “Innovative ideas for my business came to my mind, probably because you were very willing to listen to what I wanted to say.”

The participant was very pleased at this opportunity to reconstruct his thoughts, refresh his mind, and create innova-
tive ideas as a result of our discussion. I was also excited and pleased because this experience allowed me to see that a phenomenological approach was not merely a research method, but also functioned as therapeutic tool for the participant. With this experience, my initial academic interest in the narrative approach and phenomenological research methods blossomed into the study of clinical psychology.

Now that I am in a clinical psychology doctoral program, I have become interested in clinicians’ intercultural competence. Since Wrenn (1962) discussed the problem of cultural encapsulation of therapists (i.e., therapists’ insensitivity toward the cultural disposition of clients), many psychologists have started to explore aspects of culture (such as race, ethnicity, gender, and social class) in the counseling session. One of the greatest struggles for clinicians identified by researchers is multicultural counseling competence (Sanchez-Leguelinel, 2001), which has been recognized as a set of characteristics and skills to work with clients of culturally diverse backgrounds. Conducting more cases like I described above could lead to even more development of theory in relation to intercultural competence and readiness.

Psychologists can conduct more case studies concerning intercultural issues of mental health professionals. Case studies capture people’s lived experiences, obtaining voices and insights from practical life. To conduct a qualitative study, a researcher’s quality of inquiry (i.e., the extent to which a researcher is familiar with qualitative research methodology) is crucial. As I experienced while obtaining someone’s life story, such research can be eye-opening and exciting.

As an international student and a trainee in clinical psychology, I also see that each of my clinical cases can be a demonstration of cross-cultural interaction. Once again, on a daily basis, globalization is challenging us regarding our cultural competence. I believe that there is a pressing need for psychologists to investigate what is necessary for us to live together in culturally diverse societies.

References

Editor’s 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 Valerie Wai-Yee Jackson at vjackson@alliant.edu to submit an idea or a question.
There is growing interest in study abroad experiences across college campuses. Undergraduate students in the US express high interest in international experiences. The American Council on Education [ACE] (2008) found more than half of students entering college say they plan to participate in study abroad. Roughly 25% more indicate they would very much like to study abroad. Students with higher SAT scores are more likely to express an interest in studying abroad, as are females. More than half of students express a desire to have their own university faculty leading or co-leading the study abroad experience with on-site faculty (ACE, 2008).

According to the ACE study (2008), only 5% of college students actually study abroad. Cost and a lack of foreign language proficiency are the most frequent reasons given for failure to follow through on hopes to study abroad.

The International Institute of Education [ILE] (2012) reports that fewer than 2% of all U.S. postsecondary students participate in study abroad. However, when narrowing the student pool to undergraduates, the percentage studying abroad increases to a little over 9%. Further, if one looks only at undergraduates who are pursuing a bachelor’s degree, the number increases to nearly 14%. These numbers represent a 1.3% increase from 2009-2010 to 2010-2011. Study abroad has tripled in the last two decades.

The U.S. Department of Education, Office of Postsecondary Education (2011), promotes the value of study abroad for graduate and undergraduate students. Several programs are offered to support faculty and students seeking overseas learning experiences. It is the position of the Office of Postsecondary Education that study abroad is an under-utilized activity in promoting international education and world area expertise.

Europe is, by far, the most common destination, with approximately 55% of all U.S. students heading for a European country. Twelve percent of those go to the United Kingdom. Following distantly are Latin America and Asia (mostly China) as destinations (International Institute of Education, 2012).

There is a growing trend of students from the US going to nontraditional destinations in study abroad. The majority of nontraditional locations are developing countries. There may be particular benefits to international experience in these locations (Wells, 2006).

Following are common benefits of study abroad with theorized value added benefits when the international experience is located in developing countries (Wells, 2006).

Benefits of traditional study abroad to students:
- workforce preparedness
- transnational competence
- global citizenship
- personal growth

Added value of nontraditional study abroad to students:
- greater understanding of global economy and employment issues
- greater flexibility
- greater problem solving skills
- improved language skills
- a greater “stretch” of beliefs, values, and opinions

Benefits of traditional study abroad to society:
- international and intercultural understanding
- international cooperation
- national security
- economic advantage

Added value of nontraditional study abroad to society:
- increased firsthand experience with global issues and problems
- broader knowledge of critical regions of the world
- increased societal knowledge concerning emerging markets
- more globally aware and sensitive citizenry (p. 124)

Study abroad is an extremely useful experience for students of psychology. Study abroad in nontraditional locations internationalizes students’ understanding of theory, research, and practice to a degree that is difficult to achieve in a psychology classroom.

Universities are beginning to increase the number of study abroad opportunities in developing countries (International Institute of Education, 2012; Wells, 2006). For example, in the 2001-2002 academic year, 15% of Columbia University’s study abroad students went to developing countries. In the 2010-2011 academic year, 26% went to developing countries (von Mayrhauser, 2012).

Along with increased benefits of study abroad in developing countries, risks of adverse reactions also increase. Students may experience adjustment problems in any loca-
tion. However, when living conditions in the foreign location are very different from the home country, adjustment to the new culture is more difficult. For many who travel to a developing country, it will be their first time to personally encounter widespread poverty. The experience can be emotionally and cognitively overwhelming.

Preparation, support during the international learning experience, and debriefing after travel can help students have a successful experience.

References


Editor’s Note
This column is geared towards teaching international psychology. All Division 52 members are invited to submit ideas or drafts for future articles, as well as questions they would like to see addressed in future columns to Section Editor Gloria Grenwald at grenwald@webster.edu.
Dr. Pumla Gobodo-Madikizela, a world-renowned clinical psychologist from South Africa, has made a significant contribution to the field of psychology, by conducting research on the lived experience of South Africans during Apartheid. In this research, Dr. Gobodo-Madikizela’s focus has centered on trauma, forgiveness, and reconciliation, which meant that she has had deeply personal individual interviews with both the victims of violence and their perpetrators. Due to her focus, Dr. Gobodo-Madikizela followed up these individual interviews with a daring and controversial approach—she also united both victim and perpetrator and facilitated conversation. At the time, her approach may have run counter to many traditional approaches in trauma recovery, in which perpetrator “confrontations” would ideally occur in the late stages of recovery (Herman, 1992). Dr. Gobodo-Madikizela, however, believed that when victim and perpetrator can engage in a dialogue, there is a healing process that can occur. She believed that remorse can humanize perpetrators, and in the process of becoming humanized, their evil can be forgiven by their victims (Gobodo-Madikizela, 1996), and healing can occur on both sides.

Putting Life in Context: A Look at Apartheid

Merriam-Webster’s online dictionary (n.d.) defines apartheid as “racial segregation; specifically: a former policy of segregation and political and economic discrimination against non-European groups in the Republic of South Africa.” In 1948, Apartheid laws were implemented institutionalizing racial discrimination. Consequently, the race laws permeated the daily lives of the South African people. The segregation was unyielding. South Africans were categorized according to “White,” “Black,” or “Colored” (more than one race) after the Population Registration Act of 1950. (Later on, a category for Asians was added.) Certain living areas, jobs and schools were designated for Whites only, and it was forbidden for White South Africans to marry outside of their race. “Blacks” lost their South African citizenship and became citizens of their assigned homeland. It was only in these homelands that Africans had legal and political rights. Then, The Public Safety Act and Criminal Law Amendment Act of 1953 made it illegal for Africans to protest against the government’s laws and oppression. African activists who did protest were fined, imprisoned, physically punished, and too often, killed. In these times, the South African Government punished and tortured without trial. Through to 1989, the government had the power to declare states of emergency and did so intermittently.

In 1952, the Abolition of Passes and Coordination of Documents Act mandated that all Black Africans carry identification booklets. According to the Apartheid Timeline (United Nations [UN], n.d.), Africans were stopped and harassed for their identification booklets with alarming frequency. In a span of four years, “over ten million Africans were arrested because their identification booklets were ‘not in order’” (UN, n.d., Selection 6). In 1960, according to the Apartheid Timeline (UN, n.d.), Sharpeville residents “refused to carry their identification booklets” (Selection 6) in protest. In response, the government launched a brutal backlash calling a state of emergency with fines levied and imprisonments, which according to the Apartheid Timeline resulted in 69 deaths and 187 injured. Additionally, two African political organizations—the African National Congress and the Pan-African Congress—were thenceforth banned.

According to the Apartheid Timeline (UN, n.d.), Africans continued to protest their treatment despite the dangerous consequences. Many may remember the Soweto Uprising in 1976. Africans rioted and protested against the particularly oppressive Afrikaans instruction in the homeland schools. As explained in the timeline, a famous protester, Steven Biko was beaten and imprisoned, which led to the well-known linking of arms protest. Hundreds died, in fact 575 people, in the Soweto Uprising, and many more were injured and imprisoned.

Things began to change in the 1980s, as the outside world became more involved. Countries around the world began to boycott business with South Africa, which essentially functioned like a worldwide volunteer embargo. Eventually the pressure on the South African economy grew enough to end Apartheid. The government responded by repealing some of their segregation laws, but not enough. Finally in 1991, according to the Apartheid Timeline (UN, n.d.), “South Africa President F. W. de Klerk repeal[ed] the rest of the apartheid laws and call[ed] for the drafting of a new constitution” (Selection 8). In 1994, the UN sent 2,120 international observers to assist in national elections (UN, n.d., Selection 8). Through this famous election, Nelson Mandela became the first Black president of South Africa.

Although, these are clear signs of progress, the consequences of Apartheid have and will endure for decades. Dr. Gobodo-Madikizela stated that, “the multiple dimensions of
the story of apartheid, a practice that has been called a crime against humanity, and the sheer burden that it imposes at both an unconscious and conscious level, must be confronted” (“Past Traumas are a Present Problem,” 2010). Dr. Gobodo-Madikizela, born in South Africa in 1955, speaks from her own experience. Her life’s work has been shaped by her own experiences growing up in the time of Apartheid in South Africa.

**Education, Professional and Scholarly Accomplishments**

Dr. Gobodo-Madikizela, now a Senior Research Professor at the University of the Free State in South Africa, has a rich educational and professional history. After receiving her bachelor’s degree in Social Work with honors in Psychology from Fort Hare University and a master’s degree in Clinical Psychology from Rhodes University, Dr. Gobodo-Madikizela completed her doctorate in Psychology at the University of Cape Town. Since then Dr. Gobodo-Madikizela has authored many articles and books, presented all over the country and world, and has been awarded an honorary doctorate from Holy Cross College. In addition, Dr. Gobodo-Madikizela was nominated for a Nobel Prize in 2012. Previously Professor at the University of Cape Town and Lecturer at the University of Transkei, Dr. Gobodo-Madikizela has also taught at Harvard, Wellesley, and Brandeis University. Her professorial work has included mentoring and advising numerous doctoral and master’s degree students on their theses and dissertations. Dr. Gobodo-Madikizela is well-known for her role on South Africa’s Truth Reconciliation Commission and for her most popular book, *A Human Being Died That Night*. In one part of this book, Dr. Gobodo-Madikizela discussed her experience interviewing Eugene de Kock (also known as “Prime Evil”). Even in this extreme case, Dr. Gobodo-Madikizela believed that de Kock’s apology was real, and as a result, empathy and healing could take place. Among the critical acclaim were the following brief statements offered by Archbishop Desmond Tutu —“a book that tugs at our humanity, compassion, and integrity” (Houghton Mifflin Books, n.d.), and James Carroll, author of _Constantine’s Sword_—“Pumla Gobodo-Madikizela has the nerve to look at a perpetrator as a human being, and the further nerve to tell us what she sees. Hers is a vision of moral clarity, compassion, and courage. Her telling is heartfelt, eloquent and true” (Powell’s Books, n.d.).

**Dr. Pumla Gobodo-Madikizela’s Research Interests**

Much of Dr. Gobodo-Madikizela’s research has been on trauma and forgiveness, though her current research focuses on the nature of empathy, considering empathy to be at the core of forgiveness and at the center of remorse expression. Dr. Gobodo-Madikizela now characterizes her previous work as “empathy” rather than “forgiveness,” since the former is a continuous process whereas the latter suggests an ending. With brain imagery and qualitative phenomenological approaches, Dr. Gobodo-Madikizela is exploring empathy for racial differences.

**Forgiveness, Trauma, and Mental Distress**

The relationship between trauma and psychological distress has been well-studied in the literature. In her own work, Dr. Gobodo-Madikizela (2008) defined a traumatic event as “as an experience of loss: loss of control, language, power and self” (p. 173). Failure to seek treatment for trauma has been shown to have long lasting effects that can lead to varying forms of psychopathology (Kessler, 2000). Trauma often negatively impacts an individual’s capacity for meaning making (Park & Ali, 2006). Though controversial in terms of timing for victims, forgiveness has been shown to be an effective way of coping with trauma at the hands of a perpetrator (Worthington, 2006). Hultman (2007) defined forgiveness as a process of reducing feelings of anger and resentment toward a perpetrator of violence. This reduction in negative feelings leads to the victim no longer desiring punishments for the acts committed against them.

There has been some controversy on whether or not some acts can truly be forgiven. Gobodo-Madikizela (2008) discussed the power of forgiveness for all acts when the perpetrator experiences and expresses remorse. However, other scholars have contended that some acts are too horrendous to be forgiven, no matter how remorseful the perpetrator might be. Arendt (1998) asserted that there are limits to what can and should be forgiven, referring to the atrocities of the Holocaust. In this respect, it is helpful to remember that Gobodo-Madikizela’s work was focused on Apartheid, and readers should be cautious in generalizing this work to the Holocaust. In fact, Dr. Gobodo-Madikizela explained that the victims of Apartheid are in the unique position of having to continue to live alongside their perpetrators, thus making the need for forgiveness and reconciliation extremely important.

In South Africa, reconciliation is not only for current generations but also for future generations. Laub and Lee (2003) contended that violence is forever in the memory of victims who have experienced violent conflicts. Furthermore these memories are transmitted from generation to generation in subtle and not so subtle ways. Hence, healing is all that much more important, according to Laub and Lee, in order to break the cycle of anger and hate. Gobodo-Madikizela (2008) asserted that in confronting their depravity and coming face-to-face with the pain and suffering they have caused victims, perpetrators are re-humanizing not only the victims whose lives were shattered by their actions, but through their remorse they are also reclaiming their own sense of humanity, a humanity shattered by the atrocities they committed” (p. 176).

**Summary and A Look to the Future**

During my interview (primary author) with Dr. Gobodo-Madikizela, she offered advice for those interested in research and scholarship:

Researchers and scholars need to look at developing new questions and searching for the answers, instead of asking the same questions and pursuing research
that replicates findings. By asking new questions, and utilizing new avenues of inquiry, scholarship can then flourish and become richer in depth.

To paraphrase Dr. Gobodo-Madikizela, it is knowledge that offers hope in terms of understanding the complexities of our society, as well as giving us the tools to address some of life’s complicated questions.

References

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://div52.org/about-us/a-brief-history-of-division-52/

We now seek global colleagues to translate this sheet into other languages, with themselves as the author, to circulate to colleagues and students globally. As of April 2013, this sheet appears in 24 languages: Amharic, Armenian, Chinese (Mandarin), Dutch, English, Estonian, Finnish, French, Greek, Hindi, Indonesian, Japanese, Kinyarwanda, Korean, Latvian, Malaysian, Norwegian, Polish, Portuguese, Russian, Sinhalese, Somali, Spanish, and Thai.

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.
Psychology in Latin America: Legacies and Contributions - Part 2

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The purpose of this series is to advance the dissemination of psychological knowledge generated in Latin America and the Caribbean in an effort to balance the predominant influence and presence of European psychology and, more recently, Asian psychology, in the USA. This is the second part of a three part series discussing the Interamerican Society of Psychology (www.sipsych.org), known as SIP (for the acronym of its name in Spanish, Sociedad Interamericana de Psicología) and featuring the Spanish or Portuguese speaking psychologists distinguished with the Interamerican Psychology Award. Every two years, 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\(^1\) whose work has advanced psychology as a science and profession in the Americas.


Emilio Ribes-Iñesta (1944-) received the Interamerican Psychologist award in 1987. Though born in Spain, he soon became a Mexican citizen. He earned a master’s degree at the University of Toronto in 1967 and a doctoral degree in psychology at the Universidad Nacional Autónoma de México (UNAM) in 1994. Dr. Ribes-Iñesta, who has achieved the highest level as a researcher in Mexico (level III), has taught for over 40 years in Mexico’s public universities: the Universidad Veracruzana, the Universidad de Guadalajara and the UNAM, the latter where he began his professorial career in the 1960s. In 1964, he transferred to the Universidad Veracruzana, where he helped to have psychology included in the Faculty of Sciences for the first time in Latin America. Together with colleagues, Dr. Ribes-Iñesta helped create the licenciatura of psychology at the Universidad Veracruzana in Xalapa in 1965, and doctoral programs in 1969 and 2000 at the same institution. In addition, he created doctoral programs in 1973 and 1980 at the UNAM and did likewise in 1974 at the Universidad de Guadalajara. Dr. Ribes-Iñesta founded the Unidad de Investigación Interdisciplinaria en Ciencias de la Salud y Educación (Interdisciplinary Research Unit in Health Sciences and Education) at the UNAM in 1981 and the Centro de Estudios e Investigaciones en Comportamiento (Center for Studies and Research in Comportment) at the Universidad de Guadalajara in 1991.

Dr. Ribes-Iñesta’s research interests have focused on animal and human behavior, human learning, infant development, language acquisition, personality, thought and problem solving processes. He has written close to 300 articles and book chapters as well as over two dozen books on these topics, which have been disseminated widely within Mexico and internationally. His work, which underscores the importance of historical and philosophical analyses to discern psychological problems, is interdisciplinary and often includes the philosophy of science, the history of psychology and the philosophy of psychology. Within these areas, he has worked internationally to conceptualize new models for behavioral learning (e.g., Ribes-Iñesta, 2006a) and to formulate the role of language in human behavior (e.g., Ribes-Iñesta, 2006b). He has also played a significant role in making information about the development of psychology in Mexico known to the rest of the psychological world through updates published in the American Psychologist (1968, 1975) and other venues. Dr. Ribes-Iñesta has articulated sophisticated ways of conceptualizing causality, particularly in its relationship to contingency (e.g., Ribes-Iñesta, 1997), and has put forward important considerations regarding behavior theory (Ribes-Iñesta, 1998) as well as operant psychology (Ribes-Iñesta, 2003).

Among his many service accomplishments, Dr. Ribes-Iñesta organized the first Congreso Mexicano de Psicología (Mexican Congress of Psychology) in 1967 and, seeking to disseminate research both nationally and internationally, was a founder of the Revista Mexicana de Análisis de la Conducta (Mexican Journal of Behavioral Analysis) in 1975 and the Acta Comportamentalia in 1992. Additionally, Dr. Ribes-Iñesta has been the organizer of the International Symposium on Behavior Modification (1971-1981), the International Congress on Behaviorism and the Science of Behavior (1992 to present), and the Biennial Symposium on Behavioral Science (1982 to present).

