



INTERNATIONAL PSYCHOLOGY BULLETIN

Volume 17 No. 4 Fall 2013



Editor
Grant Rich

Associate Editors
Harold Takooshian
Richard Velayo

Inside This Issue

Message from the President

- President's Reflections: Building Bridges When East Meets West—Psychologists and Students at the 2013 APA Convention in Honolulu, Hawaii (*Mercedes A. McCormick*) 5

Division 52 News and Updates

- Division 52 Images from the APA Convention, Honolulu, Hawaii USA 7
- New Fellows in International Psychology: The Class of 2013 (*Harold Takooshian*) 10
- Fellows Committee Report (*Harold Takooshian, Kurt F. Geisinger, and Senel Poyrazli*) 11
- Congratulations to Student Awardees at Division 52's Second Annual Student Poster Competition at APA 2013 (*Lynette H. Bikos*) 12
- Present Your Internationally Focused Work at the Western Psychological Association (*Lynette H. Bikos*) 13
- Psi Chi International Ambassadors, 2013 (*Harold Takooshian*) 13
- Remembrances of Charles D. Spielberger 1927–2013 (*Ann Marie O'Roark*) 15

Research Article

- Stress and Well-Being Among Minorities: Turkish-Armenian and German-Turkish Adolescents (*Iren Yeresyan and Arnold Lohaus*) 21

Submission Guidelines for Research Articles *International Psychology Bulletin*

Research article submissions: The *IPB* publishes peer-reviewed research articles that deal with issues related to international psychology. The review process takes approximately two months. The manuscripts can be up to 3,000 words (negotiable) and should be submitted to Dr. Grant J. Rich at optimalex@aol.com. The manuscript must be written in APA style described in the Publication Manual of the American Psychological Association, 6th Edition. Please submit it as a Microsoft Word document, not as a pdf file.

Specifically, please pay attention to the following:

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

To learn more about the APA style, refer to <http://www.apastyle.org>. If you do not have access to the APA publication manual, you may want to get a recent journal article published by one of the APA journals and try to familiarize yourself with the APA style through this method. *Improperly formatted submissions may be returned unread to the author and/or may delay the review and publication process.*

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

Inside This Issue

Book Reviews

Psychology, National Politics, Genetics, and <i>The Myth of Race</i> (Sherri McCarthy)	28
How Can We Internationalize Psychology Curricula? A Review of <i>Internationalizing the Psychology Curriculum in the United States</i> (Joseph C. Giardino)	30
Call for Book Review Editor (Grant J. Rich)	31
A Review of the <i>International Handbook of Peace and Reconciliation</i> (Gilbert Reyes)	32

Student Column

Lessons Learned as a Division 52 Student Committee Chair (Laura Reid Marks)	34
Student Leadership: Past, Present, and Future (Valerie Wai-Yee Jackson)	35

Teaching International Psychology

International Mentoring: Recommendations for a Successful Mentor-Mentee Relationship (Richard S. Velayo)	37
--	----

Current Issues Around the Globe

Community Healing and Evolution of Psychology: 25 Years Post-Earthquake in Armenia (Ani Kalayjian)	39
Psychology in Armenia After the 1988 Earthquake: 25 Years Later (Srbuhi Gevorgyan, Meri Avetisyan, and Harold Takooshian)	45

Submission Deadlines

International Psychology Bulletin

Grant J. Rich, Editor, optimalex@aol.com

For smaller articles (op-ed, comments, suggestions, etc.), submit up to 200 words. Longer articles (e.g., Division reports) can be up to 3,000 words (negotiable) and should be submitted to the appropriate section editor.

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

Submission Deadlines:

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

Issues typically will be published about 4 weeks after the deadline.

Current Issues Around the Globe

ICAP: Call for Presentations	49
XXXV Interamerican Congress of Psychology in Lima, Peru (<i>Sheyla Blumen</i>)	50
Meanwhile in the Fertile Crescent: The Role of INGOs to Promote Peace, Charity, and Healing in the Middle East (<i>Justin Oreizi and Ani Kalayjian</i>)	51
Who admires Raymond Corsini? Seeking Contributions in Recognition of the 100th Birthday of Ray Corsini (<i>Bernardo J. Carducci</i>)	53
Division 52 Participates in International Conference...Italian Style (<i>Laura Nota and Bernardo J. Carducci</i>)	54
Neurophenomenology and Its Applications to Psychology (<i>Susan Gordon</i>)	57
Milgram Obedience Conference Success: 50 Years on, Milgram's Research Draws an International Crowd (<i>Gina Perry and Nestar Russell</i>)	59
Scenes of Psychology Students in Russia	60

International Employment Opportunities

International Employment Opportunities (<i>Grant J. Rich</i>)	62
---	----

Board Members

Officers / Committee Chairs	77
-----------------------------	----



President's Reflections: Building Bridges When East Meets West—Psychologists and Students at the 2013 APA Convention in Honolulu, Hawaii

Mercedes A. McCormick, Ph.D.
Division 52 President
mmccormick2@pace.edu

In preparing to write this 2013 fall presidential column, I thought intently about meeting wonderful colleagues at the 2013 APA convention in Honolulu who shared camaraderie with smiles and laughter. I hope your time in Hawaii allowed you to combine professional interests with experiencing the Polynesian culture and sightseeing paradise.

As you know, APA is a hectic time. You need to develop your own system to navigate APA activities and events. Many 2013 APA events and activities in the exhibition hall, convention center, and APA Divisions' hospitality suites programs were informational and motivational.

The 2013 APA Div. 52 program and hospitality suite events emphasized Div. 52's mission 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. In addition, my 2013 Div. 52 Presidential Initiative to *Build Bridges* intertwines well with Div. 52's mission and lends itself to Div. 52 program planning. (Please refer to the detailed International Psychology 2013 APA Convention Program and International Psychology Hospitality Suite program in the *International Psychology Bulletin* (Volume 17, No. 3, Summer 2013).

The purpose of this column is to reflect on the highlights of the 2013 APA convention as they relate to the 2013 Div. 52 Presidential Initiative "Building Bridges..." The following content will be addressed: (1) APA Division 52 opening symposium—*Building Bridges Between Div. 52 and Psi Chi to Promote Student Excellence and Leadership*; (2) 2013 Division 52 Presidential Address: *Lessons Learned...to Lead*; and (3) Div. 52's *Building Bridges Initiative*—demonstrated by key hospitality events.

- 1) **APA Division 52 Opening Symposium:** The opening symposium's purpose was to advance the ideas and endeavors that were described at the 2012 APA convention symposium "*Building Bridges between Division 52 and Psi Chi International*." Speakers dialoged about partnering with Division 52 through their international psychology professional experiences.



Current symposium speakers were identified as ambassadors to represent Div. 52 and Psi Chi's mission to promote academic leadership and leadership in educational institutions throughout the world. At the 2013 opening symposium, speakers discussed such topics as: *Using the Internet to Build Bridges to Enhance Student Involvement in International Psychology* (Harold Takooshian, Fordham University); *Innovative Approaches to Conducting International Research with Students* (Jason Young, 2013 President of Psi Chi, the International Honor Society of Psychology, CUNY-Hunter University, NYC); *Division 52's Student Committee's History, Role, and Lessons Learned for Psi Chi International Chapters Membership* (Laura Reid Marks, Div. 52 Student Committee Co-Chair, Purdue University); *Thinking Globally, Acting Locally: Building Bridges Italian Style* (Bernardo Carducci, Div. 52 Chair Clearinghouse, Indiana University Southeast); and *Psi Chi Debuts in South Africa-Summer 2012* (Martha S. Zlokovich, Executive Director of Psi Chi International Advisory Board and Maria Lavooy, 2013 President-Elect of Psi Chi International, Florida Institute of Technology). Additionally, officers of Psi Chi, the International Honor Society in Psychology, mentioned that Psi Chi has opened chapters in eleven countries around the globe. Psi Chi will continue to mention APA Division 52's mission to build bridges to Psi Chi chapters' advisors around the globe.

- 2) **Presidential Address:** A highlight of the 2013 APA convention was my Division 52 Presidential Address. Kindly go to the links below to read my introduction and PowerPoint presentation. Overall my presidential presentation is presented from a personal career developmental perspective. Please keep in mind that the live presentation at the convention provided nuances, gestures, and remarks that are difficult to capture in connecting to hyperlinks. However this is a good understanding of my career and presidential address: *Lessons Learned...to Lead*.

Introduction can be viewed at: http://internationalpsychology.files.wordpress.com/2012/09/division_52_presidential_address_introduction.docx

PowerPoint presentation can be viewed at: http://internationalpsychology.files.wordpress.com/2012/09/div-52_presidential_address_submitted_to_ipb.pptx

- 3) **Building Bridges Hospitality Suite Event:** The *Building Bridges* initiative was welcomed by APA Division 39, Psychoanalysis, Psi Chi International Honor Society, the Korean Network of Psychologists, and the Taiwanese Psychologists' Association. Each organization held a networking event during the Division 52 Hospitality Suite Program.

Message From The President

Division 52 opened its hospitality programing to host the Korea and Taiwanese Psychology Associations. This was the first time both Asian organizations attended the APA convention, and Division 52 International Psychology program events. Both organizations were appreciative that Div. 52 hosted these collaborative events.

Division 52's networking opportunities allowed Asian psychologists to present their views on important issues confronting their membership in the field of international psychology. Each organization's theme involved building a strong network of psychologists through improving communication skills among membership. Several members of these organizations expressed an interest to become a Div. 52 international affiliate and to build mentoring relationships with Div. 52 board members to provide them with advice for future career development.

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

Also, a Presidential Breakfast was held at a Div. 52 hospitality suite event to honor Asian psychologists and officers of Asian Psychological Associations. Psychologists from Korea, Japan, and China attended

the breakfast event. The breakfast event provided an outstanding opportunity for Div. 52 to connect with psychologists from the East region of the globe who are interested in international psychology. Several personal and professional connections were initiated. These relationships were developed on similar research interests, sharing of global teaching strategies, and the implication of intervention techniques to improve adolescent mental health issues, reduce family violence, women abuse and women's career advancement.

Furthermore Division 52 also connected with other interested like-minded partners to *Build Bridges*. Two interested collaborators are APA's Division 39 in regard to Global Treatment Practices and the Interamerican Society of Psychology (SIP).

In closing, it is evident that the initiative regarding *Building Bridges* was widely accepted at the 2013 APA Convention. This positive interest is providing an exceptional opportunity for psychologists from the East and West regions of the globe to collaborate about issues and concerns in regard to international psychology. Division 52 is available to mentor psychologists to *Build Bridges of Collaboration about International Psychology*.

As President of APA Division 52, I would like to hear from you about your experiences of international collaboration in international psychology. You may contact me through mmccormick2@pace.edu and/or contact Division 52 for more information at <http://div52.org/>. I look forward to hearing from you.

LEAVING A LEGACY TO DIVISION 52

*A Call for a Charitable Bequest
to APA Division 52*

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

Division 52 News and Updates

Division 52 Images from the APA Convention, Honolulu, Hawaii USA

Departing To	Flight	Time	Status	Terminal	Gate
Dallas-Mesa	4181	12:42P	On Time	A	
Dallas-Mesa	4118	2:59P	On Time	A	
Dallas-Mesa	400	4:30P	On Time	A	
Dallas-Mesa	1587	3:58P	On Time	C	
FL Myers	1601	1:50P	On Time	C	
FL Lauderdale	6756	2:52P	Now 4:35 PM	C	
Grand Rapids	4576	3:58P	On Time	A	
Greensboro	4552	12:44P	On Time	A	
Greensboro	5389	4:35P	On Time	A	
Greenville, SC	5487	2:44P	On Time	A	
Hallifax	4587	1:11P	On Time	A	
Hong Kong	1117	3:10P	Now 7:00 PM	C	
Honolulu	15	1:25P	Cancel	C	
Houston-Bush Int	1023	1:59P	On Time	C	
Houston-Bush Int	6822	3:20P	On Time	C	
Houston-Bush Int	1107	4:24P	On Time	C	

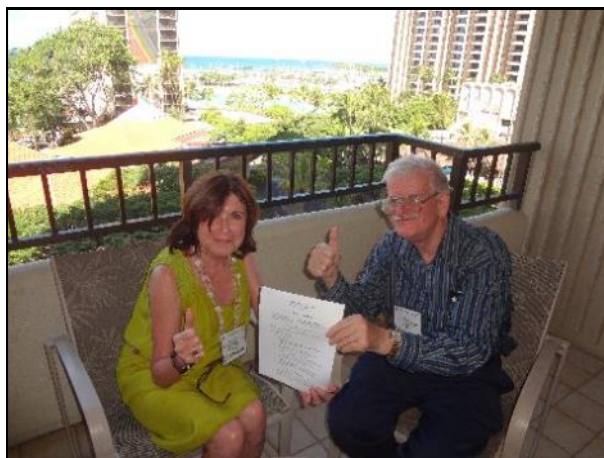
Monday July 29 2013 12:22 PM



Division 52 News and Updates



Division 52 News and Updates



New Fellows in International Psychology: The Class of 2013

Harold Takooshian, Ph.D.
Chair, Fellows Committee
takoosh@aol.com

In 2013, 14 psychologists were elected Fellows of the Division of International Psychology, based on their “unusual and outstanding contributions to international psychology.” Five of these were elected as new Fellows of APA, and nine were current APA fellows elected by the Division. For APA, “Fellow status requires that a person’s work has had a national impact on the field of psychology beyond a local, state, or regional level.” Of 84,000 APA members, about 6 percent are Fellows.

The D52 Fellows Committee works hard to use a rigorous and transparent procedure to elect new fellows. In 2013, six fellows independently rated each nominee on 15 criteria. The three-person Fellows Committee was **Kurt F. Geisinger**, **Senel Poyrazli**, and **Harold Takooshian** (Chair). The Fellows Committee thanks its three consulting fellows for 2013: **Bernardo J. Carducci**, **Ani Kalayjian**, and **Mercedes A. McCormick**. We congratulate all new Fellows of the Class of 2013.

