Editor
Grant Rich

Associate Editors
Harold Takooshian
Richard Velayo

Official Bulletin of the Division of International Psychology [Division 52 of the American Psychological Association]
http://div52.org
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Submission Guidelines for Research Articles
International Psychology Bulletin

Research article submissions: The IPB publishes peer-reviewed research articles that deal with issues related to international psychology. The review process takes approximately two months. The manuscripts can be up to 3,000 words (negotiable) and should be submitted to Dr. Grant J. Rich at optimalex@aol.com. The manuscript must be written in APA style described in the Publication Manual of the American Psychological Association, 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 the first page of the manuscript, include the title of the manuscript and names and affiliation of the authors.
- On this page, you should also indicate the contact person, 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. Improperly formatted submissions may be returned unread to the author and/or may delay the review and publication process.

To submit manuscripts to the Division’s peer-reviewed quarterly journal, International Perspectives in Psychology: Research, Practice, & Consultation, contact Editor Judith Gibbons at gibbonsjl@slu.edu.
Research Article
Teaching Psychopathology to Reduce Mental Illness Stigma: Student Perceptions at the University of Botswana (Nicole M. Monteiro)

Book Reviews
Successful Interactions in a Diverse World (Eve Markowitz Preston)
Merging of Internationalization and Multiculturalism (Min-Kyung S. Park)
The Global Obama: Crossroads of Leadership in the 21st Century (Nava Silton)
Progressing Pedagogy: Advances in Teaching International Psychology (Grant J. Rich)

Student Column
Developing International Student Partnerships Through Division 52 (Selda Celen-Demirtas)
How Can D52 Best Reach Out to International Students? (Radosveta Dimitrova)
Student Conferences in Russia (Valeriya Lyanguzova)
Student Clubs in Russia (Aram Fomichev)

Teaching International Psychology
Sewing Hoodies: A Seamless Integration With International Psychology (Lynette H. Bikos)

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, Current Issues Around the Globe, Division 52 News, International Employment Opportunities, and Peer-Reviewed Research Articles: Grant J. Rich optimalex@aol.com
- Student Column: Valerie Wai-Yee Jackson vjackson@alliant.edu
- Teaching International Psychology: Gloria Grenwald grenwald@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.
Travels in the History of International Psychology

Sigmund Freud in Rome: His Obsession With Michelangelo’s Moses (*Nathan Frishberg and John D. Hogan*)

Current Issues Around the Globe

Family in the 21st Century: Symposium and Training Program in Novosibirsk, Siberia (*Anna E. Boulycheva, Igor V. Lyakh, and Judy Kuriansky*)

Magic in the City of Novosibirsk: Historical and Cultural Context to the International Expert Symposium (*Judy Kuriansky*)

Psychology in Russia: Some Dynamic Images (*Harold Takooshian*)

The First Psi Chi Chapter Installed in Russia (*Elena Chebotareva, Irina Novikova, and Alexey Novikov*)

Psi Chi Approves First Russian Federation Chapter, Second Irish Chapter (*Martha S. Zlokovich*)

Follow-up on Autism in Ukraine: Kyiv’s EuroMaidan, A Revolution for Ukraine’s Children (*Chrystina A. Dolyniuk*)

The Ethics of Milgram’s Obedience Experiments: 50 Years Later (*Aram Fomichev and Dima Schimke*)

The First Ever Eastern Africa Regional Conference of Psychology: November 6th to 8th, 2013 (*James Kagaari*)

International Positive Psychology Association

Research and Advocacy News: Response to Global Human Rights Emergency (*Tara Pir*)

Migration, the United Nations, and International NGOs: Challenges and Lessons Learned (*Alexa Kaufman, Ani Kalayjian, and Miriam MukASA*)

Refugee Youth: Shedding Light on Resilience (*Nira Shah*)

APA Guidelines for Telepsychology (*Thomas W. Miller*)

31st International Congress of Psychology: 2016 Yokohama, Japan

International Student Research Conference in Moscow (*Harold Takooshian and Irina Novikova*)

International Employment Opportunities

International Employment Opportunities (*Grant J. Rich*)

Board Members

Officers / Committee Chairs
An Exciting Year is Ahead of Us

Senel Poyrazli, Ph.D.
President, APA Division 52
poyrazli@psu.edu

I am very happy to serve as president of APA Division 52 for 2014 and look forward to leading international psychology activities for our division. I would like to offer my special thanks to Dr. Mercedes McCormick and Dr. Neal Rubin for mentoring me through last year in my role as president-elect. I look forward to working together with Dr. McCormick (past-president) and Dr. Mark Terjesen (president-elect) this year.

I have two presidential initiatives that I would like to carry out starting with 2014. The first initiative is related to using different technology media to increase the visibility of our division and to help with the general mission of our division. I am appointing a task force that will review the current use of technology by our division and then provide a set of recommendations related to how else the technology could be used for various goals. I am pleased to report that several of our committees (e.g., the Students’ Committee, Early Career Psychologists Committee, and the Curriculum and Training Committee) are already working towards identifying more effective ways of using technology. My second presidential initiative is related to identifying and sharing of different mental health practices around the world. As a counseling international psychologist, I am very committed to sharing of information among practicing psychologists from around the world in order to increase the knowledge base and help mental health practitioners offer more effective services.

We have two newly-elected, member-at-large individuals who started their terms on January 1st and who each are in charge of a special project. Dr. Janet Sigal will develop an interdivisional grant on the topic of intimate partner violence prevention that we will submit to the Committee on Division/APA Relations (CODAPAR). Some of the divisions that may collaborate on this grant may be Division 51 (The Society for the Psychological Study of Men and Masculinity), Division 17 (The Society of Counseling Psychology), and Division 1 (The Society for General Psychology). Dr. Brigitte Khoury will chair a new ad hoc committee that is based on my second presidential initiative. The committee is named “The Committee for Multicultural Mental Health Practices Around the World.” The main purpose of this committee will be to identify different practices and share this information through our Bulletin. Dr. Sonia Dhaliwal and Elizabeth Mazotta will also be a part of this committee.

This year, our midyear meeting and conference will take place in Charleston, South Carolina, as part of the Society of Cross-Cultural Research’s annual conference. The conference will take place from February 12 to 15. Our board meeting will be on the 12th, Wednesday, from 1–6 p.m. at the conference hotel, the Francis Marion Hotel. We will have several presentations related to international psychology during the conference. I hope to see you there.

I would like to offer my thanks to Dr. Andrés Consoli and to Dr. Joy Rice who have completed their terms as member-at-large, and to Dr. Ayşe Çifçi who has completed her term as secretary at the end of 2013. I appreciate the contributions they made to our division and hope that they will continue being involved in Div52.

The editor of our Bulletin, Dr. Grant Rich, has started his 3-year term as the secretary of our division. He and I have already been working closely to plan Div52’s midyear meeting and conference in Charleston, SC. We will continue our work together for the APA Annual Conference that will be held in August, in Washington, D.C.

I encourage you to write to me (poyrazli@psu.edu) with comments, feedback, or suggestions you may have about Div52.

Sincerely yours,

Senel Poyrazli, Ph.D.
The Pennsylvania State University - Harrisburg
A Reflection on the 2013 APA Division 52 Presidency

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

Wow! Where did 2013 go … ? It seems just the other day I sat down to write my first column for IPB as President of 2013 Division 52. Now as my presidency comes to a close, I express my sincere gratitude to the Div. 52 membership for voting and placing your trust in me to lead Division 52 in 2013. Without your vote, my presidential term would not have existed.

The 2013 Div. 52 Executive Committee and Division 52 Board are also to be recognized. I appreciate their influence and cooperation in supporting me to implement my initiatives during my presidential term and my support for committees to accomplish their yearly goals.

In retrospect, 2013 has been a year filled with both personal and professional growth as President of APA Division 52. I reflect on the opportunities provided to me to form new relationships, to strengthen established connections with others, monitor committee activities, and implement presidential initiatives.

In 2013, APA Division 52’s visibility and mission was expanded internationally. This expansion is the result of the Presidential Initiative: Building Bridges Collaboration and Partnership with Psi Chi, International Honor Society of Psychology and Other Institutions and Organizations Interested in International Psychology. In 2013, Division 52 built stronger collaborative partnerships with leaders/ambassadors of Psi Chi, SIP, ICP, IAP, and APA Divisions 17, 39, 35, with more to sign on in 2014.

In 2014, under APA Division 52 President Senel Poyrazli, this initiative will be further developed. As 2014 Past-President, a committee will be formed under my chairship that will work further on an endeavor to recognize international psychology leadership toward collaboration and partnership in connecting with APA Div. 52 International Psychology. Please contact me by January 15th if you would like to become a member of this 2014 committee. I am looking for three additional members.

Recently, I answered a call from APA Division Services about the 2013 APA Council of Representatives to identify existing leadership developmental programs in APA associated with the Good Governance Project. The call concerned a subgroup of the Implementation Working Group (IWG) regarding an approved motion to design a leadership development program focused on training for governance in the APA community. Div. 52’s information about Building Bridges was received and entered into the notes for APA Council in February 2014. I look forward to develop with you a Division 52 leadership program for IWG.

In 2013, under my leadership, other key successes should be recognized. Suzana Adams, Chair of the ECP committee, developed and implemented an innovative program: Fast-Connect. Fast-Connect connects senior psychologists with ECPs in global locations and with international students. Also, Div. 52’s technology and website have progressed under Webmaster Ji-yeon Lee. These programs will be advanced under 2014 Division President Senel Poyrazli’s leadership.

Although my presidency is concluding, my work is not over. I will move into the position of Div. 52 Past-President. In this position I look forward to the following responsibilities: Chairing the Nominations and Elections committee, and coordinating the Outstanding Psychologist Awards committee, and chairing in 2014 the new committee, previously mentioned, formed to continue the 2013 initiative Building Bridges.

In conclusion, it has been a productive year for Div. 52. I know 2014 President Senel Poyrazli will continue this 2013 Div. 52 momentum. My support to her for a wonderful Presidency! Welcome Senel …

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.
Thank You Reviewers

*International Psychology Bulletin (IPB)* would like to acknowledge the following reviewers. Thank you for your service!

- **Joan Black**
  University of Technology, Jamaica

- **Andrés J. Consoli**
  University of California, Santa Barbara

- **Leyla Akoury Dirani**
  American University of Beirut

- **Abimbola Farinde**
  Walden University

- **Anthony M. Grant*”**
  The University of Sydney

- **John D. Hogan**
  St. John’s University

- **Ayse Çiftçi**
  Purdue University

- **Samvel S. Jeshmaridian**
  Technical Career Institutes

- **Ani Kalayjian**
  Meaningfulworld

- **Ji-yeon Lee**
  Seton Hall University

- **Garth Lipps*”**
  University of the West Indies

- **Andrey Lovakov**
  National Research University Higher School of Economics

- **Mercedes A. McCormick**
  Pace University

- **Guerda Nicholas*”**
  University of Miami

- **Min-Kyung S. Park**
  Fordham University

* IPB editorial board member since 2010
** IPB associate editor
Division 52 News and Updates

Editor’s Note

This issue completes my fourth year as the Editor of our APA International Psychology Bulletin. I warmly thank all of our dozens of fine contributors for making our Bulletin the unique resource it has become, filling important gaps in international psychology—by combining timely news, Division reports, book reviews, feature articles, and peer-reviewed research. My work benefits from the kind cooperation of several leading experts in the USA and other nations who generously step forward, to share their expertise to review research manuscripts. Please join me here to acknowledge and thank our expert reviewers who served in 2013 to produce volume 17 of the Bulletin.

Readers who are interested in reviewing in the future should contact Grant Rich, Editor, at optimalex@aol.com, indicating relevant background, training, and interests.
Four New Officers Elected for 2014

President-Elect (2014)
Mark D. Terjesen, Ph.D.

Secretary (2014–2016)
Grant J. Rich, Ph.D.

Member-At-Large (2014–2016)
Brigitte Khoury, Ph.D.

Member-At-Large (2014–2016)
Janet A. Sigal, Ph.D.

Call for Nominations:
APA Division 52 Henry David International Mentoring Award

Lawrence Gerstein
Chair, Henry David International Mentoring Award Committee
lgerstein@bsu.edu

Henry David was a founding member of Division 52 and a significant contributor to international psychology. In honor of his contributions, Division 52 established the Henry David International Mentoring Award. The recipient of this prestigious award will be honored at the 2014 APA Convention in Washington, DC. Nominations, including self-nominations, are welcomed. The Division 52 Henry David International Mentoring Award is presented annually to a member or affiliate of Division 52, who plays an exceptional mentoring role in an international context. Mentoring may be defined by any of the following activities:

1) A psychologist who has served as a mentor for international students or faculty members for at least three years.

2) A psychologist who has mentored students in the area of international psychology, by training, educating, and/or preparing students to be active participants in international psychology.

3) A senior psychologist who has mentored early career psychologists who are now functioning as international psychologists.

OR

4) An international psychologist working outside of the United States who serves as a mentor on his/her campus or at his/her agency.

Nominations should include a cover letter, vitae, and at least three letters of endorsement from former or current mentees. Questions about the application procedure and nominations should be e-mailed to the Henry David International Mentoring Award Committee Chair, Lawrence Gerstein at lgerstein@bsu.edu. The Committee will review the nominations. The Committee’s recommendation will be reported to the Division 52 Board of Directors. The deadline to submit materials is April 15, 2014.
Call for Nominations: Outstanding International Psychologist Awards

Mercedes A. McCormick, Ph.D.
Chair, Outstanding Psychologist Award Committee
mampsyyoga@aol.com

Each year Division 52 presents two Outstanding International Psychologist Awards. One award is given to a psychologist from the United States and the second award is for a psychologist outside the United States. Individuals who have made outstanding contributions to international psychology either through significant research, teaching, advocacy, and/or contributions to international organizations are eligible. Please nominate psychologists who you think meet these criteria by February 28, 2014.

Send nominations and a brief supporting statement to: Dr. Mercedes A. McCormick at mampsyyoga@aol.com

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

Division 52 Outstanding International Psychologist Award Recipients

2013: Michael Harris Bond (non-US) and Sarlito W. Sarwono (non-US)
2012: Fathali Moghaddan (US), Michael Wessells (US), and Kurt Pawlik (non-US)
2011: Michael J. Stevens (US) and Narasappa Kumaraswamy (non-US)
2010: Oliva Espin (US) and Maria del Pilar Grazioso (non-US)
2009: Chris Stout (US) and Marilyn P. Safir (non-US)
2008: Ronald P. Rohner (US) and Ramadan A. Ahmed (non-US)
2007: Kathryn L. Norsworthy (US), Ronald H. Rozensky (US), Sheung-Tak Cheng (non-US), and Martha E. Givaudan Moreno (non-US)
2006: Gerard A. Jacobs (US) and Michel Sabourin (non-US)

2005: Uwe P. Gielen (US) and Fanny Cheung (non-US)
2004: Anthony J. Marsella (US) and Ruben Ardilla (non-US)
2003: Nancy Felipe Russo (US) and John G. Adair (non-US)
2002: Harry C. Triandis (US) and Susan Pick (non-US)
2001: Robert F. Morgan (US) and Elizabeth Nair (non-US)
2000: Henry P. David (US), Raymond D. Fowler (US), Peter Merenda (US), and Bernhard Wilpert (non-US)
1999: Frances M. Culbertson (US), Florence L. Denmark (US), Edwin A. Fleishman (US), and Charles D. Spielberger (US)

A Brief History of Division 52’s Newsletter

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

At the beginning of a new year, one often reflects on the previous year’s accomplishments and sets goals for the coming year. I just completed my fourth year as editor of the International Psychology Bulletin and wanted to look back at the 16-year history of the newsletter.

Ivan Kos, Ph.D. of New York City established the International Psychology Reporter as the first Division 52 newsletter. The inaugural issue was published in June 1997 and Kos served as editor until 2004.

The second editor was Senel Poyrazli, Ph.D. of Harrisburg, Pennsylvania. Her talents brought the newsletter to new heights under her editorship from 2005 to 2010. The newsletter was renamed International Psychology Bulletin (IPB) in the Spring 2006 issue and became an online resource indexed by APA PsycEXTRA. It was redesigned and a peer-review section to publish high-quality original research and an international employment opportunities section were added.

Grant J. Rich, Ph.D. of Juneau, Alaska became the third Division 52 newsletter editor in 2010 and built on Poyrazli’s work. Under his tenure, IPB expanded by introducing columns dedicated to students and teaching international psychology. It increased from 200 pages in volume 14 to 335
Division 52 News and Updates

All past newsletter issues are available on our website at:
http://div52.org/publications/newsletter/past-issues/

I look forward to working with all of you to produce volume 18 of the Bulletin. Please feel free to contact me at optimalex@aol.com if you have suggestions about how to improve IPB.

Project Syllabus

Susan A. Nolan, Ph.D.
Seton Hall University
susan.nolan@shu.edu

Are you teaching a psychology course outside of the US or in a language other than English? Do you know someone who is?

Project Syllabus is a repository of peer-reviewed syllabi for a variety of psychology courses at many institutions. It is located on the website of the Office of Teaching Resources in Psychology (OTRP) of the Society for the Teaching of Psychology (STP—Division 2 of APA): (http://teachpsych.org/otrp/syllabi/index.php#.Ub-rDOeW9rN)

STP, International Psychology (Division 52 of APA), and the Psi Chi International Honor Society in Psychology are working together to encourage the submission of syllabi from different countries and in different languages. The guidelines for exemplary syllabi can be downloaded at http://teachpsych.org/Resources/Documents/otrp/syllabi/exemplary_syllabi.pdf and the rubric for assessing syllabi can be downloaded at http://teachpsych.org/Resources/Documents/otrp/syllabi/rubric.pdf

Please e-mail Susan Nolan with questions about this initiative (susan.nolan@shu.edu). Also, if you plan to attend an international conference, please contact Susan Nolan and she can send you hard copies of the flyer for distribution.

Please submit your syllabi to Robin Morgan, Associate Director for Project Syllabus (syllabus@teachpsych.org).

We are grateful to APA for funding this initiative; Divisions 2 and 52 received a Division International Activities Grant (DIAG) from the Committee on International Relations in Psychology (CIRP) at APA.

Division 52 is Sponsoring a New “IAP” Book Series on International Psychology

Uwe P. Gielen
St. Francis College
ugielen@hotmail.com

Harold Takooshian
Fordham University
Takoosh@aol.com

Senel Poyrazli
Pennsylvania State University - Harrisburg
poyrazli@psu.edu

Here are some exciting new developments: Information Age Publishing (IAP), a well-known publisher of academically oriented books in the areas of education and, increasingly, psychology, is inaugurating a new book series entitled International Psychology, which will be published under the auspices of APA Division 52. Division members Uwe P. Gielen, Senel Poyrazli, and Harold Takooshian will be serving jointly as the series editors. The IAP website can be found at http://www.infoagepub.com/

The series will include volumes that address a broad variety of psychological topics as seen from global, international, cross-cultural, cultural, and multidisciplinary perspectives. The contributors to the series will be asked to place psychological findings and issues in their sociocultural context and to provide theoretical frameworks that encourage readers to understand better the influence of global and local sociocultural forces on human lives.

To ensure a flow of high-quality book proposals and manuscripts, an internal advisory board of prominent psychologists is now being formed. Several of the board members are members of Division 52. The board members, together with outside specialists, will also be asked to evaluate incoming book proposals and manuscripts.

The target group for the proposed series includes a broad spectrum of psychologists, social scientists, professionals, and graduate students interested in psychological theory, research applications, practice, and pedagogy as seen from an international and sociocultural point of view.

It is expected that starting in 2014, several series volumes will be published each year, with typical books being 275–325 pages in length. The first volume to appear in the series, Pioneers of International Psychology: Portraits and Perspectives, is now being edited by IPB editor Grant J. Rich and Uwe P. Gielen. Manuscripts of potential interest to the
Division 52 News and Updates

series editors may focus on psychology as a globally oriented science, professional, service, and practice issues as seen from an international perspective, and pedagogical issues related to “going global.” Manuscripts must have been carefully edited by the authors/editors before they are accepted for final inclusion in the series.

Preliminary inquiries by potential authors and editors should be directed to Uwe P. Gielen (ugielen@hotmail.com), Senel Poyrazli (poyrazli@psu.edu), and Harold Takooshian (Takoosh@aol.com). Subsequently, prospective authors will be asked to submit a detailed book proposal. A sample book proposal is available from the series editors. Moreover, a website for the book series will be established in the coming weeks.

In recent years, the number of psychologists and psychology students around the world has increased steadily, with most of the increase taking place outside the United States. Responding to these trends while helping Division 52 to fulfill its mission, the volumes in the new book series are expected to contribute to a broader and more international base on which a global and culture-inclusive psychology of the future can be erected.

International Programs at Eastern Psychological Association

www.easternpsychological.org
March 13–15, 2014
Boston Park Plaza Hotel

For the twelfth year since 2003, EPA again offers an international program on March 13–15, 2014. This year’s two days of diverse activities are in concert with Psi Chi and Psi Beta, and include over 45 presenters from the USA and overseas. For any details: http://div52.org, or Mercedes McCormick at mmcormick2@pace.edu

Friday, March 14
8–8:50 am, Statler room: Skype Session with Moscow Psi Chi students and faculty.
Chair: Samvel Jeshmaridian, Psi Beta Eastern Vice President
9–10:20 pm, Statler Room: Psychology in Russia: Past and future trends. (5 presentations)
Chair: Samvel Jeshmaridian, Psi Beta Eastern

Vice President
12–1:20 pm, Berkeley Room: Psychology around the world. (4 presentations)
Chair: Samvel Jeshmaridian, Psi Beta Eastern Vice President
1:30–2:50 pm, Berkeley Room: Issues in cross-cultural research. (4 presentations)
Chair: Delba Barros, Universidade Federal de Minas Gerais
3–4:20 pm, Berkeley Room: Symposium on global violence against women of all ages. (5 presentations)
Chair: Janet A. Sigal, Fairleigh Dickinson.

Saturday, March 15
9–10:20 pm, Berkeley Room: Psychology and the United Nations’ agenda on human rights. (5 presentations)
Chair: Emily A. A. Dow, City University of New York
12–1:20 pm, Berkeley Room: Inter-ethnic tensions in the multi-cultural university. (8 presentations)
Chair: Elena Chebotareva, Peoples’ Friendship University of Russia
1:30–2:50 pm, Imperial Ballroom: International Poster Presentations (10 presentations)
Chair: Mercedes McCormick, Pace University
3–4:20 pm, Terrace Room: Invited address: Is American psychology truly xenophobic, 30 years later? Chair: Mercedes McCormick, Pace University Presenter: Harold Takooshian, U.S. Fulbright Scholar
4:30–6:30 pm, Berkeley Room: Workshop on hope-centered therapy: A trans-cultural, interfaith approach. Chair: Anthony Scioli, Keene State College

Call for Book Review Editor

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

Who can you nominate to serve as the next Book Review Editor, effective in spring of 2014? 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 as soon as possible, for appointment in time for the February board meeting.
The Future of Psychology: International Students Seeking to Become More Involved in D52 Global Psychology

Harold Takooshian
Fordham University
takoosh@aol.com

These are outstanding bilingual psychology students, who agree to be a D52 campus representative in 2014, relaying D52 news to others on their campus.

Valeriya Lyanguzova
Moscow State University
http://www.psy.msu.ru/english/
E-mail: v.v.lyanguzova@gmail.com
Sponsor: UWE P. GIELEN

Aram Fomichev
Higher School of Economics-Moscow
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Sponsor: RICHARD S. VELAYO

Valeria Tarhova
Peoples’ Friendship University of Russia
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Sponsor: FLORENCE L. DENMARK

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Sponsor: HAROLD TAKOOSHIAN

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Kolomna Moscow State Regional Institute
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Sponsor: SUZANA ADAMS

Maria Tevosyan
Abovyan State Pedagogical University
http://www.psy.am/en/
E-mail: tevmar@mail.ru
Sponsor: MERCEDES A. McCORMICK

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Sponsor: SENEL POYRAZLI

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Sponsor: GRANT J. M. RICH

Andrey Suleymanov
Petrozavodsk State University
www.petrsu.ru
E-mail: ari@land.ru
Sponsor: SAMVEL JESHMARIDIAN

Anna Budakova
Tomsk State University
www.psy.tsu.ru/en/
E-mail: farmazonka2009@yandex.ru
Sponsor: JUDY KURIANSKY

Anna Makarenko
Novosibirsk State University
www.fp.nsu.ru
E-mail: lost_among_all@mail.ru
Sponsor: SAMVEL JESHMARIDIAN
Coming in Winter ‘13 - ‘14:

International Psychology Pioneers: Portraits and Perspectives

Editors
(Grant J. Rich, Ph.D. & Uwe P. Gielen, Ph.D.)