Eduardo J. Rivera Medina (1932-), a native of Puerto...
Rico, received the Interamerican Psychologist award in 1989. Dr. Rivera Medina earned a master’s degree in clinical psychology from the University of Michigan in 1960 and a doctoral degree in developmental psychology and learning from the State University of New York at Albany in 1971. Among the many contributions to psychology by Dr. Rivera Medina, two are particularly significant. One of these contributions concerns his advancement of social community psychology, while the other centers on his engagement in academic administration and leadership. Dr. Rivera Medina, together with Dr. Irma Serrano García, cofounded the first program in social community psychology at the Universidad de Puerto Rico, Recinto de Río Piedras (UPR) in 1976. This pioneer program in Latin America was borne out of the “crisis of confidence in social psychology” and “the selection of a social change emphasis for community psychology” (Serrano García, López, & Rivera Medina, 1987, p. 431). The program emphasized the need for psychology as a discipline and for psychologists as scientists and practitioners to respond to the sizable challenges encountered by individuals, groups, and populations in Puerto Rico (e.g., migratory processes, crime, unemployment, and drug addiction). Among the many administrative duties and leadership responsibilities fulfilled by Dr. Rivera Medina, he served as Chair of the Department of Psychology at the UPR (Recinto de Río Piedras campus) during the initiation of its doctoral program in psychology (Ph.D.) in the Department. Dr. Rivera Medina also served as the Dean of Academic Affairs at the same institution from 1986 until 1993. Furthermore, he served as a member of the Council on Higher Education in Puerto Rico for six consecutive years (2003-2009) and has been involved with the College Board for several decades.

Dr. Rivera Medina has advanced many lines of research, yet perhaps most noteworthy is the one concerning matters related to schools, teaching, and learning. Dr. Rivera Medina has researched strategies to redress school dropout and violence, the cognitive development of Puerto Rican children, and the training of language teachers. In addition to the development of social community psychology in Latin America (Rivera Medina, Cintrón, & Bauernmeister, 1978; Rivera Medina & Serrano García, 1988, 1991), Dr. Rivera Medina’s publications have centered on social changes in Puerto Rico (Rivera Medina & Ramirez, 1985) and the educational needs of the Puerto Rican migrant after re-entry (Rivera Medina, 1983, 1984). Furthermore, the article he wrote based on his acceptance speech for the Interamerican Psychologist award addressed gender differences, specifying not only the privileges associated with masculinity but also its burdens, and highlighting some of the community programs designed to bring about “human liberation” in Puerto Rico (Rivera Medina, 1992). Among many distinctions, Dr. Rivera Medina received the distinguished psychologist award given by the Puerto Rican Psychological Association in 1986.

Ignacio Martín Baró (1942-1989) was granted the Interamerican Psychologist award posthumously in 1991. Born in Valladolid, Spain, he entered the Jesuit seminary in 1959 and was then transferred to El Salvador. In 1961 he studied humanities at the Universidad Católica in Quito, Ecuador and in 1963 he studied philosophy and psychology at the Pontificia Universidad Javeriana in Bogota, Colombia. He obtained a licenciatura in philosophy in 1965 with a thesis entitled To Be and to Suffer (Portillo, 2012). He furthered his studies on theology at the Université Catholique de Louvain, Belgium and was ordained as a priest in Valladolid in 1970. Meanwhile, he graduated from the Universidad Centroamericana José Simeón Cañas (known as UCA) in 1975, having studied psychology under the mentorship of another Jesuit priest, Jesús Arroyo-Lasa, who was interested in psychoanalysis and Marxist social psychology (Portillo, 2012). He obtained master’s (1977) and doctoral degrees (1979) from the University of Chicago under the mentorship of Suzanne Ouellette, who expressed significant appreciation for Martín-Baró’s intelligence and social science knowledge (Ouellette, 2012).

Among the many activities in which he engaged, he was the editor of the journal Estudios Centroamericanos, the associate academic dean at UCA, and director of the University Institute on Public Opinion. Dr. Martín-Baró is most known for his contributions to community and political psychology, particularly his developments on liberation psychology, with works published in Spanish as well as English (e.g., Kelman, 1995; Lykes, 2012; Martín-Baró, 1994). He was critical of the limited contributions by Latin American psychology to solve the sizable problems of underdevelopment, dependency, and oppression (Martín-Baró, 1986). He proposed to overcome peoples’ alienation and oppression through consciousness-raising and liberation (Martín-Baró, 1983) and argued that liberation psychology must concern itself with three urgent matters: recovering the historical memory, deideologizing common sense and daily experience, and empowering popular virtues (Martín-Baró, 1986). As articulated by Montero, “liberation psychology starts as a psychology destined to define, in an ever more precise manner, ways to eliminate the impediments to adequate development and to empower each human being to achieve the most full realization of their capacities, yet not from an individual perspective but always social. And always, we must add, in inevitable relationship with a political system” (1991, p. 37).

Less known are Dr. Martín-Baró’s contributions to the psychology of religion, understood as a political phenomenon (de la Corte Ibañez, 2001). His psychological perspectives were framed by his religious affiliation, his distinction between religion as the opiate of the masses and religion as liberating faith (Martín-Baró, 1987), and his commitment to the poor (Muñoz, 2012). There were many significant events of his time that influenced his stance. Among these, the Vatican II Council and the Latin American Bishops Conferences II and III in 1969 and 1979 figure prominently (Muñoz, 2012), together with liberation theology and liberation philosophy in Latin America spearheaded by authors such as Dussel, Scannone, Cerutti and Kusch, among others (Burton & Flores Osorio, 2011).

During his professional life, Dr. Martín-Baró occupied several leadership positions, including SIP’s executive secretary (1985-1987) and then vice president (1987-1989) for
José Miguel Salazar Jiménez (1931-2001) received the Interamerican Psychologist award in 1993. Born in Venezuela, Dr. Salazar earned a doctoral degree in psychology from the University of London at Bedford College in 1957. He served for over three decades as an academic at the Universidad Central de Venezuela conducting research and teaching social psychology at the licenciatura and graduate levels. He mentored dozens of future social psychologists that referred to him as “the gran maestro” and considered him “el padre” of social psychology in Venezuela (P. R. Rodríguez C., personal communication, December 15, 2011). Dr. Salazar served as editor of the Interamerican Journal of Psychology for over a decade (1988-1998) and as president of the Interamerican Society of Psychology (1987-1989), among many other leadership positions undertaken in his professional life. Dr. Salazar authored four books addressing a sizable range of topics from experimental psychology, to school performance, as well as nationalism and sociability. He also coauthored six books with several colleagues from many Latin American countries concerning social psychology and national identity, among other matters, and wrote over 50 journal articles and book chapters.

Dr. Salazar’s contributions addressed crucial topics in social psychology such as regional, national (Salazar & Salazar, 1998) and supranational identities, focusing in particular on Latin Americanism (Salazar, 1983a). He explored in detail the psychological bases of nationalism (e.g., Salazar, 1983b) and reflected on the impact of globalization on national identity, anticipating the expansion of national identities and communities based on shared elements rather than their elimination (Salazar, 1993). A truly transnational scholar, much of his work focused on cross-cultural comparisons involving neighboring countries and beyond (Marín & Salazar, 1985; Salazar, 2000; Salazar & Marín, 1977; Villegas & Salazar, 2002). Dr. Salazar sought to document and articulate the similarities and differences among nationals from many countries in Latin America while creating opportunities to facilitate mutual understanding between and redress stereotypes held by these nationals. Moreover, Dr. Salazar coauthored the first textbook on social psychology in Venezuela (Salazar, Montero, Muñoz, Sánchez, Santoro, & Villegas, 1976) and wrote extensively about psychological research and the history of psychology in Venezuela. Throughout his career, Dr. Salazar concerned himself with ways in which psychological knowledge could be used to inform policies, transform attitudes, and redress social inequities (e.g., Salazar, 1984). Among the many distinctions bestowed upon him, Dr. Salazar became the first psychologist to receive the National Scientist Award (Social Sciences & Humanities category) granted to him by the Venezuelan National Council on Science and Technology in 1995.

Dr. Maritza Montero (1939-) received the Interamerican Psychologist award in 1995, making her the first female recipient. Dr. Montero graduated first with a law degree and then a licenciatura in psychology from the Universidad Central de Venezuela (UCV) in Caracas in 1967. She furthered her education with a master’s in psychology from the Universidad Simón Bolívar in Caracas in 1979, and a doctoral degree in sociology from L’École des Hautes Études en Sciences Sociales from the Université de Paris in 1982. Dr. Montero is currently a professor at UCV where she teaches social and community psychology and has been a visiting professor at other institutions such as the University of London and the Université de Paris. Her work is congruent with a quote by Ardila, “many psychologists in our America believe, like Marx, that we have dedicated too much time to study the world and the time has come to change it” (1986, p. 184). Demonstrating this concern with knowledge application and social transformation, Dr. Montero’s work has focused on the advancement of social community psychology as well as political psychology.

Starting in the late 1950s in Latin America there was increased interdisciplinary work that sought to advance community development, participation, and self-determination (Montero, 1984). In this context, as one of the first Latin American psychologists to define social community psychology, Dr. Montero described it as “the branch of psychology whose object is the study of the psychosocial factors that make it possible to develop, foment, and maintain the control and power that individuals can exert over their individual and social environment to solve the problems that afflict them in those environments and in the social structure” (Montero, 1984, p. 390). Dr. Montero promoted a model of intervention in community psychology that was different from the community psychology practiced in the USA. Because of the latter’s emphasis on mental health, it was almost a specialty of clinical psychology (Montero, 1984, 1994a). Meanwhile, Dr. Montero argued for social transformation as the strategic goal of community psychology (Montero, 2010), and challenged constructs such as fortalecimiento (empowerment) (Montero, 2006). She has analyzed the complexities involved in the development of engaged citizens, and has articulated some of the central processes including participation, consciousness rising, control, power, politicization, self-determination, commitment, development and concrete expression of individual positive capacities as well as community social identity (Montero, 2006). Furthermore, Dr. Montero has explored matters such as negative social identity and coined the term “altercentrism” for the purpose of defining the reference to an other that is socially positively construed as counterpoint to the within group devaluing (1994b, 1996).

Another important contribution by Dr. Montero concerns the field of political psychology, on which she edited one of the first books in Latin America (Montero, 1987). In her...
writings, she highlighted significant traits in Latin American political psychology, such as those of denunciation and social transformation (Montero, 1991), coinciding with Martín-Baró in forming the bases for liberation psychology. She has articulated the congruence between social community psychology, critical psychology, and liberation psychology as “the awareness of the necessity to respond effectively and legitimately to the needs of societies whose historical destiny must transcend poverty, submission, and ignorance” (Montero, 2004, pp. 24-25). Among the many leadership positions she has occupied, Dr. Montero presided over the International Society of Political Psychology (www.ispp.org) in 2006, and among many awards, she was distinguished with the Venezuelan National Science Award in Social Sciences in 2000.

Rolando Díaz-Loving (1954–), from Mexico, received the award in 1997. He earned a Ph.D. in social psychology in 1981 from the University of Texas at Austin and has been a professor of psychology at the Universidad Nacional Autónoma de México (UNAM) in Mexico City since 1982. Dr. Díaz-Loving, the son of Dr. Rogelio Díaz-Guerrero (see Consoli & Morgan Consoli, 2012) has been quite prolific in his career, with over 500 articles and book chapters thus far involving many collegial and student coauthors. He has achieved the highest national investigator level in the Mexican ranking system (level III), and has significantly impacted social psychology both in Mexico and internationally. His research and publications have focused on at least four main areas including sexual behavior and health; interpersonal relationships and couples relationships; ethnopsychology, culture, and personality; and transcultural psychology.

Throughout his career, Dr. Díaz-Loving has addressed topics such as empathy (e.g., Díaz-Loving, González Varela, Andrade Palos, La Rosa, & Nina Estrella, 1985), locus of control (e.g., Díaz-Loving & Andrade Palos, 1984), interpersonal relationships (e.g., Díaz-Loving, Sánchez Aragón, & Rivera Aragón, 1995), and sexual conduct and health (e.g., Díaz-Loving & Robles Montijo, 2009) including psychosocial factors related to HIV/AIDS (e.g., Díaz-Loving & Rivera Aragón, 1995). Dr. Díaz-Loving has also researched and written extensively about the ethnographic history of psychology in Mexico, and on the education, background and training of its psychologists (Díaz-Loving, Reyes Lagunes, & Díaz-Guerrero, 1995) as well as culture and personality (Díaz-Loving, 1998).

Many of his works have been published in the USA. and other countries, highlighting his international impact, and several have had a cross-cultural focus in content. For example, Dr. Díaz-Loving has written about the perceived threat between Mexico and the USA (Stephan, Díaz-Loving, & Duran, 2000), attachment styles across multiple countries (Schmitt, Díaz-Loving, et al., 2004), and personality across many cultures (Díaz-Guerrero, Díaz-Loving, & Rodríguez de Díaz, 2001).

Dr. Díaz-Loving has not only excelled in his research endeavors, but in teaching and service as well. A professor for over 30 years, he has mentored many students at the licenciatura, master’s and doctoral levels. Among his multiple service roles Dr. Díaz-Loving has been President of SIP, and of the Mexican Association of Social Psychology. Dr. Díaz-Loving has also served as editor of the Revista de Psicología Social y Personalidad. Furthermore, as an international scholar he has been an invited professor to many places, including Canada, the USA, and various cities in Mexico. Dr. Díaz-Loving has earned multiple distinctions for his work, including the Distinguished Alumnus Award from the University of Texas at Austin in 2002, and the Rubén Ardila Award for Scientific Investigation in Psychology in 2007.

In this second of three installments we have featured the accomplishments of the next set of six out of 19 awardees who have been distinguished with the Interamerican Psychology Award for Spanish or Portuguese speaking psychologists granted by the Interamerican Society of Psychology. It is our overall intention through these articles to advance the dissemination of psychological knowledge generated in Latin America and the Caribbean. We will complete coverage of the list of awardees in a future and final article for this series.

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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 Ardid, Nelda Caigas, Rolando Díaz-Loving, Héctor Fernández-Alvarez, Regina Helena de Freitas Campos, Maria do Carmo Guedes, Maritza Montero, Isabel Reyes Lagunes, Emilio Ribes Íñesta, Eduardo Rivera Medina, Aroldo Rodrigues, Pedro Rodríguez, Wanda Rodríguez Arocho, Euclides Sánchez, Irma Serrano García, and José Toro Alfonso.

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**United Nations Forum Seeks to Prevent Genocide**

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“What can nations do to prevent future genocides?” On April 4, 2013, this was the focus of an interdisciplinary forum at the United Nations in New York City, on “Preventing genocide: Nations acknowledge their dark history.” Organized by psychologists, this forum was unusual in at least two ways --the diversity of its program as well as its participants.

Chairperson Ani Kalayjian (center) pictured with speakers from recent U.N. forum on preventing genocide.

(1) The five-part forum opened with an address by Ambassador Garen Nazarian of the Republic of Armenia. (2) The Ambassador then joined educator George Hero, to present five high school students with the 2013 Krieger Awards, for their outstanding essays on “preventing genocide.” (3) The forum then screened J. Michael Hagopian’s film, “Voices from the Lake,” introduced by Producer Carla Garapedian. (4) Chairperson Ani Kalayjian introduced a panel of three experts who addressed this topic: Professor Joyce Aspel (NYU Institute for the Study of Genocide), author Thea Halo, and playwright Alexander Dineland. (5) The panel segued into a lively Q&A with the audience of 150 participants from diverse communities—diplomats, non-governmental organizations (NGOs), journalists, activists, educators, and students. Much of the forum will be televised this April on Voice of Armenia television, [http://voiceofarmenians.com](http://voiceofarmenians.com/).
Current Issues Around the Globe

Meaningfulworld (Ani Kalayjian, Director) and the ICMES Institute for Multicultural Counseling & Education (Tara Pir, Director). For any details on this forum, contact Ani Kalayjian at DrKalayjian@Meaningfulworld.com.

Ambassador Nazarian looks on as Chairperson Ani Kalayjian presents an award to playwright Alexander Dinelaris.

Ani Kalayjian spoke with U.N. Goodwill Ambassador Mpule Kwelagobe, who was Miss Universe in 1999. www.mpule.com

Voice of Armenia Television interviews high school essayists who won a 2013 Kreiger Award.
Firearm Homicides: Experience of Canada vs. United States

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Abstract

The Canadian experience with gun homicides is vastly different than that in the USA. Comparisons of gun culture and practices were made. The US leads the developed world in gun homicides and in the private ownership of firearms. However, Canadians do have access to guns and there are sizable numbers in private ownership including assault-type semi-automatic weapons. There is a big difference between the two countries in the political reaction to mass gun homicide and in self-defense. Legislation allowing lethal self-defense has been enacted in most states. Self-defense in Canada, while permitted, is carefully controlled with the emphasis on the use of a reasonable force and self-defense is in many ways actually discouraged through practice and legislation.

The massacre of 26 six- and seven-year-old children at the Sandy Hook Elementary School in Newtown, Connecticut on December 14, 2012 has once again put gun violence on the front stage of the world’s news media. Mass shootings such as this occur far too frequently. This article looks at gun homicides in the United States and in Canada with an attempt to identify some of the reasons for gun violence being much higher in the US.

There is a large difference in the rates of firearm homicide in different developed countries. Krug, Powell, and Dahlberg (1998) published comparison data from 35 high- and upper-middle-income countries that were collected by the Centers for Disease Control and Prevention (CDC). The homicide rates per 100,000 population ranged from 0.55 in England and Wales to 25.12 in Estonia. The rate of firearm deaths in the US (14.24) was eight times the pooled rate for 25 other high-income countries.\(^1\) Consider also that these authors found that 71% of homicides in the US involve a firearm; as compared with 33% in the other high-income countries. Statistics covering the intentional unlawful death of a person by another person is kept for 207 countries and territories by the United Nations Office on Drugs and Crime. That United Nations (n.d.) data demonstrate clearly that the numbers of unlawful intentional firearm deaths in the United States are disproportionate to other developed countries. The following table includes comparison data for some developed high-income countries.

\(^1\) The other countries were: Northern Ireland, Finland, Switzerland, France, Canada, Norway, Austria, Israel, Belgium, Australia, Italy, New Zealand, Denmark, Sweden, Kuwait, Germany, Ireland, Spain, Netherlands, Scotland, England/Wales, Taiwan, Singapore, Hong Kong, and Japan.

<table>
<thead>
<tr>
<th>Country</th>
<th>Count</th>
<th>Rate per 100,000</th>
</tr>
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<tbody>
<tr>
<td>United Kingdom and Northern Ireland</td>
<td>722</td>
<td>1.2</td>
</tr>
<tr>
<td>Australia</td>
<td>263</td>
<td>1.2</td>
</tr>
<tr>
<td>New Zealand</td>
<td>65</td>
<td>1.5</td>
</tr>
<tr>
<td>United States of America</td>
<td>15,399</td>
<td>5.0</td>
</tr>
<tr>
<td>Canada</td>
<td>610</td>
<td>1.8</td>
</tr>
<tr>
<td>France</td>
<td>682</td>
<td>1.1</td>
</tr>
<tr>
<td>Germany</td>
<td>706</td>
<td>0.9</td>
</tr>
</tbody>
</table>

In the CDC data, the US (7.11 rate per 100,000) ranks highest and Canada (0.68 per 100,000) ranks 8th of the 26 high-income countries in firearm homicides. The CDC data presented the US data separately from the other countries because of the “exceptionally high US rates of firearm mortality” which, of course, included data for firearm homicides.

Table 1 shows clearly that the data for the United States is an outlier and far exceeds that of any of the other high-income countries listed.