Five members were elected a Fellow of APA
and its International Division:



Stefanía Ægisdóttir, PhD
Ball State University

Rita Chi-Ying Chung, PhD
George Mason University



Ayşe Çiftçi, PhD
Purdue University



Mark D. Terjesen, PhD
Saint John's University

Nine current APA Fellows were elected as
a new Fellows in International Psychology:



Gonzalo Bacigalupe
University of Massachusetts-Boston



Bernardo M. Ferdman
Alliant International University



Shane R. Jimerson
University of California-Santa Barbara



Lisa L. Harlow
University of Rhode Island



Abdel-Sattar Ibrahim, PhD,
AABMCP, ABMPP
*President, Egyptian Union for
Psychological Specialties*

Mark M. Leach
University of Louisville



Rodney L. Lowman
CSPP/Alliant International University



Bonnie K. Nastasi
Tulane University



Dean Keith Simonton
University of California-Davis



Thomas R. Zentall
University of Kentucky



**Congratulations
Fellows!**

Fellows Committee Report ** APA Division of International Psychology August 2013, APA, Honolulu

Harold Takooshian (Chair), Kurt F. Geisinger, and Senel Poyrazli

The year 2013 was an active year for D52 fellows, in three ways:

1. **New fellows.** D52 received 8 completed nominations by its 12/2/2012 deadline. These were independently vetted by our three-person fellows committee, plus three consultants (note 2 below). All 8 were recommended to the APA fellows committee, with mean ratings of 7.3 up to 9.2 on our 0–10 scale. We learn the final outcomes at APA in Honolulu.

2. **Current fellows.** A total of 8 current APA Fellows were elected to Fellow status in D52, based on their outstanding international or cross-cultural work. Our congratulations to **Gonzalo Bacigalupe, Bernardo M. Ferdman, Lisa L. Harlow, Shane R. Jimerson, Mark M. Leach, Bonnie K. Nastasi, Dean Keith Simonton, and Thomas R. Zentall.**

3. **Recognition.** Once again, D52 will host a breakfast reception and conversation hour for new fellows at the August APA meeting, at 9–10 am Sunday August 4 in its international suite. This breakfast is kindly funded by The College Board. In addition, Editor Grant Rich will again publish a list and photo of all new D52 fellows in the fall 2013 issue of *International Psychology Bulletin*.

For 2014, **Ani Kalayjian** has agreed to chair the Fellows Committee (note 4 below).

Since 1999, D52 has elected a total of 184 fellows—about 25% of the division's paid membership, compared with 6% of fellows among APA's 84,000 members (Note 1 below). The D52 fellows committee has been an unusually hardworking committee because of its pro-active work, to draw talented new fellows into our D52 work. (Note 3 below.) Nominations are now welcome for 2014.

**** Notes:** 1. *D52 fellows elected in 1999 = 72, 2000 = 18, 2001 = 36, 2002 = 1, 2003 = 5, 2004 = 3, 2005 = 1, 2006 = 4, 2007 = 7, 2008 = 5, 2009 = 19, 2010 = 2, 2011 = 9, 2012 = 11.*

2. *Our thanks to three independent consulting fellows for 2013: Bernardo Carducci, Ani Kalayjian, and Mercedes McCormick.*

3. *With sadness, since its formation in 1997, D52 has recognized that many APA fellows who do outstanding international research, teaching, or service are not yet members of D52, but should be involved in our work. Thus, the second half of our Committee's work is in the spring, when we identify current APA fellows in other divisions who have done outstanding international or cross-cultural work. The fellows committee has developed a three-step system to bring them in: (a) identify these outstanding non-members of D52 in*

Division 52 News and Updates

February, (b) vet them in March, then (c) invite them to join D52 as fellows-elect in April, to submit their names to APA by June 1. Since people must be a member for 1 year before becoming a division fellow, this becomes effective on January 1.

4. Call for fellows 2014: Members of APA Division 52, are now invited to nominate others or themselves for election as a fellow of Division 52, based on "unusual and outstanding contributions" to international psychology. Contact Dr. Kalayjian soon for details and our Division's 15 criteria. This year all completed materials must be submitted online by **5 pm Friday, 6 December 2013**—including the nominee's vita, personal statement, and endorsements from 3 current APA fellows. At least 2 of the 3 endorsers must be a fellow of Division 52. (Those already a fellow of another APA division can ask about a streamlined procedure.)—**Ani Kalayjian**, DrKalayjian@meaningfulworld.com

Congratulations to Student Awardees at Division 52's Second Annual Student Poster Competition at APA 2013

Lynette H. Bikos, Ph.D.
Seattle Pacific University
lhbikos@spu.edu

Thirteen posters (of the 40 exhibited during the poster session) left APA with commendations after the Division 52 Student Poster Competition at APA 2013. During the Friday afternoon poster session, posters with student first-authors were evaluated and awards were distributed during the Saturday afternoon awards ceremony and reception. Awardees were e-mailed a certificate of achievement.

Many thanks go to the panel of judges who volunteered to visit with the poster exhibitors and score the posters. Judges included Sheila Henderson, MBA, Ph.D., California School of Professional Psychology at Alliant International University—San Francisco; Juliana Yam, M.A., Alliant International University—San Francisco; Celso S. Oliveira, Ph.D., University of the State of São Paulo; Bernhard Seubert, Ph.D., Universidad Regional del Sureste and Clinic of Pediatrician, Asthma, Allergy and Medical Specialties, Oaxaca, Mexico; Mark Terjesen, Ph.D., St. John's University; Yu-Wei Wang, Ph.D., Southern Illinois University; and Greg M. Kim-Ju, Ph.D., California State University, Sacramento. The poster competition was coordinated by Lynette Bikos, Ph.D., Seattle Pacific University, Seattle, WA.

First Placings:

Positive and Protective Factors in the Psychological Well-Being of Refugees From Burma. Maha See & Sheila Henderson. California School of Professional Psychology at Alliant

International University—San Francisco, CA.

Emotional Distress and Binge Drinking in College Students: Cognitions As Mediators A Cross-Cultural Study. Fabian Agiurgioaei Boie, Alina Agiurgioaei Boie, & Lavinia Marchis. St. John's University, New York, NY.

Moderation Effect of Korean Emerging Adults' Identity Acquisition Between Stress and Satisfaction. Yoo Sun Ahn & Joohee You. Ewha Womans University, Seoul, Republic of Korea.

Second Placings:

Autism in China: Moderators and Mediators in the Parental Perceived Needs—Mental Health Link. Ge Song & Cirleen DeBlaere. Lehigh University, Bethlehem, PA.

Cultural Beliefs About Diabetes Predict HBA1C Among Type 2 Diabetics in Chile. Gregory Regts, Sonika Ung, Hector Betancourt, & Patricia Flynn. Loma Linda University, Novato, CA.

Exemplar Zambian Caregivers Narratives of Caring for the Grief of Orphaned Children. Julie Rabb & Cynthia Neal Kimball. Wheaton College, Wheaton, IL.

Third Placings:

Risk Pathways From 1994 Rwandan Tutsi Genocide Exposure to Distress and Traumatic Stress. Lauren Ng, Beth Meyerowitz, & Donald Miller. Harvard University, Cambridge, MA.

Mental Health Implications in International Older Chinese Adults' Role Loss. Joe Nee, Hollis Tsoi, & Michi Fu. Alliant International University—Los Angeles.

Honorable Mentions:

Role of Culture in Mental Illness Stigma: A Multinational Perspective. Valerie Jackson, Monica Martinez, Chak Wong, Melinda Wong, Shayla Cashwell, Annie Liang, Jenny Kim, Jeanette Chong, Lawrence Yang, & Eduardo Vega. Alliant International University—San Francisco, Mental Health Association of San Francisco.

Guatemalan Indigenous Youth: Experiences of Ethnic Discrimination and Its Impact. Heather Mitchell, Kelly Flanagan, Elizabeth Moore, Rebecca Loveall, & Rachael Post. Wheaton College, Wheaton, IL.

Object Relations of Korean Depressive Patients. Junglim Lee, Donghyuck Lee, & Seokhyeon Kim. Konkuk University



Division 52 News and Updates

ty, Seoul, Republic of Korea.

The Reason for Living and Suicidal Behavior of Korean Adolescents. Tae Hee Kim, Donghyuck Lee, Ji Hee Chung, Suk Yeong Lee, & Sha Sha Lee. Konkuk University, Seoul, Republic of Korea.

Spirituality, Optimism, Self-Identity, and Career Maturity. Yi Seul Min, Donghyuck Lee, Tae Seung Kim, & Eun Mi Doo. Konkuk University, Seoul, Republic of Korea.

Similar competitions are planned for the 2014 WPA and APA Conventions. Those interested in competing should identify their posters as student-authored (students should be first authors, faculty and non-students can be subsequent authors) and indicate that international psychology is their first programmatic choice.

Present Your Internationally Focused Work at the Western Psychological Association

April 24 – 27, 2014, Portland, OR

Deadline: 15 November 2013 (midnight PST)

With an annual offering of 30+ poster presentations, 12 hours of symposia/papers (many offering CE), and a Saturday evening dinner with engaging international conversations, WPA is becoming *the place* to showcase your international work.

In addition to posters, consider organizing international symposia or selecting the *one-speaker paper* option (*one-speaker papers* are assembled into a panel of papers with related topics).

To be reviewed for the *international program*, use the WPA Call-for-Paper submission process (<http://www.westernpsych.org/convention/call.cfm>) and select *International Psychology* from the topics.

WPA requires that at least one of the authors of each submission should be registered for the conference. Conference registration fees are lower for WPA members and registration for the convention and membership can both be accomplished when you register for the convention.

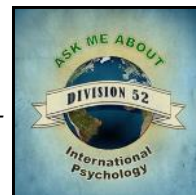
Student poster competition! Posters with students-as-first-authors (faculty and non-students are allowed as co-authors) are eligible for commendations for their internationally-focused posters. When submitting the proposal, PLEASE identify that it is a student submission and that the topic is primarily international. To ensure inclusion in the competition, please e-mail Lynette Bikos (lbikos@spu.edu) when the date/time/poster ID number is con-



firmed by the WPA program committee.

Contact Lynette Bikos, Ph.D., Div. 52@WPA Program Chair, if you are a student or professional member who:

- wants to find co-presenters for internationally focused symposia;
- is interested in serving on a Division 52/International Psychology Western Region Outreach Committee (primarily promoting D52 and international psychology at WPA);
- would like to volunteer as a poster judge for the student poster competition; or
- has other questions.



To learn more about Division 52/International Psychology, or to join the division: <http://div52.org/>

INVITATION: All students and faculty who present international research at WPA 2014, and are (or become) members of the APA International Division, can submit their 300-word abstract by 15 September 2014 for publication in the APA *International Psychology Bulletin* in fall 2014. For any details, contact Editor Grant Rich at optimalex@aol.com

Psi Chi International Ambassadors, 2013

Harold Takooshian
Fordham University
takoosh@aol.com

How can we promote student excellence internationally? Since Psi Chi voted to expand from a national to an international honor society in 2009, its Board appointed a team of "International Ambassadors" to promote globally the International Honor Society for Psychology, (www.psichi.org). In 2011, as the incoming President of our APA Division 52, Mercedes McCormick developed a dynamic "Building Bridges" program, in which many in D52 became involved to help expand Psi Chi globally. Below is contact information for some of the 14 Psi Chi International Ambassadors, as of August, 2013. **

Bernardo J. Carducci, PhD, Indiana University Southeast, New Albany, IN
President of the Italian American Psychology Assembly (IAPA), Past-President of the Council of Teachers of Undergraduate Psychology (CTUP), his books on shyness have been translated into eight languages.

Webpage: www.ius.edu/shyness
Contact: bcarduca@ius.edu



Division 52 News and Updates



Dwayne R. Crites, MA, Korea University, Seoul, Republic of Korea
Psi Chi chapter President (1998–1999) and Summa Cum Laude graduate of Southeast Missouri State University, he holds three university degrees, and has taught at five universities, including two in South Korea.

Webpage: www.korea.ac.kr or www.korea.edu
Contact: dwaynecrites@korea.ac.kr

John M. Davis, PhD, Texas State University, San Marcos, TX
Past-President and Southwestern Vice President of Psi Chi, and former Executive Officer of the International Council of Psychologists.

Contact: jd04@txstate.edu



Florence L. Denmark, PhD, Pace University, New York City, NY
Past-President of the APA (1980–1981), Psi Chi (1978–1980), International Council of Psychologists (1989–1990), APA Division 52, and currently the main ICP representative to the United Nations, as well as the International Association of Applied Psychology.

Contact: fdenmark@pace.edu

Joseph R. Ferrari, PhD, DePaul University, Chicago, IL
Joe is the Vincent dePaul Distinguished Professor of Psychology, a teacher, researcher, consultant, and Editor of the *Journal of Prevention and Intervention in the Community*.

Contact: JFERRARI@depaul.edu



Paul I. Hettich, PhD, DePaul University (emeritus), Chicago, IL
Paul taught overseas at the University of Stirling (Scotland) and elsewhere, and writes the Eye on Psi Chi column on “Wisdom from the workplace,” on workplace readiness and transition issues for college graduates.

Contact: PHETTICH@depaul.edu

Lê Xuân Hy, PhD, Seattle University, Seattle, WA.
Vietnamese, former Fulbright Fellow to the Middle East and grade school teacher in Central America, Hy (given name) is associate professor, and directs the Institute for Human Development.

Contact: HYL@seattleu.edu



Mercedes A. McCormick, PhD, Pace University, New York City, NY
President of the APA Division of International Psychology (2013), Eastern Vice President of Psi Chi (2011–2013), she is the architect of “Building Bridges.”

Contact: mmccormick2@pace.edu

Melanie M. Domenech Rodríguez, PhD, Utah State University, Logan, UT
Melanie is the Editor of the *Psi Chi Journal of Psychological Research* and a former Vice President for the Rocky Mountain Region, with active research collaborations in Mexico, Puerto Rico, and the US.

Webpage: <http://psychology.usu.edu/people/Melanie-Domenech-Rodriguez/>
Contact: Melanie.Domenech@usu.edu



Michael Stevens, PhD, DHC, Illinois State University, Normal, IL
An author of 4 books, Michael’s many leadership roles include Past-President of the APA International Division, and now Executive Secretary for North America of *Sociedad Interamericana de Psicología*.

Webpage: <http://psychology.illinoisstate.edu/mjstevens/>
Contact: mjstevens@ilstu.edu

Harold Takooshian, PhD, Fordham University, New York City, NY
A past Board Member and President of Psi Chi (1993–2000), he has taught at 12 universities in 5 nations, and is Past-President of the APA Division of International Psychology.

