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# INTERNATIONAL PSYCHOLOGY BULLETIN

Volume 12 No. 1 Winter 2008



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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. 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.
- Present tables at the end of the manuscript, after references, each on a separate page.

To learn more about the APA style, refer to <http://apastyle.apa.org>. If you 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.

### 2007 and Beyond: Reflections on the 10th Anniversary of the Division of International Psychology

Michael J. Stevens, PhD, DHC  
*President*  
*APA Division 52 International Psychology*



I am honored to have served as President of the Division of International Psychology in 2007. I am deeply appreciative of the support and encouragement of colleagues and friends. I was very fortunate to have followed in the steps of outstanding past-presidents who guided Division 52 from its inception to the present and on whose legacy and vision I drew throughout the year. The Division has

seen tremendous growth over its 10-year history. My mission, as President, was to consolidate our gains while enlarging the scope of our contributions to international psychology. Let me highlight some noteworthy accomplishments in 2007, the tenth anniversary of Division 52, and identify the directions we are taking in 2008 and beyond.

#### *State of the Division*

Division 52 is one of the few APA divisions not to have suffered a downturn in membership over the past several years. At present, the Division has slightly more than 900 members. Our international and student affiliates have increased appreciably, which is critical to the diversity and vitality of the Division. Our valuing of diversity can be seen in the appointments made to leadership positions on committees and task forces. Establishment of both a Student Committee and Early Career Professionals Committee, as well as Board approval of a needs assessment of early career professionals, demonstrates our commitment to mentoring future leaders of Division 52 and international psychology, generally. Our efforts to recruit new members will soon include a PowerPoint template that can be used by Division 52 members attending conferences to inform others of the opportunities available with membership in Division 52. As critical as it is to attract new members to the Division, we must work diligently to retain them by capturing their interest and energy.

Division 52 is stable financially because of income generated from dues and investments as well as thoughtful expenditures. However, due to rising costs, the Division has been increasingly constrained in financing worthy projects, such as producing an educational video with interviews of international psychologists and co-sponsoring conferences

relevant to international psychologists. Consequently, the Board agreed to raise dues in 2008 by \$5 across membership categories, except for international affiliates. Our decision will provide fiscal leverage in advancing the Division's expanding agenda. However, we must seek creative new ways of raising money for ambitious longer-term projects, such as corporate donations, estate planning, and grants.

#### *Presidential Initiatives*

2007 featured not only several important presidential initiatives, but also efforts to heighten the Division's visibility and expand networking opportunities.

With regard to visibility, Division 52 took an active role in supporting or offering input on important agenda items proposed within APA, such as the *Resolution Condemning Academic Boycotts*, *Resolution on Emancipating and Rehabilitating Enslaved Persons and Prevention of Future Slavery*, and *Resolution Against Genocide*. The Division reauthorized the continuation of APA's leadership of the International Network on Lesbian, Gay, and Bisexual Concerns and Transgender Issues in Psychology, and supports the formation of a task force to investigate the merits of an evidence-based practice policy for applied psychologists. In addition, two Division 52 projects were featured in the *Monitor on Psychology*: the Adopt-a-Psychologist Program and Mentoring Program, both designed to facilitate ongoing, bilateral collaboration with psychologists around the world. Articles published in the Division's newsletter, *International Psychology Bulletin*, are now indexed in PsycEXTRA. And, our student leaders co-authored a chapter on returning international students for an APA Books publication entitled, *Studying Psychology in the United States: Expert Guidance for International Students*.

As for networking, Division 52 is working closely with the International Section of Division 17 (Counseling Psychology) on joint programming at the March 2008 International Counseling Psychology Conference and at future APA conventions, as well as cooperating on projects of mutual concern, such as internationalizing the psychology curriculum. Similarly, the Division established ties with Division 2 (Teaching) via the joint Task Force on the Internationalization of the Teaching of Psychology, which is developing collaborative international networks and co-sponsored conference symposia and workshops in this area of growing interest. Our Curriculum and Training Committee is participating in a textbook-donation initiative under the auspices of the National Institute on the Teaching of Psychology. While we continue to collaborate with CIRP and the Office of International Affairs (OIA) on a number of ongoing and new projects (e.g., psychology at the UN, developing a Psychologists' Map of the World), we are taking unprecedented steps to establish ties with several APA directorates on matters that have an international focus (e.g., revision of the International Classification of Functioning). We also maintain a speaker exchange with the Society for Cross-Cultural Research and

are extending such exchanges to include national psychology associations. In August 2008, I will address the Asociación Guatemalteca de Psicología, inaugurating a promising and mutually beneficial avenue for scientific and applied collaboration.

Given their timeliness and the opportunities they afford, I would like to summarize several presidential initiatives launched in 2007:

### *Conference Co-sponsorship*

Division 52 was a cooperating organization for the July 2007 *China-U.S. Conference: Youth At-Risk* in Beijing and Shanghai. The conference aimed to establish partnerships with the Chinese youth-at-risk network. The U.S. Steering Committee and Global Interactions, Inc. are planning a *China-U.S. Summit on Partnerships* in April 2008. The Division is invited to work with teams of Chinese from universities, organizations, and schools to arrange visits with U.S. partners and form new partnerships that address China's growing at-risk youth.

### *Support for the Social Psychology Network*

Division 52 endorsed the Social Psychology Network (SPN), a scientific and educational organization that serves psychologists worldwide. The SPN has an interactive directory of psychologists from more than 35 countries, source material in 15 languages, and over 1,000 links to web sites outside the U.S. With representatives from eight other divisions, Division 52 moved at the February 2007 Council meeting that APA support this invaluable resource.

### *Extra-APA Connections*

Division 52 supports an initiative to broaden its membership base and partner with state, regional, and international psychology associations. In August 2007, our Outreach Committee and Past-President networked with leaders of the International Council of Psychologists in San Diego to strengthen existing ties and explore future joint ventures, including ethical practice in international settings and internationalizing curriculum and training.

### *Promoting International Psychology*

Division 52 received an interdivisional grant to establish a nationwide speakers bureau that will bring expert international psychologists to present at nearby high schools, colleges and universities, and community groups. In early 2008, the National Speakers Bureau will be publicized on the websites of Psi Beta, Psi Chi, and TOPPS as well as by email and written correspondence to psychology departments throughout the U.S. in order to promote and inform the public about international psychology.

### *Ethics in International Context*

In consultation with the APA Ethics Office and OIA, the newly established Ethics Committee is addressing ethical

challenges faced by U.S. psychologists engaged in international scientific and applied practice. Data will be gathered from colleagues on ethical dilemmas encountered while working in international contexts. These data will serve to clarify the needs for guidance in ethical decision making that arise as psychologists interpret ethical principles and standards of conduct in international settings.

### *Division 52 in San Francisco*

The 2007 APA convention was a remarkable success for Division 52. The Division's convention and hospitality-suite programs were highly informative and very well attended, as were the awards ceremonies that honored those whose contributions to the Division and/or to international psychology were unusual and outstanding.

In addition to programming and awards ceremonies, highlights of our tenth anniversary celebration in San Francisco included Board approval of the Division's new mission statement:

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.

### *2008 and Beyond*

Looking ahead, there are three directions that Division 52 either has undertaken or is seriously contemplating: internationalizing the psychology curriculum, legislative and policy advocacy, and publication of a journal dedicated to international psychology. Each reflects the globalizing of psychology and the necessity of becoming proactively engaged in this juggernaut.

In addition to producing an educational video with interviews of international psychologists, the Division is committed to conference programming that advances the internationalization of the undergraduate and graduate psychology curricula. Perhaps the first conference of its kind convened at St. Francis College in New York City in November 2007. Follow-up conference proposals have been submitted to regional (Eastern Psychological Association), national (APA), and international (International Conference on the Teaching of Psychology in St. Petersburg, Russia) venues for 2008, and an edited book on internationalizing the psychology curriculum is in the planning stages.

Division 52 has attained a level of maturity commensurate with taking on an advocacy role. As socially responsible international psychologists, we should embrace advocacy as a means to further social justice. If the Division is to assume an advocacy role, we must first identify our international legislative and policy priorities in order to establish a clear focus for future advocacy efforts. Second, we must learn effective advocacy strategies that will empower us to influence federal legislative and international policy-making processes. I will continue to gather your thoughts about advocacy, specifically the content and process we would like this activity to take.

The Division 52 Board approved the formation of a task force to explore the merits of an online divisional or APA journal. Such a journal would fulfill the Division's mission to develop a psychological science and practice that promotes global perspectives. At present, there are surprisingly few journals devoted to international psychology, and the need for a multidisciplinary, transnational journal that publishes conceptual and empirical scholarship on a diverse array of global issues and concerns is compelling. Whether to launch such a journal, whether to produce it ourselves or in partnership with others, and whether its scope should be broad or narrow are matters the task force will consider and present to the Board in 2008.

In closing, Division 52's tenth anniversary year was highly productive and rewarding thanks to the creativity, energy, talents, and dedication of our membership. I cannot imagine a more auspicious time in which to be an international psychologist and member of Division 52 – to communicate and collaborate with colleagues at home and abroad on the myriad challenges we face in an ever more interconnected and hard-pressed world. Division 52 is indispensable in identifying, understanding, and meeting these global challenges and I am confident it will do so!

**Psychology International**  
November–December 2007  
Issue of Psychology International,  
APA International Affairs'  
official publication can be viewed at:  
<http://www.apa.org/international/pi/>

### **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](mailto: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>



### A Message from Uwe P. Gielen 2008 President of APA Division 52



For Division 52, 2007 has been a very successful year thanks to the hard work of numerous people as well as the inspired leadership of our 2007 President, Michael J. Stevens. He did indeed set an example for what it means to be the president of a dynamic and forward looking division. Furthermore, all of us should be deeply grateful to Joy Rice who served as Past President in 2007.

Her many contributions to Division 52 have helped to strengthen the division at a time when many of the other APA divisions are slowly shrinking while struggling to attract new and younger members. I also would like to thank Sandra Foster who worked very hard as the Division's Secretary. She was succeeded by Neal Rubin as her skillful successor.

I am indeed looking forward to working together with our 2008 President-Elect, Lynn Collins. One important goal she has set herself is to make Division 52 more visible and attractive to psychologists located around the country. At present, a disproportionate number of our members live on the East Coast. If you have any suggestions for how one might strengthen the division's presence all around the country, please send us an email (Lynn's email address is [collins@lasalle.edu](mailto:collins@lasalle.edu)). Furthermore, we hope to gain additional international members in the new year.

It seems the time has arrived to broaden the international base of the psychology curriculum as it is presently offered at many US institutions as well as elsewhere. A successful conference on this topic was held at St. Francis College during November 9-10, 2007. (A brief report on this conference by Jennifer Lancaster can be found in this issue.) Moreover, the internationalization of the psychology curriculum naturally lends itself to cooperative endeavors with other APA divisions such as, for instance, Divisions 1, 2, and 17 among many others.

So, if you have suggestions and ideas about how Division 52 might contribute to the strengthening of international psychology both in the US and abroad, send us (e.g., Lynn Collins, Michael J. Stevens ([mjstevens@ilstu.edu](mailto:mjstevens@ilstu.edu)), Uwe P. Gielen ([ugielen@hotmail.com](mailto:ugielen@hotmail.com))) a note.

In 2006, Division 52 came to an agreement with Erlbaum Associates to publish a new book series entitled *Global and Cross-Cultural Psychology*. In the meantime, Erlbaum Associates has become a part of Psychology Press, Taylor & Francis Group. I am glad to report that Psychology Press has agreed to continue the *Global and Cross-Cultural Psychology*

series, with Division 52 acting as a sponsor. A brief report about a meeting on this matter between Paul Dukes as a representative of Psychology Press and Harold Takooshian and Uwe P. Gielen as representatives of Division 52 can be found in this issue.

I would like to invite all of you to the March 13-16, 2008, EPA meeting in Boston, which will include a rich general convention program as well as an exciting, internationally oriented program sponsored by Division 52. You can find a preview of the international part of the EPA program in this issue. I am looking forward to seeing many of you in Boston.

With my best wishes to all of you for a prosperous and happy 2008,

Uwe P. Gielen

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### Election Results Div52 Student Committee for 2009

Lillian Flores Stevens  
[lfstevens@vcu.edu](mailto:lfstevens@vcu.edu)

Amanda C. Kracen  
[kracenac@vcu.edu](mailto:kracenac@vcu.edu)

Dear Division 52 Members,

After an election that generated a lot of interest, we are delighted to announce that Manijeh Badiee and Sherry Wang of the University of Nebraska-Lincoln have been elected as Co-Chairs of the Division 52 Student Committee for 2009. Congratulations to them! We think they will contribute greatly to Division 52.

Manijeh and Sherry are currently working toward doctoral degrees in the counseling psychology program at the University of Nebraska-Lincoln. Their initial exposure to and interest in international issues began when they immigrated to the U.S., both at age 6. Sherry and Manijeh love to travel, and have collectively visited or studied abroad in countries such as Morocco, France, Germany, Burkina Faso, Senegal, Mali, Hong Kong, England, Spain, France, Italy and the Czech Republic, while maintaining strong ties to their native countries of Taiwan and Iran, respectively. They share similar research interests, particularly in developing culturally sensitive approaches for working with immigrants and refugees. Recently, Sherry designed her first study examining the cultural experiences of Chinese international students in their adjustment and adaptation to the Midwest. Meanwhile, Manijeh is co-planning a student programming hour at the International Counseling Psychology Conference entitled *Transitioning Issues for International Students*.



## Division of International Psychology, American Psychological Association Annual Meeting

### (Unapproved Minutes)

Thursday, August 16, 2007

6:00 - 10:00pm

San Francisco Marriott Hotel –

Sierra Conference Suite K

San Francisco

Present: Norman Abeles, Ayse Ciftci, Lynn Collins, Florence Denmark, Eros DeSouza, Sandra Foster, Uwe Gielen, Gloria Gottsegen, Gloria Grenwald, John Hogan, Ani Kalayjian Amanda Kracen, John Lewis, Paul Lloyd, Mercedes McCormick, Rivka Meir, Ann O’Roark, Robert Ostermann, Wade Pickren, Senel Poyrazli, Joy Rice, Kate Richmond, Neal Rubin, Nancy Filipe Russo, Mathilde Salmberg, Lillian Stevens, Michael Stevens, Chalmer Thompson, Richard Velayo, Danny Wedding.

Absent: Fred Bemak, Thema Bryant-Davis, Joan Chrisler, John Davis, Carol Enns, René Goodstein, Sharon Horne, Tonya Jonson, Shay Mann, Roberta Nutt, Charles Spielberger, Harold Takooshian, Oksana Yakusko.

Members and Guests: Anne Bettsworth (Public Interest Directorate), Steven Breckler (Science Directorate), Lynn Bufka (Practice Directorate), Merry Bullock (Office of International Affairs), Maryanne Ernesto (Science Directorate), Gwendolyn Keita (Public Interest Office), Virginia Mullin, Hagop Pambookian, Artemis Pipinelli, Clare Porac (Education Directorate).

1. President Stevens called the meeting to order at 6:00 pm, with a round-robin of Board members and chairs/co-chairs and introduction of guests.

2. A motion was made and passed unanimously to approve the minutes from the 2007 Philadelphia Midwinter Meeting.

3. A motion was made and passed unanimously to approve the minutes from the 2007 Philadelphia Midwinter Meeting Strategic Planning Session.

4. Past-President’s Report. Rice invited everyone to the Division’s awards session. She summarized progress on her strategic initiatives, including establishing the mentoring committee and membership recruitment. She described her visit to the Hill as the Federal Advocacy representative this past spring and reported on international networking and partner-

ship projects with the International Council of Psychologists, the International Committee for Women and the Society for the Psychology of Women. Rice also participated in a year-long online discussion concerning women, leadership and national and international collaboration, resulting in a co-edited book.

5. President’s report. M. Stevens summarized his report and noted the July 2007 China-U.S. Conference: Youth at Risk, and that the Division has endorsed the Social Psychology Network (SPN), but noted that the forces may be against APA’s support of SPN financially. He also commented on connections with ICP, the Eastern Psychological Association, and the New York State Psychological Association. There is also exploration of closer connection with the International Section of Division 17. He discussed the CODAPAR grant, saying that the database had been completed. Under current discussion is how this database can be disseminated and housed so that people can be contacted to volunteer and share their expertise. All the Fellows of the Division are listed in the database as potential speakers. M. Stevens hopes that all will be active by 2008. Kalayjian suggested that the Division’s Speakers Bureau be coordinated with the APA’s Speakers Bureau. Heightening the visibility of the Division has been aided by new business items raised with COR and through a major article featuring Kalayjian and Meir in the *Monitor on Psychology*. M. Stevens is working with other professionals for bi-directional mentoring and speaker exchange and other bi-directional relationships with U.S. and non-U.S. professional organizations. He also notes greater opportunities to partner more closely with CIRP and with the Office of International Affairs to work on mutual goals and to reduce any overlapping efforts.

6. President-Elect’s Report. President-elect Gielen summarized his initiatives for the coming year. He wants to focus on the internationalizing of the psychology curriculum and will promote this at the International Conference on Teaching Psychology in St. Petersburg, Russia (July 12-16, 2008, concurrent with the ICP conference). Work is continuing on the Ursula Gielen Global Psychology Book Award and the video project: *International Psychologists at Work: A Video*. Gielen has also been serving as the Book Review Editor of the *International Psychology Bulletin* and he has submitted (along with Jessica Verderame) an entry entitled “International Psychology” to Wikipedia. He also noted the November 9-10, 2007 conference on “Internationalizing the Psychology Curriculum” at St. Francis College, New York City, and the February 20-23, 2008 conference in New Orleans by the Society for Cross-Cultural Research. Members of Division 52 will be among the presenters at both conferences.

7. Council Representative’s Report. Wedding presented a verbal report and commented that his written report would be

issued within two weeks, following the COR meeting on Sunday, August 19. He noted the International Affairs Office's Psychologists' Map of the World project and the interviews planned with Fulbrighters who have served in various countries. APA President Brehm has invited a number of international representatives and many are attending. Russ Newman has resigned, along with two other senior APA leaders. Among the priorities of CEO Norm Anderson is to appoint a diversity officer to enhance diversity within APA, and to upgrade the website as one effort to attract new, younger members. There will be a public and a membership portal and more access to electronic publications, a crucial source of revenue. There will be a slight increase in dues to \$279. There was almost unanimous support for four additional seats on Council, to include four groups. The Association of Black Psychologists, among them, has been invited to take one of these four seats. Division 52 is one of the divisions supporting the SPN; however, the Board of Scientific Affairs has recommended that it not be approved. Wedding also commented on a meeting with Susan Harris from the Publications and Communications Board to discuss a journal on international psychology that could eventually become the journal of Division 52. The working title is *Global Mental Health*. Kalayjian noted that IAAP has decided to expand the focus of its journal beyond I/O Psychology. She suggested talking to Ray Fowler about this issue to make certain there is no duplication between IAAP and Division journal efforts. M. Stevens said he is in favor of the Division being involved in some way with the journal if it comes to fruition.

8. Member-at-Large Reports. Russo and Spielberger were not present at the time for reports, so M. Stevens noted Russo's report. Velayo discussed his report noting that he has been appointed Chair of an Internationalizing the Teaching of Psychology Task Force for Division 2 (Teaching of Psychology). He also commented on the Text Book Donation Initiative of the National Institute on the Teaching of Psychology (NITOP). He noted concerns that have been raised about this effort, including shipping issues as well as the accessibility of electronic versions of publications. There will be another meeting to further explore this initiative. Kalayjian suggested that aid containers going overseas had room for materials including textbooks. Velayo suggested that certain countries would be the focus of this textbook donation effort. Ostermann suggested that Rotary Club has found a means for sending books overseas.

9. Federal Advocacy Report. Rice said she will issue a detailed report after the next APA State Leadership Conference in Washington March 8 to 11, 2008.

10. Treasurer's Report. Kalayjian described the outcomes of the Finance Committee (Rice, M. Stevens, Gielen, Kalayjian) meeting that occurred prior to the Board meeting. She noted that expenses were reduced for the Hospitality Suite and

noted an increase for Communication/Publications. She commented that the financial position of the Division was quite good. She then presented her 2008 Budget versus figures for 2007 income and expenses. There has been an increase for *IPB* of \$200. A motion was made and passed unanimously to approve the budget.

### Action Items

11. Dues increase. M. Stevens proposed increases in Division dues to fund new projects and new committees and, perhaps, to better support those attending the Midwinter meeting. The motion for the increase passed unanimously.