Often following a mass shooting there are concerns about the number of firearms in the hands of civilians. The reasoning appears to be simple: if there were no firearms in the hands of private citizens then there could be no firearm homicides. There would, of course, still be homicides but not caused by firearms. One response in the United Kingdom was reported by Wilkinson (2012) who noted how an unprovoked attack against elementary school children in the small Scottish town of Dunblane on March 13, 1996 resulted in the deaths of 16 five- and six-year-old children and one teacher. Britain already had previously restricted access to weapons after a lone gunman in 1987 had gone on a shooting rampage through the streets of Hungerford (see “Gunman Kills 14,” 1987). The Firearms (Amendment) Act 1988 – made registration mandatory for owning shotguns and banning semi-automatic and pump-action weapons. A year and a half after the Dunblane massacre UK lawmakers banned the private ownership of all handguns in mainland Britain except for 22-calibre target pistols (see “Handguns to be Banned,” 1996). The CDC data reported above ranked England and Wales as 22nd of the 26 high-income countries. Thus, it appears that removing firearms from the hands of civilians did, of course, reduce the rates of firearm homicide.

The relationship between gun ownership by civilians and firearm homicide data is not straightforward. Alpers and Wilson (2012) compared firearm ownership by civilians in 178 countries. The US was ranked number 1 (over 240,000,000 firearms), Canada was ranked number 12 (9,550,000 firearms), and England and Wales was ranked Number 22 (data for the United Kingdom reported 4,050,000 firearms in private ownership). Thus, a large number of firearms did not mean an automatic high death toll due to firearm...
homicides. As an example, Mahony (2011) analyzing Canadian homicide records for 2010 concluded that homicides in Canada constitute a relatively rare event. She reported that for 2010 there were 554 homicides in Canada representing less than 1% of violent incidents reported to police. In the US for 2010 in data reported by the United Nations Office on Drugs and Crime (2012), there were 14,748 reported homicides. The Inquisitr (“Chicago Murder Rate,” 2012) published data showing that the City of Chicago had again reached 500 homicides in 2012. This figure puts in dramatic contrast the difference in gun homicides for the US and Canada. The total number of firearm homicides in Canada was approximately equivalent to those reported for the city of Chicago.2

It needs to be said that no country is entirely secure against the slaughter of innocents. The Canadian experience also includes mass shootings. A misogynistic fueled shooting in Montreal, Canada saw 14 university women killed on December 6, 1989. That shooting remains Canada’s worst mass killing and it sparked a national debate that led to a tightening of Canada’s gun control laws and the development of a National Firearms Registry in which all firearms were required to be registered. In 1991, the Parliament of Canada declared December 6th a “National Day of Action and Remembrance on Violence Against Women.” Thus, the Canadian response was to take positive steps to limit access to firearms and to commemorate the event to help ensure similar acts of violence would not reoccur (see “Montreal Massacre Events,” 2009).

The reaction to mass homicides differs greatly between countries. Any attempt to restrict access to firearms in the US is hotly contested by the National Rifle Association (NRA). The Executive Vice-President of the NRA, Wayne LaPierre, held a broadcast to present the NRA position just a few days following the Newtown massacre. He said, “The only thing that stops a bad guy with a gun is a good guy with a gun” (Lichtblau & Rich, 2012). LaPierre announced the formation of an NRA program to develop a model security plan for schools that relies on trained and armed volunteers. The NRA position remains unchanged. They propound the wisdom that guns don’t kill people; people kill people. Thus, in simple logic the NRA proposes the focus should be on preparing people to fight injustice and not on controlling access to guns (see Lichtblau & Rich, 2012).

There appear to be logical flaws to the NRA position. First, is the need to be able to identify the “good guys” to ensure that those hired to protect do not themselves commit homicide. There has not been a great deal of success in identifying potential killers before they kill. Knoll (2012) offers the opinion that attempts to identify personality characteristics that might make an individual prone to gun violence have not been particularly successful. Most profiles are point in time descriptions and are of course subject to change. It will likely prove just as difficult to identify “good” volunteers: Ones that would be highly unlikely to commit violence when provoked or distressed, as it has been to identify “bad” guys.

Secondly, the NRA position would mean more guns being available in schools. Hemenway (2011) analyzed data from death certificates between 2003 and 2007 and compared high private gun ownership American states3 versus low private gun ownership states.4 He summarized the scientific literature on the health risks and benefits of having a gun in the home for the gun owner and his or her family. He concluded that the evidence was overwhelming that having a gun in the home was a significant risk factor for completed suicide and accident. Guns in the home were a significant risk for intimidation. Finally, he found no credible evidence that gun ownership served as a deterrent or that it reduced the likelihood of injury during a break-in.

He concluded that the presence of a gun makes quarrels, disputes, assaults, and robberies more deadly. Often the perpetrator is an intimate of the victim and the victims tend to be children, the elderly, and women. Simply stated, he concluded, that the presence of a gun in the home was strongly associated with an increased risk for homicide in the home.

South Dakota became the first state to legislate the right of schools to supervise the arming of school employees for the protection of students and staff (see Gates, 2013). Other states are expected to pass similar bills. It is disturbing that many of the perpetrators in school mass shootings are themselves students. Placing armed volunteer security personnel or armed teachers or other school personnel in schools suggests an increased possibility of shootouts between teachers, armed volunteers, and students. Surely there is a better way to protect children.

Canadian law, Federal Firearms Act of 1995, requires firearms to be stored unloaded and not readily accessible to ammunition (see Firearms Act, 1995). Restricted and prohibited firearms must be locked in a container or made inoperable with a trigger lock or by removing the bolt or bolt carrier. Fully automatic weapons must be stored with their bolts removed and stored in a separate, secure location.

While Canadian businesses may have firearms those firearms must also be stored unloaded in a locked cabinet, or safe, or in some other secure location. The transportation of firearms in Canada requires official permission. Thus, laws in Canada make the use of a firearm for defense awkward or even improbable. Furthermore, police will likely lay charges if excessive force is used in defense.

The government’s position in Canada is that a firearm in the house is a significant risk factor. Thus, many Canadians do not first think of using a firearm for self-protection. The research, on firearm ownership is confusing. For example, Hemenway concluded also that knowledge that potential victims have access to firearms did not act as a deterrent to potential perpetrators and did not prevent crime from occurring.

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2 Census figures for Chicago show a 2010 population of 2,707,120, which is about the same number as Canada’s largest city, Toronto with a 2011 census of 2,615,060.

3 WY, MT, SD, AR, WV, AL, ID, MS, ND, KY, TN, LA, MO, and VT.

4 HI, NJ, MA, RI, CT, and NY.
Further, with guns in the home there was a greater potential for inappropriate use of the gun in intimidation, or when inebriated, under the influence of drugs, or if mentally ill. It was his overwhelming conclusion that a gun in the home was a bigger health risk than it was a benefit.

Lott (2010) drew opposite conclusions. His data indicated that criminals were deterred when more people carry firearms. This is because the risk of confronting someone able to defend him or herself is greater to the potential perpetrator. He argues that the effect is even seen when concealed handguns are permitted to be carried. However, Hepburn and Hemenway (2004) found a broad array of evidence indicating that gun availability is a definite factor for homicide. Miller, Azrael, and Hemenway (2002) used a validated proxy for firearm ownership and analyzed the relationship between firearm availability and homicide across 50 states for the period 1988–1997. They concluded that across states more guns resulted in higher rates of homicide.

The reaction in the US was not entirely supportive of the NRA position. In the aftermath of the shooting in Newtown, a petition on the “We the People” website called on the government to institute better gun control. According to Levy (2012) this petition quickly became the most popular since the site’s 2011 launch. Martosko (2012) noted that within 15 hours of the Newtown shooting 100,000 signatures had appeared on the “We the People” petition urging gun control.

U.S. Vice-President Joe Biden and President Barack Obama (The White House, Office of the Press Secretary, 2013) have publically pledged to the American people that they will do all in their power to make a series of changes to better protect their citizens. They propose to try to establish universal background checks to keep guns out of the wrong hands, to ban military-style assault weapons and to limit the size of magazines to a 10-round limit, and to punish more aggressively those who illegally sell weapons. In addition, they pledged more money for the Centers for Disease Control to study how to reduce gun violence.

Their voices have not been alone. Walshe (2013) reported on ABC News that the Governor of New York, Andrew Cuomo, passed strict new laws on gun control. The New York law banned assault-type weapons, improved the definition of what constitutes an assault weapon, and reduced the allowable magazine capacity to 7 from 10 bullets. The New York law requires background checks for the purchase of weapons and ammunition. There was also a provision for greater penalty for illegal gun use and restrictions for those with criminal records and with mental illness. Individuals have also urged positive action to save lives. For example, Skoloff (2013) reported in the Huffington Post that former U.S. Democratic Member of the House of Representatives Gabrielle Giffords, herself a victim of a deadly shooting, and her husband, Mark Kelly formed a political action committee aimed at preventing gun violence.

Knafo (2013) quotes information from the Americans for Responsible Solutions campaign initiated by Giffords and Kelly stating that the gun lobby’s political contributions, advertising, and lobbying outstripped spending from the anti-gun violence groups. It is the aim of Giffords and Kelly to try to better present the anti-gun position.

Proponents and opponents passionately defend their relative positions in the United States while the bloodshed continues. Consider a statistic quoted by Governor Cuomo in his televised address: 34 Americans die daily from gun violence (see video at Walse, 2013). He made interesting comparisons. In the next four years of President Obama’s second term, if nothing is done to control gun violence in the US then, 48,000 more Americans will die as a result of gun violence! The figure that he states compares roughly to the number of American deaths in the Vietnam War. Since the assassination of Martin Luther King, Jr. in 1968, the numbers of Americans killed totals roughly 400,000, a figure that surpasses the number of Americans killed in World War II.

Such sobering statistics have done little to stop the sales of guns. In fact, it is often noted that gun sales increase following mass shootings. Each side argues that the rights of Americans are being threatened by those with an opposing view. Consider that at the time Gabrieille Giffords and Mark Kelly were campaigning in Tucson for support a bizarre contest took place. On one side were people offering $50.00 gift cards redeemable at Safeway grocery chains for any firearm surrendered with a pledge that the surrendered firearms would be destroyed; and, according to Skoloff (2013), there was another group with signs reading “Cash for Guns” where rifles and handguns were being sold with no questions asked.

Any change in gun control laws will be hard fought. Swanson (2012) reported the results of a poll conducted by the Huffington Post immediately following the Sandy Hook Elementary School mass shooting. Just 50% of those responding to the poll indicated they would favour stricter gun control laws, 43% favoured making no changes to the laws, while 14% wished to see less restrictive gun control laws.

The poll indicated some weak support for banning semi-automatic weapons (51% in favour) and high capacity magazines (over 10 rounds; 54% in favour). There was little support for the argument that Americans would be better protected by more, rather than fewer, guns. Only 46% of those polled thought that mass shootings would be reduced by better gun control laws. Only 34% supported the concept that more guns led to better protection of Americans.

Similar results were reported from a national poll conducted by the Pew Research Center for the People and the Press (2012). Its survey, conducted December 17–19, 2012, sampled 1,219 adults finding 48% believed gun ownership served as a deterrent to crime. Fewer people believed gun ownership put safety at risk (37%). Assault-type weapon ownership was thought by the majority of those polled to be dangerous (65%). However, 21% believed the private ownership of assault-type weapons improved safety.

The Pew poll showed a slight increase in opinion favoring gun control over an earlier poll conducted following the July 2012 shooting in a Colorado movie theater. Then, 47% indicated being in favour of controlling gun access. Following Newtown those favouring controlling access to weapons increased to 49%. The Pew results also indicated a trend with
those believing gun control is important rising at the expense of the opinion that the private ownership of guns is important for personal safety. While the attempt to control semi-automatic weapons seems to make sense, it is not universally supported. For example, Ditchburn (2012) writing for the Winnipeg Free Press, noted that Canadian law still allows semi-automatic firearms to be held by private citizens (albeit with magazine size restricted to 10 rounds).

It is difficult for those in other countries to appreciate the depth of passion generated by the American Second Amendment. It is that amendment that ensures Americans the right to own and possess firearms. The broadcasters CNN (“From Second Amendment,” 2013) provided a review of changes to the American Second Amendment. When the amendment was passed in 1791 it read, “A well regulated militia, being necessary to the security of a free state, the right of the people to keep and bear arms, shall not be infringed.” The original concept was for its citizens to be armed for service in the militia. There were two concepts involved: One was the need to have a well-regulated militia and the second to have its citizen members armed. Over time it appears that the right to own firearms has become the focused element within the Second Amendment. This right to own firearms is now completely divorced from the idea of service in the militia.

The CNN article goes on to note that an act was passed in 1994 to ban assault weapons. That Act, the Violent Crime Control and Law Enforcement Act, made it unlawful, with few exceptions, to make, transfer, or possess semi-automatic assault weapons or to possess large capacity magazines holding more than 10 rounds. The 1994 Act expired in 2004 and was not renewed.

Firearm ownership is guaranteed by law in the US. The guarantee by law of firearm ownership is one way in which conditions vary between the US and Canada. Firearm ownership is not guaranteed in law in Canada.

The Second Amendment as it was written in 1791 reflects the conditions at the very beginning of the United States of America. The US owes its independent nationhood to the Revolutionary War (1775-1783). Thus the establishment of the Second Amendment appears to have been a way to ensure that its citizens could be rallied easily and quickly and ready to fight off any aggressor.

In addition, the American experiences in forging the west led to the development of gunslingers, and stalwart homesteaders and ranchers prepared to do battle to protect their lands and way of life. Settlers had to defend themselves from hostile aboriginals and from unscrupulous cads. The idea of the individual forcibly protecting self and family has become enshrined in movie plots, novels, and the American psyche. Perhaps the reluctance of Americans to give up their firearms can also be traced to these nation-building myths.

The Canadian experience was very different. The law preceded settlers. Both the North West Mounted Police and the Royal Canadian Mounted Police established law and order and provided a safety net for settlers. Treaties were established between the aboriginals and Queen Victoria of Britain making the settlement of the west in Canada less onerous and hazardous than it was in the US. Thus the Canadian experience was to allow our police forces to protect us and not to rely on our own sense of justice and fair play.

The difference of relying on oneself versus relying on law agencies may be an important variable in the way the citizens of both countries react to firearm laws.

The laws in both countries differ in another important way. Pinsent (2012) in a Canadian Broadcasting Corporation news article reviewed Canadian laws on self-defence. Canadians have the right of self-defence but the force used must be necessary. He reviewed the case of a Toronto restaurant owner who caught, bound, and held a man so that the police could arrest the alleged perpetrator. The restaurant owner alleged the man had robbed him earlier. To the surprise of most Canadians, the police arrested the restaurant owner because Canadian law allows self-defence only during the alleged criminal act. Since the alleged thief was not engaged in any criminal act, the restaurant owner was charged with kidnapping and other crimes. The restaurant owner was eventually found not guilty of all crimes.

Pinsent interviewed lawyers and reported that if a Canadian is robbed and the alleged thief runs then the victim is permitted to chase that robber in an attempt to recover stolen property. However, the victim of the robbery is not allowed to strike the robber or to cause him or her bodily harm.

The USA has similar laws allowing its citizens to protect their homes. However, Cheng and Hoekstra (in press) report that in 2005 the state of Florida expanded individual protections for self-protection outside of the home to encompass anyplace in which the individual was legally permitted. Until then an individual threatened was expected to attempt a retreat. In addition to being able to defend oneself with lethal force, the so-called Stand Your Ground law also provided a defense or immunity to criminal changes and civil suit. Since 2005, the majority of American states have enacted Stand Your Ground legislation.

Cheng and Hoekstra studied data from the FBI Uniform Crime Reports for the years 2000 to 2009. They reported two significant observations from the data pertaining to those states with Stand Your Ground laws when compared to those without such legislation. The stronger self-defense laws did not deter burglary, robbery, or aggravated assaults, and homicide rates increased by 7% to 9%.

The Florida law attracted widespread attention on February 26, 2012 when in Sanford, Florida a black unarmed teen, Trayvon Martin was shot and killed by a Hispanic neighborhood watch volunteer. The shooter claimed self-defense, setting off a nationwide debate. It is likely that because of police mismanagement that this case will never be resolved (see “Trayvon Martin Case,” 2012).

The present article explored some of the key differences in Canadian and American laws and attitudes towards gun ownership that might underlie the fact that disproportionately more gun homicides occur in the USA than in Canada. Gun ownership by private citizens is high in both countries. Both countries allow some semi-automatic assault-type weapons.
Canada does limit magazine size to 10 rounds, which is currently unregulated in the US. The belief that firearms protect and save lives seems more strongly held in the US than in Canada. One big difference in regulations between the two countries is that Canadian law and practice discourages the use of lethal force in self-protection whereas some states have laws that not only allow it but hold the individual who is protecting himself or herself free from suit and prosecution.

If American politicians are unable to make changes to gun ownership and use, then it seems likely that the current high rates of gun homicide will continue in the USA. If the presence of firearms is a risk factor, as some research has shown, then putting more guns in schools and passing more Stand Your Ground legislation may have the effect of increasing an already alarming rate of gun homicides for the US.

References


International Psychology Bulletin (Volume 17, No. 2) Spring 2013


The Professional Training of Grenadian Counselors and Psychologists

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Abstract

Like other developing countries, Grenada faces challenges that impact individuals, families, communities, and the entire nation. Compounding matters is the scarcity of counselors and applied psychologists. In response to these concerns, Grenada’s Ministry of Education, in collaboration with the World Bank, supported a pilot program for training schoolteachers to take on the much-needed work of guidance counselors. With the curriculum of the undergraduate guidance counseling pilot program as a foundation, the task now is to develop a master’s program in applied psychology. The purpose of this master’s program is to prepare applied psychologists to serve Grenada and neighboring Caribbean countries more broadly than just in the schools. We describe the bachelor’s program in guidance and counseling at St. George’s University along with the plans and issues associated with launching an applied master’s program in psychology there.

Keywords: Grenada, counseling, psychology, professional training

Relatively little has been published about professional counseling and psychology in the Caribbean, let alone Grenada. Grenada is a Caribbean nation located at the southern end of the Windward Islands in the West Indies. It has a population of 109,000, including Black, European, Arawak/Carib Amerindian, and mixed ethnicities, and is predominantly Roman Catholic and Protestant (“Grenada,” 2013; Steele, 2003). Discovered by Christopher Columbus, settled by the French, and colonized by Great Britain, Grenada has seen its share of political and economic turmoil since gaining full independence in 1974. Shortly after a Marxist military coup in 1983, the United States and six other Caribbean countries invaded Grenada in Operation Urgent Fury, capturing the coup’s leaders and their Cuban advisors (Seaga, 2009). Today, Grenada is an English-speaking parliamentary democracy belonging to the British Commonwealth and to the Caribbean Community (CARICOM) and Organization of Eastern Caribbean States (Steele, 2003). Like other Caribbean countries, a large number of Grenadians have emigrated to countries with healthier economies and better job prospects, especially after the widespread severe damage caused by Hurricane Ivan in 2004 (Steele, 2003). The unemployment rate hovers around 25% (“Grenada,” 2013), and expatriate Grenadians remit substantial assets to support family members who remain on the island (“Grenada,” 2013; Steele, 2003). Although burdened by foreign debt, Grenada has relatively stable service (e.g., tourism; 81.9% of GDP), manufacturing (e.g., textiles; 12.6% of GDP), and agriculture (e.g., fruits and vegetables; 5.4% of GDP) sectors (“Grenada,” 2013). Grenada’s GDP is $1.47 billion, which places it 198 worldwide; its GDP per capita is $14,100, with a world rank of 92 (nearby Barbados GDP = $7.09 billion and GDP per capita = $25,500; neighboring Trinidad and Tobago GDP = $27.12 billion and GDP per capita = $20,400) (“Grenada,” 2013).

