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Submission Guidelines for Research Articles

International Psychology Bulletin

Research article submissions: The IPB publishes peer-review research articles that deal with issues related to international psychology. Contents of the IPB are included within the APA PsycExtra database. The review process takes approximately two months. The manuscripts can be up to 1500 words and should be submitted to Dr. Senel Poyrazli at poyrazli@psu.edu. The manuscript must be written in APA style described in the Publication Manual of the American Psychological Association (5th ed., 2001). Specifically, please pay attention to the following:

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

To learn more about the APA style, refer to www.apa.org. If you don’t 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.
I am pleased to report that the 2007 APA convention was an unparalleled success for Division 52. Our convention and hospitality-suite programs were highly informative and well-attended. Special appreciation is due Sharon Horne, Wade Pickren, Amanda Kracen, and Lillian Stevens for their prodigious efforts and our officers, committee and task-force chairs and members, program presenters, and guests and visitors for their individual and collective contributions. Thank you for making our 10th anniversary year so meaningful and memorable! I have become even more impressed and enthused with the creativity, energy, talent, and dedication of our membership.

In addition to the Division 52 award recipients and new Fellows, who are featured in the announcements-only web page and International Psychology Bulletin, I was privileged to recognize the extraordinary service to the Division in 2007 by: Joy Rice (Past-President), Sam Foster (Secretary), Uwe Gielen (President-Elect), Nancy Russo (Member-at-Large), Charles Spielberger (Member-at-Large), Ann O’Roark (Fellows Committee Chair), Danny Wedding (Membership Committee Chair), Wade Pickren (Program Committee Co-Chair), Carol Enns (International Committee for Women Chair), Shay Mann (Co-Webmaster), and Robert Ostermann (Student International Research Award Chair).

Division 52 is fortunate to have a newly elected slate of officers, who will advance our mission and goals beginning in 2008: Lynn Collins (President-Elect), Neal Rubin (Secretary), Gloria Gottsegen (Member-at-Large), and Ann O’Roark (Member-at-Large). In addition to our officers, we appointed several new committee chairs and co-chairs, who will also serve the Division with distinction: Joan Chirsler (International Committee for Women), Eros DeSouza (Living Abroad Committee), Shay Mann (Handbook Committee), Mathilde Salmberg (Early Career Professionals Committee), and Ayse Uruk (Program Committee).

Division 52 is stable financially because of income generated from dues and investments as well as well-considered expenditures. However, costs continue to rise and we are increasingly constrained in financing worthy projects, such as producing and marketing an educational video with interviews of international psychologists and co-sponsoring relevant conferences. Consequently, the Division 52 Board agreed to raise dues in 2008 by $5 across all membership categories, except for our international affiliates. Our decision will provide fiscal leverage in advancing our agenda into the foreseeable future.

I was delighted to learn of the international involvement of APA Directorates and Offices and their invitation for Division 52 to engage in several important initiatives. For example, the Practice Directorate seeks input on a WHO project to revise the International Classification of Functioning; the Public Interest Directorate welcomes our contribution to resolutions and policy statements on such matters as immigration; the Science Directorate, as a member of the International Test Commission, provides input on measurement equivalence in assessment and evaluation; and the Office of International Affairs has a standing offer for the Division to contribute to such projects as Diplomacy for Psychologists (online information and training for psychologists engaged in international activities) and Psychologists’ Map of the World (an online resource with country-based information pertinent to international psychologists). Let’s be proactive in seizing upon these opportunities and in creating new paths for internationalizing directorate programs and projects!

Let me leave you with the following: Division 52 is one of the few divisions whose membership is growing. At present, we have 900 members and by year’s end should approach 1,000. Our international and student affiliates have increased appreciably, which is critical to the diversity and future of the Division. In the near future, we will post an online survey to assess the needs of our early career professionals, whom we want to nurture as future Division 52 – and international psychology - leaders. Our efforts to recruit new members will soon include an online powerpoint template that can be used by Division 52 members attending conferences to inform attendees of the opportunities available with membership in Division 52. We are also expanding our links organizationally, within APA (Division 17 – Counseling Psychology) and outside of APA (International Council of Psychologists), and with the general public (National Speakers Bureau). Our revised mission statement captures our sense of purpose and future aims:

Division 52 seeks to develop a psychological science and practice that is contextually informed, culturally inclusive, serves the public interest, and promotes global perspectives within and outside of APA.

I have every confidence that we will reach the aspirations expressed in our mission statement, and I encourage you to join me in reaching them!
Division 52 News and Updates

Division 52 Awards

Michael Stevens, Ph.D., DHC
President, APA Division 52

Past-President’s Award/Gavel
Joy K. Rice, PhD

Recognition Award
Carolyn Zerbe Enns, PhD
Sandra Foster, PhD
Uwe P. Gielen, PhD
Sharon Horne, PhD
Shay C. Mann, BS
Ann M. O’Roark, PhD
Robert F. Ostermann, PhD
Wade E. Pickren, PhD
Nancy Felipe Russo, PhD
Charles D. Spielberger, PhD
Danny Wedding, PhD, MPH

2007 APA Woman of the Year Awarded to:
Joy K. Rice, Ph.D.

San Francisco, CA, August 20, 2007 A
PA Annual Convention

Joy K. Rice, Ph.D., Past President of Division 52, received the “Woman of the Year” Award from The American Psychological Association, Section for the Advancement of Women in Counseling Psychology for “significant contributions and promotion of the status of women in psychology, leadership and activism on behalf of women, and research that has significantly advanced knowledge of women’s concerns in counseling psychology.”

Dr. Rice is Co-Chair of the Wisconsin Lt. Gov.’s Task Force on Women and Depression in Wisconsin and is co-author of National Guidelines for Psychological Practice with Girls and Women endorsed by the American Psychological Association in February, 2007. Rice is a clinical professor in the UW Department of Psychiatry and is in clinical practice at Psychiatric Services, SC. Her recent book, Women and Leadership: Transforming Visions and Diverse Voices, was published by John Wiley in June, 2007.

Toward a Socially Responsible International Psychology

Michael Stevens, Ph.D., DHC
President, APA Division 52

Division 52 is taking an increasingly active role in supporting or providing input on important action items that have been proposed within APA. These action items, some of which have appeared in the Division 52 monthly announcements web page, continue to benefit from close reading, thoughtful commentary, and ongoing participation. Three in particular command our attention as international psychologists:

COR New Business Item 25C: Resolution on Emancipating and Rehabilitating Enslaved Persons and Prevention of Future Slavery –

It would be gratuitous to describe how slavery offends basic human values. Nevertheless, slavery is increasing worldwide, permeating Western Europe and North America. Bales (2002) estimated that 100,000 enslaved persons currently live within the United States. As psychologists, we must commit ourselves to work with governments, NGOs, and professional organizations in heightening public awareness of the presence of slavery, preventing slavery, emancipating enslaved persons, understanding the sociocultural roots of slavery, and assisting emancipated persons obtain appropriate healthcare and social services. Do not be silent on this resolution! Send your comments on the resolution to Diane Salter (dssalter50@aol.com) and Linda Knauss (linda.l.knauss@widener.edu).

COR New Business Item 25F: Ad-Hoc Task Force to Investigate the Merits of Adapting an Evidence-Based Practice Policy for Applied Psychologists –

Put forward by Ann O’Roark and Kurt Geisinger, this motion introduces a unique opportunity for us to take a proactive stance in advancing a science-informed applied psychology within a global context. The formation of an international taskforce, whose members will include world leaders in their respective applied fields, has been supported by international organizations, such as the IAAP. I invite you to lend your expertise in the further development of this proposal that is inclusive, sensitive to cultural differences, and enriched by empirical research conducted outside the United States. To become involved, contact Ann O’Roark at annoroark@bellsouth.net.

Spring Consolidated Meetings Agenda Item CC07: Resolution in Support of Education for a Sustainable Future –

Education for sustainable development is defined as a process of learning how to make decisions that consider the long-term future of the economy, ecology, and equity of all
Building the capacity for such future-oriented thinking is a central task of education. Consistent with our Division 52 mission (and with UNESCO's "Decade for Education for Sustainable Development: 2005-2014"), I urge you to practice a socially responsible psychology by collaborating with colleagues and organizations across disciplines and sharing your expertise and resources in developing curricula that teach earth-sustaining values and lifestyles. Send your comments on the resolution to Martha Boenau at mboenau@apa.org.

Cross-Cutting Agenda Item: Resolution Against Genocide - CIRP and the Committee on Ethnic Minority Affairs (CEMA) have drafted a resolution in response to the ongoing humanitarian and political crises in Darfur, the Sudan. Approximately 400,000 people have been killed, countless women and children raped, and over 2.5 million people displaced. The U.S. Congress and President have declared the violence in Darfur to be "genocide." As psychologists, we are in positions to raise awareness about the psychological causes and consequences of genocide, and the role we can play in promoting peace and justice. Please submit comments on the resolution to Sally Leverty at sleverty@apa.org.

International Activities in Greater New York

Harold Takooshian, Ph.D.
Fordham University
takoosh@aol.com

As the number of psychologists in our APA International Division grows steadily, so also the possibility of forming local groups in some large U.S. cities, such as Washington, Los Angeles, San Francisco. In fall 2007, for the sixth year, several international activities are planned for the 300 international psychologists and students living in greater New York (Takooshian & Velayo, 2006). These include:

1. On September 7, a dozen psychologists working with the United Nations joined 40 colleagues and students for an international reception hosted by psychologist and Dean Elaine Congress at Fordham University. This was the finale of a 3-day annual United Nations conference on “Climate change: How it impacts us all” http://www.un.org/dpi/ngosession/conference/ (Details available through: congress@fordham.edu)

2. On October 1, World Habitat Day at the United Nations, organized by UN-Habitat, will include psychologists in a panel of five experts discussing the 2007 theme, “A safe city is a just city.” (Details available through: takoosh@aol.com)

3. On October 10-11, the first-ever Psychology Day at the United Nations will be hosted by the APA team at the U.N. (Details available through: fdenmark@pace.edu)

4. On November 9, the 19th Greater New York Conference on Behavioral Research at Hofstra University includes cross-cultural and international presentations. (Details available through: Dmouryan@aol.com)

5. On Nov 9-10, Saint Francis College hosts a two-day conference on “Internationalizing the psychology curriculum”. (Details available through: ugielen@hotmail.com)

6. On November 30, Fordham University hosts the 7th annual interfaith Holiday Healing Circle. (Details available through: kalayjiana@aol.com)

For spring 2008, in New York City, early plans are currently being formed for international activities, including: a celebration of the 100th anniversary of the birth of Anne Anastasi (March 24-28), the 36th Hunter Psychology Conference (April), and the 16th Pace Undergraduate Psychology Conference (May). For any details, or to participate, contact Harold Takooshian at takoosh@aol.com.

Reference

On September 7, Salvatore Longarino tells psychologists of new opportunities at the U.N.
Expanding the Boundaries of Psychology: 
International Students in Psychology Graduate Programs

Srividya N. Iyer  
Douglas Mental Health University Institute,  
McGill University

International students in graduate psychology programs, an under-studied group, are the focus of this paper. The paper highlights the contributions made by international students in graduate psychology programs and provides an overview of their experience. The main contributions of this paper are recommendations for nurturing international students in psychology programs and for furthering the awareness of the issues they face at the levels of graduate psychology programs, the research community, and the American Psychological Association.

This paper presents the contributions international students make to psychology, describes their graduate school experience, and provides recommendations for nurturing international students in graduate psychology programs. In this paper, the term ‘international students’ refers to non-U.S. students. The author, originally from India, is a recent graduate from an American Psychological Association (APA) accredited clinical psychology doctoral program and the article reflects, in part, perspectives garnered from her personal experience.

Contributions of International Students in Graduate Psychology Programs

There has been tremendous growth in America’s immigrant and ethnically diverse communities (U.S. Census Bureau, 2007). This has given rise to an urgent need for psychology to better represent diverse perspectives and capable address health and behavioral problems of these diverse communities (Hall, 2006). It has been realized for some time that increasing the numbers of ethnically diverse persons in psychology can help address this need. Despite this realization, a significant gap remains between the needed and existing numbers of ethnically diverse psychologists. Of the newly enrolled students in doctoral psychology programs in 2002-03, only 20 percent identified themselves as belonging to a racial minority group (APA, 2004). In addition to recruiting ethnic minority students from within the U.S., we can increase the numbers of ethnically diverse persons in psychology by recruiting and retaining international students in graduate psychology programs. Of note, although not all international students would identify themselves as belonging to a racial minority, there is a significant overlap between the international student group and the racial minority group (Institute of International Education, 2006c).

In 2005-06, 142,923 international students newly enrolled into undergraduate and graduate programs in the U.S., with 64,235 of these enrolling just into graduate programs (Institute of International Education, 2006b). About 1.4 percent of these international students reported “psychology” as their field of specialization (Institute of International Education, 2006c). The exact number of international students in graduate psychology programs is not available.

The most important contribution that international students make to psychology is their very presence in the field, because diversity in the field is a moral imperative in itself. The more concrete contributions of international students to the classroom, the university, the practice, and the science of psychology make their presence in psychology a pragmatic imperative too.

In the classroom, international students can represent and bring to group discussions the perspectives of ethnically diverse and/or non-Western peoples. Although there has been systematic effort to include culturally diverse perspectives in graduate training, the Euro-American perspective continues to dominate (Draguns, 2001; Marsella & Pedersen, 2004). A classroom with individuals from different cultural backgrounds is more conducive to conscious discourse on multiple and multicultural perspectives. International students may be particularly well-equipped in bringing to the fore topics pertinent to foreign-born immigrant populations, a rapidly growing group that often gets neglected in research and clinical practice guidelines (Gonzalez-Ramos & Sanchez-Nester, 2001).

Classroom diversity has been linked to lower levels of racial prejudice and greater discussion of different perspectives (Gurin, Dey, Hurtado, & Gurin, 2002). Heterogeneity among students can strengthen departments and universities in fundamental ways (Hurtado, 2007). Very simply, heterogeneity broadens and enriches values and behaviors of a group, and enhances appreciation of contextual influences. Heterogeneous groups often bring to problem-solving a higher level of creativity and critical thinking (McLeod, Lobel, & Cox, 1996; Watson, Kumar, & Michaelsen, 1993).

During and after graduate school, international students can help meet the needs of specific immigrant populations, including foreign-born persons. By 2005, there were 35 million foreign-born people in the U.S. (Camorata, 2005). International students may gravitate towards research focused on ethnic groups in the U.S. during and after their graduate training. A stellar example is Daya Singh Sandhu, a pioneer-
international students are frequently motivated by a desire to advance their
field in their home countries and bring to cross-cultural research intimate knowledge of their native culture. They can also strike fruitful cross-cultural collaborations with relative ease. For instance, Kaiping Peng, originally from China, stayed in the U.S. after his Ph.D. to pursue a productive research career in cross-cultural psychology, focused on culture and cognition, and the psychology of Chinese people (e.g., Peng, Ames, & Knowles, 2001).