Webpage: <http://takooshian.socialpsychology.org>
Contact: takoosh@aol.com



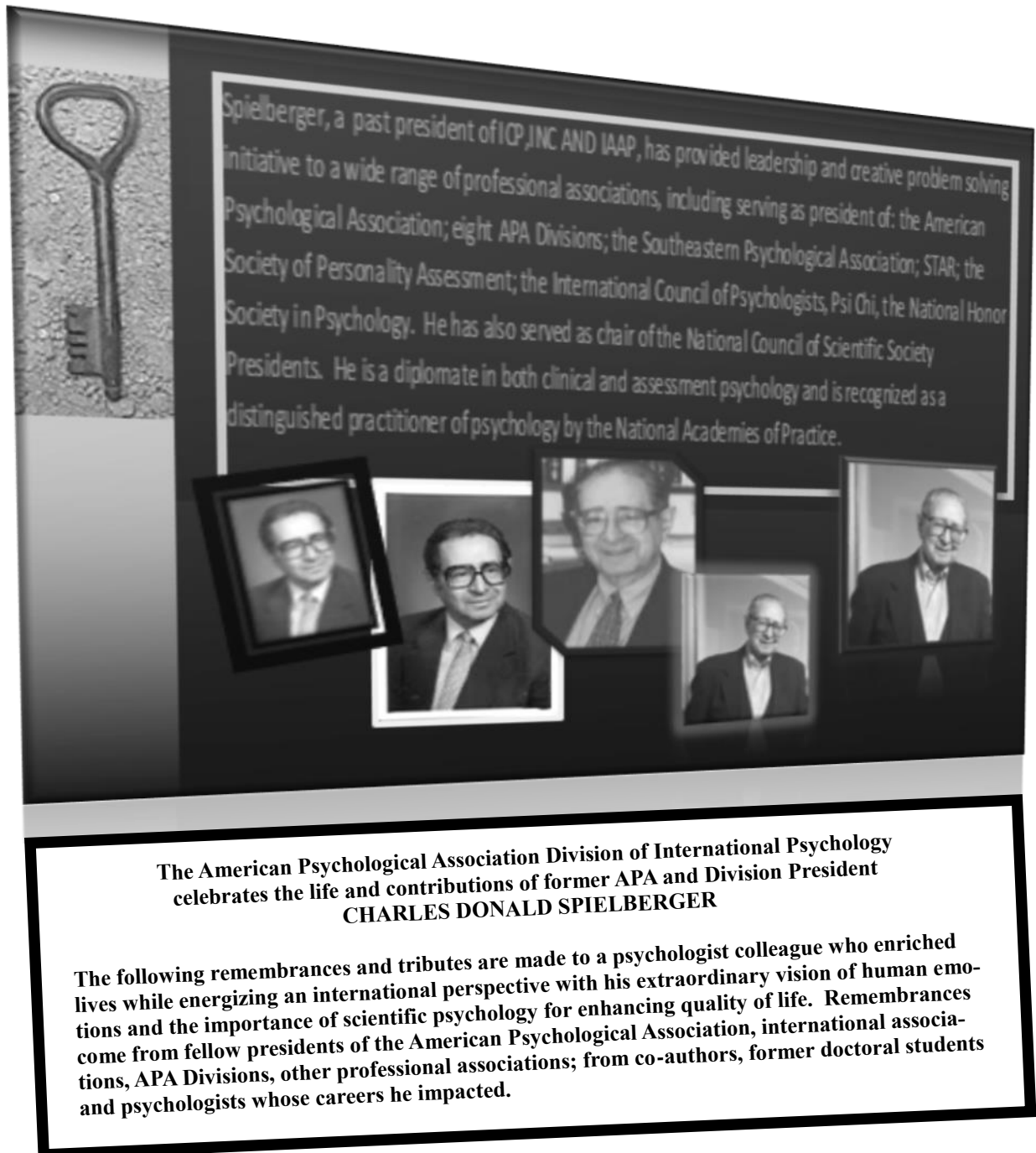
**** All 14 current Psi Chi International Ambassadors, as of August, 2013:**

Bernardo J. Carducci, PhD
Lauren Crane, PhD
Dwayne Crites
John M. Davis, PhD
Florence L. Denmark, PhD
Melanie Domenech Rodríguez, PhD
Joseph R. Ferrari, PhD
Gina Grimshaw, PhD
Paul I. Hettich, PhD
Lê Xuân Hy, PhD
Mercedes McCormick, PhD
David Skeen, PhD
Michael J. Stevens, PhD
Harold Takooshian, PhD

Remembrances of Charles D. Spielberger 1927–2013

Compiled by Ann Marie O’Roark, Ph.D., ABAP

annoroark@bellsouth.net



Florence L. Denmark, Ph.D.

Robert S. Pace Distinguished Research Professor
Pace University, New York, NY

Following are some of my memories with Charlie Spielberger:

I knew Charlie very well. We were both Presidents of APA, and attended the broom closet dinners (for past Presidents) with our spouses. We also served on the national council of Psi Chi, the international psychology honor society. We worked together, and followed each other as national president. We were also both active in the International Council of Psychologists. I remember 6 of us, including Charlie and me, and you Ann, going for tea in Halifax, Nova Scotia, where we all shared a 6 pound lobster! In addition to these more formal activities, Charlie and I shared many dinners together with our spouses. Charlie was a good friend, and someone I could always count on for advice or help when necessary.

Sandra M. Fowler

La Jolla, CA, USA

Charlie Spielberger, winner of the Wundt-James Award, was the apotheosis of an international psychologist. He could be seen at psychological meetings all over the world. Very often when he attended the APA convention in the United States, you found him in deep conversation with an international psychologist. He mentored international psychologists, making sure they connected with the people they needed to meet. He and Carol have probably been in more psychologists' homes throughout the world than any other psychologist in history.

Charlie and Ray Fowler were good friends for over a half century. First meeting in 1954 when they arrived at the Worcester State Hospital in Massachusetts for their internship, their friendship and close professional association continued throughout their careers. Ray loved to tell about the time he visited Charlie and Carol at their home on Carrollwood Drive. Charlie proudly showed off their dock and boat which he said was so relaxing to take out on the lake. Carol whispered to Ray that Charlie had gone out exactly once. Charlie was not known for relaxing. I know that if he could, Ray would say that the world of psychology will miss Charlie as much as he misses his treasured colleague and friend.

Harold Takooshian

Fordham University
New York, NY, USA

Charlie Spielberger, Southern gentleman

Charlie and I met in New York City in 1987, at the magnificent International Council of Psychologists' conference. Like many, I was entertained to meet a Jewish colleague whose voice exuded southern charm. Of course Charlie stood out in many ways—a gifted teacher, researcher, practitioner, administrator. We worked most closely in 2002, when he was my immediate predecessor as President of the APA Inter-

national Division. All of us have Charlie stories, and I would share these two:

Productivity. When I asked Charlie for advice on how we was so versatile and productive, he credited his “daily system.” He told me his USF secretaries would print his average of 800 daily e-mails into his “in box” each day, and he made sure to quickly sort and reply by day's end, in between his more scholarly work of teaching, research, editing.

Patience. Charlie's cross-national research on STAI made him a globe-trotter. He told me his worst trip was visiting a psychology conference in India, where he was not allowed out of the airport due to a typo in his visa. I naturally asked him if he was furious, or overcame the error. He calmly said no, he stayed 3 days in the airport, where conferees had to come to meet him to do their business, and then he flew home on schedule from a successful series of meetings. Here was an expert on anger who could stay calm even in such a miserable circumstance.

In both cases, Charlie was a model of an unstoppable yet gracious colleague—a remarkably productive Southern gentleman.

Danny Wedding, Ph.D.

California School of Professional Psychology
Alliant International University
San Francisco, CA, USA

Charlie Spielberger, Ray Fowler and I all loved to travel, and the three of us were fortunate enough to be invited to present papers at a conference sponsored by the International Association of Applied Psychology, the International Union of Psychological Science, and the Bombay Psychological Association in December, 2001. The conference was held in Mumbai, India, and it was well attended. It was a genuine pleasure for me to “hang out” with these two psychology luminaries. I especially recall one night when three of us were stranded together for several hours after a reception held in a remote location, waiting for a taxi that never showed up. Charlie put this time to good use – he taught me everything he thought I should know about the assessment of anxiety! It was a rare opportunity to be tutored by one of the giants in psychological assessment.

Paul J. Lloyd, Ph.D.

Professor Emeritus
Southeast Missouri State University
Cape Girardeau, Missouri, USA

Going back to my days as an undergraduate psychology major, I was familiar with Dr. Spielberger's publications and used the STAI in my own research. It was through Psi Chi, The National Honor Society in Psychology, that I became personally acquainted with Charlie when we both served on the Psi Chi National Council including three terms each as National President. I followed Charlie after serving three years as a region vice-president.

Dr. Spielberger has a well-deserved reputation for his research and as one of the icons of psychology. It was my privilege to work with Charlie and witness his leadership skills in recognizing outstanding Psi Chi student members and leading the largest honor society in the world. Dr. Spielberger was a powerful force in shaping policy both in Psi Chi and APA.

Dr. Spielberger was a mentor for many young psychologists by shepherding their research interests as well as their professional development as leaders in their profession. For me, one of Charlie's most impressive traits was his ability to keep the political infighting that is ever present in professional associations, in perspective. Charlie would lead a pitched battle to fight for his position, but when it was over, win or lose, he appreciated his opponents and was ready to sit down and break bread together. He was a role model as an outstanding leader. He has left psychology an outstanding legacy as a human being, who cared deeply for his students and for the future of psychology.

Peter R. Vagg, Ph.D.
Psychological Consultant
Tampa, Florida, USA

When we look at Charlie's body of work, we are impressed by the sheer number of books and articles he produced. Anyone who worked with Charlie was aware of his love of editing and wordsmithing to improve clarity and flow. What we forget is the enormous amount of time and energy it took to produce these results. When we worked together on papers, it was not unusual to produce 20 to 40 drafts, and usually each one was better than the one it succeeded. Charlie was a man who loved his work.

Machiko Fukuhara, Ph.D.
Professor Emeritus, Tokiwa University
Tokyo, Japan

Since 1990 when the Congresses of the IAAP and the ICP were held in Japan, Dr. Spielberger visited Japan several times. Thus he has contributed greatly to the development of Japanese Psychology.

With his co-authorship, there is a Japanese version of STAI-Form Y (STAI-JYZ). On the process of translation, I was motivated to explore more of the multicultural issues of the individuals. I was honored to work under his presidency as a BOD in the IAAP. He supported me for the development of my scholarship and career.

He is a great person and respected scholar whom I will never find easily in this world.

Anna Laura Comunian, Ph.D.
Professor Emeritus, Padua University
Padua, Italy

Dr. Spielberger was a guest in Padua University. My work in Test Italian Adaptation: *Test Anxiety Inventory*

(1988; 1992); *State Trait Anger Expression Inventory* (2004); *State Trait Anger Expression Inventory-2* (1980); and in research reports about *State Trait Personality Inventory*, *Lifestyle Defence Mechanisms Inventory* and *Italian Job Stress Survey*. C. D. Spielberger was always my wise guide and sensible friend.

Dr. Comunian, ICP past president and APA Division 52 member, sends her "Thank You" to Charles for these special programs she hosted and the research projects that she sponsored at the University of Padua: Comunian, A. L. (1980). *Italian Job Stress Survey*. Conference Papers. Research reports. Comunian, A. L. (1985). *State Trait Personality Inventory*. Conference Papers. Research report. Spielberger, C. D. (1988). *Test Anxiety Inventory*. Questionario d'ansia al test. Firenze: Organizzazioni Speciali. Spielberger, C. D. (1988). *Lifestyle Defence Mechanisms Inventory*. Conference Paper. Research reports. Spielberger, C. D. (1992). *STAXI Manual. State Trait Anger Expression Inventory*. Firenze: Organizzazioni Speciali. Comunian, A. L. (2004). *Adattamento Italiano dello State Trait Anger Expression Inventory-2*. Firenze: Organizzazioni Speciali.

Francis Macnab, Ph.D.
Cairnmillar Institute, Director Emeritus
Melbourne, Australia

Charles Spielberger was a man with broad shoulders. He was a colossus of a man who could stand above the many differences of first, second, and third world issues, and foster a sense of common causes.

In my time as ICP President (1982–1983) the world was troubled by many tensions: of peace and war, race and colour, east and west, male and female, politics and religion, old and new. An international body of psychologists could try to hold these concerns above conflict, but realities were never far away. Psychologists themselves added their own prejudices and persuasions to the complexities of these concerns.

Charlie brought a strong and wise perspective and patience to each situation. Along with his dedication to research scholarship, we saw his humour and kindness, and many benefited from his enthusiasm and enjoyment. He pursued his interests with his own singleness of purpose, and he was also fun to be with.

Although he knew some difficulties were insurmountable, Charlie embraced diversity with a strong desire to make a worthwhile difference. And we who shared his commitment to international psychology honour the significant contribution and the very real difference he made.

Rubin Ardila, Ph.D.
University of Colombia
Bogotá, Colombia

Charlie Spielberger and Latin America

The news of Charles D. Spielberger's death has been received with sadness by many psychologists around the world including Latin America. Charlie was a good friend of

Latin America's, was very well informed about scientific and professional developments in this part of the world, and visited several Latin American countries along the years.

I invited him to Colombia as the main speaker for the 8th Colombian Congress of Psychology (April 30 to May 3, 1998). He gave several lectures on psychological factors on stress, cancer, cardiac diseases, hostility, anger and other issues concerning the most recent advances in health psychology. His ideas on cross-cultural measurement of personality traits were very influential in Colombia and gave origin to research work and practical applications. I had met Charlie many years before in Mexico, with Rogelio Díaz-Guerrero and his group. The standardization and validation of Charlie's tests in Mexico and other Latin American countries helped to advance psychological assessment and provided important clinical instruments to professional psychologists.

We miss Charlie very much, and colleagues around the world will keep his memory alive for the years to come.

Chok C. Hiew, Ph.D.

University of New Brunswick Professor
(retired)
Visiting Professor: University of Malaya

My first recall of Dr. Spielberger was during my grad student years in CU, Boulder. I had used his State Anxiety Scale for my Master's thesis research in 1970. I have admired his influence in the psychology I taught ever since. Years later, I met him personally when he was President of ICP and I was a Board member. I helped organize the annual convention in Asia then. He is a genuine international psychologist roaming the world and sharing his knowledge with passion and patience. I have lost count of the many budding Asian researchers and professors he has touched. I attribute my lifelong research interest in emotions and health over the decades and my professional life as a academic and practitioner to his presence and work. Dr. Spielberger will be missed for long by the many admirers for his kindness, mentorship and dedication to psychology.