As a developing country, Grenada faces many challenges that affect individuals, families, communities, and the nation as a whole. For example, at the macrolevel there are structural inequalities due to disparities in education and income, whereas at the microlevel substance misuse and interpersonal violence are disproportionately high (Grenadian Psychological Association, 2012). Compounding matters is the scarcity of mental health professionals. In 1999, the Organization of Eastern Caribbean States documented a need for learning support systems in Grenada’s secondary schools (Organization of Eastern Caribbean States Education Reform Unit, 1999). According to officials at the Ministry of Education, as early as 1990 Grenadian schoolteachers had their workloads reduced in order for them to provide school counseling. In 2002, Grenada’s Ministry of Education developed a Strategic Plan for Educational Enhancement and Development, and created guidance and counseling assistants for local school districts.

Such efforts notwithstanding, there remained a need for formally trained guidance counselors in Grenada’s school system. From 2008 through 2010, the Grenadian Ministry of Education was awarded a grant from the World Bank to fund a pilot program at St. George’s University to train guidance counselors. Guidance counselors represent a significant component of the educational leadership team within primary
through secondary education systems of British Commonwealth nations (Miller, 1999). The purpose of the pilot program was to train a select group of schoolteachers to take on the much-needed work of guidance counselors in Grenada’s primary and secondary schools. The standards for training these guidance counselors emerged from a synthesis of the American School Counselor Association’s (ASCA) National Model (American School Counselor Association, 2012) and the Council for Accreditation of Counseling and Related Educational Programs’ (CACREP) national counselor preparation standards (Council for Accreditation of Counseling and Related Educational Programs, 2009). The standards acknowledge the importance of a common core of knowledge and abilities along with specific didactic and practical training related to professional guidance and counseling.

A group of 20 Grenadian schoolteachers was selected by the Ministry of Education and given paid administrative leave to participate in the pilot program for training as guidance counselors. These schoolteachers had already obtained an Associate Diploma in Education or its equivalent. The cohort of selected schoolteachers consisted of 15 women and five men from the seven districts that comprise Grenada: Carriacou and Petite Martinique, St. Andrew, St. David, St. George, St. John, St. Mark, and St. Patrick. The objectives of the pilot program were to provide schoolteachers with a broad background in applied psychology and specific expertise in guidance and counseling. The pilot program was structured as a Bachelor of Education in Guidance and Counseling (GUCO) degree. Although the program was mounted at very short notice, every effort was made to mobilize available human and material resources to achieve programmatic goals and outcomes within seven semesters (including two summer sessions) spread over two calendar years.

The structure of the pilot GUCO B.Ed. involved a minimum of 60 credit hours, with courses drawn from the existing curriculum in psychology, sociology, professional education, and general education. To supplement the existing curriculum, 14 new guidance and counseling courses were developed to complete the GUCO degree requirements, including Introduction to Guidance and Counseling, Psychology of Adjustment, Vocational Adjustment and Development, Theories of Counseling, Information Collection Techniques in Counseling, Measurement and Evaluation in Counseling, Psychological Testing in Counseling, Group Dynamics and Counseling, Family and Marital Counseling, Behavior Modification, Issues and Trends in Counseling in the Caribbean, Organization and Administration of Guidance Services, Guidance and Counseling Practicum I, and Guidance and Counseling Practicum II.

Though nonscientific, there is empirical evidence that points to the effectiveness of the GUCO curriculum in producing competent and ethical guidance counselors. Of the graduating class of 20, 10 had attained a cumulative GPA of 4.0, 1 had a GPA of 3.0, and the others earned GPAs between 3.5 and 3.8; 17 of 20 had made the Dean’s List and all passed the final program examination. In addition, graduates demonstrated competence in terms of the following core learning outcomes: professional identity and ethics, social and cultural diversity, human growth and development, career development, helping relationships, group work, assessment, research and program evaluation, and supervised practice. Furthermore, the GUCO pilot program was deemed such a success by Grenada’s Ministry of Education that it added the position of school counselor to that of counseling assistant and guidance officer in Grenada’s schools.

Given the success of the GUCO B.Ed., the current agenda is to develop the already piloted undergraduate curriculum into a master’s degree program in applied psychology to be offered by the School of Arts and Sciences at St. George’s University. The purpose of this master’s program is to prepare applied psychologists to serve Grenada and neighboring Caribbean countries more broadly than just in the schools.

The future applied master’s program would serve to strengthen individual and community resources in localities and settings in which professional psychology is relatively new or markedly underdeveloped. More specifically, the future master’s program would prepare science-informed general practitioners with competencies in several disciplinary fields in order to promote sustainable human development across a broad spectrum of work settings (e.g., business and industry, healthcare agencies and hospitals, and primary and secondary schools) in Grenada, other Caribbean nations, and possibly the expatriate Grenadian community in the United States. Further justification for a Grenadian master’s program in applied psychology rests on the likelihood of it being less costly than comparable training abroad; like other governments, Grenada may offer financial aid to Grenadians to complete their professional training on the island in exchange for a commitment to work in country upon graduation. Given powerful stakeholders, including the Ministry of Education, St. George’s University, and Grenadian faculty and psychologists who would staff courses, the applied master’s program will surely be informed by salient cultural and national issues.

In considering the purpose and goals of the applied master’s program, two challenges immediately come to mind:

1. the challenge of providing opportunities to acquire the breadth and depth of knowledge and skills needed to work effectively with diverse populations in diverse settings, and
2. the challenge of balancing traditional professional training with indigenous perspectives and methods that are contextually appropriate and locally welcomed.

At present, the master’s program in applied psychology has been conceived as requiring 51 credit hours, including 15 didactic courses, a field-based practicum, and a capstone experience, all of which would require two calendar years to complete. Instructors will be drawn from faculty in the School of Arts and Sciences at St. George’s University as well as members in good standing in the Grenadian Psychological Association, whose current membership includes 27 Fellows, Members, Students, and Affiliates (by comparison the Barbados Association of Psychologists has 16 members in...
various categories of membership whereas the Trinidad and Tobago Association of Psychologists has 160 members in various categories). The Grenadian Psychological Association (2011) defines a psychologist as having at a minimum a master’s degree in psychology from an accredited institution (as do the Barbados Association of Psychologists and Trinidad and Tobago Association of Psychologists). The profession of psychology is not legally regulated in Grenada, unlike elsewhere in the Caribbean (e.g., Barbados, and Trinidad and Tobago). Given current personnel and material resources, it is estimated that the program should be able to accommodate between six and eight students per cohort, who will be admitted for the fall term of each year. It is expected that courses will be offered at least once every two years, and scheduled as much as possible to meet the needs of students who are employed and/or have family obligations. This would mean that courses are likely to be offered not only during the day, but also in the evening and on weekends, as well as online at some point in the future.

The Board of Graduate Studies at St. George’s University has been briefed about the proposed master’s program in applied psychology and has given approval of the program in principle. Consequently, ad hoc advisory committees in the School of Arts and Sciences and Grenadian Psychological Association have been constituted, and are collaborating to map out the details of the applied master’s program. A number of issues have been identified that must be carefully examined and ultimately resolved. These issues include the following:

1. Will there be sufficient student interest in Grenada and elsewhere in the Caribbean in a master’s program in applied psychology, and how can such interest be stimulated and maintained?
2. What evidence is there to indicate an unmet need, both now and in the future, for applied psychologists in Grenada and in the Caribbean region generally?
3. Does the applied master’s program, as currently conceived, require too few or too many credit hours for completion (e.g., other master’s programs in the region vary from 35 to 66 credit hours), especially in view of evolving CACREP program-accreditation standards?
4. Are there sufficient training sites and qualified supervisors in Grenada to guarantee a high quality field-based practicum experience?
5. Will the applied master’s program need to be accredited in order for its graduates to be employed in Grenada or in other Caribbean countries?
6. How will the applied master’s program comport with the original vision of guidance and counseling championed by Grenada’s Ministry of Education, and will it receive government support?

A more specific, though major concern is the potential redundancy of a Grenadian master’s program in applied psychology with professional training programs that have been established in other Caribbean nations. An applied master’s program at St. George’s University will have to distinguish itself from regional degree programs with which it will inevitably compete. These include master’s degree programs at the University of Puerto Rico (http://www.upr.edu/?type=page&id=ofrecimientos_academicos_materias&ancla=ofrecimientos_academicos_materias&tipo=items&ancla=page1), University of the Virgin Islands (http://www.uvi.edu/sites/uvi/Pages/Education-Graduate_Academics.aspx?), and University of the West Indies (http://www.cavehill.uwi.edu/programmes/postgrad.asp; http://www.mona.uwi.edu/programmes/postgrad.php). One approach to resolving this dilemma would be to design a curriculum that balances traditional and tested coursework with indigenous perspectives and methods such that graduates are prepared to deliver contextually appropriate services that are both welcomed and effective in Grenada and elsewhere in the Caribbean. Such coursework would be reserved mainly for the second year of the applied master’s program. It would build upon the existing GUCO course, Issues and Trends in Counseling in the Caribbean, by offering a distinctive in-depth focus on such topics as the psychology of Caribbean culture and identity, as well as more specialized coursework that emphasizes Caribbean perspectives on contemporary social concerns, such as gender roles and relations, alcohol and drug misuse, and interpersonal violence and delinquency.

The master’s degree program in applied psychology is a work in progress. Many tasks and issues must be addressed, including emergent factors that will impact for better or worse the strategic plan to transform the school-focused pilot bachelor’s program in guidance and counseling into a broad, culturally and nationally relevant master’s program in applied psychology. Nevertheless, it is hoped that with an applied master’s program in place, there will be opportunities to formally evaluate how effectively and efficiently it meets its training goals and learning outcomes. Such a program would serve as a model for other small nations in the majority world that are contemplating professional training programs of their own, ones that integrate mainstream and local traditions in the preparation of applied practitioners.

References
Authors’ Note

Parts of this report were presented at the International Congress of Psychology in Cape Town, South Africa, July 2012.

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Semester at Sea: 50 Years of Global Education

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In 2013, the Semester at Sea (SAS) Program is celebrating its 50th year as a global educational program that has touched the lives of more than 55,000 college students (www.semesteratsea.org). Administered by the nonprofit Institute for Shipboard Education, with the University of Virginia as its academic sponsor, SAS offers a fall and spring semester-long program along with a two-month summer semester. Unlike study abroad programs with a focus on immersion within a specific country, the SAS experience has a comparative global emphasis which introduces students to issues, challenges, and problems that cut across many countries and cultures. We think of it as global immersion rather than a focus on one particular country and culture.

Our current voyage embarked from San Diego in early January, stopped briefly in Ensenada, Mexico, and then set sail for Hawaii, Japan, China, Vietnam, Singapore, Myanmar (Burma), Mauritius, South Africa, Ghana, Morocco, finally ending in late April in Barcelona, Spain. A total of 627 students representing 65 academic majors from 273 colleges and universities are on board, along with 43 faculty, 25 student life staff, 42 lifelong learners who seek an educational experience on a trip around the world, plus a number of spouses/partners and their children. About 100 courses are offered each semester. Our students are predominantly American but SAS has attracted more and more international students with each passing year. Thirty-two countries are represented on our current voyage, the highest in the program’s history. We also hear from various interport lecturers along the way. We have been especially privileged on this voyage to have Archbishop Desmond Tutu with us until we reach Cape Town, South Africa. He has been a joy to know and has added enormously to the quality of our SAS experience. Other dignitaries in the past have included Anwar Sadat, Indira Gandhi, Mikhail Gorbachev, Mother Theresa, and Fidel Castro.

Our ship (pictured below), built in 2002, is 590 feet long, has 418 cabins and a crew of about 200. It has been described as the fastest (up to about 30 knots) and safest passenger ship of its kind in the world.

Our voyage will last 109 days, about half of which will be at sea (when we teach) and half in the various countries we visit. Our stay in a given country ranges from a few days to about a week. While in port, our students (as well as faculty and others) experience that country in multiple ways, including service projects, field labs that are part of every course, cross-cultural experiences, SAS-sponsored excursions, and independent travel.

Students typically take four courses and earn 12 credit hours during the regular semesters and three courses for nine credits in the summer term. Twenty percent of the grade in each course is based upon a field project designed by the instructor and conducted in port.

We are the two academic psychologists on the Spring 2013 voyage. One of us has taught previously in the SAS program on two separate occasions and the other has taught on one earlier voyage as well as having sailed as a student in the 1980s. Our courses include Social Psychology, Cognition, Complex Problems, and Human Nature: Evolutionary, Psychological, and Cultural Perspectives. This latter course is one of eight so-called LENS courses, which have an explicit cross-cultural component. The course focuses on both our common humanity and cultural influences. Each student is required to take one of the LENS classes that are offered and has a choice among courses in the sciences, social sciences, and humanities. Psychology courses on recent voyages have
My Semesters at Sea

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There is a novel approach to studying abroad of which many people are unaware, and which to some who have only heard of it may evoke some confusion or even skepticism because it is so different from a brick-and-mortar campus. The mechanics involve bringing together undergraduate students and faculty, and sailing them around the world on a modified cruise ship for a semester. Apparently, this floating university form of education was first successful in 1926, nearly a hundred years ago, when Professor James Edwin Lough, a psychologist from New York University, sailed on the SS Ryndam, with 504 students from 143 colleges, and 63 faculty. That voyage took more than seven months, and visited 90 cities in 35 countries. One of Lough’s backers subsequently created “International University Cruise,” and a competitor also created “University Travel Association,” in 1928, establishing a niche for shipboard education.

Fifty Years of Semester at Sea

This notion of shipboard education received new interest in the 1960s when a California businessman named Bill Hughes set up the “University of the Seven Seas” in 1963. Problems with accreditation and transfer of credit led Hughes to affiliate with Chapman College in 1965, and with these credentials the operation emerged as “World Campus Afloat.” In 1970, Chapman College affiliated with C. Y. Tung, a Chinese shipping magnate, who purchased and renovated the Queen Elizabeth. Unfortunately the QE was destroyed in a fire in Hong Kong harbor just before the first voyage of what was to be “Seawise University.” Tung quickly bought another ship, refurbished it, and the SS Universe first sailed in the fall of 1971, with about 525 students. In 1976, Chapman College had to abandon the program, at which point Tung and colleagues formed the “Institute of Shipboard Education” (ISE), and found a sponsor in the University of Colorado. At this point, the educational component was renamed “Semester at Sea” (SAS). More information on these early days can be found at (http://www.semesteratsea.org/discover-sas/our-organization/our-history/).

Semester at Sea Today

This enterprise has now been in operation for 50 years, has enrolled more than 55,000 students, and I have had the pleasure of teaching on one of these voyages. The more visi-
ble part of the operation is still known as “Semester at Sea” (SAS) ([www.semesteratsea.org](http://www.semesteratsea.org)). However, SAS as the educational component is still administered by a private, non-profit educational corporation with about 40 employees, known as the “Institute for Shipboard Education” (ISE). These are today affiliated in a partnership with the University of Virginia, Charlottesville. They do not receive any funding from the university or state, nor is there a major donor or endowment, expenses are funded almost entirely by tuition.

The primary activities are a Spring semester voyage, January to May, and a Fall semester voyage, August to December. These were historically intended to be “around the world,” though that may not be literally true in some semesters. A given semester voyage would involve on the order of 15 ports in about as many countries, covering 100-110 days. In addition, there are shorter thematic voyages during the summer months, 65-70 days, and these are more focused in their geography.

The University of Virginia appoints a different Academic Dean for each voyage. The Dean selects about 35 faculty from an applicant pool. The faculty then develop/create about 75-80 courses designed to fit the semester format. These courses are approved by the University of Virginia, which thus allows course credit to be transferred to the students’ home institutions. Students typically take three regular courses, which have enrollment caps of about 35 or less. In addition, all students take a larger course that focuses on global and cross-cultural issues. Classes are taught only on days at sea, not when in ports, and the itinerary is arranged to provide a number of hours of classroom contact comparable to the typical university semester.

Each course is required to have a field component that involves integrating something in the course with some facility in a port. This may involve a day tour of a hospital, school, factory, museum, or laboratory, for example, and these can require some ingenuity to develop. This Field Lab amounts to 20% of the course credit. Further, international experiences and perspectives are also integrated into the regular classroom activities where possible. Before each port there are en masse community meetings to give an overview of the port, and de-briefing meetings after the port to share experiences on shore.

For many years leased ships were used, but recently ISE was able to purchase the present vessel, the MV Explorer, on terms that are better than leasing. The MV Explorer is a modified cruise ship, without the casino (that’s the assembly union hall), without the 24/7 bar, but with homework and exams. More information on the floating campus can be found on the SAS web pages, and here ([http://www.shipspotting.com/gallery/photo.php?lid=1501367](http://www.shipspotting.com/gallery/photo.php?lid=1501367)).

**One Semester**

While more about the organization can be found on the SAS website, I can briefly describe some highlights from one voyage during these 50 years to reinforce the experience of shipboard education. Like many people, I first learned of SAS from a colleague who had gone on a voyage, that is, by word of mouth. As I was approaching retirement in 2007, I chanced upon a local luncheon workshop presentation by a young colleague in the Management faculty. Normally these were focused on new technology in the classroom, but he instead described a strange experience, a semester off campus, teaching on a cruise ship. The more I learned, the more it seemed like a great tonic for retirement.

After working my way through the application process, I then proceeded to forget about such a fantasy, and tried to find something “realistic” to fill my first days of retirement. After some months, one morning as I was aggressively purging through my e-mail, I noticed “Semester at Sea.”

Staying the delete key, I began reading: “Was I interested in joining an around the world voyage for the next four months?” Santa had come early!

Thus began the adventure in mid-2008, followed by six months of preparing for the four-month voyage starting in January of 2009. It was a semester that was truly a working vacation, full of new challenges and rewards. It started with a rendezvous in Miami, with about three dozen colleagues and family from many institutions and disciplines. There are no departments or department heads, nor typically anyone else in your discipline, therefore, not only is a voyage an international experience, it is interdisciplinary. When you are the only person in your discipline, talking shop does not dominate conversations, so we talk ship instead! We settled in for a few days of faculty development, all about teaching among the waves. Then the voyage started for real, as we docked in the Bahamas to pick up our students, and promptly set off to Spain for our first port in Cadiz. This was followed by 17 ports in 13 countries, around the world in about 105 days, ending back in Fort Lauderdale.

Classes were indeed taught only on days at sea, not when in ports, without the structure of a Monday-Wednesday-Friday routine, and without weekends. These are all undergraduate courses, and instructors typically have three courses. I taught Introductory, Cognitive, and Stress, using conventional textbooks. In passing, none of the textbooks I considered seemed to fit very well in an international context such as SAS. All course outlines are vetted at the appropriate department at the University of Virginia. Students took three classes, plus the interdisciplinary.
Global Studies course. Some students get credit at their home institution for both the grade on the ship and the credit hours, while other home institutions give the hour credit toward graduation but do not count the ship grade in GPA, and a few Scrooge schools do not recognize this experience at all. It seems that “study abroad” programs are typically conceived as “one year, one place, one topic,” and therefore “around the world” sadly does not always fit that traditional definition, which seems an unfortunate disconnect.