OUTLINE

PART I: Introduction

PART II: Enlightenment Philosophy and the Emergence of Psychology

PART III: Psychology as an International European Science

PART IV: The Worldwide Expansion of Psychology

PART V: Recent Developments in International Psychology

PART VI: Overcoming Africa's Colonial Heritage and Racism

PART VII: Epilogue

INTERNATIONAL PSYCHOLOGY PIONEERS: PORTRAITS AND PERSPECTIVES

This book provides a global overview of pioneers in international psychology with contributions from distinguished authors from representative nations around the world. Chapters offer biographical profiles describing the personal histories and professional contributions of leading figures in psychology from across the globe that represent the diversity of psychology. This volume can serve as a core or supplemental text for a broad range of courses in Psychology, International Studies, and Education, with particular interest to those teaching international psychology, cross-cultural psychology and history of psychology.
Teaching Psychopathology to Reduce Mental Illness Stigma: Student Perceptions at the University of Botswana

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Research shows that stigma toward mental illness is widespread across the world, particularly in developing countries and throughout Africa, and even among university students. Studies also demonstrate that teaching about mental illness has the potential to significantly decrease stigma about mental illness. In this study I explored students’ perceptions of whether and how learning about psychopathology reduced their negative attitudes about mental illness. A qualitative open-ended question method was used. Fifty-eight University of Botswana students were questioned after recently taking a psychopathology course that was taught using a didactic approach and incorporated unplanned self- and peer-disclosure about mental illness as teaching tools. Participant responses were analyzed using systematic content analysis. Results indicate that teaching psychopathology is a useful method for reducing stigma and increasing awareness. Responses revealed that students valued real-life examples of mental illness in the form of disclosure by students in the class. Participants also reported that relating course material to their unique cultural context helped to better sensitize them to mental illness in their communities. Findings have implications for practical and pedagogical approaches to reducing stigma. Instructors should include sensitizing students about mental illness as a teaching goal. Findings can also inform health promotion campaigns.

Keywords: Africa, mental illness, stigma, teaching, psychopathology, university students

“The course made me realize that anybody can get a mental disorder and there is therefore no need to discriminate or stigmatize people with mental illnesses.” – Student Participant

Introduction

Stigma toward individuals with mental illness is widespread across the world, particularly in developing countries such as Botswana, and among different social groups such as professionals and university students (Bhugra, 1989; Eker, 1985; Eker, 1988; Pescosolido, Medina, Martin, & Long, 2013; Sartorius, 2007). Similarly, mental illness exacts a heavy burden on individuals, families, and the broader global community. It is estimated that up to three-fourths of the burden of mental illness occurs in developing countries (Patel et al., 2007), where health system infrastructure problems, lack of trained specialists, and negative social attitudes and stigma impact the availability and effectiveness of treatment for individuals suffering from mental illness (Jacob et al., 2007).

Stigma is conceptualized as having three elements: stereotypes; prejudice; and discrimination, where stereotypes represent social knowledge, prejudice is individuals’ cognitive and emotional response, and discrimination is the behavioural response to prejudice (Corrigan & Watson, 2002). Furthermore, stigma can be described in terms of the general public’s reaction to mentally ill individuals and self-stigma or internalized prejudice experienced by people with mental illness (Corrigan & Watson, 2002).

Mental illness stigma is a serious concern due to its impact on patients’ willingness to seek treatment, their quality of life, and the discrimination that mentally ill individuals face (Sartorius, 1998). Stigma can trigger uninformed and negative responses from members of society and result in untapped potentials and opportunities for those suffering from mental illness (Corrigan, 1998). In addition, self-stigma can threaten self-esteem and self-efficacy (Corrigan, Larson & Ruesch, 2009). Moreover, stigma’s negative impact extends beyond individuals. According to Sartorius (2007), “Stigma does not stop at illness: it marks those who are ill, their families across generations, institutions that provide treatment, psychotropic drugs, and mental health workers. Stigma makes community and health decision-makers see people with mental illness with low regard, resulting in reluctance to invest resources into mental health care” (p. 810).

Botswana is a middle-income landlocked country in Southern Africa bordered by Namibia, Zimbabwe, and South Africa, with a population of just over two million people. A former British protectorate, the country gained independence in 1966 and is governed by a parliamentary republic political structure. While it has one of the highest HIV/AIDS rates in the world, Botswana is considered one of the most politically and economically stable countries in Africa (Central Intelligence Agency, 2013). In Botswana, specific cultural and historical views of mental illness may uphold stigma in the society (Seloilwe & Thupayagale-Tshweneage, 2007). Spe-
specifically, research by Pheko and colleagues (Pheko, Chilisa, Balogun, & Kgathi, 2013) found that among University of Botswana students perceived social stigma and negative attitudes negatively affected intentions to use counselling services.

Strategies for Reducing Stigma

Research on stereotypes toward ethnic minorities and other marginalized groups has been used to better understand mental illness stigma. Corrigan and Penn (1999) borrowed from previous research on stereotypes to delineate three strategies that have been used by individuals and institutions to reduce stigma: protest which suppresses stigmatizing attitudes and behaviours; education which provides accurate information to replace stigma; and contact which promotes interactions with individuals to challenge negative attitudes about people with psychological disorders (Corrigan et al., 2001). Education and contact appear to be the most effective strategies. Researchers examined the impact of protest, education, and contact strategies on students’ attributions about specific psychiatric illnesses (depression, psychosis, cocaine addition, mental retardation) and physical illnesses (Corrigan et al., 2001). Education and contact, but not protest, improved attributions about psychiatric illness. For specific disorders—depression and psychosis—contact produced additional attributional change, beyond the effects of education (Corrigan et al., 2001).

In related research, Chung, Chen, and Liu (2001) found that university students who reported no previous contact with mentally ill people exhibited more social distance or less willingness to interact with persons diagnosed with mental illness. In-depth examination of contact as a stigma reducing strategy hypothesizes that it works through cognitive individuation, which occurs when a negative stereotype is replaced after a positive encounter with a member of the stigmatized group (Horwitz & Rabbie, 1989). Moreover, contact is typically enhanced when the involved participants are equal in status (Corrigan & Penn, 1999).

Knowledge about mental illness has also been linked to reduced stigma. For example, studies have shown that having a better understanding of mental illness leads to reduced acceptance or endorsement of stigma (Brockington, Hall, Levings, & Murphy, 1993; Link & Cullen, 1986 as cited in Corrigan & Penn, 1999) and that courses on mental illness produced better attitudes about individuals with mental illness among participants (Corrigan et al., 2001).

Labelling Mental Illness and the Role of Empathy

The impact of labelling mental illness on attitudes toward people with mental illness is also an important consideration. Two distinct views on labelling mental health problems exist (Angermeyer & Matschinger, 2003). One focuses on positive outcomes related to decreasing myths and false beliefs and the benefits of assuming the patient role (i.e., Parsons’ 1958 sociological role theory). The other is that labelling mental illness elicits negative stereotypes and discrimination among the public (i.e., Scheff, 1966).

Angermeyer and Matschinger (2003) found in a sample of 5,025 adults that labelling more severely mentally ill patients, such as those with schizophrenia, seemed to have more adverse affects on perceptions of dangerousness than labelling individuals with a disorder that is less stigmatized by society, such as depression. In turn, perceptions of dangerousness led to increased social distance from individuals with mental illness. These findings support the need to differentiate different types of stigma and different types of mental illnesses for developing anti-stigma programs (Angermeyer & Matschinger, 2003). Such nuances are important to consider when designing psychopathology courses.

The relationship of empathy to stigma reduction has been explored. In a series of experimental studies, Batson and colleagues (Batson et al., 1997) found that empathy may play a significant role in positively influencing attitudes toward a stigmatized group. When participants in their series of experiments were able to feel empathy for a member of the stigmatized group, their attitudes toward the group as a whole improved (Batson et al., 1997). By eliciting emotional change, as opposed to cognitive change, empathy might further the impact of strategies such as countering stereotypes and facilitating contact (Batson et al., 1997).

Teaching About Psychopathology to Reduce Stigma

Historically, psychopathology has been one of the most frequently taught undergraduate psychology courses (Perlman & McCann, 1999). Findings are mixed, but generally indicate that teaching psychopathology can reduce negative mental illness attitudes and stigma, depending on the teaching method used. In an early study, Graham (1968) found that a specialized course on psychopathology (abnormal psychology) did not result in more change in negative attitudes toward mental illness than an introductory to psychology course. However, in two experiments that compared the effects of first-person narrative versus traditional diagnosis-centered education on students’ attitudes, Mann and Himelein (2008) found significant reduction in mental illness stigma using the former method. In the researchers’ first-person narrative approach, students read personal narratives of authors with psychiatric diagnoses and then inferred the presence of psychiatric symptoms, and watched documentary videos of young people diagnosed with mental illness. The authors highlighted the effectiveness of de-emphasizing strict diagnosis and categorization of mental illness and focused instead on the element of equal status contact.

Coodin and Chisholm (2001) investigated attitude changes in 4th year medical students who were exposed to a 90-minute seminar on recovery and schizophrenia during their psychiatry rotation and a control group who did not participate in the seminar. The seminar was co-taught by a professional and consumer/patient and emphasized personal narratives. The treatment group experienced significant positive changes in attitudes, including decreased stigma toward persons with schizophrenia. Students with a mentally ill close relative experienced greater changes in attitudes (Coodin & Chisholm, 2001). The authors concluded that the
seminar’s holistic appreciation and presentation of patients was instrumental in altering attitudes. This conclusion is consistent with other evidence that teaching approaches that focus on the biological or genetic etiology of mental illness have been less effective in reducing stigma (Harre, 2001).

According to Mpofu and Fiest-Price (2005), fictional and nonfictional literature can be used to augment psychopathology instruction, particularly when the socio-cultural context of the narrative’s health behaviours is explored with students. Reflecting on their own experiences teaching counselling graduate students, the authors described their classroom emphasis on empathy and linking literature with DSM diagnostic criteria. As a result, students were challenged to examine diagnoses from a socio-cultural perspective, which ended up being well-received and interesting to students (Mpofu & Fiest-Price, 2005). Such in-depth use of literature, however, may be better suited for smaller classes.

Current Study

While various studies have examined the impact of diverse teaching techniques on reducing stigma, research is scant on students’ perceptions of how a psychopathology course can address stigma and misinformation about mental illness. Furthermore, there is limited research on reducing mental illness stigma in Botswana, which has unique cultural perceptions of mental illness (Sabone, 2009), a significant history of mental illness stigma (Pheko, Chilisa, Balogun, & Kgathi, 2013; Seloilwe & Thupayagale-Tshweneage, 2007), and a newly emerging profession of psychology (Pheko, Monteiro, Kote, & Balogun, 2013).

This study explored students’ perceptions of whether and how learning about psychopathology reduced their negative attitudes about mental illness or led to positive attitudes or beliefs about people suffering from mental illness. Specifically, University of Botswana students who were enrolled in an upper-level psychopathology course were asked to write their perception of how the course impacted their attitudes about mental illness and people who suffer from psychological disorders.

Teaching method for the course. The psychopathology course was taught by the author, a lecturer at the University of Botswana and trained clinical psychologist who has clinical experience in a range of mental health settings and has taught psychopathology and other psychology courses. The course was a standard semester-long class that met for three hours per week for 14 weeks. The course covered the causes, symptoms, and treatment of various types of psychopathology, including anxiety, mood, psychotic, developmental, eating, and substance-related disorders, and personality disorders. It also exposed students to different etiological and treatment explanatory models, as well as conceptualizations of psychopathology within the Africa context.

Students from various faculties in the university and representing diverse demographics were enrolled. Psychology majors are required to take psychopathology as a core course and the introduction to psychology course was a prerequisite for all of the students. The course was taught using a didactic approach and incorporated unplanned self- and peer-disclosure about mental illness as teaching tools. The structure of the course consisted of classroom lectures; review of textbooks, scholarly, and popular media readings; and class and group discussions. The textbook used for the course had been selected by the university’s Psychology Department and was an international version of a text written by authors from the US. However, the supplemental readings were drawn from research conducted in different parts of Africa, including Botswana, and other regions of the world including Asia, Europe, and South America. Throughout the course, different case studies were used to discuss the relationship between culture and the manifestation and interpretation of psychopathology. Specific examples from Botswana were highlighted.

In order to demonstrate that everyone (including themselves) displays characteristics of abnormal behavior at times, the author also shared accounts of non-patients who experienced symptoms of psychopathology, but were not diagnosed with specific disorders. During the course, several students decided to share their personal experience of having psychiatric symptoms or diagnoses, which included mood and anxiety difficulties and substance use. Student disclosure was neither requested nor required, rather it was a natural progression of the class discussions and students decided on their own to share their experiences.

Method

Research Design

This study was qualitative, exploratory, and descriptive, and employed an open-ended question method. Students were questioned at the end of their psychopathology course. Participant responses were analyzed using qualitative content analysis to explore themes and categories in the data.

Participants and Setting

The University of Botswana is located in Gaborone, the multicultural and cosmopolitan capital city of Botswana. With an estimated 18,000 students, the University of Botswana is the largest and most diverse university in the country—enrolling students from various ethnic, religious, national, religious, and cultural backgrounds. English is the country’s official language (Setswana is also widely used throughout the country) and the language of instruction at the university.

Fifty-eight 3rd and 4th year university students (28 male and 30 female) at the University of Botswana who had recently completed an upper-level psychopathology course agreed to participate by answering the research question. The majority of students were natives of Botswana, but there were also students from other African countries and exchange students from Europe and North America.

Procedure

At the end of the course, students were asked to anonymously and confidentially respond in one to two written paragraphs to the following question for extra credit points: “How has the psychopathology course influenced your attitudes...”
about mental illness and individuals who are diagnosed with psychological disorders?” They were informed that their answers might be used as part of a research study and that they should not submit if they did not want their responses included in the research. They were not required to answer and were informed that there would be no penalty for not responding. Participants signed a separate sheet of paper for their extra credit points. Students who did not want to participate were given alternative brief assignments that they could complete for extra credit.

Data Analysis
The author conducted a systematic content analysis of the verbatim written answers using the ATLAS.ti qualitative analysis program. Once the answers were organized in ATLAS.ti, related and recurring response categories were identified and grouped into the broader themes that are discussed in the findings below. The analysis was driven by an inductive approach (Bradley, Curry, & Devers, 2007), based on grounded theory (i.e., Glaser & Strauss, 1967), which allows researchers to inductively develop interpretive codes and further refine the codes to fit the data and reflect respondents’ experiences (Bradley et al., 2007).

Specifically, descriptive categories were constructed to capture participants’ views on how the course affected their attitudes about mental illness. To construct the categories, content related to participants’ perceptions was retrieved from the written responses. Relevant sections of text were highlighted and grouped in ATLAS.ti according to the type of attitude change respondents described. These initial categories were then reread to uncover connections and linkages that more generally characterized participants’ perceptions. Based on these linkages the data categories were revised, regrouped, and reorganized into five themes (this data analysis procedure was adapted from the method used by Ware et al., 2009).

Results
The 58 participants discussed a several ideas in which they explained how the psychopathology course impacted their attitudes about mental illness, psychological disorders, and people with mental illness. Five general themes were identified and are described below: increased awareness and understanding of mental illness; complexity and multidimensional nature of mental illness; sensitization, empathy, tolerance, and reducing stigma; cultural beliefs and dispelling myths; and self-awareness.

Increased Awareness and Understanding of Mental Illness
Most participants mentioned that one of the important outcomes of taking the course was increased awareness and clearer understanding of mental illness. Many students said they had previously been unaware of the scale and scope of psychological disorders and a number of responses included the term “eye-opener” or “eye opening.”

One participant noted, “Psychopathology has greatly drawn my attention to various mental illnesses all over the world. It has helped me to understand the possible causes of mental disorders and how these are diagnosed and treated.” Another said, “The psychopathology course has actually opened my eyes to something that I was really oblivious about. Some of the disorders that were discussed in this course are disorders that exist in people in my social circle.” A third respondent said, “I always had this belief that people with mental illnesses and various psychological disorders were faking [respondent’s emphasis] and that they were fine. Psychopathology has opened my eyes to the fact that these disorders are real and are experienced by people every day.”

They also highlighted the importance of differentiating different disorders instead of grouping them all together. “I used to refer to all the disorders as obsessive compulsive disorders without really knowing what symptoms the person should show for them to have OCD. Now I can be able to identify the disorders by looking at the symptoms,” said another participant.

Complexity and Multi-Dimensional Nature of Mental Illness
Participants discussed their appreciation for the multidimensional nature of mental illness and the complexity of diagnosis and treatment approaches. They said they learned to recognize biological, psychological, emotional, social, and cultural contributors to mental illness. One of the participants responded, “What really intrigued me was the multidimensional method of diagnosing psychopathology. This convinced me beyond any reasonable doubt that a conclusion is not simply reached without a thorough diagnoses.” Another student said, “Psychopathology has also enlightened me on different aspects that cause these disorders; that it is not only attributed to genetics, culture, or environment, but is a combination of all aspects.”

Sensitization, Empathy, Tolerance and Reducing Stigma
The majority of participants addressed one or more dimensions of sensitization, empathy, tolerance, and stigma. Many respondents reported that they became more sensitized to the impact of mental illness stigma. They also said they developed greater empathy and tolerance for individuals suffering from psychological disorders or experiencing symptoms, including family members and friends.

For example, one respondent described his or her response to personal disclosures in the class: “The interesting part is that every individual in my class admitted to having symptoms of different disorders. This shows that we all fall into certain categories of disorders because as human beings we are not perfect. So, there should be no discrimination against people with disorders, as they are just as human as we are. It’s just that they need certain care and attention.” Another participant reported, “This course made me aware of the difficulties these people go through, and that it is not by choice that they suffer from these illnesses. Now I am in a position to be more tolerant.” Still, another student noted, “Most [mental illness] can be worsened or induced by stigma, so the way I see and treat people with mental illness has changed. I have a more positive perspective.”
Actions to reduce stigma. Other respondents highlighted specific actions they would like to take to help reduce stigma. For example, one participant said he or she would like to “refrain from using the term crazy.” Another participant went further in describing planned actions: “This has also encouraged me to volunteer at different clinics to have firsthand experience with the patients … and also learn more and sensitize the people around me who are not aware of most of these mental illness and psychological disorders.” A different respondent noted, “If I can guess that someone has a mental illness I would avoid being mean or acting in an inappropriate way that may make their condition more severe and make them feel worthless.”

Cultural Beliefs and Dispelling Myths

Participants discussed their recognition of how culture influences perceptions of psychological disorders. “Certain cultures react and respond differently to certain psychological disorders. Psychological disorders which are acceptable in certain cultures are considered extremely bad in other cultures,” noted one respondent.

They also mentioned some of the specific cultural beliefs in Botswana—which include witchcraft and supernatural causes—and described how the information they learned in class helped to dispel myths, such as “mental illnesses being caused by demon possession or evil spirits”; according to one participant. Another respondent reported, “Coming from a Tswana traditional family, whenever I saw someone with a mental illness I assumed it was nothing but witchcraft… I used to fear people with mental illnesses and wouldn’t want them anywhere near me.”

Respondents described one traditional belief about developmental delays: “Like every Motswana (native of Botswana), I used to believe that autism, called mopakwana in Setswana, was caused by infidelity or evil spirits when the baby was still very young,” said one student. Another participant described the same belief, “The course helped correct some of the misconceptions we had because of our culture. For some reason it was believed that when a man has an extramarital affair while the wife is pregnant the affair will somehow affect the child, thus causing autism.”

Self-Awareness

In addition to developing general awareness of mental illness and its impact on family, friends, and others in the community, many participants said they gained more awareness about their own susceptibility and experience with symptoms.

For example, “I have learned that the tendencies don’t mean a disorder is present … but we put ourselves at risks, especially with drinking and drug use.” And, from another student, “I realize that everyone’s experience is different but I know that by trying to find the positive aspects of my diagnosis my mental health improved on its own.”

According to some respondents, increased awareness could also be negative. “To some extent I even questioned my own behavior patterns … sometimes it feels like you all have the disorders that you learned,” said one participant. Another echoed with a similar sentiment, “The negative side of this course for me is that it has pushed me to a point where I am always observing and assessing people. Already I am trying to diagnose them.”

Discussion

These findings indicate that students perceived the psychopathology course as an important tool for increasing awareness about mental illness and that it may be a useful method for changing attitudes and reducing stigma, at least in the short-term. Although education alone might not lead to long-term attitude change and some stereotypes are resistant to change (Batson et al., 1997), it is significant that participants reported greater understanding of the complexity and scope of mental illness in their community.

Responses revealed that students valued real-life examples of mental illness in the form of disclosure by other students in the class. This finding is consistent with studies that highlight the benefits of first-person narrative teaching methods (Coodin & Chisholm, 2001; Mann & Himelein, 2008). In addition, participants reported increased self-awareness as an outcome of taking the course. While not planned and not a course requirement, students’ emergent disclosure in class served as impromptu learning points that provided humanized examples of the symptoms and diagnoses about which they were learning. Including personalized examples is an activity that is supported by other researchers’ (Coodin & Chisholm, 2001) emphasis on benefits of holistic teaching methods that extend beyond clinical diagnosis. However, any personal disclosure regarding psychiatric symptoms needs to be handled with care, proper boundaries, and individual follow-up by the lecturer. Previous findings suggest that individuals with mental illness should be cautious in disclosing their treatment history due to the increased risk of stigma (Angermeyer & Matschinger, 2003; Link, Struening, Rahav, Phelan, & Nuttbrock, 1997)

Contact is one of the strategies proven to reduce stigma. Participants reflected on their previous contact with friends and family members who have psychological disorders. Many of the respondents were able to think about past contact in light of their recent understanding of mental illness. Their new knowledge about specific psychological disorders seemed to provide a different lens through which they could more positively interpret and comprehend the behavior and experience of people in their social circle who exhibited symptoms of mental illness. Contact has been associated with reduced social distancing (Chung, Chen, & Liu, 2001) and may influence attitudes by encouraging empathy, perspective taking, and decreased stereotyping (Batson et al., 1997; Corrigan et al., 2001; Corrigan & Penn, 1999). The students in this study expressed greater willingness to interact with mentally ill individuals. However, follow-up studies are necessary to determine whether their intention would result in actual behavior change.

It is also important to be aware that the focus on diagnosing, classifying, and labelling that was a significant aspect.
of this psychopathology course could also result in negative experiences for students. Some of the participants stressed the downside of increased awareness—that they were more compelled to label their own and others’ “abnormal” behavior. Previous findings have revealed that in some cases mental illness labelling did not reduce stigmatization and actually led to greater social distance, particularly when patients were perceived as dangerous (Angermeyer & Matschinger, 2003; Link, Phelan, Bresnahan, Stueve, & Pescosolido, 1999). As with self-disclosure, lecturers should reflect on how to balance the need to teach students about diagnosis with the imperative to address stigma as part of the teaching process.

Participants in this study discussed empathy, tolerance, and sensitization as related factors necessary to reduce stigma. This perception is also consistent with previous research by Batson and colleagues (1997) which found that empathy improves attitudes toward stigmatized groups by encouraging others to take the perspective of the stigmatized group. Respondents in the current study expressed a desire to understand the experience and suffering of mentally ill individuals who face stigma. They also seemed to take personal responsibility for reducing stigma in their community (e.g. plans to volunteer at clinics and educate others about mental illness and stigma).

It would be important to further explore students’ ideas about decreasing stigma and whether they would incorporate education, contact, or education strategies. As noted earlier, protest, due to its reactionary motivation, is less effective and may actually cause rebellion or rebound (Corrigan & Penn, 1999). This possibility might also affect participants’ intentions to decrease their own stigma. Many respondents spoke about dispelling myths and recognizing that some cultural beliefs may encourage misinformation and stigma. Doing so could help make students aware of the benefits of seeking counselling for themselves or people they know (Pheko, Chilisa, Balogun, & Kgathi, 2013). However, one should be cautious about participants’ pronouncements that they would abandon cultural beliefs so quickly, especially since many of those beliefs have been reinforced throughout their lives.

Stigma, after all, is not only perpetuated by individual attitudes, but societal norms and institutions as well (Yang et al., 2007).

Participants also reported that relating course material to their unique cultural context helped to better sensitize them to mental illness in their communities. Mpofu and Fiest-Price (2005) had similar observations when they used literature to teach psychopathology to graduate students. Focusing on students’ immediate social environment challenges students to think deeply about the complexity of mental illness in their communities. Much of the sharing and disclosure during this course took place during group discussions. Additionally, group work was used to facilitate a hands-on and contextualized perspective that encouraged students to think about mental illness and mental disorders inside their own milieu as well as transculturally.

As mentioned earlier, many respondents said that the course helped them to dispel cultural myths about psychopathology. However, there was hardly any mention about the possible protective function of their cultural values, beliefs, and practices. It would be important to include class discussions that emphasize how to critically and holistically think about the role of culture in promoting and decreasing stigma, especially because a number of participants reported that they planned to abandon traditional cultural beliefs about mental illness.

Perhaps most significant in these findings is the fact that participants’ responses mirrored the four educational interventions to reduce stigma that were outlined by Corrigan and Penn (1999) and reiterated by Mann and Himelein (2008). They are: “including personal information about the individual diagnosed with mental illness, directly attacking myths, increasing empathy through simulations, and including discussions” (Mann & Himelein, 2008, p. 546). In this case, students’ perceptions are very consistent with empirical research on the effectiveness of teaching psychopathology.

**Limitations**

Since this study was exploratory and descriptive, it is not possible to quantify how much students’ attitudes changed as a result of taking the course or to conclude which aspects of the course led to any positive change. Also, because they were asked to write about a course they had just completed, students may have provided socially desirable or overly positive answers. However, the range of responses by participants partially allays some of those concerns.