Dues will be increased by five dollars for APA Fellows, Members, and Associates (both dues paying and dues exempt), and Professional Affiliates and Students

Dues will not be increased for International Affiliates, thereby remaining at \$23

12. Mission Statement Revision. The draft of the statement developed at the Midwinter Strategic Planning Session was presented to the Board for its approval. There was discussion about the phrase "for the common good," with suggestions for substituting, "in the public interest" instead. A motion to finalize the amended wording was passed unanimously. It now reads, "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."

13. Ursula Gielen Global Psychology Book Award (Funding). A motion was made and passed unanimously that a \$500 stipend be given to help pay the awardee's expenses to the convention and that the Division pay the registration fee. Gielen will be funding the former expense for two years and the Division will be paying the APA registration convention fee for the winner. Wedding suggested that the publisher of the winner's book be approached for additional funding. It was also proposed that the award be contingent on the winner's commitment to present at the convention.

14. ECP Committee (Survey; Funding). A discussion ensued regarding the Early Career Psychologist Questionnaire. Discussed were changes in wording, for example, noting collaboration with other psychological organizations besides EPA, and adding a reference to race as well as ethnicity. The group expressed continuing support for the survey of the needs of the Division's Early Career Professionals. M. Stevens thanked Richmond, Kracen and Salmberg for all their hard work on the ECP Committee.

15. Committee on Living Abroad (Restoration). M. Stevens asked that this committee be restored to help support Division 52 members living abroad and returning to the US. Russo commented that the International Affairs Office was already funded to assist such people, and expressed concern about

funding the committee in light of the vote just taken to increase dues. M. Stevens acknowledged her point and suggested that the committee chair work with the International Affairs Office. The motion to restore this committee, without any budget allocation, was passed unanimously.

### Standing Committee Reports

16. Awards. Rice announced that the awardees would be acknowledged in a ceremony in the Hospitality Suite. Written reports were noted for Denmark-Reuder, Mentoring, and the Student International Research (including an addendum report) awards.

17. Fellows. O'Roark introduced one of the new Fellows, Virginia Mullin, who was attending as a guest. O'Roark then invited everyone to the presentation by Division Fellows on Friday morning of the convention and other relevant programming involving Fellows.

18. History/Archives. Hogan noted that he was missing minutes for 2001 and suggested that they may not have been written at that time.

19. International Committee for Women. Enns was not present, but Rice noted her report. The new Committee Chair is Joan Chrisler and the annual meeting is Saturday at 9:00 am. She commented on the noteworthy programming coming up at the convention, ICFW advocacy projects, and the collaboration with the Global Issues Committee of the Society for the Psychology of Women.

20. Membership. Lewis distributed the latest figures on membership and commented on the net loss of 67 members from the past year. Velayo wondered if the numbers reflected the membership of APA, and that is the case. Wedding expressed his disappointment at this loss, saying that the Division had come close to its goal of 1,000 members. Kalayjian commented that several new members will be joining as a result of convention activities, that several new members also signed up at the ICP conference, and that the final membership figure will actually be greater than the 2006 figure. Richmond suggested that a membership table be set up at the international conference in Berlin and Kalayjian recommended that some banners be purchased to make the table attractive. Kracen then described their ECP Committee's outreach effort this year: lollypops with "Join Division 52" printed on them.

21. Nominations. Rice noted the outcome of the election and thanked all those who stood for office.

22. 2007 Program. Pickren spoke on behalf of Horne who was unable to attend the convention. He thanked her for all her efforts in organizing the program. He commented that the Hospitality Suite program had been challenging to organize in

order to represent all the various interests. He introduced the new co-chair, Ayse Ciftci. M. Stevens thanked Pickren for all the work done by the Committee. Gielen noted that the Midwinter meeting will be held during the EPA meeting in Boston on March 13-16, 2008. He invited those present to contact him with program ideas.

23. Curriculum & Training. Grenwald discussed a web-based, best-practices resource that introduces instructors to international teaching materials that can be integrated into specific psychology courses. This is one step in moving forward on internationalizing the psychology curriculum.

24. Early Career Professionals. Salmberg noted it has been a very busy year for the Committee and invited everyone to review the report and give his/her feedback. M. Stevens commented on the separation of the Student and ECP committees.

25. Outreach/Networking. Co-Chair McCormick described her conversation hour presentation at the recent ICP conference in San Diego. In her report is a Power Point presentation that can be used to develop a conversation hour on collaboration with Division 52 at future conferences. Rice noted additional programming possibilities at future conferences, and suggested giving columns to the editors of other international publications, including the ICP newsletter. Rice noted the discussion of a joint task force with ICP on ethics and/or curriculum and training, and suggested that the respective Division 52 chairs, Rubin and Grenwald, contact their counterparts in ICP. The Division 52 and ICP websites are linked.

26. Ethics. Rubin described this initiative, established by President Stevens. He noted it took quite a while to 'open' the door of the APA Ethics Office as staff were busy managing issues pertaining to the resolution on torture. He noted that Behnke is open to hearing the ethics-related issues encountered by psychologists in the Division.

27. Establishing an International Task Force on Evidence-Based Practice in Applied Psychology. O'Roark noted this proposed initiative, one already enacted by the Canadian Psychological Association, is led by those involved in international psychology. They are also working on a statement of international ethics. O'Roark recommended that there be a statement of evidence-based practice for applied psychology. This would fall short of a mandate, but would list issues of interest to those in the Division. O'Roark asked for substantive input from the Board.

28. Office of International Psychology. Senior Director Bullock thanked the group for its responsiveness to issues discussed at the Midwinter Meeting. The presidents of 18 international psychological groups are present at APA as guests of APA President Brehm. The reception for international visitors will be at 5 pm on Sunday and M. Stevens asked all to

attend. She proposed a joint membership drive for new international affiliates. She concluded with some announcements: The Psychologists' Map of the World allows access to considerable information about psychology in various region (but no specific liaison from the Division was requested at this time); Diplomacy in Psychology would offer training for those going abroad, similar to training offered to diplomats; and APA will help sponsor Psychology Day at the UN. She invited everyone to stop by the International booth during the convention.

29. Representative from the Practice Directorate. Special Assistant Bufka discussed the development of the manual to facilitate the use of the International Classification of Functioning with its 1200 codes covering range of functioning from reading to driving to voting. The effort is to develop content to add value to each entry. The intention is that the manual be adapted for wide use. Information is available on the Internet. They are working with the World Health Organization to update the ICD, and she noted the efforts to harmonize the DSM with the ICD as it is being revised. Richmond suggested that their website be posted on the Division's site.

30. Representative from the Public Interest Directorate. Executive Director Gwendolyn Keita discussed the Violence Prevention Program that has recently been advertised on television. The Greek Psychological Association is the newest association to adopt the program. The AIDS Program will hopefully be extended to Kenya by the time of the 2008 APA convention. The LGB Oversight Group has been involved in networking. The Work, Stress, and Health Initiative is preparing for its seventh annual conference with about 40% of the participants coming from other countries. An effort has been made to work with the European group to synchronize their conferences on alternate years in November and the Directorate is working on sharing resources, such as journals. The first issue of their E-Newsletter is now available. Anne Bettsworth, also from the Public Interest Directorate, presented on global health issues. She noted efforts on immigration and requested the Division's input in the form of suggested policy statements.

31. Science Directorate. Stephen Breckler and Maryanne Ernesto (Testing & Assessment) presented on activities of the Directorate. Breckler noted the hiring of Howard Kurtzmann as the first Deputy Director. A proposal has been put forth by the German Psychological Association to create standards for personnel assessment. This is likely to be the first of several collaborations relating to international assessment standards. Ernesto invited the Division to appoint a liaison to the Directorate.

32. Education Directorate. Clare Porac, Associate Director for Graduate and Postgraduate Education and Training, dis-

tributed informational folders to those present. She was not able to remain in order to discuss the content.

### Committee Reports

33. International Liaisons. Meir distributed her written report and thanked all of those who had "adopted" a psychologist, but noted that those who had should continue to correspond with that person in order to nurture the relationship and retain them as members. She encouraged the "adopters" to pay the \$25 for their membership and stressed the importance of these new members receiving the publications. She asked those present to email her with details of those adopted so she can track these new members. Gielen suggested sending them the website address but for those who do not have Internet access, that a paper copy of the publication be mailed to them. Meir is going to add each member's area of interest on the website. She urged everyone to send their checks to her directly and she will forward them to APA.

34. Newsletter. Poyrazli suggested that a task force be organized to discuss an online journal (as a general international journal) as well as the involvement in any new international journal. Poyrazli asked Wedding to join the task force and M. Stevens suggested that he and Gielen serve on this task force.

### By Consent - Informational Reports

35. Aging. Abeles commented that the Aging Committee had been communicating via email throughout the year and noted his election as President of IAAP Division 7 (Applied Gerontology). Abeles' written report was in the agenda booklet.

36. Denmark-Reuder Award. Chrisler's written report was in the agenda booklet.

37. Student International Research Awards. Ostermann and Thompson's written report was in the agenda booklet.

38. Newsletter. Poyrazli's written report was in the agenda booklet.

39. Webmaster. Velayo and Mann's written report was in the agenda booklet.

40. Information Clearinghouse. M. Stevens' written report was in the agenda booklet.

41. Curriculum & Training. Grenwald's written report was in the agenda booklet.

42. Early Career Professionals. Richmond and Salmberg's written report was in the agenda booklet.

43. Student. Kracen and L. Stevens' written report was in the agenda booklet.

44. Liaisons – International. (Meir’s written report was in the agenda booklet.

45. Mentoring. Kalayjian summarized her written report, which was in the agenda booklet. A new report was distributed. The Mentoring committee met earlier before the EC meeting. There was no time to report.

46. Long-Range Planning. Lloyd’s written report was in the agenda booklet.

47. Outreach. McCormick’s written report was in the agenda booklet.

48. Ethics. Rubin’s written report was in the agenda booklet.

49. Public Interest. Denmark’s written report was in the agenda booklet.

50. Disaster-Trauma. Kalayjian’s written report was in the agenda booklet.

51. International Lesbian, Gay, and Bisexual Concerns Oversight Group. Gottsegen presented a written report of her activities to Foster and M. Stevens for inclusion in the agenda booklet.

Adjournment. President Stevens adjourned the meeting at 10:00 pm.

Respectfully submitted,

Sandra Foster, Secretary



### International Book Series to Expand

In 2004, our International Psychology Division joined Lawrence Erlbaum Associates to launch a bold new book series on “Global and cross-cultural psychology,” with the two-fold purpose to encourage and disseminate new books in international psychology, while generating revenues for the division. The founding series editors were President-elect Uwe Gielen of St. Francis College and Past President Harold Takooshian of Fordham University. The first volume of the series in 2007 was the major release of *Toward a global psychology*, edited by Michael J. Stevens and Uwe P. Gielen. After Erlbaum was acquired by Taylor & Francis Publishers in 2007, T&F Psychology Editor Paul Dukes confirmed the continuation of the series, and his pleasure to be its primary editor within Psychology Press--the unit of T&F most experienced with international books, such as the publications of IUPsyS, the International Union of Psychological Science. Dukes is enthusiastic to work with our Division, applying his 15 years of experience working with international psychology books in Psychology Press and its predecessor firm, Erlbaum Associates, Ltd, in London. Psychology Press hopes to add



PHOTO: Editors (left to right): Uwe Gielen, Paul Dukes, Harold Takooshian

international psychology among its new “arenas” at [www.psypress.com](http://www.psypress.com). Those interested to propose a volume in the new Psychology Press series can contact the editors for an instruction sheet, at: [ugielen@hotmail.com](mailto:ugielen@hotmail.com), or [takoosh@aol.com](mailto:takoosh@aol.com).



**Eastern Psychological Association,  
International Program 2008**  
[as of Jan. 2008]

March 14-15, 2008, Winthrop Room,  
Boston Park Plaza Hotel, [www.easternpsychological.org](http://www.easternpsychological.org)  
For any details: Uwe at [ugielen@hotmail.com](mailto:ugielen@hotmail.com), or  
Harold at 212-636-6393

**March 13-14: Mid-winter Board Meeting on THURSDAY  
(afternoon), FRIDAY (morning)**

FRI, 11:00 – 12:20 pm, Symposium: International  
Perspectives on Governmental Violence and Peace

Chair: **Kathleen Malley-Morrison** (Boston University)

Participants: (1) **Mathilde Salmberg** (Georgetown University), Views on Fighting Terrorism from Sweden and the United States. (2) **Abram Trosky** (Boston University), Views on National Security from England and the United States. (3) **Rouba Youssef** (Butler Hospital, Providence, RI), Lebanese Perspectives on Protest and Patriotism. (4) **Nyryan Nolido** (Brigham and Women's Hospital, Boston): A Right to Peace? Views from the Philippines and the U.S.

FRI, 12:30- 1:50 pm, Symposium:

The Social Psychology of Comprehensive Political Change

Chair: **Gloria B. Gottsegen** (Lehman College, CUNY)

Participants: (1) **Ting Lei** (Borough of Manhattan Community College, CUNY), **Ching-Tse Lee** (Brooklyn College, CUNY), and **Ina Lei** (Borough of Manhattan Community College, CUNY), Turning Personal Pain into Group Gain: Changing Collective Consciousness from Adversity to Advantage. (2) **Kobi Skolnick** (Borough of Manhattan Community College, CUNY), The Making of a Terrorist: Applying Basic Psychological Concepts in Order to Understand Radicalization. (3) **Judy Kuriansky** (Columbia University, Teachers College), Post-Annapolis: What Real People Are Doing to Bring Peace in the Middle East.

Discussant: **Michael J. Stevens** (Illinois State & The Lucian Blaga University, Romania)

FRI, 2:00-3:20 pm, Symposium:

The Role of Research in Professional Development:

Early Career Professionals Present Academic, Clinical and  
Organizational Perspectives

Chair: **Mathilde Salmberg** (Georgetown)

Participants: **Mathilde Salmberg** (Georgetown University), **Kate A. Richmond** (Muhlenberg College), **Senel Poyrazli** (Penn State University - Harrisburg), **Gloria G. Grenwald** (Webster University), **Shay C. Mann** (Virginia Commonwealth University).

FRI, 3:30- 4:50 pm, Symposium:  
Internationalizing the Curriculum in  
Psychology

Chair: **John D. Hogan**

(Saint John's University)

Participants: (1) **Richard S. Velayo** (Pace University) and **Gloria G. Grenwald** (Webster University), Goals and Learning Outcomes in an Internationalized Psychology Curriculum: Updates from APA. (2) **Wade Pickren** (Ryerson University), Indigenous Psychologies and the History of Psychology Curriculum. (3) **Florence L. Denmark** (Pace University), Internationalizing the Psychology of Women Curriculum. (4) **Michael J. Stevens** (Illinois State University & The Lucian Blaga University, Romania), Changing the Curriculum to Reflect a Worldview. (5) **Mercedes A. McCormick** (Pace University and Private Practice): The Practice of Psychology: Lessons Learned from Adopting an International Perspective.

FRI, 5:00-6:20 pm, Symposium:

Gems of Cross-Cultural Research

Chair: **Ann O'Roark** (Independent Practice)

Participants: (1) **Padmini Banerjee** (Delaware State University), Amalgamated Identities: New Phenomenon or New Paradigm? (2) **Kaye V. Cook** (Gordon College) and **Meghan Savina** (Boston College), A Hermeneutic Paradigm Reveals Cambodian-American Buddhist and Christian Understandings of the Virtues. (3) **Yoon A. Lee**, Perceptions of Child Maltreatment in European Americans, Korean Americans, and Koreans.

Discussant: **Senel Poyrazli** (Penn State University - Harrisburg).

SAT, 9:30- 11:00 am, Symposium:

Psychology at the United Nations: Past, Present, Future

Chair: **Harold Takooshian** (Fordham University)

Participants: (1) **Neal S. Rubin** (Argosy University): Stress Reduction Among U.N. Peace-Keepers. (2) **Janet Sigal** (Fairleigh Dickinson) and **Inka Weissbecker** (University of Louisville), The Disconnect Among UN Personnel in New York, Geneva, the Field, and Academe. (3) **Lynda J. Carpenter** (New York Organ Donor Network): Human Organ Donation: A Vital New NGO? (4) **Harold Takooshian** (Fordham University) & **Elaine C. Bow** (Iona College): Psychology NGOs Today. (5) **Edwin G. Hollander** (Baruch College, CUNY): Inclusive Leadership at the United Nations: Attention to the Needs of Civil Society.

Discussants: **Florence L. Denmark** (Pace University), **Ani Kalayjian** (Fordham University).

What are the growing roles of scientific and applied psychology in the United Nations today? Among the 3,000 nongovernmental organizations (NGOs) at the United Nations, the number representing psychology since year 2000 has grown



to about 60 psychologists, representing about 10 psychology NGOs. They are involved in highly diverse topics that have a behavioral component, including aging, children, families, mental health, peace, women, human rights, and human settlements. This symposium brings together several U.N. representatives to discuss the past, present, and future of psychology at the U.N.

SAT, 11 – 12:20 pm, Address:  
The Rise of Global Psychology

Chair: **Florence L. Denmark** (Pace University). Presenter:  
**Uwe P. Gielen** (St. Francis College).

SAT, 12:30-1:50 pm, Address:

Negotiating a Historical Compromise: New Opportunities in  
the Israeli-Palestinian Peace Progress  
Chair: **Uwe P. Gielen** (St. Francis College). Presenter: **Herbert C. Kelman** (Harvard University).

SAT, 2-3:20 pm, Holistic Interventions in  
International Psychology: Mind, body, and spirit

Chair: **Ani Kalayjian** (Fordham University)

Participants: (1) **Ani Kalayjian** (Fordham University): The Mind-Body-Spirit Continuum. (2) Rivka Bertisch Meir (Fort Lee, NJ): The Power of the Mind. (3) **Artemis Pipinelli** (Lehman College, CUNY): Obesity: Challenges for the Mind-Body and Spirit. (5) **Ann M. O'Roark** (St. Augustine, FL): Evidence-based Practice in International Psychology

SAT, 3:30- 4:50 pm, Workshop: Becoming More Involved in  
International Psychology: Why and How?

Chair: **Michael J. Stevens**

(Illinois State & The Lucian Blaga University, Romania)

Should students and professionals become more involved in international psychology? If so, how best to do this? Michael Stevens is the co-editor of *Global Psychology* (Erlbaum, 2006) and past President of the APA Division International Psychology. In this unusual three-part workshop: (1) Stevens begins with a handout and brief message on the question, Why become more involved in global psychology? (2) Then in a series of 12 three-minute "flash presentations," 12 veteran international psychology professionals and students will each offer a helpful factsheet accompanied by very brief remarks on a specific avenue to become more involved. (3) This is followed by 30 minutes of moderated discussion of the topic. These practical factsheets are intended to advise on specific topics for diverse groups: students (such as overseas internships, cross-national research), faculty (teaching overseas, cross-national testing), practitioners (consulting overseas), researchers (publishing cross-cultural articles and books), and others (joining international groups, working with the U.N.). The workshop will include excerpts from a new video by J. Kuriansky & U. P. Gielen on "Distinguished Psychologists Around the World: A Video in the Making."

## International activities in New York, 2007-2008

Harold Takooshian  
Fordham University

Since 2002, our International Division's New York group has hosted dozens of local gatherings for our growing number of members (280 in 2007). In Fall 2007, members participated in six gatherings: (1) On September 7, a dozen psychologists working with the United Nations joined 40 colleagues and students for an international reception hosted by Dean Elaine Congress at Fordham University. (2) On October 1, over 100 joined World Habitat Day at the United Nations. (3) On October 10-11, over 100 visited the first Psychology Day in the United Nations, chaired by Florence Denmark. (4) On November 9, 80 participated in the 19<sup>th</sup>



*PHOTO: On January 3, four of the 12 psychologist-photographers on exhibit at SoHo Photo Gallery, (l to r): Iris Fodor, Uwe Gielen, Michele Hirsch, Joel Morgovsky.*

Greater New York Conference on Behavioral Research at Hofstra University, chaired by Professor Lola Nouryan. (5) On Nov 9-10, a dozen Division officers were among 100 who converged on Saint Francis College for a two-day conference on "Internationalizing the psychology curriculum," chaired by Division 52 President-elect Uwe Gielen. (6) On November 30, 75 participated in the 7<sup>th</sup> annual interfaith Holiday Healing Circle, chaired by Anie Kalayjian at Fordham University.

On January 3, 2008, over 100 visited the SoHo Photo Gallery for the opening of "Psychologists in Focus," organized by Joel Morgovsky--an international exhibition of photos by 12 psychologist photographers: Iris Fodor (NYU), Margery Franklin (Sarah Lawrence), Ruth Formanek (Hofstra), Judith L. Gibbons (St. Louis), Uwe P. Gielen (St. Francis), William R. Herkelrath (Northwest), Michele Hirsch (St. Francis), Gisa Indenbaum, Anie Kalayjian (Fordham), Ching-tse Lee (Brooklyn), Joel Morgovsky (Brookdale), Lynn Passy.