Mary Banks Gregerson, PhD,

President and CEO, Health Environment Professional Psychology
Leavenworth, Kansas, USA

Charles D. Spielberger - A Giant among Psychologists, and a Towering Person

A true "gentleman and scholar," Charlie significantly differentiated trait from state anxiety to hone our understanding of essential human nature. His professional support instrumentally brought the Ugandan Minister of State for Health to the 2006 APA Convention (New Orleans) to speak on countering in children the adversities of terrorism. For those legions of psychologists touched by Charlie, I offer welcome solace emanating from this Theodore Roethe poem:

[Untitled]

*A lively understandable spirit
Once entertained you.
It will come again.
Be still. Wait. ...*

Judith Albino, PhD

President Emerita and Professor
University of Colorado
Director, Center for Native Oral Health Research
Denver, Colorado, USA

I met Charlie Spielberger at my first APA Annual Convention. I was a graduate student at the time, and the only thing I remember about that conference was meeting Charlie. A group of us sat around a table in a restaurant talking about measuring state and trait anxiety. I felt privileged to be there,

because I knew even then that I was learning directly from one of the greatest voices in Psychology. I haven't missed an APA meeting since, but I always felt that the experience wasn't complete unless I saw Charlie. Later, when I was treasurer of APA, I served on the Board with Charlie; that meant getting to know both Charlie and Carol—they were a great team! My career has taken many twists and turns, but Charlie was one of those individuals who always served as an "indirect mentor" for me. And that won't change just because Charlie is no longer physically

among us. Faced with challenges, I will continue to ask myself, "How would Charlie have handled this?"

James Campbell (Jim) Quick

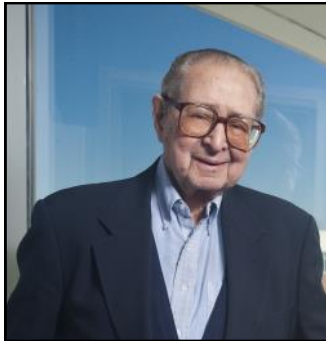
Professor of Leadership & Organizational Behavior
The University of Texas at Arlington
Arlington, Texas, USA

I met Charlie through the APA-NIOSH Project and the birth of the *Journal of Occupational Health Psychology*. I came to deeply admire and respect him as a person, and for his work. An amusing exchange occurred between us, after his APA presidency, when he learned I was a third generation Freudian. He cocked his head, smiled, and said "If I'd known you were a Freudian, I'd have been much more suspicious of you sooner." Our last visit together was when he visited the UT Arlington campus. Charlie left psychology and the world a great legacy!

Henry C. Ellis

Distinguished Research Professor of Psychology, Emeritus
University of New Mexico
Albuquerque, NM, USA

I am very pleased to comment on Charlie Spielberger. I knew and worked with Charlie on a number of activities in APA. Charlie was an outstanding President of APA as well



as a very active participant on many boards and committees. He was dedicated to Psychology and did excellent work in Anxiety and Anger. Charlie had broad interests in various areas of research. Finally, Charlie was a delightful colleague and excellent company.

Howard Kassino, PhD, ABPP

Director, Institute for the Study and Treatment of Anger and Aggression
Hofstra University
Hempstead, NY, USA

In 1992, I was putting together a book on the definition, diagnosis and treatment of anger disorders. I didn't know Charlie at all, and sheepishly cold called to ask if he would contribute a chapter on measurement. "Sure," he said. I certainly felt happy that the famous Dr. Spielberg would be part of my text. Later, in correspondence and at a lunch at an APA convention, he helped me understand some of the pitfalls with cross-cultural translations of the STAXI that I was developing. For such a major figure, he was always available to me. I am saddened by his loss.

Diane J. Willis, Ph.D.

Professor Emeritus, Department of Pediatrics
University of Oklahoma Health Sciences Center
Norman, OK, USA

I first met Charlie in Nashville when I was a Master's level student at George Peabody College. I was fortunate enough to take a Personality course taught by Charlie, through Vanderbilt University, where he was then a Professor. Over the years, I was fortunate to get to know Charlie and his wife at a more personal level. Not only was Charlie a well read, scholarly man who mentored younger psychologists, but he also seemed to have contacts around the world. I once had a German student whose husband was in the U.S. Air Force, and she wanted to work on a graduate degree in clinical psychology. Charlie gave me the names of colleagues with whom he had worked who were faculty members at the University of Heidelberg, Germany. Charlie was also a generous man who donated monies to numerous organizations, including the American Psychological Foundation. This productive, scholarly, and gentle man will be missed by all who knew him. He served as a role model to many psychologists over the years.

Thomas M. Brunner, Ph.D.

Clinical, Forensic, and Consulting Psychology
Tucson, AZ, USA

I am deeply saddened that the life of one of our field's greatest diplomats to the world has ended: Charlie Spielberg, Emeritus professor at the University of South Florida, past American Psychological Association President, recipient of countless lifetime achievement awards. Charlie's prolific influence on our field and on society is impossible to meas-

ure. His body of work is staggering in breadth and depth. I was one of his final graduate students, and I still remember fondly working with him on Saturdays, poring over manuscripts, learning his way of viewing personality assessment.

Charlie was vigilant about the task list of conceptualizing complex phenomena clearly and in a way that could be soundly measured using brief self-report questionnaires. His background in chemistry showed through his work in psychology in this way. He really inspired me to think about how our field could be used to comprehensively yet concisely assess almost any phenomena that we tackled. And he tackled many! His State Trait Anger Expression Inventory went on to be adapted into over 26 languages, and is likely the most widely used measure of anger in the world today. Many of you have used or heard of the State Trait Anxiety Inventory, an amazingly brief but useful tool is also used worldwide. Clearly relevant to consulting psychology, the Job Stress Inventory was also one of the many measures he authored or co-authored. He also made contributions to Positive Psychology through his assessment of curiosity.

He published nearly 1,000 articles and up until his death continued to go into the office early and leave late. He truly gave his life to psychology, and that is not a metaphor, it is a fact. Charlie was one of the most highly cited psychologists in the world, and he truly has forwarded our field internationally.

If you read anything Charlie has written, you'll notice that is amazingly easy to read! He really took time to write things out clearly. He never tried to rush things out the door. Everybody has a Charlie Spielberg story and here is mine: he was having a party at his house and I was given the task of writing a map to his house. It went through eight iterations before was acceptable! But boy was it a great map by the end!!!! His commitment to producing the very best intellectual work and to approaching things from the big picture perspective is inspiring and definitely influenced me to become who I am.

Charlie's core emphasis on the importance of distinguishing between assessing a state versus a trait has impacted our field and become a benchmark for evaluating new assessment tools. I will miss him greatly as I am sure so many graduate students will who came before me—and so many people whose lives he touched in such innovative ways. After burning so brightly for so many decades, may he rest in Peace.

Rodney L. Lowman, Ph.D.

Professor Emeritus, Alliant University
San Diego, CA, USA

Charlie was a world renowned researcher widely recognized for his contributions to assessment and stress but he was also a highly effective contributor to a number of psychological associations, including APA.

I worked with him closely while serving as APA's representative to the last revision of the *Standards for Educational and Psychological Tests* and also when I served as chair of

BPA. He was extraordinarily talented at bringing people from diverse backgrounds together to a sometimes fragile but almost always workable consensus. He could always hear multiple viewpoints and was remarkably adept at figuring out a way to find compromises through the common interests. When a number of scientists were leaving APA for a then-new alternative professional organization, he helped engineer a way to devote more of APA's budget and resources to science. He helped those more oriented to practice than to science see how psychology would be diminished without a robust science and without scientists feeling like they had a home in APA.

A colleague of mine who knew him well said that Charlie was still working furiously on his writing and research almost to his end. He wrote, co-authored and edited an astonishing number of articles, chapters, books, book series and widely used (and widely translated) psychological tests. He always created multiple drafts of everything he wrote or edited and the result is clear prose that stands the test of time.

Psychology is greatly in Charlie's debt, but so too is the APA—and so are the many of us all over the world who had the privilege of benefiting from his mentoring and cheerful good will.

Ann Marie O'Roark, PhD, ABAP

Management and Leadership Development Consultant
Free Lance Writer
St. Augustine, Florida, USA

Assessment theorists and leadership trainers suggest first impressions set the stage for all that follows. My first impression of Charles Spielberger was imprinted while sitting by a stone fireplace in a dark paneled British hotel lobby, listening to his enthusiastic description of his research findings. It was a compelling psychological adventure-mystery.

Following a workshop Stress Management in Southampton, England on at the annual meeting of the International Council of Psychologists, Charlie talked of scientific sleuthing that began by following clues he discovered in streams of literature developed by psychology's pioneers. Insights from William James, Daniel Berlyne, Anne Anastasia, and Janet Spence were advanced by data generated in his research laboratory, in collaboration with doctoral students and international colleagues.

Even the brilliant fictional detective Hercule Poirot could not have disentangled any more complex mystery of human interaction than Charles' intriguing discovery of how three *vital sign* emotions, anxiety, anger and curiosity mediated stress, heart diseases, cancers and executive well-being. The importance of the motivational impact of these hard-wired human motivators set the stage for my work in organizational consulting and leadership development workshops across the next 30 years.

In addition to using the Spielberger assessment instruments in batteries for management development programs and our collaborations in analyzing those data, we worked together to advance the Society of Personality Assessment.

When he became president, he convinced me to move the SPA office into my practice office, across Tampa Bay from his office. His influence on my career direction and success culminated in my book, the *Quest for Executive Effectiveness, Part II*, which is about motivation and the constructive application of anger, anxiety, and curiosity. We were still working on a manual for consulting psychologists with guides for using the *Job Stress Survey*. It was to be called: Creating the Optimal Challenge. Indeed, from the first impression in Southampton Charles provided that optimal challenge in my career. Thank you, Mentor, Role Model, Colleague and Friend. *Ave atque Vale*.

Contributors

APA Presidents: Florence Denmark, NY USA and Ray Fowler, CA USA (by Sandy Fowler)

APA Div52 Presidents: Danny Wedding, CA USA; Harold Takooshian, NY USA; and Florence Denmark, NY USA

ICP, Inc. Presidents: Francis Macnab, Australia; Anna Laura Comunian, Italy; Chok Hiew, Canada and China; Ann Marie O'Roark, FL USA; and Florence Denmark, NY USA

Psi Chi Presidents: Paul J. Lloyd, MO USA and Harold Takooshian, NY USA

SIP President: Ruben Ardila, Columbia

Doctoral Student: Thomas Brunner, AZ USA

Master's Student: Diane Willis, OK USA

Career Mentees: Machiko Fukuhara, Japan; Anna Laura Comunian, Italy; Rodney Lowman, CA USA, Howard Kassinnove, NY; James Campbell Quick, TX USA; Peter Vagg, FL USA; Mary Banks Gregerson, KS USA; and Ann Marie O'Roark, FL USA.

Be Sure to "Stay Connected"

Our Webmaster Ji-yeon Lee sends out her listserv monthly, rich with useful news, <http://div52.org/announcements/div-52-announcements/>. Are you missing this? If you are not now receiving this monthly, be sure to register with Emily Laumeier at APA today: elaumeier@apa.org

To find out about free international activities in greater New York, check Ji-yeon's "NY-52" webpage at: <http://div52.org/committee/committee-news/division-52-in-greater-ny/>

Would you like to see the history of our D52 in several diverse languages, from Hindi to Somali? If so, check: <http://div52.org/about-us/a-brief-history-of-division-52/>

Stress and Well-Being Among Minorities: Turkish-Armenian and German-Turkish Adolescents

Iren Yeressian
i.yeressian@uni-bielefeld.de

Arnold Lohaus
arnold.lohaus@uni-bielefeld.de

University of Bielefeld, Germany

This research compares majority (Turkish, German) and minority (Turkish-Armenian, German-Turkish) adolescents, regarding stress, coping, psychological well-being and self-construal. The sample was 1,192 high school students from grades 8 to 12 (500 Turkish, 253 German, 147 German-Turkish, and 292 Turkish-Armenian). The results showed that both minority groups' adolescents as well as Turkish adolescents experience higher levels of distress than German adolescents. Regarding coping strategies, both minority groups (German-Turkish and Turkish-Armenian adolescents) show increased values for developing social support. These groups (and also the Turkish adolescents) also showed an increased preference for solving family problems as a coping strategy. In line with this result, they rated an interdependent self-construal higher in comparison to German adolescents. Moreover, adolescents in Turkey reported higher levels of relational interdependence, compared to adolescents in Germany. Regression analyses showed that stress level and well-being can be predicted by coping and self-construal variables, but most predictions are independent of a minority or majority status. The discussion focuses on implications for the acculturation of minority group adolescents in a majority group context.

Keywords: stress, coping, self-construal, minority groups, adolescence

Editor's Note

Researchers vary in their use of the terms German-Turkish and Turkish-German to refer to Turks living in Germany. Similarly, there is variation in the usage of Armenian-Turkish vs. Turkish-Armenian to refer to adolescents in Turkey of Armenian background.

Introduction

The term ethnicity refers to groups of people from the same cultural background with a common historical heritage, shared language, or religious background (Betancourt & Lopez, 1993; Phinney, Horenczyk, Liebkind, & Vedder, 2001). The importance of a child's ethnicity or sense of belongingness to a cultural group grows more salient in adolescence. Especially, being aware of the attitudes toward immigrants and minorities leads minority youths to pay more attention to their ethnic identity (Phinney, 1989). Having a minority status may cause social isolation, which in turn increases the level of stress (Smith, 1985).

According to the transactional stress model, cognitive appraisals (i.e., subjective interpretations of events) are the basis for the experience of stress (Lazarus & Folkman, 1984). There are two stages of cognitive appraisal, namely primary and secondary appraisal. Primary appraisal is related to the evaluation of an event as a potential stressor. If the situation is perceived as stressful, the secondary appraisal follows, which is an assessment of one's coping resources and coping options. Not having appropriate coping strategies results in stress. Coping strategies are cognitive and behavioral efforts

to overcome a stressful situation.

The preference for specific coping strategies is affected by cultural and personal differences. Members of non-Western cultures define themselves according to their social roles and social group memberships, which may be summarized to indicate an interdependent self-construal (Kitayama & Markus, 2000). In addition, the self-definitions in non-Western cultures are characterized by relational-interdependent self-construal, which is derived from an interdependent self-construal. Interdependent self-construal emphasizes group relationships as a part of the self, while relational self-construal emphasizes the importance of close relationships with specific others as part of the self-definition (Brewer & Gardner, 1996). Previous research found that in a stressful situation, members of non-Western cultures prefer to change themselves rather than change the situation in coping. On the other hand, Western cultures prefer to change the situation instead of changing themselves (Bond, Wan, Leung, & Giacalone, 1985).