While some international graduate students opt to stay in the U.S., others return home. Graduate training often endows international students with knowledge of the latest theories and models and expertise in research methodology and statistics. This knowledge and experience, coupled with previous education and training in their home countries, helps international graduates make significant contributions to the discipline at home. Developing countries are strikingly under-represented in psychology research, and returning graduates often begin to address this gap. In addition to having enhanced research skills, they are also more familiar with the process of seeking international funding and collaborations (e.g., international graduates often continue to collaborate with their graduate school mentors). Just as their training and experience in their home country broadens the discipline of psychology in the U.S., their training and experience in the U.S. can broaden psychology in their home countries.

The Graduate School Experience of International Students in Psychology Programs

Issues pertaining to international students in graduate psychology programs have largely been unexamined. To my knowledge, exceptions to this are two dissertations (Fuller, 2005; Nilsson, 1999) and some recent articles (Nilsson & Anderson, 2004; Nilsson & Dodds, 2006). For this section, I therefore draw on general literature on international students, a few psychology-specific sources, and my own experience.

General Literature on International Students

Moving from one culture to another entails changes that range from the mundane such as differences in diet and weather to the profound such as differences in socio-political institutions and norms. The literature on this process of ‘sojourner adjustment’ spanning at least 50 years (e.g., Sellitz, Hopson, & Cook, 1956) is of potential relevance to understanding the international student adjustment process, but is beyond the scope of this paper.

International graduate students come from a wide variety of countries and previous educational backgrounds (Institute of International Education, 2006a). These cultural and individual differences can result in varying graduate school experiences. For example, students from non-Westernized cultures report more social and emotional difficulties than students from Western cultures (Sodowsky & Plake, 1992; Yeh & Inose, 2003). Factors known to influence international students’ adaptation to and satisfaction with training in the U.S. are: (a) length of time in the U.S. (Zhang & Rentz, 1996); (b) confidence in English fluency, anxiety about being independent and assertive, and amount and type of social support (Swagler & Ellis, 2003); (c) perceived prejudice and competence (Rahman & Rollock, 2004); and (d) English proficiency, assertiveness, and academic self-efficacy (Poyrazli, Arbona, Nora, McPherson, & Pisecco, 2002).

Commonly reported concerns of international students are language problems, financial difficulties, differences in educational and classroom dynamics (e.g., perceived lack of hierarchy between professor and student), socio-cultural adjustments (e.g., differences in communication and cherished values), social isolation, cultural stereotypes, anxiety about legal/immigration issues, academic and emotional difficulties, and decisions about where to live after graduation (Cadieux & Wehrly, 1986; Mori, 2000; Pedersen, 1991; Thomas & Allhen, 1989). Despite often being the top students in their countries of origin, international graduate students may face unanticipated academic difficulties if English is not their native language (Mori, 2000). Finally, international students often report being targets of perceived bias or blatant discrimination (Chen, 1999; Schmitt, Spears & Branscombe, 2003).

Psychology-Specific Literature on International Students

Fuller (2005) used an interview-based grounded theory approach to study the experiences of eight non-Western international students in APA-accredited counseling programs. Her results outline in detail their struggles such as adjustments to communication styles, roles, and expectations of being assertive and self-reliant; financial difficulties; faculty’s lack of understanding of visa issues; lack of confidence in English fluency; and invalidating experiences with regard to supervisors, peers, and clients. She also describes the strategies that helped these students persevere in their training programs (seeking and offering support, therapy, personal resourcefulness, and open-mindedness).

Nilsson (1999) and Nilsson and Anderson (2004) studied supervision in international trainees in applied doctoral psychology programs. They found that a lower level of acculturation was associated with weaker rapport with supervisor, lower counseling self-efficacy, and ambiguity about roles in supervision. Later, Nilsson and Dodds (2006) developed a scale to assess supervisory issues unique to international students.

Personal Experience

Many of the themes identified in the literature review, particularly by Fuller (2005), struck a personal chord. Some difficulties I grappled with during graduate school were: (a) my lack of familiarity with presentation and statistical software and electronic library systems; (b) never having had to drive before I came to the U.S. with my practice
setting being inaccessible by public transportation; and (c) limited social support in the absence of family in the United States. What helped me persevere was my strong background in psychology and fluency in English, a supportive advisor and department, support from compatriot friends, and the sustained moral support of my family. An interest in diversity issues in psychology developed during my graduate training and helped me through it, too.

**Recommendations**

The recommendations provided pertain to doctoral psychology programs/departments, psychology researchers, and the APA. These recommendations focus on enhancing and understanding the experience of international students in APA-accredited psychology programs.

**Recommendations for Programs/Departments**

To ease the graduate school experience for international students, psychology programs can:

1. Enhance social support and demonstrate cultural sensitivity. Departments should connect international students to pertinent campus and community organizations, which can help their transition, offer guidance, and provide access to role models. It might be helpful for programs to adopt a Big Brother/Sister program, pairing international students with a senior peer (international, where possible). Abe, Talbot, and Geelhoed (1998) found that international students showed better adjustment when paired with a senior international peer. Support from faculty and programs can buffer the effects of stress experienced by international graduate students (Mallinckrodt & Leong, 1992) and was instrumental in the successful retention of a diverse student body by 11 exemplary psychology programs (Rogers & Molina, 2006). Simple strategies can go a long way (e.g., allowing time off for a religious/cultural festival not typically celebrated in the majority culture).

2. Include research and theory from other countries in the curricula of graduate-level courses (Draguns, 2001; Marsella & Pedersen, 2004; Mays, Rubin, Sabourin, & Walker, 1996). Marsella and Pedersen offer 50 strategies to internationalize the counseling psychology curriculum. Further, faculty must raise appropriate international and multicultural discussion in every facet of coursework and practice.

3. Discuss explicitly and regularly the training needs of international students. The advisor, who is integral to a graduate student’s retention and success, must be sensitive to cultural issues that may affect the advising relationship. If an international student wants to return home, departments and advisors may need to make special provisions for relevant coursework (possibly as readings courses) and non-traditional practica, and help the student negotiate reentry issues (Brabant, Palmer, & Gramling, 1990). If the student decides to pursue a career in the U.S., departments should give special support for negotiating visa regulations and social demands of the American job market.

Given that acculturation and length of time in the U.S. affect adaptation (Nilsson & Anderson, 2004; Zhang & Rentz, 1996), international students should be offered teaching/practicum assignments after a year or two. Nilsson and Anderson recommend that clinical/counseling supervisors assess the international students’ level of acculturation and explicitly discuss roles and cultural issues. As international trainees report experiencing discrimination from clients (Fuller, 2005; Mittal, 2002), supervisors must encourage them to discuss these experiences.

Finally, programs and advisors must strike a balance between acknowledging the struggles of and appreciating the accomplishments of international students, so as to avoid over-emphasizing negative aspects of the international student experience.

4. Educate faculty and staff about problems of acculturation, training, and communication of international students. This process should involve self-examination of available resources and practices, and consultation with past and current international students. Programs should also examine if they clearly describe their training and funding limitations in their program material, as this is the only source of information for most international applicants.

5. Provide material and financial support specific to international student needs. Departments should offer initial assistance to those unfamiliar with facilities like electronic library systems (Baron & Strout-Dapaz, 2001), and statistical and presentation software. Recent interesting developments are web-based orientation programs that can be initiated even prior to arrival in the U.S. (Murphy, Hawkes, & Law, 2002).

International students may need assistance to develop familiarity with the structure of American departments and universities. Confidence in speaking English seems to be more important than proficiency in English itself for international students (Swagler & Ellis, 2003). Departments must, therefore, focus on assessing and building self-confidence in speaking English, particularly if graduate students are expected to teach (Nyquist & Wulff, 1996) or communicate with clients and supervisors.

International students may often have greater financial difficulties than domestic students owing to high costs of home visits, support of a spouse not allowed to work due to immigration laws, and steep tuition. As international graduate students are not eligible to apply for several training grants, they need support to secure funding from other sources such as foundations or graduate assistantships.

**Recommendations for Researchers**

There is little in the literature about how international students negotiate graduate psychology programs in the U.S. This gap in the literature is incongruent with psychology’s stated focus on diversity and internationalization (Packard, 2007; Sue, Bingham, Porsche-Burke, & Vasquez, 1999), and must be urgently addressed. Important
research areas are training experiences of international students, transfer of U.S. training to home countries, natural supports and coping strategies, gender issues, and design and evaluation of strategies to retain and nurture international graduate students in psychology programs.

Recommendations for the APA

The lack of data about international trainees in APA-accredited psychology programs is disconcerting. APA should collect and make publicly available statistics regarding international student enrollment, retention, and graduation outcomes. As part of the APA self-study required for accreditation, graduate psychology departments should report this data and discuss internationalization issues in their training programs. The section for international students on the APA website should be expanded as it currently includes brief answers to only six questions (http://www.apa.org/ed/interstudent.html). Such APA initiatives can make the international graduate student group ‘visible’ and encourage psychology programs to create favorable environments for their international students.

The recent creation of a Special Task Group on Mentoring International Students by APA Division 17 (Society of Counseling Psychology) is encouraging. More such groups are needed, including an umbrella task force to study issues of international students in graduate psychology programs and make recommendations for providing supportive training environments for international students.

Conclusion

The field of psychology still has a distance to travel before it meets the needs of ethnically diverse peoples and adequately represents multicultural and international interests in research. Attracting, retaining, and enabling international students in psychology can be an important element of a strategy for advancing psychology towards true representation and inclusion. The proposed recommendations are geared to facilitating a successful graduate experience for international students. By doing so, psychology can take one more step to creating a scientific community that parallels the culturally diverse world it inhabits.

Correspondence related to this article should be directed to Srividya N Iyer at srividya.ayer@ mcgill.ca.

References


Research Articles


The International Society for Interpersonal Acceptance and Rejection and the School of Primary Education, University of Crete, Greece, have the pleasure to officially announce that the 2nd International Congress on Interpersonal Acceptance and Rejection will be held in Rethymno town on the island of Crete (at the University of Crete), from July 3rd – 6th 2008.

For more information, please visit the Congress website: www.isipar08.org or contact Prof. Elias Kourkoutas, President of the Organizing Committee, at hkourk@edc.uoc.gr.

Call for Announcements to the Division 52 “Announce-only” Listserv

The Division 52 “Announce-only” listserv is available to its members and affiliates only and is distributed once a month. Submit announcements regarding international issues and topics of interest to the Division to rvelayo@pace.edu

For the latest announcements, notes, and news from the Division of International Psychology...

Go to… Division 52’s ANNOUNCEMENTS WEBSITE at http://webpage.pace.edu/rvelayo/announcements.htm
MMPI-2 Indicators of the Psychological Adjustment of Romanian Versus U.S. Police Officers

Michael J. Stevens
Illinois State University
Normal, Illinois, USA

Mihai Turcu and Eugen Iordanescu
Universitatea Lucian Blaga
Sibiu, Romania

Stefan Pop
Inspectoratul Judetean de Poliție
Sibiu, Romania

One hundred Romanian policemen completed the Romanian MMPI-2. We compared the validity and clinical scale scores of this sample to those of 395 male policemen from the United States. Statistical and clinical differences were found on Fake Bad, Depression, Mania, and Social Introversion. Although free of pathology, Romanian police were more idiosyncratic, depressed, energetic, and introverted than American officers. We discuss these results in terms of differences in age and experience between Romanian and American policemen, differences between Romanian and American police forces and their roles, and differences between Romanian and American society and culture.

Communism destroyed many Romanian institutions, including law enforcement (Stevens & Mates, 1999). During this period, as well as during the subsequent transition to a free-market democracy, Romanians held law enforcement in little esteem because the police had served as an instrument of oppression and were ineffective in combating or complicit in corruption.

The Romanian government has long supported psychosocial remedies for problems engendered by the transition to democracy (Stevens & Mates, 1999). In addition, the Association of Romanian Psychologists has welcomed collaboration with U.S. psychologists to adapt psychometric instruments with which to address these problems, including the restoration of law enforcement.

Until recently, a psychometrically sound Romanian MMPI-2 was not available. Bilingual Romanian linguists and psychologists used transliteration and back translation procedures to construct a Romanian MMPI-2 comparable to the source version (Stevens, Censuer, Turcu, Fraticiu, & Sava, 2000; Stevens, Turcu, et al., 2000). Stevens, Censuer, et al. (2000) demonstrated the equivalence of Romanian and source MMPI-2s with the bilingual retest technique, in which bilingual Romanian men completed both tests. Scores on both tests were neither statistically nor clinically different. Test-retest coefficients for validity and clinical scales averaged 0.67. Romanian and source profiles were 78.6% concordant when classified with a standard, code-type taxonomy.

Given the importance of law enforcement, a high standard of personnel selection is essential. The MMPI-2 is used widely in screening police. Stevens, Huditeanu, Turcu, Iordanescu, and Pop (2001) found statistical differences on Fake Bad, K-Correction, Depression, and Social Introversion when comparing the MMPI-2s of Romanian policemen to officer-candidates from four U.S. towns assessed in an earlier study (Kornfeld, 1995). Although within normal limits, Romanian policemen were more idiosyncratic, depressed, and introverted than U.S. officer-candidates and, generally, presented themselves less favorably. Because these differences could have been due to small, unrepresentative samples and to the comparison of policemen and police officer-candidates, we conducted a more rigorous study of the MMPI-2 profiles of Romanian and U.S. policemen.

Method

Participants

The police department of Sibiu, Romania has an active force of 220 male officers. Of these, 175 were selected from five sections whose duties appeared similar to those of a police department in a small-to-medium U.S. city. These sections include criminal, economic, judicial, penal, and public order. Officers’ mean age was 32.9 years (SD = 6.8) and mean years of experience was 10.25 (SD = 6.3). Of the 175 profiles, 100 were deemed valid. Criteria for profile validity included omission of more than 30 items, T scores above 80 on VRIN, TRIN, Lie, and K-Correction, and a T score above 100 on Fake Bad. The proportion of invalid profiles could have reflected difficulty in understanding the standardized instructions, but given their questions and comments, most likely followed from officers’ suspicions
about how the test results would be used. Three hundred and ninety-five male officers from 18 departments in the St. Louis, Missouri area comprised the comparison group (Detrick, Chibnall, & Rosso, 2001). Departments included 17 small-to-medium municipal departments and 1 large county department. Officers’ mean age was 27.7 years (SD = 6.4) and mean years of experience was 2.7 (SD = 5.1). Romanian policemen were older and more experienced (p < .001).

Procedure

We administered the Romanian MMPI-2 under standardized conditions to small groups at police headquarters. We informed officers that the results would be used to establish a composite profile with which to screen future officer-applicants. We instructed officers to complete the first 370 items that comprise the validity and clinical scales. We used hand-scored answer sheets and preserved officers’ anonymity. We answered questions about confusing items individually and clarified unfamiliar vocabulary with synonyms. We scored answer sheets electronically. The time needed to complete the instrument ranged from 0.75 - 2.00 hours.

Results

Analyses were conducted on K-corrected T scores. Means on validity and clinical scales of the MMPI-2 for Romanian and U.S. policemen were compared using Bonferroni-adjusted t tests, with alpha set at .003 to correct for experiment-wise error.