For spring, 2008 in New York City, early plans are currently being formed for international activities:

1. February 29-March 1, the international conference on “The violence of everyday life,” organized by C. Edward Robins at Fordham University. (Details: [cerobin-sny@aol.com](mailto:cerobin-sny@aol.com))
2. March 24-28, the 2008 meetings of the American Educational Research Association (AERA) feature a symposium and reception saluting the 100<sup>th</sup> anniversary of the birth of Anne Anastasi. (Details: [tpatelis@collegeboard.org](mailto:tpatelis@collegeboard.org))
3. March 27, Carol Bellamy, former Director of UNICEF, lectures on women at St. Francis College. (Details: [ugielen@hotmail.com](mailto:ugielen@hotmail.com))
4. March 28, Reception for the 10<sup>th</sup> anniversary of the Institute for International and Cross-Cultural Psychology, hosted by St. Francis College. (Details: [ugielen@hotmail.com](mailto:ugielen@hotmail.com))
5. April 12, the 36<sup>th</sup> Hunter Psychology Conference, featuring presentations on international and cross-cultural psychology. (Details: [takoosh@aol.com](mailto:takoosh@aol.com))
6. April 13, the 11<sup>th</sup> Community Day at St. Francis College—an international festival of prayer, music, dance, poetry, art, and cuisine. (Details: [ugielen@hotmail.com](mailto:ugielen@hotmail.com))
7. May 10, the 16<sup>th</sup> Pace University Psychology Conference, featuring sessions on international psychology. (Details: [mampsyvoga@aol.com](mailto:mampsyvoga@aol.com))

For any specific details, or to participate, contact Harold Takooshian at [takoosh@aol.com](mailto:takoosh@aol.com). The International Division seeks to form local groups in other cities besides New York. To form a group in your area, just contact

[takoosh@aol.com](mailto:takoosh@aol.com) for a free checklist on forming a local group.

### **2<sup>nd</sup> International Congress on Interpersonal Acceptance and Rejection in Crete, Greece**

Ronald P. Rohner, President  
International Society for Interpersonal  
Acceptance and Rejection  
[r.rohner@uconn.edu](mailto:r.rohner@uconn.edu)

The deadline for receipt of Abstracts for the forthcoming 2<sup>nd</sup> International Congress on Interpersonal Acceptance and Rejection in Crete, Greece has been extended to March 3, 2008. I would like to extend a personal invitation to you to prepare a paper, poster, symposium, or workshop at the Congress, if you haven't done it already. You can get information about the Congress from its website at [www.isipar08.org](http://www.isipar08.org).



## Can Governmental Aggression be Acceptable? Views from the United States and Spain.

Kathleen Malley-Morrison  
Helena Castanheira  
*Boston University*

Levels of tolerance for two forms of governmental aggression (invasion and torture of prisoners) were investigated in samples of 58 Spanish adults (27 female, 28 male, 3 unspecified) and 57 American adults (28 female, 29 male). Qualitative explanations for rating scale scores were coded based on a system derived from Bandura's theory of moral disengagement. On the quantitative rating scale scores, although tolerance was low in general, multivariate analyses of variance revealed that the American sample showed significantly greater tolerance for both invasion and torture than did the Spanish sample. Moreover, tolerance for invasion was greater than tolerance for torture. Content analyses of the qualitative explanations of the rating scale scores revealed that the most common forms of moral disengagement for both invasion and torture were forms of moral and utilitarian justification. There were few statistically significant gender differences; however, females were significantly more likely to have engaged in war protests, and marginally more likely to provide some rationale for their quantitative ratings.

The terrorist attacks of September 11, 2001, the United States' invasion of Afghanistan and Iraq, disclosures of torture at Abu Ghraib and Guantanamo Bay, and other intra- and international conflicts have generated considerable controversy around the world concerning not just terrorism but also state aggression (e.g., Annas, 2005; Jervis, 2003; Nardin, 2005). Moreover, the stories in the media concerning events such as the invasion of Iraq vary considerably cross-nationally (Schapiro, 2002). In an era when various forms of governmentally-sanctioned violence are being reprised, what are the views of ordinary citizens in regard to invasions of one country by another and the use of torture during times of war? The purpose of the current study was to compare perspectives on state violence in two countries (the United States and Spain) with very different histories regarding conflict and violence in the 20<sup>th</sup> century. Of particular interest was the extent to which the Americans and Spaniards varied in their reliance on different forms of moral disengagement to justify their judgments concerning invasion and torture.

During the last century, Spain's political history was marked by internal and external violence and the regular collapse of the state in its attempts to establish democracy. The violent civil war from 1936-39, and the 36 year long *pax armata* of the Franco dictatorship that followed, made the armed forces central to a political stability based on repression until Franco's death in 1975. With the transition to democracy, pressure from regional groups seeking territorial autonomy and in some cases independence has resulted in the emergence of radical nationalist groups. The most radical of

these groups is ETA (Basque for "Basque Homeland and Freedom"), which is listed by both the European Union and the United States as a terrorist group. The oldest terrorist organization in the Western world, ETA has attempted to achieve the independence of the Basque Country by violent means, including the bombing and killing of politicians, police, soldiers, civilians, and tourists (Moreno, 2005).

In 2003, Spain sided with the countries (identified by the U. S. government as "The Coalition") that supported the invasion of Iraq, with the intention of obtaining support from those countries in the fight against ETA's terrorism, while giving the impression of social improvement and control (Moreno, 2005). However, opinion polls revealed that more than 80% of the Spanish population were against the presence of the Spanish troops in Iraq, and 67% of the population expressed the view that there was no real motive to initiate the Iraq war (Moreno, 2005). On March 11, 2004, Spain suffered the worst European terrorist attack ever. Over 200 people, mostly students and workers, were killed in railway bombings. The government tried to connect the attack with ETA; however, the bulk of the evidence indicated that the attack had been perpetrated by opponents to Spain's involvement in the Iraq war. The government's attempt to confuse the public over ETA's responsibility for the attacks and its continuing efforts to prove this link caused a backlash reaction against the government, which in turn caused the government to lose the elections on March 14, only three days after the attack.

Despite the fact that many Americans view their country as the epitome of democracy, peace, and international

assistance, there is in the U.S. considerable social acceptance of both military aggression and torture (Arlin, 2006; Chomsky, 2004). Although US presidents used military force more than 200 times between 1948 and 1998, and have kept the nation involved in war since 2003 (Tago, 2005), Americans display a kind of cultural myopia (“American exceptionalism”) whereby they view America’s treatment of developing nations as based on noble intentions (Churchill, 2003, cited in Arlin, 2006). Within this context, human rights abuses that become public are considered to be isolated exceptions to the country’s characteristically “benign” policies and practices (Chomsky, 2004; Churchill, 2003, cited in Arlin, 2006).

According to Bandura’s socio-cognitive model of moral disengagement (e.g., Bandura, 1999; 2002; McAlister, Bandura, & Owen, 2006), during the course of development, people construct moral standards that guide conduct and are regulated by self-sanctions. These self-sanctions are mutable and can be disengaged, leading to inconsistencies between moral principles and actions, which, in turn, generate rationalizations whereby individuals try to justify behaviors that clash with their moral standards. Bandura labels this process as *moral disengagement*. Among the forms of moral disengagement described by Bandura are: 1) cognitive reconstructions of harmful behavior and moral or utilitarian justifications of the behavior (legitimizing actions conflicting with moral principles by appealing to socially worthy or moral purposes, making advantageous comparisons, and euphemistic labeling); 2) removing or obscuring personal accountability (for example, through displacement and diffusion of responsibility); and 3) devaluing (e.g., dehumanizing) or placing blame on the enemy.

In Bandura’s view, the media have become a strategic tool for producing disengagement, and played a role in the finding that the terrorist attack on the World Trade Center was accompanied by a significant rise in moral disengagement

and public support for military action (Bandura, 2004, cited in McAlister, Bandura, & Owen, 2006). Moreover, Bandura views the minimizing and obscuring of civilian casualties, which has characterized much of media reporting on the Iraq war in the United States, as an important contributor to public support of military force—it minimizes moral self-sanctions and thus public opposition to war (Kelman, 1995).

Media portrayals of events since September 11, 2001, have varied internationally. For example, in a study analyzing the framing of the war in Iraq, European newspapers provided a “bigger and more balanced picture,” covering more sides and quoting diverse sources, while American media covered the war from the perspective of the Coalition, quoting Coalition sources in almost all of their stories (Pastelardo, 2006, p. 2). Perhaps these differences in media reporting, plus historical and political differences between the countries, contributed to the fact that studies on the influences of media on opinions found Spanish people to have high opposition to the invasion of Iraq (Willnat et al., 2006).

In the current cross-national study, we examined not only rating scale indices of tolerance for governmental aggression (invasion and torture) but also the participants’ justifications for their scale scores. In particular, we analyzed explanations for the types of moral disengagement and engagement displayed. We hypothesized that Americans would show greater tolerance of both invasion and torture than Spaniards, and that explanations for ratings would show greater use of moral disengagement by American than Spanish participants. Also, based on previous research (e.g., Ashy & Malley-Morrison, 2007; Caprioli & Boyer, 2001; Fite, Genest, & Wilcox, 1990, Hashim & Malley-Morrison, 2007; Malley-Morrison, Daskalopoulos, & You, 2006; Malley-Morrison, et al., 2006) revealing lower levels of tolerance for governmental aggression in females than in

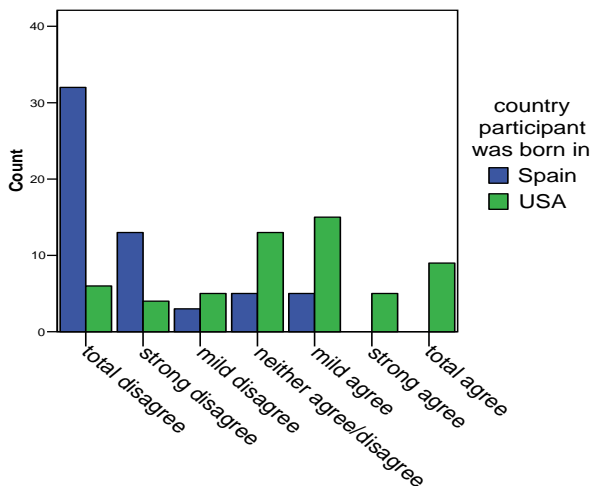


Figure 1. Distribution of Rating Scales Responses Regarding Invasion

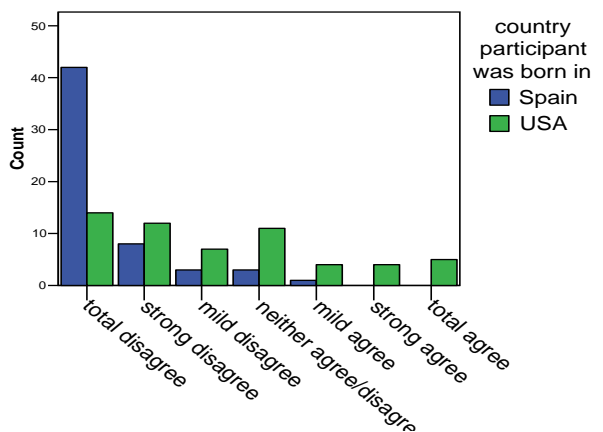


Figure 2. Distribution of Rating Scale Responses Regarding Torture

Table 1: Descriptive statistics for rating scale scores for invasion and torture items, separated by gender

		Spain		United States	
		Mean	SD	Mean	SD
Invasion	Females	1.85	1.13	4.25	1.58
	Males	2.00	1.53	4.48	2.03
Torture	Females	1.44	1.01	2.96	1.73
	Males	1.51	0.94	3.41	2.11

\*p<0.001

males, we predicted that men would show greater tolerance for both invasion and torture than women. Finally, given what we saw as greater outrage in the media regarding the depiction of the degrading practices used by US troops at Abu Ghraid than outrage at the wars in Iraq and Afghanistan, we hypothesized that there would be significantly less tolerance for torture than for invasion in both the US and Spanish samples.

**Methods**

The sample consisted of 58 Spanish adults age 17 to 70 (27 female, 28 male, 3 unspecified) and 57 American adults age 17 to 75 (28 female, 29 male) who were participating in an international study of perspectives on governmental aggression and peace. Participants in both samples were largely middle class and responded to a survey posted on the internet. The American adults were selected from a large sample of internet respondents in order to be roughly matched with the Spanish sample on age, gender, and religion. All participants were recruited through the peer networks of research team members and completed the Personal and Institutional Rights to Aggression Scale (PAIRTAS; Malley-Morrison, et al., 2006). There were three independent translations of the PAIRTAS into Spanish and the final merged translation was done by the second author of this paper. The Spanish sample was 60% Christian, 26%

Agnostic, Atheist or none, and 14% other or did not report, and the American sample was 60% Christian, 28% Agnostic, Atheist or none, and 12% other or did not report. The Spanish sample was 45% Caucasian, 5% other and 50% did not report (but were likely because of the recruitment strategies to be primarily Caucasian), while the American sample was 86% Caucasian and 14% other. For the purposes of this study, two items from the PAIRTAS were analyzed: 1) “Sometimes one country has the right to invade another country”; and 2) “The government has the right to order the torture of prisoners in time of war.” Participants were asked to rate each item on a scale of 1 to 7 (from totally disagree to totally agree) to indicate the extent to which they agreed with it and then to provide, in their own words, the reasoning behind their rating scale score. Evidence for the construct validity of the PAIRTAS comes from previous studies confirming hypotheses being tested by the measure (e.g., Ashy & Malley-Morrison, 2007; Daskalopoulos, Zaveri, & Malley-Morrison, 2006; Malley-Morrison et al., 2006). The demographic questionnaire included an item asking whether respondents had ever participated in any form of protest against war. A chi square contingency test indicated that significantly more of the women than of the men had engaged in some sort of protest against war,  $\chi^2=3.91, p<.05$ .

Table 2: Principle US and Spanish themes re: Invasion

	Spain		U.S.	
	N	%	N	%
Support for Invasion				
Moral or Utilitarian justification	15	26	7	12
Attribution of blame	0	0	18	31
Unspecified support	3	5	0	0
Against Invasion	25	43	5	9
Self Defense	6	11	11	20
No Answer	9	15	16	28

\*p<0.001

Table 3: Principal US and Spanish themes re: Torture

	Spain		U.S.	
	N	%	N	%
Support for torture				
Moral justification	1	2	4	9
Advantageous comparison	1	2	12	21
Removing personal agency			2	4
Devaluing the victim	1	2	1	2
Unspecified Support			3	5
Against Torture				
Moral engagement	5	9	5	9
Utilitarian engagement	6	10	3	5
Humanizing the victim	7	12	2	4
Violates Geneva treaty	1	2	2	4
Unspecified disagreement	13	23	5	9
No answer	23	40	17	30

\* $p < 0.001$

### Results

Figures 1 and 2 show the distribution of responses across the seven points of the rating scale for the invasion and torture items respectively. Table 1 provides the means and standard deviations, separately by gender and country, for the rating scale scores on the invasion and torture items. In support of our first hypothesis, a two way analysis of variance (with gender and nationality as the predictors) revealed that, overall, participants from the United States scored higher than participants from Spain on a country's right to invade another country,  $F(1,3)=64.31, p=.001$ . A second two way analysis of variance revealed that U.S. participants scored higher than Spanish participants on the right of governments to torture prisoners of war,  $F(1,3)=33.87, p=.001$ .

Table 2 summarizes the major themes identified in the qualitative responses provided by participants in support of their quantitative ratings. In support of our second hypothesis, overall, there were more examples of moral disengagement in the U.S. than in the Spanish sample,  $t(1,100), =3.75, p<.001$ .

More discrete analyses of the qualitative responses showed that in both samples the most commonly used mechanisms of moral disengagement to support invasion were: 1) moral or utilitarian justifications, including stopping the other government from murdering people or committing acts of genocide, helping people, and providing humanitarian help, and 2) attribution of blame to the invaded country—e.g., arguments concerning the need for self-defense or response to threat. In regard to torture, as can be seen in Table 3, the most commonly used mechanism of moral disengagement was again moral or utilitarian justification, with Americans particularly likely to use the mechanism of advantageous comparison. Pearson chi square and Fisher's exact test analyses revealed that significantly more Americans than Spaniards

used advantageous comparisons in indicating some support for torture of prisoners of war,  $\chi^2 = 10.71, p < .001$ , and marginally more Americans than Spaniards gave arguments concerning the moral justifiability of torture, Fisher's exact  $p < .10$ . Marginally more Spaniards than Americans gave arguments against torture that emphasized its dehumanizing effects, Fisher's exact  $p = .08$ . There were no statistically significant gender differences at the  $\alpha = .05$  level; however, in the Spanish sample, significantly more women than men provided at least some rationale for their ratings concerning the acceptability of torturing prisoners of war,  $\chi^2 = 4.38, p < .04$ .

Finally, paired samples  $t$  tests were run to determine whether there were significant differences in tolerance for invasion as compared with tolerance for torture. Consistent with our hypothesis, there was greater tolerance for invasion than for torture in both Spain,  $t = 2.52, p = .015$ , and the United States,  $t = 4.10, p < .001$ .

### Discussion

Although the full range of scores on the rating scale was used for both items, support for both invasion and torture of prisoners was, in general, relatively low. However, as predicted, there were statistically significant differences between the countries, with respondents from the United States showing more tolerance for the two forms of governmentally-sanctioned violence than the respondents from Spain did—a finding that is consistent with earlier research with the PAIR-TAS. For example, Malley-Morrison, Daskalopoulos, and You (2006) found that domestic participants (adults born in the United States to two parents also born in the United States) were more tolerant of several different forms of



States) were more tolerant of several different forms of governmental aggression than international participants (adults born outside the US to parents also born outside the US).

Contrary to expectation, there were few gender differences on either of the governmental aggression items, either across the sample as a whole or within countries. This lack of gender differences in tolerance for aggression is quite different from findings in other studies of attitudes toward violence (e.g., Ashy & Malley-Morrison, 2007, Caprioli & Boyer, 2001; Fite, Genest, & Wilcox, 1990, Hashim & Malley-Morrison, 2007, Malley-Morrison, Daskalopoulos, & You, 2006; Malley-Morrison et al., 2006), which typically show greater tolerance in men than in women. We believe that at least in the U.S. sample, the general lack of gender differences may be related to random noise occurring in the process of matching European Americans to Spanish participants. In the larger European American sample from which the current European Americans were drawn, there were differences in the predicted direction on both items that were both arithmetically larger and statistically significant. We think it is also relevant to our original expectations that the women were significantly more likely than the men to have engaged in anti-war protest activities and were at least marginally more likely to try to give some rationale for any level of support for torturing prisoners of war.

As predicted, respondents in both Spain and the United States were more intolerant of torture than of invasion. Although this finding may be related to media coverage of the different forms of governmentally-sanctioned aggression, with more lurid details concerning the Abu Ghraib mistreatment of prisoners than of the horrors of war, it is also possible that there is something more immediate and personal about torture than about war contributing to these findings. For example, individuals may have more difficulty psychologically distancing themselves from explicit scenes of torture than from scenes of war because the scenes of war are more routinized and perhaps often more sanitized. The general tendency of Americans to be more tolerant of government aggression than people from many other countries is probably due to many factors, including their lack of exposure to armed aggression in their own country, the consistency with which their leaders have themselves invoked moral disengagement, and the complicity of the media with the government in conveying themes of moral disengagement. Practitioners of peace in both countries may want to focus on strategies to increase moral engagement in regard to issues of governmental violence—for example, through the kinds of peace promotion programs described in Howard et al (2007), which specifically addresses moral disengagement and ways to work with the theory. Moreover, both the American and the Spanish findings are a good reminder, we hope, that although wars are declared by leaders, it is ordinary people who not only fight the wars but also either support or resist their leaders' agendas. Factors

that promote peace, like those that promote war, can be found at the level of individuals as well as at the level of society. Efforts to invoke moral disengagement within individual citizens may be worthy of significant attention along with the political, social, and economic factors more commonly considered.

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### **International Association for Group Psychotherapy and Group Processes**

Francis Bonds-White, Ed.D, President of the International Association for Group Psychotherapy and Group Processes (IAGP) and a member of Division 52, is pleased to announce that the IAGP Congress 2009 will be held in Rome, Italy, August 24-29, 2009.