It will be valuable to carry out future research that uses pre- and post-test measures of stigma attitudes, experimental methods to test specific teaching methods, and appraisals of empathy, contact, and social distance in student samples.

**Implications**

These findings have implications for practical and pedagogical approaches to reducing stigma. It can be concluded that specific type of instruction on psychopathology is helpful in reducing stigma. Instructors should consider how to integrate sensitization about mental illness as a teaching objective. This can be achieved by utilizing research on stigma reducing strategies along with reflecting on how to address socio-cultural context when developing psychology courses and class activities. Students who have taken psychology courses are likely to be more cognizant of their interactions with mentally ill individuals. They may be in a position to offer education, understanding, and further enlightenment. It will be important to use the students’ perceptions in conjunction with empirical findings on the effectiveness of teaching psychopathology to inform awareness, and to implement other mental health promotion campaigns.

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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 January 2014, this sheet appears in 26 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, Swahili, Thai, and Ukrainian.

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.
Successful Interactions in a Diverse World


Reviewed by Eve Markowitz Preston, Ph.D.
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“Hey, lady! Your grandkids just ran outside!”

The estate-sale manager had assumed those rowdy boys were my grandchildren, and not my offspring, most likely because my hair is gray. As a psychologist with a special interest in older adults, I wasn’t hurt by the error, but it was a typical microaggression, the kind of “verbal or behavioral (insult) from members of the dominant culture” (Sue et al., 2007) that can arise when people of different backgrounds or cultures interact (p. 8).

It is with an eye toward preventing such ruptures that psychologist Pamela A. Hays, Ph.D., has written Connecting Across Cultures – The Helper’s Toolkit, a textbook about establishing and strengthening cross-cultural relationships. The slim but pithy paperback is full of information, anecdotes, and exercises aimed at producing “aha! experiences” (p. 2) that raise awareness, shake up assumptions, challenge stereotypes, and widen perspectives.

In a diverse world, with people from about 200 countries and countless subcultures potentially crossing paths, all sorts of misunderstandings can occur. The pitfalls can be serious for helping professionals, whose effectiveness often hinges on establishing good rapport. It is to this audience that Hays directs her message.

“We all have biases,” she writes (p. 24). Indeed, as a white, middle-class woman, I had believed I was sensitive to such issues, but Hays managed to awaken me to a number of blind spots, as well as deepen my understanding and empathy. (Before reading the book, I’d wondered why I didn’t seem to be reaching a disabled patient of color. Hays’s work has repositioned me to interact with her more effectively.)

Generally, I found the 11 chapter volume to be interesting and enlightening, and at times even inspiring.

Hays writes in a refreshingly clear and conversational style. And she seems well-positioned to deliver this sort of guidance, having previously authored Addressing Cultural Complexities in Practice and co-edited Culturally Responsive Cognitive-Behavioral Therapy. She currently works with Native people in her home state of Alaska and has served Lao, Cambodian, and Vietnamese people elsewhere in the United States, as well as Muslim Arab women in North Africa.

Relying strictly on trial-and-error when interacting across people types can create problems, Hays points out, and “what you don’t know can hurt you” (p. 5). She opines that people living in a privileged or middle-class “bubble” may take their knowledge, experience, and benefits for granted—and erroneously jump to conclusions about less-advantaged clients or associates. She tells the story of a white minister, and his culturally diverse church, which nicely brings such hazards to life. A plethora of anecdotes, often drawn from Hays’s own experience, are a highlight of this book, serving to vivify the many teaching points.

Another strength of the text is its wealth of exercises—some of which can deliver uncomfortable truths. One such task helped me to realize that my most trusting, personal communication is with people a lot like me, though I don’t consider myself to be prejudiced.

“Privilege separates privileged and nonprivileged people from important information,” Hays notes (p. 33), and adds later, “Educate yourself, which will help you know what, when, and how to ask questions” (p. 49).

Reading newspapers from other communities and vantage points, and deepening relationships with people from outside of one’s own demographic categories are among the ways one might try to boost sensitivity. “It is not healthy for a human being to spend too much time staring at his own reflection,” Hays pointedly notes, in a quote (p. 47) from E. Shafak (2010).

Some of Hays’s advice rang quite true for me. “Don’t assume that people with disabilities need help,” she writes (p. 65). Indeed, a visually impaired, 94-year-old patient of mine recently had trouble pushing her walker past a slight elevation in the floor but did not wish assistance with the task.

“People have to have patience,” she told me. “As much as I can do things myself, I’ll stay with it mentally and physically!”

So much of what people utilize and enjoy these days—from music and architecture to clothing and holiday celebrations—can be traced to minority or foreign cultures. Hays tries to awaken readers to this reality, perhaps with the wish that it will enhance appreciation of the people who share such roots. However, she counsels against pigeon-holing anyone by age, disability, religion, race, economic status, sexual orientation, national origin, or gender—some of the main cultural influences spotlighted in the book.

People are more than their most obvious identifiers—and Hays seems to underscore this theme by helping readers to plumb their own multifaceted natures. In one exercise, I pondered how I’m not just a female, New York City-based thera-
pist, but also a Jewish, middle-aged, multilingual, divorced, heterosexual mother-and-daughter apartment dweller! And if I am so multidimensional, then so are those with whom I interact.

*Connecting Across Cultures* is loaded with facts—at times, perhaps a few too many. For example, it probably wasn’t necessary for Hays to tell us that Plácido Domingo and Desi Arnaz hail from Latino backgrounds. Other times, I wished she’d written more.

“Brazil has 134 categories of blackness, whereas the United States has only a few, depending on who is defining,” she writes (p. 32), footnoting another author (Gates, 2011) when she might have elaborated on this intriguing topic herself.

Hays does touch on some wonderful details toward the middle of the book. Native and Middle Eastern people may consider direct and steady eye contact to be a sign of disrespect, while those of European descent might say it stands for confidence and interest. This type of material is useful to clinicians. However, parts of a section on offensive language seemed somewhat more obvious. For example, red flags are raised about saying “you people,” or employing terms like “Indian giver,” “deaf and dumb,” or “Mulatto.”

Other fine points of interaction were far less familiar to me (i.e., the “overlapping” speech patterns of certain European-American, Latino, and Arab cultures versus the “stop-and-pause” style of some Native peoples). It was interesting to read about the many ways that something conceivably simple and straightforward, such as a handshake, could be viewed.

I was intrigued to learn about the practice among some people to reclaim “an offensive word [as] … a form of empowerment by group members” (p. 77).

“Some people with disabilities use the term *crip* or *cripple* to refer to themselves, but it is not okay for people who do not have disabilities to use it,” Hays writes (p. 77). (I wish she had gone out on a limb also to elucidate use of the “N” word by some African Americans.)

In the last chapters of the book, Hays discusses relationships somewhat more generally, broaching the value of having courage and humility, for instance, and the problem of defensiveness. I found a values-clarification exercise in Chapter 10 to be illuminating—it so absorbed me one day while I was riding the subway that I nearly missed my stop! Still, rather than the more general relationship pointers, I’d have welcomed additional specifics on working within various subcultures. I have seen interesting such efforts in *Ethnicity and Family Therapy* (McGoldrick et al., 2005) and *Kiss, Bow, or Shake Hands* (Morrison & Conaway, 2006).

*Connecting Across Cultures* includes numerous tables and forms, but, sadly, doesn’t provide illustrations for a topic tailor-made for them. Helpfully, however, Hays does place footnotes at the bottom of pages.

In all, expanding one’s consciousness in the multicultural realm isn’t effortless, but Hays makes an excellent case for giving it a try.

“Because we spend so much time on automatic pilot half conscious of what we are seeing, doing, and saying,” she writes, “mindfulness takes effort” (p. 23).

She will leave many readers eager to embrace this opportunity for interpersonal enrichment and psychological growth.

**References**


**Merging of Internationalization and Multiculturalism**


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Many psychologists have called for a need to internationalize and develop multicultural perspectives in the field for some time. One can conduct a quick literature review and find such articles in psychological journals like the *American Psychologist* (van de Vijer, 2013; Cole, 2006; Sue, Bingham, Porchê-Burke, & Vasquez, 1999; Fowers & Richardson, 1996; Sexton & Misiak, 1984). However, many of these articles have discussed them as two separate movements. For example, Sexton and Misiak (1984) discussed the importance of American psychologists developing a worldview of their science and profession, and Cole (2006) proposed a need to internationalize psychology through international collaboration and cooperation among psychologists. Lowman takes it a bit further by: (1) combining the two constructs, or “internationalizing multiculturalism” (p. 4), and (2) presenting practical applications for professionals when merging the two constructs.
The book is organized into four sections. The first section includes an introduction chapter, and Lowman discusses how due to increasing globalization, the movement of multiculturalism needs to advance by incorporating internationalism. Moreover, he argues that professionals, for example in business or mental health settings, can better understand complex issues that arise when working with individuals with diverse cultural backgrounds. Thus, the purpose of his edited book is to “explain how having both multicultural and international skills can enhance professional competence in any field” (p. 4).

The second section of the book includes discussions of traditional multicultural issues, such as gender and race (Chapters 2 and 3), sexual identity (Chapter 5), religion and spirituality (Chapter 6), as well as brief descriptions of major models for studying and understanding cultural differences (Chapter 4). Despite a wide range of topics covered in the second section, a reader will appreciate some personal experiences the authors share to illustrate their points on the importance of internationalizing multiculturalism. For example, Monique Taylor’s (Chapter 2) account of her experience as an American instructor observing her Palestinian students’ identification to literature and music during the Harlem Renaissance provides a glimpse of how despite cultural differences, experience from one outgroup can be shared and even be appreciated from another outgroup. Other authors such as Cavagas (Chapter 3), Kuba (Chapter 5), and Limberg (Chapter 6) provide an overview on how gender, sexual identity, and religious discrimination respectively, are addressed at a global level. However, they also successfully engage a reader by sharing their own personal stories of how they began to realize the importance in internationalizing multicultural perspectives into their profession. Finally, Chapter 4 provides a more general overview of different multicultural models commonly used in American research, and their potential weaknesses when applied to different cultures.

The third section of the book centers on applying the integration of internationalism and multiculturalism. One noteworthy chapter is by Lopez and Ensari (Chapter 7). Using a case study of individuals with different cultural backgrounds working for a globalized corporation, they illustrate how a particular action from a member in one cultural group is interpreted differently from a member in a different cultural group. Another chapter in this section motivates a reader to reflect on what would he/she would do. For example, Hurley and Gerstein (Chapter 9) discuss how an American professional in the mental health field would provide services to East Asian parents who use physical punishment of their children to ensure conformity and obedience. This section ends with the importance of integrating international and multicultural perspectives at an institutional/educational level (Chapter 10) and an individual level (Chapter 11).

The book is useful indeed for anyone interested in multiculturalism, especially for those searching for a book that offers an overview as well as different theoretical perspectives. As a quantitative psychologist who has been accustomed to reading journal articles and/or textbooks, I especially found the writers’ ability to share their personal stories refreshing and came away appreciating the construct of multiculturalism. More importantly, it made me reflect on my own experiences as a Korean-American woman. Although Lowman’s goal was to enhance professional competence, the book has the potential to reach readers on a deeper level.

References


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Dr. Dinesh Sharma and Dr. Uwe Gielen don’t miss a beat as they, along with their international contributors from the diverse locales of Africa, the Middle East, the Pacific Rim, India, Europe, the Americas, and from the diverse fields of political science, psychology, sociology, journalism, business, and literature, painstakingly analyze and evaluate each facet of Barack Obama’s presidency and leadership while also considering how his international biography and global roots shaped his leadership style and priorities. For instance, they illustrate how Obama’s multiracial, multicultural, and multi-religious background with roots in North America, Africa, Asia, and several Pacific islands, prepared him for a deeper knowledge of global problems and developments, particularly those influenced by continuing economic, political, military, and cultural developments in the Asia-Pacific region.

The editors allude to Obama’s role as “global presi-
dent” (p. 22). Additionally, the book delves into Obama’s “Asian Pivot,” in the context of American Exceptionalism and, specifically, his efforts to shape the relationship between the United States and China in the context of China’s increasing economic and military power. In this manner, this integrated compendium lends a voice to global perceptions of Obama and tackles strategic concerns pertaining to America’s future and to foreign affairs, more generally. Moreover, allusions to social psychological literature on leadership ensure that this text is not only a must-read for the seasoned political scientist, but for the psychologist, sociologist, and for individuals interested in the fields of business and leadership development.

Readers interested in assessing the strengths and limitations of Obama’s leadership, or those hoping to achieve leadership posts themselves, will appreciate the editors’ use of the following six leadership dimensions of the renowned GLOBE study to systematically evaluate Obama’s leadership from a cultural globalization framework: charismatic/value-based, team oriented, participative, humane oriented, and autonomous. The GLOBE Project was introduced in 1991 by Robert J. House of the Wharton School of the University of Pennsylvania and engaged 170 “country co-investigators,” based in 62 of the world’s cultures, ranging from Albania to Zimbabwe (Grove, n.d.; House, Hanges, Javidan, Dorfman, & Gupta, 2004). The 62 cultures included mostly business-oriented societies, except for Norway, Saudi Arabia, El Salvador, Georgia, Kazakhstan, Kuwait, Namibia, Qatar, Slovenia, and Zambia.

Moreover, one of the most fascinating and unique features of this text is learning how Obama’s popularity in various countries is largely dependent on the leadership qualities that these countries value. For instance, in Chapter 11, “Obama’s French Connection,” journalist Donald Morrison highlights how France’s admiration for Obama relates closely to the fact that Obama’s lucid thinking, articulate oratory and written skills, and his ideals of enlightenment and democracy align closely with France’s intellectualized political ideals. In contrast, in Chapter 18, “The Chinese View of President Obama,” business consultant Benjamin Shobert describes how China’s political and economic elite view Obama as a weak leader and administrator, who is constrained by his lack of planning, business experience, and guanxi (connections and loyalties based on previous favors and continued interdependencies). Contrary to the French idealization of Obama’s articulate oratory skills, the Chinese elite perceive his “soaring speeches” as unimportant and as only appealing to immature idealists, who are incapable of comprehending the harsh realities of managing an unruly society and empire. Aligned with this contention, editors Sharma and Gielen allude to Washington Post’s Scott Wilson’s thought that Obama’s introverted traits coupled with his failure to capitalize on guanxi or political connections and networks, may cause him to be a political loner and outsider who might struggle in a future election. Moreover, Sharma and Gielen allude to James Fallows’ Atlantic article discussion of the “symbolic mismatch” between Obama’s rhetoric and his actual record.

This discrepancy between Obama’s pronouncements and ambitions for political and global change and his actual political actions and accomplishments is an additional theme that emerges in this text. In their Introduction, Sharma and Gielen mention Ryan Lizza’s perception that Obama appears more as a “facilitator of change,” rather than as a “revolutionary or director of transformational change.” Perhaps this is due to the fact that many deem Obama to be a “conciliator,” who is often motivated to compromise rather than to stand his ground and move for change. While some may be frustrated by his “drive to compromise,” others perceive his conciliatory idealism as heartwarming. Others have criticized Obama for “leading from behind,” rather than leading the charge.

Whatever the valence of perceptions might be, Sharma and Gielen lead the charge in weaving the perspectives of over five continents and over 20 countries together in a masterful, thought-provoking piece. All in all, Latin America prizes Obama over Bush and appreciates his support for Latin American immigrants and his lack of focus on unilateral American and political dominance. Europe values his intellect, oratory and written skills, and his conciliatory idealism. As a son of Africa himself, he continues to receive support from sub-Saharan Africa despite critics suggesting that despite serving as a source of inspiration for millions of Americans, he has failed to adequately support his African people and especially to decisively address the ongoing conflicts, genocide, and human rights violations in the eastern Congo, the world’s foremost killing ground. Contrary to these overall positive impressions, Middle Eastern and North African Muslims perceive Obama as unsympathetic to their Islamic-political-nationalistic goals and deem his attempts at intervening in the Israeli-Palestinian conflict as unsuccessful. Finally, while Japan and South Korea continue to cluster beneath the U.S. umbrella, China is quickly becoming an economic and military superpower which will greatly test Obama’s strength as a leader.

To conclude, Sharma and Gielen afford agency to the reader in determining how to most accurately view Obama based on the perspectives of political scientists, psychologists, sociologists, journalists, businesspeople, and literary experts from each of these key continents and countries. They invite us to a meeting of international minds, and in this manner, offer us a much richer perspective on history, politics, and current events, and on the future of our country and the world at large. In this fashion, they not only afford us a lens through which to evaluate Obama, but a lens through which to evaluate and value past and future leaders of our country, as well. Finally, in a way, they offer us an intangible formula through which to evaluate our own prospects for global leadership by evaluating which attributes of leadership have been most or least highly regarded.

References

Progressing Pedagogy: Advances in Teaching International Psychology


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Those teaching psychology in the USA typically have the luxury of selecting course materials from a veritable plethora of options, from dozens of possibilities for introductory psychology textbooks to a range of choices for many more advanced special topics. In contrast, decision making for international psychology around the globe is sometimes quite different. Textbooks published in the USA may be unavailable abroad, too expensive for local use, or not adapted for the national curriculum and culture. There have been some helpful books about internationalizing the psychology curriculum in the United States (e.g., Leong, Pickren, Leach, & Marsella, 2012), which discuss going global in various psychology subdisciplines such as in health, history, and developmental psychology, but such books have a different aim from those seeking to teach outside the USA.

While there are articles from time to time of relevance to international psychology in publications such as the journal Teaching Psychology, or on the Society for the Teaching of Psychology (APA Division 2) Office of Teaching Resources in Psychology (OTRP) website (http://teachpsych.org/otrp/resources/index.php), those seeking a more thorough and in-depth discussion of the issues are strongly encouraged to seek out the excellent three volume series edited by Sherri McCarthy and her colleagues, entitled Teaching Psychology Around the World. The books in this series intend "to be an overview of teaching and learning psychology internationally … [demonstrating] the current state of international psychological research and practice" (2007, p. xii) and are based on the series of conferences known as ICOPE (International Conference on Psychology Education). The focus of the series is to disseminate “information about good practice and [cover] many aspects of teaching, including curriculum, planning, and activities and assessment practices from countries around the world” (2009, p. xiii). The first volume, published in 2007, is based on the First Joint Meeting of ICOPE and the International Council of Psychologists in Foz do Iguacu, Brazil in July 2005. Volume two, published in 2009, is a result of the ICOPE held in St. Petersburg, Russia, in July 2008, and adds to and supplements the first volume with contributions from additional nations and topics. Volume three, published in 2012, includes chapters that began as presentations at the July 2010 ICOPE in Sydney, Australia, and further extends the work of the first two volumes with all new chapters, including a special emphasis on Australia. Notably, a 5th ICOPE met in Cape Town, South Africa in cooperation with the Psychological Society of South Africa in conjunction with the International Congress of Psychology (Rich & Gielen, 2012), with selected proceedings published in special issues of the journal Psychology Learning and Teaching.

What types of information may one find in the volumes? Since each volume ranges from about 500 to over 600 pages, it is impossible to discuss the content in substantial depth in a brief review, but it is clear there is something for everyone here. Volume one for instance, has chapters on teaching psychology at the university level as well as at the pre-university level, such as in public schools, with chapters focusing on such matters as applying psychology to the assessment of student learning and to teaching and learning psychology itself. A series of several chapters discuss in turn, psychology as it is taught in various geographic regions around the globe, from Europe, to North America, to Australia, as well as Africa and the Mid-East, Asia and the Pacific Rim, and South America. Many of the chapters have subsections on individu-
sections of the book focus on teaching psychology in North America (section two), in Europe (section three), and in other parts of the world (section four), including chapters devoted to Spain, Chile, South America, and Europe. Other chapters focus on specific pedagogical techniques rather than on overviews of psychology in particular nations and thus may be of interest to a more select group of readers seeking a particular solution to a pedagogical issue or desiring evaluative data on various teaching and learning practices. Thus some chapters focus on the use of crib cards in the classroom, on activities for an undergraduate course in industrial/organizational psychology, the effect of didactic lectures and problem-based learning sessions, and the development of self-understanding as a result of psychology education. The final, third volume of the series concludes with Chapter 31 by Sherri McCarthy on changing landscapes around the world for teaching psychology, which includes much valuable discussion both on internationalizing psychology through collaborative program evaluations and on the role of international associations in psychology education (such as the International Union of Psychological Sciences [IUPsyS] and the International Association of Applied Psychology [IAAP]). As the author rightly points out, the American Psychological Association (and other US-based psychology organizations) also are devoting more focus to the internationalization of psychology education. For instance, Psi Chi, the International Honor Society in Psychology, voted to go global in 2009 and now has chapters in places including Canada, the Caribbean, Russia, Ireland, Egypt, and New Zealand (McCormick, Rich, Harris O’Brien, & Chai, 2013).

The 6th International Conference on International Psychology Education (ICOPE) will be held in beautiful northern Arizona, USA, in Flagstaff, near the Grand Canyon, with the sponsorship of Northern Arizona University (NAU). Dates for the conference are August 3–5, 2014 and details on registration may be found at http://nau.edu/SBS/Events/ICOPE/Welcome/. The conference theme is “Psychological Literacy Around the World: Teaching, Learning Design, and Assessment,” and a number of distinguished keynote speakers are already on the program, representing six continents: Africa, Asia, Australia, Europe, North America, and South America. With such a special event, one hopes that plans are already in the works for another volume in this excellent, and unique, Teaching Psychology Around the World series.

References

The second volume of the series offers updates on teaching psychology around the globe, with all new chapters on various regions, including Africa and the Mid-East, Asia, Australia, Europe, and North America. Chapters often add new nations not represented or less fully represented in the first volume. For instance, the chapter on psychology in Asia in the second volume includes sections on psychology in Thailand, Vietnam, Korea, and Singapore, as well as information on various psychology professional organizations, conferences, and publications in Asia. Chapters also are devoted to teaching psychology online and its relevance for international psychology and to the issue of portability of degrees in Europe (where as many as 48% of the world’s psychologists work [2009, p. 287]). This last issue is one of considerable interest to many international psychologists who earn credentials in one nation, but desire or need to relocate to another later in life. In fact, many of the chapters offer enough information on the education and credentialing process and requirements in various nations that the books can serve as a superb starting point for the general types of issues one may encounter upon relocation, as well as more specific information about course and examination number and type, as well as names of professional associations and organizations in various nations.

The third volume in the series continues the work of the first two volumes, but adds a special emphasis on Australia, and indeed the entire 14 chapters in the book’s first section are devoted to this topic, showing that even within one nation there are diverse perspectives, needs, and curricula. For instance, this special section includes chapters on high school teachers, on team teaching, on looking beyond disciplinary boundaries, on peer mentoring for first year psychology students, on indigenous psychology, on teaching large-class format introductory psychology courses, and more. Other
Developing International Student Partnerships Through Division 52

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Within Division 52, our ultimate goal is to promote the internationalization of psychology and enhance global awareness in the field. In order to achieve this goal, Division 52 (D52) is taking substantial steps to facilitate cross-national and cross-cultural communications and partnerships among professionals and students across the world. In particular, reaching out to young scholars in their early career development and enhancing the collaboration amongst them is a fruitful way to accelerate this process. D52 has already been using its Bulletin, journal, website, listservs, social media, country liaisons, mentoring programs, professional meetings, conference sponsorship, and collaboration with APA’s Office of International Affairs to reach out international students. However, we believe that it is crucial to recognize and appreciate the characteristics and resources of local organizations in order to reach out to international students. With the help of our colleague Radosveta Dimitrova, Ph.D. candidate at Tilburg University in the Netherlands, in this Student Column we address the question, “How can Division 52 best reach out to international students?” Our goal is to introduce local organizations and resources that can serve to build common initiatives among international students and to hear suggestions from our colleagues to make D52 more visible and approachable in colleges and universities throughout the world.

In the following sections, Radosveta Dimitrova introduces a networking opportunity for young scholars—the Early Researchers’ Union (ERU); Valeriya Lyanguzova, from Moscow University, introduces conferences as excellent opportunities for communication among young scholars and provides suggestions for D52 to use this avenue to reach out to international students; and finally Aram Fomichev, from Moscow University, talks about student clubs and the steps D52 can take to become more visible to international students.

How Can D52 Best Reach Out to International Students?

Early Researchers’ Union (ERU) of the European Association of Developmental Psychology (EADP)

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The Early Researchers’ Union (ERU) of the European Association of Developmental Psychology (EADP) was established in 2008 in order to increase opportunities for network, collaboration, and knowledge exchange between young scholars. The Early Researchers’ Union includes undergraduate students, graduate students, postdoctoral scholars, and junior faculty members primarily interested in developmental psychology or in an area related to the study of human development.

The ERU Board is chaired by the President and includes the President-Elect, the Past-President, the Secretary, the Treasurer, the Officer for Internal Relations & Communication, and the Officer for External Relations & Valorisation. In addition to the board members, ERU consists of approximately 20 national representatives of countries across Europe. By having broad national representation, we potentially have a network of students in different countries, whose main tasks are to render the ERU more visible and to help students of their country connect with a broader research network in Europe. The board and the national representatives hold regular virtual meetings to discuss and decide how to disseminate ERU activities and/or research of ERU members in their countries as well to contribute to the ERU regular newsletter.