The aim of the current study is to investigate the relationship between stress, well-being, coping, and self-construal among minorities and the majority groups to which they belong. The focused upon minority groups are Armenian adolescents in Turkey, and Turkish adolescents in Germany. Although both are minority groups, a main difference between Armenian adolescents living in Turkey and Turkish adolescents living in Germany however, is that the Turkish adolescents in Germany are confronted not only with the status of belonging to a minority, but also of being immi-

grants.

According to the population census from 2012, approximately 75 million people live in Turkey (Turkish Statistical Institute, 2013) and 60 thousand of them are Armenian people (Hofmann, 2002). Historical information indicates that Armenian people have settled in Turkey for about one thousand years. According to the Treaty of Lausanne, Armenian people are one of the three officially recognized minority ethnic groups in Turkey (besides Greeks and Jews). Around 45 thousand of them are located in Istanbul. Most Armenians are Christians (Hofmann, 2002).

The immigration of Turkish people to Germany started in the beginning of the 1960s, due to high unemployment in Turkey, and a need for labor in other parts of Europe, especially in Western Europe (Levinson, 1998). At that time, the

Method

Participants

A survey was completed by 1,192 high school students in grades 8–12, in one of four cultural groups: (a) 500 Turkish, (b) 253 German, (c) 147 German-Turkish (adolescents in Germany of Turkish background), and (d) 292 Turkish-Armenian (adolescents in Turkey of Armenian background). Ages ranged from 13 to 22 ($M = 17.0$, $SD = 1.38$). Age and sex were included as covariates in all analyses reported below because of significant age ($F(3, 1184) = 73.408$, $p < .001$, $\eta^2 = .157$) and sex ($\chi^2(3) = 19.74$, $p < .001$) differences between the subsamples. The Turkish and Turkish-Armenian participants were in Istanbul, and the German-Turkish and German participants were in the state of North Rhine-Westphalia, Germany.

Table 1
Sample Sizes and Mean Ages of the Subsamples

Sample	Male			Female			Total		
	<i>N</i>	Mean Age	<i>SD</i>	<i>N</i>	Mean Age	<i>SD</i>	<i>N</i>	Mean Age	<i>SD</i>
Turkish	228	17.54	1.08	272	17.50	0.99	500	17.52	1.04
German-Turkish	89	17.35	2.02	58	17.28	1.96	147	17.32	1.99
German	121	16.14	0.88	132	16.09	1.29	253	16.12	0.92
Turkish-Armenian	112	16.93	1.42	180	16.99	1.29	292	16.96	1.34

number of Turkish immigrants in Germany was about five thousand, but the population with a Turkish background topped three million 50 years later (Statistisches Bundesamt, 2012). The Turkish people are the largest minority group in Germany. Most of the Turkish people have an Islamic religious background (Levinson, 1998).

In this study it is hypothesized that Turkish-Armenian and German-Turkish adolescents experience more stress in comparison to Turkish and German adolescents (Hypothesis 1). Moreover, it is predicted that adolescents from minority groups experience less well-being than adolescents who belong to the majority cultures (Hypothesis 2). Due to a non-Western background it is expected that Turkish-Armenian, German-Turkish, and Turkish adolescents rate an interdependent self-construal higher than German adolescents (Hypothesis 3). Having a minority status leads young people to have stronger ties with their families (Harrison, Wilson, Pine, Chan, & Buriel, 1990). As a consequence, it is expected that the minority groups (Turkish-Armenian and German-Turkish) use more social support (as a form of coping strategy) than Turkish adolescents and German adolescents (Hypothesis 4). As a result of the different expectations between the minority and majority groups regarding self-construal and coping, it is expected that these constructs show differential relations to stress and well-being in the different subgroups (Hypothesis 5).

Measures

The questionnaire contained scales related to perceived stress, coping, well-being, and self construal. Because participants with different languages were involved, the questionnaires were administered either in German or Turkish. If a Turkish or German version was not available, the respective scales were translated using the Brislin translation method (Brislin, 1980). All scales were assessed using 5-point Likert scales (1 = never, 2 = hardly, 3 = sometimes, 4 = often, and 5 = most of the time). For all scores reported below, the mean score across the scale items was taken as the total scale score.

Perceived Stress Scale. To understand how an adolescent appraises the amount of experienced stress, the Perceived Stress Scale (PSS) was used (Cohen, Kamarck, & Mermelstein, 1983). In total this scale includes ten items including six positive items (e.g., “In the last month, how often have you felt that things were going your way”) and four negative items (e.g., “In the last month, how often have you felt that you were unable to control the important things in your life?”). The original language of the scale was English. The scale has been used previously both in Turkish and German languages (Erci, 2006; Gräfel, Bock, & Rosanowski, 2006). In the current study, Cronbach’s alpha was .81.

Well-Being. Ryff’s Psychological Well-Being scale was used to investigate the psychological well-being of the adolescents (Ryff, 1989). The scale consists of six dimensions (autonomy, environmental mastery, personal growth, positive

relations with others, purpose in life, and self-acceptance) and each dimension includes 14 items. Because of having an adolescent sample, the current study focused on the dimensions of positive relationships (e.g., “Most people see me as loving and affectionate”), autonomy (e.g., “Being happy with myself is more important to me than having others approve of me”), purpose in life (e.g., “I enjoy making plans for the future and working to make them a reality”), and self-acceptance (e.g., “In general, I feel confident and positive about myself”). Some items of the other two subscales seem to be more appropriate for adults and these scales were thus excluded. Cronbach’s alpha for the total well-being score was .91.

A-COPE. The A-COPE scale (Adolescent Coping Orientation for Problem Experiences), developed by Patterson and his colleagues (Patterson & McCubbin, 1987), was used to analyze which strategies were applied by the adolescents to overcome stressful situations. In the total scale are 54 items in 12 subscales. The current study focuses on the subscales related to developing social support (e.g., “Talk to a friend about how you feel”) and solving family problems (e.g., “Talk to your mother about what bothers you”). Cronbach’s alpha of the scores for developing social support was .53, and for solving family problems .75.

Independent-Interdependent Self-Construal Scale (SCS). To be able to assess the self-construal types the scale developed by Singelis was used (Singelis, 1994). The scale consists of two subscales that are independent (e.g., “I am the same person at home that I am at school”) and interdependent (e.g., “I will sacrifice my self-interest for the benefit of the group I am in”) self-construals. Each subscale includes 12 items. The German translation of the questionnaire was provided by Hannover and her colleagues (Hannover, Kühnen, & Birkner, 2000). In the current study, Cronbach’s alpha was .61 for independence and .68 for interdependence.

Relational-Interdependent Self-Construal (RISC) Scale. To understand the significance of close relationships in adolescents’ self-definitions, the RISC scale was used (Cross, Bacon, & Morris, 2000). The scale includes two negatively (e.g., “Overall, my close relationships have very little to do with how I feel about myself”) and nine positively (e.g., “My close relationships are important to my sense of what kind of person I am”) phrased items. Both Turkish and German translations of the scales were available (Akin, Eroglu, Kayis, & Satici, 2010; Ringeisen, 2008). In the current study, Cronbach’s alpha was .76.

Procedure

The heads of the schools in Turkey and Germany were contacted and informed about the study and asked for participation. At the arranged date, surveys were distributed. The participants were allowed to complete the questionnaire at school. The adolescents’ participation in the study was on a voluntary basis and required their parents’ permission. Completing the questionnaires took approximately 45 minutes.

Statistical Analyses

Multivariate analysis of variance (MANOVA) was ap-

plied to understand the differences between the subsamples regarding stress, well-being, coping, and self-construals (Hypotheses 1 to 4). Regression analyses were used for the prediction of the reported stress level and well-being by the coping and independence-interdependence scales. Nation (Turkey versus Germany) and status (minority versus majority) were included as moderator variables. This means that the interaction terms defined as predictor variable \times moderator variable were included additionally (as two-way and also higher order interactions). The moderator variables were coded as -1 and +1. In the case of nation, Turkey was coded as -1 and Germany as +1. For status, the values are -1 for a majority and +1 for a minority status. Age and sex were included in all analyses to control for possible age and sex effects. Due to numerous tests used for the analyses, alpha was generally set to $\alpha < .01$.

Results

Hypothesis 1 and 2: Stress and Psychological Well-Being

It was predicted that Turkish-Armenian and German-Turkish minority adolescents would experience higher levels of stress (Hypothesis 1) and less well-being (Hypothesis 2) than adolescents who belong to the majority cultures, namely Turkish and German adolescents. A multivariate analysis of variance was calculated to address this hypothesis. The independent variable was related to the four cultural groups, while the level of perceived stress and well-being were dependent variables. Age and sex were included as covariates. The results showed that there was a significant multivariate between-subjects effect ($F(6, 2362) = 9.29, p < .001, \eta = .02$). The univariate results showed that there is a significant difference between the sample with regard to perceived stress ($F(3, 1182) = 11.66, p < .001, \eta = .03$). A Tukey post-hoc test for perceived stress showed that German adolescents perceive less stress than Turkish, German-Turkish, and Turkish-Armenian adolescents. No differences were found between Turkish, German-Turkish, and Armenian adolescents. In addition, there were no differences with regard to well-being. The results are summarized in Table 2.

Hypothesis 3 and 4: Self-Construal and Coping

Hypothesis 3 predicted that adolescents with a non-Western background, namely Turkish, German-Turkish, and Turkish-Armenian adolescents will evaluate an interdependent self-construal higher than German adolescents. Using the self-construal scales as dependent variable, a multivariate analysis of variance (MANOVA) was calculated to analyze cultural group differences among the adolescents (with age and sex as covariates). The results revealed a significant main effect indicating differences between the four samples regarding the self-construal scales ($F(9, 2869) = 8.27, p < .001, \eta = .02$). When the scales were considered separately in univariate analyses there were significant differences for the relational-interdependent self-construal ($F(3, 1181) = 6.30, p < .001, \eta = .02$) and the interdependent self-construal ($F(3, 1181) = 17.29, p < .001, \eta = .04$). As expected, the post-hoc test (Tukey) showed for the interdependent self-construal

Table 2

Mean Scores and Standard Deviations (SD) of Perceived Stress, Psychological Well-Being, Developing Social Support, Solving Family Problems, and Self-Construals Among Turkish, German-Turkish, German and Turkish-Armenian Adolescents

	Turkish		German-Turkish		German		Turkish-Armenian	
	<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>
Perceived Stress	2.99	0.66	2.97	0.49	2.74	0.65	2.93	0.65
Well-Being	3.64	0.44	3.51	0.43	3.57	0.46	3.61	0.43
Developing Social Support	3.11	0.67	3.30	0.81	3.08	0.69	3.26	0.61
Solving Family Problems	2.92	0.77	2.97	0.86	2.53	0.72	3.02	0.79
Independent Self-Construal	3.48	0.43	3.47	0.51	3.47	0.40	3.47	0.45
Interdependent Self-Construal	3.48	0.50	3.47	0.55	3.21	0.47	3.47	0.50
Relational Self-Construal	3.71	0.54	3.53	0.50	3.56	0.56	3.71	0.56

that German adolescents reported lower levels of interdependent self-construal than Turkish, German-Turkish, and Turkish-Armenian adolescents. The mean scores for relational-interdependent self-construal indicated that Turkish and Turkish-Armenian participants reported higher levels of relational-interdependent self-construal than German and German-Turkish participants. The results are summarized in Table 2.

To address Hypothesis 4, the preference for social support and solving family problems as coping strategies was investigated among Turkish, German, German-Turkish, and Turkish-Armenian adolescents. A multivariate analysis of variance was calculated with the cultural groups as independent variable and the scales social support and solving family problems as dependent variable. The results indicated a significant difference between the groups regarding their preferred coping strategies ($F(6, 2362) = 11.48, p < .001, \eta^2 = .03$). The univariate analyses showed significant effects for both social support ($F(3, 1182) = 7.47, p < .001, \eta^2 = .02$) and solving family problems ($F(3, 1182) = 18.48, p < .001, \eta^2 = .05$). The results of Tukey post-hoc tests showed that there were significant differences between adolescents from minority groups (German-Turkish and Turkish-Armenian youth) and adolescents from majority groups (Turkish and German youth). According to the mean differences, minority group adolescents use more social support than majority groups. On the other hand, not only German-Turkish and Turkish-Armenian adolescents, but also Turkish adolescents, show an increased preference for solving family problems in comparison to German adolescents (see Table 2).

Hypothesis 5: Prediction of Stress and Well-Being by Nation and Status (Minority/Majority)

To analyze the predictability of stress and well-being,

the coping variables (social support and solving family problems) and the independence-interdependence variables were used as predictor variables, while nation and status were used as moderator variables. Table 3 provides an overview for the variables with significant associations to the criteria (stress level and well-being). As can be seen from the Table, the most powerful predictions for stress as well as well-being are related to non-moderated associations. Thus, most predictions are independent of nation and status (minority/majority).

With regard to the reported stress level, 12.3% of the variance is explained by the predictor variables ($F(22, 1164) = 7.41, p < .001$). Male sex, solving family problems, and an independent self-construal are related to decreased stress levels, while social support and an interdependent self-construal are related to an increased stress level. There is only one moderated relation regarding the association between solving family problems and nationality. As an analysis of the slopes shows, there is a significant negative correlation between solving family problems and stress in the Turkish sample ($r = -.23, p < .001$), but an insignificant correlation in the German sample ($r = -.07, p > .01$). With regard to well-being, 24.1% of the variance is explained by the predictor variables ($F(22, 1164) = 16.80, p < .001$). Solving family problems, a relational-interdependent self-construal, and an independent self-construal are related to increased well-being, while an interdependent self-construal is related to a decreased well-being. In addition there are two moderated relations: (a) One of the moderated relations is associated to an independent self-construal and nation. As an inspection of the slopes shows, there is a positive correlation of $r = .26$ ($p < .001$) in Turkey, but an even more positive correlation of $r = .44$ ($p < .001$) in Germany. Thus, although there is a significant correlation in both nations, the slope is steeper in Germany. (b) The results showed that the association between a

Table 3

The Prediction of the Reported Stress Level and Well-Being by Coping Variables and Independence-Interdependence with Nation, Location, and Sex as Moderators (Included Are Only Significant Predictions)

Stress Level	<i>B</i>	<i>SE</i>	β	<i>p</i>
Sex	-.091	.019	-.142	< .001
Social support	.101	.022	.158	< .001
Solving family problems	-.129	.021	-.203	< .001
Interdependent self-construal (SCS)	.069	.020	.108	< .01
Independent self-construal (SCS)	-.097	.020	-.152	< .001
Solving family problems x nation	.070	.021	.108	< .01
Well-Being	<i>B</i>	<i>SE</i>	β	<i>p</i>
Solving family problems	.110	.014	.250	< .001
Relational-interdependent self-construal (RISC)	.113	.016	.256	< .001
Interdependent self-construal (SCS)	-.076	.016	-.173	< .001
Independent self-construal (SCS)	.141	.013	.319	< .001
Independent self-construal x nation	.042	.013	.095	< .01
Relational-interdependent self-construal x status	.040	.016	.019	< .01

relational self-construal and well-being is dependent on status (minority versus majority). In the minority sample, the correlation is $r = .31$ ($p < .001$), while the correlation is $r = .23$ ($p < .001$) for the majority sample.