The theme of the Congress: Groups in a Time of Conflict. For further information please check the IAGP web page, [www.iagp.com](http://www.iagp.com) or contact the Co-Chairs of the Congress at [2009congress@iagp.com](mailto:2009congress@iagp.com)

### **Membership in the International Association of Applied Psychology's Division of Psychological Assessment and Evaluation**

Psychologists, assessment specialists, researchers, and practitioners are encouraged to become members of the International Association of Applied Psychology (IAAP), and specifically the Division of Psychological Assessment and Evaluation (Division 2). The Division is committed to researching topics important to applied psychology around the world, including testing and statistical methods and practices. Division members receive the quarterly newsletter, the journal *Applied Psychology: An International Review*, and reduced registration fees for IAAP's international conference held every four years (the next one is scheduled for Melbourne, Australia in 2010). Most importantly, Division members become connected to hundreds of scholars around the world who share similar goals and interests in applied psychology and test theory, test applications, and testing practices. An application for membership can be obtained at the IAAP website <[www.IAAPSY.org](http://www.IAAPSY.org)>. Individual membership dues are \$60 (£40) and student dues are \$10 (£7).



## Using the Internet: A Call to Internationalize the Psychology Curriculum

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The psychology curriculum continues to become more international with the help of the growing number of users (educators, trainers, researchers, students) of Internet-based technologies (IBTs) from all over the world, thereby making us increasingly interconnected and interdependent. The paper makes the case that the use of IBTs can effectively help internationalize the psychology curriculum. Some examples are presented describing how these technologies may be used in the teaching and training of psychology students, and in the promotion of a more international perspective in psychological research.

The Internet is virtually making the world a smaller place and that includes the world of psychology. It used to be based on a paradigm in which an individual user accesses content, but has now transformed itself to one in which communities create and share ideas. Millions of Americans now use the Internet regularly (through electronic mail, online chats, file transfers, websites, distance learning technologies, virtual worlds, social networking sites, and other forms of electronic data exchange) and the number of Internet users around the world is growing at a tremendous rate. With the growth of the Internet worldwide, it is apparent that nations are becoming increasingly interconnected and interdependent (Power & Velayo, 2006; Velayo, 2000). Its influence is certainly far-reaching and is changing the way psychology instructors teach and the way students are educated, trained, and do research. In many ways, our students probably utilize much more of what the Internet has to offer than we think they do. As such, the Internet allows us to network more efficiently and effectively, circumventing the constraints imposed by distance and time. The new generation of students tends to be relatively comfortable with new technologies and instructors ought to experiment on how these technologies may allow them to better teach and for students to better learn. There is no doubt that Internet-based technologies (IBTs), those that are currently used and innovations that we have yet to develop, will continue to contribute significantly to the globalization of psychology, in general, and the psychology curriculum in particular.

In an article that recently appeared in *The Educator: Newsletter of the Education Directorate of the American Psychological Association*, Dr. Anthony Marsella, one of the prominent figures in international psychology, provided valu-

able insights on how education and training in psychology need to adapt in order to influence and shape global changes (Boenau, 2007). He pointed out that the challenge of a global psychology is to educate and train psychologists to be ethnically, culturally, and racially sensitive and to prepare our students to honor and value global diversity rather than uniformity. Given such position, psychology as a field will need to adjust its curricula, practica, research, and training contexts. How may we best achieve this given the resources available? IBTs may best achieve this goal of promoting the internationalization of the psychology curriculum and in developing greater appreciation for diversity through curricular changes.

### Internet-based Technologies (IBTs)

There are now several IBTs in place, some are more popular than others, and there are those that continue to grow in popularity as the information age continues to unfold. The most common uses of the Internet include email, interlinked webpages of the World Wide Web, remote access, online chats or instant messaging (IMs), collaboration, videoconferencing, file sharing, streaming media, and voice telephony (VoIP). There are also those gaining popularity such as social networking websites (e.g., MySpace, Facebook, Friendster), virtual worlds (e.g., Second Life, The Sims Online, There), video and audio-sharing websites (e.g., YouTube, podcasting), browser-based collaborative tools (e.g., blogs, wikis, online documents, spreadsheets, and calendars) and even multi-player online role-playing games (e.g., EverQuest, World of Warcraft, Ultima Online). Interestingly enough, many anticipate that PC-based software will eventually cease to exist as Internet-based software and technologies become

more accessible and even free, as evident in the growing movement towards “open source” software, that in which software is created collaboratively and distributed freely to anyone and everyone.

There are a growing number of instructors using a number of these technologies, some more than others, in their psychology courses. Extending the use of such technologies beyond one’s national borders, to reach out and to include those from other nations, has become more feasible. The education and training of future psychologists, both local and international, will involve a widespread dialogue between nations and cultures. Innovative ways to utilize these Internet-based technologies as pedagogical, training, and research tools need to be further explored and studied. Not only do these technologies allow for greater and faster communication between psychologists and students residing in different nations (as well as geographical regions within a country), but these also provide a venue for greater understanding between peoples, greater curricular and scholarly collaborations, and an enhanced level of experience the goes beyond just reading about another culture beyond one’s own. Such transformation necessitates curricular changes.

### **The Case for Using the Internet to Help Internationalize the Psychology Curriculum**

The psychology curriculum in many institutions is still generally dominated by print publications that, for the most part, were written by western psychologists. Most psychology courses, even those in other countries, use textbooks that contain insufficient international content and minimally discuss relevant international issues (Velayo, 2000). Students of today’s psychology may need to further understand the differences (and similarities) between cultures, such as how psychology differs in an individualistic culture compared to psychology in a collectivistic culture. Because of the relative lack of multi-national education in the psychology curriculum, psychologists tend to be unprepared to deal with the needs of those within the broader global community facing various types of conflicts (Woolf, 2001).

It is important to note that the population of the world has reached about 6.6 billion people and more than 85% of the population is from non-western ethnic and cultural traditions. As the number of psychologists continues to multiply all over the globe, psychology is more international than ever before (Rosenzweig, 1999). Adair, Coelho, and Luna (2002) found that psychology has a “significant presence” in 47 countries and a “minimal presence” in at least 41 others. These authors also point out that 45% of articles indexed in PsycINFO, a major psychology electronic database, were written by authors from outside the U.S. even though PsycINFO excludes numerous psychology journals written in a language other than English. Thus, psychology’s knowledge base in science and practice is steadily becoming more international.

Using the Internet to educate and train students can put

us in touch with nations that we would otherwise know little about or have limited access to. Given that the Internet has revolutionized the exchange and management of knowledge, we, like others abroad, will need to be responsive to the demands of a growing multi-racial, multi-ethnic, and multi-national network of people within the field. Emerging social, cultural, political, and environmental problems around the globe are imposing intense and complex demands on our discipline, challenging our sense of identity as psychologists and as a professional collective. We can assist in addressing and resolving these concerns if we are willing to reconsider some of psychology’s fundamental premises, methods, and practices that are largely rooted within Western cultural traditions and to expand our appreciation and understanding of psychologies from abroad.

For example, one of the burning issues currently related to international human rights is that American psychologists have been employed by the Department of Defense to assist in the mental torture of POWs to obtain information deemed necessary for “national security.” In response to the critique of misusing psychology in dealing with international affairs, APA just issued a strong warning against this type of practice. An overview of APA’s latest position on torture and other cruel, inhuman, and degrading treatment or punishment appears in the November 2007 issue of the *Monitor* (Okorodudu, Strickland, Van Hoorn, & Wiggins, 2007). Perhaps IBTs could enable us to make such issues more transparent and available. For example, given the aid of video-sharing technologies (e.g., YouTube), audio or video interviews of relevant people (policymakers, lawyers, national leaders, and even prison guards, and/or their prisoners) posted on websites may provide a venue to share various sides of the story from the first-person perspective. Online participants may go to that website and share their own opinions for discussion, even share files, develop links, and conduct video-conferencing with others in real time. This is one way to demonstrate the clear advantage of IBTs in internationalizing the psychology curriculum which may not be available with other pedagogical approaches. Students can have direct, and sometimes real-time access to the subject matter without being confined by spatio-temporal factors or geographical barriers. Consequently, students can be on the site where things happen and could conduct observation via the Internet on ongoing events. The convenient access to first-hand information through multi-directional communications can be solely provided by IBTs.

Other relevant international issues for psychologists include adjustment syndromes such as alienation, culture shock, acculturation, identity conflict and confusion, and migration stress are now emerging as major problems for counselors in schools, colleges, industry, clinics and private practice (Marsella & Pedersen, 2004). There are also societal and group disorders such as cultural disintegration, cultural dislocation, ethnic cleansing, social disillusionment, sick societies, urban blight and decay, social fragmentation, cults,

endemic crime and violence, and cultural abuse and collapse. These issues may all be presented and discussed through IBTs. With all of these emerging disorders, it is as important as ever to internationalize the psychology curriculum through the education and training of mental health professionals in dealing with various peoples of different countries. Greater effort must be made in order to recognize that there are many non-western psychologies that reflect the cultural experiences and contexts of other people than those presented in western psychology textbooks (Marsella, 2001). Using IBTs in ways that may serve to supplement a more global curricular experience of students is worth exploring.

The American Psychological Association, recognizing the need to internationalize psychology, formed a task force in 2003 to report and to provide recommendations on ways to internationalize the undergraduate psychology curriculum. The task force proposed relevant learning outcomes for undergraduate psychology majors, recommended that psychology programs and instructors of psychology take a leadership role in promoting the internationalization of student learning, and enumerated plans that may help faculty incorporate an international dimension into their teaching. The report also provided action plans to help internationalize the curriculum and make these approaches available to a wider group of disciplinary associations besides the APA (Lutsky, Torney-Purta, Velayo, Whittlesey, Woolf, & McCarthy, 2005). We now have the Internet as a readily available and relatively inexpensive medium by which we may carry out these action plans. This includes (but not limited to) expanding the existing clearinghouse of materials available from the websites of APA Division 2 (Teaching of Psychology) and Division 52 (International Psychology) that faculty could immediately use for course development and creating discussion boards and blogs to allow for psychologists and students from around the world to exchange ideas and network.

### On Teaching and Training

Access to the Internet has revolutionized how we are able to efficiently access information and exchange ideas. The opportunities that IBTs provide make it even easier to help internationalize the educational and training experiences of our students. In order for colleges and psychology departments to internationalize their curricula, faculty members in the social/behavioral sciences need to find effective and creative ways to incorporate new material into their lesson plans (Grenwald-Mayes & Moore, 2000). There are many other different ways that instructors can incorporate a more global perspective into their current psychology curriculum through the use of the Internet.

Instructors may have students think more globally by having them utilize the Internet to correspond with psychologists and/or other students from other nations as an integral part of a course – to consider the viewpoints of other cultures when learning psychological constructs, perhaps by interviewing those from abroad and/or conducting collaborative

projects. Such cross-national correspondences may even be part of a cross-cultural training and cultural sensitivity training program in which students assess their own multicultural competence through self-evaluation and through more systematic assessment methods. The rising use of distance-learning platforms such as Blackboard and other internet-based technologies is opening new avenues for teaching international materials (Takooshian & Velayo, 2004; Velayo, 2004).

Another useful IBT for teaching and training is videoconferencing or teleconferencing. Guest lecturers from other countries may be invited to speak on their area/s of expertise through the use of recorded footage on streaming video or through webcasts. The presentation may be done live to allow students the opportunity to interact with the guest.

An example of using IBTs would be to have students (or even professionals and scholars in psychology) from different cultures or nations discuss whether a particular behavior or belief is *emic* (culture-specific) or *etic* (culture-neutral). Instead of lecturing about the distinction or providing notes, wouldn't it be more effective if this material were gathered together in a blog for them to discuss? There would not be much more work for the instructor and students could read a variety of what others think about the topic; and there would even be a greater possibility for discussion between all those involved.

Another good example of using IBTs is to have students, as part of a course, review research written by non-western authors on a topic that is being taught in class. For example, if students are being taught the attachment theory, students should first be encouraged to invite interested participants from different parts of the world to identify the critical issues involved in attachment, and to tackle the issues from a cross-cultural rather than a mono-cultural angle. One possible issue related to attachment may be stated as follows: Provided the significance of infant-parent relationship in western psychological theory and given the close distance between American parents and their young children, why do so many American adults detach themselves from the parents at nursing homes? In contrast, given some hierarchically organized Asian families in which parent have much greater distance with their children and spend much less time with them, they develop long lasting relationship with their children who would never send their parents to a nursing home. Rather, they strongly feel obligated and delighted to support their parents financially, socially, physically, as well as emotionally. As revealed in Gielen and Lei's (2007) study on Chinese American youth in New York City, almost every one of the hundred interviewees responded that they are going to support their parents one way or another. A cross-cultural comparative study would require students in the class using IBTs to virtually observe the family dynamics in different cultures and directly inquire about the participants points of view through video conferences or even video clips posted on YouTube. Subsequently, students would then pool all

information collected in an organized manner and share it with interested parties where online discussions or blogs may be formed with others sharing information from a variety of perspectives. By doing so, the learning process is not passive or unidirectional, but rather interactive in which students can share and reflect on their own views.

One other valuable way to help build on the growing number of resources that instructors may use to internationalize the curriculum is to have them contribute to the expanding clearinghouse of materials that faculty from all over the globe could immediately use for course development. Examples of such clearinghouse may be accessed through the APA Division of International Psychology website at <http://internationalpsychology.net/resources/> (Stevens, 2007) and another from APA's Society for the Teaching of Psychology Office of Teaching Resources in Psychology (OTRP) at [http://teachpsych.org/otrp/resources/resources.php?category=International\\_Psychology](http://teachpsych.org/otrp/resources/resources.php?category=International_Psychology) (Woolf, Hulsizer, & McCarthy, 2002).

### On Research

An international perspective in psychological research is especially relevant in understanding ourselves and others and how this translates to the content material learned by our students. The inclusion of indigenous psychologies in the knowledge base of all psychology is also an important emerging issue to tackle. Sampson (1995) describes the post-modern era characterized by "postindustrial, information-based and globally linked social environment" in which current Western views of the self – as free, independent, and self-contained – will become inadequate in providing a basis for understanding the individual. It is anticipated that it will become essential for a person, to view themselves as parts of a global system in which people's identities are inextricably linked with where they are socially located in that system. Thus, many personality and social psychologists may have to recalibrate their views to reinforce the central importance of culture in shaping the way people construe the self. For example, Ono (1996), examined how users reveal a reflexive projection of the self in Internet "speech," and how Internet communication encourages users to internalize globalization in their self-identity. This study further describes the Internet as a global networked society.

The Internet has also greatly influenced how people work and learn, manage themselves in the workplace, and manage knowledge in their lives. Organizational psychologists should further their research on how technology can help people and organizations achieve the level of competence necessary to survive and succeed in the global marketplace (Marquardt & Kearsley, 1998).

Students should learn to access research literature from outside the United States (e.g., the ability to search databases, and the ability to read in a language other than their native language). In addition, data collection via the Internet is also

becoming a popular way to conduct research, which is central to the education and training of psychologists, by collecting data that is internationally diverse. There are interactive questionnaires and experiments now on the web, the most common of which are associated with experiments on perception and cognition. There are also Internet-based surveys and data-collection websites (e.g., SurveyMonkey, Zoomerang, CreateSurvey) that may be used to collect data from various parts of the world as long as they have access to the Internet. One such site is [surveymonkey.com](http://surveymonkey.com) (a website that allows you to create psychological testing surveys). Psychological surveys may even be translated into other available languages and be posted on the site for easy access.

### Conclusion

The Internet is a relatively inexpensive yet fairly reliable tool that can efficiently promote a more global psychology by building connections among psychologists and students of psychology from various parts of the world. The educational use of Internet, through websites, distance learning technologies, and Internet-based research technologies can be used in the internationalization of the psychology curriculum (Brown & Kesselring, 2000).

As the world we live in becomes more complex and more connected with the use of Internet, the value of international and intercultural education has become more important than ever (Schwarz, 2001). For psychology to grow as a profession and academic discipline, the psychology curriculum as a whole needs to focus on international and global trends (Marsella, 2001). The Internet can serve as an effective educational, training, and research tool to help internationalize the psychology curriculum. The use of IBTs will need to be encouraged and be made an integral part of the psychology curriculum, keeping in mind that the primary goals are to promote a more global, less ethnocentric approach to psychology, and to prepare ourselves and our students towards further globalization.

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Please send all correspondences regarding this article to Dr. Richard Velayo at [rvelayo@pace.edu](mailto:rvelayo@pace.edu)





*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!*

### **The Vibrancy of International Research: An Interview with Oksana Yakushko, Ph.D.**

As shared with Jennifer R. Arm  
*The University of Memphis*  
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Oksana Yakushko, Ph.D. is an Assistant Professor of Counseling Psychology in the department of Educational Psychology at the University of Nebraska, Lincoln. She received her doctorate in Counseling Psychology from the University of Missouri, Columbia in 2004. Dr. Yakushko is a member of Divisions 17, 35 and 52. In 2003, Dr. Yakushko received the Student International Research of the Year Award from Division 52. She is also Co-Chair of the Task Force on Immigration and Refugee Issues within the division.

#### **What internationally-related work have you done? How did you become interested in this work?**

I am an international person, which means I naturally bring this perspective to my work. I came to the United States from the Ukraine as an undergraduate student and have continued to nurture my international interests throughout my professional development. My own experiences have taught me that the United States is not the only country that is contributing to the field of Psychology; the rest of the world also has a lot to offer the field.

I have conducted most of my international work in the Ukraine, Russia and the former Soviet Union. This work has involved projects related to gender roles, career development of immigrants, the impact of persecution during Stalin's leadership upon later generations, and human trafficking. A recent project involved considering the rise of capitalism in Ukraine since the fall of the Soviet Union in 1991 and changes in sexist ideology. While many people assume capitalism brings positive change and benefits, through my work, I learned that Ukrainian women in this study were found to have stronger benevolent sexist attitudes about their gender and more hostile attitudes towards men compared to Ukrainian men. These findings reflect remasculinization of

the former Soviet Republics, which has consequences for women and may contribute to difficulties in intimate relationships between men and women. Division 52 has recognized my efforts in this area as I received the Student International Research of the Year Award in 2003.

In terms of my work on human trafficking, I have primarily served as a consultant on this topic. I would like to study human trafficking through empirical methods in the future. Since trafficking practices are well hidden from the public, it is a difficult topic to study. Therefore, I am currently working to establish local contacts that would facilitate future research. I am also working with Dr. Sharon Horne from The University of Memphis on an international multi-site project studying gender violence in the former Soviet Union and Eastern Europe. My work with this project has involved instrument translation. My work on xenophobia also involved instrument development as I constructed a scale to measure this construct.

#### **Is there anything that surprised you/you had not expected about being involved in international work when you began?**

I have found my work in the Ukraine to be a kind of tug-of-war. On the one hand it is easy to conduct research in the Ukraine as this is my home country. However, at the same



time, many Ukrainians perceive me as different from them since I live in the United States. As I negotiate this dilemma, I try to honor my own struggle in this meanwhile I respect the people with whom I work.

I have also been pleasantly surprised that I have received so much support within my department for my international work. Both when I was initially offered my faculty position and since my arrival, the College of Education and Human Sciences at the University of Nebraska, has provided support. This verbal encouragement has been reiterated and demonstrated as my department has provided funding for international research projects.

**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?**

Be humble. The more I learn, the more I realize there is more I don't know than I do know. This is a continuing lesson for me. Sometimes I think I know a lot about a particular topic, like for example the Ukraine, but then as I continue with my research and consulting, I realize how much more there is beyond what I know.

I have also come to recognize that I am an international person. I bring this perspective to my professional work. For example, my international viewpoint is infused into my teaching, writing, mentoring and research, and is part of who I am as a professional. And as I continue to connect with people in other countries, I learn how they see things. This only opens me up and brings fullness to my professional and personal life. For me, this is a way to live.

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

I see myself as a leader in the field because I do research on topics and in regions that tend to be less commonly studied. For example, my work on human trafficking is especially unknown and is a new area within the field of Psychology.

I am currently one of three finalists for a position as an early career professional on APA's Committee on International Relations. If I receive this award, I see this position as an opportunity to continue to contribute as a leader in the international arena. Further, I hope I would bring my experiences on the Committee to working with students. Mentoring students is another important part of what I do, and I strive to help students to get involved in international research.

**What led you to Division 52?**

When I was a graduate student, I learned there was a division for international topics, Division 52. When I joined Division 52, I was excited to meet professionals in the field and become involved. Currently, there are two divisions in APA which I consider to be my home- Division 52 and Division 17, The Society of Counseling Psychology. The Society of Counseling Psychology is also forging important international studies and partnerships. I tend to split my time and energies between these two divisions, contributing to international projects in both.