The mean Romanian MMPI-2 profile was within normal limits with validity and clinical scales all below a T score of 65. When divided into 5-year age units, officers between 45 and 50 years old manifested a clinically elevated score on Fake Bad (M = 91.3, SD = 16.4). An ANOVA of scores on Fake Bad by age units was not significant, owing to the small sample size of the 45-50-year-old group (n = 3), suggesting symptom exaggeration, but more likely resistance to testing. When broken down by years of experience, officers with 1-5 years of experience had lower scores than the other age groups on Lie (M = 48.8, SD = 10.0 vs. M = 57.7, SD = 12.2), suggesting less defensiveness. No other significant within-group differences were found.

A comparison of Romanian and American MMPI-2s yielded statistical differences on Fake Bad, K-Correction, Hypochondriasis, Depression, Hysteria, Masculinity-Femininity, Psychasthenia, Mania, and Social Introversion. Romanian policemen were higher than U.S. officers on Fake Bad (M = 56.0, SD = 12.9 vs. M = 41.3, SD = 4.6), Hypochondriasis (M = 53.1, SD = 9.8 vs. M = 49.3, SD = 6.2), Depression (M = 52.7, SD = 8.5 vs. M = 45.8, SD = 5.7), Masculinity-Femininity (M = 44.2, SD = 8.1 vs. M = 40.5, SD = 7.2), Mania (M = 53.1, SD = 9.6 vs. M = 47.7, SD = 7.0), and Social Introversion (M = 48.8, SD = 7.0 vs. M = 40.4, SD = 5.8). Romanian policemen were lower than U.S. officers on K-Correction (M = 47.8, SD = 8.9 vs. M = 63.8, SD = 7.2), Hysteria (M = 46.3, SD = 9.0 vs. M = 50.9, SD = 5.9), and Psychasthenia (M = 43.3, SD = 7.8 vs. M = 48.2, SD = 5.4). Clinical differences of 5 T-score points or more (> .5 SDs) were found on Fake Bad, Depression, Mania, and Social Introversion.

Discussion

Overall, the results indicate comparable functioning for Romanian and U.S. policemen. However, several group differences emerged. As a precaution against over- or under-pathologizing, differences are interpreted only if they are both statistically and clinically significant. Although many differences suggest slightly more deviance among Romanian policemen, it is not uncommon for the MMPI-2 to yield variable scores when translated or applied transnationally (Graham, 2000). Consistent with the results of Stevens et al. (2001), we found statistical and clinical differences between Romanian and U.S. policemen on Fake Bad, Depression, and Social Introversion. However, we did not find statistical and clinical differences on K-Correction as before; rather, we found such differences on Mania. Although free of psychopathology, Romanian policemen were more idiosyncratic in their responses; uncomfortable and dissatisfied with their lives; physically and psychically energetic; and socially reserved and awkward than U.S. officers. The Romanian profile did not show tendencies toward conformity, self-confidence, optimism, sex-role stereotypy, and social introversion typically found in U.S. officer and officer-candidate profiles (Detrick et al., 2001; Kornfeld, 1995). To the contrary, the Romanian profile suggested a tendency toward personal and professional self-doubt and avoidant coping (e.g., distracting activity).

These findings differ from those of previous research in which MMPI-2 scores of male Romanian undergraduates were compared to scores produced by a representative sample of male U.S. college students (Stevens, Turcu, et al., 2000). Statistically significant differences between Romanian and U.S. undergraduates were not found on any validity or clinical scale. However, clinical differences of at least 5 T-score points were found on Fake Bad and Depression. Unlike Romanian policemen, Romanian undergraduates appear less impaired by the economic, political, and social challenges of contemporary Romania, perhaps because of their youthful idealism, resilience, and lack of adult responsibilities.

MMPI-2 differences between Romanian and U.S. policemen may be confounded by differences between the samples in age and experience (e.g., diminished hopefulness among older Romanians). MMPI-2 differences may also mirror varying social contexts (e.g., dissatisfaction in Romania with current living conditions and future prospects), cultures (e.g., Romanians’ tendency toward emotional expressiveness), or a social context x culture interaction. Alternatively, MMPI-2 differences may reflect the distinctive features of police departments from different countries. Given the diversity of
their roles and duties, it is not surprising that Romanian and U.S. policemen do not share a common MMPI-2 profile.

Future comparisons of the MMPI-2 profiles of Romanian and U.S. policemen, and transnational research on police generally, must attempt to match officers on sociodemographic variables (e.g., experience), sample from similar police forces (e.g., size, policing responsibilities), and address contextual factors (e.g., social conditions, culture). In addition, future studies should examine the relationship of Romanian police officers’ psychological adjustment to their job performance across and within specific directorates whose domain and responsibilities have been reconfigured with Romania’s accession to the European Union in 2007.

Correspondence related to this article should be directed to Michael Stevens at mjstevens@ilstu.edu.

References

International Conference on Undergraduate Education in Psychology:
Blueprint for the Discipline's Future - Call for National Conference Participants
The National Conference on Undergraduate Education in Psychology will be held on the beautiful campus of the University of Puget Sound in Tacoma, Washington from Sunday, June 22 to Friday, June 27, 2008. The goal of the conference is to examine critical issues and concerns in undergraduate education and the important changes that have occurred since our last conference on undergraduate education in June 1991.

The American Psychological Association's Board of Educational Affairs (BEA) Steering Committee for the National Conference invites applications for participants. Most expenses for the conference will be covered by the University of Puget Sound, APA, and other sources. We will cover all room costs, most food expenses, and local transportation to and from the airport. We hope that each participant's institution will pay travel costs, but limited funding is available to assist participants who cannot cover their own travel costs. We encourage applications from the wide range of institutions that offer undergraduate education or provide linkages to undergraduate education, such as high schools, graduate and professional schools, and employers.

Applicants are invited to complete the application process on-line at www.apa.org/ed where you will find a place to describe your background or interests in undergraduate psychology, including high school and post-graduate linkages, your preferences for a topic of special interest to you, and other relevant information. We are planning for approximately 64 participants (plus consultants) who represent the diversity in undergraduate education.

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All applications must be received by November 15, 2007. If you have any questions about the National Conference on Undergraduate Psychology or the application process, please contact Martha Boenau via Email at mboenau@apa.org or Education Directorate, at the APA Address.
Students and Early Career Psychologists

This is the fifth article in a series developed by Division 52’s Student and Early Career Committee (SECC). Inspired by the recent Mentoring initiatives, these articles are intended to introduce readers to leaders on a professional and personal level. Also, as food is often a shared delight, we ask each leader to share a favorite recipe! So continue to watch this space in the International Psychology Bulletin for insight, wisdom, reflections on Div 52, and lip-smacking recipes!

An Interview with Dr. Sheung-Tak Cheng: The Role of a Psychologist in Policy-Making for Older Persons
As shared with Julie M. Koch
SECC Member, University of Minnesota
mcdon379@umn.edu

Dr. Sheung-Tak Cheng (“Tak”) is a professor in the Department of Applied Social Studies at the City University of Hong Kong. He received his doctorate in clinical and community psychology from the State University of New York at Buffalo in 1988. His teaching interests include abnormal psychology, community psychology, application of psychology to contemporary issues, and social gerontology. His research interests include subjective well-being and affect, positive aging, social ecology, and psychopathology. He currently serves as Expert Consultant to the United Nations (UN) Economic and Social Commission for Asia and the Pacific (ESCAP).

What internationally-related work have you done? How did you become interested in this work? How did it relate to your educational background?

I have been an Expert Consultant to the United Nations (UN) Economic and Social Commission for Asia and the Pacific (ESCAP) for a few years. ESCAP is one of the five chapters of UN Economic and Social Council (the others being West Asia, Africa, Europe, and Latin America and the Caribbean), and a region where population aging will have large effects in the next few decades. Between 2005 and 2050, the number of persons aged 65 or over will double across the world, but will almost quadruple in Asia. My major role in ESCAP is to help assess the challenges of population aging, as well as the challenges of implementing internationally-adopted plans of action, in a region where countries are divided markedly by socioeconomic development, political ideologies, culture, religion, and language. I am also involved in developing region-specific indicators for monitoring the implementation and effectiveness of such action plans.

For over two decades, the UN has been active in promoting a platform for international policy development that addresses issues of population aging. More well-known was the 1999 International Year of Older Persons, but the most significant and recent UN initiative was the formulation of the Madrid International Plan of Action on Aging (MIPAA) in 2002. The theme that underpins all of these UN initiatives is “Towards a Society for All Ages” which refers to multigenerational and cross-sector investment in ensuring active participation by all, regardless of age. Thus, the UN initiatives always have been based heavily on social science perspectives and many action agendas, such as eliminating age discrimination, empowering older people, fighting elder abuse, addressing gender issues, revitalizing family values and supporting caregivers, and developing more robust community alternatives to institutional care. These are ideas that will hit home for many psychologists who work with older people. It is, however, curious why so few psychologists participate in UN activities. I believe I am the only psychologist-consultant in ESCAP’s aging program.

This year marks the 5-year review of the implementation of MIPAA, and UN is going to issue a World Aging Situation Report. As a consultant to ESCAP, I was asked to report and comment on the current situation in Asia-Pacific and to identify key issues for future developments. One such key issue is international cooperation in a region so vastly separated by socioeconomic development, political ideologies, and aging situations (e.g., Japan vs. Cambodia). My colleagues and I have proposed models of international collaboration that we hope will turn diversities in the region into strengths, rather than weaknesses. We believe that whereas developed countries have much to offer in comparison to less developed ones in terms of knowledge, experiences and financial aid, they can also learn from the latter, which have traditionally relied on informal and community measures to meet the needs of their populations. In other words, we believe that international cooperation in this region is best developed along reciprocal lines that give due recognition to all countries involved. Our paper has been accepted as an official UN document and will be included in the upcoming World Aging Situation Report, which will be published either toward the end of 2007 or in early 2008.

Why are so few psychologists involved in policy circles, especially international policy bodies?

I think the training of psychologists, as well as self-selection bias (i.e., the bias of those who choose psychology as a career), predispose psychologists away from these activities. I received my doctorate training in Clinical/Community Psychology at the State University of New York at Buffalo, with Murray Levine as my advisor. Murray is an exceptional thinker and keeps reminding us through his influential writings about how psychology is linked to, and shaped by, broader social systems such as law, politics, culture, and social norms. During my doctorate studies at SUNY/Buffalo, I also picked up a minor in Policy Studies, and hence working in the policy arena has always been an ego-syntonic journey for me, although this journey has never been an easy one. From my own experience, I can say that policymakers feel odd when knowing that they are working with a psychologist.

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The image of a psychologist, whether internalized or externally projected, does not seem to intersect with the policy terrain. In my view, psychology’s emphasis on the individual over social contexts as the determinant of behavior (what Murray Levine calls the ‘intrapsychic supremacy’) greatly limits its role in policy. Such an epistemological bias, challenged by many psychologists in the 1960s and 1970s, does not provide insights for many social problems when policymakers want to look beyond the provision of remedial services as solutions to these problems. Hence psychologists who are interested in making an impact through influencing policy decisions must develop a broad mindset capable of articulating social issues from different angles, and be informed of social sciences in general.

My own prediction is that governments across the world are going to be more and more progressive in their attempts to address issues of population aging. The impacts brought about by the demographic changes of population aging will inevitably require creative solutions that challenge the status quo. The UN has foresight that the transformation of our societies into ageless ones is essential to dealing with the challenges of population aging. Because I was trained in the wisdom of community psychology, which sees human problems as rooted in social conditions rather than individual deficits, I was perhaps more prepared than my peers to see the significance of the UN policy initiatives for our field and the future of our societies.

**What do you think is the most important thing you have learned from your international / multicultural work?**

**How has your work shaped your personal growth as a psychologist?**

I have broadened my horizons a lot through my work in the UN. I particularly treasure the opportunity to learn about the situations of older persons in different countries, especially those in poor (often rural) areas, and how different governments and NGOs have proceeded to help and empower them. Whereas formal services might be the dominant means by which developed countries seek to meet the needs of an aging population, this is not an option for less wealthy, developing countries where most older persons live in rural areas with little access to health and social services. Oftentimes, they are not even aware of their entitlements within their welfare systems and do not know where to seek help. This situation is more pronounced in older women who tend to have little, if any, education, and whose rights are less protected due to the customs in these countries. Projects by the HelpAge International, for example, raise the consciousness of these older persons who then identify their needs and organize themselves into pressure groups, resulting in redistribution of resources into the older population. We have a lot to learn from these projects, because if even such older persons can fight for their rights in resource-deprived countries, there is no excuse for any government not to listen to the voices of older persons, a strategic direction that the UN has wanted to advance under the imperative of “mainstreaming the concerns of older persons.”

**How do you see yourself as a leader in this area?**

This is a difficult question, and I am a modest person……. Let me answer this way. I feel that I play a rather unique role in the aging policy circle, as both a scientist and a policy analyst. Honestly, aging, policy and international issues are all areas that don’t attract psychologists, and so it is perhaps easier for someone who is willing to fill this gap to be seen as making an impact. I endeavor to bridge science and policy, a role that is not always pleasant to play (because you are assuming that politicians are interested in science). But when you get policymakers to listen to you, and start making larger impacts in the society, the satisfaction goes beyond words.

In the UN, policy work by academics, such as myself, is a bit different from similar work in Hong Kong. In the area of economic and social development, the UN has no authority on its member states. The UN Economic and Social Council
primarily is a discussion vehicle and an advisory body for policies on aging. So I advise an advisory body, how’s that? But I believe that my work, along with that of others, has aroused awareness of aging issues in the region, and one day, the impact will carry further when policymakers begin to see the need for international cooperation to tackle issues arising from population aging. This is a journey that all academic psychologists interested in international social policies have to go through—the accumulation of years of recognition before the actual impact is realized.

Although it is a road less traveled, and one that usually does not generate immediate rewards, I hope that more and more psychologists, especially young ones, will choose this path. Other than generating data from our own labs, it is important that our discipline is making larger impacts socially and internationally (though there are also other routes to having effects).

**What advice can you give to new members of Division 52 who are just beginning their careers?**

In an article published in the *Annual Review of Psychology* in 2003, Marybeth Shinn and Siobhan Toohey coined the term “context-minimization error” to refer to psychology’s lack of attention to contextual determinants of human behavior. My hunch is that young psychologists who come to Division 52 also have a similar concern and want to do something about the way psychological knowledge is being constructed. As evident in Division 52’s student awards, many are conducting cross-cultural research or are making culture a central line of reasoning in their research. Although this is a great start for many young scholars, progress is often made difficult by the pressure to publish quickly and by the limited tools we have in operationalizing contextual variables. There is still a long way before we can put culture and other contextual factors in their right place in psychology. So young people—keep it up! I hope that the network of international psychologists available through affiliation with Division 52, and through networking with other divisions with similar interests, can bolster your continuous commitment to improving this aspect of psychology.

**What was your favorite holiday or vacation?**

Before my children were born, it was my honeymoon when my wife and I climbed the Himalayas in Nepal. After my children were born, I say our visit to UK’s lake district and our ski vacation in Whistler, Canada tie as no. 1 in our family vacation memory.