As the current president of ERU, I would like to share a few of the many benefits of joining our student organization. As pointed out in the Student Column in the Fall issue of this Bulletin, getting involved early in one’s career with a professional organization is very important and beneficial for one’s long term career goals. One has the chance to develop relationships with other junior colleagues who share similar interests and challenges, as well as with senior scholars who often play a long term influential role as mentors of young researchers’ research profile and career prospects.
To meet these goals, we are supporting a number of activities and events, such as the organization of writing weeks, the preparation of newsletters, and the institution of a best poster award event for young scholars. Two ERU writing weeks were held, one in the Netherlands in 2012, and another in Switzerland in 2013. The goal of these events was to finalize joint scientific papers concerning cross-national comparisons of different research instruments and to submit those for publication in different outlets. Twenty-eight young researchers from twelve different countries joined these two events and most of the papers written during the first writing week were published in the journal of EADP. These writing events provided lectures on publishing in high-impact journals, APA writing style, academic writing in English, and cross-cultural validation procedures of instruments.

In our regular bimonthly newsletter, we provide a summary of the events and activities of our members, while also announcing important learning and training initiatives for young scholars (such as workshops, conferences, and courses).

During the 2013 Biennial Conference of the EADP in Lausanne, the ERU organized the inaugural Best Poster Award event, with the generous support of the Jacobs Foundation. All posters were selected based on criteria of scientific novelty and relevance and appropriateness of statistical analyses. Young researchers briefly presented their work and the three young scholars with the best posters were offered an award (an article in the newsletter, a certificate, and a free 2-year EADP membership for the first place winner).

Our goals for the future are to: (a) continue providing learning and research opportunities to students and young scholars; (b) give visibility and provide a venue to exchange ideas and opportunities among colleagues from a range of cultural backgrounds, particularly from underrepresented regions of Southern and Eastern Europe; and (c) build and strengthen relations with our colleagues involved in other major organizations in the field of developmental psychology in order to exchange experience, resources, and to offer a forum for young scholars across countries to interact together and learn from each other.

I am confident that more young scholars across Europe and beyond will be increasingly involved in similar activities. Emerging young scholars can contribute to the promotion of networking opportunities among young researchers, and to the development of their knowledge and competencies in conceptual and methodological issues.

**Student Conferences in Russia**

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Nowadays, when students are active in a wide variety of research, different student conferences are very popular. There are a lot of conferences, particularly at Moscow State University (MSU), Higher School of Economics and the Peoples’ Friendship University—especially in psychology. Conferences are a good opportunity for different students to communicate and to share their experiences.

D52 can easily reach out to these student conferences in different ways: (1) find students who can make a presentation about D52 at the conference; (2) make a multisite conference using Skype (like The First Moscow Psi Chi Conference on Behavioral Research on October 27, 2013); (3) students can publish their research results in the D52 Bulletin; (4) D52 and other student websites can include information about our conferences; and (5) D52 can also help students from different countries communicate about research which they can conduct together.

Every April we have the “Lomonosov” conference at MSU. The aim of the conference is to develop student, postgraduate, and young scientists’ creativity, to involve them in solving current problems in science, to maintain and develop a single scientific and educational space, and to establish ties between future colleagues. The psychology section of the conference is the biggest one now, but there is still room to grow. Given some technical and travel limitations, we are now trying to use modern opportunities for communicating. For example, the recent Skype conference between Moscow and New York allowed Psi Chi students and researchers to collaborate instantaneously around the world. Using technology can improve multicultural communication and will be very useful for global psychological science.

For any questions or suggestions, contact me, Valeria Lyanguzova, a second-year student at MSU involved with Psi Chi:  
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Student Clubs in Russia

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There are about 1,150 colleges in the Russian Federation, with 188 of these in the capital city—Moscow. Some of these schools have an active psychology club, which seeks to involve students in extracurricular activities. Two examples are Spiritus at our Higher School of Economics, and Praxis at Moscow State University. D52 can easily reach out to these student clubs in four ways: (1) Find a bilingual club officer to serve as the D52 campus representative; (2) Upload DVDs on to the Cloud (such as Dropbox, Google Drive and so on), that clubs can download and show on their campus—like Drs. Kuriansky and Gielen’s (2012) excellent DVD for international students; (3) Encourage clubs to submit their research to the quarterly D52 Bulletin; and (4) Consider adding to the D52 website and include a Russian-language page for the clubs.

In October of 2013, the Peoples’ Friendship University of Russia started the first chapter in Russia of Psi Chi, the International Honor Society in Psychology. It happened with the assistance of professor Harold Takooshian, a D52 senior member. Now some Russian psychology faculty are on their way to start their own chapters. If other Psi Chi chapters can form, they can cooperate with D52 to hold regional student conferences, as we have started to do in Moscow on October 27 of this year. It was a great international experience for Russian students and professors—during this conference we had about 20 presenters and it finished with a PolyCam session (using web cameras) with APA members in New York (coinciding with the 25th Greater New York Conference on Behavioral Research). During this event we discussed and shared the experience of including students in science activity, international collaboration, and other important topics. This conference was mostly organized by student clubs of the Higher School of Economics, Moscow State University, and Peoples’ Friendship University. Such events and many others like this could be a great base for international cooperation. For any questions or suggestions, contact me, D52 Campus Representative for the Higher School of Economics–Moscow at: fomichev.aram@gmail.com

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Sewing Hoodies: A Seamless Integration With International Psychology

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This past fall, my doctoral advisees and I published the article, Internationalizing the U.S. psychology curriculum: A qualitative investigation of faculty perspectives in Division 52’s journal, International Perspectives in Psychology (Bikos, De Paul Chism, Forman, & King, 2013). Among our findings was the incorporation of atypical resources and activities utilized by faculty as they engaged in internationalizing the curriculum. In our article we listed media clips, policy reports, NGO documents, structured exercises, international films, field trips to places such as the United Nations, and Internet-based resources such as virtual labs and video classrooms. The cleverness and creativeness found in individual stories and anecdotes behind this aggregated summary make this category of the Instructional Strategies domain one of my favorite findings.

Because our research project was exclusively focused on the undergraduate psychology curriculum, we did not explore the range of venues and audiences where international psychologists share their knowledge, skills, and experiences. I suspect, though, that in a manner similar to the way in which they create and collect resources, psychologists who are passionate about international psychology share it beyond the bounds of their professional employment. In this article, I will share one of my stories of the intersection between an unexpected resource and an unanticipated audience.

The 4-H Youth Development Organization was established in the early 1900s to assist in transmitting and implementing research findings (originally focused on agricultural and home economics practices) from the university to U.S. citizens (4-H, n.d.). 4-H has extended beyond its rural roots to include youth from urban and suburban communities, to adopt a platform of positive youth development, and to include international elements. Since 1972, 4-H international exchange programs (both inbound and outbound) have impacted nearly 50,000 youth and their families in 24 countries (States’ 4-H International Exchange Programs, n.d.). Additionally, in 1984, a global education task force introduced, “And My World,” a 4-H curriculum designed to address six global education goals (e.g., increase open-mindedness, understand self-in-the-world), each with associated outcomes. These goals and outcomes resemble those established by APA’s Task Force on Internationalizing the Undergraduate Curriculum (Lutsky et al., 2005). The curriculum was most recently revised in 2002 (Etling & Powell, 2002). While these might seem likely spaces to engage international psychology, this was not my point of entry.

Rather, as a 4-H volunteer, I am the Sewing/Needlework Program Leader for Snohomish County 4-H. This fall, around a dozen youth (ages ranging from 10 to 17) began a 5-session sewing workshop where they are making hoodies. My primary instructional role is to teach skills related to garment construction: cutting out patterns, finishing seams, and using a serger. Yes, in this 4-H context, introducing elements of international psychology seems rather unlikely.

Simultaneously, this past December, National Public Ratio (NPR) aired a special series, Planet Money’s T-Shirt Project (Blumberg, 2013). The NPR Planet Money team designed a T-shirt and followed its creation from the cotton fields in the US (Mississippi), to Indonesia where the cotton was spun into yarn, and to factories in Bangladesh and Colombia where the T-shirts were sewn. The team followed the T-shirts back to the US (Miami) during their voyage in a cargo container ship and then to sub-Saharan Africa where used clothing from the US is exported for recycling/repurposing. The NPR feature includes 10 radio episodes, each with a few photos (http://www.npr.org/series/248799434/planet-money-t-shirt-project), and a 5-chapter screencast set that has engaging video and interviews (http://apps.npr.org/shirt/).

This rich resource is perfect for our lunch breaks (sewing workshops are never less than four hours) where we can view the screencasts and talk about what we are learning. It is fascinating to learn that in one year the cotton farm can produce 9.4 million T-shirts. The hi-tech robots in Indonesia spin enough yarn to make one T-shirt per second. The more salient point of the story is Indonesia’s unique position in the global economy that balances a high quality product that is competitively priced. The news articles from the garment factories in Bangladesh and Colombia introduce the 4-Hers to the impoverished living conditions in developing countries: no running water, crowded quarters, and low wages. They also raise awareness of different roles for males and females and also of human rights issues related to worker safety. (Note: because of the graphic images depicted in a collapsed factory in Bangladesh and the young ages of some of the 4-Hers, I opted to not show some segments of the video.)
happens my favorite episode has been the one that comes closest to my own international scholarship. The episode Nixon and Kimchi: How the garment industry came to Bangladesh (Chace, 2013) describes the cultural clashes and acculturative stress experienced in the 1970s when Bangladeshi and Korean expatriates worked and lived together for relatively short periods of time.

The integration of international psychology into the sewing/needlework curriculum is (pardon the pun) seamless. In fact, this is the secret ingredient of 4-H. Youth are often attracted to 4-H because they are interested in the content of the projects and activities offered: archery, robotics, gardening, and, in our case, stitching hoodies. While they are engaged in their project, the positive youth development platform of the program helps them develop life skills (http://www.extension.iastate.edu/4h/explore/lifeskills) such as goal setting, social skills, teamwork, and personal safety. Incorporating life skills essential to our increasingly global, interdependent society is consistent with the mission, vision, and values of 4-H, and in this case, is simultaneously synergistic with the passions of an international psychologist.

References

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Editor’s Note
This column is a forum for Division 52 members to publish articles on teaching international psychology. If you have an interest in the inclusion of international perspectives in the teaching of psychology, please consider sharing your ideas and work in this column. If you would like to be a guest contributor, please contact the section editor at grenwald@webster.edu for guidelines.

Korean Psychologists Network

The Korean Psychologists Network (KPN) is a network of Korean/Korean American psychologists, and is welcome to anyone who is interested in the KPN in counseling psychology or in a related mental health field. The KPN mission aims to help members to connect with one another in order to share support and validation of their unique issues and challenges, as well as to offer the opportunity to collaborate. For more information about the Korean network, contact the President Jinhee Kang at jkang@umbc.edu and go to the website https://www.facebook.com/pages/ Korean-Psychologist-Network/168405583246409
Sigmund Freud in Rome: His Obsession With Michelangelo’s Moses

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There are many places around the world that have intimate connections with the history of psychology. One of the more curious of these connections lies in the Church of San Pietro in Vincoli (St. Peter in Chains) in Rome. The name derives from the two sets of chains on display in a reliquary on the center altar. They are said to have been used in the captivity of St. Peter, the first Catholic pope, both in Jerusalem and before his martyrdom in Rome circa 64 CE. Legend has it that when the two chains were brought together, they immediately and inexplicably fused.

But the chains are far from the only treasured item in the church. To the right of the main altar is an enormous marble monument that was originally intended to be part of a tomb for Pope Julius II. Julius was “the warrior pope,” actively directing foreign policy. He was also a notable patron of the arts. It was he who began the rebuilding of St. Peter’s Basilica in the Vatican after the old basilica had fallen into disrepair, and he who commissioned the artist Michelangelo to paint the Sistine Chapel. In 1505, he commissioned Michelangelo to prepare a mammoth tomb for him, with more than 40 statues. At Julius’s death in 1513, the tomb was incomplete and his remains were interred in the Vatican. A scaled down version of the original tomb was completed in 1545 by Michelangelo and installed in the Church of San Pietro in Vincoli, Julius’s former parish church in Rome, where he had spent over thirty years as a Cardinal. The monument does not contain the remains of Julius, as is often believed.

The central object in the monument is an immense and powerful statue of a seated Moses. Depicted as an older man, muscular, and with a flowing beard, Moses holds the law tablets under his right arm. His expression is stern. His head is topped with horns, sometimes interpreted as a sign of radiance or glory—a conflation that may stem from a misinterpretation of specific words in the Bible. The statue itself has been the subject of considerable interpretation. Despite its presence in a Catholic church, the sculpture became a powerful symbol for Jews.

Sigmund Freud developed a longstanding obsession with the statue. He wrote that no statuary had made a stronger impression on him. He visited it the first time he traveled to Rome in 1901, and stopped by the church on many visits thereafter, including multiple periods during which he visited the statue daily. In 1913, he spent three weeks studying it, taking measurements, and drawing sketches (Gay, 1988). In 1914, he wrote and anonymously published (he revealed his identity in 1924) an essay called The Moses of Michelangelo (Freud, 1955). In this essay he analyzed the statue in nearly microscopic detail and expressed his own enthrallment with it. In fact, Freud became so captivated by Michelangelo’s statue it prompted him to reinterpret the biblical portrayal of the personality of Moses. His essay emphasized the self-control he felt Michelangelo had captured in Moses, despite most portrayals of Moses as a man with an unbridled temper.

Art historians have typically maintained that the statue captures the moment in which Moses first notices the worship of the golden calf, immediately before he jumps up, casts the Tablets of Stone to the ground in his ire, and punishes the...
Israelites. Freud’s interpretation of the statue, however, is that Moses is portrayed in the act of reining in his anger—a depiction incongruent with the story in Exodus. He acknowledges this inconsistency and suggests that Michelangelo altered the story intentionally as a means of presenting a particular artistic viewpoint.

Some critics saw Freud’s comments in the article as a reflection of himself, noting his compulsive analyses of various works of art throughout his lifetime and his own issues with self-control (Gay, 1988). Others speculated that it may have been driven by his feelings about recent offshoot movements in psychoanalysis—namely those of Alfred Adler and Carl Jung (Jones, 1981). Whatever the motivation, Michelangelo’s Moses sparked an intellectual quest within Freud that would carry far beyond the statue and last the remainder of his life. In 1939, Freud published Moses and Monotheism, his reinterpretation of some parts of the Old Testament. Among other things, he argued that Moses was actually an Egyptian noble, a far cry from the usual biblical interpretation.

The statue of Moses was not the only ancient object of interest to Freud. At his death, it was estimated that he owned more than 2,000 works of ancient art, many of which he kept on his desk and in his consulting room. He was an enthusiast of art of all types. In addition to his personal collection of artifacts, he appreciated drama, deeply analyzing several of Shakespeare’s works. He saw clear parallels between archeology and psychoanalysis, both digging through outer layers to find something of greater value. He described himself as an amateur when it came to collecting, but the choices he made belie that evaluation.

Most of Freud’s collection of antiquities is on display at his final home at 20 Maresfield Gardens, Hampstead, in Greater London, now a museum. Freud’s ashes and those of his wife Martha are interred in an ancient Italian krater from the 4th century BCE, a gift from one of his patients and colleagues, Princess Marie Bonaparte. The krater resides in an alcove in a crematorium in Golders Green, along with the cremated remains of other family members, two miles away from Freud’s final home.

The Church of St. Peter in Chains is open to visitors. A reverential attitude is expected in the church, but the taking of photographs is permitted. Visitors to Rome can stop by the church to marvel at the artistry of Michelangelo and share in the excitement and intellectual stimulation once experienced by the father of psychoanalysis.

(The address for the church is: Piazza San Pietro in Vincoli 4A, 00184 Rome, Italy. The nearest metro stop is “Cavour.”)

References


Family in the 21st Century: Symposium and Training Program in Novosibirsk, Siberia

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Introduction

Given major changes in the status of the family in the 21st century, especially evident in the growing city of Novosibirsk in Siberia Russia, a 5-day program was held on the topic of “Family in the 21st Century” in Novosibirsk from 28 November to 2 December 2013. The events featured an International Expert Symposium and associated trainings as well as professional and public lectures.

The goals were to analyze the main psychological conflicts and trends in family relationships in the present-day social context, particularly comparing Russia and America; to unite professionals and experts in order to make their work in psychotherapy, counseling, and social work more effective and efficient; to exchange valuable professional experience and generate new ideas and collaboration; and to introduce the public to the value of psychology and psychotherapy.

Leading experts and participants of Novosibirsk and other cities in Russia took part in the 5-day event, including psychologists, psychotherapists, sociologists, social work specialists, educators, and health service specialists of various disciplines. A cross-cultural perspective was especially important; hence American clinical psychologist Dr. Judy Kuriansky who has vast international experience and had just been in Russia, was invited to play a major role over the several days events, as a keynote speaker at the plenary, trainer for a special weekend, and speaker at the various academic and public events. Kuriansky, on the faculty at Columbia University Teachers College, had recently been to Moscow to present at the “First Eurasian Congress for Psychotherapy: Psychotherapy Without Borders: Past, Present, and Future”; she also represents several psychological NGOs at the United Nations and is the public policy liaison for the International Psychology Division of the American Psychological Association.

Novosibirsk, known as the capital of Siberia, is the third most populous city in Russia after Moscow and St. Petersburg, located in the southwestern part of Siberia in the middle of the Trans Siberian railway from Moscow, with an east and west part on either side of the Ob River. The city is both a major industrial center as the headquarters of many large Russian companies and a significant educational center, home to many high-level institutions and the nearby scientific research complex of Akademgorodok. Residents take pride in the elegant opera house and the zoo that is known as a world-renowned scientific institution.

In this major metropolis growing at a fast rate, the family unit is going through a serious crisis. According to statistics, about 70 percent of marriages in Novosibirsk fall apart—similar to trends in other major cities worldwide. As such, the perspective and experience of foreign experts is considered relevant to the analysis of the problems and postulation of possible solutions for the current Russian situation.

The program was sponsored by the Novosibirsk Regional Division of the Professional Psychotherapy League of Russia (PPL) in collaboration with The Novosibirsk Humanitarian Institute, the Department of General Psychology and History of Psychology of the Novosibirsk State Teacher Training University, the Department of Social Work and Social Anthropology of the Novosibirsk State Technical University, and the Psychoanalytic Studio. The chief organizer and chair of the events was Igor Lyakh, distinguished psychotherapist certified by the European Association of Psychotherapy who is Chairman of the Novosibirsk Regional Division of the Professional Psychotherapy League of Russia and of the PPL Supervision Committee, and Official Representative of the PPL Central Council in Western Siberia.

The varied events included: pre-conference workshops; a full-day symposium of a plenary session and round table discussions; a 2-day training program for psychotherapists; a lecture at a local university; a number of trainings for the general public and open lectures. The program was bookended by a welcoming reception for the participants—the Annual Ball of Siberian Psychotherapists—and a closing party called the “Siberian Frost,” with a gala celebration and presentation of certificates.

November 28 Pre-Conference

Participants had an opportunity to obtain practical experience from leading local practitioners in a selection among nine 3-hour trainings offered in the pre-conference training program. Topics included “Short-Term Couple Therapy,” “The Secrets of a Happy Family,” “Daughters and Mothers,” and “Slavonic Practices in Family Counseling.”

TV Interview

Dr. Judy Kuriansky, well known on international television, was invited to take part in a popular morning show aired on the local TV channel “OTC.” The program “Early Risers” (“Утро раньше всех”) with a wide viewership of 35,000
November 29: Symposium Plenary and Roundtables

A full house at the opening plenary session, held at the Conference Hall of the Novosibirsk Humanitarian Institute (NHI), was welcomed by the Rector of NHI, Dr. Eugeny Sokolkov.

Three keynote speeches highlighted the major problems of the family, specifically in Russia and America, and formed the conceptual basis for the ensuing days of discussions. Dr. Caesar P. Korolenko, an eminent expert in the Russian psychotherapy community, spoke about “The specifics of family relations in post modern culture.” A member of the New York Academy of Sciences, Korolenko is an Honoured Scientist of the Russian Federation, member of the World Health Organization’s Transcultural Psychiatry Section, and a Doctor of Medical Sciences and Professor in the Department of Psychiatry, Narcology and Psychotherapy of the Novosibirsk State Medical University.

Dr. Korolenko enumerated problems in the Russian family including lack of time and intimacy and stress on males from confusing roles and pressures to earn. From a psychoanalytic perspective, he noted that “Not enough attention has been paid currently to the impact of mother-infant and mother-child relationships on the development of mental disorders in postmodern culture. The necessity of focusing on the need to escape from the disturbance of the normal mother-infant psychobiological symbiosis should be emphasized.”

Dr. Judy Kuriansky provided an overview of trends and a cross-cultural perspective in her keynote presentation, “Family Life in a Modern Metropolis in Russia and America: Challenges, Trends and Solutions.” Her talk compared family issues in both cultures and pointed out cross-cultural links between Russia and America as well as trends in international psychology. Issues emphasized included the role of technology on family relations, the importance of sexuality education, and financial pressures requiring “recession-proofing” marriages. Describing the growing participation and impact of psychologists representing NGOs at the United Nations, she engaged the audience about their views on the progress of the UN’s Millennium Development Goals. Highlighting the new emphasis at the UN on measuring happiness and well-being, she asked the audience five questions about whether they are happy that she had presented at a panel with Ambassadors celebrating the First International Day of Happiness at the UN on March 20. Another highlight was her description of a new team project about youth entrepreneurship she initiated recently in Uganda, Africa at the Eastern Africa Regional Congress of Psychology that interestingly includes a foundation on principles from Russian psychologist Lev Vygotsky.

The next plenary speaker, Dr. Vladimir Zavyalov, presented a new methodology he developed of “active mediation” as an intervention in marriage-related conflicts. This approach, based on a combination of three methods (dialysis developed by Zavyalov, William Glasser’s choice theory, and Gordon Rugg’s typologies), helps couples find the sense (meaning) in their marriage by focusing on adequate solutions for particular situations—instead of reasons for difficulties—in order to keep their relationship alive for a
long time.

The opening plenary, Dr. Judy speaking about global trends in family and psychology at the United Nations

The keynote presentations aroused considerable scientific interest and were subsequently referred to in the roundtable discussions. Leaders of the professional community gave a high evaluation to the symposium, which emphasized urgent issues.

Dr. Ludmila Osmuk, Director of the educational and methodical center “Semya” (“Family”) and of the Social Work and Social Anthropology Department of the Novosibirsk State Technical University, noted that “The Symposium highlighted a number of important problems in the sphere of family life and revealed the main factors that influence social changes in the modern society. An important result of the Symposium is that some possible solutions for the problems were suggested.”

Participant Olga Andronnikova, Associate Professor and Director of the Practical Psychology Department at the Novosibirsk Humanitarian Institute, Member of PPL and the American Psychological Association, valued the focus on the family, saying, “Family is where everything begins, it is the source of vital energy for human beings. If the family gives this source of pure love, the world becomes a happy place; otherwise we fall into the dark realm of unhappiness.” Another participant, Alla Zinina, Chief Psychiatrist of the Novosibirsk State Psychiatric Hospital № 3 and of the Novosibirsk region, remarked that, “The International Expert Symposium gave an important opportunity to speak about the problem of stigmatization of people with mental disabilities and their families, and was a very important step on the way to destigmatization.”

Symposium chair Lyakh was pleased that “The International Expert Symposium confirmed the international character of the expert community. From what I heard, I can observe similar understanding of the processes of family life yet also considerable differences in the methods of solving problems. Thus, the value of such forums is very high.” Lyakh was especially pleased to hear Kuriansky talk about the growing contributions of psychologists at the UN, noting that “It is very good that non-governmental organizations are able to create such interdisciplinary spaces that are absolutely necessary in the context of civil society.”

Roundtables
The plenary session was followed by three roundtable discussions moderated by conference chair Lyakh. They included:

1) “Family relationships in the social context: Psychological conflicts and main trends.” Topics included the role of values in the modern family, the influence on family relations of cultural civilizations, cross-ethnic families in modern society, the changing roles of men and women, and feminism and family relations in Russia from a psychoanalytical perspective.
2) “Pathological issues of family relationships.” Problem areas highlighted included addictions, destructive motivations for motherhood, challenges faced by families with children with mental disabilities, and stigmatization, as well as solutions reflected in discussions addressing specific characteristics of family therapy in Novosibirsk and traditional Slavonic practices, games to deal with family crisis, and “resource psychotherapy” for families (a method developed by Professor Kovalenko based on family constellations).
3) “Child-related issues.” This discussion covered approaches to preschool and teenage problems, children in foster families, social orphanage (when parents are present but cannot provide decent living standards for their children), as well as aggressive and self-injury behavior, maladaptive victim behavior, psychological trauma, and methods of developing psychological immunity (resistance) to stress.