**What do you think are the most important benefits of being a Division 52 member? How has being a member shaped or influenced your career path?**

The connections and collaborations that develop through being in Division 52 are reasons why this division is so strong and vibrant. I have found the division to be a place that creates opportunities. For example, I was looking for an instrument in another language, and I was able to find this

through my connections in the Division. Listserves and websites are also helpful resources that facilitate Division events, opportunities, and partnerships. Participating in the division has encouraged me throughout in my international work and professional development. Currently, I am Co-Chair for the Task Force on Immigration and Refugee Issues within the division.

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

I encourage new members to get more involved, find opportunities to contribute. Getting involved will help you get know people. Get in, get dirty and get to know people. This is what makes the division a vibrant one.

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

I love traveling internationally so my favorite kind of vacation is when I travel overseas with my husband and son. Also, I enjoy any vacation which includes hiking. My most recent trip was to Norway, so I was able to get in some hiking during my travel abroad.

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

There are two Ukrainian salads that I particularly enjoy. One salad is made with Beets and the other with Carrots.

**Beet Salad**

Boil beets  
Grate the beets finely  
Add chopped prunes, walnuts, salt and pepper and mayonnaise  
Stir and Serve

**Carrot Salad**

Grate carrots  
Add vinegar and oil  
Add raisins and almond slivers  
Stir and Serve

### **SUBMISSION DEADLINES** **International Psychology Bulletin**

For smaller articles (op-ed, comments, suggestions etc.), submit up to 200 words. Longer articles (e.g., Division reports) can be up to 1500 words and should be submitted to Dr. Senel Poyrazli at Poyrazli@psu.edu. Submission Deadlines: Spring issue March 31, Summer issue June 30, Fall issue September 15, and Winter issue December 15.



*This is the sixth article in a series developed by Division 52's Student Committee (SC). 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!*

### Getting to Know: Sharon G. Horne, PhD

As shared with Güler Boyraz  
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Sharon G. Horne is an Associate Professor of Counseling Psychology at The University of Memphis. She received her doctorate in Counseling Psychology from the University of Georgia. Her current interests are international issues of psychology; gay, lesbian, and bisexual health; and gender issues.

#### **What internationally-related work have you done? How did you become interested in this work?**

I was fortunate to have two very early inspiring international experiences—the first was when I was in junior high school, my Granddad was a visiting scholar at Cambridge in England, and my Mom and I took advantage of the occasion and visited him and toured around Scotland and the English countryside. Second, I spent my sophomore year of college in Germany and traveled throughout Western Europe and many parts of what was then Eastern Europe. I was always interested in Russian literature, and at Indiana University I declared Russian language and literature as well as journalism as majors. I was drawn to Slavic and Eastern European history and culture. My travels at 19 broadened my perspective on the world and my own country and spurred on interests in the Soviet Union and other regions of the world. When I finished my undergraduate degree, I was clear that I wanted to contribute to service in social justice and was determined to join the Peace Corps, which I did and served in Niger, West Africa. Africa really exposed me to a diversity of cultures and languages and gave me a wonderful first experience at teaching. Since my early twenties, I have worked and lived in many areas of the world and continue to do cross-cultural research with local colleagues and conduct trainings on psychological issues including GLBT, domestic violence, and gender concerns in those settings.

**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 think the learning process is accelerated in international work because the challenges and the rewards are both so abundant. For me, international work brings to the forefront areas that need growth since there is nothing like cross-cultural international work that exposes your flaws and limitations. For example, learning that your way of communicating is not working or misunderstanding cultural cues can really challenge your sense of effectiveness. This work also allows you to develop a stronger sense of purpose as you realize the importance and the benefits of engaging in cross-cultural collaboration. And of course, I have had re-affirmed over and over that there is connection and understanding across vast differences in culture and experience and that it is important to find these communalities and learn from one another. Values such as respect, trust, integrity and justice appear to be universal.

I feel that I became a psychologist *through* my international work and being able to integrate the two. Even as a graduate student, I had a supportive faculty at the University of Georgia who encouraged me to continue my international



work through the program. I try to bring a global perspective to whatever I am teaching whether it is theories of psychotherapy or supervision, and I mentor doctoral students who are international or who are interested in international issues.

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

I feel that I have contributed to the understanding of social justice in international psychology and have conducted research in the areas of ambivalent sexism and domestic violence, as well as international GLBT issues. Along with Dr. Susan Mathews, I developed an approach to international consultation that was built upon our experiences working collaboratively in international contexts. It draws from multicultural and feminist principles like respect for cultural differences and equality and encourages consultants to move beyond the expert Western tradition of consultation. I would like to continue to work in the areas of social justice in international contexts and to educate students on how to become internationally aware psychologists.

### What led you to Division 52?

It seems like it was a natural fit given my interests and the mission of Division 52. It is always great to be part of a group that shares similar vision and interests, and I have been fortunate to meet many members whose international interests overlap with mine and who are invested in bringing an international perspective to U.S. psychology.

### What do you think are the most important benefits of being a Division 52 member? How has being a member shaped or influenced your career path?

Engaging in international work can be pretty isolating within U.S. psychology, and being a part of 52 brings you together with others doing similar work—sometimes in the same region or if not, then methodologically. It gives you an opportunity to learn more about the important work being done in psychology around the world by our international colleagues, and it centralizes international psychology within APA. As this year's program chair I was inspired and impressed with the range of work submitted to 52 and the diversity of projects and research that was represented. Being exposed to new ideas challenges how I approach my work and which directions I take.

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

Just find a way to be active within the division—there are many leadership and networking opportunities. If you have a chance, go to the hospitality suite during APA and meet other members and learn more about the workings of the division. Our Student and Early Career Committees are really active and welcoming and go above and beyond to make new members feel at home. As well, The International Psychology Bulletin and 52 website are great ways to stay informed with 52 activities. I'm a relatively new member of 52 and I have found everyone to be inviting and friendly. If you have an idea for a project or an initiative, the members of 52 are very open to fresh ideas and new member input.

### What was your favorite holiday or vacation?

Wow, I love holidays and vacation so choosing just one would be a challenge! I enjoy beaches and snorkeling so trips to Mexico, Thailand, and Kenya were enjoyable for those reasons. However, just spending time with family and friends over good food is my favorite type of holiday. My partner, Heidi Levitt, and I have a daughter who is four months old and who just received her passport and there are many adventures ahead of us.

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

This is a favorite recipe from Africa that Heidi and I have named our "Healing Heart Coconut Shrimp." We serve it whenever someone we know is having a hard time of it, especially when they are so down they "can't eat a thing."

Miraculously after we ask them to just try a little bit, they are soon asking for seconds and thirds and are startled to find themselves smiling, and occasionally laughing along! We think it has something to do with the sweet coconut combined with the spicy pepper. Try it as a special cure for the blues!

### HEALING HEART COCONUT SHRIMP

2-3 lbs. shrimp, peeled and deveined  
¼ cub butter  
3-4 cloves garlic, minced  
1 small onion, finely chopped  
2-3 sprigs parsley, finely chopped  
2 chili peppers, or 1 tsp. cayenne pepper  
1 tsp. salt  
2 tsp. cumin  
2 large tomatoes, chopped  
2-3 cups coconut milk—depends on how much shrimp is used

Heat butter in a heavy skillet over moderate heat, and quickly cook the shrimp until they are a rich golden pine. Remove them for the pan with a slotted spoon. In the same butter, sauté the garlic, onion, parsley and chilies for 2-3 minutes. Add the salt, cumin and tomatoes and cook until the mixture thickens slightly, stirring constantly to avoid burning. Reduce heat to low, return shrimp to the pan and add the coconut milk. Stir until shrimp is heated through. Serve over sticky rice.

### 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 2<sup>nd</sup> 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 3<sup>rd</sup> – 6<sup>th</sup>, 2008.

For more information, please visit the Congress website: [www.isipar08.org](http://www.isipar08.org) or contact Prof. Elias Kourkourtas, President of the Organizing Committee, at [hkourk@edc.uoc.gr](mailto:hkourk@edc.uoc.gr).

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### Book Review: Swords into Plowshares, Spears into Pruning Hooks: Innovations in Contact between Warring Groups

Kuriansky, J. (Ed.). (2007). *Beyond bullets and bombs: Grassroots peacebuilding between Israelis and Palestinians*. Westport, CT: Praeger.

Reviewed by:  
Michael J. Stevens, PhD, DHC

Everyone is entitled to his own faith. No one should violate the intimate spiritual life of another. That is how I think now, that is how I have thought in the past, and if I live any longer, that is how I will think then.

Bishop Boris Kharalampiev of Pazardjick,  
WWII rescuer of Bulgarian Jews

Peace in the Middle East requires a systematic and comprehensive approach that includes top-down approaches, that is, the negotiation of treaties and policies at the highest levels of government. Effective peace building simultaneously requires both middle-out and bottom-up approaches. Middle-out strategies involve efforts to influence community leaders, who then influence those above them along with their local constituencies. Bottom-up strategies are designed to influence large numbers of people directly. These middle-out and bottom up approaches are featured in Dr. Judy Kuriansky's most recent edited book, *Beyond Bullets and Bombs: Grassroots Peace Building Between Israelis and Palestinians*, which makes a singular contribution to the literature on the Middle East conflict and its resolution. It will inform concerned citizens, researchers and practitioners in the humanities and social sciences, as well as leaders in the public and private sector.

Kuriansky is distinctly qualified to edit such a benchmark volume, part of the Praeger series on contemporary psychology spearheaded by Dr. Chris Stout. A renowned clinical, international, and media psychologist, Kuriansky represents the International Association of Applied Psychology and World Council of Psychotherapy at the UN and serves on the UN NGO Committee on Mental Health. She has written extensively on peace building and has delivered

lectures, programs, and workshops worldwide on this topic, receiving numerous awards for her contributions to advancing peace. As a follow-up to her earlier book, *Terror in the Holy Land: Inside the Anguish of the Israeli-Palestinian Conflict*, Kuriansky has assembled a new international set of authors, although most are Israelis and Palestinian. Their experiential, intellectual, and work backgrounds are quite varied, resulting in a panoply of multicultural, multidisciplinary, and multisectoral viewpoints. The chapters are similarly diverse in their emphasis on underlying conceptual models, supportive empirical data, innovative applied practices, and heroic personal narratives. Unlike *Terror in the Holy Land*, the richly diverse material and voices of *Beyond Bullets and Bombs* are linked to the potential peace dividend of Allport's (1954) contact hypothesis.

The 40 chapters of *Beyond Bullets and Bombs* are divided into four parts, each introduced by Kuriansky. Although the organization of chapters into their respective parts is thoughtful, the diverse aims and methods presented in several applied chapters could justify their placement into different parts. A few of these chapters could have been pruned from the book, as they do not offer much beyond similar interventions that are described more articulately elsewhere. In addition, it would have been beneficial to include at least one chapter on understanding and preventing terrorism from a psychosocial and/or sociocultural perspective, as this central topic is virtually neglected (see Stevens, 2005). For the most part, the chapters are evenhanded in tone. One, however, is thoroughly jingoist notwithstanding the use of balmy academic prose to render questionable positions more palatable.

Part One is a cornucopia of psychosocial and sociocultural perspectives with which to frame the Israeli-Palestinian conflict. Of particular value are models which identify individual and collective processes that either exacerbate or modulate the dynamics of intergroup conflict. From these models, authors fashion a broad spectrum of transformative methods, essentially dialogic, intended to humanize the other and promote reconciliation and healing. These social-reconstructive efforts underscore the paradox of incumbents of adversarial groups engaging in sensitive interpersonal listening, a topic also addressed in later chapters. The chapter by Karen Doubilet offers a cogent analysis of how status asymmetries in the Israeli-Palestinian conflict limit the applicability of the contact hypothesis (see Dixon, Durrheim, & Tredoux, 2005) and, thus, necessitate rethinking the goals and strategies of contact-oriented programs. Another by Yaron Prywes applies Kurt Lewin's  $B = f(P \times E)$  equation to the reversal of intergroup violence; brilliantly integrating micro- and macro-level perspectives, Prywes calls for a consultative approach to establish optimal boundaries between groups with competing identities while ensuring each group's security.

Part Two offers compelling bottom-up examples of how rapport and respect between enemies can be enhanced via dialogue, specifically by sharing personal narratives. The

Parent Circle – Families Forum is a program for Israeli and Palestinian families that have lost relatives through violence, yet remain strongly committed to reconciliation and peace. Such bottom-up strategies are complemented by middle-out interventions, such as Nonviolent (Compassionate) Communication, which train peace activists on both sides. Other programs are apolitical and limited to interfaith encounters geared toward nurturing a fragile civil society. Still others are informal, such as Open Space Technology, in which group discussions take place without facilitators, and Living Room Dialogues, in which conflicting parties challenge their assumptions over a meal en route to mutual understanding. The chapter by Steinberg and Bar-On presents evidence of qualitative change in the discourse of workshop participants, noting that shifts in communication, though uneven, offer hope that intransigent perceptions of self, the other, and relationships can evolve.

Part Three extends the concept of contact via dialogue to creative new formats. Middle East Education through Technology is a bottom-up educational program for Israeli and Palestinian youth designed to enhance leadership and teamwork skills. Just Vision is a middle-out media approach consisting of online interviews with civic leaders whose personal narratives and peace-building activities express the values of equality and respect. Music is employed to repair relationships and strengthen cooperation between adversarial groups. Theater is used to promote dialogue on sensitive themes, such as stereotypes and violence. A promising grassroots approach to peace involves summer camps for Israeli and Palestinian youth. The Seeds of Peace Program offers integrated accommodations and activities plus facilitated dialogue; SeedsNet is a secure listserv that permits ongoing contact once campers return home. Because of real-world asymmetries, Israelis and Palestinians have divergent communication needs, with Israelis preferring to discover similarities and relate as individuals versus Palestinians, who stress collective identity and raise conflict-related issues. Consequently, camp encounters often have a mix-model approach to contact, grounded in social identity theory and realistic conflict theory. Thus, opportunities to dialogue as individuals, which promote understanding, must be complemented by opportunities to relate as representatives of conflicting groups, which promote negotiation.

Part Four speaks to peace building in schools, in therapy, and in the media. Because the chapters on mental health lean toward outreach and training, details on psychotherapeutic interventions for clients impaired by intergroup conflict are lacking. Public schools have been opened where Israeli and Palestinian children receive a bilingual, multicultural education. Textbooks have been written that expose children to the historical narratives of both groups, a welcome alternative to materials that maintain enmity. Teachers have been trained to implement lesson plans that foster cognitive and experiential growth; preliminary findings show that students better understand the views of the other and desire a more harmonious co-

existence. Multisectoral training is available for clergy, diplomats, journalists, and NGO representatives to learn how they may unwittingly perpetuate trauma, can coordinate efforts at healing, and can instill moderation in national leaders and the general public. Television and radio series have been aired that depict pressing social issues and constructive solutions within the context of daily living; the Common Ground News Service publishes balanced and solution-oriented articles about the Middle East crisis that encourage rapprochement.

Israelis and Palestinians have tried to settle their long-standing conflict many times before, but to no avail. Will the 2007 gathering at Annapolis of 40-plus nations and organizations fulfill the agreed upon goal of a final peace treaty by the end of 2008? In addition to top-down treaty making, *Beyond Bullets and Bombs* showcases the necessity of bottom-up and middle-out approaches in establishing genuine peace in the Middle East. Interpersonal understanding and intergroup negotiation are the goals of interventions designed to bring enemies into contact in order to humanize the other and demythologize collective narratives. Dr. Judy Kuriansky has triumphed in informing us of the many paths to peace; we must now walk those paths.

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### Call for Papers *International Psychology Bulletin* (APA Division 52)

We are accepting research manuscripts to be published in 2008 and 2009. Submitted papers will be subjected to a peer-review process. Please e-mail your manuscripts to the editor Dr. Senel Poyrazli at [poyrazli@psu.edu](mailto:poyrazli@psu.edu). To review a copy of the Bulletin, please visit <http://www.internationalpsychology.net>



**Book Review: Giving Peace a Chance:  
An Up-close and Personal Look at  
the “Forever War”**

Kuriansky, J. (Ed.). (2006). *Terror in the holy land: Inside the anguish of the Israeli-Palestinian conflict*. Westport, CT: Praeger.

Reviewed by:  
Michael J. Sevens, PhD, DHC

*Terror in the Holy Land: Inside the Anguish of the Israeli-Palestinian Conflict* (2006), edited by Judy Kuriansky, is at times an uncomfortable read, yet is altogether worthwhile. It is part of the contemporary psychology series edited by Chris Stout and published by Praeger. Kuriansky is uniquely qualified to bring this book of diverse voices together. A renowned media psychologist, she is a licensed clinical psychologist and adjunct professor at Columbia University Teachers College and College of Physicians and Surgeons. She represents the International Association of Applied Psychology and World Council for Psychology at the UN. She has lectured, conducted research, designed and led workshops and programs, and been honored throughout the world. She is an eminent international psychologist.

The book was conceived in 2002 at the World Congress of Psychotherapy as a vehicle through which representatives of both sides of the Israeli-Palestinian conflict could describe their suffering, articulate the psychosocial issues contributing to that conflict, and propose grassroots interventions intended to promote peace. The diversity of the volume is reflected in the ethnic and national identity of chapter authors, their training backgrounds, and their views of the Israeli-Palestinian conflict. The chapters are also diverse in their length, narrative and empirical content, conceptual and applied foci, descriptive and explanatory emphases, and academic and personal style of writing. Most importantly, virtually every chapter speaks to the complex, multi-determined causes of the current conflict, which is essential to a full appreciation of the suffering of individuals and families on both sides and to crafting innovative solutions for peace.

*Terror in the Holy Land* has four parts: Times of Terror, Psychosocial Issues in the Conflict, Women and Children Caught in the Conflict, and Therapeutic and Educational Efforts for Understanding, Coping, and Reconciliation. Although nested within each part according to similarity in content, chapters often have multiple foci or are integrative and, hence, could have been organized into an alternative configuration.

The first part, Times of Terror, establishes the context for the Israeli-Palestinian conflict and the psychosocial approaches for understanding it, including the individual and collective needs for social identity, heroes and myths, and

national narratives. Other chapters describe the personal evolution of female homicide bombers as well as women who reject violence in favor of unity, macro-social conditions that contribute to the physical and psychological deterioration of individuals and families, and efforts to strengthen resilience and personal meaning notwithstanding chronically elevated fear and distress. One touching passage describes a woman who purchased lace undergarments as a symbol for her determination to exert personal control in the face of the unpredictable. It is comforting to learn, at the end of part one, that surveys show growing bilateral support for compromise and peace.

The second part addresses several psychosocial issues that permeate the Israeli-Palestinian conflict, namely revenge, humiliation, power asymmetry, and the search for identity, all of which are interlaced. A few chapters offer frameworks for peace, such as the process-oriented approach through which compassion, forgiveness, and community with adversarial groups can be forged out of a pre-existing thirst for retribution. One chapter provides an intriguing extension of terror-management theory, called Collective Identity Terror Management, in which collective self-efficacy and agency buffer groups against the fear of collective identity annihilation. The unique identity conflicts and approaches to conflict resolution of Israeli Bedouins are also examined. The chapters in Part Two, as in part one, are replete with interventions for individuals and small groups, including humor, aimed at overcoming obstacles to reconciliation. Narratives of transformed human lives are compelling, especially that of a Palestinian human rights activist whose personal journey illustrates the process by which suffering and hatred can evolve into empathy and social responsibility.

The third part centers on two at-risk populations: women and children. Chapters in this part of the book attempt to show how violence and the conditions that follow therefrom adversely impact Israeli and Palestinian women’s lives (e.g., stress, domestic abuse, maternal illness). Some authors frame their analyses and interventions in feminist theory. Others present disturbing findings from research studies. For example, Palestinian teens who reported feeling oppressed and treated unjustly were more likely to experience higher anxiety and depression, which themselves were associated with greater sympathy for terrorism. The question that this study poses for Israeli policy makers is whether economic, military, and political strategies intended to ensure the safety of its citizen are paradoxically laying the groundwork for more violence. Part Three also features holistic prevention programs that are compatible with classroom curricula and designed to foster resilience in children as well as methods and materials to enhance coping skills and prevent or reverse children’s demonization of the enemy.

Finally, in the fourth part, educators, mental health professionals, and physicians offer an array of procedures to improve understanding, coping, and reconciliation, some of which have been culturally adapted. Several chapters contain

narratives of working in a trauma center, integrating a Western perspective of human functioning and psychotherapy with a Palestinian cultural worldview, and training health professionals to integrate mind-body practices into their ongoing treatments. Particularly informative is a chapter that describes how ethnocultural views of identity, family, gender roles, politics, religion, and time influence the mental representations of psychological dysfunction and treatment among Israeli Palestinians. Issues such as stigma and shame at the individual, family, and community levels, preferences for indigenous healing, suspicion of Western-trained providers regardless of their ethnicity, and the need for flexible clinical and ethical decision making to incorporate cultural values are also presented. Other chapters describe an adult-education class that challenges rigidly held beliefs, which maintain distrust and a false sense of security, and nurtures the capacity to embrace alternative realities about the enemy and conflict. The concluding chapter articulates immediate and enduring factors that contribute to intractable conflict along with guidelines for reducing such conflict that obtain from these factors, including non-violent protest and moral appeals for peace.