**Please share a favorite international/ethnic recipe with us.**

The Japanese sashimi is my family’s no. 1 favorite, but my wife and I also love Thai and Indian curry. I like the green curry paste mixed with coconut milk and Thai fish sauce. They go well with lots of food, like chicken, bread, fish, etc. Note: there are 16 different ingredients in the Thai green curry paste, and that’s why it has such a rich flavor.

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**Thai Green Curry Chicken**

**Ingredients:**
- 2 T cooking oil
- 500 g skinless chicken meat (approx 1 ½ - 2 lbs.), cut in 1-inch strips
- 1 C green curry paste
- 900 ml coconut milk (approx 3 cups)
- 30 g fresh Thai basil leaves (1/2 cup)
- 2 green and red chiles
- 2 T Thai fish sauce
- Salt to taste

Heat cooking oil over medium heat. Add curry paste, coconut milk, basil leaves, chiles, and fish sauce and bring to a simmer. Add chicken and simmer over low heat for 10 to 15 minutes, until chicken is cooked. Add salt as needed.

**Tips:** There are 16 different spices in Thai green curry paste. It does not taste as good without any one of the spices. You can make your own green curry paste if you have the time. Or you can buy it in Thai grocery stores. Remember: Use Thai Basil leaves and Thai fish sauce. Thai food is eaten with a fork and spoon.

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**The Third Issue (September 2007) of Interpersonal Acceptance**

(Newsletter of the International Society for Interpersonal Acceptance and Rejection) is now available for viewing at [ISIPAR Newsletter](mailto:ISIPARNewsletter). We hope you enjoy and profit from it! Please forward it to anyone who might like to know about it or about the Society.

If you haven’t already done so, I hope you will join the Society. You can get more information about it from its website (link below). There you will also find a Membership Application.

Also, I want to remind you about the 2nd International Congress on Interpersonal Acceptance and Rejection to be held on the island of Crete, Greece, July 3-6, 2008. You can get information about the Congress at its website, [http://www.isipar08.org/](http://www.isipar08.org/).

We want to invite you to participate in the Congress.

Good reading,
Ronald P. Rohner
President, ISIPAR
This is, perhaps, the first book of its kind to appear in English. History of psychology as an academic course, whether undergraduate or graduate, is more widely taught in North America than elsewhere. Not surprisingly, the content of the course and its textbooks focuses primarily on American psychology. This book is an attempt to extend the range of scholarship upon which courses and texts can be based and intends, it seems, primarily to catch the attention of that small number of scholars who are specialists in the field of the history of psychology.

Internationalizing the History of Psychology is edited by Adrian Brock, now a faculty member in psychology at University College, Dublin. He brings a great deal of international experience to the task, as he tells us that he has lived in nine countries and traveled in 70 others. More importantly, perhaps, is that he was a graduate student with Kurt Danziger in the York University (Canada) History and Theory of Psychology graduate program. Danziger is one of a very small number of psychologist-historians who have had a major and enduring influence on psychology and is certainly the leading critical historian of the field. Brock has learned well from his mentor and has now produced a book that should help to spark new directions in historical scholarship within psychology.

It is a truism that edited books are uneven in some aspect. That certainly holds here. While each of the chapters has something of interest in it, the scholarly approaches fall into two broad categories: descriptive and analytical/critical. Several of the chapters are sources of useful information about psychology as a discipline in various countries. Others are analytical or critical and question the place of a discipline of psychology – itself a western concept – in countries or cultures predicated on entirely different premises.

The descriptive chapters will seem more familiar to those members of Division 52 who have only had an undergraduate course in the history of psychology. John Hogan, Division 52 Historian, and Thomas Vaccaro provide a solid overview of historically noteworthy contributions to the field of developmental psychology, with an emphasis on European contributors. One could wish that important contributions from outside Europe had also been covered, for example, A Bame Nsamenang’s work on social ontogenesis in West Africa or Çiğdem Kağıtçıbaşı’s work on development in Turkey. Other descriptive chapters cover China (Blowers), Argentina (Taiana), and behavior analysis in international context (Ardila). By and large the authors of these chapters do not raise critical questions about psychology, nor do they problematize its growth outside its Euro-American sites of origin. In this sense, their chapters can be compared favorably with much of the recent Handbook of International Psychology (Stevens & Wedding, 2004) or the older International Psychology (Sexton & Hogan, 1992).

While these chapters are of great interest, the more challenging and potentially more important material is found in chapters written from a critical and/or analytical perspective. Here, the authors raise questions about the status of psychology as a discipline of Western origin in its encounters with non-Western populations and cultures. This is where the book breaks new ground and why it is, in my view, the first of its kind. Although the authors do not always agree with one another, each author sees Western psychology as an imposition on the receptive culture or state, thus potentially fostering a scientific imperialism. Danziger’s chapter on indigenization stands out, though his definition (and Brock’s) of indigenization is much narrower than that of some of the psychologists who work in the field (e.g., Kim, Yang, & Hwang, 2006). Danziger helps us see that place does matter in psychology, then universalist truth claims propounded by many psychologists will have to be called into question. The chapter by Staebuler cogently addresses the administrative or social management function of psychology, and she concludes that it is this function that cannot be overcome through indigenization.

Each of the critical chapters is thought-provoking and should stimulate some rethinking of psychology. By using a historical framework to address important questions about psychology, the authors have done a great service to the history of psychology, and their work may well be seen in future years as the signpost to the future of the history of psychology.

References

This book presents three of the major models of family business consultation used throughout the world, chapters on the practice of family business consultation and the dynamics and structure of family businesses in 13 different countries in most of the continents in the world, addresses the globalization of family businesses and of wealth management, and considers future trends in this mammoth field. It is the first book that brings together such richness in terms of an international overview of family businesses, which comprise anywhere from 65% to 85% of businesses in almost every country. Important reading for everyone interested in international psychology as well as family businesses - as consultants, owners, shareholders, managers, and future participants.


The primary objective of this book is to provide comprehensive descriptions and make comparative evaluations of each of the mental health systems of four Western industrialized countries. The countries selected illustrate a continuum from a highly centralized and publicly financed, national health service in Great Britain to a predominantly decentralized and more privately financed market of mental health services in the United States. In between these two contrasting types are examples of national health services and insurance programs in Norway and Canada. Contributing experts from each country (all psychologists) begin their chapters with an overview of the geographic, demographic, political, economic, and cultural contexts in which their mental health systems are situated. Thereafter, they (a) present national data to estimate the need for mental health services, (b) describe national mental health policies and programs designed to meet their population’s need, (c) indicate how mental health services are organized and delivered, and (d) discuss how their system is financed and provided resources. In the final section of each chapter, the authors provide recommendations for improved performance of their mental health system.


Due to increasing school violence, there is a renewed focus on the problems of adolescent aggression; professionals in education, criminal justice and social services have been seeking ways to curb its rising tide. This volume examines adolescence from many perspectives--biological, psychological and social--and analyzes some of the contributing factors to the growing problem. Written by internationally recognized experts in adolescent psychology, this book not only covers the causes of teen violence but, more importantly, offers solutions. McCarthy, Hutz and their contributors reveal the precursors of violent behavior and provide strategies for working with adolescents to prevent future violence.

Please send your book announcements to jlancaster@stfranciscollege.edu for inclusion in the next issue.

Picture from the Division 52 board meeting during the APA conference.
Commemorating the 100th birth-year of
Nikolaas Tinbergen (1907-1988)

Samvel Jeshmaridian, Ph.D.
BMCC CUNY
jeshmarid@yahoo.com

Nikolaas Tinbergen (1907-1988) was a Dutch behavioral scientist and zoologist and one of the founders of Ethology. Together with Konrad Lorenz (1903-1989), Nikolaas Tinbergen established European Ethology as the study of the behavioral patterns of animals in the context of their natural environments. The partnership between Lorenz and Tinbergen proved fruitful and memorable, leading to great advances in our understanding of the behavior of both animals and humans. For both behavioral scientists understanding human nature in order to help humankind was a primary goal. Tinbergen's modesty was linked to his feelings that he had not done enough in this sphere.

The peak of Nikolaas Tinbergen's recognition was reached when he received the Nobel Prize for Medicine, sharing it with Konrad Lorenz and Karl von Frisch (1886 – 1982), both Austrian behavioral scientists and ethologists. Many of Tinbergen's works have become classics in both psychology and biology, including his work on courting behavior of sticklebacks, orienting behavior in wasps, and the behavior of greyling butterflies. Tinbergen believed that the study of ethology should be applied to human behavior as well as animals. He did not mean that animal behavior should be extrapolated to humans but that the same methodology could be applied. Tinbergen's later research focused on issues of autism in early childhood.

A Few Patterns from Tinbergen's Biography

Nikolaas Tinbergen was born on April 15, 1907 in The Hague, Netherlands. He was the third of five children in a happy family. Nikolaas or Nik Tinbergen is also noted as the brother of Jan Tinbergen, who won the first Bank of Sweden Prize in Economic Sciences in Memory of Alfred Nobel (also known as the Nobel Prize in Economics) in 1969, four years before Nikolaas won his Nobel Prize. Jan and Niko had a third eminent brother, Luuk Tinbergen, who was a famous ornithologist.

Though Nik Tinbergen's interest in nature manifested itself when he was young, camping, bird watching, and playing hockey kept him from being a serious student. He found the lure of the beautiful Dutch coast irresistible and was aided in its appreciation by some of the leading Dutch naturalists.

Tinbergen studied biology at Leiden University and received his Ph.D. degree in 1932 with a 32-page dissertation, the shortest on record there. He married Elisabeth Rutten, and the couple spent a 14-month interval in Greenland studying a variety of organisms including phalaropes, dogs, and Eskimo hunter-gatherers. Tinbergen then taught at the University of Leiden and began some of his classic research on gulls and stickleback fish. The Tinbergen spent the spring of 1937 with Konrad Lorenz in Austria, and their names have been linked ever since.

In 1938, Tinbergen was given a grant to travel to the United States, where he spent several months giving lectures and traveling. He met many American psychologists, including Robert Yerkes, Ernst Mayr, and David Lack, whose friendships influenced his later interest in evolution and ecology. He returned to the Netherlands, somewhat "bewildered" by American psychology, and worried about the forces of Nazism that were gathering in Europe.

During World War II Tinbergen spent two years imprisoned in a Nazi camp because he supported Jewish faculty colleagues. His experience as a prisoner of the Nazis led to some friction with longtime intellectual collaborator Konrad Lorenz, who had joined the Nazi party in 1938; it took several years before the two reconciled. Finally, however, the warmth of their friendship and collaboration was rekindled when they were reunited in England in 1949.

Tinbergen returned to Leiden after the war, becoming a full professor in 1947. Wanting to bring his ethological perspective to English-speaking audiences, Tinbergen resigned from his position and moved to England, to the University of Oxford, in 1949, and stayed there for the rest of his life. He died there on December 21, 1988.

Some Research Samples

Tinbergen was a dedicated naturalist, skilled scientist, and concerned environmentalist. As a curious naturalist, he was always seeking to understand the world around him. As a scientist, he systematized his understanding in four sets of questions, based on Aristotle's types of causation. These provide the framework that has guided research in the field of ethology: Immediate causation, development, adaptive function, and evolution. As a concerned environmentalist, Tinbergen was deeply concerned with the state of the world around him and struggled with his career as a researcher, wanting to do more to help humanity and the surrounding environment.

Tinbergen's schema of Proximate and Ultimate mechanisms, adopted by animal behaviorists around the world, helps to keep different questions about nature separate and ensure that the information provided in answers is indeed appropriate to the question under consideration.

Nikolaas Tinbergen and Konrad Lorenz together studied the behavior of birds. Their only joint published work was on the rolling behavior of greylag geese. For example, at the sight of a displaced egg near the nest, the greylag goose will roll the egg back to the others with its beak. If the egg is removed, the animal continues to engage in egg-rolling behavior, pulling its head back as if an imaginary egg is still being maneuvered by the underside of its beak. It will also
attempt to move other egg-shaped objects, such as a golf ball, doorknob, or even an egg too large to have been laid by the goose itself. Thus began the emergence of a new branch of biology and psychology: Animal ethology.

Where Lorenz was a bold theorist, Tinbergen was a careful observer and experimenter with a genius for devising simple, yet insightful, experiments in the natural habitat. Typically, he would construct a blind and make observations of the animals under study. These observations would lead to experiments that could clarify what he had observed.

Tinbergen's research on the behavior of gulls is classic, especially the role of various stimuli acting at key points. For example, he observed that shortly after their young hatch, the parents remove the eggshells from the vicinity of the nest. He then conducted a series of experiments demonstrating that the function of this seemingly trivial behavior lay in keeping the young hidden from predators. He also studied the tendency of young gulls to peck at the red spot on the parent gull's beak, which induces the parents to regurgitate food for them. He offered naive young chicks a range of cardboard dummy gull heads varying in bill and spot color, and shape. For each color and shape combination Tinbergen measured the preferences of the baby chicks by counting their pecks in a standard time. Through this he discovered that naive gull chicks are born with a built-in preference for long, yellow things with red spots, in other words, genes equip the young birds with detailed prior knowledge of the world in which they are about to hatch—a world in which food comes out of adult herring gull beaks. His work with orientation in insects and numerous other species in nature was in the same spirit.

Beyond this, Tinbergen conducted important laboratory research on the courtship and mating of stickleback fish. He observed that the male turns a bright red color during the breeding season. This color change is the fixed-action pattern in response to an increasing day length. During this time they are also naturally aggressive towards other red-bellied sticklebacks, causing them to separate into distinct territories for breeding. From his studies, Tinbergen found that anything that is red will bring about this instinctive response.

Despite his distrust of behaviorism, Tinbergen was a pivotal player in helping to bring European ethologists and comparative psychologists together. Tinbergen and his students developed a variety of ethology sensitive to the concerns of North American researchers regarding such issues as the complexity inherent in the development of behavior. Among his major accomplishments was the establishment of the study of adaptive significance. Tinbergen showed that the function of adaptive significance could be studied quantitatively under field conditions. In general, Tinbergen believed that the study of ethology should be applied to human behavior as well as animals.

Among Tinbergen’s last research projects was the study of early childhood autism in humans, and his major study on early infantile autism was conducted in collaboration with Elisabeth Rutten-Tinbergen, his wife (Tinbergen N. and Tinbergen, E. A. 1972. "Early Childhood Autism – An Ethological Approach." Berlin: Parey).

Autism is a developmental disability that results from a disorder of the human central nervous system. Autism manifests itself at an early age, and autistic children are marked by delays in their social interaction, language as used in social communication, or symbolic or imaginative play. From a physiological standpoint, autism is often less than obvious, in that outward appearance may not indicate a disorder. Diagnosis typically comes from a complete physical and neurological evaluation. Nikolaas and Elisabeth Tinbergen's tried to apply their biological approach to the knowledge of autism in psychiatry and psychology, thus combining the field of autism research with biology and ethology. Some basic ideas of Tinbergen spouses' research on early childhood autism are reflected in ICD WHO – International Classification of Diseases of World Health Organization http://www.who.int/classifications/apps/icd/icd10online.

Autism is classified by the World Health Organization and American Psychological Association as a developmental disability of the human central nervous system that is diagnosed by impairments to social interaction, communication, interests, imagination and activities. However, the causes, symptoms, etiology, treatment and other issues are controversial. Nikolaas Tinbergen used the Nobel Prize money to help younger students study infantile autism, in future years.