Each course must include 20% of the course credit for some course-related activity in port. Typically this would be a structured activity in one port, but there also are any number of additional incidental experiences in classes that incorporate the international and cross-cultural perspectives. And there were other in-port activities, some sponsored by SAS, some personally developed tourism, and even service trips to orphanages and such. As the voyage unfolds, the logistical demands of the entire operation are impressive to behold, especially considering that the itinerary is subject to change. For example, in our case we originally intended to visit Italy, Turkey, Egypt, and then go through the Suez Canal to India. However, the Somali pirates made it advisable to reroute, so we went instead down to Morocco, Namibia, Cape Town, and around to India. “Be flexible” is one of the ship mantras; your course outline cannot be carved in stone.

Class attendance was mandatory, but these were bright and industrious students. They were already screened for admission to good schools, and then there is a further subtle self-selection process that involves being willing to try something different. We had about the maximum of 725 students (194 males), from all over the USA, 19-21 years old. We were 33 faculty (21 males, 30 from the USA), plus spouses, and children in some cases. Each voyage also includes a contingent of seniors, called Lifelong Learners, who are not faculty. They sit in on classes, as space allows. We also had about three dozen staffers from SAS/ISE who handled administrative matters. Finally, there was a contingent of more than 200 crew members who make the ship work, most of whom seemed very happy to be working with students.

There is a selection bias of sorts among the faculty, in that most of us were recently retired or about to retire. The reason for this is probably the ritual of the Annual Report. If you are a young or mid-career academic, a voyage is perhaps not the type of thing your head or Dean will consider favorably in terms of promotion. As a SAS voyager your classes at home must be covered by someone else, you aren’t bringing in grants, and so forth. It seems curious that one must retire to do something interesting, but I will not belabor that further.

The passengers range from infants to retirees, so the atmosphere is very different from a brick-and-mortar campus. The experience is novel in that one is living elbow-to-elbow with the students, in the cafeteria, exercise room, and elsewhere on board, and on some trips off ship, not just in classes. You may even become a parent surrogate, in that the students can be assigned into “families” of four or five, linked to a faculty member (and spouse) or to a lifelong learner. A family group meets a few times a month for a special meal to celebrate birthdays, or the day’s sightings of whales, flying fish, or booby birds.

Between ports there are often inter-port visitors (e.g., Desmond Tutu), typically connected to an upcoming port. These guest speakers offer talks at night, speak in class if desired, and generally mingle around ship. The closed-circuit television in the cabins has a channel for the daily schedule, a news channel, and some channels are used to broadcast movies of interest to upcoming ports -- one can learn to like Bollywood over the several days between Cape Town and Chennai! The large assembly hall is busy most nights with contests and demonstrations of various things coming up. Specifically, the night before a port arrival would feature a logistical pre-port session for all passengers, including among others someone from the USA embassy in that country to explain safety, currency, water and food, customs clearance, taxis, etc. The days occasionally seem like summer camp, with something scheduled basically throughout the day!

The nine classrooms are small, capacity of 35 or less, but with the standard computer setup and projector. It can be hard to work or teach or listen with the ocean view and sounds, to say nothing of the rolling deck. The ship has a library of about 9,000 volumes and videos, and access to all digital resources in the main library in Charlottesville. There is internet on board (free for faculty, limited for students); it is slow and erratic from a satellite. There is a computer lab, and a local wireless network that covers most of the ship. However, when the ship gets to a port, dozens of students (and, yes, faculty) quickly seek a nearby hotel lobby or a local coffee shop for Wi-Fi! You have a phone in your cabin, very expensive, and your cellphone can work, also very expensive.

There are challenges. You have no office, no secretary, no teaching assistants, no graduate students, no weekends off, and so forth, but neither does anyone else. One finds workarounds. The librarian was very helpful, likewise the IT people, and the office staff. Student life has been chronicled in terms various videos, such as a day in the life of a SAS student (http://www.semesteratsea.org/2013/01/30/student-story-a-day-in-the-life/), and life at sea (http://www.semesteratsea.org/2013/03/01/what-is-life-at-sea/).

One’s cabin is basically a motel room; most have at least
a small exterior balcony (alas, not ours). There are two dining areas, and the food is good and ample. They make special dishes appropriate to the upcoming port, with lots of fish and fruit and vegetables, etc. It is unavoidable that eating in the same place for four months does become tedious, but it’s never long to the next port and a meal off ship. At least once in the voyage faculty have a dinner at the Captain’s Table, there is a special dining area that one can reserve for special occasions (e.g., anniversaries), and a couple of times during the voyage there will be an outdoor star-gazing barbeque. On the appropriate day of crossing the equator, there will be the King Neptune ceremony and party. There is a pool deck, the pool is small, but the hamburgers are excellent and the sunsets are often spectacular.

Is it Over?

At the end of the voyage, one’s feelings are very mixed: tired, happy to be going home, regret that it has ended, separation anxiety, and more. Over the next weeks, an expression used by Boring (1950) in his history book kept coming to mind: “a period of slightly stunned assimilation ensued” (p. 14). I had new perspectives on “international” education, and many other aspects of education and psychology. I was happy it had happened, but reluctantly I started to reset to my original expectations. It was over, a once in a lifetime experience.

However, another surprising development occurred in late January (2013). There was another of those cryptic e-mails, “Would I be interested in the Fall 2013 voyage, starting in August” (http://www.semesteratsea.org/voyages/fall-2013). This voyage will celebrate the 50 years of SAS, and I look forward to being part of it. As is the case with many voyagers, my wife will again try to run a blog (http://muellersatsea.blogspot.ca). We owe it all to the inspiration of Professor Lough, and the persistence of many people over the past 50 years.

References


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2014 APA International Humanitarian Award Call for Nominations

The APA International Humanitarian Award recognizes humanitarian service by a psychologist or a team of psychologists, including professional and/or volunteer work conducted primarily in the field with underserved populations.

Humanitarian services are defined as professional activities initiated by psychologists, working alone or in association with others, to help alleviate severe stress and restore psychological well-being to a group of people in a variety of difficult circumstances, including but not limited to:

- Survivors of a natural disaster or person-induced crisis, such as a civil war or a forced migration;
- A community of any size in which long-term political, economic, social, and other circumstances have caused severe stress and psychological problems for a substantial portion of that community.

Eligibility

Candidates may be nominated by APA members, affiliates, and constituent groups (e.g., APA boards, committees, divisions, and state/provincial psychology associations). The deadline for the award nomination is June 1, 2013. Nominees need not be Members or affiliate members of the Association. Recipients are psychologists or teams that include a psychologist working under the aegis of local, national, and international organizations that provide psychosocial and humanitarian services.

Nominations should provide ample and clear documentation to substantiate humanitarian services that have improved the lives and contributed to the well-being of people in either large or small geographic areas anywhere in the world. Documentation should include, but is not limited to descriptions of the following:

- Demonstrated skills, knowledge, dedication, and persistence brought to bear on work within specific communities;
- Specific actions taken to improve conditions;
- Actions taken in ways that facilitate the transition from humanitarian relief to recovery and are supportive of long-term development;
- Actions taken to prevent and strengthen preparedness for the occurrence of future crises;
- Any difficult conditions constituting threats to the security, stability, welfare, or development of communities, including, if applicable, personal risk to the nominee.

Applications will be screened by the APA Committee on International Relations in Psychology, which will make recommendations to the APA Board of Directors for their desig-
nation of the awardee. Applications must include: (1) a letter of application; (2) a 500-word narrative description of humanitarian services within specified time frames; (3) a curriculum vitae; (4) three letters of recommendation; and other supporting documents deemed essential to a full presentation of the applicant’s work.

The award recipient will receive an honorarium of $1,000; a waiver of 2014 convention registration fees; and reimbursement of up to $1,500 in expenses related to attendance at the 2014 convention in Washington, DC. The award recipient is invited to present an addresses at convention and to submit an article based on their address for publication in the annual awards issue of the American Psychologist.

Nominations and supporting materials may be sent to the Office of International Affairs at the APA address or electronically to international@apa.org with INTERNATIONAL HUMANITARIAN AWARD NOMINATION in the subject line. Questions about the award should be directed to Sally Leverty at (202) 336-6025 or sleverty@apa.org.

Past Recipients:
1998/99   Nila Kapor-Stanulovic
2000    No award was given
2001   Karen L. Hansom
2002  Elizabeth Lira
2003   No award was given
2004   Chris E. Stout
2005  Eduardo Almeida Acosta
2006 Center for Victims of Torture (CVT) Guinea 2004-05 International Mental Health Team
2008 Joseph Prewitt Diaz
        Gundelina Almairo Velazco
2009  Michael Wessells
2010   No award was given
2011 No award was given
2012  John W. Thoburn
2013 M. Brinton Lykes

2014 APA Award for Distinguished Contributions to the International Advancement of Psychology

The Committee for International Relations in Psychology (CIRP) invites nominations for the 2014 APA Award for Distinguished Contributions to the International Advancement of Psychology. This award recognizes distinguished and enduring lifetime contributions to international cooperation and the advancement of knowledge of psychology. Candidates may be from any country. Nominations should include a type-written statement of up to 500 words that traces the nominee’s cumulative record of enduring contributions to the international advancement of psychology; a current vitae; a list of relevant publications; and letters of support from three to five people familiar with the nominee’s work.

Candidates may be nominated by APA members, affiliates, and constituent groups (e.g., APA boards, committees, divisions, and state/provincial psychology associations). The deadline for the award nomination is June 1, 2013.

The award recipient will receive an honorarium of $1,000; a waiver of 2014 convention registration fees; and reimbursement of up to $1,500 in expenses related to attendance at the 2014 convention in Washington, DC. The award recipient is invited to present an address at convention and to submit an article based on their address for publication in the annual awards issue of the American Psychologist.

Nominations and supporting materials may be sent to the Office of International Affairs at the APA address or electronically to international@apa.org with INTERNATIONAL AWARD NOMINATION in the subject line. Questions about the award should be directed to Sally Leverty at (202) 336-6025 or sleverty@apa.org.

Past Recipients:
1991    Otto Klineberg
1992   Henry David
1993  Çigdem Kagitçibasi
1994 Frances M. Cullerton
        Harry C. Triandis
1995   Paul B. Baltes
        Wayne H. Holtzman
1996  Florence L. Denmark
        Anthony J. Marsella
1997    Mark R. Rosenzweig
1998/99 Edwin A. Fleishman
2000  Florence W. Kaslow
2001     Juris G. Dragns
2002  Stanley Krippner
2003 Thomas Oakland
2004 Ronald P. Rohner
2005  Gary B. Melton
        Charles D. Spielberger
2006  Michael Cole
2007 Rubén Ardila
        Frederick T. L. Leong
2008 Puncky Paul Heppner
2009 Judith Torney-Purta
2010   Paul B. Pedersen
2011  Dan Olweus
2012  Fanny M. Cheung
        Dan Landis
2013 Cristina Richaud
        Fons van de Vijver
Understanding the Origins of Mass Violence, Prevention, and Reconciliation: Workshops/Trainings and Educational Radio Programs Promoting Healing and Reconciliation in Rwanda (and Burundi and the Congo)

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In this article I will describe work in Rwanda on promoting healing and reconciliation, and briefly note the extensions of this work to Burundi and the Congo. My associates and I have been engaged in this work in the hope of helping to prevent new violence, as well as improving life in Rwanda after the genocide of 1994 (des Forges, 1999; Mamdani, 2001) in which probably about 700 hundred thousand people were killed, predominantly members of the minority group, Tutsi, in about 100 days. But everybody in the society was greatly impacted (Staub, 2011).

The projects I describe are the outgrowth of my work starting in the late 1970s on understanding the roots of genocide and other mass violence (Staub, 1989, 2003), which naturally led to research and theory on the prevention of violence between groups and reconciliation as a way of preventing violence (e.g., Staub, 1998, 1999, 2006, 2011). These projects are described in detail in Overcoming evil: Genocide, violent conflict and terrorism (Staub, 2011). Aspects of the projects, on the traumatic impact of violence and on healing, were primarily guided by the work of Laurie Pearlman (Pearlman, 1998, 2001; Saakvitne, Pearlman, et al., 1996; Staub, 1998). She and I have together initiated and collaborated on these projects. Overcoming evil also describes influences leading to different kinds of intense group violence, and principles and practices of early prevention and reconciliation, all relevant to the projects described in this article.

The Aim of the Projects

Starting in 1999, we conducted seminars/workshops in Rwanda, and then continued with educational radio programs, first in Rwanda, and then also in its two neighbors, Burundi and the Congo (DRC). In Burundi the two major ethnic groups are the same as in Rwanda, Hutu and Tutsi. But in Burundi the violence was more mutual. In the Eastern Congo, with Hutus and Tutsis and many other ethnic groups, the extensive and still ongoing violence was a result of the genocide in Rwanda. After their defeat by a primarily Tutsi rebel group, many of the perpetrators or genocidaire escaped to the Congo. From there they continued attacks on Rwanda. The invasion into the Congo in response to that by the reconstructed and now Tutsi led Rwandan army was followed by fighting in the Congo among newly arising militias and armies of neighboring countries. Today militias still operate in this country that has an ineffective and violent military (Pruinier, 2009).

The approach we have developed lends itself not only to preventing new violence, but also to reducing hostility between groups before intense violence. In this overview I will focus on a central element that has been part of both components of the project: Information about the influences that lead to mass violence—genocide or mass killing, about avenues to prevention (partly indicated by the influences that lead to violence), and about healing and reconciliation. All these are important in the prevention of violence.

We have used this approach both in settings where there was recent violence, Rwanda, and still ongoing violence, the Congo. In the workshops/seminars we guided the recipients to apply information we provided to their own situation. Our assessments indicated that listeners to the radio program did this on their own. Early evaluation of both workshops and educational radio dramas in Rwanda has indicated that the information led to changes in attitudes, feelings, and actions. The changes have presumably deepened in the course of the seven years of broadcasting of these extremely popular educational radio dramas.

The Components of the Project

Between 1999 and 2006 with the help of U.S. and local associates we conducted trainings—workshops/seminars—with varied groups in Rwanda. They included the staff of local NGOs working in the community, journalists, national leaders, and others. A central element of these trainings was promoting understanding of the origins of violence between groups, the impact of violence on people, and avenues to prevention and reconciliation. The goal was to create resistance to the influences that lead to violence, promote healing and reconciliation, and foster active bystandership in the population (a bottom-up approach) and among leaders (a top-down approach) to prevent violence and promote reconciliation and peace building.

In the second part of the project, beginning in 2003 and still continuing, the same conceptual approach was used to develop educational radio programs, both educational radio dramas and informational programs, for the same ends—healing, reconciliation, and the prevention of new violence. These were developed in collaboration with and produced by a Dutch NGO that its Director, George Weiss, created to produce these programs, Radio LaBenevolencia Humanitarian Tools Foundation. The radio drama in Rwanda was a story of two villages in conflict, with attacks, bad leaders and followers, positive active bystanders, and many other elements. The use of radio for positive ends is in stark contrast to the activities of the infamous Radio Mille Collines in Rwanda which promoted hate against Tutsis before the genocide and even...
guided killers to particular locations during the genocide.

**Trainings—Workshops/Seminars in Rwanda**

In the workshops/seminars/trainings we gave lectures of 30 to 45 minutes duration about the origins of violence, the impact of violence on people, healing, prevention, and reconciliation. After each presentation the group engaged in extensive discussion. In the course of this discussion members of the group applied the concepts/materials in the lectures to their own experience in Rwanda. In the lecture about the origins of genocide/mass violence we described difficult societal conditions (economic, political, great social changes), conflict between groups, and the harmful psychological and social effects they can lead to such as scapegoating another group and creating destructive ideologies (visions of a better life for the group such as nationalism or ethnic purity, that identify enemies, other groups that stand in the way), or leaders instigating hostility and violence. We also described the characteristics of cultures and societies that contribute to violence, such as a history of devaluation of some groups in a society, very strong respect for authority which leads both to obedience to destructive leaders and the passivity of bystanders, past victimization of the group and the resulting psychological wounds that make members of the group feel vulnerable and see the world as dangerous, and others. We discussed learning by doing and the evolution of violence, and stressed how passive bystanders encourage perpetrators (Staub, 1998, 2011). We also discussed the impact of great violence, the trauma and psychological wounds that result, not only in survivors, but also in passive bystanders and perpetrators (Pearlman, 1998, 2001; Saakvitne, Pearlman, et al., 1996; Staub, 1998, 2011).

We gave examples of the influences leading to extreme violence from genocides/mass killings other than Rwanda, such as the Holocaust, Cambodia, and others. The group then discussed the concepts and examples, and how applicable they were to the genocide in Rwanda. This was followed by people in small groups discussing various aspects in greater depth, and then reporting their discussions to the large group, for example, the ways leaders exert negative influence, leading the group toward violence, and what people can do to resist their influence.

In all except our first training, we also discussed principles and practices of prevention and reconciliation. A few elements of these were humanizing a devalued group, developing a critical consciousness so that people can use their own judgment and other aspects of promoting more moderate respect for authority, creating constructive ideologies that join all groups to work for positive ends, and how people might heal (Staub, 2011).

**Evaluation of the Effects of Trainings**

We first conducted a two weeklong training with 35 staff members of local organizations that worked with groups in the community. We did first an informal evaluation of the effect of the training on participants. Both using examples from places other than Rwanda, and having participants apply the information to their own situation seemed important components of the approach. Participants seemed to gain a deep, experiential understanding of the concepts, showing some healing and a more positive sense of self. They said things like: “So this was not God’s punishment ... others have also had such experiences; ... if we understand how such things happen we can also prevent them” (Staub et al., 2005).

We evaluated in more formal research the effects of the training not on the facilitators we trained, but once removed, on members of new community groups we set up which these facilitators led. There were experimental groups, treatment control groups led by facilitators we did not train, and no treatment controls (Staub et al., 2005).

We found significant positive changes in the treatment group both from before to two months after the end of their training, as well as in comparison to changes in the other two groups. (Each condition, treatment, treatment control, and control, included a number of separate groups). The changes included reduction in trauma symptoms, a more positive orientation by Tutsis and Hutus to each other, a more complex understanding of the roots of violence, and “conditional forgiveness,” forgiveness conditional on members of the other group acknowledging what they have done.

**Other Trainings**

Given these positive results, we expanded the project, with seminars and workshops with journalists, community leaders, and high level national leaders [government ministers, heads of national commissions, advisors to the President, and members of parliament] (Staub, 2011; Staub & Pearlman, 2006).

As part of our work with journalists, we had them write news stories informed by the understanding they have gained. They wrote, for example, stories that humanized members of all groups (rather than devalue some group). As part of our work with leaders, we had them examine in groups of three policies they had just introduced or were contemplating, and consider whether in terms of the influences that lead to or prevent group violence that we had discussed, these policies would make violence more likely or contribute to their prevention and peaceful group relations.

**Expansion to Educational Radio**

Our conceptions of origins, traumatic impact, prevention, and reconciliation were transformed into “communication messages,” that expressed the central elements of these conceptions (Staub & Pearlman, 2009; Staub, 2011). In addition, the staff received repeated training on these topics. Together with Rwandan staff we developed a storyline for the radio drama. The Rwandan writers wrote weekly episodes, and using the communication messages and the information and understanding they gained inserted educational material into each episode. Before the episodes were broadcast they were translated from Kinyarwanda, the local language, into English, we provided feedback about the educational content, and the writers made revisions accordingly.