Seminar of the Psychoanalytic Studio
The Psychoanalytic Studio is a project supported by NRD PPL to create a special space for the promotion of the psychoanalytic approach, whereby practitioners come together weekly in a free format to discuss and apply psychoanalytic methods to different life issues and to collaborate on articles. At this 3-hour seminar, leaders presented about “Psychoanalytical Perspectives of Family and Marriages in the Present-Day Context.” Alexander Grishanov, supervisor and training analyst of the European Confederation of Psychoanalytic Therapies, and PPL Academic Assistant Anna Boulycheva, discussed how psychoanalytical theory and training is essential for high quality psychotherapy and counseling. The seminar covered new forms of marriage, changing roles of men and women, and typical conflicts of modern families, with a focus on deep-seated psychological determinants that form the basis of couple relationships. Participants were facilitated in an exercise to explore their expectations from the opposite sex and to evaluate the extent to which these expectations are realistic.
Annual Ball of Siberian Psychotherapists
A welcoming reception was held in the Banquet Hall of the hotel “Novosibirsk.” This traditional gala is held annually for members of the professional community. The host was Alexander Zhukov, who had been “crowned” as King of the Ball at the First Eurasian Congress for Psychotherapy in Moscow in July 2013. Symposium organizer Igor Lyakh and Dr. Judy greeted the guests with welcoming speeches. At the festive evening, expertly organized by psychologist and NRD PPL manager Maria Prokhorova, a group of professional dancers performed and gave short master classes on how to dance XVIII and XIX century ball dances. The entire room of guests participated with delight and celebrated camaraderie with champagne toasts. The occasion gave the Novosibirsk psychotherapy community an opportunity to enjoy each other, to bond, and to demonstrate their talents; for example, Olga Kutyreva and Alexander Kutyrev swept the room in an exquisite waltz and Anna Boulycheva performed the Bolero by Leo Delibes with exceptional professional quality.

November 30 and December 1: Professional Training
by Dr. Judy: “Tried and True Love and Sex Techniques for Counseling Relationships: Making It Healthy, Happy, and Hot”
More than 20 professional psychologists, psychotherapists, and counselors took part in the 2-day training that covered many practical techniques for improving relationships derived from Dr. Judy’s years of experience working with individuals and couples worldwide, and based on an eclectic approach, integrating many psychotherapeutic disciplines. Excellent organization was provided by two assistants of the Novosibirsk regional division of PPL, Marina Kovalishina and Olga Dubuk, and expert simultaneous translation was offered by Anna Boulycheva.

The training gave a comprehensive overview of concepts and innovative tools for counseling individuals and couples, with both didactic and experiential modules, case examples and videos, giving attendees the opportunity to learn specific information and new techniques, as well as to experience how they can be applied.
The Compassionate Communication Exercise

One example of the techniques was the four steps of “Compassionate and Non-Violent Communication”: describing the partner’s upsetting behavior, expressing reactive feelings, stating needs, and making a specific request. As volunteers to demonstrate this exercise, directed by Dr. Judy, participant Eugeny Sadovnikov at first told participant Vera Kurgina, role-playing his partner, “You’re always criticizing me.” Being guided through the four steps led to a restatement that “When you tell me critical things about me, I feel offended and I need to also know my good qualities, so I would like to request that you tell me some nice things about me.” Noting the value of the technique, Kurgina said, “A lot of couples who have problems in communication very often can’t listen to each other. The non-violent communication exercise that we practiced at Dr. Judy’s training is an essential tool for professional success in family counseling.”

The “Staying Present” Exercise

Another exercise about communication emphasized the importance of staying attentive and “present” with the partner. Participants worked in pairs facing each other without speaking, to notice whether they remained focused on being present with the partner or if their thoughts became distracted; and in the case of the latter, to notice what they did to refocus their attention. This process is essential in establishing intimacy.

Sergey Ruposov, paired with Elena Koleda, shared how he discovered his mind wandered while looking at Elena, but that he was able to catch himself doing this and purposefully refocus his attention to be “present.” Dr. Judy complimented this ability and described how awareness about this process of attention refocusing is essential to establishing and maintaining intimacy.

The Bridge Technique

Another exercise focused on healing painful experiences, using the “bridge technique” to transition from the trauma to a more peaceful place. To concretize this, participants drew an upsetting experience on the left side of a page, and a happy experience on the right side, with a bridge between the two. The key is to focus on, reinforce, and feel empowered by the ability to achieve that transition, and to be able to draw upon that capacity at will.

The drawing of participant Elena Nizhevyasova showed dark scenes on the left side of the page, with black coloring that depicted the storm on Baikal Lake. Her happy drawing on the right side of the page showed a yellow sunshine. Elena explained that the lines she drew denoting the bridge are “my acceptance that I might die, and prayer, which helped me find peace and then I was not afraid.” Dr. Judy acknowledged her process as a very positive way to deal with any other potential traumas or challenges.
The Object Projection Technique
An exercise involving projection gave tangible form to self-awareness and self-esteem which is fundamental to establishing a healthy relationship. Participants describe a cherished object and relate how those qualities reflect what they value or experience about oneself. To reinforce self-esteem, they are then encouraged to elaborate on that positive quality. Olga Averchenkova described how her credit card gives her a wonderful feeling of freedom which she then proudly declared. Elena Koleda showed the group her house keys, which signify the qualities she values in herself of friendliness, kindness, and openness to others.

The Brain Style Preference Assessment
The group was also led through a unique and useful “Brain Style Preference” technique and interpretation of their results from a quiz that reveals ratings of their own and their partner’s preference in four dominant styles. Resulting graphic presentations of the scores highlight the similarities and differences between styles that can lead to harmony or conflict. Many participants remarked how the results accurately reflect real-life interactions. In a very common pairing (which some participants discovered in their graphs), one partner prefers facts (like lawyers) and may avoid feelings, while the other relishes communication and prefers expressing feelings (like psychologists).
To reveal the interplay of styles, the participants divided into pairs to collaborate in drawing a toy, paying attention to how their individual styles are revealed in how they interact. Two participants of the same style (preference for communication and collaboration) described how their experience flowed exceptionally smoothly and led to an expressive drawing that reflected their matched ratings. Two other participants recognized dramatically how their drawing reflected divergent styles of preferring structure (reflected in drawing blocks) in contrast to a more free flow design. Dr. Judy explained how this typology can help partners understand and cooperate with each other and avoid blaming and arguments.

**Case Examples**

Several cases from Dr. Judy’s practice were described as examples. Senior psychotherapist Igor Lyakh also presented his current case of a client who talks about distressing interactions with others while having a strained smile on her face. This led to a description of applying gestalt techniques using the “empty chair” to help the client connect with her feelings. Dr. Judy demonstrated how the focus of the client can shift from being directed at the person in the presenting problem to other significant figures in her life (notably, a parent), that the emotion can shift (e.g., from extreme anger to intense sadness), and that intensity should be encouraged in order to achieve an emotional release. She further emphasized the importance of achieving closure and resolution, with the client experiencing, and learning, self-comforting. This led to a humorous comment by Igor that he realizes he needs a larger pillow in his office for clients to hug for comfort.

**The training evaluation.** The results of ratings and comments on the evaluation assessment showed that the participants found the training to be very helpful in their professional practice, and can be applied to personal life as well. Comments from participants included such statements as: “The knowledge that I got at the training gave me some new, effective, and modern instruments for working with couples and solving their sexual problems. I also saw some alternative ways of working with clients which are different from those used in Russia. Judith is a very nice person and a very professional trainer. I will use this experience for my own trainings” (Elena Koleda, psychologist, Novosibirsk).

“This training is full of life. I feel like I am filled with new life energy. It was very useful to look at the American model of counseling. I am really grateful” (Sergey Ruposov, psychologist, Novosibirsk).

“The most interesting thing in Judy’s work for me was the brilliant way she makes decisions about what method to use, especially in situations when there is not so much time to think. Judith is very precise in choosing methods of different schools of psychotherapy and combining them for achieving the main goal of therapy—helping a particular client to solve a particular problem. Psychotherapy in Russia and the US have a noticeable similarity in the use of the eclectic approach, and this is natural, since this approach is aimed at one main goal—being efficient in working with clients” (Igor Lyakh, psychotherapist, Novosibirsk).

“It was very useful for me to get real practical instruments and exercises for communicating with clients (Ekaterina Melkova, Customer Development Regionalal Sales Trainer, Novosibirsk).
Public Trainings

Trainings for the general public were held between 30 November and 2 December, to complement Dr. Judy’s trainings for the professionals. Top specialists of the Novosibirsk professional community shared their knowledge and practical experience on topics such as “Psychotherapy for Families with Trauma,” “Hypnosis: Every Word Matters,” “Art Therapy in the Family Context,” and “Normal and Pathological Cycles of Romance.”

University Lecture

Dr. Judy gave a lecture at the Social Work School of Novosibirsk State Technical University (NSTU) Faculty of Arts on personal growth and healthy relationships, highlighting conflict resolution, which is the focus of study for many of the students. The event was organized by Professor Ludmila Osmuk, Doctor of Sociological Sciences, Director of the Social Work and Social Anthropology department at NSTU and member of the Council of the Governor of Novosibirsk region for Social Sciences and Humanities. The lively presentation included many interactive exercises and demonstrations of techniques to boost self-confidence, establish trust, resolve interpersonal conflicts, and improve communication, during which students eagerly volunteered. Several students asked Dr. Judy questions afterwards, including about the challenges for strong women to find mates—a problem Dr. Judy noted is very common in the USA as well.

Public Lecture: “Family in the Modern Metropolis”

A public lecture was given by Dr. Judy, organized by Olga Andronnikova, head of the Practical Psychology Department at the Novosibirsk Humanitarian Institute. Dr. Judy described essential principles in achieving healthy relationships in the context of complex city and family life, and facilitated the audience to participate in activities that exemplified those principles. These included active techniques for personal growth that express individuality, affirm personal strength, and strengthen self-esteem and also techniques for healthy relationships that boost rapport, balance control, and facilitate closeness.

Students at Dr. Judy’s lecture at the Novosibirsk State Technical University doing an assertiveness exercise

Discussing communication techniques at the university lecture

Attendees at Dr. Judy’s public lecture doing an exercise to demonstrate balancing control through alternating leading and following
Closing Party: “Siberian Frost”

The closing celebratory event of the Symposium was held at the popular nightclub called “Maestro” in the center of Novosibirsk. The program of the party, prepared by PPL members Maria Prokhorova and Stanislav Khodarin, featured performances by some professional singers as well as by members of the PPL community. Olga Averchenkova sang an original song which she dedicated to Dr. Judy, German Pilipenko demonstrated a hypnosis session with volunteers, and Olga Avdonina led volunteers in group dances. Participants of Dr. Judy’s professional training were awarded certificates, and Igor Lyakh and Dr. Judy congratulated the professional community on attaining skills of couple and family counseling and contributing to the advancement of psychotherapy in Siberia and the healthy lives of families in the region.

Book of Articles

The Novosibirsk Branch of the Professional Psychotherapy League of Russia published a book of articles entitled “Family in the 21st Century” contributed to by the experts of the Symposium. The paper by Dr. Judy Kuriansky with co-author Julia Pronina, a native Russian and Columbia University business graduate, covers a comparison of contemporary Russian and American families. Other contributions include “The specifics of family relations in postmodern culture” by Dr. Caesar Korolenko, “Why psychoanalysts are afraid of their creativity” by Dr. Marcus Fach, Past President of the European Confederation of Psychoanalytic Psychotherapies, as well as “Active mediation of marriage-related conflicts” by Dr. Vladimir Zavyalov, “The influence of globalization on cross-ethnic family conflicts” by Dr. Ludmila Osmuk, “The role of the family in forming maladaptive forms of children’s behavior” by Olga Andromnikova, “Polymodal professional supervision - A practical tool for practitioners” by Igor Lyakh, and “Psychoanalytic perspectives on the phenomenon of feminism” by Anna Boulcheva.

The book, in electronic edition and in Russian, is available on DVD and by request via e-mail from: nrooppl@gmail.com (at a cost of $20 locally; $30 if sent by mail to foreign countries).

Two other books (in Russian, published by NRD PPL) that are related to the topic of the Symposium, are available at the same e-mail and cost:

1) “Expertise in counseling, psychology, psychotherapy, and psychiatry: Prospects of development,” a collection of articles from the 2nd Congress of psychotherapists, psychologists, and counselors of Novosibirsk region, 28 March–02 April 2012.

The set of three books costs $50 ($70 to foreign mail).

Where We Go From Here
The Novosibirsk regional division of PPL plans to organize a number of focused roundtables at its regular monthly meetings of the Psychology Club (PSY-club) for its members and other people interested in psychology. The discussions, facilitated by experts, will be devoted to urgent issues related to family relations that were emphasized at this 5-day International Expert Symposium. These will include local issues as well as interdisciplinary and cross-cultural perspectives that are important as fundamental principles.

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Magic in the City of Novosibirsk: Historical and Cultural Context to the International Expert Symposium
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Besides the elegant opera house, scientific zoo, and famed terminal of the Trans-Siberian Railway, the city of Novosibirsk has some hidden treasures about which—typical of many cities—not even locals are as aware. I was privileged to be shown some of these places on a chilly but refreshingly brisk Siberian day, before the packed schedule of events of the International Expert Symposium. The sites reveal historical and cultural insights into this important Russian industrial and academic center.

Maria Sinyavskaya—a psychology student and translator—engaged a good friend, historian Alexey Avdeev, with particular interest and knowledge about his city.

First stop, a replica of a Central Asian village tucked into a wooded area off the beaten path, in the process of being built by a local Siberian man with a passion for that culture who wanted to expose Siberian citizens to the fascinating historical roots and practices of the nomads in the steppes of their northern neighboring land. The site is being developed as a café and museum. Some workshops have already been held there.

Sign announces “Tea yurta”

About the Siberian nomads
A wishing tree outside invites posts, in typical Asian tradition.

The domicile, called a yurta (Mongolian for “home”), is a teepee-like portable structure supported by wood poles and covered with fabric and sheep wool for insulation and weatherproofing. The inside is decorated with rugs and
patterns (of beasts and symbols of the elements).

The tea, a secret concoction not revealed even with coaxing, was the tastiest I ever had.

A park in the city center holds three constructions not to be missed for their intense connection to history, from the extreme of past terror to romanticism.

A statue of the brother of an ancient ruler with his wife symbolizes love (symbolized by the dove held in their hands) equal to our American Valentine’s Day. A passerby told us the tale that the man, of noble birth, requested healing from the female commoner known for her powers, which she agreed to only if he would marry her. Exiled for this union by the community, they left. But when unrest in the city led to a request for his return which restored peace, they were not only accepted, but honored. The plaque beneath them says: Saint Prince Pyotr Muromsky and Saint Princess Fevronia Muromskaya

Not far is a monument to the fallen men after the 1986 Chernobyl nuclear accident.

Down a winding pathway, past areas where children play in the snow cold under their mothers’ watchful eyes, is another memorial. A large rock on a platform under four posts honors those incarcerated in the infamous gulags—work camps to which political prisoners were banished during the terrorizing Soviet regime. Though few such prisons were in Novosibirsk—most were in cities further north—the last of these buildings, that more recently had been used for other
purposes, was torn down last year on the property across from
the park to erect a new housing complex, still under
construction. Names of the largest gulags and numbers of
their prisoners are engraved on the foundation.

Memorial to the political prisoners of the Russian gulags,
with names of the largest gulags and number of their
prisoners on the base

As dark envelops us (soon after 4 p.m. on long Siberian
winters), we have time for one last sight: a sculpture with no
plaque to know its artist. The chair is lodged against the side
of a building on the street across from the impressive opera
house. Our guide interprets the significance as an allegoric
representation of “power” and proletarian revolution, evident
in the worker-like figures ascending higher than the crown
(suspended in the middle as if over a ruler’s head), which is
depicted as one half of a Hitler-like helmet and the other half
fashioned as a court jester’s hat.

Engraving says: To commemorate those who died because of
radioactive disasters and tests of nuclear arms

We each take turns sitting in the chair, marveling at the
clever and intense symbolism of the construction and the
passage of history. It is then time to head back to the hotel
and prepare for the symposium about what challenges we face
now, in the 21st century.
Psychology in Russia: Some Dynamic Images

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Back in 2010, Russian Professor Alexander Voronov proposed a long-range plan to increase cooperation between Russian and U.S. psychologists and students, starting with the 125th anniversary of the start of psychology in Russia in 1885 (Voronov & Takooshian, 2011). In 2012, D52 President-Elect Mercedes McCormick announced her own initiative “Building Bridges” to link D52 with Psi Chi and other international groups (McCormick, 2012).

As I return home in December from a 4-month Fulbright in the Russian Federation in fall of 2013, I look forward to preparing a detailed overview of collaborations with Russian psychologists, for a future issue of our APA International Psychology Bulletin. Meanwhile, here are two quick items of good news about Russian-American cooperation: (1) U.S. psychology groups clearly want to cooperate with Russian colleagues and students. (2) These Russians clearly want to cooperate with U.S. colleagues and students. Before my departure in August of 2013, Psi Chi and four other U.S. psychology groups kindly offered gracious invitations to Russians—who have reciprocated with great gusto—as can be seen in these dynamic images of psychology across Russia. More scenes can be viewed at www.picasaweb.com/takoosh

References
Novosibirsk State University students and faculty seek cooperation with U.S. psychology

Yerevan: Abovyan Pedagogical University welcomes news from U.S. psychologists

Kolomna: Over 150 Students and faculty assemble to discuss international psychology

Petersburg: 120 students view films about international psychology and Psi Chi

Karelia: Petrozavodsk State University hosts international psychology symposia
The First Psi Chi Chapter Installed in Russia

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History was made on October 11, 2013, when the first chapter of Psi Chi—the world’s largest honor society—was installed in Russia—the world’s largest nation—at Peoples’ Friendship University of Russia (PFUR) in Moscow. Over 100 faculty and students participated in the joyous candle-light ceremony, pictured at www.youtube.com/watch?v=gttdPVAPjJY and http://filfak.com/video. As of 2013, only 12 of 1,100 Psi Chi chapters are outside the United States, so it is symbolic that the first chapter in East Europe was opened at PFUR—the largest multinational university in Russia, educating 20,000 students from 140 countries.

This event took us almost three years since November of 2010, when Professor Harold Takooshian first presented Psi Chi to PFUR students and faculty, during our All-Russia Conference marking 50 years of Milgram’s historic 1960 obedience experiments. A student of Milgram, Takooshian kindly invited the PFUR Psychology Department research team to participate in the annual EPA meeting. Thus, in 2011, 2012, and 2013, PFUR researchers participated in the EPA meetings in Cambridge, Pittsburgh, and New York. During these visits, they met many American psychologists, including Psi Chi leaders from the central office and from many chapters.

Meanwhile, our application process was going on. In regular consultations with Psi Chi central office, we compared Russian and U.S. education systems, curricula, grading systems, and quality management systems. From these consultations, we developed criteria to assess psychology students’ achievement in Russian universities like PFUR. Thanks to constant, urgent, and comprehensive assistance from the Psi Chi central office and its Executive Director Martha Zlokovich, our PFUR charter application was approved. During the last year we conducted debates on the chapter constitution, the chapter’s president and officer elections, and coordination with the University’s Academic Council on the regulations of the student society.

We were so glad to learn that Harold Takooshian, who first presented Psi Chi to us, could be our Installation Officer. This ceremony was a key part of PFUR’s 3-day “Festival of Science,” where PFUR Vice-Rector Professor Nur Kirabaev welcomed more than 100 students and faculty to the ceremony. Then Professor Takooshian conducted the Chapter Installation and Induction rituals, and handed membership certificates and cards to 24 new members of the Society at PFUR. The faculty advisor of the new Psi Chi Chapter, Professor Elena Chebotareva, gave each new member a lighted candle once they signed the chapter’s Honor Roll to join the Society.

The ceremony featured congratulations from the Psi Chi Board of Directors (a video salute from Martha Zlokovich and Society President Jason Young), from the PFUR International Department, from members of the RF State Duma, and from Russian Professor Alex Voronov who had been a great help in arranging this chapter.

The installation of the Psi Chi Chapter at PFUR opens great new prospects for international scientific cooperation for Russian students and faculty, who can be a model chapter to other schools, and do everything to expand the glorious Psi Chi tradition in the largest nation on earth.
Current Issues Around the Globe

New members and guests with the Psi Chi flag (after the Ceremony).

Persons who stood at the origins of the new Psi Chi Chapter: Alex Voronov, Irina Novikova, Elena Chebotareva, Alexey Novikov, Harold Takooshian (near PFUR flag and banner).

New members with a lighted candle at the end of the Ceremony.

Main moments of the Psi Chi Installation Ceremony at Peoples’ Friendship University of Russia (PFUR) on Oct 11, 2013
Psi Chi Approves First Russian Federation Chapter, Second Irish Chapter

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People’s Friendship University of Russia (PFUR) installed the first Russian chapter of Psi Chi with an induction and installation ceremony October 11, 2013 in Moscow. Harold Takooshian, Ph.D., who is on a Fulbright to Russia this academic year, served as Installing Officer at the gala ceremony. The Psi Chi induction ceremony was a main event of PFUR’s 3-day “Festival of Science.” Over 100 students, faculty, and administrators attended.

The PFUR Faculty Advisor, Elena Chebotareva, Ph.D., has been very active internationally on behalf of Psi Chi. She presented at the July 2013 European Congress of Psychology meeting in Stockholm, Sweden with Maria J. Lavoy, Ph.D. (then Psi Chi President-Elect), Jason Young, Ph.D. (then President), and Executive Director Martha S. Zlokovich, Ph.D. Their presentation was “Using Honor Societies and Professional Organizations to Enhance International Collaboration and Research: The Case of Psi Chi.” In keeping with her Building Bridges presidential initiative, Mercedes A. McCormick, Ph.D. (2011-2013 Past Psi Chi Eastern Region VP and 2013 APA Division 52 President) and Dr. Chebotareva met at the Life Design Conference held at Padua University in Padua, Italy this summer.

Psi Chi has also approved a second Irish chapter at All Hallows College in Dublin, joining the National University of Ireland, Galway chapter. In fact, since becoming an international honor society in 2009, the society has gained 14 chapters outside the 50 states. There are two chapters in Puerto Rico and one in the U.S. Virgin Islands, as well as international chapters in Barbados, Canada, Egypt, Guatemala, Ireland, New Zealand, Russian Federation, and Trinidad and Tobago. Faculty interested in starting a Psi Chi chapter may view the requirements and request access to an online application at http://www.psichi.org/?page=start_chapter

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Follow-up on Autism in Ukraine: Kyiv’s EuroMaidan, A Revolution for Ukraine’s Children

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The status of children with autism in Ukraine has been reported at the annual convention of the American Psychological Association (Dolyniuk & Romanchuk, 2012). More recently, challenges for professionals who work with children with autism spectrum disorder in Ukraine were discussed in this publication (Dolyniuk, 2013).

Nearly one year later, in December of 2013, hundreds of thousands of Ukrainian citizens have spent the past month peacefully assembling in Kyiv and other parts of Ukraine in response to President Yanukovych’s break in negotiations with the European Union. On the surface, it would be easy to say that this “revolution” is an economic one and that the Ukrainian people are standing in protest because they had hoped for a more stable and prosperous economy within Europe. But to say so would only be part of the story.

The author of this manuscript has studied Ukraine’s complex history. She has collaborated with psychologists in Ukraine, observed the psychology of the Ukrainian people, and witnessed firsthand the lack of services for children with disabilities in that country. She is following recent events and corresponds with individuals in Ukraine.

EuroMaidan or “European Square” is also known as Independence Square and is the site of the Orange Revolution of 2004. Whereas “EuroMaidan” is the name of a place in Kyiv, the word has come to represent an impassioned fight for social justice and individual freedom. Following Yanukovych’s abrupt end in negotiations with Europe, brutal transgressions occurred against peaceful protestors on the EuroMaidan and provide evidence to the world that the current government of Ukraine does not respect the civil rights of its citizens.

For those who are interested in raising awareness of autism spectrum disorder, conducting community-based research, and developing culturally sensitive outreach models, the current situation in Ukraine highlights the possibility that progress may never be made for children with any type of disability under the current government. If adults can be beaten by police for exercising their constitutional right to protest, what chance do children with disabilities have, if they have no voice and no rights? The truth is that while Ukraine’s national government published a report that outlines the needs of children with developmental disabilities six years ago, to date, there has been no subsequent follow-through on a national plan to provide appropriate evidence-based services within existing medical and educational systems. In 2013, as has been the cultural practice for multiple
generations, children with disabilities are typically cared for at home or are moved to residential placements at a young age. The problem is complex, but boils down to a lack of understanding regarding the potential of individuals with disabilities, a limited number of quality programs, limited resources, and no action plan from the current government concerning the welfare of children with disabilities.

In the Winter 2013 issue of IPB, it was pointed out that Ukraine does not have a nationwide system of Early Intervention. More recently, one progressive Early Intervention program was shut down, despite a long waiting list, and its psychologists were displaced to other sites. Fortunately, these colleagues have found ways to provide intervention to children in dire need. But there simply are not enough trained autism specialists in Ukraine to provide the quality and level of support that is needed to families of children with autism. Moreover, children with autism spectrum disorder are not a priority in a country that experiences multiple public health concerns, widespread poverty, political corruption, and instability. Consequently, children with autism spectrum disorder continue to receive little if any attention in Ukraine.

International psychologists may think that the situation in Ukraine is outside their realm of expertise. Still, one could argue the situation is of interest to any individual that values the next generation. Undoubtedly, this includes psychologists, educators, and autism specialists who seek to provide evidence-based interventions to children in need, regardless of country or culture.