Nikolaas Tinbergen’s Basic Writings

References
Globalization is a historical process, occurring in tandem with modernity. Cultures have long influenced one another and become more integrated through trade, migration, and war. Since the 1990s, this process has expanded and accelerated markedly, and it is this which is problematic (Friedman, 2000)

Globalization consists of worldwide integration through four interacting trends: the movement of capital and goods, expansion of democratic institutions and human rights, dissemination of information, and movement of large numbers of people (Friedman, 2000). Through these forces, globalization has created a compressed and interconnected world in which conflict between opposing cultural worldviews is inevitable.

Although globalization offers many opportunities for worldwide development, such development has not progressed evenly (see United Nations Development Program, 2006). During the 20th century, the per capita GDP of the top quartile of the world’s population rose nearly six-fold, whereas the bottom quartile showed less than a threefold increase. Yet, the benefits of globalization are manifold and include higher absolute income, improved health, and greater literacy.

However, Western powers have been unwilling to acknowledge globalization’s downside (Barber, 1995; Talbott & Chanda, 2001). The West has exported its economy, political institutions, and technologies with little thought to their impact. By pushing consumerism, individualism, and pragmatism, the values and customs of vulnerable cultures have become endangered. Indices of well-being overlook the sociocultural and psychosocial costs of globalization. These costs have triggered a backlash by those brutalized or abandoned by globalization.

Globalization does not cause terrorism. However, the extent to which globalization ferments enough resistance to hearten some to engage in terrorism merits consideration.

Sociocultural Dislocation and Globalization

The worldwide march toward economic growth, democratic ideals, and technological sophistication are welcome in a Western framework of limitless self-realization, but can trigger unrest elsewhere (Barber, 1995; Talbott & Chanda, 2001). Globalization is pinned to a competitive, impersonal, mobile, and private worldview. This worldview contradicts those of communitarian cultures, in which individuals are linked through common interests, shared resources, and mutual obligation (Nikelly, 2000). That globalization has been resisted is not surprising since a majority of the world is culturally non-Western.

Globalization undermines communities in three ways (Friedman, 2000; Stevens, 2002a, 2002b). First, nations are weakened because of challenges to planned economies, the pursuit of private wealth, and the homogenization of experience via telecommunications. Weakened nations often face a political vacuum that is filled by xenophobic forces. Ironically, these forces strengthen a malignant nationalism and cultural parochialism that globalization was expected to replace (Weinberg & Eubank, 2000). Such outcomes can fuel international conflict, including terrorism.

Second, globalization puts civil society at risk. Communal entities like clan and voluntary associations are enfeebled by the pursuit of material gain and personal freedom. The self-absorption of consumerism, alienation of high-tech living, and mobility of large sectors of the population undercut a society’s capacity for institutional regulation. The withering of civil society can precipitate violence intended to fortify or reclaim communal institutions threatened by globalization (Nikelly, 2000).

Finally, because globalization involves the mingling of diverse groups, it poses a challenge for democracy. Longstanding multicultural tensions in parts of the world hinder imported democratic institutions from transcending class, ethnicity, and religion. Democratic principles of equality and consensus are often experienced as cultural homogenization when the needs of some constituencies fall second to majority interests. Paradoxically, globalization’s agenda to advance social equality and individual rights can exacerbate intergroup conflict due to forced contact and competition between cultures (Barber, 1995; Stevens, 2002b).

Terrorism and Globalization

The challenge for the 21st century is to balance the global movement toward free markets, democratic institutions, and digitization with the preservation of indigenous culture and communal identity (Stevens, 2002a, 2003). When such a balance cannot be found, dislocation may ensue.
followed by active resistance in some circumstances. Fundamentalism is one manifestation of active resistance. Fundamentalists detest forces that uproot traditional values and customs, which anchor people to their world (Euben, 1995; Tessler & Nachtwey, 1998). Ironically, some fundamentalists seek to impose their own vision of a homogenized world.

Generally speaking, resistance to globalization escalates into violence when cultural, economic, political, and religious bases for resistance coalesce (Stevens, 2002b, 2003). Because globalization gives individuals opportunities and capabilities to shape the world, reactionaries are emboldened to wage war on globalization. They vent against the West for the upheaval and suffering they believe it has caused them. Although it is unclear whether terrorists believe they can transform the world, they have an unmistakable mission: to stop the encroachment of globalization onto the traditional values that form their worldview.

**Theories Linking Globalization to Terrorism**

Terrorism is not perpetrated by isolated individuals, but by constituents of communities (Stevens, 2002b, 2003). Therefore, psychological accounts of how globalization contributes to terrorism must draw from paradigms that link the individual to culture, economics, history, politics, and religion. Terrorism can be better understood when social constructionist explanations accompany reductionistic ones (Stevens, 2002b, 2003). Social constructionism stipulates that behavior is generated by meaning systems, which are communally formed and contextually embedded (Gergen, 2001). Two social constructionist perspectives highlight the link between globalization and terrorism: social reduction theory (Moghaddam & Harré, 1996) and the interactionist perspective (Vygotsky, 1978).

**Social Reduction Theory**

Social reduction theory (Moghaddam & Harré, 1996) examines social continuity in response to imposed change, and can be applied to various forms of resistance to globalization, including terrorism. Social reduction theory holds that local identity and normative behavior are resilient in the face of change imposed by economic and legislative initiatives. Resistance to top-down change occurs when local meaning structures and patterns of daily interaction are so entrenched they are taken for granted. Carriers, or symbols, that are constructed and evolve over generations, facilitate socialization into a culture and maintain social continuity. Social reduction theory explains the paradox that globalization, which promises to enhance people’s material existence and rights, is often resisted violently.

Ayatollah Khomeini called for revolution against “world-devouring America” (Foreign Broadcast Information Service, 1989). Islamists bemoan a world dominated by humanly conceived economic and political systems, which deny or corrupt divine authority. More tangibly, globalization threatens Islamic institutions and customs designed to maintain social cohesion and promote individual well-being (Euben, 1995; Tessler & Nachtwey, 1998). The Internet weakens the norms of conservative Islamic reduction systems by exposing Muslims to Western values. By placing cultural, economic, and political grievances into a religious framework, Islamists offer a compelling meaning structure to mobilize anti-globalization resistance. In terms of social reduction theory, Islamist fundamentalism strengthens Muslim formulas of social understanding and interaction that presage globalization and which resist top-down changes that obtain therefrom.

Several Islamist carriers ferment resistance to globalization. A popular carrier in the radicalized Muslim world is the image of the United States as “The Great Satan.” This carrier has a stabilizing function in that it offers a simple, normative explanation for the adverse impact of globalization. It has the power to incite violence against an entire nation seen as responsible for current grievances linked to globalization. The message of this carrier is that globalization is morally repugnant and demands a punitive response.

**Interactionist Perspective**

Although the interactionist perspective (Vygotsky, 1978) emphasizes cognitive and linguistic development, it offers a way of conceptualizing resistance to globalization. The notion of culture as a regulatory system that provides rules for adaptive behavior dovetails with the interactionist view of how rules become internalized as a sign system, which guides behavior. The economic, political, and technological changes tied to globalization short-circuit sign systems that govern daily living. People experience psychological disequilibrium in the wake of globalization because their sign systems for successful living, based on patterned social interactions, no longer work. Disequilibrium motivates people to master and internalize alternative interactions in order to negotiate changes produced by globalization. Cultural guides facilitate a closing of the cognitive gap created by globalization via the opportunities they provide for new interpersonal learning. Cultural guides who advocate ideas and actions aimed at destroying perceived sources of disequilibrium nurture sign systems that construe terrorism as a means of re-mastering the world.

The role of madrasahs, or religious schools, in Pakistan that spawned the Taliban can be understood from the interactionist perspective. Many madrasah graduates have returned to Afghanistan, and to central Asian and Pacific Rim nations, where they promote militant Islam in mosques and schools (Talbott & Chanda, 2001). Mullahs, who serve as instructors, are cultural guides for disenfranchised young men. They facilitate the replacement of obsolete sign systems, incapable of negotiating a globalized world, by engaging students in a form of religious discourse whereby they develop and internalize a violent alternative worldview. Mullahs help to close students’ cognitive gap by rebuilding their shattered
worldview with an ideology that fosters terrorist attacks against perceived sources of discontinuity and distress. In turn, madrasah graduates become cultural guides to others who learn new regulatory formulas aimed at obliterating globalization.

**Conclusion**

Globalization does not cause terrorism. Terrorism is determined by many interacting variables, including inherited dispositions, schemas and the cognitive processes that maintain them, cultural scripts established through socialization, and the dynamics of terrorist groups. However, the extent to which globalization dislocates individuals from their roots and causes distress may be reflected in the breadth and intensity of resistance to globalization. Given the argument that globalization creates conditions which breed terrorism, adopting a social constructionist approach to research on terrorism becomes critical. By studying the complex matrix in which globalization and terrorism are situated, the link between these phenomena can be established. Embracing social constructionist theories and methodologies can also yield policies and interventions that are more likely to prevent terrorism and improve the discourse between cultures, generally.

**References**


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**A Center Called Mother’s Lap: Psychological and Educational Implications of a Child-Mother Bonding Through Reading in the UAE**

Greece Chami-Sather, Ph.D. 
United Arab Emirates
gcsather@hotmail.com

This paper describes a conceptual center that was piloted by the researcher, a professor in the United Arab Emirates (UAE). The main purpose of this center was to promote psychological bonding between mothers and children by promoting literacy. The researcher spent two years training teachers in Al Ain, the oasis city of UAE, and one year across the UAE. She also collected fieldnotes and observations of interactions between teacher-child in the classrooms she attended, as well as parent-nanny-child interactions in the society. Records of reading times in the classrooms, as well as the existence of reading centers were also noted. In some instances the rate of children’s verbal utterances were compared to the teachers’ rate as well as the type of communication in context.

**Introduction**

Within the dynamic development of the United Arab Emirates (UAE), focus on education and the academic devel-
opment has been of great interest to the leaders of this nation. In the Arabic world, literacy seems to be on the rise after rating the lowest in the world. Based on the latest information from UNESCO (2007) sources, the Arab world recorded one of the lowest in adult literacy in the world, 66% for ages 15 and above. However, literacy rates for ages 15-24 seem higher indicating the interest and application of better educational systems. Within this fast growth, research on children in the UAE has brought attention to the relationship between mothers and their children particularly during the early years of their life. In the case of this young rising nation, research suggests that modernization and the existence of mothers in the workforce seemed to have minimized the time spent with children particularly at a very young age. The first introduction to a mother’s lap through breastfeeding is consequently diminishing. Shahraban, Abdulla, Björksten, and Hofvander (1991) researched the patterns of breast feeding and weaning in the UAE and reported that the duration of breast feeding is shorter among mothers living in urban areas compared to those living in rural areas. Rates recorded were 3 months in the urban areas versus 9 months in the rural locations.

Comparing generations of grandmothers to mothers and daughters, Green and Smith (2007) argued that there was a drop in the length of breastfeeding. While grandmothers reported breastfeeding their children up to 2 years of age on average, reports from the younger generations indicated a decreasing period of breastfeeding ranging from 4.5-9 months. Osman and El-Sabban (1999) researched infant-feeding practices in Al-Ain, UAE, and argued that working mothers tend to stop breastfeeding earlier than others. Moreover, there was a lack of awareness in general health practices and parenting education and a decrease in time spent between parents and their children.

As both parents are often in the workforce, they typically rely on nannies for babysitting and care giving. Roumani (2005) describes the widespread use of maids as child care takers in the UAE and its negative effects on children’s social and emotional developmental. This type of relationship between the triad of nannies, mothers, and children seems to create some confusion in the children’s upbringing and thus in their emotional and psychological welfare. Parental authority seems to shift and this confusion seems to impact children’s behavior in the schools. Another issue impacting children is the languages spoken by many nannies. Generally nannies are recruited from countries that do not speak Arabic. A lack of communication is apparent between the child and the care giver. In many recorded observations, the researcher noted nannies using physical handling of children in instances when verbal communication failed.

Eapen, Swadi, Sabri, and Abou-Saleir (2001) reported that of a population of 620 children in Al Ain, UAE, occurrences of significant behavioral disturbances were recorded in school children. Parents reported emotional distress while dealing with their children. Management of the children’s behavior is not the sole issue. There were issues related to language development and delays causing serious communication problems. Eapen, Zoubeidi, and Yunis (2004) found a correlation between the lack of involvement of parents and children’s language delay in the UAE. The degree of parental involvement suggests that children’s development and general well being is experiencing issues both in the society and the schools. The researcher’s fieldnotes, teachers’ comments and the schools’ principals all support findings suggesting that the process of education is being hindered by behavioral issues.

Klicpera and Schapman (1993) conducted studies in Vienna and England and compared children with poor reading and spelling skills to children without any language difficulties. They noted that poor readers and spellers showed more behavioral issues impacting the classroom management process. Language difficulties impact communication and consequently the behavior of children in social settings.

As early years of education seem to have emphasized language and language arts in the classrooms, Jalongo (2003) stated that “Of all the influences on children’s language growth, parents and families are the most powerful” (p.29). Parental presence affects the child not only through heredity but also through the type of language environment they provide at home. The need for the child to be in proximity of the adult refers to the concept created by Vygotsky (1986) in the Zone of Proximal Development (zoped): the place at which a child’s empirically rich but disorganized spontaneous concepts meet the systematicity and logic of adult reasoning...the depth of the [zoped] varies, reflecting children’s relative abilities to appropriate adult structures” (p.xxxv)

For several decades, research relating thought to language and thinking to verbal expression has been controversial. The importance of language to thinking is, however, indubitable. As children develop, their speech matures while their words develop more meaning. The thinking process progresses and language becomes an indispensable tool.

With such Vygotskian foundations, in the early years, the need for children to verbalize thought is essential for the development of reasoning skills. For words to be produced, prerequisites are needed. The use of appropriate and adequate language at an early age in daily life situations is a crucial factor in developing young children’s thinking skills and thus improving cognitive aptitudes. Thought is at the
basis of the problem solving process and relies on clarity, precision and accuracy of communication, consequently on accurate verbal production.

While Piaget’s (1932-1970) numerous research aimed at understanding the language of the child, great opportunities were created for different schools of thought to research the importance of the first utterances and thus the language of the child. Vygotsky (1986) argues that “a child’s intellectual growth is contingent on his mastering the social means of thought, that is, language” (p. 94). A child’s first exposure to language engages him/her into the understanding of this “social tool”. That is the first occurrence of verbal production within the proximity of the caring adults around the child. The need to socialize the child is thus, the initial step that ensures the development of thought correlated to language.

Methodology: Creation of the Concept

With such theoretical grounding and research in the psychological and educational development of language as well as the emotional cognition of the child, the researcher created the concept of Mother’s Lap as a community service project. The objective of this center was to invite parents to an activity that would allow mothers to provide a lap for their children to bond with them. Books were used as tools for socializing the child and engaging mothers in very unique experiences (i.e. discovering books and scaffolding their children’s psychological and linguistic development).