The radio drama in Rwanda, which began to broadcast in...
2004 and is still ongoing, is about conflict between two villages. One village has adequate food because the government at an earlier time gave this village a piece of fertile land between the two villages, while the people in the other village are suffering after a drought. In the drama the conflict leads to attacks and cycles of violence. There is a leader who responding to the scarcity but also driven by personal issues incites people to attack the other village.

The radio drama has examples not only of harmful leadership and followership, but positive bystanders speaking out against the leader, and some people continuing to maintain positive relations across village lines and humanizing members of the other village. There is also a love story between the sister of the leader in the poorer village and a young man from the wealthier village; they are both active, positive bystanders. There is a village “fool” in the poorer village who is also a wise man, telling truth to power. After attacks and counterattacks, justice processes, educational elements about trauma and examples of people helping traumatized individuals by engaging with them and empathically listening to them, the story slowly moves on to reconciliation. Then the two villages join in actions to prevent violence by another group.

**Evaluation of the Effects of the Radio Drama in Rwanda**

Assessments of listening habits showed that the radio drama became extremely popular by the end of the first year of our broadcast, and that popularity continued over the years, with between 84 and 89% of the population listening to it, a large percentage regularly. A complex experimental evaluation study after one year (see Paluck, 2009; Staub & Pearlman, 2009; for an overview see Staub, 2011) found that listening to the radio drama led to many changes in people, in comparison to people in control groups. It both affected the attitudes and actions of listeners and led to extensive discussion of the program in the community, and within families, between parents and children (see also Bilali, Vollhardt, & de Balzac, 2011).

One important change relevant to the prevention of violence was increased belief in expressing one’s opinions. People both said more that they would say what they believed, and were found to do so in behavioral assessments. They also acted more independently of people in authority. They expressed more empathy for varied groups and were more likely to engage in reconciliation activities rather than just advocating for them.

Further evaluations are planned; however, a new experimental evaluation is challenging in Rwanda, since with most of the population listening, there is no appropriate control group.

The educational radio programs were extended in 2006 to Burundi and then to the Congo. While general principles are important, they have to be applied to existing conditions (Staub, 2011), which we attempted to do in developing the radio dramas in these countries. Evaluation studies found positive effects in Burundi, and somewhat complex effects in the Congo, mostly positive but not on all dimensions (Bilali et al., 2011). In the Congo there is ongoing, substantial violence. However, the more complex effects may also have been due to too much conflict between groups within the radio drama, which in the context of ongoing violence generated more complex reactions. The content of the ongoing radio drama in the Congo is now developed with consideration of this possibility.

**Pitfalls, Issues, Materials, and Uses of the Approach**

To work in another culture, and after people have experienced great trauma, requires both sensitivity and humility. It is important to see oneself as a collaborator rather than an expert, as a facilitator of the important goals of prevention and reconciliation. Doing this work requires substantive knowledge (Staub, 1989, 2011), but also knowledge of the history of the society and of the violence between groups. It also requires preparation in attitude. It is both effective education, and essential respect for people’s experience, to have them apply the knowledge they have gained to their own situation, rather than doing this application for them. This conceptual and practical approach needs to be applied to the specifics of each situation, but with that proviso, this “understanding” and public education approach can be applied to many settings where there is conflict, hostility, or danger of violence between groups, or where violence is taking place or has taken place.

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human needs.)


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**Ongoing Violence in the Democratic Republic of the Congo: Efforts of Congolese to Seek Help and Human Rights at the United Nations**

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Violence is continually plaguing the African continent in the Democratic Republic of the Congo (DRC). The DRC is a large country in the heart of Africa, the size of Europe, with 72 million people, and sharing borders with nine countries, including Rwanda. Congolese factions have accused their neighboring country of Rwanda of many abuses, but the latter has persistently refuted any charges.

In a recent tragic event, on October 25, 2012, an attempt was made on the life of a Congolese gynecologist, Dr. Denis Mukwege, known for his dedication to help women who are survivors of domestic violence and rape. Five armed men forced their way into his house, where his two daughters and a friend were at home. When he returned, they opened fire at him, which he evaded by throwing himself on the ground. The men drove away in his car. The reason for the attack has been variably suggested as an assassination or intimidation attempt, given the doctor’s outspoken criticism of those in power, and of the rebel armed forces. After the attack, he was reported to have responded to fears expressed by the hospital staff by saying that they should continue to do what they do “in love,” and that a world where we care for each other is possible, and that together we can conquer the hatred.

On September 25th, Dr. Mukwege participated on a panel side event to the 67th session of the United Nations General Assembly in New York City, urging member states to condemn rebel groups and their backers responsible for violence, looting, rape, and murder in the region, ongoing since the Rwandan genocide in 1994. The doctor’s Panzi hospital is located in the capital of the Congo’s embattled South Kivu province.

Dr. Mukwege pointed out that women are forced to be sexual slaves, destroying their personal lives and the fabric of society. “My heart is very heavy,” he said, affirming that he is honored to assist the women in their resistance to sexual violence. “We need urgent action to stop these crimes against humanity… and using rape as a weapon of war… We need to protect women…” The international community must be courageous and not silent, he said.

Other participants on the panel included three female Nobel Peace Laureates, Leymah Gbowee, Jody Williams, and Shirin Ebadi; Executive Director of UN Women Michelle Bachelet appealing for an increased role of women in peace and security; the new representative to the UN Secretary-General on Sexual Violence in Conflict, Zainab Bangura; and Major General Patrick Cammaert, the former commander of UN peacekeeping forces in eastern Congo, where he witnessed violence directed towards women and girls and noted that much can be done to prevent such acts of war. His recommendations: enhance preparedness of peacekeepers; increase the number of female military and police personnel; facilitate mobility of troops; and enhance competence of military and civilian leadership. The moderator, UK Foreign Secretary William Hague, has established a team of experts on sexual violence.

Dr. Mukwege, who has received much acclaim, awards, and financial support for his work, has saved the lives, and repaired the broken bodies, of many Congolese women, suffering from gynecological conditions resulting from rape. He noted that 15 million women have been raped in Congo over the past 15 years.

Dr. Mukwege subsequently spoke on another panel in New York City about “The International Campaign to Stop Rape and Gender Violence in Conflict” which I attended. In
a discussion of this author with him afterwards, he confirmed his commitment to continue his work despite the dangers.

Other panelists included, again, Nobel Peace Laureate Shirin Ebadi, Iranian lawyer and activist for women’s, children’s and refugee’s rights, who was exiled to the UK for persecution in her country of critics of the regime; and Nobel Peace Laureate Jody Williams, noted for her work to ban landmines. The audience expressed intense appreciation for his courageous work, especially in recognition of dangers he had previously encountered.

Also in September, a delegation of 26 leaders of the faith community and civil society from the country, came to the United States for 10 days to advocate for human rights in their country and to advocate against Rwanda being admitted to the United Nations Security Council.

In support of their efforts, a United Nations report of the Panel of Experts of the United Nations (#S/2012/348) accused the Rwandan minister of defense of giving military orders, and supplying weapons and recruits to rebel M23 forces. The report was dismissed as without merit by Rwandan officials.

The 15-member Security Council has five permanent, veto-holding members (the United States, Britain, France, Russian, and China) and 10 rotating members elected for two-year terms without vetoes. The council can authorize military interventions and can impose sanctions.

Despite the report, and the interfaith mission efforts, on October 19, 2012, Rwanda won the African seat on the Security Council vacated by South Africa at the end of December.

The Congolese interfaith mission had come to the UN armed with a petition signed by over a million people throughout the DRC, calling for the condemnation of Rwanda for causing war, pillaging mineral resources, and killing millions of people.

The first stop was the United Nations headquarters in New York City. At a public forum at the UN Church Center on 1 September, called “Raging War, Waging Peace: Achieving Justice in the DRC,” members of the delegation and of the United Nations Office of the General Board of Church and Society and other representatives of the religious, civil society and NGO community, made appeals for peace in the face of conflict with Rwanda. Speakers referred to the loss of 6 million people in the DRC because of war by Rwanda and described atrocities claimed to be inflicted by the new Rwandan rebel movement, called M23, which they claim was established by the Rwandan government.

United Methodist Bishop Ntambo Nkulu Ntanda, also a member of the DRC Senate, outlined atrocities committed against women, “raped in front of their husbands and family and killed as flies” and children “forced to fight as child soldiers and orphaned,” fields burned, and people displaced with “some living in the bush relying on wild fruit for food.” He continued, “Rebels are destroying the economy, exploiting, stealing the mineral resources, destroying forests and fauna, killing gorillas for no reason.”

“It is time to say ‘no’ ‘enough is enough’,” he said in an impassioned plea on behalf of the faith communities. Efforts at reconciliation have failed, he explained. “While the church community has extended prayers and put their lives at risk for speaking out, it is now time to call for help of the UN and all sectors joining in the condemnation of the Rwanda rebel group.”

The United States and the United Nations are considered key targets for the message. “The US government and the United Nations have power,” said Ntanda, Bishop of the North Katanga Area. “We appeal to the United Nations to
condemn Rwanda, and not accept Rwanda as a member of the Security Council.” Echoing the appeal to the American people, Iman Cheikh Abdullah Mangala, Chief of the Islamic Community in the DRC, said, “The American people do not know the Congo well, there is no news on TV,” yet there is a connection to America, since “If you go to the Congo, you will see American flags, that Congolese dress like Americans and think they are Americans.”

“We know we talk of things you don’t want to hear, which are disturbing and some things we are not allowed to talk about [since] The Quran emphasizes the value of humanity,” he said, but added that, “Rwanda has dirty hands to corrupt the Congolese political system; the last election was sabotaged from inside and outside because of oil, gold, diamonds.” “Come to the Congo and see what’s happening,” the Imam invited the audience. The petition charged Rwanda with war crimes and pillaging DRC natural resources, and outlined extensive human rights violations over two decades, confirmed in reports from Human Rights Watch and the UN Experts Panel.

The Panel of Experts report says that Rwanda has created the M23 rebel movement to which it provides weapons and logistics and recruits young children and refugees; interferes in Congolese internal affairs and territory; supports armed groups in the DRC; violates UN sanctions on weapons and persons in the Great Lakes region; and is a haven for war criminals wanted by the International Criminal Court. Confirming the claims of violence against women was Ms. Zanao Selemeni Emma, from the Women’s Initiative for Peace in the Great Lakes Region. The delegation handed over several log books with hand-written signatures of a million Congolese people from around the country supporting the petition to Alain Seckler of the United Nations Organization Stabilization Mission in the Democratic Republic of the Congo. The books were obviously worn from wide circulation.

Other meetings were held with diplomats at the Permanent Missions at the United Nations for the governments of Germany, Guatemala, and the United States, all members of the Security Council.

The next stop was Washington, D.C., where the delegation had meetings at the U.S. State Department and with
Sexual and Gender-Based Violence: Perspectives From the Democratic Republic of the Congo

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Wars, political corruption, terror, disease, massacres, rape, and extreme poverty: Does this sound like the ingredients of a fictional horror movie? Unfortunately, these elements frame the reality of the Democratic Republic of the Congo (DRC) in central Africa. The DRC is the second-largest country in Africa as well as the continent’s fourth-most-populated country, with 71 million people living within its borders. This paper will address sexual and gender-based violence (SGBV) against women in the DRC and present some of the interventions from the United Nations and UNICEF, as well as the humanitarian outreach programs of the non-governmental organization (NGO) the Association for Trauma Outreach & Prevention (ATOP) Meaningfulworld.

The DRC has a wealth of minerals and natural resources: diamonds, gold, copper, timber, cobalt, collan, and crude oil, yet it is one of the poorest countries in the world—the Congolese call it their “curse.” Between 1998 and 2003, following the assassination of President Laurent Kabila, the government weakened. An atmosphere of lawlessness permeated the country as President Joseph Kabila, the son of his predecessor, tried to gain ground. Armed militia groups took over in the North and South Kivu provinces, including the nation’s capital, Kinshasa, and other areas of the DRC that are rich in minerals. Conflicts between ethnic groups and government corruption have also contributed to the civil unrest. Since 1998, 5.4 million people have died due to killings, disease, and malnutrition. As of 2010, about 1.7 million people have been displaced (Office of the United Nations High Commissioner for Refugees [UNHCR], 2012). In 2003 a peace agreement was signed, which included the neighboring countries of Rwanda, Uganda, Namibia, Zimbabwe, and Angola, but unfortunately the havoc continues.

The Women Under Siege Project (Hirsch & Wolfe, 2012) published an article that details the harrowing social construct in the eastern section of the DRC. Stated in the article, there is a preponderance of militia groups terrorizing the region, mainly a group called the M23, with many of their direct targets being women. Sexual and gender-based violence has become an unfortunate norm.

According to Hirsch and Wolfe (2012), “in May 2011, a study was published in the American Journal of Public Health showing that 12 percent of women in DR Congo had been raped at least once in their lifetime and 3 percent—or about 434,000—had been raped in the one-year period before the survey, in 2006-2007. Amber Peterman of the International Food Policy Research Institute, Tia Palermo of Stony Brook University, and Caryn Bredenkamp of the World Bank extrapolated from a 2007 household survey of 3,436 Congolese women to find that in a population of 70 million people, approximately 1.8 million women had been raped. That is 1,152 women raped every day, 48 raped every hour, or 4 women raped every five minutes. That is about a rape a minute.”

The victims include females of all ages, from the elderly to infants who have not even developed the ability to walk or talk. Some of the rape victims had been pregnant. According to some reports, pregnant women are targeted with the intention of aborting the fetus. In addition there is sexual slavery, where women are held captive for days, weeks, or even years and used as sexual slaves for rebel groups. While sexual slavery is not as common as rape, it is a growing concern.

The reasons for the use of SGBV are very complex and multilayered. This weapon of war is an intentional military tactic used to gain power by crippling the population with fear and division. The consequences of SGBV do not only affect the victim—the perpetrators are also indirectly affected, but on a larger scale SGBV contributes to the breakdown
of the family and the community, leading to a reshaping of the cultural norms. Sexual violence against women causes psychological, physical, and socioeconomic traumas that have detrimental consequences if left untreated.

Psychological Trauma

Victims of sexual violence oftentimes become depressed, angry, and withdrawn, and they exhibit increased anxiety, paranoid thought processes, and post-traumatic stress disorder (PTSD). In some instances, victims are rejected and isolated from their families; mothers, fathers, even husbands abandon their loved ones due to the shame. This situation not only exacerbates the PTSD of the rape victim, it also causes a variety of additional emotional disorders. Victims are frequently shunned from their families and communities, including their churches or religious institutions, as they are considered ‘unclean’ and untouchable. This ostracism in turn causes further isolation, depression, sadness, and perpetuation of the trauma to a chronic stage (Kalayjian & Eugene, 2010).

ATOP Meaningfulworld humanitarian teams have been working in the DRC for the past three years to provide emotional, physical, and psychosocial care utilizing the 7-Step Integrative Healing Model [formerly the Biopsychosocial and Eco-Spiritual Model] (Kalayjian, 1999, 2002; Kalayjian & Sofletea, 2012). This model is an integrative framework for addressing the multiple areas impacted by the trauma of SGBV.

Physical Trauma

Many rape victims contract sexually transmitted diseases from the perpetrators. More than one million women in the DRC have HIV or AIDS, mostly as a result of the mass rape in the region. Many women become pregnant. If the pregnancies are carried to full term, these pregnancies can result in obstetric fistulae, or even the mortality of the mother and/or infant. Because the health care facilities are underfunded and underdeveloped, a woman in the DRC does not have access to adequate health care, so the physical trauma is intensified, which in turn causes more psychological trauma. Other women become physically handicapped from the physical violence—the beatings, or the insertion of large sharp objects into the vagina as well as the anus (Kuna, n.d.). Such traumatic injuries have been documented in other nations as well, such as during the 1994 genocide in Rwanda (Dallaire, 2003).

Socioeconomic Trauma

With employment already scarce in the region, rape victims are less likely to be able to work to earn money for their family, resulting in extreme poverty. The extreme poverty can lead to malnutrition, which ultimately leads to death. ATOP Meaningfulworld teams have witnessed the bulging eyes and the distended bellies that indicate severe malnutrition. The teams provided healthy nutrition, fruit, and vitamins while they were there. More consistent efforts to support planting, agriculture, and free access to education are desperately needed.

Sexual gender-based violence is just one example of the overall condition the majority of women in the DRC are facing. Women are perceived as the weaker gender. Women lack influence in the government, in their household, in religious institutions, and in the community at large. SGBV is not practiced only among armed militia groups—it has become a common practice, employed by local authorities and civilians. There has also been an increase of police officers engaging in sexual violence against women. There are reports of husbands raping their wives and employers raping domestic workers. In all instances, rape is used as a form of control over the women. Violence against women continues because it is now culturally and judicially accepted. Judicial apathy is the norm. Although laws were implemented in 2006 that prohibit sexual violence against women, they are not enforced. The DRC’s judicial system does not have the funding or the manpower to handle the capacity of the overwhelming incidences that occur. Many of the perpetrators never see the inside of a prison cell. And for the perpetrators who are arrested, they can easily buy their way out of jail due to a prevalence of bribery. In rural areas, out-of-court settlements take place with the involvement of community leaders. Usually the result is a financial settlement in which the perpetrator pays the victim’s family or an arrangement is made wherein forced marriage becomes a means of compensation. These practices re-victimize the survivor; hence, the trauma continues to be compounded (Borello, n.d.).


The Comprehensive Strategy on Combating Sexual Violence in the Democratic Republic of the Congo is a common framework and platform for action with designated roles, responsibilities, timelines, and activities for all the parties involved. The Comprehensive Strategy was developed in consultation with relevant UN entities and the United Nations Organization Mission in the DRC (MONUC), international NGOs, the DRC-based Sexual Violence Task Force, and respective humanitarian clusters and counterparts in the DRC government, including the ministries of justice, defense, interior, gender, and health. The Comprehensive Strategy was designed in response to UN Security Council Resolution 1794 (2007), which requested MONUC to undertake a thorough
review and to pursue a comprehensive mission-wide strategy, in close cooperation with the United Nations Country Team and other partners, to strengthen prevention, protection, and response to sexual violence (UN S/Resolution 1794, para. 18).

In addition, Security Council Resolution 1820 (2008) affirmed that effective steps to prevent and respond to acts of sexual violence can significantly contribute to the maintenance of international peace and security, and when considering situations on the agenda of the Council, to adopt appropriate steps to address widespread or systematic sexual violence (UN Resolution 1820, para. 1).


The strategic components of the Comprehensive Strategy on Combating Sexual Violence in the DRC (UN Action Against Sexual Violence in Conflict, 2010) have the following objectives:

- **Combating Impunity**: To develop a criminal justice policy focused on sexual violence; to improve access to justice for victims; to guarantee effective application of the 2006 DRC Law on Sexual Violence; to ensure reparation for victims of sexual violence. The lead entity is the MONUC/OHCHR Joint Human Rights Office in the DRC.
- **Protection and Prevention**: To prevent or mitigate threats and reduce vulnerability and exposure to sexual violence; to increase the resilience of survivors of sexual violence; to create a safe environment. The lead entity is the UNHCR through national and provincial protection.
- **Security Sector Reform**: To collaborate with the justice reform initiatives and put in place mechanisms such as accountability, vetting, and Brassage (the new army) assisting female ex-combatant survivors of sexual violence. The lead on this is the MONUC-led Security Sector Reform.
- **Multisectoral Assistance for Survivors**: To introduce the Sexual Violence Task Force on a national level and in North and South Kivu for SGBV. Leading this sector is UNICEF. Our teams worked in this area and did not see any of these groups being active.