Discussion

The aim of the current study was to analyze differences between minority group adolescents (German-Turkish and Turkish-Armenian) and majority group adolescents (Turkish and German) with regard to stress, psychological well-being, coping strategies, and self-construals.

Previous research found that people who belong to minority groups are more vulnerable to stressful situations (Thoits, 1995). The current results indicated that German-Turkish and Turkish-Armenian adolescents as minority group members, and also Turkish adolescents, perceive higher levels of stress than German adolescents. For minority adolescents, stress may be significantly predicted by differences in cultural backgrounds, beliefs, languages, and traditions, in addition to challenges resulting from the period of adolescence, for instance cognitive, emotional, attitudinal, and physical changes. Moreover, negative stereotypes and discrimination could be salient factors that potentially explain why adolescents experience high stress. It was also found that Turkish adolescents in general perceive more stress than German adolescents. Thus, there may be additional differences between Turkey and Germany, which may contribute to the increased stress experiences of Turkish adolescents in gen-

eral. Especially in non-Western cultures, parents are interested in maintaining control over the child. When children reach adolescence, they want to have their own rights and freedom, while parents want to maintain control. The parents, however, are interested in maintaining close family relationships, which is consistent with a self-construal based on interrelatedness. This may lead to more conflicts, especially if adolescents are influenced by Western culture. As a consequence, the experienced stress levels may be higher in Turkish adolescents in general, and not only in Turkish adolescents with a minority status. Although there were differences between the samples with regard to stress experiences, this was, however, not reflected in differences regarding well-being.

Individuals' adaptation to an environment is mainly affected by how they define themselves. A self-conception as being interdependent with other people may influence their attitudes. Previous research showed that people from non-Western cultures define themselves as part of a group and give more importance to social norms (Markus & Kitayama, 1991; Cross, Gore, & Morris, 2003). On the other hand, individual goals play a more crucial role for people from Western cultures. It was hypothesized in the current study that German-Turkish, Turkish-Armenian, and Turkish adolescents, because of having a non-Western background, evaluate an interdependent self-construal higher than German adolescents. Results confirmed this hypothesis. As can be seen, cultural background plays an important role in one's self-definition. Even German-Turkish adolescents, although liv-

ing in a Western culture (German culture), still prefer to think and behave according to the norms of their original culture (Turkish culture). Although German-Turkish adolescents emphasize the importance of group relationships while defining themselves, the results showed that Turkish-Armenian and Turkish adolescents put additional emphasis on the importance of close relationships with specific others as a part of their self-definition.

As noted above, German-Turkish, Turkish-Armenian, and Turkish adolescents rated an interdependent self-construal higher than German adolescents. Moreover, the results found that they try to solve family problems to overcome stressful events more than German youth. Having an interdependent self-construal could be the key to understand why they put emphasis on solving family problems to cope with stressful situations. For people with an interdependent self-construal, it may be important to maintain their relationships and to take care not to destroy them (Cross, Bacon, & Morris, 2000). Having an interdependent self-construal could be a protective resource, because this would provide a means to get support when a person is faced with stressful events (Eschenbeck, Heim-Dreger, Tasdaban, Lohaus, & Kohlmann, 2012). The results of this study found that adolescents belonging to minority groups (German-Turkish, and Turkish-Armenian adolescents) use more social support to cope with threatening situations than adolescents from majority groups (Turkish and German adolescents). Thus, the study indicates that minority groups may need more social resources to cope with stressful experiences, because they belong to a vulnerable group experiencing an increased level of distress.

The fifth hypothesis examined the prediction of stress and well-being by self-construals and coping strategies. The results indicated general sex effects on stress with female adolescents reporting more stress than male adolescents. Previous studies showed that concerns about physical appearance are more salient for female adolescents (Allgood-Merten, Lewinsohn, & Hops, 1990; Frydenberg, 1997). Moreover, female adolescents may be more willing to report their stress experiences than male adolescents in correspondence with gender role expectations. Thus, concerns regarding physical appearance and gender role expectations could be explanations for these sex differences.

Results also revealed that an independent self-construal has a buffering effect on stress and that it is related to increased psychological well-being in all samples. Although there are cultural differences regarding the self-construal types, independence plays generally an important role in adolescence. An independent self-construal emphasizes the uniqueness and individuality while defining the self (Markus & Kitayama, 1991; Cross, Gore, & Morris, 2003). Adolescents want to gain more autonomy and freedom. Therefore, making decisions and having their own responsibilities could increase their self-esteem. Though an independent self-construal is related to an increased well-being of adolescents in Turkey as well as in Germany, it has even more positive effects on adolescents in Germany.

Furthermore, the results found that an interdependent

self-construal and social support are related to lower psychological well-being and higher stress levels. Although it may be expected that an interdependent self construal and the availability of social support are related to decreased stress and increased well-being, it is also possible that adolescents who experience increased stress search for more social support to cope with their stress experiences. It should be noted that this study was based on a cross-sectional design, which does not allow determining the causal direction of the effects. Thus, this interpretation may be in line with the results.

There was, on the other hand, a positive relation between psychological well-being and solving family problems as well as relational self-construal. Solving family problems and relational self-construal both emphasize close relationships (Cross, Bacon, & Morris, 2000). Many studies emphasize the importance of close relationships for well-being (Baumeister & Leary, 1995). Moreover, previous studies found that increased conflicts with parents during adolescence might threaten adolescents' self-esteem and self-confidence, which are important components of well-being (Burke & Weir, 1978). Although the relation between solving family problems and well-being is significant for all subgroups, solving family problems has a buffering effect on stress only for participants from Turkey. In non-Western countries like Turkey, people give more importance to maintaining family ties. Therefore, experiencing fewer problems in families may be associated with decreased stress experiences. The results showed in addition that maintaining close relationships has a more positive impact on well-being for minority adolescents in comparison to majority adolescents. Thus, the effect of close relationships may be even increased in adolescents with a minority status.

In conclusion, the results found differences between the four subsamples, in coping and self-construal. These concepts play important roles in predicting stress and psychological well-being. With few exceptions, these influences are, however, independent of having a minority or majority status.

Limitations and Implications

The data were collected at high schools in Turkey and Germany. However, the Turkish-Armenian sample was collected from Armenian-only high schools in Turkey, but there are no such Turkish-only schools in Germany. As a consequence, the German-Turkish data were collected from general schools. These differences regarding schooling could have had effects on the results. On the other hand, the samples were comparable in other regards. For example, the study was carried out in developed cities both in Turkey and Germany. This, however, leads to a second limitation: the study omits adolescents from rural regions in Turkey and Germany.

It should also be noted that the reliability score of the A-COPE scale related to developing social support was rather low. It is unclear why the respective value was so low in the current study, but it should, on the other hand, also be noted that the analyses related to this subscale represent only a small part of the current study. Thus, the majority of the results are not affected by a low reliability of this subscale.

In general, research about the acculturation process of minority youth could provide further information about their stress levels and preferred coping strategies. This information may be valuable in prevention efforts, to support adolescents in adjusting to their specific situations, if they belong to a minority group. Preventive efforts to reduce the level of experienced stress and to supply effective coping strategies could be useful to help adolescents in minority group situations to reduce their stress level and help to develop strategies to overcome stressful situations successfully. The study underlines especially the importance of close relationships for minority groups for their well-being when they are faced with a new cultural surrounding.

References

- Akin, A., Eroglu, Y., Kayis, A. R., & Satıcı, S. A. (2010). The validity and reliability of the Turkish version of the relational-interdependent self-construal scale. *Procedia Social and Behavioral Sciences*, 5, 579–584.
- Allgood-Merten, B., Lewinsohn, P., & Hops, H. (1990). Sex differences and adolescent depression. *Journal of Abnormal Psychology*, 99, 55–63.
- Baumeister, R. F., & Leary, M. R. (1995). The need to belong: Desire for interpersonal attachments as a fundamental human motivation. *Psychological Bulletin*, 117, 497–529.
- Betancourt, H., & Lopez, S. R. (1993). The study of culture, ethnicity, and race in American psychology. *American Psychologist*, 48, 629–637.
- Bond, M. H., Wan, K., Leung, K., & Giacalone, R. A. (1985). How are responses to verbal insult related to cultural collectivism and power distance? *Journal of Cross-Cultural Psychology*, 16, 111–127.
- Brewer, M. B., & Gardner, W. L. (1996). Who is this “we”? Levels of collective identity and self-representations. *Journal of Personality and Social Psychology*, 71, 83–93.
- Brislin, R. W. (1980). Translation and content analysis of oral and written materials. In H. C. Triandis & J. W. Berry (Eds.), *Handbook of cross-cultural psychology* (pp. 349–444). Boston, MA: Allyn & Bacon.
- Burke, R. J., & Weir, T. (1978). Sex differences in adolescent life stress, social support, and well-being. *The Journal of Psychology*, 98, 277–288.
- Cohen, S., Kamarck, T., & Mermelstein, R. (1983). A global measure of perceived stress. *Journal of Health and Social Behavior*, 24, 385–396.
- Cross, S. E., Bacon, P., & Morris, M. L. (2000). The relational-interdependent self-construal and relationships. *Journal of Personality and Social Psychology*, 78, 791–808.
- Cross, S. E., Gore, J. S., & Morris, M. L. (2003). The relational-interdependent self-construal, self-concept consistency, and well-being. *Journal of Personality and Social Psychology*, 85, 933–944.
- Erci, B. (2006). Reliability and validity of the Turkish version of Perceived Stress Scale. *Atatürk Üniversitesi Hemşirelik Yüksekokulu Dergisi*, 9, 58–63.
- Eschenbeck, H., Heim-Dreger, U., Tasdaban, E., Lohaus, A., & Kohlmann, C. W. (2012). A Turkish adaptation of the coping scales from the German Stress and Coping Questionnaire for Children and Adolescents. *European Journal of Psychological Assessment*, 28, 32–40.
- Frydenberg, E. (1997). *Adolescent coping: Research and theoretical perspectives*. London, UK: Routledge.
- Gräbel, E., Bock, V., & Rosanowski, F. (2006). Bedingungen des Erlebens der Mütter von Kindern mit Sprachentwicklungsstörungen. *Springer Medizin Verlag*, 55, 575–582.
- Hannover, B., Kühnen, U., & Birkner, N. (2000). Inter- vs. independentes Selbstwissen als Determinante von Assimilation und Kontrast bei kontextuellem Priming. *Zeitschrift für Sozialpsychologie*, 31, 44–56.
- Harrison, A. O., Wilson, M. N., Pine, C. J., Chan, S. Q., & Buriel, R. (1990). Family ecologies of ethnic minority children. *Child Development*, 61, 347–362.
- Hofmann, T. (2002). *Armenians in Turkey today*. Bruxelles, Belgium: The EU Office of Armenian Association of Europe.
- Kitayama, S., & Markus, H. R. (2000). The pursuit of happiness and the realization of sympathy: Cultural patterns of self, social relations, and well-being. In E. Diener & E. M. Suh (Eds.), *Culture and subjective well-being* (pp. 113–161). Cambridge, MA: MIT Press.
- Lazarus, R. S., & Folkman, S. (1984). *Stress, appraisal, and coping*. New York, NY: Springer.
- Levinson, D. H. (1998). *Ethnic groups worldwide*. Phoenix, AZ: The Oryx Press.
- Markus, H. R., & Kitayama, S. (1991). Culture and the self implications for cognition, emotion, and motivation. *Psychological Review*, 98, 224–253.
- Patterson, J. M., & McCubbin, H. I. (1987). Adolescent coping style and behaviors: Conceptualization and measurement. *Journal of Adolescence*, 10, 163–186.
- Phinney, J. (1989). Stages of ethnic identity in minority group adolescents. *Journal of Early Adolescence*, 9, 34–49.
- Phinney, J. S., Horenczyk, G., Liebkind, K., & Vedder, P. (2001). Ethnic identity immigration and well-being: An interactional perspective. *Journal of Social Issues*, 57, 493–510.
- Ringeisen, T. (2008). *Emotions and coping during exams: A dissection of cultural variability by means of the tripartite self-construal model*. Münster, Germany: Waxmann.
- Ryff, C. D. (1989). Happiness is everything, or is it? Explorations on the meaning of psychological well-being. *Journal of Personality and Social Psychology*, 57, 1069–1081.
- Singelis, T. M. (1994). The Measurement of Independent and Interdependent Self-Construals. *Personality and Social Psychology Bulletin*, 20, 580–590.
- Smith, E. M. J. (1985). Ethnic minorities: Life stress, social support, and mental health issues. *Counseling Psychologist*, 13, 537–579.
- Statistisches Bundesamt. (2012). *Statistisches Jahrbuch 2012*. Wiesbaden, Germany: Statistisches Bundesamt.
- Thoits, P. A. (1995). Stress, coping, and social support: Where are we? What next? *Journal of Health and Social Behavior*, 35, 23–79.
- Turkish Statistical Institute. (2013). *Address based population registration system results 2012*. Ankara, Turkey: Turkish Statistical Institute, Print Division.

Author's Note

Correspondence regarding this article should be sent to:

Iren Yeressyan, MA
University of Bielefeld, Department of Psychology
P.O. Box 10 01 31
33501 Bielefeld, Germany
Telefon / Phone: +49-521-106-4500
Fax: +49-521-106-6016
E-mail: i.yeressyan@uni-bielefeld.de

Section Editor:
Grant J. Rich, Ph.D.
optimalex@aol.com

Psychology, National Politics, Genetics, and *The Myth of Race*

Fish, J. M. (2013). *The myth of race*.
New York, NY: Argo Navis.
154 pp., ISBN 978-0786754366, Price US \$19.95

Reviewed by Sherri McCarthy, Ph.D.
Northern Arizona University-Yuma
Sherri.McCarthy@nau.edu

The Myth of Race by Jefferson Fish seeks to draw on scientific knowledge to debunk a series of myths about the concept of race that pass as facts in mainstream U.S. culture. The book seeks to correct false assumptions and clarify cultural misunderstandings for a general audience, but it may also be useful reading for students in seminars about developmental diversity, social and political psychology, psychometrics, and other areas. For psychologists and students outside of the United States, it might also provide an interesting window into the dynamics of racial politics for Black Americans at a time in history when these issues are especially salient.