With the help of the university social club, the researcher advertised the center through the university website. There were 20 regular participants including parents and children as well as the occasional visitors. Children’s ages ranged between 4 and 11. Occasionally, a parent would also bring in another child, a cousin, a nephew, or a niece. A section of the small library at the club was used for the center. Carpets were provided for seating on the floors. Adults were invited to sit on the floor and provide a comfortable lap for their children. In both corners of the center were baskets of legos, books and art materials. The researcher, who also plays the piano, provided a keyboard for some singing activities. The program was offered twice a week for a period of six weeks. Each session lasted for one hour and 30 minutes. Parents could stay after that as long as they wanted and use the facilities of the center.

The researcher trained two people to conduct and initiate reading activities in Arabic and in English simultaneously. There were pre and post reading activities. Each activity lasted about 10 minutes bringing the whole directed activity to 30 minutes. Pre-activities included songs, puppets and finger plays. Post activities included questions to children and parents, open ended questions, and more songs and discussions. Afterwards, parents were encouraged to look at other books provided by the center and to guide their children into more stories or activities. During the project some fathers instead of mothers showed up and became regular figures in the center.

The researcher was also present at all times. Field transcriptions and observations seem to suggest that parents, who at first were reluctant to get involved in the activities, gradually became active participants. More fathers were showing up and were getting their hands into activities such as playing with puppets and painting and talking to their children about the story of the day. At the end of the project, parents demanded that there would be more activities connected to Mother’s Lap.

During the third session, two parents approached the researcher with issues related to their children’s behaviors at schools. There were reports of persistent crying at school, persistent need for attention, unruliness and inconsistent behavior in classrooms. Those issues were discussed during the rest of the sessions and some strategies were designed to aid parents in helping children overcome such situations. Some parents asked for strategies to help their children in reading and verbal expression. Parents were very supportive and their feedback suggests the need for establishing more of these centers across the nation.

Implications

In this fast growing nation of the UAE with such a young population, time for bonding between parents and children is declining as life demands are growing. Engaging children in verbal and social talk is also declining. This is impacting the development of children’s cognition. Transcriptions of the researcher’s collected data suggest that young children’s behavioral issues were either related to the lack of verbal expressions or to the misunderstandings of verbal communication. More inquiries and observations about the assessment process for linguistic productions and verbal communication revealed that schools were not equipped with any type of ongoing assessment of linguistic development. Time allocated for reading in the classrooms was also minimal. Further transcriptions of mother-child interactions in the society seem to suggest that a considerable presence of non-Arabic speaking nannies in households provide for the various needs of the children. Mothers caring for their babies, or even socializing them is an unusual practice in the society.

The useful need for the mother tongue is thus essential, and children’s cognition can only develop if their language advances accordingly. Research also suggests there is a relationship between language development and behavioral issues in children. By promoting reading in the family, Jalongo (2006) suggested that parents need to spend time with their children and become observers, interactors, and motivators as they create better opportunities for their children to developing their language and cognition as well as improving their academic performance.

With such a background, school psychologists need to encourage parents to engage in activities with their children, as well as promoting literacy. Based on Vygotsky’s zone of proximal development, children need the adults in proximity to model behavior and linguistic production and help them
advance through their cognitive process. Such centers based on the concept of Mother’s Lap would emphasize the mother tongue, the verbal cultural intonations, as well as develop the child’s communication skills. In this young nation, the practice of involving parents in literacy becomes a necessity and promoting language and communication would ensure the continuous follow-up of children’s academic progress by bridging over between home and school.

The Arabic world is in need of literacy, and it is advised that schools delegate responsibility to parents in promoting literacy, knowledge and understanding and promoting academic and psychological progress. Leaders need to understand the necessity for establishing libraries and reading centers for promoting reading and creating an environment of knowledge in a world in need of literacy.

References

Search for Editor for Psychology: IUPsyS Global Resource

The International Union of Psychological Science (IUPsyS) sponsors the publication of an international resource, PSYCHOLOGY: IUPsyS GLOBAL RESOURCE. This is a CD-ROM that includes resource tools, such as guides to national and international psychological organizations, surveys on special topics across nations (e.g., cognition, ethics, etc.), directories of scholarly psychological organizations around the world, programs of international congresses, as well as information on IUPsyS itself. This resource is published as a supplement to the International Journal of Psychology and sold as a stand-alone and is subscribed to by hundreds of libraries and numerous individuals. It is published by Psychology Press. All materials are published in English.

The IUPsyS is searching for an editor or editorial team to take over the regular updating and further development of the Global Resource tool. The appointment will begin in July 2008 for a period of 4 years. At the time of initial appointment, the new editor(s) will overlap with the current editors for a period of 5 months for orientation to the materials. The editor(s) will work cooperatively with the IUPsyS Publications and Communications Committee, the Executive Committee of the IUPsyS, the past editors, and Psychology Press Publishers to insure the coordinated and timely production of the IUPsyS Global Resource. The editor(s) will be expected to attend the IUPsyS-sponsored International Congresses of Psychology in order to meet with the IUPsyS Executive Committee, and will receive partial support for travel and accommodation.

The editor(s) maintain and update current extensive electronic files, initiate the development and production of new data files, and decide upon timely deletion of old files as appropriate. The editor(s) will be alert to emerging information needs of IUPsyS members and international psychology as a whole, have good English language communication skills, an understanding of the importance of form, format, and detail for effective and efficient database searching—both manually and electronically. The CD-ROM is PC compatible. The editor(s) need computer availability, familiarity with Microsoft Windows programs (WORD, Excel, Outlook), e-mail access and the ability to transmit and receive attached files, preferably on high-speed connection (preferably supported by an institution).

The editor(s) will devote time to this project throughout the year, but the demands are likely greater in the autumn of each year. The availability of secretarial help or equivalent (students) would be an advantage. The team approach could be very useful if one person were knowledgeable about psychology and psychology organizations and the other person knowledgeable about reference library needs,
P&C Board - Call for Nominations

The Publications and Communications (P&C) Board of the American Psychological Association has opened nominations for the editorships of *Psychological Assessment*, *Journal of Family Psychology*, *Journal of Experimental Psychology: Animal Behavior Processes*, and *Journal of Personality and Social Psychology: Personality Processes and Individual Differences (PPID)*, for the years 2010-2015. Milton E. Strauss, PhD, Anne E. Kazak, PhD, Nicholas Mackintosh, PhD, and Charles S. Carver, PhD, respectively, are the incumbent editors.

Candidates should be members of APA and should be available to start receiving manuscripts in early 2009 to prepare for issues published in 2010. Please note that the P&C Board encourages participation by members of under-represented groups in the publication process and would particularly welcome such nominees. Self-nominations are also encouraged.

Search chairs have been appointed as follows:
- **Psychological Assessment**, William C. Howell, PhD, and J Gilbert Benedict, PhD
- **Journal of Family Psychology**, Lillian Comas-Diaz, PhD, and Robert G. Frank, PhD
- **Journal of Experimental Psychology: Animal Behavior Processes**, Peter A. Ornstein, PhD, and Linda Porrino, PhD
- **Journal of Personality and Social Psychology: PPID**, David C. Funder, PhD, and Leah L. Light, PhD

Candidates should be nominated by accessing APA's EditorQuest site on the Web. Using your Web browser, go to [http://editorquest.apa.org](http://editorquest.apa.org). On the Home menu on the left, find "Guests." Next, click on the link "Submit a Nomination," enter your nominee's information, and click "Submit." Prepared statements of one page or less in support of a nominee can also be submitted by e-mail to Emnet Tesfaye, P&C Board Search Liaison.

Deadline for accepting nominations is January 10, 2008, when reviews will begin.

International Coalition Against Sexual Harassment (ICASH)
13th Annual Conference

Call for Papers

The International Coalition Against Sexual Harassment (ICASH) invites workshops, papers, and panel discussions for its 13th conference on all aspects of sexual harassment pertaining to the theme: *Working Together in Dealing with Sexual Harassment: Researchers, Advocates, Therapists and Attorneys*

ICASH will be held on August 3, 2008 at the Boston Park Plaza Hotel and Towers, 64 Arlington St., Boston, Massachusetts

Proposal Deadline: February 1, 2008

Papers, workshops, and panel discussions on aspects of sexual harassment pertaining to this year's theme are sought. Proposals on the following topics/areas of harassment are especially welcomed: educational settings (K-12; college); cross-national studies; characteristics of male perpetrators; women in male-dominated environments; training approaches; management strategies; counseling strategies, and developments in sexual harassment law.

Abstracts can be up to 2 pages in length and include information (when describing empirical research) on: Purpose of Study, Methodology, Results, Discussion

For abstracts that describe non-empirical research, please include the following: Purpose and Goals of the Presentation, Issues to be Addressed at the Conference

ICASH is a multi-discipline, international group of professionals: academics, researchers, human resource personnel, clinicians/therapists, attorneys and activists.

For additional information, contact Michele Paludi at MPaludi@aol.com

Submit proposals by February 1, 2008 to Michele Paludi at MPaludi@aol.com

Conference information as it becomes available will be posted on the following ICASH website: [http://jan.ucc.nau.edu/~pms/icash.html](http://jan.ucc.nau.edu/~pms/icash.html)
We will keep you updated as conference plans continue.

2008 Conference Co-Chairs:
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Council New Business Items August 2007
(APA)

The Committee on Division/APA Relations (CODAPAR) provides the following information to division officers to increase the awareness of and opportunity for division input to governance issues that are on the current agendas of APA boards and committees. What follows is a summary of new business items submitted between the close of the February 2007 and August 2007 sessions of Council. The Agenda Planning Group, which is made up of the chairs of APA standing boards, CSFC, CODAPAR (representing division interests), CAPP (representing state/provincial interests) and APAGS reviewed the items and referred them to APA groups for consideration. Divisions are invited to comment on these items. Summary statements for each item appear below, along with a list of the APA boards and committees to which the item was referred. The board or committee appearing in bold has been designated lead group for the item. Division comments on each item should be directed to the lead board or committee at the APA address.

The board/committee acronyms used in the listing are: BAPPI - Board for the Advancement of Psychology in the Public Interest, BPA - Board of Professional Affairs, CODAPAR - Committee on Division/APA Relations, P&P - Policy and Planning Board.

Item 33A: Call to shut down the illegal prison at Guantanamo Bay and all other facilities for "enemy combatants." This item is a resolution proposed for adoption as APA policy that asks for the immediate closure of Guantanamo Bay prison and all other sites where enemy combatants are held without due process and calls for the extension of the protections of the Geneva Conventions and U.S. Constitution to all captured individuals. Referred to: BAPPI, Ethics Committee, and BPA

Item 33C: Increasing Funding for Interdivisional Grants. This item asks that APA increase the level of funding for the Interdivisional Grants Program from $12,500 to $50,000. Referred to: CODAPAR and P&P
Security as an Individual and International Issue

Kathleen Malley-Morrison
Michael Corgan
Helena Castanheira
Boston University

Both psychologists and political scientists devote considerable attention to issues of security, but generally they conceptualize and address the construct in quite different ways. Moreover, governments tend to view security very narrowly as a national issue, conceptualized primarily in terms of boundaries and control of resources. In this paper, we make two arguments: 1) in this era of globalization, governments and non-governmental organizations (NGOs) need to subscribe to a broad, multi-level view of security, and 2) psychologists, political scientists, and other social scientists need to develop an interdisciplinary approach to security if they are to serve adequately as consultants to governments and NGOs regarding issues of security.

A quick survey of recent articles in psychological and political science/international relations journals dramatizes the extent to which security tends to be conceptualized differently in those disciplines. A search on “security” in the American Psychological Association PsycArticles database revealed 573 hits for “security”. An informal analysis of the articles in which security was a construct (with articles in which the term “security” appeared only in the reference section or in a term such as “security personnel” or “maximum security prison” excluded) revealed that the majority of articles either a) referred explicitly to security within the context of attachment theory or b) referred to emotional security theory or identified security as a basic need—which in both cases is quite consistent with attachment theory.

Based on early work by Bowlby (1969) and Ainsworth, Blehar, Waters, and Wall (1978), attachment theorists view the achievement of secure attachments first to caretakers and then to others as the goal of an innate, biological need. Secure attachments, which emerge from early relationships in which caregivers are available, nurturing, and supportive, are characterized by low anxiety and low avoidance in relation to close others, and comfort with both closeness and separateness/autonomy. Research indicates that secure attachment is related to characteristics such as empathy (Mikulincer, Gillath, Haley, Avihou, Avidan, & Eshkoli, 2001), altruism (Mikulincer, Shaver, Gillath & Nitzberg, 2005), and lower bias towards outgroups (Mikulincer & Shaver, 2001). Insecure attachments are predictive of vulnerability to psychopathology (e.g., Carlson, 1998), intense jealousy (Sharpsteen, & Kirkpatrick, 1997), low self-esteem (Bartholomew & Horowitz, 1991), heightened aggressiveness (Dutton, Saunders, Starzomski, & Bartholomew, 1994), and increased needs for self-protection and self-enhancement (Mikulincer & Shaver, 2005). Although most of the research on child and adult attachment has focused on close interpersonal relationships and individual well-being, many of these correlates of secure and insecure attachment are highly relevant to perspectives on international issues such as war and peace.

A search for the term “security” in political science and international relations journals reveals, not surprisingly, very different conceptions. An informal survey of relevant journals identified in the Sage Political Science database during 2007 revealed that “security” in these journals generally referred to broader ecological systems in which individuals and families functioned—e.g., job security, economic security, social security, public security, human security, border security, national security, and international security. In general, as was true in the psychological articles, “security” was not defined in the articles, although Wohlforth, et al. (2007, p. 157) defined it as “long term odds for survival”, which is quite consistent with the attachment theory perspective.

In our view, governments and even some NGOs, such as the United Nations, have traditionally emphasized national security, particularly in the form of border security, at the expense of human and relationship security. The most recent example of the failure inherent in this approach lies in the creation, or pseudocreation, of the U.S. Department of Homeland Security. Where is the evidence that the lives of Americans or anyone else have been made safer by the creation of that body?

At the heart of attachment insecurity is anxiety, and clearly anxiety plays a role in people’s willingness to go to war to protect their borders and resources. Clearly, too, governments and media are extremely effective at manipulating feelings of insecurity in ways that promote their own agendas. In our view, in today’s world, if there is to be any hope of the majority of people feeling secure in themselves, in their homes, in their relationships, and in their social and economic lives, governmental leaders in the United States and around the globe need to re-think their emphasis on national security and a mind-set that sees no way of ensuring national security except through military might. The inability of the U.S. government to deal effectively with the aftermath of Hurricane Katrina and to re-establish even a modicum of security, particularly in the form of border security, at the United Nations, have traditionally emphasized national security, particularly in the form of border security, at the expense of human and relationship security. The most recent example of the failure inherent in this approach lies in the creation, or pseudocreation, of the U.S. Department of Homeland Security. Where is the evidence that the lives of Americans or anyone else have been made safer by the creation of that body?