**ATOP Meaningfulworld Humanitarian Outreach**
While there are some help centers in the region to assist women in dealing with their psychological, physical, and economic needs, there are not enough to support all of the women who are victims of sexual violence in the region.

ATOP Meaningfulworld has been dedicated to helping women reclaim their lives since 1990. ATOP Meaningfulworld has been working in many conflict areas, such as Israel, Palestine, Syria, Armenia, Haiti, Sierra Leone, Kenya, Rwanda, and the Democratic Republic of the Congo. In 2011 while working in the DRC, the ATOP Meaningfulworld team witnessed women and men with untreated traumas. ATOP Meaningfulworld provided psychological and physical support, healing circles, peacebuilding and forgiveness workshops, individual and group counseling, art therapy, yoga and chakra balancing movements, essential oils, and homeopathic flower remedies to help victims heal their body, mind, and spirit. ATOP Meaningfulworld also trained therapists, social workers, teachers, and civilians in the region to ensure the healing is sustainable.

The participants consisted of women, men, and children alike, including police officers, academics, and government officials—victims of war, rape, and even men who were once child soldiers and perpetrators of war crimes.

An integral component of the training programs was the 7-Step Integrative Healing Model (Kalayjian, 2011). The participants were eager to learn, grow, heal their suffering, and transform their pain. The men wanted to regain the trust of the women and become reintegrated into their communities. At one of the two-day training programs that included a group discussion, expression of feelings, and catharsis, women were finally able to release their suppressed anger. The participants learned to channel their anger by learning the assertive communication model called COPE (Kalayjian, 2009), nonviolent communication techniques, the United Nations Declaration for Human Rights, self-care, and breathing methods to strengthen their core resolve. Some of the men openly shared their regrets as rebel soldiers during small group discussions, even disclosing some of their own traumas.

In 2012, the ATOP Meaningfulworld team returned to the DRC for a follow-up humanitarian mission and found that the social climate was tenser than the previous year. The ATOP team was challenged by several acts of violence and mass trauma during its mission: a massacre took place elsewhere in the Democratic Republic of the Congo. A United Nations peacekeeping mission had to use two of its attack helicopters in support of the country’s armed soldiers to deter rebel soldiers—known as M23—near the villages of Ngugo and Nysisi in North Kivu (Kalayjian & Sofletea, 2012). Despite these and other challenges of daily living without electricity, running water, and transportation, the ATOP team pressed forward with its mission in the DRC; as in the previous year, the team conducted workshops and provided various
forms of healing and counseling. The team received many compliments and much praise from the participants, many of whom had participated previously; they said the breathing exercises were very beneficial, the workshops and trainings have transformed their suffering and helplessness, and the mindfulness has given them peace of mind. The participants expressed that they felt less overwhelmed. ATOP Meaningfulworld is currently planning its next humanitarian mission to the DRC in the summer of 2013.

As for the current state of the Democratic Republic of the Congo, peace talks are under way. The International Conference on the Great Lakes Region (ICGLR) initiated the negotiations, which began in December 2012. President Kabila plans to involve the rebel groups in the talks with hopes of bringing an end to their terrorism, violence, and corruption (Muramira, 2012). Humanitarian efforts must continue in the DRC, because the suffering needs to be addressed and released, the emotional trauma needs to be transformed, new lessons need to be learned, and true peace needs to be embraced on all levels: personal, family-wide, in the community, and among the police forces, peacekeeping forces, the military, as well as the government. Multisectoral assistance is urgently needed to develop a national protocol and commit to a plan of action that will result in a genuine transformation.

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PTSD Among Youth in Kenya: An Overlooked Phenomenon

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Kessler and Ustun (2008) write that “in the general global population, the long-term prevalence of moderate to mild mental disorders averages about 10%, a figure which tends to spike 5-10% in affected areas following a trauma or disaster.” Post-Traumatic Stress Disorder (PTSD) is one such mental disorder which afflicts persons who have experienced psychological trauma, both individually, collectively or generationally (Kalayjian, 2012). Following human-made disasters such as war and genocide, individuals with PTSD display “flashbacks and nightmares; reenactments of traumatic experiences, avoidant behaviors, and feelings of apprehension which disturb daily activities” (Kazdin, 2000). In African populations there is a paucity of research describing rates and frequency of trauma, and even less frequent research to examine the presence of PTSD.

In order to begin to fill this information gap, data regarding PTSD were collected as part of the Non-Governmental Organization, Association for Trauma Outreach & Prevention (ATOP), Meaningfulworld’s humanitarian outreach mission to Kunya, Kenya in 2010 (Kalayjian et al., 2011). Founded by Dr. Ani Kalayjian, ATOP Meaningfulworld seeks to facilitate a global environment in which individuals experience improved physical, mental, social, ecological, and spiritual health. The organization is affiliated with the United Nations Department of Public Information, and conducts several humanitarian outreach programs per year, with the goal of assisting in the healing of emotional wounds, educating communities in need, and conducting various research studies to explore and to learn from these experiences.

In Kenya, the focus of Meaningfulworld’s research draws attention to the effects of traumatic experiences on its youth. Levels of trauma were assessed in Kenyan adolescents, in hopes of recognizing any patterns, reasons, and levels of impact.

In Kenya, PTSD has stemmed from internal displacement as a result of tribal conflicts and, more specifically, violence stemming from political conflict. On December 27, 2007, Kenya held elections across all levels of government. According to the U.S. Department of State (2012), “the presidential election was seriously flawed, with irregularities in the vote tabulation process as well as turnout in excess of 100% in some constituencies. In response, violence erupted in different parts of Kenya as supporters of the opposition candidate engaged in a violent outburst. These clashes were so severe that they left about 1,300 Kenyans dead and about 500,000 people displaced.” Kofi Annan, the former Secretary-General of the United Nations from 1997 to 2006, responded by leading a political settlement to outline a reform agenda. This involved the creation of a new constitution with structural changes in the Kenyan government.

Such violent clashes are difficult to ignore as violence continues across other levels of society, without any efforts towards collective healing ceremonies, forgiveness or reconciliation. In 2008, the Ministry of Internal Security acknowledged that “the police had killed 308 youths in a letter to the Kenya National Commission on Human Rights” (U.S Department of State, 2010). In February 2009, Philip Alston, the UN special rapporteur on extrajudicial, summary, or arbitrary executions, released a report that found “that police in Kenya frequently execute individuals and that a climate of impunity prevails” (U.S Department of State, 2010). Kenya also currently hosts a large population of refugees from neighboring Somalia and Sudan (Njenga, 2007).

The violence in Kenya is not limited to its national borders. In 2012, ATOP Meaningfulworld’s Humanitarian Outreach Team was challenged by several acts of violence and mass trauma during a new humanitarian outreach mission. A bomb explosion by the Somali group Al-Shabaab took place in a church in Garissa town, killing 17 worshipers and injuring 66 others. In another incident, four humanitarian-aid workers were kidnapped from a refugee camp at the border of Kenya and Somalia. Fortunately, the workers were released before the ATOP team left far away Nairobi to continue their outreach in Rwanda.

The study was conducted in the Western region of the country along its Ugandan border in the town of Kunya. In Kunya, 50% of the population is below 21 years of age.
Data were collected from 45 Kenyan youth. The average age was 16.86 and there were 29 men and 16 women. The sample consisted of primarily Christians (two Catholics), and one Muslim participant. This sample is moderately comparable to the Kenyan population in this region, where the community is tightly bonded and highly religious, with 80% of the population declaring itself of the Christian faith, and 11% declaring themselves Muslim (U.S. Department of State, 2012). Participants were also all senior students of a Catholic High School, with basic skills of reading and writing.

Participants were administered a socio-demographic questionnaire that included gender, age, religion, education, and employment variables. Trauma exposure and post-traumatic symptomatology were assessed using Parts I and IV of the Harvard Trauma Questionnaire (HTQ). Part I consists of a 38-item Trauma Events scale composed of yes or no questions to assess exposure to a variety of traumatic events. This section produces a trauma exposure index (Harvard Program in Refugee Trauma, n.d.).

Part IV consists of 16 questions derived from DSM-IV PTSD diagnosis criteria and 24 additional symptom items that focus on the impact of trauma on an individual’s perception of his/her ability to function in everyday life (American Psychiatric Association, 2000). This section rates each item on a Likert-type 0-3 scale, used to produce an index of PTSD symptoms (a cut-off score of 2.5 or higher is used as an indicator of likely PTSD). The mean score of the all items from Part IV was used to access levels of PTSD in the sample group. The reliability and validity of the HTQ has been assessed by various psychological studies (e.g., Domanskaite-Gota, Elkit, & Christiansen, 2009; Mollica, McInnes, Pham, Smith-Fawzi, Murphy, & Lin, 1998; O’Connor, Lasgaard, Spindler, & Elkit, 2007; Smith-Fawzi, Pham, Lin, Nguyen, Ngo, Murphy, & Mollica, 1997).

Upon analysis, the average level of trauma reported on the Harvard Trauma Questionnaire was 2.44 (min = 1.63, max = 3.19). Using the commonly accepted cutoff of ≥ 2 for screening criteria, all but 3 participants screened positive for symptoms of PTSD in this sample. Women ($M = 2.60$) reported statistically higher levels of trauma symptoms than men ($M = 2.37$) ($t(41) = 2.29, p < .05$), and this difference was moderate-large in magnitude ($d = .71$). As in other African studies which will be discussed here, female participants displayed higher levels of PTSD symptoms than their male counterparts.

The Kunya study was subject to limitations due to the number of participants and the relative homogeneity of their demographic factors. Ideally, a larger and more diverse sample may have revealed other patterns. However, results in the Kunya study still displayed clear socio-demographic patterns which have been duplicated in other Meaningfulworld studies as well as other African psychological studies.

Seedat and colleagues (2004) surveyed 2,041 boys and girls from 18 schools in Cape Town, South Africa and Nairobi, Kenya. The Child PTSD Checklist was applied to access trauma symptoms, with a 4 point Likert-type scale. The mean age of the sample was 15.8. In contrast to the Kunya results, boys and girls in the Seedat et al. (2004) study were equally likely to report PTSD symptoms, but with more severe symptoms of PTSD in females.

A 2007 study of Kenyan secondary students by Ntedei et al. (2007) interviewed 1,110 students (629 males and 481 females) aged 12 to 26 years using the Trauma Checklist and a Child PTSD Checklist. The majority of the sample was between the ages of 15 and 18. An astonishing figure of 50.5% of participants demonstrated full PTSD, while moderate PTSD was present in 34.8% of the sample. In contrast with the Kunya findings, this sample of Kenyan students showed equal levels of PTSD among males and females.

The surveys cited do clearly concur that individuals experience high levels of PTSD symptoms in Kenya, specifically among the youth. This is a factor which warrants further investigation. While ATOP Meaningfulworld continues efforts to heal and empower survivors, more extensive research is warranted to address questions regarding age-related patterns and the effects of tribal conflicts, political violence, generational traumas, and other variables. Our humanitarian
outreach findings revealed the detrimental impact of the ongoing socio-political violence, sexual and gender based violence, and tribal conflicts in Kenya. These conflicts are also present in several other African nations neighboring or near Kenya, such as Somalia, Rwanda, Burundi, and the Democratic Republic of the Congo. Due to the high level of interaction among these nations, it is therefore recommended that further research be conducted in these neighboring countries with a larger random sample.

References


United Nations Peacekeeping Projects in Africa and ATOP Meaningfulworld Healing and Empowerment Projects in Africa

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The Association for Trauma Outreach and Prevention (ATOP) Meaningfulworld, a non-governmental organization associated with the United Nations Department of Public Information, is dedicated to improving the biological, psychological, social, ecological, and spiritual health of the world’s most vulnerable and traumatized peoples. Through humanitarian outreach missions in over 45 calamities over the past 22 years, Meaningfulworld has been able to provide tools for healing along with distributing much needed supplies, and giving educational workshops regarding best practices for issues related to each specific country.

Meaningfulworld’s latest mission was to Kenya, Rwanda, and the Democratic Republic of Congo at the end of June to the middle of July 2012. We traveled to these three countries, facing many trials and tribulations, in the efforts of transforming traumatic experiences into healing, empowering the survivors, and providing them with tools to heal themselves and make meaning. Just like the United Nations, the Meaningfulworld team is dedicated to ensuring human rights, peace, and dignity in Africa.

The United Nations works most diligently on peacekeeping and political operations in Africa. Recently there are 13 UN missions stationed across the African continent. Perhaps this is due to the immense size of the continent, along with other historical, economic, and political factors. Including the North African region, the UN would total 14 operations with its mission in Libya. Just last year, the world’s newest state, South Sudan, was born in Africa. Thus, it is no wonder why the UN spends much effort in bold and contemporary solutions to ensure that human rights good practices are taking place in Africa, which many consider the cradle of human-kind.

Areas of concern to the United Nations include Sudan, South Sudan, the Democratic Republic of Congo, Cote d’Ivoire, Liberia, Somalia, Sierra Leone, Guinea-Bissau, the Central African Republic, Gabon, Burundi, and the Western Sahara (United Nations, 2012c).

South Sudan
On July 9th, 2011, after a decade of bloodshed and tribal conflict, the world’s newest country, South Sudan was born. After signing a Comprehensive Peace Agreement with Sudan, South Sudan is now setting its goal to establish itself as a fully functioning representative government. Of course, there is still some animosity between feuding tribes such as the Murle and Lou Nuer communities, but a multi-faceted approach to reconciliation is currently under way. The United Nations Mission in South Sudan (UNMISS) is presently in South Sudan to contribute to the successful development of our world’s delicate and youngest state. North Sudan is also working with the new country to foster a future relationship that is harmonious through the United Nations Interim Security Force for Abyei (United Nations, 2012c).

Democratic Republic of the Congo
In the Democratic Republic of the Congo, the United Nations Organization Stabilization Mission in the Democratic Republic of the Congo (MONUSCO), along with the NGO, “Search for Common Ground,” is taking an approach to peace and reconciliation with the use of a community radio broadcast which covers more than 100 kilometers, past the DRC’s borders. Dongo Community Radio (RACODO) encourages community cohesion and mutual respect, while also spreading the message to refugees that it is now safe to return back to the province of Equateur. There is a large team effort to spearhead the radio as a successful peacebuilding project.

MONUSCO constructed the radio station’s main building, while the United Nations Children’s Fund (UNICEF) provided sanitation facilities, and the UN High Commissioner for Refugees furnished the station and provided training for journalists. The Report of the Independent Expert, Cephas Lumina, which focuses on the effects of foreign debt and other related international financial obligations of States such as the full enjoyment of all human rights, claims that while there has been significant socio-economic progress in the DRC since 2001, there is still much room for development (United Nations, 2012b). There is dedication to creating safety and a durable government in the DRC. Meaningfulworld has worked in Bukavu, DRC since 2011, and has made a commitment to return there next year.

While our team was working in Bukavu in July 2012, a massacre took place in DRC. The United Nations peacekeeping mission in the DRC had to use two of its attack helicopters in support of the country’s armed forces to deter rebel soldiers – known as M23 – near the villages of Ngugo and Nyisi in North Kivu. The group, which is composed of renegade soldiers who mutinied in April, is reportedly led by Bosco Ntaganda, an army general wanted by the International Criminal Court (ICC) on charges of war crimes for recruiting and using children in combat in the DRC’s northeast. The M23 fighters had been observed moving south toward Goma, the capital of North Kivu. MONUSCO, the UN mission, had also received reports of human rights violations by the M23 in that area, UN spokesperson Martin Nesirky told reporters in New York on July 13. Although the majority of Congolese feel ignored by the UN the Secretary-General’s Special Representative in the DRC, Roger Meece called for calm and

Current Issues Around the Globe

United Nations Peacekeeping Projects in Africa and ATOP Meaningfulworld Healing and Empowerment Projects in Africa

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reaffirmed MONUSCO’s determination to protect civilians and support the Congolese armed forces, known as FARDC, to secure the main population centers. The fighting between government troops and the M23 has displaced more than 220,000 people, including many who have fled to neighboring Rwanda and Uganda according to the UN Office for the Coordination of Humanitarian Affairs (OCHA). OCHA further expressed concern about reports detailing recruitment of minors into armed groups in a number of towns; to date over 5 million innocent people have been killed.

As soon as we arrived, we began our work at the Kalagane Hospital for Women and Children in the Kabare District of South Kivu. The women looked dehydrated, and children with bulging eyes and distended bellies had their arms extended to receive goodies from the Muzungus (white people). The major problems were malnutrition, lack of supplies such as disposable syringes and gloves (they had to wash the gloves and reuse them, as we saw many washed gloves draped on the rocks and hanging from the branches of trees), and lack of medicine, vitamins, transport for hospital staff (the camp is an hour away), seeds to plant vegetables and fruit, etc. There were many displaced women from neighboring regions due to M23 from Rwanda continuing the killing, pillaging, and raping of women. We gave the women undergarments and provided toothpaste and toothbrushes for the children, educating them about the importance of hygiene and oral hygiene.

The ATOP Team then continued the humanitarian work in the Chahi Hospital located in the Ibanda District of South Bukavu. We witnessed the challenges facing the hospital, such as a lack of medicine (antibiotics) and disposable syringes and gloves, as well as a lack of funding from the government, to the point where birthing women have to stay in the hospital after their care due to an inability to pay the $30 fee. Often they are let go since they are unable to pay the fees anyway. The ATOP Team bought a box of 50 bars of soap and distributed these to the women, as there was no soap in the hospital. We took blood pressure readings, educated participants about healthy diet (with a special caution to stay away from fried foods), and provided Reiki energy healing. Our team of psychologists and psychology students also administered homeopathic Bach Natural Rescue Remedies to alleviate stress and trauma. We then visited the children’s school of the displaced camps, where they greeted us with incredible drumming, songs of Karibu (welcome), and ethnic dances. They were displaced from the Bunyakiri (Red Region) due to M23 killing, pillaging, and raping. More than 100 children had crammed into a small room to hear us; we gave them peacebuilding tips of non-violent communication, asked them to share what peace means to them: patience, development, love, and forgiveness. Notebooks and pens were distributed, as well as toothbrushes and toothpaste for the younger children, in combination with lessons in oral hygiene.

The next day we worked at the refugee camp in the Mudeka village, where displaced people came from Bunyakiri, Gahutu, Luhinja, and many other villages that were ransacked by the M23, which killed parents, raped young girls, and set villages on fire. These M23 have escaped the ICC and are exploiting the weak presence of the UN peacekeeping forces, controlling the wealth of minerals, gold, and diamonds in DR Congo. A new wave of internally displaced refugees had arrived as a result of the recent M23 killings of 30 men and women in which their villages were burned. The refugees remembered our team from last year, and they recalled how they felt healed after our trauma transformation healing circles. More than 100 refugee women, a handful of men, and about 100 children gathered to receive our messages of peace, self-care, healing, transforming trauma, generational transmission of trauma, and most of all, our love. We conducted healing and chakra balancing exercises with the women, men, and children. The participants said they felt so much better, that their pain and suffering were alleviated on the physical level, and emotionally they felt strengthened knowing that we cared enough and returned to see them. ‘Hands on healing’ was also provided for many who had extreme physical conditions such as extended and bloated intestines, headaches, and other ailments. Blood pressure screenings and special follow-up consultations were conducted. Our team of psychologists and psychology students provided healing homeopathic Bach flower remedies that are made in England and distributed by Nelsons, which are formulated specifically for trauma in the form of their Rescue Remedy in drops, pastes, and gels. These flower remedies have been trusted by a number of people for over 70 years in more than 66 countries. Rescue Remedy, for example, helps alleviate the shock and helplessness of a traumatized person and contains the following natural ingredients: Helianthemum nummularum, Clematis vitalba, Impatients glandulifera, Prunus cerasifera, and Ornithogalum umbellatum (Kalayjian, 2002).