*Terror in the Holy Land* accomplishes what no other book has achieved: to convey the personal suffering of Israelis and Palestinians as well as instill hope through wise and courageous voices for reconciliation and peace. The book is informative and engaging; it broadens and deepens our understanding of this tragic conflict and “local” strategies for its resolution. A statement by one author, however, belies a source of disappointment with the book: “...I cannot help feeling frustrated that dialogue with both suffering parties has had less influence in the dynamics of the conflict than I would hope” (Mendelsohn, 2006, p. 118). Regrettably, the bottom-up approaches for building peace that are presented are sel-

dom integrated with either top-down or middle-out strategies. Top-down approaches to peace building include efforts to influence national and/or international authorities to craft laws and develop policies that are informed by psychological science. Middle-out approaches involve efforts to influence community leaders, who in turn influence leaders above them along with their constituencies. Any resolution to the Israeli-Palestinian conflict will require a multi-level, multi-sectoral approach that blends bottom-up with top-down and middle-out strategies. Keeping this in mind, the book might have offered more insight into how such a grand synthesis could be conceived and implemented. A second disappointment lies in the fact that many proposed interventions are not clearly tied to a conceptual framework and are not adequately supported by data or documentation of their effectiveness, especially the maintenance and generalization of any benefits they may bring about. Although this was not the aim of the book, a sophisticated reader will be left wondering about the theoretical rationale for selecting certain interventions over others and the empirical evidence that justifies their application. A final question concerns human nature itself: notwithstanding impressionistic reports suggesting that awareness, understanding, reconciliation, and peace are possible, are there limits to the possibilities for peace that are set by the degree to which humans are hard-wired for tribalism and conflict? A sobering thought, indeed.

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### ANNOUNCING THE PUBLICATION OF...

**Jimerson, S., Oakland, T., & Farrell, P. (Ed).**  
*The handbook of international school psychology.*  
Thousand Oaks, CA: Sage.

The status of school psychology in 43 countries is discussed. Each country-related chapter includes a discussion of the context for services (e.g., a country's prominent demographic, geographic, economic, political, educational qualities); the origins, history, and current status of school psychology; its infrastructure; preparation of school psychologists; current issues; and print and electronic references. Additional chapters discuss the history of school psychology and the impact of the International School Psychology Association and provide a synthesis of information from the 43 countries. Although national differences exist, values and practices are common across countries and thus link the specialty of school psychology, given its common goals to help educate and in other ways promote the development of healthy children and youth. School psychology constitutes psychology's porthole to children and youth from all backgrounds. Thus, knowledge of its status in the reporting countries and others informs us as to the nature and level of services provided to children and youth.

**Pilisuk, M. & Achord Rountree, J. (2007)**  
*Who benefits from global violence and war: Uncovering a destructive system.* Westport, CT: Greenwood/Praeger

Military, economic, and environmental violence in the era of globalization cause immense suffering and may ultimately threaten the existence of life as we know it, but the author, Pilisuk, explains that the future can change if we understand and act upon the roots of violence. A professor emeritus of psychology and human and community development, Pilisuk explains how most violence is the product of a human-built social order in which some people and institutions control most of the resources, make the decisions that necessitate violence, and operate with minimal accountability. [...] This text includes scholarship hailing from across disciplines, combined with information from investigative journalism, and insights from nonprofit watchdog groups, all shedding

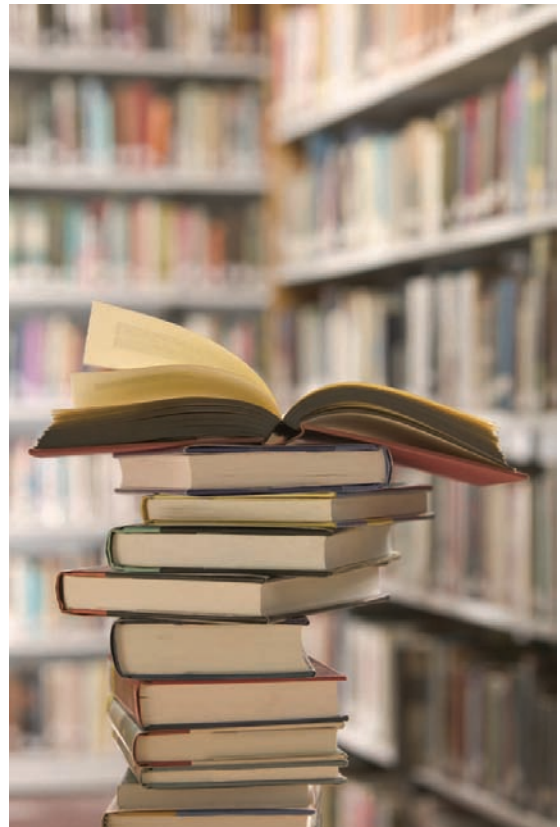
light on centralized power and its effects. Pilisuk presents material including the range of tactics used to manipulate and destroy adversaries, the human capacity to kill as a challenge, and how media is used by powerful groups to manipulate fear and maintain their power. Here readers find solid social science to support what whistleblowers and social critics are observing about a system that needs change.

### ALSO ANNOUNCING THE PUBLICATION OF.....

Hays, P. A. (2008). *Addressing cultural complexities in practice: Assessment, diagnosis, and therapy (2nd Edition)*. Washington D.C.: American Psychological Association.

Hays, P. A., & Iwamasa, G. Y. (2006). *Culturally responsive cognitive-behavioral therapy: Assessment, practice, and supervision*. Washington D.C.: American Psychological Association.

\*If you would like to include a book in a future issue of IPB, please email information to Jennifer Lancaster at [jlancaster@stfranciscollege.edu](mailto:jlancaster@stfranciscollege.edu) \*



## Recent Initiatives Impacting International Policy: An update from the Public Interest Government Relations Office

Day Al-Mohamed  
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The Public Interest Government Relations Office (PI-GRO) of the American Psychological Association actively engages in shaping federal policy to promote psychology for the advancement of health, education, and human welfare. PI-GRO's policy initiatives include a range of activities impacting older adults; children, youth, and families; individuals with disabilities; ethnic minorities; individuals with HIV/AIDS; lesbian, gay, bisexual, and transgender persons; women; and socioeconomic status issues.

PI-GRO activities include the preparation of legislative background materials, statutory provisions, language recommendations and formal comments on proposed national and international policy statements, legislation, and regulations, as well as training and mobilizing the APA membership for grassroots advocacy efforts. The office also identifies and secures the participation of psychologists to testify at congressional hearings and briefings, and to represent the association on federal agency advisory councils and executive branch meetings.

The information below outlines some of PI-GRO's key recent activities impacting international issues.

### Immigration and Immigrants

With the congressional interest and activities that have evolved around immigration policy, PI-GRO has focused its efforts on issues involving health care, education, and language access.

### Health Care Access

Since 1996, documented immigrants have been barred for five years from access to health care and other important services available under federal programs. To address this, PI-GRO staff has been actively working on the issue of immigrant access to services and supports such as the following legislative proposals:

*The Immigrant Children's Health Improvement Act* would provide states the increased flexibility to provide federally-funded Medicaid and *State Children's Health Insurance Program (SCHIP)* to meet the public health needs of low-income documented immigrant children and pregnant women. While legislation for the provision of health care access for immigrant children has not passed, the strong support for immigrant access to health care has led to commitments by several legislators to bring forward future legisla-

tion to address this important issue.

*The Supplemental Security Income (SSI) Extension for Elderly and Disabled Refugees Act* would provide SSI benefits for refugees, asylees and other humanitarian immigrants such as victims of trafficking, Amerasian immigrants, and immigrants granted withholding of deportation/removal for an additional two years. In most states, SSI beneficiaries also receive Medicaid (medical assistance) to pay for hospital stays, doctor bills, prescription drugs, and other critical health costs.

### Language Access and English Language Learners

PI-GRO staff has been working to ensure the provision of native language access, and funding and services for English Language Learners in a range of legislative and regulatory initiatives such as:

*The Individuals with Disabilities Education Improvement Act (IDEA)* to provide linguistically-appropriate services to infants and toddlers with disabilities and children who may have been victims of abuse.

*The State Children's Health Insurance Program (SCHIP)* to include an enhanced federal matching rate to states for translation and interpretation services in the continuing versions of the legislation.

*The Health Equity and Accountability Act of 2007* to require each Federal agency to develop and implement a system by which individuals with limited English proficiency will have meaningful access, setting minimum standards for these services.

*The No Child Left Behind Act (NCLB) reauthorization* advocating for increased flexibility and appropriate funding for services that support English language learners.

*The Development, Relief, and Education for Alien Minors (DREAM) Act* to allow undocumented immigrants under age 30 to remain in the United States and alter their status if they attend college or join the military.

### Collaborative Activities with the APA Office on International Relations

PI-GRO works collaboratively with APA's Office on International Relations on an array of issues. These activities have included the provision of comments and recommendations on United Nations NGO coalition documents and statements to encourage more inclusive language that fully encompasses APA's comprehensive perspective including:

Official Statement of the NGO Committee on UNICEF - *Emerging Themes from NGOs on the World Fit for Children (+5) Commemoration based on the Report of the Secretary General: Follow-up to the Special Session of the General*

Assembly on Children regarding themes identified as needing significantly greater attention by Member States as they reaffirm their commitments of 2002.

*Statement from the Society for Women and AIDS in Africa to the U.N. Economic and Social Council Commission on the Status of Women regarding the discrimination and inequitable distribution of funding for HIV/AIDS treatment, counseling and supports for women and girls.*

*Statement from NGOs to the U.N. Economic and Social Council Commission for Social Development on the theme - Promotion of Full Employment and Decent Work for All to advance the goal of full employment as a basic priority of economic and social policies, and to eliminate barriers to financial and employment security for all individuals.*

Language recommendations proposed by the PI-GRO and the Office on International Relations throughout the various statements included:

- additional supports for adolescent health;
- culturally and linguistically appropriate initiatives for racial and ethnic minorities and indigenous populations;
- the incorporation of pediatric treatment, and psychosocial and behavioral interventions for individuals with HIV/AIDS;
- efforts to combat discrimination and stigma in education and employment for individuals with disabilities; and
- supports and services for child-soldiers and victims of trafficking.

### Getting Involved

PI-GRO will continue to advocate for inclusive national and international policy that addresses the comprehensive stance of APA. We invite all APA members to participate in this vital process. Expertise in all areas of psychology are necessary and instrumental to ensure that international issues are effectively integrated into APA's overall advocacy strategies.

We encourage you to sign up for the APA's Public Policy Action Network at <http://www.apa.org/ppo/ppan/aboutppan.html> to receive legislative updates and participate in coordinated outreach to your federal legislators.

For a comprehensive overview of all Public Interest Government Relations issues, visit APA's Government Relations Web site at [www.apa.org/ppo/pi](http://www.apa.org/ppo/pi).

*For more information on these policy issues, please contact Day Al-Mohamed, J.D. in APA's Public Interest Government Relations Office at [DWilliamsAl-Mohamed@apa.org](mailto:DWilliamsAl-Mohamed@apa.org) or 202-336-6061.*

## Special Issue American Journal of Media Psychology "Media Psychology and International Public Diplomacy"

Michael Elasmr, Ph.D, Editor  
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There was a time when much of international public diplomacy took place among diplomats and opinion leaders of various countries. Today, international public diplomacy entails explicit and implicit messages sent by a government in one country to members of a general public in another country for the purpose of shaping their attitudes toward some aspect of the sending country. What processes can best describe attitude formation and/or attitude change as it relates to international public diplomacy in a global media environment? What role, if any, do the international media networks (news and entertainment, traditional and Web-based) play in this context?

Researchers with interests in such areas as attitude formation and change, media psychology, social psychology, cross-cultural communication, political communication, public opinion, international communication, news exposure, international relations, media effects and related topics are invited to submit papers to the American Journal of Media Psychology for a special issue that focuses on explaining attitude formation and attitude change as related to international public diplomacy within a global media environment.

Submissions sought are ones that tackle this topic by either focusing exclusively on applying psychology and/or communication theories to this topic area, and/or conducting comprehensive literature reviews of studies that have findings that are applicable to this topic area, and/or carrying out theory-driven empirical investigations that focus on this topic.

Currently, we are still accepting manuscripts.

The American Journal of Media Psychology is a peer-reviewed scientific journal that publishes theoretical and empirical papers and essays and book reviews that advance an understanding of media effects and processes on individuals in society. Submissions should have a psychological focus, which means the level of analysis should focus on individuals and their interaction with or relationship to mass media content and institutions. All theoretical and methodological perspectives are welcomed. For instructions on submitting a manuscript, please point your browser to <http://www.marquettejournals.org/mediapsychology.html>

Questions about this call for manuscripts can be directed to Dr. Michael Elasmr, Editor, American Journal of Media Psychology at [elasmar@bu.edu](mailto:elasmar@bu.edu).

## Human Trafficking: Challenges for International Psychology

Dr. Ani Kalayjian  
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From Himalayan villages to Eastern European cities, people—especially women and girls—are attracted by the prospect of a well-paying job as a domestic servant, waitress, factory worker or prostitute. Traffickers recruit victims through fake advertisements, mail-order bride catalogs, and casual acquaintances.

Upon arrival at their destination, victims are placed in conditions controlled by traffickers and are exploited to generate illicit revenues. Many are physically confined, their travel or identity documents are confiscated, and they or their families are threatened if they do not cooperate. Traffickers blackmail the women and girls forced to work as prostitutes with the threat that they will tell the girls' families of their activities. Trafficked children are dependent on their traffickers for food, shelter, and other basic necessities. Even in New York, on December 18, it was announced that a couple in Long Island had been keeping two Asian young girls as slaves, deprived of their human rights.

Another tactic of traffickers that helps them maintain control over the women is to play on the victims' fears that authorities in a strange country will prosecute or deport them

if they ask for help, or if they ask for their human rights.

Trafficking in human beings is a global issue and needs a global response. There is a need to strengthen the criminal justice response to trafficking through legislative reform, raising awareness, and training, as well as through national and international cooperation.

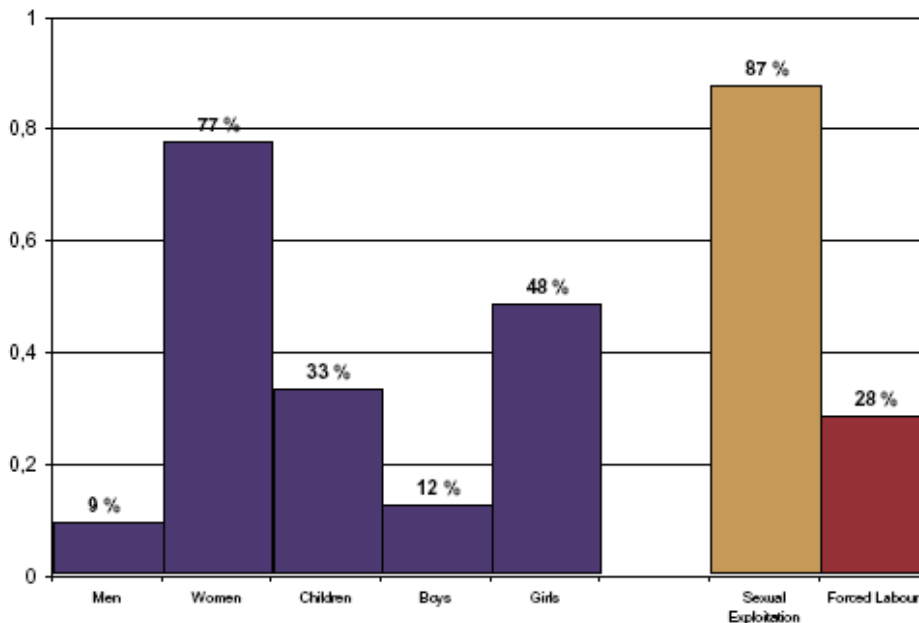
The following are current statistics that pertain to the issue of trafficking.

- Europol estimates that the sex-trafficking industry is now worth several billion dollars a year.
- A recent CIA report estimated that between 45,000 and 50,000 women and children are brought to the United States every year under false pretenses and are forced to work as prostitutes, abused laborers, or servants.
- UNICEF estimates that more than 200,000 children are enslaved via cross-border smuggling in West and Central Africa.

A report from 2000 by the Congressional Research Service gives the following figures.

- More than 225,000 victims arrive in US annually from Southeast Asia and more than 150,000 come from South Asia.
- The former Soviet Union has become the largest new source of forced prostitution, with 100,000 individuals trafficked each year from the New Independent States, including Armenian women sent to neighboring countries such as Turkey.

Reported profile of victims and the purpose of human trafficking at the global level



\*Source: Report on Human Trafficking, United Nations (April, 2006)

- More than 75,000 are trafficked from Eastern Europe, 100,000 from Latin America and the Caribbean, and more than 50,000 from Africa.

“Trafficking in persons” shall mean the recruitment, transportation, transfer, harboring, or receipt of persons, by means of the threat or use of force or other forms of coercion, of abduction, of fraud, of deception, of the abuse of power or of a position of vulnerability or of the giving or receiving of payments or benefits to achieve the consent of a person having control over another person, for the purpose of exploitation. Exploitation shall include, at a minimum, the exploitation of the prostitution of others or other forms of sexual exploitation, forced labor or services, slavery or practices similar to slavery, servitude, or the removal of organs.”

—Article 3, paragraph (a) of the [Protocol to Prevent, Suppress and Punish Trafficking in Persons](#), Especially Women and Children, Supplementing the United Nations Convention Against Transnational Organized Crime

The three aspects of human trafficking:

- 1) The act
- 2) The means
- 3) The motive

Who is most vulnerable?

- Traffickers target women and children in particular.
- Poverty, unemployment, and lack of education and access to resources are the driving forces behind people taking risks to improve their living conditions.
- South Asia, Southeast Asia and the nations of the former Soviet Union are the largest current sources of people for the trafficking business.
- Conflict zones, in which combatants create a market for the illegal trade and where the governmental and local law enforcement systems have eroded, make abduction, transportation, and forced service easier for traffickers to perpetrate.
- Conflict zones such as Sri Lanka, Cambodia, and Argentina, where young boys are abducted to be used for suicide bombers and other terrorist acts.

What is the UN doing?

The UN has put in place a [Protocol to Prevent, Suppress and Punish Trafficking in Persons](#), Especially Women and Children. Its purpose is to prevent and combat trafficking, to protect and assist victims, and to promote international cooperation.

Summary and key points of the Protocol:

- The Protocol sets forth a functioning definition of “human trafficking,” as developed and agreed upon by the international community.
- While setting out strict legal guidelines for dealing with traffickers, the protocol also address the need to protect victims of trafficking in their home countries and abroad.

- Law-enforcement agencies of countries that ratify the Protocol are required to cooperate in such matters as assisting with the identification of offenders and trafficked persons, sharing information about the methods of offenders, and supporting the training of investigators and law-enforcement and victim-support personnel.

UN Global Program against Trafficking Human Beings

The key components of the Program are data collection, assessment and technical cooperation.

Assessment

– The assessment component of the Program, performed in cooperation with United Nations Interregional Crime and Justice Research Institute (UNICRI), includes data collection on various smuggling routes and the methods used by organized criminal groups in trafficking.

– The UN is also collecting “best practices” used in combating trafficking and the involvement of organized crime. A database containing trafficking trends and routes, as well as information about victims and traffickers has been established so that policy makers, practitioners, researchers, and the NGO community can use the collected data.

Technical cooperation

– Based on the assessment, seven countries are now involved in [technical cooperation projects](#). Specific intervention measures are being introduced that are designed to strengthen the capacity to combat forms of trafficking at the national and international levels.

– These measures will assist countries of origin, transit, and destination to develop joint strategies and practical actions.

What are the obstacles?

- Lack of an incorporative, universal database
- Difficulty in collecting reliable data due to the international and illicit nature of human trafficking
- Varying political stances on prostitution between states
- Lack of international attention
- Demonization of victims by international press and the public

What are NGOs doing?