An integration of psychological and political science/international relations perspectives leads to many important conceptual and empirical questions related to security: To what extent do views on human, national, and international security vary as a function of early attachment experiences and secure or insecure adult attachment styles? To what extent do attachment styles and beliefs concerning human, national, and international security correlate in coherent...
world views? How can we develop post-conflict programs that address individual and family security needs? What steps can be taken to educate political leaders as to the importance, for the survival of the species, of conceptualizing security broadly? We believe that one step in the right direction would come from multidisciplinary collaborations designed to promote interdisciplinary theory building and empirical research on security at all ecological levels.

Correspondence regarding this article should be sent to helenacasta@gmail.com

References
Midwestern Psychological Association
Call for Papers and Other Announcements
2008 Meeting, May 1-3 Palmer House Hotel, Chicago, IL

NOTE: All abstracts must be submitted electronically. You will find instructions at www.midwesternpsych.org. Click on submissions. The deadline for submissions is November 2, 2007

General Instructions

PROGRAM MODERATOR: The Program Moderator for the 2008 meeting is Dr. Maureen Wang Erber Department of Psychology, Northeastern Illinois University, 5500 North St. Louis Avenue, Chicago IL, 60625-4699, Phone: (773) 442-5843, email: MPA2008@neiu.edu. All abstracts must be submitted online. The guidelines for electronic submission can be found on the website www.midwesternpsych.org/submissions.html. If electronic submission poses a particular hardship, please contact the Program Moderator, Maureen Erber (see above) no later than October 1, 2007.

Note that there is no longer an access code; each submitter will create a unique id or will use their APA login. Please note: DO NOT use the same login as a colleague, professor, or student unless all decision notices should go to the same email address; simply create your own independent login. The last letter of the submitter’s address entered is the one that will be used to send all acceptance notifications for that login. All research submitted to MPA must comply with the APA Ethical Principles and Code of Conduct and must have been approved by the author's institutional review committee for research on human or animal subjects.

METHODOLOGICAL OR THEORETICAL PAPERS: The requirements for submission of methodological or theoretical papers are identical to those for research papers, except that paragraphs C through F of the abstract (see the website) may be modified.

CRITERIA FOR SELECTION OF PAPERS: The Program Committee applies the following criteria to all papers, independent of content areas and whether the paper is an oral or poster presentation:
(a) Does the submission meet the formal requirements of format and length?
(b) Is the study of adequate quality and originality?
(c) Are the data collection and analyses complete enough to present meaningful findings at the time of submission?
(d) Is the abstract clear and informative? The study may be excellent, but unless this is conveyed in the abstract, the Committee has no basis for accepting it.

SYMPOSIA: MPA encourages the submission of symposia. The Program Committee tends not to favor intramural programs, homogeneous views, or professional issues; rather we prefer to see empirical and/or theoretical scientific work by several scholars integrated into a coherent symposium. Good symposia typically provide multiple perspectives on a topic by people from different institutions. No proposal can be considered unless all participants have notified the organizer of the symposium that they will participate. Symposia are to be submitted on the website. Choose the symposium link after you login, and follow the instructions. Please note that all presenters are required to provide an abstract of their presentations as part of the symposium submission process.

MODERATORS: Any MPA member who will be attending the convention may volunteer to moderate a paper session. If you would like to be a session moderator, contact Maureen Erber, email: MPA2008@neiu.edu.

ELIGIBILITY: Members of MPA whose dues have been paid for the current year, including those who complete their application for membership by November 1, 2007, may present papers and posters and organize symposia. Nonmembers may present a paper if a coauthor is a member or if the paper is sponsored by a member. There is no need for a sponsor if at least one of the authors is an MPA member.

MEMBERSHIP: Membership in MPA is open to anyone with a doctorate in psychology or to any graduate student in psychology who is endorsed by an MPA member. An application can be downloaded from the MPA website at www.midwesternpsych.org. Undergraduates are not eligible to be members of MPA, although their attendance at the meeting is welcomed. Convention registration is included as part of membership dues for members and is $50 for nonmembers ($20 for nonmember students).

DUES: Dues are $45 for one year or $120 for three years. Dues for graduate students are $20 a year. If you owe dues for the current year (July 2007-June 2008), your letter indicated that dues are owed and an envelope (addressed to Mary Kite) would have been enclosed. Make your check or money order payable to the Midwestern Psychological Association, Inc., and send it in the envelope to Mary E. Kite, Department of Psychological Science, Ball State University, Muncie, IN 47305. You may also pay dues online with a credit or debit card at www.midwesternpsych.org/membership.html.

PSI CHI MEMBERS may present posters in the program section for that organization. Undergraduates in institutions with no Psi Chi Chapter may also submit posters through Psi Chi. The coordinator for this year’s Psi Chi program is Dr. Betsy Morgan, Psychology Department, University of Wisconsin B La Crosse, La Crosse, WI 54601. Psi Chi papers are due by 5 pm on Friday, November 3, 2007. Further information is on the MPA website; follow the links to Psi Chi.
International Employment Opportunities

Michael Stevens, Ph.D., DHC
President, APA Division 52
mjsteven@ilstu.edu

MONASH UNIVERSITY, SCHOOL OF PSYCHOLOGY— The School is seeking a lecturer/senior lecturer in clinical forensic psychology to contribute to the teaching, research, clinical supervision, and administration of the doctor of psychology (clinical) course, particularly the forensic stream. Teaching and research supervision duties will extend to the undergraduate program as required. The successful applicant will have Ph.D. or D.Psych., qualifications in clinical psychological be eligible for membership of the Australian Psychological Society (APS) and the APS College of Clinical Psychologists, and have prior clinical experience in a forensic setting. A doctoral degree in clinical-forensic psychology and evidence of expertise in law or equivalent would be beneficial. Appointment will be made at a level appropriate to the successful applicant’s qualifications, experience and in accordance with classification standards for each level
Salary range: AUD65,843 - AUD78,189 / AUD80,658 - AUD93,003 pa Level B/Level C plus generous superannuation
Inquiries: Professor James Ogloff, Tel: 9495 9131 or Email: james.ogloff@med.monash.edu.au
Applications: by mail addressed to Ms. Marnie Blakeman, School of Psychology, Psychiatry and Psychological Medicine, Monash University, Clayton Vic 3800, AUSTRALIA, or by email
hr.spppm@med.monash.edu.au

UNIVERSITY OF NEWCASTLE, SCHOOL OF PSYCHOLOGY— The School of Psychology is seeking an outstanding academic at the associate professorship level to lead the School on the Ourimbah Campus. The successful candidate will play a major role in providing academic leadership within the School, and provide input to the strategic development of the School at Ourimbah. A relevant Ph.D. is considered essential for this position. Academic Level D: AUD 97,885 to AUD 107,836. Applications close: September 28, 2007. We are a successful world-class university that demonstrates excellence in teaching and research. We undertake research that makes an impact on the world. As an organization we aim to grow and prosper in a changing economic environment. All applications must include a statement addressing each selection criteria. Before submitting an application, please obtain additional information about the position, including the selection criteria and application procedure in one of the ways listed below.
Tel: +61 2 4921 5266
Email: employment@newcastle.edu.au
Web site: www.newcastle.edu.au/service/employment

QUEEN’S UNIVERSITY, DEPARTMENT OF PSYCHOLOGY— Psychopathology at the assistant professor level in the clinical program is available starting July 1, 2008 or as soon as possible thereafter. Applications will be accepted until October 31, 2007 or until the position is filled. We will consider candidates with research specializations in any domain of psychopathology including the etiology, developmental mechanisms, or treatment of mental disorders. The successful candidate must hold a Ph.D. in clinical psychology and be eligible for registration with the College of Psychologists of Ontario. In addition, he or she must be able to teach abnormal psychology at the undergraduate level, child psychopathology or adult psychopathology at the graduate level, supervise undergraduate and graduate theses, and present a research program with the potential to link with other research strengths within the department. The department also has excellent facilities for interdisciplinary research through its links with the Queen’s Center for Neuroscience with its new imaging facility (www.queensu.ca/ neurosci/). Decisions will be made on the basis of demonstrated research and teaching excellence, complementarity of research interests to those existing in the department, possession of relevant skills, and potential for collegial service. Salary will be commensurate with qualifications and experience. All qualified candidates are encouraged to apply; however, Canadians and permanent residents will be given priority. Queen’s University is committed to employment equity and diversity in the workplace and welcomes applications from women, minorities, aboriginal people, persons with disabilities, and persons of any sexual orientation or gender identity. Send a letter of application, a curriculum vitae, copies of recent publications, and letters from three references to Dr. V. L. Quinsey, Head, Department of Psychology, Queen’s University, Kingston, Ontario K7L 3N6. Tel (613) 533 2492; Fax (613) 533 2499.

CHINA, PERSONNEL DECISIONS INTERNATIONAL— Personnel Decisions International (PDI) is a global human resource-consulting firm with distinctive expertise in building leadership talent that provides real competitive advantage to our clients. With over 700 team members in 28 offices around the globe, we partner with the world’s leading organizations, enabling them to make consistently effective decisions about leaders. Come join our growing team, and be part of PDI’s “real leadership advantage.” PDI partners with executives and leaders in some of the world’s largest companies. Our consultants help organizations develop and improve their leadership capability and make more effective, strategic decisions about their talent. Supported by the most rigorous research and extensive normative data, our solutions have proven to be among the most effective in the industry.
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- Creativity and motivation to partner with clients to solve problems and identify system options
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CHINESE UNIVERSITY OF HONG KONG, DEPARTMENT OF EDUCATIONAL PSYCHOLOGY—

The Department invites applications for associate professor(s)/assistant professor(s). The Department plans to further develop its strength in psychological assessment and interventions of children and adolescents with special behavior, education and learning needs. Applicants should have (1) excellent academic qualifications, including a doctoral degree in school psychology or other related disciplines, (2) a strong research and practice background in psychological/cognitive assessment and intervention of school children with special needs, (3) a strong commitment to excellence in teaching and research, and (4) a track record of programmatic research and publication or sound indicators of promise as a productive researcher. The appointee will teach postgraduate/undergraduate courses (both English and Chinese are used as media of instruction), supervise postgraduate students, and assist in administrative matters. Applications will normally be made on contract basis for one to two years initially commencing August 2008 or earlier, leading to longer-term appointment or substantiation later subject to mutual agreement. Applications will be considered until the posts are filled. Salary will be highly competitive, commensurate with qualifications and experience. The University offers a comprehensive fringe benefit package, including medical care, plus a contract-end gratuity for appointments of two years and housing benefits for eligible appointees. Further information about the University and the general terms of service for appointments is available at http://www.cuhk.edu.hk/personnel. The terms mentioned herein are for reference only and are subject to revision by the university. Send full resume, copies of academic credentials, a publication list and/or abstracts of selected published papers, together with names, addresses, and fax numbers/e-mail addresses of three references to whom the applicant’s consent has been given for their providing references to the Personnel Office, The Chinese University of Hong Kong, Shatin, N.T., Hong Kong (Fax: 852 2603 6852) by the closing date.

UNIVERSITY OF HONG KONG, DEPARTMENT OF PSYCHOLOGY—

The University is committed to the highest international standards of excellence in teaching and research, and has been at the international forefront of academic scholarship for many years. Of a number of recent indicators of the University’s performance, one is its ranking at 33 among the top 200 universities in the world by the U.K.’s Times Higher Education Supplement. The University has a comprehensive range of study programs and research disciplines, with 20,000 undergraduate and postgraduate students from 50 countries, and a complement of 1,200 academic members of staff, many of whom are internationally renowned. Applications are invited for appointments as (1) professor/associate professor/assistant professor in cognitive psychology and (2) assistant professor in educational psychology in the Department of Psychology from July 1, 2008 or as soon as possible thereafter on a three-year fixed-term basis with the possibility of renewal for a further three years on the basis of performance. An invitation to apply for tenure will be offered during the second three-year term. For post (1): on tenure terms for exceptionally outstanding candidates (except for assistant professor level). For post (1): applicants should possess a Ph.D. degree in cognitive psychology or a related field, and have a strong record of research and teaching in cognitive psychology. The Department particularly wishes to attract candidates with research interest and expertise in high-level cognition. For post (2): applicants should possess a Ph.D. degree in school/educational/applied developmental Psychology or an equivalent qualification, and have a strong record of research and teaching, together with relevant work experience, and be eligible for professional practice in school/educational Psychology. The appointee is required to contribute to the teaching and administration of a professional graduate program in educational psychology. Working knowledge of Chinese and familiarity with the local community are preferred. The appointees are expected to maintain an active research program and will be responsible for teaching both graduate and undergraduate courses, and will supervise research students. Applicants should indicate clearly which post and level they wish to be considered for. Starting annual salaries are as follows (subject to review from time to time at the entire discretion of the University): Professor: around HK$803,700, Associate Professor: around HK$593,100, Assistant Professor: around HK$451,980 (approximately US$1 = HK$7.8) Tenure appointments will attract a contract-end gratuity and University contribution to a retirement benefits scheme, totaling up to 15% of basic salary, as well as leave, and medical/dental benefits. At current rates, salaries tax does not exceed 16% of gross income. Housing benefits will be provided as applicable. Further particulars and application forms can be obtained at https://www.hku.hk/apptunit/ or from the Appointments Unit (Senior), Human Resource Section, Registry, University of Hong Kong, Hong Kong (fax: 852 2540 6735 or 2559 2058, Email: senrappt@hkucc.hku.hk). Closes November 15, 2007.

UNIVERSITY OF HONG KONG, DEPARTMENT OF PSYCHOLOGY—

The University is committed to the highest international standards of excellence in teaching and research, and has been at the international forefront of academic scholarship for many years. Of a number of recent indicators of the University’s performance, one is its ranking at 33 among the top 200 universities in the world by the U.K.’s Times Higher Education Supplement. The University has a comprehensive range of study programs and research disciplines, with 20,000 undergraduate and postgraduate students from 50 countries, and a complement of 1,200 academic
members of staff, many of whom are internationally renowned. Applications are invited for appointments as (1) assistant professor in social psychology, (2) assistant professor in clinical psychology, and (3) assistant professor in psychology in the Department of Psychology from July 1, 2008 or as soon as possible thereafter on a three-year fixed-term basis with the possibility of renewal for a further three years on the basis of performance. An invitation to apply for tenure will be offered during the second three-year term. For post (1): applicants should possess a Ph.D. degree in social psychology or a related field and have a strong record of research in social psychology, broadly defined, together with a good record of teaching or sound indicators of promise as a teacher in social psychology. The Department particularly wishes to attract candidates with research interest and expertise in cultural psychology. For post (2): applicants should possess a Ph.D. degree in clinical psychology with a good record of research and teaching or sound indicators of promise as a teacher in clinical psychology. For post (3): applicants should possess a Ph.D. degree in psychology and have a strong record of research, together with a good record of teaching or sound indicators of promise as a teacher in psychology. The Department particularly wishes to attract candidates with research interest and expertise in quantitative methods in psychology. The appointees are expected to maintain an active research program and will be responsible for teaching both graduate and undergraduate courses, and supervising research students. Applicants should indicate clearly which post and field they wish to be considered for. Applicants who have responded to the last advertisement for appointment as assistant professor in clinical psychology need not re-apply and a new application for a post is required if an application will be considered together with the new applications. Information about the Department can be obtained at http://www.hku.hk/psychology. Annual salary will be in the range of HK$451,980–698,520 (approximately US$1 = HK$7.8) subject to review from time to time at the entire discretion of the University. The appointments will attract a contract-end gratuity and University benefits will be provided as applicable. Further particulars and application forms can be obtained at https://www.hku.hk/apptunit/ or from the Appointments Unit (Senior), Human Resource Section, Registry, University of Hong Kong, Hong Kong (fax: 852 2540 6735 or 2550 2058; Email: senapptu@hkucc.hku.hk). Closes November 15, 2007.