The EuroMaidan in Kyiv is Ukraine’s pivotal moment to change a country and provide a brighter future for its children. Bronfenbrenner’s Ecological Systems Model (1979) has been used across disciplines to explain how interconnected cultural forces shape individual outcomes and are the function of where an individual is living at any given moment in time. This model suggests that human beings function within five interconnected reciprocal systems, one of which (macrosystem), encompasses the country, culture, and values that impact on an individual. For families and professionals who serve children with autism spectrum disorder, EuroMaidan represents a chance to change multiple developmental contexts, including a society’s beliefs about the potential and value of Ukraine’s children with autism.

Advancing the rights of people with disabilities, supporting evidence-based practices, and encouraging educational inclusion and community living are not novel concepts for the EU. For example, Inclusion Europe (www.inclusion-europe.org) and Autism Europe (www.autismeurope.org) are organizations supported by the EU. Each of these European organizations supports equal human rights for people with disabilities. Furthermore, the EU’s Disability Strategy (2010) states that persons with disabilities have the right to participate fully and equally in society and its action plan aims to remove social barriers and discrimination. Consequently, if Ukraine solidifies a union with Europe, Ukrainian clinicians will have new opportunities to receive training in evidence-based methodologies and treatment. They are also more likely to adopt progressive views of educational inclusion and community integration for people with autism and other disabilities.

On the other hand, rejecting European values means nothing will change for Ukraine’s children with autism. At present, it is common for children with autism and other developmental disabilities to be placed into institutions, where they are often forgotten, characterized as having an incurable disease, and isolated from mainstream society. Such a model of custodial care is devoid of human dignity and perpetuates the stereotype that autism is something to be feared. Such a model does not allow children with developmental differences to learn adaptive skills or become functional members of society. Consequently, a union with Europe represents the choice between a repressed past or the promise of a productive future.

While transition to the European Union will pose new challenges for Ukraine, for every person standing there, EuroMaidan offers hope. As psychologists, we know that a positive outcome for this historic event will shape the Ukrainian collective psyche and will impact on numerous social realms. It will, for example, drive the direction of psycho-educational services and research. If Ukraine’s ties to the West are strengthened, additional opportunities will present themselves for non-Ukrainian citizens who are interested in raising global awareness of autism and are willing to provide training, intervention, and outreach where they are needed most. Thus, Ukraine’s ultimate integration into the European Union offers new possibilities for Ukraine’s children. In the end, EuroMaidan summons professionals to consider psychology as a human service discipline that crosses boundaries to understand the human condition, respect human diversity, and improve the quality of life for all individuals.

**References**


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The Ethics of Milgram’s Obedience Experiments: 50 Years Later

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In 1963, a 30-year-old assistant professor at Yale University published an eight-page article entitled “A behavioral study of obedience” (Milgram, 1963). The immense impact of this research not only transformed his own field of social psychology, but it created an ethical storm that changed the way all scientists must now do research in the USA and globally.

“Should Stanley Milgram have terminated his 1960 Yale obedience experiments?” This was the question 50 years later, at a public dialog on November 21 at the Higher School of Economics in Moscow. After screening a 3-minute portion of the classic Milgram obedience film, scientists from three nations spoke briefly, before opening the session to full audience discussion. These scientists were Alexander Voronov of Russia, Peter Schmidt of Germany, and Harold Takooshian of the USA.

Voronov. For Russia, Professor Alex Voronov noted Milgram’s experiments are universally known and respected—and were the subject of three Milgram research conferences he helped organize in Russia in 2010. He noted that Russian scientists are, and should be, responsible for their own ethical conduct, without any unelected committees to unnecessarily second-guess or stifle their scientific inquiry—and there have been absolutely no problems with this process in Russian science.

Schmidt. For Germany, Peter Schmidt noted that the Nazi experience of the 1940s has deeply impacted the way scientists now study behavior. He described an early book in Germany in 1946, “Medicine without humanity,” which described unethical Nazi research. Milgram’s research was controversial, but also important. Today, German researchers are free to study controversial topics, and we need “transparency” and “evidence-based ethics” when we consider this research. The scientific research committees in Germany consist only of scientists from that discipline (from students to professors) who act according to a set of rules. These committees and rules are transparent. Most Germans would agree today with Tony Blair in the U.K. on “evidence-based policies.”

Takooshian. Professor Harold Takooshian drew on his work with Stanley Milgram in the 1970s for his three points about this research: (1) Before. In 1960, Milgram was a 28-year-old assistant professor at Yale, who started his experiment with support of the National Science Foundation, his dean, and his university. (2) During. Initially, psychiatrists predicted only 1 in 1,000 would obey, but Milgram soon found surprisingly high tension as well as obedience. Should he terminate or continue? He chose to add several safeguards to the debriefing process and follow-up. (3) After. Milgram’s office had a file of letters from many of his 1,000 former participants, which were about 5:1 (positive: negative); most described this event as an unpleasant but valuable learning experience. In 1977, Milgram wrote a near-forgotten report, that researchers and their participants are best seen as a “team” in the process of studying human behavior, so participants themselves (not unelected research committees) are the ones most suited to judge the ethics of research.

Following these three messages, the audience discussed four ethical questions:

1) What makes research unethical? The discussion raised three points. (1) Experimenters should minimize deception, stress, and lack of “informed consent.” (2) We should not confuse the ethics of a method with the unpopularity of the findings. (Would Milgram’s research be criticized if only 0.1% obeyed, as predicted?) (3) Research participants themselves should have a decisive role in deciding the ethics of an experiment.

2) Should unethical findings ever be cited by others? If people criticize Milgram as unethical, do these critics then have an ethical obligation to refrain from citing Milgram’s findings? After all, we would never speak today about the important but unethical findings from the monstrous Nazi experiments. This issue was discussed, without any conclusions.

3) How can we best promote ethical research? There were many suggestions, though none were accepted by consensus.

4) Is over-regulation of research unethical? One student quickly noted that without any evidence, a professor told her that she should not do an experiment that she had prepared, and she agreed with Dr. Schmidt that critics need at least some clear evidence before saying a proposed study should not be done; otherwise, we all have our private opinions. Others agreed that there must be a sound basis (not just personal taste) before blocking any study.

For this forum, two U.S. researchers kindly submitted written comments: (1) Diana Baumrind of the University of California at Berkeley wrote that she is currently writing an updated critique of her 1964 criticism of Milgram’s work. She continues to feel the experiment should never have started, because Milgram’s deception of his participants deprived them of the “informed consent” that must be required for every experiment. (2) Arthur G. Miller of Miami University felt Milgram was correct to continue his experiments in 1960, because participants’ temporary hour discomfort was bal-
anced by the immense value of this research the past 50 years. By a show of hands, 17:1 in the audience felt that Milgram should not have terminated his experiment. Peter Schmidt concluded the forum with his observation that such negative findings can help us create positive changes in the world. Schmidt noted that every month many immigrants from Africa to the EU now die trying to reach the EU shores on their small boats, because obedient EU border guards follow EU laws that require them to turn these immigrants back. Isn’t this lawful, real-world obedience far more unethical than the scientific experiment that revealed to us the problem of obedience?

References

The First Ever Eastern Africa Regional Conference of Psychology: November 6th to 8th, 2013

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Background
The successful hosting of the first ever Eastern Africa Regional Conference of Psychology from November 6th to 8th, 2013 was a dream come true. Preparations began in the year 2010 following the twin bombings in Kampala-Uganda. During the 27th International Congress of Applied Psychology in Melbourne, Australia (July 11–16, 2010), a decision was made by the executive committee of IAAP to propose IUPsyS and ICCP for Uganda to organize the next regional conference. Later, the three sponsoring organizations decided to organize the Conference in Kampala (Uganda) and to sign the corresponding memorandum of understanding. The main purpose of the Regional Conference being “Capacity Building”, Uganda was more than willing to take on the challenge to organize this conference. The then President of IAAP, Ray Fowler kicked off the conference preparations which were later picked up by Prof. José M. Peiró. Ray relinquished the leadership of IAAP due to health issues.

In April 2012, an advance team composed of IAAP President, José de M. Peiró, the primary liaison to the Conference, and former Past President of IAAP, Michael Frese, and the Secretary General of IUPsyS, Ann Watts, came to Kampala to meet members of the Uganda Society of Applied Psychologists (USAP) and the Uganda National Association of Psychology (UNAP), to work on the planning and the preparation of the Conference. Michael Frese acted as Primary Liaison officer to link the Uganda host associations and the international host associations: the International Association of Applied Psychology (IAAP), the major sponsor; the International Union of Psychological Sciences (IUPsyS), and the International Association for Cross Cultural Psychology (IACCP).

In this meeting, the theme and sub-themes of this regional conference were formulated. The guest of honour and keynote speakers were identified and dates of the conference agreed upon.

This meeting preceded another one in Cape Town during the 30th International Congress of Psychology, 22–27 July 2012 where the contract to host this regional conference was signed. More keynote speakers were identified during this meeting. The Cape Town conference greatly enabled publicity of the Eastern Africa Regional Conference globally through networks.

The Conference
The first delegates to the conference jetted into Uganda on November 4th 2013, with arrivals peaking on November 5th 2013. We were blessed with the good gesture of the Government to accord most of the keynote speakers a VIP status at the airport and the opening ceremony was graced by the Minister of State of Health in charge of General Duties, Hon. Dr. Elioda Tumwesigye. The presence of Guest of Honour, Prof. Dr. Gary Latham cemented this first ever Eastern Africa Regional Conference of Psychology (EARCP 2013), making this occasion very memorable.

Present at the conference were the IAAP President José M. Peiró, IAAP President Judy Kuriansky; Ngoma Ngime; José M. Peiró; John Munene; Gary Latham; James Kagaari; Neal Schmitt; Sarah Nalule; James Pawelski and Chalmer Thompson.
Elect Janel Gauthier, IUPsyS President Saths Cooper, the representative of IACCP President David Lackland Sam, and the Secretary General of IUPsyS Ann Watts. Dr. Judy Kuriansky, the IAAP representative at the UN cannot go without mention. Over 21 countries were represented at this conference.

The first day, November 6th 2013, was dedicated to training workshops, attracting the highest attendance. Scholars, students, practitioners, and enthusiasts anxiously attended to get knowledge and skills training from world renowned great speakers and gurus in their respective disciplines. The second day and third, last day had plenary sessions in the mornings for keynote talks, and break away sessions, with ninety eight papers selected out of the received abstracts presented in the afternoons. Some of the trainers included Gary Latham on designing situational interviews, David Guest covering career research, Chalmer Thompson focusing on peace and conflict resolution, Neal Schmitt concentrating on developing non-cognitive diagnostic instruments, Michael Frese dedicating his presentation to entrepreneurship, Janel Gauthier discussing ethical principles for psychologists, Mirian Ofondu on attachment and early parenting, Gerrit Rooks on structural equation modeling, and José M. Peiró on stress management in organizations. Some of the paper presenters included James Pawelski, United States; Kafanabo, Tanzania; Olayemi Asaju, Nigeria; Mandu Selepe, South Africa; Asefash Haile Selassie, Ethiopia; Maureen Mweru, Kenya; and Faith Mbabazi, Uganda.

During the conference, two meetings were held. The first meeting, to profile psychology competences, was on November 6th 2013 and was facilitated by Sverre Nielsen, and was a continuation of an earlier meeting in Stockholm (July, 2013). The second and last meeting was on November 8th 2013, and there was discussed the creation of a Pan African Psychology Association (PAPU). The session was presided over by Saths Cooper. The conference overwhelmingly met our expectations.

Without the contributions of sponsors such as IAAP, IUPsyS, IACCP, the Inter University Council of East Africa, Kyambogo University, Makerere University Business, PILA Consultants, and Makerere University; and the keynote speakers, paper presenters, participants, organising and scientific committees, this conference would not have been such a success.

Acknowledgements go to J. C. Munene, President of the Scientific Committee and Florence Nansubuga, Treasurer, Organising Committee.
Research and Advocacy News: Response to Global Human Rights Emergency

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There are many alarming mental health factors impacting the wellness of our community that are sounding a warning bell to all of those in our profession. In fact, this year, the United Nations (UN) and the World Health Organization (WHO) have announced a global human rights emergency as it relates to mental health issues.

The scope and depth of the issue includes isolation, neglect and abuse, violence, and lack of or poor health care, as well as stigma and discrimination as it relates to identifying and accessing mental health services.

As President of International Council of Psychologists (ICP), director of a community clinic, the Institute for Multicultural Counseling and Education Services (IMCES), and Chair of the Mental Health Committee of International Psychology at the American Psychological Association (APA) Division 52, I initiated and launched two programs as a response to these alarming factors. One is a stigma reduction campaign/project, as it relates to mental health practices. The other is an international cross-cultural research project.

A Response to Global Human Rights Emergency
IMCES, our community clinic, in collaboration with ICP and APA Division 52, International Psychology, is undertaking a research project that relates to what the WHO and the UN have identified as a global human rights emergency: the level of care and the human rights violations against people with mental health conditions. It is important to acknowledge the WHO for recognizing and drawing greater attention to this global issue.

As a mental health professional and Founder and Director of IMCES, a community clinic, I created an opportunity to move our idea to the action level. IMCES, our agency, provides direct services to the underserved target population in the greater Los Angeles county area. We have over 100 staff, with diverse linguistic and cultural expertise to reach annually over thousands of underserved clients from different cultural backgrounds including Hispanic, African American, Asian, Persian, Armenian, and Russian.

IMCES also provides the parallel service of a highest standard clinical training program accredited by the APA, including a Leadership Academy and research and development component comprised of pre-doctoral interns and post-doctoral fellows. This means that IMCES is a provider of highly effective, culturally competent services by professionals who are trained at the highest standard of practice to deliver services to the most needy population in our community.

Every year, at IMCES, we renew our commitment to our mission of moving toward social justice and promoting human rights by creating new projects to reach our desired outcome. This year, I initiated two projects: 1) Stigma and Discrimination Reduction Project; and 2) International Cross-Cultural Research Project.

Stigma and Discrimination Reduction
Our stigma and discrimination reduction project has several layers:

1) Awareness of the problem;
2) Action toward solution, including:
   a) Collaboration with other organizations,
   b) Initiation of advocacy, and
   c) Community education activities.

We believe that health and mental health are basic human rights for everyone. However, this very basic human right has not been universally available to people around the world. For example, one in four Americans is living with mental illness. Many will not seek help because of fear of stigma and discrimination and fear of the unknown, and isolation. The fact is, stigma associated with mental illness has been more destructive than mental illness itself.

Stigma has been recognized as a major barrier to identifying and accessing mental health services. Stigma exists in many layers in our community, including many domains of our culture, such as individual (self-stigma), family, community, neighborhood community, and cultural values and beliefs. Stigma is recognized as a major barrier that is both visibly and invisibly influencing people’s minds, affecting people’s lives, and impacting the health and wellness of our environment.

In my leadership role, both locally and globally, as president and CEO of our local community clinic and as a member of the State of California Stigma and Discrimination Reduction Consortium, I initiated a stigma reduction campaign. This activity is aimed at moving toward mental health reform by reducing stigma associated with mental illness.

Awareness: Understanding the Problem
We took a few steps. First, to solve any problem we must understand it in depth. I believe that stigma in the context of culture has not been given sufficient organized study or attention. Therefore, I developed a cultural stigma survey with the goal of both raising awareness and attention to collecting important specific information about stigma in the context of culture.

The survey was sensitively designed to be confidential, bias free, and open-ended, asking participants to use their own views rather than selecting forced choices. Culture is defined as a “way of thinking and acting based on our values
and beliefs.” Our values and beliefs come from many layers of our being. Culture is not static, but dynamic and evolving. Culture has many domains. In developing the survey, I purposely attempted to operate from the principle of being “inclusive by design.” Those cultural domains include age, gender, sexual orientation, spiritual/religious affiliations, socio-economic status (SES), ethnicity, country of citizenship, country of birth, and ability/disability. Also, to be mindful of other domains, for purposes of practicing inclusion, I added the category of “other cultural domains that you may suggest.”

Participants were asked, “It would really be helpful if you can share information about a time when your cultural identity was a barrier to identifying mental illness or in accessing mental health services. How did you feel about the experience? What did you do as a result?”

In order to recognize prejudice as another component of stigma, a set of questions was designed to identify and become aware of the influence of prejudice as a way of thinking, also identifying how and where we learned that prejudice. A reference list was given to participants to remember when and how they learned to have or not to have prejudice. The list included School (Educational Institution), Community, Media/TV, Family, Friends, Religious Affiliation/Church, and Other.

This survey has been conducted with the staff of our clinic, clinicians, and clients, family members and other network of each staff member and clinician. Also, the survey was distributed through SurveyMonkey at [www.surveymonkey.com/s/imcesstigma](http://www.surveymonkey.com/s/imcesstigma). I am inviting each one of you who share the very concern of this stigma to participate in the survey.

Our next step is to analyze the outcome and develop proper interventions targeting specific populations of clients/consumers, parents and caregivers, school leaders, policy makers, religious organizations, media, and others.

**Action Toward Solution: Collaborative Efforts**

The scope and depth of stigma and the problems associated with that cannot be dealt with alone and it needs collective wisdom and efforts. We are developing many campaigns at a local level to conduct an assessment of existing mental health, substance abuse, and disability related policies, strategies, and laws that are in effect for both children and adults, with the aim of raising awareness and reducing disparities, stigma, and discrimination as it relates to mental illness.

As a member of the Stigma and Discrimination Reduction Consortium in California, I supported the Mental Health Movement through the Each Mind Matters program. (See [www.eachmindmatters.org](http://www.eachmindmatters.org)) This endeavor involves organizations working together toward health care reform and making mental health a priority. We made and distributed 300 lime green ribbons, symbolizing the national color of mental health awareness. The green color is symbolic of vigorous life and flourishing health. This is also part of our effort to overcome stereotypes, prejudice, stigma, and discrimination associated with mental illness.

Also, IMCES has shown the hour-long documentary, “A New State of Mind: Ending the Stigma of Mental Illness,” which illustrates that mental health challenges are more common than they are generally considered to be, that those challenges can be managed, and that recovery is possible. The film, narrated by award-winning actress Glenn Close, profiles Elyn Saks, an author and professor of law at the USC Gould School of Law, former U.S. Congressman Patrick Kennedy, and five-time Olympic medalist diver Greg Louganis.

**Action Toward Solution: Advocacy Efforts and Community Education Activities**

We plan to engage in advocacy aimed at promoting human rights, improving the quality of services, and reforming policies and legislation, by writing to various legislative authorities and policy makers, including in mental health on the local, regional, and international levels. We also plan to engage other academic centers and researchers, education, and training centers to promote further research, to share key resources and best practices, and to join us in being responsive and responsible by moving to advocacy, action, and implementation. Our next plan will include, but is not limited to, raising awareness activities, such as developing monthly public education seminars in local community centers, also in schools through parent and teacher associations (PTA).

IMCES is associated with DPI/NGO of the United Nations for Human Rights and has a longstanding tradition of bringing together the key areas of mental health, substance abuse, disability, physical health, and human rights to promote a holistic approach. IMCES has also been engaged in international cross-cultural research, reducing fragmentation and duplication of information and efforts. Because of this, IMCES is uniquely poised to play a central and leading role in the important work of putting into action the shared concerns of this recognized global human rights emergency. This program and campaign aims to demonstrate our commitment to “Moving toward social justice by reducing discrimination and promoting human rights by creating access to health and mental health care services.”

**International Cross-Cultural Research**

I have developed an international cross-cultural task force with a focus on indigenous psychology in order to facilitate promotion of the science and practice of psychology to be responsive to an international perspective. Many universities and clinical training facilities around many regions and countries have been approached to participate and collaborate.

I decided to focus this international cross-cultural research on depression, which has been declared a global crisis by the United Nations. The UN estimates that 350 million people of all ages, incomes, and nationalities suffer from depression, diminishing their ability to cope with the daily challenges of life. In the most extreme cases, people kill themselves. Approximately one million people commit suicide every year, the majority due to unidentified or untreated depression.
The structure of this research project included organizing a plan in the clinical training program at IMCES. A team of 20 professionals was assigned to be on this task force, who are doctoral graduate interns of IMCES’s clinical training program. We divided the world into five continents. Then, within those regions, we identified many universities and institutions with research as part of their requirements and invited them to participate in our international cross-cultural research project. So far, we have identified many universities and clinical training programs around the world to participate in the research project and we are moving forward.

I felt that it is a professional responsibility to be responsive to this epidemic and have provided a project that, hopefully, will make a meaningful contribution to the wellness of the global community. The first objective is to define “depression,” to determine the way depression is framed in each region and then to gain an understanding of the effects, the depth, and the scope of depression. Through an international and cross-cultural collaboration of research institutions, we will explore the cultural variations, implications, and considerations in how depression is regarded and treated in various cultures. The outcomes of the research will be published and presented at future international conferences.

I would like to invite those of you who share our concerns to join both our Stigma and Discrimination Reduction Project and our International Cross-Cultural Research Project.

Author’s Note
Tara Pir, Ph.D. is President of the International Council of Psychologists (www.icpweb.org) and President of the Institute for Multicultural Counseling and Education Services (www.imces.org).

Migration, the United Nations, and International NGOs: Challenges and Lessons Learned

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In recent years there has been a positive climate shift in the way political leaders as well as common society view migration. Although still abundant, closed minded and xenophobic behavior is being substituted with new ideas of how to promote migration as well as create helpful and protective migration reform legislation. With an estimated 215 million international migrants globally, 3.2 percent of the world’s population, countries are beginning to see the major impact of migration have on both the economic and socio-cultural aspects of global stability (Bingham, 2013; Sutherland, 2013; Swing, 2013). When creating new and improved legislation to help protect migrants, both the economic and humanitarian aspects must be approached with careful analysis leading to a deeper understanding of how to properly encourage international immigration while simultaneously protecting migrants’ human and labor rights.

The United Nations is taking an active and innovative role in the global conversation on migration. According to High-Level Dialogue on International Migration and Development (2013), the migration reform was presented with the aim to change policy and link countries together through migration development. Therefore, such a discussion came at a poignant time because of future changes in the Millennium Developmental Goals (MDG), which are set to change in 2015 (Swing, 2013). Furthermore, Sutherland (2013) stressed that the MDG influenced global changes that cultivate improvement on both an economic and humanitarian scale.

Needless to say, agents of change within migration reform that are actively pursuing that migration reform can become a part of the dialogue within the new MDGs, particularly due to the changes moving toward a global influence attaining sustainable development, something the MDG and current UN dialogue on migration reform, High-Level Dialogue (HLD), reflect upon (Swing, 2013). A course of action has been planned by both the UN and civil society organizations where a 5-year, 8-step agenda has been created to regulate the following:

On Labour and Mobility
1) Regulating the migrant labour recruitment industry and labour mobility mechanisms
2) Guaranteeing the labour rights of migrants

On Rights and Protection
3) Addressing protection needs of migrants stranded in distress, ensuring migrants in transit
4) Addressing vulnerabilities, rights and empowerment of women and children in the context of human mobility

On Human Development, Diaspora Action
5) Ensuring migrants’ and migration’s rightful place on the post-2015 development agenda (i.e., in the “next generation” of Millennium Development Goals)
6) Engaging migrants and diaspora as entrepreneurs, social investors, and policy advocates in development

On Migration Governance and Partnerships
7) Promoting the implementation of national legislation reflecting international standards regarding migrants and their families (in particular with regards to enforcement policies, social protection, and due process)
8) Redefining the interactions of international mechanisms for migrants’ rights protection (High-Level Dialogue on International Migration and Development,
While all aspects listed above are crucial to a positive shift in migration development, this paper will specifically focus on the human rights aspect of migration and vital efforts of International Non-Governmental Organizations. Highlighting major human rights issues, such as human trafficking among vulnerable migrant populations, women and young migrants, can offer new perspectives on how to properly protect migrants from being exploited. Although many migrants are unfortunately trapped in unsafe migration situations, this portion of the paper will emphasize the most high-risk migrants, women and young adults, whose rights must be established in order to protect them from human trafficking and equally harmful legislation. Recent HLD within the UN discussed the issues surrounding such limited understanding of migrants’ human rights and proposed new techniques to keep migrants safe as well as creating more effective ways of stopping human rights violators.

It is estimated that 21 million people are currently enslaved within human trafficking rings (Marshall, 2013). Be it for sex or labor, migrants confined within the devastating life conditions of human trafficking are trapped through two factors, criminal and legal. Although labor and human rights laws are fairly effective for those migrants with a regular status, those migrants with irregular statuses are effectively ignored under the eyes of the law, creating a perfect recipe for criminal exploitation. Those within the criminal trafficking ring recognize such legislative defects and ultimately find easy targets in irregular migrants, especially those desperate to remit money back to their families (Agis, 2013). The Final Report of the High-Level Dialogue Series (2013) indicated that migrants are exploited within trafficking rings through “(a) threat or physical harm to the worker, (b) restriction of movement and confinement to the workplace or to a limited area, (c) debt bondage, (d) withholding of payment or excessive wage reductions, (e) retention of passports and identity documents, and (f) threat of denunciation to the authorities where the worker has an irregular immigration status” (International Organization for Immigration, 2013, p. 37). After understanding the systems involved in generating such exploitations, focus on specific populations within migrants must be undertaken in order to achieve a full understanding of how to protect their human rights.