Support and assistance:

Organizing social support and practical assistance for the victim-survivors (safe shelter, legal aid, finances for basic needs, medical services, counseling)

Advocacy and campaigning:

Performed in the fields of domestic legislation and litigation, social policies, migrant women’s rights, (migrant) prostitutes’ rights, assistance program and strengthen political commitment to combating trafficking of women



### Information and training

Documentation and information services, tailored to inform specific relevant groups in the society, are aimed at increasing public awareness of the issue

### Publications/collaboration/data collection

Developing and delivering innovative child-protection programs

### What can you do?

- Educate yourself about the nature and scope of the problem.
- Disseminate information about human trafficking to the public.
- Participate in seminars and workshops aimed at victim advocacy.
- Form a meaningful and loving relationship and DO NOT buy sex, which reinforces the need to have women and children trafficked.

*For more information related to this topic, please refer to <http://www.meaningfulworld.com>*

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## Human Organs Save Lives: An Emerging Opportunity for Psychologists World-Wide

Lynda J. Carpenter & Harold Takooshian

As the number of psychologists grows world-wide (Stevens & Gielen, 2007), so also do bold new opportunities for these psychologists. One of the most overlooked yet important of these emerging opportunities is in the fast-growing field of human organ donation and transplantation (Sanz et al., 2007). This brief report offers an overview of the good and bad news about organ donation world-wide, and how indigenous psychologists in each nation might participate in this life-saving specialty.

First the good news: Organs save lives. Since the first transplantations of a human kidney between identical twins in 1954 in Boston, and a human heart between strangers in Capetown, South Africa in 1967, organ transplantation has grown into an immense and life-saving field in the USA (WHO, 2004). In 1988, the discovery of cyclosporine, a medicine to reduce organ rejection, greatly increased the feasibility of all sorts of transplants. Today patients receiving organs live longer than ever before, thanks to these anti-rejection drugs and new follow-up protocols. Each year in the USA, life-saving surgeons transplant 12,000 kidneys, 2,100 hearts, 850 lungs, and 4,500 livers. In 2006, 11,000

organ donors saved an estimated 22,000 lives with transplanted organs, and such transplantation is similarly increasing in other nations (Olbrisch et al., 2002).

But the bad news: There is a world-wide shortage of human organs. More than 500,000 are waiting worldwide. In the USA, an ever-growing waiting list has more than 98,000 severely ill patients registered to receive a donated organ, and an average of 18 die each day while waiting (Carpenter, 2007). These people of all ages and backgrounds compete for scarce organs, and many are told they have virtually no chance of success because the demand so far outnumbers the supply (Batson & Oster, 2007). Though nearly 100% of Americans favor the use of donated organs, barely 50% are registered donors—a gap apparently related to misinformation about donation. In 2003 Tommy Thompson (then U.S. Secretary of Health and Human Service) initiated the Organ Donation Breakthrough Collaborative, to raise donation rates in the top 200 U.S. hospitals to 75%; with great success. Yet until the supply of life-saving organs increases, many will continue to die while waiting. One patient requiring a kidney transplant purchased his organ on eBay, but U.S. law prevented this kidney from being transplanted. Recipients desperately waiting for a transplant may go to many extremes, but the WHO (2004) guidelines prohibit the sale of human body parts. Today a patient waiting for an organ can check [www.matchingdonors.com](http://www.matchingdonors.com), to receive an organ from an altruistic stranger, or other sites for detailed information—such as [www.donatelifeny.org](http://www.donatelifeny.org), or [www.unos.org](http://www.unos.org).

How can indigenous psychologists help? Consider these two points: (1) in each nation, there are wide variations in beliefs, values, policies about organ donation. (2) Like the USA, each nation seems to have its inaccurate information about organ donation, that likely prevent more people from registering as organ donors, or being organ donors upon death. It is simple for a local psychologist to cooperate with their local organ procurement organization (OPO) to study this process, and thus help increase the donation of life-saving



organs. For example, in one of several U.S. studies, a team of four Fordham University researchers used an anonymous 20-item public opinion survey to test for a link between one's beliefs and behavior (Nickols, Stark, Viviano, & Whitney, 2007). Based on responses of 135 New Yorkers, they found, as hypothesized, that: (1) On a 0-40 point scale, the accuracy of people's knowledge varied greatly, from 16 to 37, with a mean of 25.0. Of the 10 items listed in table 1, the two least accurate beliefs--about religion (1.7), and about wealth (1.8)--could well deter donations. (2) The more accurate one's beliefs, the more they intended to donate organs ( $r = +.23$ ,  $p < .05$ ).

Table 1: Ten common myths, and the mean U.S. accuracy score on each, from 0 (inaccurate) to 4 (very accurate)

- 1.7 Virtually every major religion supports the donation of our organs and tissues to others. (T)
- 1.8 Given equal need, a wealthy American will get an organ before a poor American.
- 2.1 A person who survived cancer 10 years ago can *not* donate any of his/her organs.
- 2.3 Today, fewer than 50% of organ transplants succeed.
- 2.6 A person's next of kin must give permission before one can become an organ donor.
- 2.7 Hospital staff may be more likely to let an accident victim die if they see "organ donor" printed on their driver's license.
- 2.8 Most people who need an organ transplant receive it.
- 2.8 When a deceased person donates organs, their family has to incur additional medical costs as a result.
- 3.0 Today, people receiving a donated organ (e.g., heart, lungs, liver, kidneys, pancreas, intestine) can lead completely full and vital lives. (T)
- 3.3 A person's organs can only go to someone within their own racial group.

Note: (T) = two true statements, among 8 myths.

It is quite simple for indigenous psychologists to translate and replicate this or a similar checklist, to gauge public beliefs in their region, then identify and correct any local misconceptions. An ideal design would be a pre-post design, in which students or others are surveyed before and after a brief presentation on the often-misunderstood process of organ transplantation. Indeed, such a recent effort within the Chinese-American community by the NY Organ Donor Network reported success in raising donation rates once cultural concerns had been correctly identified (Rivera & Hebert, 2007). A similar effort by psychologists in other nations could prove to be international "psychology at its best" (Miller, 1969), in which the skills of local psychologists directly impact, if not save human lives. Anyone interested in this opportunity can contact the first author at [jmlynda@gmail.com](mailto:jmlynda@gmail.com) for U.S. surveys and additional details.

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## Conference on Internationalizing the Psychology Curriculum

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On November 9-10, 2007, premier faculty from various institutions gathered at St. Francis College in Brooklyn (New York City) for a conference on *Internationalizing the Psychology Curriculum*. The event was sponsored by the Institute for International and Cross-Cultural Psychology and hosted by Uwe P. Gielen and Jennifer Lancaster of St. Francis College.

The conference welcomed leaders in the field of international psychology to present their research findings and ideas to the body of participants who included fellow psychologists as well as undergraduate students. Division 52 President **Michael J. Stevens** (Illinois State University-Normal) began the conference with a challenge to "kick it up a notch" in

internationalizing the psychology curriculum. **Richard Velayo** (Pace University) provided an update from the APA Task Force charged to examine this issue. Also among the presenters was **Senel Poyrazli** of Pennsylvania State University who presented "*Contributing to the Internationalization of Psychology Curriculum: Challenges Faced by Psychology Instructors.*" Providing the technology piece were **Ting Lei** (City University of New York), **Quiao Yun Li** (Cooper Union College), and **Ina Lei** (City University of New York) who presented "... *Distance is a Click Away in Internationalizing the Curriculum.*" This was followed by a round table discussion involving both the presenters and the audience. **Judy Kuriansky** from Teachers College, Columbia University videotaped the discussion for possible future use in a Division 52-sponsored video on international psychology.

Day Two of the Conference continued to examine the issue of internationalizing the curriculum from more varied angles. **Wade Pickren** (Ryerson University) began the day discussing how indigenous psychologies might help to revitalize the history of psychology course. **Juris G. Draguns** (Pennsylvania State University) followed with a discussion from the field of abnormal psychology which highlighted the need for research papers to be available world-wide. Psychologists outside the US are doing great research, but only a limited number of people have access to that literature, an issue which is problematic, said Draguns. Long-time international psychology supporter and scholar, **Florence L. Denmark** (Pace University) spoke to the issue of internationalizing the psychology of women curriculum. Undergraduate students from St. Francis College (**John Angerami, Brendan Gorman, Laura Donodeo, and George Gundy**) then provided a student perspective on the topic which included their views as to how international topics could be introduced in the curriculum and how such an internationalization might impact their academic and professional careers. **Uwe P. Gielen** (St. Francis College) then presented "*A Global View of Childhood*" which emphasized some of the issues related to children who reside outside the US. **Harold Takooshian** (Fordham University) and **Uwe P. Gielen** presented details as to their experiences in Kuwait and how we might be able to measure outcomes in psychology from an international perspective.

The conference closed with summaries and remarks from both **Michael J. Stevens** and **Juris G. Draguns**. The information exchange and dialogue of the two-day affair will likely lead to a book edited by **Michael J. Stevens** and **Uwe P. Gielen** and include chapters from some of the conference speakers as well as others. Details of the publication are still being solidified.

### International Genocide Scholars Association Officially Recognizes Assyrian, Greek Genocides

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In a groundbreaking move, the International Association of Genocide Scholars (IAGS) has voted overwhelmingly to recognize the genocides inflicted on Assyrian and Greek populations of the Ottoman Empire between 1914 and 1923.

The resolution passed with the support of fully 83 percent of IAGS members who voted. The resolution (text below) declares that "it is the conviction of the International Association of Genocide Scholars that the Ottoman campaign against Christian minorities of the Empire between 1914 and 1923 constituted a genocide against Armenians, Assyrians, and Pontian and Anatolian Greeks." It "calls upon the government of Turkey to acknowledge the genocides against these populations, to issue a formal apology, and to take prompt and meaningful steps toward restitution."

In 1997, the IAGS officially recognized the Armenian genocide. The current resolution notes that while activist and scholarly efforts have resulted in widespread acceptance of the Armenian genocide, there has been "little recognition of the qualitatively similar genocides against other Christian minorities of the Ottoman Empire." Assyrians, along with Pontian and Anatolian Greeks, were killed on a scale equivalent in per capita terms to the catastrophe inflicted on the Armenian population of the empire -- and by much the same methods, including mass executions, death marches, and starvation.

IAGS member Adam Jones drafted the resolution, and lobbied for it along with fellow member Thea Halo, whose mother Sano survived the Pontian Greek genocide. In an address to the membership at the IAGS conference in Sarajevo, Bosnia, in July 2007, Jones paid tribute to the efforts of "representatives of the Greek and Assyrian communities ... to publicize and call on the present Turkish government to acknowledge the genocides inflicted on their populations," which had made Asia Minor their home for millennia. The umbrella term "Assyrians" includes Chaldeans, Nestorians, Syriacs, Aramaens, Eastern Orthodox Syrians, and Jacobites.

"The overwhelming backing given to this resolution by the world's leading genocide scholars organization will help to raise consciousness about the Assyrian and Greek genocides," Jones said on December 15. "It will also act as a powerful counter to those, especially in present-day Turkey, who still ignore or deny outright the genocides of the Ottoman

Christian minorities."

The resolution stated that "the denial of genocide is widely recognized as the final stage of genocide, enshrining impunity for the perpetrators of genocide, and demonstrably paving the way for future genocides." The Assyrian population of Iraq, for example, remains highly vulnerable to genocidal attack. Since 2003, Iraqi Assyrians have been exposed to severe persecution and "ethnic cleansing"; it is believed that up to half the Assyrian population has fled the country.

Extensive supporting documentation for the Assyrian and Greek genocides was circulated to IAGS members in the months prior to the vote, and is available at [http://www.genocidetext.net/iags\\_resolution\\_supporting\\_documentation.htm](http://www.genocidetext.net/iags_resolution_supporting_documentation.htm). IAGS President Gregory Stanton may be contacted at [iagspresident@aol.com](mailto:iagspresident@aol.com).

### FULL TEXT OF THE IAGS RESOLUTION:

WHEREAS the denial of genocide is widely recognized as the final stage of genocide, enshrining impunity for the perpetrators of genocide, and demonstrably paving the way for future genocides;

WHEREAS the Ottoman genocide against minority populations during and following the First World War is usually depicted as a genocide against Armenians alone, with little recognition of the qualitatively similar genocides against other Christian minorities of the Ottoman Empire;

BE IT RESOLVED that it is the conviction of the International Association of Genocide Scholars that the Ottoman campaign against Christian minorities of the Empire between 1914 and 1923 constituted a genocide against Armenians, Assyrians, and Pontian and Anatolian Greeks.

BE IT FURTHER RESOLVED that the Association calls upon the government of Turkey to acknowledge the genocides against these populations, to issue a formal apology, and to take prompt and meaningful steps toward restitution.





### International Employment Opportunities

Michael J. Stevens, PhD, DHC  
President

APA Division 52 International Psychology

**American University of Antigua, Behavioral Science Department**— The American University of Antigua (AUA) is seeking applications for full-time faculty for the Behavioral Science Department. AUA is a young and fast growing medical university located on the beautiful Caribbean island of Antigua. Our hospital-based curriculum follows the U.S. model of medical education with emphasis on integration of the basic sciences. A high degree of clinical correlations, case studies, and problem-solving is incorporated in all courses throughout the basic science segment. The basic science segment is taught in Antigua and the clinical segment is conducted in various hospitals in the United States. AUA is ECFMG recognized and approved by the New York State Medical Board. Our students are eligible for taking the U.S. medical licensure examinations. AUA is a teaching institution and our focus is on excellence in teaching and student support. However, research activities in various areas of medicine and biomedical sciences are encouraged and supported.

**Responsibilities:** The successful candidates will participate in teaching both the premed and medical school behavioral science courses and will provide individual, couple, and group counseling and outreach activities for students.

**Qualifications:** PhD or EdD in psychology or a counseling-related field. All applicants must have experience in teaching and counseling.

**Salary:** Tax-free, commensurate with experience. Financial assistance for relocation to Antigua will be provided.

**Initial Employment:** 12 months, full-time

**Application Deadline:** The position is available immediately and the application deadline will be kept open until the position is filled.

**Application Procedure:** Please send cover letter, CV, transcripts, statement of teaching philosophy, and three letters of reference with contact information to:

Dr. Deborah Gerrity

Associate Professor of Behavioral Sciences and University Counselor

E-mail: [dgerrity@auamed.net](mailto:dgerrity@auamed.net)

Web: [www.auamed.org](http://www.auamed.org)

**Queensland Government, Center of Excellence**— The Center of Excellence is seeking leading experts in disability and mental health research and practice for the new Center of Excellence for Behavior Support. The Center will lead and participate in local and international research in behavior support to assist adults with a disability who exhibit severely challenging behaviors to participate in every day life. The Center will draw on expertise from across the disability, health and mental health sectors to guide policy and practice, and deliver workforce training.

**Director, Learning and Development**— You will lead the development and delivery of statewide learning and development activities

for clinicians and direct support workers who support adults with intellectual or cognitive disabilities and challenging behaviors. Learning programs will focus on evidence-based practice and positive behavior support. (Total package value AU\$98 621 – \$104 306)

**Director, Research in Behavior Support**— You will lead research in behavior support and practice, providing valuable evidence to inform the development of disability and mental health services. Your research outcomes will help shape the future of behavior support and practice for adults with intellectual or cognitive disabilities and challenging behaviors. (Total package value AU\$120 077 – \$125 637)

**Director, Policy Research**— You will lead policy research in prevention, early intervention, and positive lifestyle behavior support for adults with intellectual or cognitive disabilities and challenging behaviors. The results of this policy research will guide practice to reduce or eliminate the use of restrictive practices. (Total package value AU\$120 077 – \$125 637)

**Individual Response Leader (five positions)**— You will provide strong leadership skills in clinical practice across the disability and mental health sectors. While working toward reducing the use of restrictive practices to manage challenging behaviors, you will provide expert guidance for clinicians and service providers who deliver positive and active support services to adults with intellectual or cognitive disabilities and challenging behaviors. (Total package value AU\$109 886 – \$114 520)

**Principal Clinician (six positions)**— You will lead a multidisciplinary team that will conduct assessments, develop plans and coach direct support workers to provide positive behavior support to adults with intellectual or cognitive disabilities and challenging behaviors. You will work closely with disability service providers to support adults with a disability to participate in community living. (Total package value AU\$98 621 – \$104 306)

Successful applicants will be offered an excellent remuneration and benefits package.

Disability Services Queensland can offer visa sponsorship to non-residents of Australia through a Temporary Business Long Stay Visa (Sub-class 457) and assistance to relocate to Brisbane, Australia.

For an information pack e-mail [careers@disability.qld.gov.au](mailto:careers@disability.qld.gov.au) or call +61 7 3224 2813.

To apply, visit [www.disability.qld.gov.au/positive-futures](http://www.disability.qld.gov.au/positive-futures).

**Simon Fraser University, Interdisciplinary Chair**— Simon Fraser University seeks to fill a junior university chair effective September 1, 2008, subject to budgetary authorization and approval by the Board of Governors. This is a tenure-track appointment at the senior assistant or junior associate level. The position is funded by and associated with the SFU Community Trust Endowment Fund (CTEF) project “Education organization and outcomes in diverse communities”, an interdisciplinary research project involving faculty from the Department of Psychology, Department of Economics, Graduate Public Policy Program, and Faculty of Education. The position can be located in any of these four units (a cross-appointment is also possible).

Social or developmental psychologists with interests in intergroup relations, identity, diversity, culture, and/or prejudice and discrimination (all broadly defined), who have demonstrated excellence in research and teaching, will be given serious consideration for an ap-



pointment to the Department of Psychology. The successful candidate will be expected to take an active role in training graduate students as well as providing undergraduate teaching, and will have the opportunity to connect with a multi-disciplinary group of researchers. Candidates should have completed their Ph.D. within the last 10 years.

Applicants should send a letter of application, curriculum vitae, and copies of research papers to: Ms. Linda Sheldon, West Mall Complex Room 4657, Simon Fraser University, 8888 University Drive, Burnaby British Columbia, V5A 1S6. Applicants should also arrange for three letters of reference to be sent directly to the same address. E-mail inquiries should be directed to [kowallis@sfu.ca](mailto:kowallis@sfu.ca).

**Cape Breton District Health Authority**— Cape Breton District Health Authority, Sydney, Nova Scotia, has immediate openings for clinical psychologists. The successful candidates will have a doctoral degree in clinical psychology from an educational institution acceptable to the Nova Scotia Board of Examiners in Psychology. He/she must be registered or eligible for registration with the Nova Scotia Board of Examiners in Psychology.

The Adult Mental Health Outpatient Clinic position requires the candidate to work in a multidisciplinary team to provide assessment, individual and group treatment to adult patients aged 19 years and older with a variety of mental health disorders. Expertise in the treatment of anxiety and mood disorders is required. Development of group treatment programs for adult services is a key component of the position.

The Mental Health – Child and Adolescent Services positions require the candidates to provide assessment and treatment to patients up to age 19, including those with neurodevelopmental disorders, and their families.

For the full job posting and list of requirements, visit our web page at [www.cbdha.nshealth.ca](http://www.cbdha.nshealth.ca), go to job postings and click on Continuing Vacancies Job Posting number 2486 for the Adult Mental Health Outpatient Clinic position and Job Posting number 2447 or 1621 for the Mental Health – Child and Adolescent Services positions. Apply with cover letter and resume to:

Janine Gillis Manager, Recruitment & Selection Human Resources Department, Cape Breton District Health Authority, 1482 George Street, Sydney, NS B1P 1P3. Fax: (902) 567-7224  
E-mail: [gillisj@cbdha.nshealth.ca](mailto:gillisj@cbdha.nshealth.ca)

**University of Victoria, Department of Psychology**— The University of Victoria invites applications for a senior-level endowed research chair in human adult development and aging. The appointment will be in the Department of Psychology with affiliation to the University's multidisciplinary Center on Aging. Starting date is negotiable but may commence as early as July 2008. Applicants should have established an international reputation for a program of research addressing cutting edge issues in the field. Quality of the work is more important than a specific topic of investigation. Interest and expertise in longitudinal methods and experience in collaborative research are desirable. Evidence of teaching excellence is a selection criterion.

The successful candidate will be expected to bring and maintain a superior program of research (as evidenced by publications and external grant support), and to play a leadership role in facilitating world-

class research within the Department and Center. Although a reduced teaching load accompanies the chair, the appointee also will be expected to contribute to the University's teaching mission at the senior undergraduate and graduate levels.

The University of Victoria is a rich setting for the study of Adult Development and Aging. This exceptional position offers the opportunity for an outstanding individual to join a Psychology department ([www.uvic.ca/psyc](http://www.uvic.ca/psyc)) that has a history of strength in life-span developmental research. The Department also has strong research clusters in cognition and brain sciences, social psychology, and clinical psychology. In addition, the Center on Aging ([www.coag.uvic.ca](http://www.coag.uvic.ca)) is one of the premier multidisciplinary research centers in Canada with participation from multiple departments (e.g., anthropology, geography, nursing, physical education, psychology, sociology). The context affords the individual unique opportunities to further their research through collaborations both within (e.g., Island Medical Program) and outside (e.g., seniors' organizations, hospitals, service agencies) of the university.