I was living and working in Brazil shortly after the Supreme Court in that country ruled race was not a legitimate concept, had no scientific support or validation and, as such, could not be introduced as a category on any legally-recognized document in that country, including college admission forms, job applications, or census surveys. I found the logic inherent in that ruling refreshing at the time. Unfortunately, U.S.-style westernization, cross-cultural data collection, private educational institutions based in the United States operating in Brazil, and affirmative action policies rooted in this culture have long since supplanted that decision in the ensuing decades. Still, the experiences I have had throughout my life living and working in Brazil and other countries, as well as the stark contrasts in racial assumptions I noted while spending parts of my childhood and adolescence in Canada and Ireland while being raised by a Canadian grandfather in Kansas during the landmark *Brown vs. Board of Education* case that desegregated U.S. public schools, make the topic of this book particularly interesting to me.

Prior to *The Myth of Race*, Fish had already written two

comprehensive books on the same subject, *Race and Intelligence: Separating Science from Myth* (Fish, 2002) and *Concept of Race and Psychotherapy* (Fish, 2011), both of which I am familiar with. These books were technical volumes clearly directed toward psychologists, therapists, and psychometricians. His current book, however, is aimed at a more general audience. *The Myth of Race* primarily summarizes social interactions that Fish, of Russian Jewish descent, and his biracial family (a commonly-used descriptive term in U.S. counseling literature that I acknowledge has no basis in science), experienced over the years relating to culturally-embedded concepts about race, both in the United States and while he and his wife were visiting scholars in Brazil. His first introduction to Brazilian culture was fairly early in their marriage when he assisted his wife as she completed anthropological field work interviewing Brazilians in the Amazon region about their conceptions of race—a popular topic with U.S. social scientists at the time. Race continued to be a particularly salient concept to both of them throughout their marriage and careers. She is an African-American anthropologist, and they were married in the United States during the height of the civil rights movement when both were graduate students, he in psychology and she in anthropology. Both have since enjoyed long, productive academic careers in this country, during which they periodically returned to work in Brazil. They are still married and have now retired. Their daughter, who was a toddler and preschooler the first time they visited Brazil, is now grown and married to an African American in the United States.

The Myth of Race subjectively recounts how concepts and attitudes toward race affected their family life while in this country and in Brazil. The book highlights the differences they noted between the two countries on this dimension. Although the contrast may be useful to illustrate how the concept of race is intertwined with the history and culture of a particular country, I think it is important to note that I consider it a mistake to present the United States and Brazil as two separate cultures. Both countries are extremely large, diverse areas which include many different cultures, languages, traditions, and values existing in parallel. What a particular individual or family experiences in either country is heavily dependent on the region they are in, level of education, profession, income, expectations, familiarity with language(s) and local norms, purpose(s) of stay, and a myriad other factors. It is far too simplistic to simply contrast Brazil and the United States on attitudes and concepts regarding race—or any other construct because of the multicultural variation within each. Bearing that criticism in mind, I still think the book effectively presents several of the myths about race that permeate many of the currently-existing subcultures within the United States and northern Europe. In an interesting, engaging manner understandable to educated laypeople, without specialized terminology from psychology or anthropology for the most part, Fish debunks the turn-of-the 18th century English anthropological notion that humans are divided into Caucasoid, Negroid, and Mongoloid races. Through the experiences he recounts, it becomes evident that the idea



of race is generally rooted in political motivations aimed at dehumanizing certain groups for economic or other political purposes. Race is conceptualized quite differently from one historical era to the next and from one political system within any given country or location to the next. He demonstrates that, given this, one's race is a mutable concept that can generally be changed by any given individual simply by changing locations or editing the information given about heritage. The power of race resides in the impact it has on self-image and expectations and the false categories it creates. The book also, in a relatively jargon-free manner, debunks the myth of biologically-based arguments about differences in intelligence between races the era of *The Bell Curve* (Hernstein & Murray, 1994) ushered in.

Fish presents race as a confused mixture of two different concepts, biological race and social race. As with the general contrast between Brazil and U.S. attitudes, I find this limitation to only two concepts overly simplistic, but perhaps it adequately serves the purposes of the book. He notes that biological race does not exist in the human species, but what does exist is gradual variation in what people look like (e.g., skin color and facial features) and in their genes as you travel around the planet—with more distant populations appearing more different from each other than closer ones. If you travel in different directions, the populations look different in different ways. This anthropological explanation is confounded, especially recently, by mobility and travel patterns, immigration trends in various countries, and changing weather patterns, so the time spent on this concept, in my opinion, could have been better approached through modern genetic data and truncated to leave more room to address the second concept he identifies, social race.

As Fish presents it, social race is a set of cultural categories for labeling people based on how their ancestors were classified, selected aspects of appearance, or various combinations of both. These categories vary widely from one culture to the next. In *The Myth of Race*, Fish gives lots of attention to post-civil war census categories such as quadroon and octoroon, focusing specifically on Black vs. White in the context of U.S. culture. Thus, his presentation of social race is extremely limited—to one group, one country, and one historical period, with little accounting for some of the economic and political motivations for the categories that could also have provided relevant data about how Native Americans were categorized and presented in order to serve land acquisition in this country, or how various groups of Hispanics were categorized in different regions and at different times relevant to similar political and economic agendas. Instead, he focuses specifically on Black Americans, but then fails to show any reasonable parallel extension of the concept that applies within Brazil. He also overlooks the history of slavery in Brazil, and barely treats the preferences within that country for fair skin or how historically this connection was tied to economics and power, becoming more of a class issue than a caste issue. He overlooks how miscegenation was encouraged in part because of the way it was connected to the system of slavery in Brazil. Slavery thrived there for nearly 400 years and Bra-

zil was, in fact, the last country in the American continents to abolish slavery, in 1888 (see McCarthy, Rose, & Castenheira, 2009). There was no Civil War over slavery fought there, however; no carpetbaggers, no refusal to acknowledge votes based on race, no gerrymandering, and no need to justify a notion such as “manifest destiny” resulted in the necessity for such a concept to develop. This information would have been rich to present and explore in developing the notion of “social race,” but is noticeably absent.

In short, a collaborative effort with a biologist and a sociologist or social historian—at least one of whom was a Brazilian—would have improved the book, but it is still worth reading and deserves a favorable review. I am not the only one offering praise, and I think it will be very useful in my own graduate seminars on developmental diversity and related topics. Psychologists, and those of us in academic psychology at universities around the world, will find it useful, and I recommend it to colleagues and students. Colleagues in sociology, history, ethnic studies, and other disciplines may also find it helpful. Praise for *The Myth of Race* already has come from anthropologists and politicians. Anthropologist Audrey Smedley, author of *Race in North America* (1975), recommends the book. Former U.S. Secretary of Defense William Cohen, has said, “Writing with stunning clarity, Dr. Fish poses profound and perturbing questions about race...*The Myth of Race* is must reading.” I agree with his assessment of the book.

References

- Fish, J. (2011). *Concept of race and psychotherapy*. New York, NY: Springer.
- Fish, J. (2002). *Race and intelligence: Separating science from myth*. Mahwah, NJ: Lawrence Erlbaum.
- Hernstein, R., & Murray, C. (1994). *The bell curve*. New York, NY: Free Press.
- McCarthy, S., Rose, R., & Castenheira, H. (2009). Brazil. Chapter 10. In K. Malley-Morrison (Ed.), *State violence and the right to peace* (Vol. 3, pp. 167–185). Santa Barbara, CA: ABC-CLIO.
- Smedley, A., & Smedley, B. (1975). *Race in North America*. Boulder, CO: Westview.



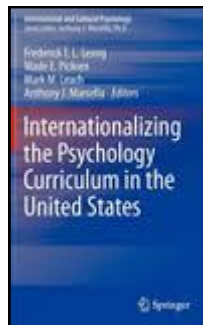
How Can We Internationalize Psychology Curricula? A Review of *Internationalizing the Psychology Curriculum in the United States*

Leong, F. T., Pickren, W. E., Leach, M. M., & Marsella, A. J. (Eds.). (2012). *Internationalizing the psychology curriculum in the United States*. New York, NY: Springer. 375 pp., ISBN 978-1461400721, Price US \$129

Reviewed by Joseph C. Giardino, M.S.Ed.
Fordham University
jgiardino@fordham.edu

"Now is the time to open ourselves to other psychologies with different epistemologies, different assumptions about personhood, and different ways of discovering and applying psychological knowledge" Leong, Pickren, Leach, and Marsella (2012, p. 310) write in their volume on internationalizing the psychology curriculum in the United States. In this book, the first of its kind, Leong and colleagues (2012) address the fundamental issue of adapting the psychology curriculum to reflect the ever-changing and global nature of the field. How can the psychology curriculum in the United States become more international, less ethnocentric, and more open to the contributions of foreign scholars?

This 15-chapter volume examines this question across several major subfields of psychology—history of psychology, ethics, personality theory, testing and assessment, and psychology of women and gender, as well as developmental, social, clinical, counseling, school, organizational, health, and peace psychology. In total, 22 scholars contributed to the book, each with impressive expertise in their respective subfields, as well as extensive international experience, whether through direct experience abroad, collaboration with foreign scholars, or significant contributions to the knowledge base on international issues. Leong et al. (2012) introduce the challenges to internationalizing the curriculum in Chapter 1, including discussion of such topics as (1) "overcoming our ethnocentrism," (2) "enhancing cross-cultural competence," (3) "cultural sensitivity versus imposed ethics in theory development," (4) "supporting and extending indigenous psychologies," (5) "promoting the integration of multicultural and cross-cultural foci," (6) "promoting cross-national research collaborations," (7) "promoting culturally valid practice around the globe," (8) "enhancing and promoting international education," and (9) "collaboration among counseling organizations" (pp. 4–5).



In the chapters that follow, specific challenges within the various subfields are carefully examined. In Chapter 2, the Western bias in our historical accounts of psychology as a science is explored, and Pickren calls for the inclusion of indigenous histories in our curriculum. In Chapter 3, international ethics documents are introduced (e.g., *Universal Declaration of Human Rights*; United Nations, 1948) and ethical codes and standards are compared internationally. The authors aptly identify issues with applying national ethics codes to international contexts; for example, codes that protect the rights of individuals over the rights of groups typically reflect a Western bias, where more collectivist values are excluded from the ethical language.

In their chapter on developmental psychology, White and Schnurr examine the context of culture through three specific developmental issues: co-sleeping, attachment, and parenting styles. In evaluating international findings on these issues, the authors question findings typically reported in U.S. textbooks, and urge readers to consider the contextual nature of developmental theory. In Chapter 5, Lee, Fathali, Moghaddam, and Harré examine the social patterns of importing and exporting psychological theory; they describe the US as the "sole superpower" and the "First World of psychology," while Western Europe and other industrialized nations are the "Second World" and developing nations the "Third World" (p. 76).

Perhaps one of the strongest chapters in the book is that of Draguns (Chapter 6), who compiled a wealth of interviews with personality researchers conducted in German, French, and Russian. Draguns evaluates universal findings on personality (e.g., results on the Big Five Inventory), the impact of culture, and the appropriateness of measures developed in the US for use in other countries. He outlines 14 areas for future research in the study of personality and refers to the importance of qualitative methods.

Four chapters are devoted to applied fields—clinical, counseling, school, organizational, and health psychology. Marsella discusses the history of training in clinical psychology and emerging changes, such as the increased attention to culture in clinical care and the feminization of the profession. As Marsella astutely identifies, the historical roots of psychology are wedded to Western philosophies of science, particularly "logical positivism" (p. 184). He calls for changes to the curriculum, writing that "Internationalizing the clinical psychology curriculum will require adjustments and changes consistent with cultural variations in ways of knowing (i.e., epistemology), ways of practicing (i.e., praxiology), and ways of constructing human nature (i.e., ontology)" (p. 184). Chapter 10 traces the internationalization of counseling psychology as a discipline. Leong, Leach, and Malikios-Loizos review international contributions to counseling psychology publications and discuss a number of recommendations for internationalization. First and foremost, they refer to the diversification of methods of psychological science, which is consistent with Marsella's assertion. Other recommendations included inviting international scholars onto the editorial boards of American journals, holding the APA convention

internationally, and creating training opportunities abroad for graduate students.

Another highlight of the book was the inclusion of a chapter on peace psychology. Christie and Noor offer a number of perspectives on peace, including the ways in which particular cultural values or practices may promote peace (e.g., harmony within oneself in Indian culture). They compare Western notions of peace (i.e., absence of violence) to those of other cultures (e.g., positive peace), a particularly relevant topic to both domestic and international audiences.

Internationalizing the Psychology Curriculum in the United States is a must-have for educators, training programs, and program developers. The authors offer a wealth of resources for curriculum planning: suggestions for assignments (pp. 45–46), a cultural competence self-assessment (p. 193), training scenarios (pp. 249–250), recommendations for future research, readings and websites, and recommendations to the APA and departments of psychology (pp. 317–319). The book also includes a comprehensive appendix titled “Fifty Ways to Internationalize the Curriculum of ‘Western’ Psychology.”

Leong et al.’s (2012) volume offers a solid review of research published in the English language on the internationalization of a number of subfields in psychology. A resounding theme in the volume was the need to evaluate Western approaches to science. Western philosophies predominate our development of theory and methods of scientific inquiry. Embedded in these philosophies are assumptions about the ways in which we acquire knowledge (epistemology) and our understandings of the nature of reality (ontology); these in turn inform our heavily quantitative methods of scientific investigation and empirically-based forms of practice (praxiology). Are these methods akin to the philosophies of other cultures? From their review, Leong et al. (2012) appear to repeatedly suggest a need for more contextual approaches to the study of human behavior, including generating empirical data within cultural contexts (pp. 63, 149), reducing reliance on causal explanations (p. 86), balancing nomothetic and idiographic methods (p. 113), and incorporating qualitative methodologies (e.g., oral histories, biographies, ethnography, case study, phenomenology, grounded theory; pp. 120, 206). In a future edition, perhaps this theme could be further developed into a chapter on underlying philosophies of science (cf. Ponterotto, 2005).

Furthermore, the hegemony of Western philosophies in U.S. psychology has created a power imbalance in the consumption of knowledge in the field, where in the US, foreign knowledge consumption is nearly nonexistent. Lee, Moghadam, and Harré seem to accurately describe this phenomenon in their chapter on social psychology. Bridging our understanding of power dynamics to the process of internationalization is yet another strength of the book. Concepts from feminist theory and the psychology of women can further our understanding of these dynamics (see Russo, Pirlott, & Cohen’s chapter).