Of those migrants who are caught within the abuse, many are women and young adults with irregular statuses. Women and youth migrants are seen to be the most prominent of migrants, where almost half of the world’s migrants are women and around 27 million international migrants are between the ages of 15-24 (High Level Dialogue on International Migration and Development, 2013; United States Mission to the United Nations [USUN, 2013]). However, many of these women and youth migrants are refugees, persons who are forced to leave their homes due to crisis and unsafe life in their country of origin and therefore find themselves desperate to relocate and start a new and safer life. Because of age and gender discrimination seen around the world and especially in exploitive work places, women and young refugees, usually with irregular migration statuses, are often purposefully intimidated by employers; thus, leaving them with no choice but to stay within the harmful work environment (Jakyel, 2013). Confronting law enforcement yields only fear of deportation and detention. According to the International Organization for Immigration (IOM) and United Nations Population Fund (UNFPA, 2013) thousands of women and youth migrants are detained every year, making them vulnerable targets for sexual violence, as well as improper care towards health concerns, such as a pregnancy or puberty related issues. Similarly, youth migrants who face changing protective statuses, face deportation, thus forcing them into situations with high vulnerability and exploitation (High-Level Dialogue on International Migration and Development, 2013). On the other hand, especially for unaccompanied minors, status change can cause great distress on many levels, including, but not limited to, social participation, socioeconomic influences, and overall well-being. (Centre for Multicultural Youth, 2013). The realities of exploitive work places, deportation, detention, and an unmanageable life in a new country are the overwhelming issues which strike fear into migrants who are innocently and rightfully looking to start a life of safety and prosperity.

Although recommendations to remedy the injustices burdened upon irregular migrants are abundant, they lack in legislative implementation. Only through countries cooperating with one another on researching, forming, and implementing these recommended policy changes, can improved living be a reality for irregular migrants and refugees. While there are dozens of different ideas in creating a safer and more humanistic approach to migration reform, the recommendations discussed here are picked specifically for those migrants discussed throughout this paper, women and young adults. Specific to women migrants who are looking for fair employment opportunities, the International Organization for Immigration (IOM) and United Nations Population Fund (UNFPA, 2013) suggested that discrimination from employers, trafficking, and being excluded from the protection of labor laws must be combatted through “(a) gender-sensitive legislation that covers all stages of migration, including for domestic workers, (b) targeted measures on violence against women migrants, (c) critical support services for women migrants regardless of immigration status, (d) gender-sensitive and efficient remittance transfers and investment, and (e) coherence between migration and labour and trafficking laws” (International Organization for Immigration [IOM] & United Nations Population Fund [UNFPA, 2013, p.192]). In regards to young migrants, the Centre for Multicultural Youth (2013) provides nine recommendations specific to problems facing youth migrants. Although numerous recommendations and sub-recommendations are presented, five key elements are addressed here:

1) Increase the opportunity for unaccompanied young adults to reunite with family
2) Increase the effectiveness of government funded youth
services to meet the needs of unaccompanied youth

3) Pilot and resource pre-employment programs in areas with high numbers of unaccompanied young adults, which integrate literacy and numeracy training, career pathways counselling, introduction to workplace culture, information regarding rights at work, and practical support with actually securing employment

4) Develop targeted health responses in regions with high numbers of unaccompanied young adults that are refugee, youth, and gender specific

5) Develop longitudinal research and data collection on onshore unaccompanied young people … in order to measure settlement outcomes and inform good practice (pp. 31–32).

Overall, although worldwide discussions are taking place to rectify current human rights migration laws, much work on research and implementation needs to be done. Serious consideration of the recommendations listed above must be done on a consistent basis with all parties, States and specialized groups within the UN, cooperating with one another to reach the goal of safe and supportive migration.

Role of NGOs

NGOs on the other hand, have a responsibility not only to protect migrants, but provide ways to treat these survivors of trauma, as well as to work on prevention. Association for Trauma Outreach & Prevention (ATOP) Meaningfulworld has been working since 1990 to promote health and emotional well-being, by providing workshops on healing, to help process and transform trauma into healing and meaning-making. We use psychoeducational workshops, healing groups, and empowerment lectures to actualize these goals integrating the mind-body-eco-spirit.

Human rights violations continue to be a major problem globally. However, across the Atlantic, in the continent of Africa, the United Nations works most diligently on peacekeeping and political operations, as it currently has 13 missions stationed there. Not including the North African region in this count, this is where the United Nations’ Peacekeeping Department works the most exclusively to ensure human rights. Including the North African region, the UN would total 14 operations in Africa with its mission in Libya.

Migrant workers today face many challenges and hardships all over the world. In the Middle East, migrant workers are willing to pay a large premium in order to work in the USA, even though they would face work that is less than ideal. In Bangladesh, migrant workers may earn as little as $50 a month, and still stand to get their wages cut. India has failed to provide legal/social protection to migrant workers. The labor market for migrant workers demands hard labor but denies many basic health and living services. However, in some areas of the world such as Tunisia, Egypt, Libya, and South Sudan calls for political reform have led to dialogue and cooperation between governments on both regular and irregular migration, as well as to provide services to migrants. Unfortunately, despite the facts that migration can benefit migrants, origin countries, and destination countries, migrants still endure unsafe work and living conditions, discrimination, and arbitrary detention.

ATOP Meaningfulworld has been committed to supporting migrants, refugees, and displaced people for over 23 years locally and globally. Just in Africa, Meaningfulworld Humanitarian Teams have served in Sierra Leone post civil war, Kenya post political violence and election violence, Rwanda post genocide, Democratic Republic of Congo post political violence, and Burundi, post genocide and political corruption. We have been serving to educate, empower, and transform the wounds of trauma of wars, genocide, and political oppression. We incorporate the United Nations Declaration of Human Rights, the UN Millennium Development Goals, as well as our 7-step Integrative Healing Model in all of our educational, empowerment, and teaching programs. We work on empowering women, educating men, protecting children, and teaching parenting skills to parents and teachers. At Meaningfulworld our ultimate goal is to prepare a generation of conscientious individuals who are guided by love, peace, passion, empathy, forgiveness, gratitude, and meaning.

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Refugee Youth: Shedding Light on Resilience

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History has witnessed decades of civil wars, political turmoil, and violence that have resulted in hundreds of thousands of refugees worldwide. Countries continue to exist in fragile states. Among humanitarian headlines today are stories of Seleka rebels in the Central African Republic, the violent war in Syria, and ethnic battles in Myanmar, and tragically, these are only a few among many, and they will continue. A result is ever-increasing refugees fleeing from their home countries from a fear of persecution. The psychological impact for refugees may include a multitude of symptoms and mental health disturbances. Reflections and research on resilience and strength in refugee populations, particularly the youth, are often overlooked. Young refugees have endured such horrific conditions and witnessed such acts of terror beyond belief, that mental health professionals would likely think that the psychological impact would be devastating. However, research has shown that many refugees show few signs of PTSD and trauma, and exhibit high levels of resilience. Where are they finding strength in unimaginable circumstances?

Background

UNHCR reports show that more than 45.2 million people were displaced in 2012, the largest number since 1994. Within this number includes 15.4 million refugees, 937,000 asylum seekers, and 28.8 million internally displaced people (Sedghi, 2013). Flight experiences can vary for refugee youth, depending upon context of country conditions in their country of origin, how they flee, and where they are hosted until resettlement. For some, traumatic experiences can evolve from violence, death, hunger, thirst, attacks on villages, escaping wild animals, hospital experiences, and separation from close relationships (Goodman, 2004). Many also experience violence in refugee camps from other refugees or local people of the host country’s area. The refugee experience includes phases of preflight, flight, and resettlement, each with challenges. Refugee youth who are in war-impacted areas commonly experience anxiety, depression, anger, violence, psychic numbing, paranoia, insomnia, and a heightened sense of death (Lustig et al., 2004). Resettlement brings an additional layer of challenges, as youth are struggling to make sense of their identity, their experiences, and get accustomed to a new life. Unaccompanied refugee children are at especially high risk for mental health concerns, as they have experienced both traumatic experiences and separation from significant emotional relationships (Goodman, 2004). For those born outside of their country of origin or who fled while very young, transgenerational trauma may be relevant, as pathological consequences of war may be passed onto further generations by parents or caregivers (Kalayjian & Paloutzian, 2009).

Despite the psychopathology and traumatic experiences found in refugees, many have adapted without the assistance of mental health professionals (Schweitzer, Greenslade, & Kagee, 2007). Furthermore, while research on refugee mental health has focused on exposure to traumatic events, psychiatric symptoms, risk factors of mental illness, and acculturation stress, positive adaption and resilience are often overlooked (Schweitzer, Greenslade, & Kagee, 2007). As mental health professionals, we must ask: where do refugees find resilience and strength during times of horrific experiences and prolonged trauma? What factors of resilience and coping contribute to the healing of refugee youth, who in addition to their refugee experiences are simultaneously developing as young people? How can mental health professionals utilize these adaptive strategies when working with resettled youth?

Factors of Resilience

Research on resilience in refugee youth has found parallel themes in coping strategies that have helped young people not only survive through dreadful conditions, but maintain positive outlooks on life. Janice Goodman (2004) found four themes when researching coping strategies among Sudanese refugee youth: collectivity and communal self, suppression and distraction, meaning making, and emerging from hopelessness to hope. A shared sense of experienced may enable refugees to survive hard conditions; there is an idea of “selfhood in which one has responsibility for the others, and even exists for the other” and this was found to allow Sudanese boys to journey through difficult conditions (Goodman, 2004). When children are separated from parents or witness acts of violence, prosocial behavior may also increase (Lustig et al., 2004).
et al., 2004). The concept of suppression and distraction has been used in both country of origin and during resettlement, for youth. By suppressing emotions, refugees protect themselves from feelings of powerless and this was found particularly true for those who faced immediate danger. Additionally, youth who have experienced witnessing much death may find that they cannot mourn and need to detach emotionally in order to survive (Goodman, 2004).

Making meaning has been found as a factor in numerous research projects and by various scholars as an essential concept in survival. Viktor Frankl (1962) eloquently describes how making meaning of all events was a major contributor to his survival during the Holocaust in Man’s Search for Meaning. For Frankl, meaning can provide an outlet of sanity during a time that may seem like meaningless existence. Goodman (2004) found that for the Sudanese refugees, there was a consistent belief that God was in control and decides the time of one’s death. Making meaning allows refugees to avoid thinking of reasons for so much suffering and accept life circumstances rather than question why there is so much suffering. For those who do not relate meaning to religion or God’s will, they may conclude unlucky circumstance, while others may not be able to make meaning of suffering at all (Goodman, 2004). Generally, the role of religion has been found as a strong emotional support both during hard circumstances and in the aftermath of suffering, for allowing one to connect with the community surrounding him or her (Schweitzer, Greenslade, & Kagee, 2007). Lustig et al. (2004) found that for youth exposed to war zones, those with strong ideological beliefs had less anxiety, insecurity, depression, and failure. This accounted for those with low levels of war exposure; however, as war exposure levels increased, this did not hold true.

Feelings of homelessness, displacement, and powerlessness may emerge for refugee youth (Goodman, 2004) and for youth who understand little about resettlement and country conditions, displacement can seen indefinite. This can occur both during flight and while in transit, at refugee camps, as refugees often experience violence and discrimination in the camps and live in constant fear. Urban refugees also become exposed to discrimination and harsh conditions making it difficult to sustain. Refugee youth reported that education was a key value in gaining hope about the future and providing a reason to remain in camps (Goodman, 2004). Focusing on the future has been found as a coping strategy for refugee youth during all stages of preflight, flight, and resettlement (Khawaja, White, Schweitzer, & Greenslade, 2008). Personal attitudes and beliefs may also have strong influences on how well a young refugee will cope; finding strength or “giving up” and accepting life’s stressors can provide a freedom of moving forward despite adversity (Schweitzer, Greenslade, & Kagee, 2007).

While similar themes have been found in research, it is important to remember that research on refugee populations, particularly youth, is very limited and these coping strategies will differ between groups of different nationality, ethnicity, and flight experiences. There is a complex relationship between migration and health, and trauma can appear as “a cross between history, social structure, and one’s own life biography” (Brough, Gorman, Ramirez, & Westoby, 2003); therefore, coping with migration stressors can hold varied responses.

Implications for Professionals
As professionals who work in mental health facilities, schools, and resettlement agencies, we must ask ourselves how can examining positive coping and resilience influence our work in helping refugee youth develop and acculturate? How does cultural competence enhance our work? The early months after resettlement are found to often be the most difficult for newly arrived refugees. Western mental health views have focused often on acculturation stress and PTSD, but it’s important to gaze beyond psychopathology and not limit the perception of a refugee to only transitions, victims, and illness, but to a more holistic perception of lives, survival, and health (Brough, Gorman, Ramirez, & Westoby, 2003). Optimal well-being for young adults can be achieved through a balance of personal characteristics and environmental pressures; for refugees this poses as a challenge as they seek a community to feel membership in (Brough, Gorman, Ramirez, & Westoby, 2003). Additionally, young refugees may struggle with how to maintain traditional values while assimilating to new cultural norms. Refugee youth are a population that has faced persecution in home countries, lived in transit for years, and resettled in an unfamiliar country. As these experiences occur during years of major developmental transitions, it is expected that they will struggle with identity.

Research on interventions for refugees is sparse. Cognitive Behavioral Therapy for PTSD, crisis intervention, medication, family based therapy, and holistic assessment have been thought to be useful approaches with refugee families, but have been rarely empirically evaluated. School-based trauma and grief-focused group psychotherapy have some research support that shows reduction in posttraumatic stress, depression, and grief in adolescent refugees (Lustig et al., 2004).

Systems approaches and group sessions may be beneficial for this population, particularly for cultures that value collectivism and find social support as a strong coping mechanism. Weine (2008) has claimed that a family resilience perspective for refugee youth and their families would be beneficial, as family serves as a major key value for refugees. Effective intervention programs that prevent mental health disorders build onto existing maladaptive resources related to families and communities (Weine, 2008). The challenge for mental health workers in utilizing family resilience is to stay away from reconceptualizing protective factors “as static properties but as active family processes that directly or indirectly facilitate positive youth outcomes and that can be modified through interventions” (Weine, 2008, p. 539).

For example, parent involvement in education can provide an outlet for actively promoting positive changes in resettled refugee youth. These approaches are especially important for families
in which family conflict and domestic violence, which had previous roots in the country of origin, travelled with them, continuing to place strains (Brough, Gorman, Ramirez, Westoby, 2003).

Frankl’s emphasis on meaning making serves as a platform for logotherapy, in which principles guide one to find positive meaning in catastrophic events; logotherapeutic interventions may also show benefits in such work. For other refugees, a question of forgiveness may also come into play, after experiencing years of discrimination and witnessing family and friends harmed, killed, displaced, and driven out of their countries.

In a study with Somali and Oromo refugee youth, Halcon et al. (2004) found that females coped with sadness by talking with friends, while males coped by exercising. It is probably true that many refugee youth do not seek services during times of distress and emotional challenges and learn to cope in their own ways. Those who used strategies of disconnection and distraction as coping mechanisms to survive harsh conditions are found as dysfunctional later on; many youth can find themselves having recurrent and intrusive thoughts about the past during resettlement (Goodman, 2004). Many refugees also do not realize there are people such as teachers or counselors they can reach out to and they do not want to burden their parents and cannot fully communicate with friends (Brough, Gorman, Ramirez, & Westoby, 2003).

Some research has shown that mental health approaches are not effective with immigrant and refugee populations because of the stigma associated with such services (Lustig et al., 2004). This situation then requires a great deal of creativity for professionals who encounter these populations in terms of how they mold interventions into culturally competent and effective tools. This approach illustrates creativity and application of therapeutic processes to traumatized populations and how resiliency factors during flight can be utilized for further processing and healing.

Directions for Future Research

While research on refugee youth needs to expand, specific populations within should not be overlooked. Child soldiers have been used across the globe for decades and these children may have vastly complex experiences as compared to other refugee youth. Child soldiers often have loss of home, possessions, family, and friends, in addition to loss of moral perspectives and being forced to participate in rebel activities. These children are at risk for rape, torture, war injuries, substance abuse, depression, anxiety, and suicidal ideation (Lustig et al., 2004). Research on this group should include how developmental stages are harmed or altered due to experiences. In terms of clinical work, because these are complex groups, focus on solely trauma and victimization is not enough. Furthermore, it is often found that child soldiers have found a sense of belonging and support from the armed groups they were recruited by, who become like family to them (Lustig et al., 2004). Unaccompanied refugee youth also possess a different array of experiences, and therefore different strategies of resilience and different mental health symptoms. If resettled without immediate family members, these young ones must find coping and adjustment without the tool of an immediate support system. Unaccompanied female refugees often disappear in research, because they are likely to be indentured to servitude of other families or forced into marriage (Lustig et al., 2004).

Final Thoughts

Working with refugee populations can be automatically associated with working with trauma, torture, and persecution, but as mental health professionals and researchers, an uplifting platform can be utilized by understanding what makes one resilient and how one can utilize these strengths in the aftermath of tragedy and during resettlement. As the field of global mental health progresses, such research can guide appropriate and effective interventions to refugee populations on both global and domestic levels.

References


APA Guidelines for Telepsychology

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Globally, telecare has emerged as a viable 21st century means of delivering health care to underserved and diverse populations internationally. The expanding role of telecommunication technology in the provision of these clinical services and the continuous development of new technologies that may be useful in the practice of psychology support the need for practice guidelines. Psychologists are using such technology worldwide.

The guidelines have been developed by a joint Task Force for the Development of Telepsychology Guidelines for Psychologists (Telepsychology Task Force) established by three professional organizations: The American Psychological Association (APA), the Association of State and Provincial Psychological Boards (ASPPB), and the APA Insurance Trust (APAIT). These three organizations have provided input, expertise and guidance through the task force on many aspects of the professional use of telecommunications in the practice of psychology, including those aspects related to its ethical, regulatory, and legal principles and practices.

The Joint Task Force document provides guidance to psychologists who are engaged, or wish to engage, in telepsychology, including professional guidelines, regulatory direction, and risk management principles. The Guidelines address: (1) Competence of the Psychologist, (2) Standards of Care in the Delivery of Telepsychology Services, (3) Informed Consent, (4) Confidentiality of Data and Information, (5) Security and Transmission of Data and Information, (6) Disposal of Data and Information and Technologies, (7) Testing and Assessment, and (8) Interjurisdictional Practice.

Telepsychology is the provision of psychological services over a distance using any telecommunication technology including telephone, mobile devices, e-mail, chat, interactive videoconferencing, text, Internet and self-help websites, blogs, and social media. The Telepsychology Task Force includes psychologists with special expertise with telehealth applications including Drs. Linda Campbell (APA), Fred Millán (ASPPB), Margo Adams Larsen (ASPPB), Colonel Bruce Crow (U.S. Army Medical Corp), Terry Gock (APA), Eric Harris (APA Insurance Trust), Jana Martin (APA Insurance Trust), Tom Miller (ASPPB), Joe Rallo (ASPPB), and Sara Smucker (Department of Veterans Affairs). The Practice Directorate of APA has been represented by Ronald S. Palomares, Assistant Executive Director Governance Operations, Practice Directorate, American Psychological Association, Joan Freund, and Debra Baker, J.D. For more information about the Guidelines for the Practice of Telepsychology, contact the APA Office of Legal & Regulatory Affairs by e-mail at praclegal@apa.org or by phone at (202) 336-5886. These guidelines are available on the APA Practice Organization’s Practice Central (PDF, 113KB) website: http://www.apapracticecentral.org/ce/guidelines/telepsychology-guidelines.pdf

31st International Congress of Psychology:
2016 Yokohama, Japan

Dear Colleagues,

Happy New Year!

By the summer of 2016, we expect significant advancements in psychology, which I’m sure you will want to share and learn about at ICP2016 in Yokohama. We are developing an exciting substantive program as well as interesting cultural and recreational activities for Congress participants. I hope that you will plan to come to Yokohama to share developments in psychology with your colleagues from around the world as well as to enjoy the diverse attractions of the Tokyo metropolitan area and Japan.

Sincerely yours,

Kazuo Shigemasu
President, 31st International Congress of Psychology
ICP2016 Yokohama, Japan
E-mail: info@icp2016.jp
http://www.icp2016.jp/

Happy New Year 2014
from the ICP2016 Organizing Committee
International Student Research Conference in Moscow

Harold Takooshian  
*Fordham University*  
takoosh@aol.com

Irina Novikova  
*Peoples’ Friendship University of Russia*  
camiga@yandex.ru

On 27 October 2013 in Moscow, the APA Division of International Psychology partnered with Psi Chi and six other groups to cosponsor the First Moscow Conference on Behavioral Research. This historic conference was in four parts, hosted by the School of Higher Economics (HSE): (1) a welcome gathering, (2) a series of six research panels, (3) an award ceremony, and (4) a 1-hour Skype session with New York City.

First, Conference Chair Irina Novikova welcomed 40 student and faculty participants from many schools, and screened a 9-minute Russian-language video on “Psi Chi: Student excellence,” prepared by Dr. Alexey Sozinov of the Russian Academy of Sciences. Just 16 days earlier, on October 11, Dr. Novikova had helped install the first Psi Chi chapter in Eastern Europe, at her Peoples’ Friendship University of Russia (PFUR).

Second, for 2 hours, a total of six research panels heard 14 scientific presentations on diverse topics, presented by 22 student researchers from five schools: HSE-Moscow, Peoples’ Friendship University, Moscow State University, State Academic University for the Humanities, and HSE-St. Petersburg. This included two Skype presentations by researchers in Saint Petersburg. Over half of the students were presenting their research at a conference for the first time.

Third, all participants re-gathered for an award ceremony, where all presenters received a free 1-year membership in the Association for Psychological Science (APS), and a Certificate of Recognition from Psi Chi.

Finally, at 6 p.m. Moscow time, participants joined a 1-hour Skype bridge with New York City, where Karen Wilson and Marisa Cohen of Saint Francis College were conducting their international session at 10 a.m. for their 25th Conference on Behavioral Research. Harold Takooshian moderated this lively session, where students in both cities had a chance to speak directly about their work. Four Muscovites made brief presentations: Valeria Lyanguzova on student conferences, Aram Fomichev on Spiritus Club, Irina Novikova on Psi Chi in Russia, and Alexander Voronov on building bridges.

People in the Moscow and New York City conferences linked with PolyCom.

This proved to be a lively conference, with more participants likely to join in 2014. Many images appear on the conference webpage: [http://filfak.com/novosti/pervaya-

Conference Chair Irina Novikova thanked the many people and eight groups which cooperated to make this first conference possible: HSE ([http://psy.hse.ru](http://psy.hse.ru)), PFUR ([http://

For any details, contact takoosh@aol.com
Antigua

American University of Antigua, Chair of Behavioral Sciences: American University of Antigua, AUA, is seeking a Chair of Behavioral Sciences. This is for the department chairperson with associated teaching responsibilities of first and second year medical students within an integrated, systems-based basic science curriculum.

About AUA
American University of Antigua was chartered in 2004 by a group of renowned American physicians and medical education professionals to address the shortage of healthcare professionals faced in the US. In order to address this shortage, AUA is dedicated to breaking down the barriers that have prevented underrepresented minorities from obtaining a medical education, and subsequent licensure, in the US.

www.auamed.org

As the only hospital-integrated medical program in the Caribbean, AUA has graduated over 1,000 licensed physicians in the United States and Canada.

Located on the island of Antigua in the Eastern Caribbean, our new $60-million, 17-acre campus with over 75,000 square feet of Wi-Fi enabled classrooms is a testament to our vision and long term pledge to provide the most comprehensive learning facility in the Caribbean.

About the Opportunity
The mission of AUA College of Medicine is to provide the student with an excellent education that is compatible to the instruction provided at the best US medical schools. The integrated curriculum is designed to provide students with the knowledge and skills necessary to prepare them to successfully practice medicine in the US. AUA’s students are highly diverse, representing many international backgrounds.

This is a unique opportunity to influence the future of medicine and medical care within the US while living and working at our basic sciences campus on the Caribbean island of Antigua earning a competitive, potentially tax exempt income.

This position requires a one-year commitment and has a targeted start date of February 2014 or until filled.

Compensation: Commensurate with education and experience.

Required Qualifications:
1) PhD in Psychology and a licensed Psychologist and/or PhD and/or MD in Psychiatry
2) Active board certification/board eligibility/licensure in Psychology/Psychiatry
3) Demonstrated ability to communicate effectively with students, faculty and administration.
4) Two plus years of experience in a similar position

within the US, Canada or UK institution of higher education or medical training.

Applications including a CV, cover letter and compensation requirements should be submitted via e-mail to: careers@auamed.org. Subject line should read: CBS - Applicant name

Contact: Compass Workforce Solutions
E-mail Address: careers@auamed.org
Location: Coolidge, Antigua and Barbuda

Australia

The Australian National University, Research School of Psychology, College of Medicine, Biology & Environment:

2 Positions

Lecturer/Senior Lecturer/Associate Professor in Clinical Psychology

Position Level: Academic Level B / C / D
Term Length: Permanent
Salary Package: AUD$85,448 - $131,929 pa plus 17% superannuation
Reference: A517-13RH

The Research School of Psychology seeks to appoint a committed and productive scholar to contribute to its research and educational programs in the area of Clinical Psychology.

A recognised qualification in Clinical Psychology is required, as is eligibility for full registration as a psychologist in Australia, and Board endorsement to practice clinical psychology. Clinical Psychology is one of the key areas of the School’s academic activities, and the successful applicant will join a team of well-respected and well-published researchers contributing to education and scholarship in this area. The research ethos within the School is highly valued and strongly encouraged.