The University of Victoria is located in Victoria, British Columbia, Canada. Victoria has an ideal demographic for aging research with a substantially higher proportion of older persons than the national average. Greater Victoria has a population of approximately 350,000 and is the capital of the province. It is a "destination" city boasting a mild Pacific Northwest climate, beautiful mountain and ocean views, year-round outdoor activities, and a wide range of cultural opportunities.

To apply, send (1) a letter of application, including a statement of research interests, accomplishments, and plans, specifically documenting how these fit with the strengths of the Department of Psychology and the Center on Aging. In addition, the letter should note your teaching interests, experience, and objectives, (2) a curriculum vitae (including citizenship status), and (3) copies of selected and relevant scholarly publications, and available evidence of teaching effectiveness. Letters of reference will be requested at a subsequent date. Send materials to:

Peter Keller, PhD, Dean of Social Sciences, University of Victoria  
PO Box 3050 STN CSC, Victoria BC V8W 3P5 Canada  
Phone: 250-721-5058  
E-mail: [soscoff@uvic.ca](mailto:soscoff@uvic.ca)  
Web: [www.uvic.ca/psyc](http://www.uvic.ca/psyc) and [www.coag.uvic.ca](http://www.coag.uvic.ca)

**University of Victoria, Department of Psychology**— The Department of Psychology, University of Victoria, invites applications for a Tier 2 Canada research chair (CRC) in cognitive neuroscience to begin July 1st, 2008, at the level of assistant or associate professor. Tier 2 chairs were created for excellent emerging scholars acknowledged by their peers as having the potential to lead their fields of study. Each CRC appointment is accompanied by funds to support the chair holder's research. Tier 2 CRC appointments are normally made at the tenure-track assistant professor level. Exceptional candidates may be appointed at a more senior level but normally candidates must have received a doctorate within the past 10 years. Any successful applicant will hold a regular position within the Department of Psychology with eligibility for tenure. In accordance with the regulations governing Canada Research Chairs, the best-qualified candidate will be appointed, regardless of citizenship or immigration status. Chair nominations are adjudicated by a peer review administered by the CRC secretariat and appointments are conditional upon approval by the secretariat. General information

about CRCs may be found at [www.chairs.gov.ca](http://www.chairs.gov.ca).

The Department of Psychology seeks candidates who have a strong background and training in cognitive applications of electrophysiological methods and event-related potentials (ERPs) and demonstrated experience with computational modeling and functional magnetic resonance imaging (fMRI). The successful candidate will play a key role in the continued development of the department's brain and cognition laboratory. The candidate's research interests will add to the existing strengths of the department, which include the study of visual cognition, learning, memory, language, and aging. Duties include the maintenance of a successful program of research (as evidenced by publications and external grant support), teaching at the undergraduate and graduate levels, and contributing to the collegiality, reputation, and day-to-day operation of the department and the university (e.g., collaborative research, curriculum development, and committee service). Applicants must have a Ph.D. in cognitive psychology, cognitive neuroscience, or neuroscience and be eligible for an appointment as a Tier 2 Canada Research Chair (visit [www.chairs.gc.ca/web/program/nominate\\_e.asp](http://www.chairs.gc.ca/web/program/nominate_e.asp) for details).

To apply, send a letter of application, a curriculum vitae, a statement of research interests and accomplishments, a statement of teaching philosophy, copies of publications, evidence of teaching experience, and three confidential letters of recommendation to:

Michael Masson, CRC Search Committee, Department of Psychology  
University of Victoria, PO Box 3050 STN CSC,  
Victoria BC V8W 3P5 Canada

Phone: 250-721-753, E-mail: [mmasson@uvic.ca](mailto:mmasson@uvic.ca)

Web: [www.chairs.gc.ca/web/program/nominate\\_e.asp](http://www.chairs.gc.ca/web/program/nominate_e.asp)

**York University, Department of Psychology**— There are two tenure-track appointments (1) Clinical Psychology (2) Clinical Developmental Psychology

(1) CLINICAL - The Department of Psychology, Faculty of Health, York University, invites applications for a tenure-track appointment at the assistant professor level in (adult) clinical psychology - one of six graduate areas of specialization. York's psychology department is one of the largest in North America, and is housed in the new Faculty of Health. Our program in clinical psychology subscribes to the scientist-practitioner model and is both CPA- and APA-accredited. Candidates must have a promising research program and publication record. Preference will be given to candidates with expertise in: qualitative research methods, health psychology or addictions.

A Ph.D. in clinical psychology, preferably from an accredited clinical program that includes an accredited internship, is required. Applicants must be registered, or eligible for registration, with the College of Psychologists of Ontario. The successful candidate will be expected to teach both undergraduate and graduate courses, to provide clinical supervision of graduate students, and to conduct a major program of research.

(2) CLINICAL/DEVELOPMENTAL - Applications are invited for a tenure-track appointment in clinical-developmental psychology at the assistant professor level. Our clinical-developmental program, one of six areas of graduate specialization, is CPA- and APA-accredited, and its faculty are a diverse, dynamic group of scientist-practitioners.

Candidates should have a promising program of research and publication record and with a specialization in one of the following three

areas of health or mental health: (1) mental health (particularly internalizing disorders), (2) pediatric neuropsychology/neuropathology, and (3) developmental and/or physical disabilities. Excellent candidates with specific interests in other areas, such as intervention, prevention, program evaluation, or other areas of child and adolescent psychology, will be considered.

Graduate and undergraduate teaching and supervision in these areas will be expected. A Ph.D. in clinical psychology, preferably from an accredited clinical program that includes an accredited internship, is required, and applicants must be registered, or eligible for registration, with the College of Psychologists of Ontario.

The positions commence July 1, 2008, and are subject to budgetary approval. Applicants are requested to submit a curriculum vitae, a statement of research and teaching interests, and relevant reprints; and arrange to have three letters of reference sent, by January 15, 2008, to:

Professor Laurence Harris, Chair, Department of Psychology

Faculty of Health, York University, 296 BSB

4700 Keele Street, Toronto, Ontario, Canada, M3J 1P3

Phone: (416) 736.5116, Fax: (416) 736.5814

E-mail: [psychair@yorku.ca](mailto:psychair@yorku.ca)

**University of Toronto, Department of Psychology**— The University of Toronto invites applications for a full-time position at the rank of lecturer, effective on or after July 1, 2008. Applicants should possess a Ph.D. in psychology and possess an outstanding record in teaching and related scholarly activities. Applicants must be prepared to teach Introductory psychology as well as other courses in the social, personality, and/or abnormal streams. The successful candidate will be expected to assume a full lecturer teaching load at the undergraduate level (normally the equivalent of six one-semester courses), supervise undergraduate research projects, engage in teaching-related scholarly activities, and perform related professional and administrative activities within the department. This three-year teaching contract may lead to a continuing teaching position in the department, subject to a favorable review of performance. Salary will be commensurate with qualifications and experience.

Applications will be accepted until January 31, 2008 or until the position is filled. Applicants should provide a curriculum vitae, statement of teaching philosophy and interests, and should arrange to have three confidential letters of recommendation sent on their behalf to:

Chair, Department of Psychology, Room 4020, Sidney Smith Hall

100 St. George Street, Toronto Ontario M5S 3G3

Fax: 416-978-4811

E-mail: [chair@psych.utoronto.ca](mailto:chair@psych.utoronto.ca)

**Chinese University of Hong Kong, Department of Educational Psychology**— The Chinese University of Hong Kong invites applications for associate professor(s)/assistant professor(s) (Ref. 07/160(075)/2) (Closing date: February 5, 2008). 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 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 program-

matic research and publication, or sound indicators of promise as a productive researcher. The appointees will (1) teach postgraduate/undergraduate courses (both English and Chinese are used as media of instruction) (2) supervise postgraduate students, and (3) assist in administrative matters. Appointments will normally be made on contract basis for two years initially commencing August 2008, 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>. For application, send full resume, copies of academic credentials, a publication list and/or abstracts of selected published papers, together with names, addresses and fax numbers/e-mail addresses of three referees to whom the applicants' consent has been given for their providing references to:

Personnel Office

The Chinese University of Hong Kong

Shatin, N.T., Hong Kong

Fax: (852) 2603 6852

**University of Hong Kong, Department of Social Work and Social Administration**— Founded in 1911, the University of Hong Kong is committed to the highest international standards of excellence in teaching and research, and has been at the international forefront of academic scholarship for many years. Of a number of recent indicators of the University's performance, one is its ranking at 18 among the top 200 universities in the world by the UK'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 appointment as Associate Professor/Assistant Professor (4 posts) in the Department of Social Work and Social Administration, from July 1, 2008, on a three-year fixed-term basis, with the possibility of renewal.

The Department of Social Work and Social Administration is the leading social work training and social policy research institution in Hong Kong. It is committed to achieving international standards and status in both teaching and research. Further information about the Department can be found at <http://www.hku.hk/socwork/>.

Applicants must have outstanding records of teaching, research and publications, and with expertise in social work professional practice. Specialization in the fields of either clinical work with family, children and youth, or substance abuse and other mental health concerns, clinical psychology or gerontology will be an advantage. The appointees will be responsible for teaching at both undergraduate and postgraduate levels, and are expected to be active in research and educational innovations.

Annual salaries will be in the following ranges (subject to review from time to time at the entire discretion of the University):

Associate Professor: HK\$622,740 - 963,060

Assistant Professor: HK\$474,600 - 733,440

(approximately US\$1 = HK\$7.8)

The appointments will attract a contract-end gratuity and University contribution to a retirement benefits scheme, totaling up to 15% of basic salary, as well as leave, and medical/dental benefits. Housing benefits will also be provided as applicable. At current rates, salaries tax does not exceed 16% of gross income. Further particulars and application forms (272/302 amended) can be obtained at <https://www.hku.hk/apptunit/>; or from the Appointments Unit (Senior), Human Resource Section, Registry, The University of Hong Kong, Hong Kong (Fax: 852 2540 6735 or 2559 2058; E-mail: [sen-rappt@hkucc.hku.hk](mailto:sen-rappt@hkucc.hku.hk)).

**University of Macau, Faculty of Social Sciences and Humanities**— The University of Macau invites applications for the position of associate/assistant professor in clinical psychology. Applicants must hold a doctoral degree (Ph.D, DClínPsy, Psy.D.) in clinical psychology. Applicants should have (1) strong commitment to teaching and research, (2) a track record of publication, and (3) clinical experiences. Preference will be given to registered/licensed psychologists. Teaching experience with good student evaluations will be an asset. The appointee will be expected to teach a variety of undergraduate courses and postgraduate courses, to supervise student theses and practicum and to take an active role in curriculum development. Applicants should visit <http://www.umac.mo/vacancy> for more details and apply on or before 30/01/2008, preferably ONLINE at [Jobs@UM](mailto:Jobs@UM) (<https://isw.umac.mo/recruitment/>). For enquiry, contact [vacancy@umac.mo](mailto:vacancy@umac.mo).

**Bremen International Graduate School of Social Sciences**— The BIGSSS ([www.bigsss-bremen.de](http://www.bigsss-bremen.de)) invites applications for the following academic positions:

**Assistant Professorship in Social Science Research Methods**— For the Methods Center of BIGSSS we are seeking candidates with a strong record in the methods of social research and a focus on large-n and small-n comparative research designs, especially case-study designs and methodology. The successful candidate should be willing to assume coordinator functions in the Methods Center. Scholars with a substantive research focus on topics in political science or sociology, in particular on topics which align with one of BIGSSS' research themes, are particularly encouraged to apply. The initial contract runs for 5 years.

**University Lecturer (Post-Doc) in "Socio-Cultural Change and the Individual"**— Applicants preferably have a disciplinary background in social or developmental psychology, communication, sociology or political science, and experience in the management of graduate programs. The holder of the position will have responsibilities in teaching and in coordinating BIGSSS' thematic field "Attitude Formation, Value Change, and Intercultural Communication." The initial contract runs for 3 years.

Applicants for both positions should demonstrate accomplishment in both teaching and research, and the ability to obtain research funding. They are expected to have a strong record of scholarly productivity (including an outstanding dissertation), and a commitment to institutional excellence and inter-institutional cooperation. Any experience in interdisciplinary settings will be considered a strong point.

BIGSSS' language of instruction is English. Preferably, work at the Graduate School should begin in July 2008.

For both positions, please send your applications by January 31, 2008 to the following address  
Bremen International Graduate School of Social Sciences  
Prof. Dr. Steffen Mau, Founding Dean  
Universität Bremen  
PO Box 330440 28334  
Bremen, Germany

More information on the Graduate School can be found at [www.bigsss-bremen.de](http://www.bigsss-bremen.de).

International candidates will be considered. Employer will assist with relocation costs. The salary will be commensurate with qualifications and experience.

**CRAssociates, Germany**— CRAssociates, a U.S.-based health-care-management company, is recruiting for the following position:  
• Psychologist • Child Psychologist • Neuropsychologist

The position will be located in the following regions:

**Landstuhl:** Surrounded by beautiful mountains, valleys and vineyards, a perfect location for a local excursions and visit to France Belgium.

**Bavaria:** Enjoy the region best known for its quaint towns, cobblestone streets, and winding rivers—only a short train ride to Austria and Switzerland.

**Heidelberg:** Reside in one of the most beautiful locations in Germany. Explore history and culture in this picturesque city—spend weekends in Switzerland or France.

CRAssociates offers competitive salaries, housing, dependent schooling allowances, paid holidays, vacations, and continuing education. Generous benefit package including paid medical insurance and paid relocation (air travel, household goods), a privately owned vehicle, access to military installations including commissary and base, exchange privileged 401(k), and much more.

**U.S. Military and Civilian Behavioral Health Services, Germany**—Founded in 1963, Sterling Medical is one of the largest providers of healthcare services to government agencies, HMO's, hospitals, and clinics nationwide and overseas. As such, we extend social and psychological services to our clients, including care for psychological and developmental needs of families. We currently seek adult and child psychologists for an array of behavioral health services to support families of the U.S. military and civilian service providers who are living and serving abroad in Europe. Current opportunities are in Germany with anticipated opportunities in England and Italy.

**Primary Requirements:** accredited APA doctorate in clinical or counseling psychology, completed APA approved internship, updated and current state license, minimum of 2 years clinical psychology experience accrued within past 5 years.

**Program Specific Requirements for two service programs:**

**Early Intervention Services:** experience providing family-centered services in a natural setting, home-based environment to a population of young children (ages 0-3) with disabilities and their families, including diagnosis and treatment of sleeping, feeding, attachment, and other behavior disorders using behavior management and other techniques; skilled in providing evaluation, consultation, and direct care

psychological services for infants/toddlers (and their families) who have significant behavioral disorders (may occasionally include children/adolescents up to age 21 who are receiving special education services).

**Behavioral/Mental Health Services:** knowledge and experience with combat/deployment issues, medically unexplained symptoms, and PTSD and/or disasters are highly desired; skilled in providing evaluation, consultation and direct care psychological services for either children/adolescents or adults; proficiency in administration and interpretation of basic psychological test measures to include intelligence testing, personality testing with objective and projective instruments and basic neuropsychological screening techniques.

**Benefits:** 2-year service agreement with renewable options, excellent compensation package (includes tax advantages), considerable paid time-off and 10 federal holidays roundtrip airfare and lodging, potential furnishing and auto/vehicle allowance, relocation costs.

For details, please contact: Tom Thaman during standard EST business hours at 1-800/852-5678. x158, or e-mail: [thaman@sterlingmedcorp.com](mailto:thaman@sterlingmedcorp.com)

**University of Guam, Department of Psychology**— The University of Guam is seeking applicants for a tenure-track position in clinical psychology at the assistant or associate professor level, to begin August 18, 2008. Applicants should have a Ph.D. or Psy.D. in clinical psychology from an accredited clinical program and internship. The successful candidate will (1) teach undergraduate and graduate courses in clinical and other areas of psychology, (2) work with other faculty to establish a master's program in clinical psychology, (3) conduct an active research program, (4) perform university and community service, including clinical supervision in UOG's Isa Psychological Services Center, and (5) seek external funding for research and/or service activities. Review of applications will begin immediately and continue until the position is filled. For further details and application information, see the full job announcement [www.uoghro.com/career.php](http://www.uoghro.com/career.php) or e-mail [dfernand@uog9.uog.edu](mailto:dfernand@uog9.uog.edu)

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.

**University of Groningen, Department of Psychology**— The University of Groningen, the Netherlands, anticipates four tenure-track assistant professor positions for a new, English-language Bachelor of Science in Psychology program. Preference will be given to applicants in social psychology (in particular, cross-cultural psychology), cognitive neuroscience (must be able to teach biopsychology), quantitative methods and clinical psychology. Excellent applicants from other areas with broad teaching interests are also welcome. The Bachelor of Science in Psychology consists of five semesters of psychology courses and a one-semester minor. Approximately 50% of the appointment is for teaching and administration and 50% for research. Research facilities include EEG, fMRI, a driving simulator and a simulated ambulance call center. Opportunities for supervising Master's and Ph.D. theses in the existing psychology program are available.

**Requirements:** • Motivated researcher and teacher • Ph.D. in Psychology • Publications in international journals • Excellent command of English • Ability to attract funding.



Excellent career prospects! The faculty's career development policy is characterized by flexible personnel management with a focus on the individual. Ample opportunities for professional development of teaching and other skills are available.

Conditions of employment: The University of Groningen offers a salary dependent on qualifications and work experience up to a maximum of € 4868 gross per month for a full-time appointment (12 monthly payments), an 8% holiday allowance, and participation in a pension scheme for government employees.

The appointment will be on a temporary basis for a maximum of six years. Prior to the completion of the sixth year performance will be assessed. A positive assessment will lead to promotion to the rank of associate professor with tenure. After an additional six years, promotion to the rank of full professor is possible.

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Applicants should send a curriculum vita, letter of interest, statement of research interests and names of three references to [vmp@rug.nl](mailto:vmp@rug.nl)

The closing date for applications is February 20, 2008. Candidates must be able to start no later than September 1, 2008. Interview and moving expenses will be fully covered.

Employer will assist with relocation costs. An additional 8% will be paid each year as vacation money.

**Singapore Management University, School Social Science**— The Singapore Management University is looking for its Founding Dean of the School of Social Sciences. We are looking for a sociable, creative person who will energetically develop our interdisciplinarity, especially in research, and who will also foster cutting-edge teaching. The Dean must be a distinguished international scholar in any of our existing disciplines mentioned below or in social science broadly conceived, must be sensitive to the diversity of methods of different disciplines in the social sciences, and must be keen on expanding the school in exciting ways that help and inform the other schools. The successful candidate will play a large role in mentoring the research of the young, multi-national faculty, in recruiting new faculty and developing new curricula, should have excellent collaborative leadership skills and will delegate tasks, with our excellent administrative support.

The School of Social Sciences started in April 2007, after being part of the School of Economics and Social Sciences for several years. It is one of six schools within the Singapore Management University, which was founded in 2000. The 25 members of faculty include psychologists, political scientists, sociologists, philosophers, historians and literature and theater scholars. We will expand to about 40 members of faculty. We now have about 450 students, which will increase to about 800. We offer the Bachelor of Social Sciences and courses in the humanities and provide compulsory core courses in critical thinking for all SMU students.

The Singapore Management University is an expanding, new institution that emphasizes giving students a broad-based education. Its state-of-the-art campus lies in the heart of one of the world's most vibrant and cosmopolitan cities. SMU, an equal opportunity employer, offers very competitive salaries and relocation packages.

To apply, send your CV, plus a covering letter by January 20, 2008 to:

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**American University of Sharjah, Department of International Studies**— The American University of Sharjah in the United Arab Emirates invites applications for a faculty position in psychology within the Department of International Studies. Our department continues to expand its social science faculty and recently established a psychology laboratory, with an eyetracker and other equipment.

AUS has emerged as a dynamic international university, growing from 250 to 5,000 students since its foundation in 1997. Located in the Sharjah/Dubai area, perhaps the most dynamic cosmopolitan areas in the Middle East, AUS is fully accredited with the North American system and offers a generous compensation package, free housing, support for research, and other benefits. There is no income tax in the UAE.

We are interested in applicants (Ph.Dd or ABD) with expertise in any major field of psychology. We value teaching and research achievement and seek colleagues with experience in both. Appointments will generally be made at the rank of assistant professor with a 3/3 yearly teaching load. Initial contracts are normally for a period of three years and are renewable.

Send letter of interest, CV, and contact information (including email addresses) for three references. Materials should be addressed to:

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