**Liberia**

With a newly elected, first ever female president in Afri-
ca, Liberia is potentially setting itself up as a leader in the region which can sustain peace and good governance. Through democratic elections, Ellen Johnson Sirleaf was elected last year as the post-civil war country’s new president. While working to attract its own nation of people back to their homeland, Liberia and the United Nations Mission in Liberia (UNMIL) are also providing a safe haven for refugees in nearby Cote d’Ivoire. The United Nations Operation in Cote d’Ivoire (UNOCI) and UNMIL are collaborating on this mission. Cote d’Ivoire is also a post-civil war country that is eager to restore peace within its borders (United Nations, 2012c).

Somalia

In Somalia, where they have been without a functioning government for about two decades, some hope was sparked with the end of the stalemate between the executive and the legislature of the transitional federal government. Signing the Kampala Accord, they promised to target the issues of security, creating a constitution, reconciliation, and good governance. A written statement submitted by International Educational Development Inc. calls for the government of Somalia and the United Nations Political Office for Somalia (UNPOS) to carefully oversee the ending of the transition state in Somalia to a fully functioning and sustainable government. With possible clashing factors by Somalia extremist groups, such as Al-Shabaab, they must work to educate Somalis on the operations of the government, making it as transparent and inclusive as possible so that they can trust and believe in its success (United Nations, 2012c). The Meaningfulworld Team was challenged by several acts of violence and mass trauma during our mission in 2012 to Kenya: a bomb explosion took place in a church in Garissa town, killing 17 worshippers and injuring 66 others – Al-Shabaab took responsibility. The team reached out to the Red Cross to offer their volunteer services. In another incident, four humanitarian-aid workers were kidnapped from a refugee camp at the border of Kenya and Somalia, once again by Al-Shabaab. Fortunately, the workers were released before our team left Nairobi, a considerable distance away.

Guinea-Bissau

In the tiny state of Guinea-Bissau, once part of the wealthy Mali Empire, a political mission based on the UN Development Assistance Framework has been going on since 1999. The United Nations Integrated Peacebuilding Office in Guinea-Bissau (UNIOGBIS) oversees that the challenges within the country are being addressed. With Joseph Muta-boba acting as the Special Representative of the Secretary-General for Guinea-Bissau, the country has made noteworthy effort to lead it in the right direction. In 2011, the UN provided financial and technical support for more than 20 seminars, training sessions, and sensitization initiatives. In 2012, the UN Development Programme and the UN Peacebuilding Fund are providing Guinea-Bissau’s Parliament with technical and financial support in organizing a national conference. They are also going to provide national judiciary training for judges, prosecutors, and lawyers. Training for police and armed forces will be provided as well (United Nations, 2012c).

Western Sahara

Since the ceasefire agreement in 1991 and the political process stalemate in the disputed area of Western Sahara, the United Nations Mission for the Referendum in Western Sahara (MINURSO), has been monitoring the conditions and taking a proactive role in making the land safe to freely move about through demining activities. Since 1976, Western Sahara has been contaminated with mines and explosive remnants of war (ERWs). With the help of the UN Mine Action Coordination Centre, they were able to destroy all known unexploded ordnances (UXOs), a total of 7,000 UXOs in 550 locations just last year (2011). The UN Refugee Agency (UNHCR) has also been supportive in the region, working with MINURSO to provide air transport and police facilitation to Saharawis living in the Moroccan controlled areas so that they are able to meet with their families in refugee camps in Algeria (United Nations, 2012c).

West Africa

Catering to the whole West Africa region, which spans over 16 countries, the United Nations Office for West Africa (UNOWA) is the first UN regional special political mission dedicated to conflict prevention, mediation, and peacebuilding. UNOWA promotes good governance, the rule of law, human rights, and gender mainstreaming. In May 2011, they organized a conference on “Elections and Stability in West Africa,” partnering with the African Union (AU) and the Economic Community of West African States (ECOWAS). The Praia Declaration on Elections and Stability in West Africa came out of it, stating key conditions for the conduct of peaceful elections. This includes the need to ensure national ownership and consensus, effective electoral administration, and context-sensitive electoral assistance. One of UNOWA’s main focuses is also centered on the piracy problem in the Gulf of Guinea, the problem of organized crime in the region, and finalizing the agreements for the Cameroon/Nigeria border dispute (United Nations, 2012c).

Burundi

With the help of the UN Office in Burundi (BNUB), Burundi was able to establish the National Independent Human Rights Commission in 2011. This commission receives and investigates reports of human rights violations, then requests proper follow-ups. By the end of the year, they were already working on 50 cases, drafted a 3-year strategic plan, developed a framework of cooperation, and were working on institution building. If they continue on this progressive path, the future of Burundi will be promising. Meaningfulworld has received invitations to go there next year to conduct training and healing programs for the survivors (United Nations, 2012c).
Central African Republic

Ethnic tensions, armed groups, especially the Lord’s Resistance Army, and poachers in the Central African Republic have been disturbing peace in the country, causing need for assistance by the UN Integrated Peacebuilding Office in the Central African Republic (BINUCA). One of their peacebuilding approaches was a six-day Peace and Reconciliation Caravan which visited six towns and had over 25,000 participants preaching peace, trust, tolerance, and brotherhood. The Convention des Patriotes pour la Justice et la Paix (CPJP) and the Union des Forces Democratiques pour le Rassemblement (UFDR) also participated in the caravan (United Nations, 2012c).

Catering to the entire Central African region, the UN Regional Office for Central Africa (UNOCA) focuses on combatting the Lord’s Resistance Army (LRA). Since 2008, the LRA has killed over 2,400 people, abducted over 3,400, and displaced over 440,000 in the Democratic Republic of Congo and in the Central African Republic. UNOCA is currently expanding programs of defection, disarmament, demobilization, repatriation, reintegration, and resettlement in LRA affected areas. They are also building a capacity to respond to the LRA, implementing ICC arrest warrants, protecting children’s rights, monitoring human rights and developing a regional strategy for international humanitarian development and peacebuilding assistance. Like UNOWA, they are also combattting pirates in the Gulf of Guinea (United Nations, 2012c).

African Union

In an effort to increase partnership in peace and security between the UN and the African Union (AU), the UN established the UN Office to the African Union (UNOAU). UNOAU embodies the Department of Political Affairs, Department of Peacekeeping Operations, and Department of Field Support. They provide operational and planning support to AU peace operations. In addition, they also provide political analysis and technical advice in the areas of conflict prevention and mediation, elections, disarmament, demobilization and reintegration, security sector reform, providing public information, long-term peacekeeping and peace support (United Nations, 2012c).

Rwanda

While the United Nations has been active in Rwanda for the past two decades, they do not currently have a peacekeeping or political mission stationed there. Instead, the United Nations Development Programme (UNDP) has been there since the genocide in 1994 and after the UN Assistance Mission for Rwanda ended in 1996. UNDP Rwanda has been successful in helping its people recover from the war socio-economically through democratization and the stabilization of the Rwandan government (“About UNDP Rwanda,” n.d.).

Meaningfulworld has been working in Rwanda for the past two years. We have worked with several youth organizations providing them with educational workshops on leadership, assertiveness, self-healing and self-care. The implementation of Dr. Kalayjian’s 7-Step Integrative Biopsychosocial and Eco-Spiritual Model was a success, as each participant reported how relaxed, happy, and peaceful they felt after the workshop. They especially appreciated the experiential release which is the 7th step, where we incorporate many self-healing, yoga, and other physical release exercises for opening the heart, protecting self, and releasing stress (Kalayjian, 2002).

Kenya

There is no current peacekeeping or political mission in Kenya either, but the United Nations Office for the Coordination of Humanitarian Affairs (OCHA) has held a presence there since 2000. Its purpose in Kenya is to relieve those who are suffering from post-election violence, educate on the prevention of and preparation for future natural disasters, examine and support the rights of Kenyans in need, and promote sustainability (“OCHA in Kenya,” 2004-2005).
ATOP Meaningfulworld has had a presence in Kenya since 2010. The goal of our outreach is multifaceted: Healing the generational tribal and political trauma, transforming generational trauma of blood wars, empowering and educating the community based on the UN Declaration of Human Rights, sharing information on up-to-date research outcomes on these topics, and bringing mindfulness practice into focus. We are also mindful of incorporating the United Nations Millennium Development Goals. There are a total of eight Goals with objectives scheduled for completion by 2015. Goals most supported by our humanitarian missions are: Goal #2 Achieve universal primary education; Goal #3 Promote gender equality and empower women; Goal #6 Combat HIV/AIDS, malaria and other diseases; and Goal #8 Develop a global partnership for development. Our work began with one partnership in 2010, and currently we have over 10 partnering organizations in Kenya to promote health and sustainability, here are just a few of our partners: University of Nairobi, Kibera Youth Volunteers for Change, Karika aging group in Kawangare, aNDE Kenya in Halinguni, Maranatha Church in Kwangware, etc.

Information presented by the Network of African National Human Rights Institutions (NANHRI), also sets out a plan of action for those working in Africa. After its first regional Workshop on Business and Human Rights in Yaoundé, Cameroon, priority themes and actions were presented for Human Rights Institutions in the region to observe. Priority themes include labor rights and working conditions, land-related human rights, and environment-related human rights with follow-up actions to educate on and uphold these themes. NANHRI also has a collective action plan to ensure business and human rights within the African region (United Nations, 2012a).

In conclusion, we would like to emphasize that humanitarian and human rights education, basic free access to education, healing and transforming generational trauma, as well as development for sustainability need to continue in a more organized, systematic, and consistent manner in the aforementioned African countries.

References

Authors’ Note
Special gratitude to Georgiana Sofletea for her editorial comments.

Editor’s Note
As space is limited in the International Psychology Bulletin, several additional articles of interest on Africa are printed in IPB’s special indigenous psychologies section on the Division 52 website at http://div52.org/resources/indigenous-psychologies.

Included there are the following five articles:

- Keeping an eye on Congo
  By Rev. Jade de Saussure, OMC, MSW, Doctoral Student, Fordham University
- Psychology and the situation in the Democratic Republic of the Congo
  By Jean Marie Vianney Bazibuhe, Congo
- Social work in the Democratic Republic of Congo
  By Lucio Kikuni Kangela, Congo
- Psychology serving the nation of Burundi
  By Julien Munganga, Burundi
- Psychosocial intervention in the DRC: Challenges and successes of MEDAIR
  By Riët Kroeze, MEDAIR

We hope you find these articles valuable.
Sixth Annual Psychology Day at the United Nations

On April 25th, 150 psychologists and students representing 20 psychology organizations gathered at the United Nations in New York for the Sixth Annual Psychology Day at the UN. A detailed account will appear in the next Bulletin.

World Health Organization Forming Global Clinical Practice Network

Dear Colleague,

The World Health Organization’s Department of Mental Health and Substance Abuse is forming a global network of mental health professionals to help inform the development of the classification of Mental and Behavioural Disorders in next version of the International Classification of Diseases (ICD-11), currently planned for publication in 2015. WHO has worked with the International Union of Psychological Science (IUPsyS) with major support from the American Psychological Association (APA) to ensure strong representation of psychologists and psychological science in the ICD revision process.

We are writing to invite you to register for the new Global Clinical Practice Network. Your input is of vital importance to ensuring the development of a classification of mental and behavioural disorders that is clinically useful, easy to use, and accurate. By joining this network, you will be part of an international and multidisciplinary group of mental health and primary care professionals from all regions of the world who will provide valuable input based on their clinical expertise, experience, and knowledge.

If you choose to participate, you may be asked to review materials, offer feedback about ideas or concepts that WHO is developing, or participate in specific types of field studies. The information you provide will inform WHO’s decisions about the content and structure of the new classification system, as well as how that information is presented to different users. Your participation will be tailored to your own professional interests and areas of expertise.

Once registered, you will receive requests for participation no more than once a month. Participation will be designed to take approximately 20 minutes of your time on each occasion. You participation is completely voluntary, and your responses will be kept confidential, secure, and will not be released to anyone else. Information will be analyzed in aggregate form and used exclusively for the purpose of ICD revision.

If you agree to join the Global Clinical Practice Network, please follow this link http://kuclas.qualtrics.com/SE/?SID=SV_exm6vdPn8S3hUt to register. The first studies are expected to begin within the next few months.

If you have any questions about the Global Clinical Practice Network or about participation, please contact Spencer Evans, Department of Mental Health and Substance Abuse, WHO, at evanss@who.int.

Thank you for your interest and willingness to assist WHO in this important endeavour.

Best regards,

Dr. Ann Watts
Secretary General
International Union of Psychological Science

Dr. Pierre Ritchie
Main Representative to WHO
International Union of Psychological Science

Dr. Geoffrey Reed
Senior Project Officer
Department of Mental Health and Substance Abuse
World Health Organization
Curtin University (Perth, Australia), School of Psychology and Speech Pathology:

Associate Professor
- School of Psychology and Speech Pathology
- Faculty of Health Sciences
- Continuing, full-time
- $101,647 to $157,658 (ALC, ALD, ALE)
- A competitive salary package including 17% superannuation and relocation expenses will be offered.
- Ref: 2821

Join our successful research group in Health Psychology and Behavioural Medicine and enjoy the support of a University committed to excellence in research.

Curtin’s psychology submission to the recent Excellence in Research for Australia (ERA) exercise was graded as 4 (above world standard) and the University is investing extensively in research.

As part of this investment the University is committed to strengthening the research group by inviting suitably experienced academics across a range of levels to register their interest. Working alongside a team of professors and a number of more junior academics you will be supported by new lab facilities and will contribute to bolstering the group’s research outputs in terms of highly-cited publications and national competitive research grant capture. Funds to support equipment, studentships, and other set-up expenses will also be available.

To be successful you will have a relevant Ph.D. and demonstrate high levels of motivation and productivity, and the ability to establish and build research collaborations and alliances. This will include evidence of future research potential through publications, involvement in externally-funded research teams, and the ability to supervise Higher Degree by Research (HDR) students.

For a confidential discussion contact Professor Adrian North on +61 8 9266 7867 or e-mail adrian.north@curtin.edu.au.

Make tomorrow better. Visit jobs.curtin.edu.au

Macquarie University (Sydney, Australia), Department of Psychology:

Faculty of Human Sciences
Department of Psychology
Lecturer/Senior Lecturer in Psychology
Full-time, continuing position

Located on the north shore of Sydney, the Psychology Department at Macquarie University is a research intensive department that is home to the Centre for Emotional Health, the Centre for Elite Performance, Expertise, and Training, and other highly productive research groups and laboratories. As part of the Faculty of Human Sciences the Department is also closely affiliated with the Department of Cognitive Science, the Australian Research Council Centre of Excellence in Cognition and its Disorders, the Macquarie University Hospital, and the Mild Traumatic Brain Injury Clinic at Westmead Hospital.

Macquarie University is first among the nation’s universities under 50 years of age. Located on 126 hectares, we enjoy excellent facilities including a state-of-the-art library, the country’s most technologically advanced hospital with associated research facilities and new models for industry engagement and research, an exceptional sports complex and we are easily accessible by rail and bus.

The Role
We are seeking to employ a Lecturer/Senior Lecturer in Psychology. Any area of specialisation will be considered but we are especially interested in individuals whose research builds on areas of existing or emerging strength, including expertise and elite performance, human factors, organisational psychology, perception and cognition, emotion, mental health, social psychology, and evolutionary psychology. Applicants with a strong interest in statistical methods are also encouraged to apply.

The successful applicant will be expected to engage in a full range of academic activities including teaching, academic advising, research, supervising research projects, seeking research funding, and participating as an active member of department committees.

Refer to the selection criteria for more information regarding this role. The level of performance expected from applicants under each of the qualitative criteria will be commensurate with the level of appointment being sought.

To be considered for this role, please address the selection criteria of the level you are applying for and upload as a separate document.

Essential Selection Criteria both levels (Level B & Level C):
- A Ph.D. in Psychology or related disciplines
- A well-articulated research agenda and a track record of publications in high quality journals
- Demonstrated academic knowledge in the discipline and a commitment and capability to deliver high quality learning and teaching, including the design, delivery, and management of programs, lectures, tutorials, and assessments
- Excellent communication skills, with an ability to relate to staff and students from all backgrounds and to represent the Department to external stakeholders and
Positions which we are recruiting for in New Zealand. Look us up in the Employers Section of the APA convention in Honolulu this July 31–August 4, 2013 for a face-to-face meeting with an Align representative.

About Align International Recruitment Ltd.
We recruit and find positions for clinical psychologists from the US, Canada, United Kingdom, and other countries in New Zealand. Please include a copy of your CV when contacting us for the first time. Happy to talk with you about how to become a NZ registered psychologist with clinical scope, types of positions available, cost of living, visa options, and other matters.

Psychologist Opportunities (New Zealand), Department of Corrections:
Job Code: WN10473

Are you a Registered Psychologist with post graduate qualifications in clinical or forensic psychology? Would you like to work for an innovative organisation committed to the provision of psychological approaches to the management of offending behaviour?

Yes? This could be the opportunity you are looking for. You already know how ludicrously photogenic New Zealand is. The otherworldly peaks and valleys of Middle Earth brought this not-so-hidden secret to the world with good reason. But these views are no Hollywood-crafted mirage—they are the real deal, and certain to take your breath away.

On top of their looks, the islands’ rich Maori culture, passion for rugby, sheep outnumbering people, and exquisite sauvignon blanc create a country that defies even the most imaginative adventurers’ expectations.

From the coolest little capital in the world, to the alpine mountains and glaciers we have it all - http://www.lonelyplanet.com/new-zealand

Combining your passion for life with a professional career is hard but as a Psychologist with the Department of Corrections, you will be providing clinical and risk assessments and treatment for prisoners and offenders in the community as well as exploring the land of the long white cloud. You will monitor the integrity of rehabilitation programmes, provide advice, supervision and training to other Corrections staff in the most breathtaking locations you can find. You may also be involved in research work in the context of the scientist/practitioner model. http://www.corrections.govt.nz/research.html

Successful candidates will have a minimum of a Master’s Degree in Psychology (Clinical or Forensic), be reliable, resilient, have excellent communication and problem solving skills, and ability to work across cultures. We will give you a
highly competitive salary, world class training, a vibrant supportive team, and opportunities for career advancement.

To view an interview with one of our team, click on the following link: http://www.corrections.govt.nz/careers/opportunities-at-corrections/rehabilitation_and_reintegration_services/psychologists/staff-profile3.html

To find out more about this position click http://www.corrections.govt.nz/careers/job_profiles/psychologists.html or contact Helen Dale on +64 7 872 6973, e-mail helen.dale@corrections.govt.nz.

All our current vacancies can be found on our website – www.corrections.govt.nz/careers

The latest newsletter of the Society for Cross-Cultural Research can be accessed on the Web at:
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