The successful applicant will be able to contribute fully to this School endeavour. While no particular area of clinical psychology is sought or specified, current research interests and strengths among the School’s academic clinical psychologists include language and psychopathology, obesity and eating disorders, psychological assessment (with a focus on the use of the MMPI-2), the psychopathology of personality disorders, cognitive dysfunction in psychoses, and the health consequences of stress.

The School also has significant research activity in the areas of health psychology and of clinical neuropsychology. The capacity to fit into an existing research strength, while not essential, would be an advantage. If you think therefore that your background and skills fit the role we are seeking, we
would welcome your application to join our team.

Click [here for further information and to apply]

**Lecturer in Cognitive Psychology**

**Position Level:** Academic Level B  
**Term Length:** Three years fixed term  
**Salary Package:** AUD$85,448 - $97,315 pa plus 17% superannuation  
**Reference:** A516-13RH

The Research School of Psychology seeks a productive and enthusiastic scholar in any area of human cognition, to pursue creative original research, supervise honours and postgraduate research students, and contribute to teaching cognitive psychology to undergraduate students at second and third year levels. ANU is one of Australia’s top research universities and was ranked 26th in the World in the most recent QS World University rankings.

Within the broad area of cognition and perception the Research School of Psychology has research strengths in face recognition, attention, language, reading and dyslexia, neuropsychology, cognitive aging, cognitive development, visual cognition, and decision making. Facilities include space for behavioural studies, eye movement equipment, EEG, and neurostimulation (TMS, tDCS). This is a contract academic position at the Lecturer level (loosely equivalent to Assistant Professor in North America). The research ethos within the School is highly valued and enthusiastically encouraged. If you think therefore that your background and skills fit this role, we welcome your application to join our team.

Please click [here for further information and to apply]

**Enquiries:** Professor Don Byrne  
**E-mail:** Don.Byrne@anu.edu.au  
**Phone:** +61 2 6125 3974

**Closing date for both positions:** January 12, 2014  
**Location:** Canberra, Australia

**University of Sydney, Associate Professor / Professor in Ageing and Health:**

**Salary:** Open  
**Type:** Full Time  
**Discipline:** Academic / Research  
**Required Education:** Doctorate

The University of Sydney is Australia’s first university and has an outstanding global reputation for academic and research excellence. It employs over 7,300 permanent staff, supporting over 50,000 students.

The Faculty of Health Sciences at the University of Sydney is the largest and most comprehensive grouping of researchers and teachers in allied health in Australia, and is a world leader in research and education in health sciences and allied health. It is committed to research and research-led learning and teaching in a multidisciplinary context.

The Ageing, Work & Health Research Unit conducts multidisciplinary research that informs constructive responses to both population ageing and occupational ill health and injury in Australia and internationally.

The faculty currently seeks to appoint a highly motivated Associate Professor (Level D) or Professor (Level E) in ageing and health whose expertise aligns with the Ageing, Work & Health Research Unit. The unit values collaboration, collegial support and capacity building within and across teams. This position also offers an exciting opportunity to provide leadership in the faculty and to contribute significantly to its research and teaching programs. The unit contributes research-informed teaching to the faculty’s undergraduate and postgraduate coursework programs in the allied health professions. It provides supervision for honours, masters and PhD students, and offers an environment that supports and enhances the development of early career researchers.

You must hold a PhD with research expertise in a relevant area (including, but not be limited to, social policy, sociology, psychology, epidemiology, allied health sciences, health promotion or primary care). An established research profile demonstrated by an outstanding record of publications and competitive research grant funding is essential, as are university teaching experience, outstanding communication skills and the ability to work in a multidisciplinary team.

You will work alongside a passionate team of scientists within the unit and pursue an internationally recognised research program. The appointee will teach in a relevant field, supervise postgraduate research students and contribute to the faculty’s other academic programs. You will contribute to a supportive and collegiate work environment and maintain an active mentoring role. Furthermore, the appointee will provide significant leadership and vision for the unit in accordance with its strategic plan, and actively contribute to a vibrant and collegial environment.

The position is full-time continuing, subject to the completion of a satisfactory probation period for new appointees. Level of appointment and responsibility will be commensurate with qualifications and experience.

Specific enquiries about the role can be directed to Professor Deborah Black, Associate Dean, at fhsstaff-devdir@sydney.edu.au. For enquiries about the recruitment process, please contact Mr. Rodney Waterson, Senior Recruitment Manager, at rodney.waterson@sydney.edu.au or on +61 2 8627 1214.
All applications must be submitted via the University of Sydney careers website. Visit www.sydney.edu.au/recruitment and search by the reference number for more information and to apply.

Closing Date: 27 January 2014
Location: Sydney, New South Wales

The University is an equal opportunity employer committed to equity, diversity and social inclusion. Applications from equity target groups and women are encouraged. The University of Sydney has also established a scheme to increase the number of Aboriginal and Torres Strait Islander staff employed across the institution. Applications from people of Aboriginal and Torres Strait Islander descent are encouraged.

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Internal Number: 1769/1112

Canada

IWK Health Centre, Clinical Psychologists - Youth Forensics: Forensics means “after the fact”. But we need you now. Located in Halifax, Nova Scotia, the IWK Health Centre, the Children’s Hospital of the Maritimes, provides quality care to women, children, youth and families. IWK Psychology is strong and growing, with over 50 doctoral and MA psychologists and assistive roles. Our Predoctoral Internship in Clinical Psychology is CPA-accredited.

The Mental Health and Addictions Program (MHA) is one of three clinical programs at the IWK Health Centre. The MHA Program provides evidence-based services in schools, community clinics, day and residential settings, as well as inpatient setting for the most acutely ill children and youth. We offer more indirect services through consultation with family practice physicians as well as training with community partners to enhance skills to provide care in the community. Through our Choice and Partnership Approach (CAPA), a variety of options for treatment are available to match the needs and goals of the families seeking help. Referrals for service come from family physicians, other mental health and addictions care providers, schools, and community agencies, as well as self-referrals from youth and families.

The IWK has openings for several Forensically Trained Clinical Psychologists at all levels (entry to the profession at the doctoral level and clinical leadership roles). This specialized interdisciplinary team (psychology, psychiatry, social work, nurses, community support workers, and teachers) provides a comprehensive, broad-spectrum of services to youth before the court, both in an outpatient mental health in Halifax and a secure-care detention setting in Wolfville, Nova Scotia where Psychologists conduct evidence-based Section 34 assessments, provide assessments and treatment for sexually aggressive youth, and provide rehabilitation-focused psychotherapy and family-based interventions.

Consultation and collaboration with IWK Forensic colleagues and community service partners and providers is highly valued. Expert testimony in court proceedings is an important component to this work.

The IWK Health Centre Predoctoral Residency Program in Pediatric and Child-Adolescent Psychology is CPA accredited. All Psychologists at the IWK are expected to actively participate in training residents and Clinical Psychology practicum students. Candidates for Psychology positions who have the appropriate credentials may be considered for academic adjunct appointment in an appropriate university department at Dalhousie University. Further information about these positions can be obtained from Vicky Veitch Wolfe, Ph.D., Psychology Professional Practice Chief, at (902) 470-8458 or vicky.wolfe@iwk.nshealth.ca

Applicants are asked to include a copy of his/her curriculum vitae, pertinent scientific and professional publications and three letters of recommendations from professionals attesting to the applicant’s clinical training, clinical skills and character. For individuals with less than 3 years of experience, an additional letter must be provided from the Director of Clinical Training at the institution where the applicant completed his/her clinical internship.

Qualifications:
- Ph. D / PsyD Degree in Clinical Psychology from a CPA or APA accredited university program or equivalent.
- Completion of a full year, full time CPA or APA clinical internship/residency, or equivalent.
- Registered, or eligible to be registered, with the Nova Scotia Board of Examiners in Psychology.
- Minimum five (5) years of formal training and clinical experience in child/adolescent mental health.
- Formal academic training and clinical experience in assessing risk for sexual and violent recidivism.
- Formal academic and clinical experience with evidence-based assessment and intervention methods relevant to a broad-range of risk and mental health concerns typical of youth forensic populations and their families.
- Strong inter-professional skills and capacity work effectively with professional and paraprofessional colleagues, members of court, and our community partners.
- Demonstrated knowledge in the area of ecological intervention preferred.
- Ability to participate in the clinical training activities of the Psychology Discipline.
- In-depth expertise in one or more youth forensic specializations is an asset (e.g., sexually aggressive youth, risk assessment tools, etc.)
International Employment Opportunities

• Competencies in other languages an asset; French preferred.

**Annual Salary:** $80,215 - $102,769, plus stipends for leadership roles

**Compensation #:** L-2013-1161

**Notes:** 3 openings

**Location:** Halifax, Nova Scotia

Applications will be continuously accepted due to growth in Program. Visit [http://www.careerbeacon.com/corpprofiwk/](http://www.careerbeacon.com/corpprofiwk/) or contact Arlene MacAskill at (902) 470-3939 or Arlene.macaskill@iwk.nshealth.ca for a confidential discussion.

**Ontario Shores Centre for Mental Health Sciences, Geriatric and Neuropsychiatry Program, Neuropsychologist:**

**Who We Are**
Ontario Shores Centre for Mental Health Sciences (Ontario Shores) is a public hospital that provides inpatient, outpatient and consultation services for people with complex mental illness. Our patients benefit from a recovery oriented environment of care built on compassion, inspiration and hope. We engage in research, education and advocacy initiatives to advance the mental health care system and are proud to work with partners across the continuum of care. If you thrive on innovation and positive change, and share our vision of Recovering Best Health, Nurturing Hope and Inspiring Discovery, Ontario Shores is the place for you.

**Position Description:** The Ontario Shores Centre for Mental Health Sciences seeks a full-time neuropsychologist to provide psychological services in the Geriatric and Neuropsychiatry Program. You will work with an interprofessional team to provide evidence-based diagnostic clarification, assessments and treatment to outpatient and inpatient clients. Position responsibilities also include providing consultation to interprofessional members, supervising students, as well as initiating research projects (which may include quality improvement and program evaluation initiatives).

**Qualifications:**
- The successful candidate will have a Doctoral level Psychology degree, preferably with 3 years clinical and/or research experience, in the field of severe and persistent mental illness.
- Preference will be given to those candidates who have completed an accredited internship and post-doctoral training programs in Neuropsychology with experience working in diagnostic and/or neuro-rehabilitation setting with dementia, psychiatric, neurological and medical populations.
- The successful candidate will hold a current and unrestricted license to practice in Ontario with the College of Psychology, authorized to practice in clinical neuropsychology with adults and seniors. (Candidates who are eligible for registration may be interviewed)
- The successful candidate will have demonstrated leadership skills to work with an interprofessional team, particularly with teams who are in the process of moving towards a best practice foundation.
- Expertise in developing assessment protocols to clarify diagnosis and contribute to evidence-based clinical management and assessment of patients with a serious mental illness is important.
- A demonstrated interest and aptitude for academic activities, including teaching graduate students and the ability to conduct independent research relevant to the Seniors Program are definite assets.
- Excellent oral and written communication skills, interpersonal skills, and the ability to work effectively in a dynamic team environment, are essential.

**Forward your resume, by the closing date to:**
Ontario Shores Centre for Mental Health Sciences
Human Resources Department - **Competition #:** 182-13
700 Gordon Street, Whitby, ON L1N 5S9; fax 905-430-4036; e-mail hr@ontarioshores.ca

Personal information you provide to Ontario Shores Centre for Mental Health Sciences (Ontario Shores) is collected pursuant to the Public Hospitals Act R.S.O 1990, c. P.40. It will be used for the purpose of determining eligibility for employment. At all times it will be treated in accordance with the provisions of the Freedom of Information and Protection of Privacy Act. If you have questions about the collection of your personal information, contact the Leader, Privacy & Access at 700 Gordon St. Whitby, ON L1N 5S9; 905-430-4055 ext. 6712 or refer to the Privacy & Access pages On the Ontario Shores website.

**Internal Number:** 182-13

**Providence University College, Assistant Professor of Psychology:** Providence University College invites applications for a full-time faculty position in Psychology at the rank of Assistant Professor, beginning July 1, 2014. The application period will close January 31, 2014. In accordance with Canadian immigration requirements, preference will be given to Canadian citizens or landed immigrants.

The successful candidate will have an earned Ph.D. in Psychology with a non-clinical emphasis from an accredited university (enrolment in a PhD program may also be acceptable), some teaching experience at the undergraduate level, and demonstrated potential for research, writing, and publication. He or she will be able to teach Introduction to Psychology as well as mid and upper level courses in some of the following areas and others: personality psychology, physiological psychology, motivation and emotion, psychology of learning, psychology of memory, cognitive psychology, educational psychology, industrial-organizational psychology, sensation and perception, research methods and statistics.

International Psychology Bulletin (Volume 18, No. 1) Winter 2014 Page 70
The AGRI Research Chair program is intended solely for psychologist in the province of Alberta would be an asset. Approved internship and being eligible for registration as a approved internship, and being eligible for registration as a approved internship (including an APA and integrated knowledge mobilization strategies to ensure that new knowledge is transferred to key stakeholders, and (3) to actively support and promote student training and development in areas relevant to gambling research. For the first five years of the appointment, the position will have 75% protected research time.

The successful applicant will be an early career scholar and will be expected to establish a successful and externally fund- ing time tenure-track position at the rank of Assistant Professor will be effective July 1, 2014.

The AGRI Research Chair will generate new knowledge that will increase understanding of gambling behaviours and their consequences and will contribute to enhancing the province’s capacity to provide evidence-informed decisions regarding the development of responsible gambling policy and processes. To these ends, the goal of this Chair position will be: (1) to develop an internationally-recognized, long-term research program that will sustain and enhance provincial impact in gambling research, (2) to develop and implement effective and integrated knowledge mobilization strategies to ensure that new knowledge is transferred to key stakeholders, and (3) to actively support and promote student training and development in areas relevant to gambling research. For the first five years of the appointment, the position will have 75% protected research time.

The successful applicant will be an early career scholar and will be expected to establish a successful and externally fund- ed program of research in gambling studies. Previous accredited clinical psychology training (including an APA- or CPA-approved internship) and being eligible for registration as a psychologist in the province of Alberta would be an asset.

The AGRI Research Chair program is intended solely for recruitment purposes and therefore tenure-track faculty members at Alberta-based institutions (prior to January 1, 2012) are NOT eligible for appointment; Alberta-based trainees (e.g. Post Doctoral Fellows, graduate students) are eligible to apply.

AGRI is a consortium of the University of Alberta, University of Calgary, and the University of Lethbridge and serves to support and promote research into gambling in the province. The Institute aims to achieve international recognition in gambling-related research. For more information on the Department of Psychology and the University of Calgary, visit http://psyc.ucalgary.ca/

Individuals interested in this position are requested to submit: a cover letter, curriculum vitae, statement of research interests, statement of teaching focus and philosophy (including potential courses to be taught), representative reprints/preprints and three letters of recommendation to:

Dr. David Hodgins, Head
Department of Psychology
University of Calgary
2500 University Drive NW
Calgary, AB T2N 1N4
E-mail: dhodgins@ucalgary.ca

Review of applications will begin December 8, 2013 and continue until the position is filled.

Applications submitted via e-mail in .pdf format are preferred.

Additional Information about the University of Calgary
The University of Calgary is a leading Canadian university located in the nation’s most enterprising city. The university has a clear strategic direction to become one of Canada’s top five research universities by 2016, where innovative teaching and groundbreaking research go hand in hand, and where we fully engage the communities we both serve and lead. The strategy is called Eyes High, inspired by our Gaelic motto, which translates to ‘I will lift up my eyes.’

To succeed as one of Canada’s top universities, where new ideas are created, tested and applied through first-class teaching and research, the University of Calgary needs more of the best minds in our classrooms and labs. We’re increasing our scholarly capacity by investing in people who want to change the world, bringing the best and brightest to Calgary to form a global intellectual hub and achieve advances that matter to everyone.

About Calgary
Calgary is a city of leaders in business, community, philanthropy and volunteerism. It has been named a cultural capital, and one of the best places to live in the world. Calgarians benefit from the strongest economy in the nation and enjoy more days of sunshine per year than residents of any other major Canadian city. Calgary is less than an hour’s drive.
from the majestic Rocky Mountains and boasts the most extensive urban pathway and bikeway network in North America.

All qualified candidates are encouraged to apply; however, Canadians and permanent residents will be given priority. The University of Calgary respects, appreciates and encourages diversity.

Location: Calgary, Alberta
Internal Number: 5371

New Zealand

Align International Recruitment Ltd., Clinical Psychologists: 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.

Salary: 70,000.00 - 80,000.00
Type: Full Time
Discipline: Psychology
Required Education: Doctorate

Thinking of a positive career and lifestyle change? We are recruiting licensed and experienced clinical psychologists for Community Mental Health Centres and our Department of Corrections to come to New Zealand to live and work for a minimum of two years. Are you at the point in your life where you’re ready for a new adventure? If yes, then e-mail your CV to us at resumes@alignrecruitment.com for a prompt reply and more information on the exciting career opportunities we have on offer.

Look us up in the Employers Section at APA 2014 convention in Washington, DC for a face-to-face meeting with an Align representative.

Notes: 10 openings. Multiple Locations, New Zealand.
Additional Salary Information: Salaries are in New Zealand Dollars.

Saudi Arabia

King Fahd University of Petroleum & Minerals (Saudi Arabia), Assistant/Associate Professor Positions:

College of Applied & Supporting Studies
DEPARTMENT of GENERAL STUDIES

The Department of General Studies at King Fahd University of Petroleum & Minerals (KFUPM) in Dhahran, Saudi Arabia invites applications for full-time faculty positions with the rank of Assistant/Associate Professor in the following field:

Psychology

Applicants are expected to hold a Ph.D. degree with a strong commitment to research and teaching. Applicants are also expected to be proficient in English (spoken and written) as the language of instruction at KFUPM is English. Candidates with Middle East expertise and experience are encouraged to apply.

Salary and Benefits: These positions are full-time two-year renewable contracts with competitive tax free salary based on qualifications and experience, free furnished air-conditioned on-campus housing unit with free essential utilities and maintenance. Subject to University policy, the appointment includes the following additional benefits: Air ticket/s to Dammam on appointment; annual repatriation air tickets to Dammam for the faculty and up to three of his dependents; tuition fees for school-age dependent children enrolled in local schools; local transportation allowance; Two months’ paid summer vacation, end-of service benefits, and free access to recreation facilities. KFUPM campus has a range of facilities including medical & dental clinic, teaching and research support facilities such as an extensive library acquisitions and library databases, computing facilities, smart classrooms, and research and teaching laboratories. The campus is within a very short distance from the cities of Dammam and Al-Khobar.

Review of applications will continue until the positions are filled.

To Apply: Send cover letter, updated/detailed curriculum vitae/resume, completed KFUPM application form with copies of credentials (academic degree/s & transcript/s) and three (3) signed reference/recommendation letters from your referees to:

Dean of Faculty & Personnel Affairs
DEPT. REF. No. DGS-PSY-141
KFUPM Box 5005, Dhahran 31261, Saudi Arabia
E-mail: faculty@kfupm.edu.sa or c-gsd@kfupm.edu.sa
Fax: +966-3-860-2429 or 860-2442

To download the KFUPM application form, click on the link Quote DEPT. reference no. DGS-PSY-141 in your initial application
http://www.kfupm.edu.sa/fpa/serv/InfApplicFacPosi.mht

For more information, visit the following links:
KFUPM Web Site: http://www.kfupm.edu.sa
Deanship of Faculty & Personnel Affairs: http://www.kfupm.edu.sa/fpa

Application Deadline: Open until filled
International Employment Opportunities

Internal Number: DGS-PSY-141

**Singapore**

*National University of Singapore, Department of Psychology, Professor / Associate Professor / Assistant Professor / Senior Lecturer / Lecturer:* As part of its expansion, the Department of Psychology at the National University of Singapore (http://www.fas.nus.edu.sg/psy/) seeks applications to fill positions in the following categories:

- Up to two Full Professors in any area of psychology (applicants for full professorship may also be considered for headship of the department)
- Up to three Associate or Assistant Professors in clinical or industrial/organizational psychology or with expertise in aging (any area of psychology)
- Up to two Lecturers or Senior Lecturers, especially in clinical psychology

Remuneration is competitive and includes housing, medical, and other benefits. Significant research start-up funding is available for all positions except the lecturer/senior lecturer positions.

Applicants should send a full curriculum vitae along with statements of research and teaching interests and administrative experience. Applicants should also arrange for letters of reference from three referees as well as provide names and contact details of at least three more.

All application materials (softcopy preferred) should be sent to:

Ms. Loo Bee Bee, Department of Psychology, National University of Singapore, Block A54, Level 2, Singapore 117570, Fax: (65) 6773 1843, E-mail: psy1bb@nus.edu.sg

Applicants should indicate clearly the position(s) they are applying for. Informal inquiries can be directed to Associate Professor Sim Tick Ngee, Head of Department, at psyhead@nus.edu.sg. Review of applications will begin immediately and continue until the positions are filled.

Additional Salary Information: Competitive

**South Korea**

*Seoul National University, Full-Time, Tenure Track Foreign Faculty Position:* The psychology department invites applications for a full-time, tenure track faculty position in all psychology areas. Candidates should have non-Korean nationality and possess a Ph.D. degree. Once appointed, the candidate will teach and supervise undergraduate and graduate students in the Department of Psychology and carry out research projects within the department. The cover letter with research and teaching statement and curriculum vitae should be submitted electronically to Songjoo Oh at songjoo@snu.ac.kr by January 30, 2014. Only short-listed candidates will be contacted for interview. For university policies, regulations, practices, benefits, and services, see the faculty handbook at http://en.snu.ac.kr/faculty-handbook

Location: Seoul, South Korea
Salary: 60,000.00 - 70,000.00

To apply, visit APA’s PsycCareers website at http://jobs.psycareers.com/jobs/ and search for position # 5902631.

**Turkey**

*Koç University, Department of Psychology, Full-time Faculty Position in Psychology:* Koç University, Department of Psychology, invites applications for full-time faculty positions of any rank.

All applications will be carefully evaluated on a rolling basis. Priority will be given to applicants in the areas of clinical, industrial-organizational, and social psychology. Candidates are expected to teach both undergraduate and graduate level courses and will have demonstrated excellence in research and teaching.

The Department of Psychology at Koç University offers a broad curriculum in a wide range of topics. The candidate will be expected to teach two courses per semester and is expected to have an active research and publication agenda. The Department of Psychology has world-class scholars. Strong graduate programs, research labs (e.g., developmental lab, animal lab, cognitive lab), collaborations with other faculty members (e.g., the medical school) in interdisciplinary projects, research centers (e.g., women and gender studies research center, migration research center), and grant opportunities facilitate cutting-edge research.

Applicants can submit the following documents electronically to Ms. Gizem Bekil (gbekil@ku.edu.tr):

- Online application cover form: http://cssh.ku.edu.tr/applicationform
- Cover letter
- Curriculum vitae
- Samples of publications and manuscripts
- Summary statement of teaching
- Three letters of recommendation, if available (referees should directly e-mail a signed PDF copy of the recommendation letter to the e-mail address above).
- Subject line of application e-mail: “Position in Psychology”

Located in Istanbul, Turkey, Koç University is a highly reputable private English-instruction university. Students typical-
ly rank in the top percentile of high school graduates in Tur-
key. Koç University is ranked among the top 250 universities
in the Times Higher Education world university rankings.

Location: Istanbul, Turkey

**United Arab Emirates**

*New York University Abu Dhabi, Faculty Positions - Psychology:* New York University Abu Dhabi invites applica-
tions for two faculty positions in perception.

The search is open to applicants at all levels (assistant, associ-
ate, full professor), although special consideration will be
given to senior-level candidates.

Successful candidates will find a congenial research environ-
ment that includes supportive, highly motivated colleagues
and broad opportunities for interdisciplinary research across
the different campuses of the NYU system. NYU Abu Dhabi
faculty can expect a competitive startup package and will
have access to significant resources, including a new high-
performance computing facility, a new state-of-the-art brain
imaging facility housing MEG and EEG, with plans to add a
research dedicated MRI scanner and eye-tracking facilities.

The terms of employment are highly competitive and include
housing and educational subsidies for children as well as
generous travel funds. Faculty may also spend time at NYU
New York and other sites of the global network, engaging in
both research and teaching opportunities. Appointments can
begin as soon as September 1, 2014, but candidates may elect
to start as late as September 1, 2015.

*Applications should be submitted by January 15, 2014 in
order to receive full consideration.* Candidates should submit
curriculum vitae, statements of teaching and research interests
(not to exceed three pages each), and three representative
publications. To complete the online process, applicants will
be prompted to enter the names and e-mail addresses of at
least three referees. The referees will be contacted to upload
their reference letters. Visit our website at [http://
nyuad.nyu.edu/about/careers/faculty-positions.html](http://
nyuad.nyu.edu/about/careers/faculty-positions.html) for in-
structions and other information on how to apply. If you have
any questions, e-mail nyuad.science@nyu.edu

NYU Abu Dhabi is an Equal Opportunity/Affirmative Action
Employer.

Location: Abu Dhabi, United Arab Emirates

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