UNIVERSITY OF GUAM— The University is seeking applicants for a three-year, tenure-track position in Clinical Psychology. Applicants should have a Ph.D. or Psy.D. in clinical psychology from an accredited clinical program and internship. The successful candidate will (a) teach some of the following undergraduate courses: abnormal psychology, personality theory, personal adjustment, general psychology, research methodology, psychological research seminar, cognitive psychology, and history and systems; (b) work with other faculty to establish a master’s program in clinical psychology and once the program has been approved, teach clinically oriented graduate courses in subjects such as clinical assessment, clinical interventions, clinical research methods, and psychopathology and psychodiagnosis; (c) conduct an active research program; (d) perform university and community service, including clinical supervision in UOG’s Isa Psychological Services Center; and (e) seek external funding for research and/or service activities. Applicants must be willing to address the needs of the Micronesian region through teaching, research, and service programs. Review of applications will begin immediately and will continue until the position is filled. For further information, see the full job announcement (http://www.uog.hk.com - select CAREER) or email dfermand@uog9.uog.edu. To apply, submit a Government of Guam employment application form (http://www.uog.hk.com - select FORMS); letter of application summarizing qualifications and interest in the position; curriculum vitae; three current confidential letters of recommendation; and copies of all undergraduate and graduate transcripts to: Dr. Iain Twaddle, Chair, Clinical Psychology Search Committee, c/o Human Resources Office, University of Guam, UOG Station, Mangilao, GU 96923, USA. Employer will assist with relocation costs. Assistant Prof. $34,993–$71,084 per academic year Associate Prof. $40,086–$80,936 per academic year. Travel and a relocation allowance will be paid for a tenure-track appointment.

OKINAWA INSTITUTE OF SCIENCE AND TECHNOLOGY PROMOTION CORPORATION— We seek a postdoctoral research fellow to join a dynamic research team committed to extending understanding of the etiology and management of attention deficit hyperactivity disorder (ADHD). The position is available for two years. Starting annual salary will be 4.5–6.0 million yen depending on experience. Responsibilities include: the postdoctoral research fellow will take an active role in the planning, data collection and analyses of a series of studies investigating the sensitivity of children with ADHD to reinforcement. Qualifications include: Applicants must have a Ph.D. in clinical child psychology or a closely related discipline (e.g., clinical psychology, counseling psychology, developmental psychology) and be licensed or license-eligible in the state/country from which they received their Ph.D. Applicants must be fluent (oral and written) in Japanese and English. Preference will be given to applicants with experience in the assessment and diagnosis of externalizing behavior disorders, particularly ADHD. Completion of advanced courses/practicum in child psychological assessment and neuropsychology together with a high degree of proficiency in statistical methods and scientific writing is highly desirable. Send curriculum vitae, summary of research interests and experience, graduate transcripts, reprints (preprints) and the names of three references to: Dr. Gail Tripp Human Developmental Neurobiology Unit Okinawa Institute of Science and Technology Promotion Corporation (http://www.oist.jp) 12-22 Suzaki, Uruma Okinawa 904-2234 Japan E-mail: tripp@oist.jp Fax: +81-98-921-4435

AMERICAN UNIVERSITY OF THE CARIBBEAN, SCHOOL OF MEDICINE— AUC, an accredited institution with over 3,500 graduated physicians, seeks to appoint a behavioral scientist. The University seeks an individual with experience in behavioral science or clinical psychology in a medical or graduate education setting. Candidates should possess a Ph.D. or Psy.D. and a positive commitment to teaching, good communication skills, and a strong comfort level with electronic based learning. Expertise in neuropsychology is essential. This position is contained within the Department of Clinical Medicine and Behavioral Science. The chosen candidate will be responsible for teaching courses in behavioral science and psychopathology, and providing for small group training experiences for students. The position is to be fulfilled...
at the Basic Sciences campus on the island of St. Maarten in the Netherlands Antilles, approximately three hours by air from Miami. AUC possesses an exceptional faculty composed of both basic scientists and clinicians. Students complete their basic sciences training on the island, and then go on to complete clinical clerkships in the U.S., U.K. or Ireland. Interested parties should send a brief statement of teaching philosophy, their curriculum vitae, and contact information for three professional references to: Dr. Gary Mitchell at gmitchell@aucmed.edu. Visit our website www.aucmed.edu to learn more about medical education and opportunities at AUC.

**U.S. DEPARTMENT OF STATE**— Would you like to contribute to the U.S. diplomatic mission in Iraq? The U.S. Department of State is seeking a licensed clinical psychologist with five or more years of clinical experience to work for one year at the U.S. embassy in Baghdad. Responsibilities include direct patient care, coordination of psychiatric medical evacuations, consultation with embassy personnel about management issues, dealing with the stress of working in a war zone, and facilitating teamwork among the various organizational groups represented. Clinical maturity is essential. The successful candidate will have: excellent interpersonal and clinical skills, ability to function well within a complex organization, polished public speaking skills, experience in working in high stress environments. Prior military experience or experience with other U.S. agencies working abroad would be valuable. Starting salary ranges from $75,408 to $110,739 per annum, plus 35 percent post differential and 35 percent danger pay equaling an additional 70 percent of base salary. Additional benefits: health and life insurance, thrift savings plan, annual/sick leave accrual, federal employee retirement system (FERS), post allowance and post differential. Applicants must be U.S. citizens, hold a Ph.D. in psychology, be currently licensed to practice independently in a state or territory of the United States, be eligible for a top-secret security clearance, and possess excellent physical and mental health. If you are interested in a unique opportunity to serve your country, submit your resume to the following address: Department of State, Office of Medical Services, Human Resources Office, Room L209, 2401 E. St., N.W., Washington, DC 20522-0102, Attn: Sandra Waters.
OFFICERS (2007)

President:
Michael J. Stevens, Ph.D.
4620-Psychology
Illinois State University
Normal, IL 61790-4620
Tel: 309-438-5700
Fax: 309-438-5789
e-mail: mjsteven@ilstu.edu
http://www.psychology.ilstu.edu/mjsteven

President-elect:
Uwe Gielen, Ph.D.,
St. Francis College
180 Remsen Street
Brooklyn, NY 11201, USA
Tel: 718-489-5386
Fax: 718-522-1274
e-mail: ugielen@hotmail.com or ugielen@stfranciscollege.edu
web: http://www.geocities.com/uwegieleniccp

Past President:
Joy K. Rice, Ph.D.
Psychiatric Services
2727 Marshall Court
Madison, WI 53705
Tel: 608-238-9354
Fax: 608-274-6311
e-mail: jkrice@facstaff.wisc.edu

Treasurer:
Anie Kalayjian, Ed.D.,RN (-2008)
139 Cedar St.
Cliffside Park, NJ 07010
Tel: 201-941-2266
e-mail: kalayjiana@aol.com
web: www.meaningfulworld.com

Secretary:
Sandra Foster, Ph.D. (-2007)
206 Stephendale Road
London SW6 2PP U.K.
mobile 44 071951983913
work direct line 44 020 73123225
e-mail: sr2u@lycos.com
http://www.sandrafoster.com

Council Representative:
Danny Wedding, PhD, MPH
University of Missouri-Columbia
5400 Arsenal Street
Saint Louis, Missouri 63139
Tel: 314-877-6464
Fax: 314-877-6405
e-mail: danny.wedding@mimh.edu
web: http://mimh.edu/danny_wedding

Members-At-Large:
Nancy Felipe Russo, Ph.D. (-2007)
Department of Psychology
Arizona State University - Box 1104
Tempe, Arizona 85287-1104
Fax: 480-965-0380
e-mail: nancy.russo@asu.edu

Charles D. Spielberger, PhD., ABPP (-2007)
Department of Psychology, PCD 4118G
University of South Florida
4202 East Fowler Avenue
Tampa, FL 33620-7200
Tel: 813-974-2342
Fax: 813-974-4617
e-mail: spielber@chumal.cas.usf.edu

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

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

COMMITTEE CHAIRS (2007)
[*ad hoc committees]

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

*Award, Book:*
Renée Goodstein, Ph.D.
Psychology Department
St. Francis College
180 Remsen Street
Brooklyn, NY 11201
Tel: 708-489-5437
e-mail: rgoodstein@stfranciscollege.edu

*Award, Division:*
Joy K. Rice, Ph.D.
Psychiatric Services
2727 Marshall Court
Madison, WI 53705
Tel: 608-238-9354
Fax: 608-274-6311
e-mail: jkrice@facstaff.wisc.edu

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

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

*Award, Mentoring:*
Thema Davis Bryant, Ph.D.
Thema Bryant-Davis
Educational and Counseling Psychology
California State University Long Beach
1250 Bellflower Blvd.
Long Beach, CA 90840-2201
e-mail: thema_bryant@hotmail.com

*Award, Denmark-Reuder:*
Joan Christer, Ph.D.
Psychology Department
Connecticut College
New London, CT 06320-4196
Tel: 860-439-2336 (work)
Tel: 203-877-0379 (home)
Fax: 860-439 5300
e-mail: jccr@conncoll.edu

*Award, Student:*
Robert Ostermann, Ph.D.
201 Church Street
Staunton, VA 24401
Tel: 540-885-0601
e-mail: rdostermann@verizon.net
Board Members

Chalmer Thompson, Ph.D.
W. W. Wright Building
Indiana University
201 N. Rose Ave., Room 4054
Bloomington, IN 47405
email: chathomp@indiana.edu

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

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

*Ethics (Presidential Initiative):
Neal Rubin, Ph.D.
Illinois School of Professional Psychology
Argo University, Chicago
350 North Orleans Street
Chicago, IL 60654
Tel: 312.836.0335 (office)
Tel: 312.777.7748
email: nealrubin@hotmail.com

*Information Clearinghouse:
Michael J. Stevens, Ph.D.
4620-Psychology
Illinois State University
Normal, IL 61790-4620
Tel: 309-438-5700
e-mail: mjstven@ilstu.edu
http://www.psychologyilstu.edu/mjstven

*Immigration/Refugees:
Fred Bemak
e-mail: fbemak@gmu.edu
Oksana Yakusko
e-mail: oyakusko2@unlnotes.unl.edu

International Committee for Women (ICFW):
Carolyn Zerbe Enns, Ph.D.
e-mail: CEnns@cornellcollege.edu

*Liaisons-Divisions:
Lynn H. Collins, Ph.D.
Department of Psychology, POB 273
La Salle University
1900 W. Olney Ave.
Philadelphia, PA 19141
Tel: 215-951-5046
Fax: 215-753-8924
e-mail: collins@lasalle.edu

*Liaisons-International:
Rivka Bertisch Meir, Ph.D., M.P.H.
181 Kensington Drive
Fort Lee, NJ 07024
Tel: 201 – 363-1391
Fax: 801-751-6585
e-mail: Rivka@doctorrivka.com or winsuccess@aol.com
web: www.doctorrivka.com

*Liaisons-International:
Rivka Bertisch Meir, Ph.D., M.P.H.
181 Kensington Drive
Fort Lee, NJ 07024
Tel: 201 – 363-1391
Fax: 801-751-6585
e-mail: Rivka@doctorrivka.com or winsuccess@aol.com
web: www.doctorrivka.com

*Long-range planning:
Paul Lloyd, Ph.D.
201 Cody Lane
Cape Girardeau, MO 63701
Tel: 573-651-2437
e-mail: PLloyd@semo.edu

Membership (Chair):
Danny Wedding, PhD, MPH
University of Missouri-Columbia
5400 Arsenal Street
Saint Louis, Missouri 63139
Tel: 314-877-6464
Fax: 314-877-6405
e-mail: danny.wedding@mimh.edu
web: http://mimh.edu/danny_wedding

Membership (Co-chair):
John Lewis, Ph.D.
Nova Southeastern University
Center for Psychological studies
3301 College Avenue
Fort Lauderdale-Davie, FL 33314-7796
Tel: 954-262-5729
e-mail: lewis@nsu.nova.edu

*Mentoring (Presidential Initiative)
Anie Kalayjian, Ed.D.,RN
139 Cedar St.
Cliffside Park, NJ 07010
Tel: 201-941-2266
e-mail: kalayjian@ nsu.edu
web: www.meaningfulworld.com

*International Psychology Bulletin (Newsletter):
Senel Poyrazli, Ph.D., Editor
Pennsylvania State University – Harrisburg
School of Behav. Sciences and Education
Middletown, PA 17057
Tel: 717-948-6040
e-mail: poyrazli@psu.edu

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

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

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Board Members

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

Jennifer Lancaster, Ph.D., Section Editor (Books by Members)
St. Francis College
180 Remsen Street
Brooklyn, NY 11201
Tel: 718-522-2300 x5323
Email: jlancaster@stfranciscollge.edu

Eric Kucharik, B.A., Editorial Assistant
Pennsylvania State University – Harrisburg
School of Behav. Sciences and Education
Middletown, PA 17057
Tel: 610-349-5768
Email: eck128@psu.edu

Nominations:
Joy K. Rice, Ph.D.
Psychiatric Services
2727 Marshall Court
Madison, WI 53705
Tel: 608-238-9354
Fax: 608-274-6311
e-mail: jkrice@facstaff.wisc.edu

*Outreach:
Harold Takoshoian, Ph.D.
113 West 60th Street - Psychology Dept.
Fordham University
New York, NY 10023
Tel: 212-636-6393
e-mail: takosho@aol.com

Mercedes McCormick, P.D.
33 Hudson Street, #2810
Liberty Towers East
Jersey City, NJ 07302
Mobile: 917-363-7250
Email: mmccormick2@pace.edu

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

Program (Chair):
Sharon Horne, Ph.D.
Associate Professor
Counseling Psychology
The University of Memphis
100 Ball Hall, CEPR
Memphis, TN 38152
Tel: (901) 678-1413
Fax: (901) 678-5114
e-mail: shorne@memphis.edu
web: http://www.people.memphis.edu/~cepr/cpsy/horne.htm

Program (Co-chair):
Wade Pickren
Psychology
Ryerson University
Toronto, ON M4R 1H8
Canada
Tel: 416-979-5000 x2632
wpickren@ryerson.ca

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

*Students and Early Career Psychologists:
Amanda C. Krcacen, M.S.
32 North Lombardy Street
Richmond, VA 23220
email: kracenac@vcu.edu

Lillian Flores Stevens
Virginia Commonwealth University
P.O. Box 842018
808 West Franklin Street
Richmond, VA 23284-2018
email: lfstevens@vcu.edu

*Trauma/Disaster:
Anie Kalayjian, Ed.D.,RN
139 Cedar St.
Cliffside Park, NJ 07010
Tel: 201-941-2266
e-mail: kalayjian@comcast.com
web: www.meaningfulworld.com

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

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