The power imbalance appears to be maintained through the predominance of English language literature in the scientific

community. Although identified by Leong et al. (2012, p. 213), this challenge is not overcome in this volume. Very few foreign language resources were cited in the text. In the next edition, this author suggests following the lead of Draguns and incorporating more foreign citations. Similarly, of the 22 contributors, only five were international (three of whom were from Canada). Though Leong et al. (2012) repeatedly recommend the inclusion of foreign scholars in scientific collaborations, this volume is lacking in this area. This speaks to the difficulties of forming international collaborations.

Several authors stressed the importance of speaking a foreign language as a means of increasing international contact; however, the preponderance of English language publications remains an issue. In their chapter on counseling psychology curriculum, Leong et al. (2012) address this issue: “Our experience is that...it is to the best of our interests to master the English language since the bulk of the scientific literature is in English” (p. 210). This author agrees that language barriers are among the most difficult obstacles to effective international collaborations; however, in the interest of reducing ethnocentrism, is it not incumbent upon researchers in the US to consume literature in other languages? Should we not learn to read and speak more languages as so much of world has done to consume our wealth of psychological knowledge? I leave these questions for future consideration in the development of curricula in psychology.

References

- Leong, F. T., Pickren, W. E., Leach, M. M., & Marsella, A. J. (2012). *Internationalizing the psychology curriculum in the United States*. New York, NY: Springer.
- Ponterotto, J. G. (2005). Qualitative research in counseling psychology: A primer on research paradigms and philosophy of science. *Journal of Counseling Psychology*, 52, 126–136. doi:10.1037/0022-0167.52.2.126

Call for Book Review Editor

Grant J. Rich

Editor, *International Psychology Bulletin*
optimalx@aol.com

Who can you nominate to serve as the next Book Review Editor, effective in winter of 2014? I hereby welcome nominations. The editor should be a fellow or member of Division 52 who is comfortable with APA style and quarterly deadlines. S/he works with the Editor-in-Chief, to solicit, edit, and submit 2–4 book reviews per issue—a total of about 10 per year. For details, just contact me. Please submit your nomination(s) to me as soon as possible, for appointment in time for the February board meeting.

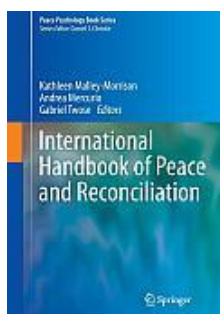
A Review of the *International Handbook of Peace and Reconciliation*

Malley-Morrison, K., Mercurio, A., & Twose, G. (Eds.). (2013). *International handbook of peace and reconciliation*. New York, NY: Springer. 700 pp., ISBN 978-1461459323, Price US \$229

Reviewed by Gilbert Reyes, Ph.D.
Fielding University
greyes@fielding.edu

Humans have developed many approaches to regulating violence, including religious and cultural principles of moral conduct, social norms, laws, and a variety of enforcement mechanisms and degrees of punishment. But when it comes to war and its variants, most of the violent behaviors that are illegal or immoral in times of peace become part of the means by which competing rivals seek to dominate and subordinate their opponents. Until relatively recently, there was little attempt to impose any regulatory limits on the conduct of war and that which has been done seems to have met with very limited success, as anyone can see if they look at the brutality of recent conflicts in most any part of the world. And because war and other types of violent conflicts have long lasting consequences for societies and the individuals of which they are composed, they leave indelible scars and cast a long shadow over human relationships. What sometimes passes at the surface as peace may only thinly mask legacies of hostility, hatred, desires for revenge, social pain, regret, guilt, shame, trauma, and persistent fears of recurrences. These types of ongoing feelings and the oppositional perspectives they reflect can act as impediments to achieving an authentic and durable reconciliation. The ideal of peace requires something more harmonious than merely a suspension of overt violence, and following upon the horrifying infliction of grievous harm it is supremely challenging to find our way to truly reconcile with those who were previously perceived as our lethal enemies. To the extent that peace and reconciliation are collective states of mind, whatever progress is made in their direction is fragile and vulnerable to setbacks when perceptions of threats motivate acts of defensiveness, which in turn are perceived as offensive triggers for an escalating cycle of hostility. And yet if we are to counteract the trends toward perpetual war and low intensity conflict, we must develop determination and the effective means by which peace and reconciliation become likely.

Peace scholars have dedicated considerable study to



understanding the factors that differentially promote either violence or peace, suspicion or trust, or antagonism or reconciliation. A new edited volume of scholarly chapters regarding peace and reconciliation has been published this year (2013) by Springer, under the title of *International Handbook of Peace and Reconciliation*, with the promise of gathering in one place the collective knowledge and wisdom of about 120 authors in the adjoining realms of peace psychology and international relations. This book is a new entry in the Peace Psychology Book Series edited by Daniel J. Christie, a founding member and former president of Division 48 (Peace Psychology) of the American Psychological Association. The editors are Kathleen Malley-Morrison (Boston University), Andrea Mercurio (Boston University), and Gabriel Twose (Society for the Psychological Study of Social Issues). Those who authored and edited this book have produced a remarkably well designed volume of chapters systematically addressing distinctive aspects of how approaches to peace-building vary in eight regions of the world in which conflict has been all too prevalent.

The editorial team and the authors they selected to contribute chapters bring to the book an impressive range of experiences with violence, conflict resolution, peace-building, and the truth and reconciliation process applied across a variety of cultures and contexts. Their collective purpose is to identify variations in: (1) What “peace and reconciliation” mean to ordinary people; (2) Factors believed necessary for promoting reconciliation; (3) Beliefs about the rights of those who protest in matters of war and peace; (4) Beliefs about the role of apologies in reconciliation; (5) Beliefs about the best ways for achieving peace; and (6) Beliefs about the achievability of world peace. The methodology is extensive and elegant, drawing upon researchers from the Group on International Perspectives on Governmental Aggression and Peace (GIPGAP) to administer a survey to volunteers from over 40 countries. The volume is organized such that the responses to the survey are summarized and analyzed by both country and by theme. Integrative chapters provide an up-to-date overview of historical and current events relevant to peace and reconciliation and a grounded theory analysis of definitions of peace and reconciliation and of the role of apology in reconciliation. In addition to describing the major themes emerging from the responses in each region, the volume reports on some exploratory analyses addressing the extent to which differences were found in patterns of responding based on characteristics such as gender, military experience, and involvement in anti-war protest activity. The *International Handbook on Peace and Reconciliation* allows ordinary citizens from around the world to voice their views on peace and related issues, and examines the context of these views. Thus, it offers researchers in political science, peace psychology, social psychology, social justice, and anthropology a comprehensive resource for a changing global landscape.

The book contains 43 chapters divided into four topical sections. The first section, Definitions of Peace and Reconciliation, establishes the conceptual foundation for under-

standing the general descriptive terminology while also addressing distinctive variations of perception and meaning across nations, regions, and cultures. This approach is one in which a section topic is described in terms of how it is perceived and manifested in one or another geographical sector of the world. The geographical divisions are “Western Europe,” “Great Britain, Northern Ireland, Canada, the United States, and Australia,” “Russia and the Balkans,” “the Middle East,” “Africa,” “Latin America,” “South and Southeast Asia,” and “China, Japan, and Korea,” followed by a more integrative treatment comparing information regarding peace and reconciliation from every region of the world. This template is followed with only a small degree of variation in subsequent sections describing “Perspectives on Protest,” “Apology and Reconciliation,” and “Perspectives on Achieving Peace.” There are also some excellent integrative chapters that draw together the strands of commonality and diversity of experiences to distill essential insights.

The approach taken is an elegant variation on one seen in a number of other books describing historical, cultural, religious, and nationalistic variations in perceptions and behaviors of one type or another across the global diversity of social groups. The utility of this model is clear, for we do in fact tend to perceive the world in terms of a map of geographical locations that correspond to the ways in which our cultures, languages, belief systems, political perspectives, industries, and wealth are distributed. Political leaders, the news media, and most individuals speak often of Eastern and Western viewpoints and divides, and Northern and Southern hemispheric differences in wealth and industrial development. Very large and diverse continents such as Africa, Europe, and Asia, and the geo-linguistically defined region of Latin America are used as shorthand for the perception of an implicit typology corresponding to comparatively higher homogeneity. This is not a salient weakness in this admirable volume, but instead seems to be the prominent framework for describing and analyzing human behavior and belief. Perhaps addressing conflicts and their outcomes in geographical terms is the most reliable current method of capturing salient variables such as history and culture, or religious divisions, or resource availability, or the relative credibility or effectiveness of healing interventions. But given the extensive amount of upheaval that has taken place around the world over the past century, and the pace of environmental and technological trends with the potential to stimulate even more forced and volitional migration, and the churning and blending of cultures, it seems important that we keep improving upon our ways of understanding populations, cultures, and the human experience. That is to say, the frames of reference and models of analysis to which we have long been accustomed may not continue to serve us well, if in fact they ever did.

Among the qualities that will make this book one that peace scholars will treasure is the brilliantly well-designed approach to empirically examining what people from various parts of the world mean and believe about peace, conflict, violence, protesting, apologizing, and reconciling. The result is a broad and diverse collection of studies, each with their

own discoveries, that taken together allow for an integration of threads of wisdom and insight that can then be woven together as a tapestry. Indeed, this very metaphor is invoked in the book’s afterword and brought to life in the final integrative chapter. Each chapter has great merits of its own, and in some instances serve individually to meet a reader’s needs. But the true beauty of this lies in the achievement of rendering such a complex story of human loss, survival, and resilience with scholarly integrity, scientific rigor, and the compelling eloquence that keep the reader in touch with the humanity at its core. Too many people have paid too high a price throughout this war torn world to expect anything less, and the authors and editors of this book are to be commended for this unique and compelling contribution to peace studies.



Section Editor:

Valerie Wai-Yee Jackson, M.P.H.
*California School
of Professional Psychology at
Alliant International University*
vjackson@alliant.edu

At the end of 2013, the student committee will be experiencing some organizational changes as Laura Reid Marks moves to the position of past-chair. We would both like to reflect upon our experiences in the student committee, as well as describe some of the committee's current and future projects.

**Lessons Learned as a Division 52
Student Committee Chair**

Laura Reid Marks, M.A.E., Ed.S.
Purdue University
ReidL@purdue.edu

As my time serving as a chair of the Division 52 student committee comes to an end, I find myself reflecting on things I have learned over the last 2 years. In this article, I discuss these lessons. I share my knowledge on the importance of: (a) getting involved in a professional organization early, (b) finding a voice in that organization, (c) not being afraid to try things, and (d) learning from your mistakes.



Getting Involved Early in a Professional Organization

Getting involved with a professional organization early is more important than one might realize. When you get involved early, you develop relationships with other students who are passionate about the same things that you are passionate about, and you also develop relationships with senior members of the organization, who may end up mentoring you or serving as influential role models. I became involved with Division 52, as a chair of the student committee when I was in the second year of my graduate program. I remember feeling nervous and unsure of what to do in my new role. I utilized information from the chairs that came before me, Jennifer Doran and Jenna Stowell, and with my co-chair, Daria Diakonova-Curtis, we worked together to acclimate to our new roles. We also received a lot of guidance from the division president at the time, Neal Rubin, and the next year, the

new co-chair and myself received guidance from the new division president, Mercedes McCormick. In sum, the earlier you get involved, the more relationships you will develop, and the more time you will have to learn the other lessons I share below.

Find Your Voice

As an introvert, finding a voice has always been challenging for me. However, being a member of a professional organization can provide you with opportunities where you can share your voice in a safe environment. I remember my first Division 52 executive board meeting. I recall feeling intimidated being one of the few students in the room, surrounded by the "big names" in international psychology. At first, I remember wondering what important knowledge I would have to share. Soon, I learned my voice was important to everyone in the room, because I shared the voice of students (i.e., their questions, their concerns, and their suggestions), and you can only be an expert on students when you are a student.

Don't Be Afraid to Try New Things

This next lesson might be a difficult one to learn in the beginning. You want to impress people, and sometimes trying new initiatives might not go as you planned. Trying new things means you are being risky. One of the new things I tried with the student committee was developing a campus representative network. By having a campus representative network, Division 52 would potentially have a network of students around the country, and around the world, who are tasked with making the division more visible. In this position, students meet other students who are passionate about international psychology. Further, if you attend big conferences, such as the American Psychological Association (APA) convention, you have the opportunity to meet these representatives in person and develop a relationship with them. In this case, my initiative was successful, but I could imagine it going the other way as well.

Learn From Your Mistakes

This last lesson is a hard one. With taking risks comes the actuality that you may not accomplish what you set out to do in the first place. I think one of the biggest mistakes I made in my leadership was not speaking up soon enough at division board meetings. It took me a while to realize that my voice is valued. I think this lesson is one I will carry with me forever as I move forward with my graduate student career, and eventual career as a psychologist interested in international issues. Don't be afraid to speak up!!!

In Conclusion

Students, I hope you will learn from the lessons I have learned and presented in this article. Before I make a decision I always ask myself, "What do I have to lose?" Often not much, so go for it. I wish you all good luck in your educational endeavours, and, as you get involved in a professional organization early, find a voice in that organization, try

things without fear, and learn from your mistakes.

Student Leadership: Past, Present, and Future

Valerie Wai-Yee Jackson, M.P.H.
California School of Professional Psychology-San
Francisco at Alliant International University
vjackson@alliant.edu

As I complete my first year and enter my final year as co-chair of the Division 52 student committee, I would like to share some reflections as well as comment on future directions of the student committee. I will speak to my own path in entering the student committee, some of the benefits I have experienced so far, and my goals for the upcoming year. My hope is to share my experiences, encourage current students to join and participate, and inform senior members of student endeavours to promote mentorship and interaction.



Past: The Many Benefits of Student Leadership Involvement

I began serving on the committee in early 2011 by referral of a past president, Danny Wedding. I had just begun my doctoral program after returning from a year in China, where I worked for a public health non-governmental organization. I was looking for a way to continue my international interest and engagement during graduate school, and Dr. Wedding encouraged me to participate in student leadership to stay connected. This proved to be a great idea, as I gained experience in leadership, access to excellent mentorship, as well as exposure to APA as an organization.

Looking back, I want to share a few of the many benefits of joining a student leadership position in hopes of encouraging other students to become more involved with our student committee. In my first 2 years on the committee, I served as Public Relations Chair, focusing on outreach. This allowed me to interact with several senior and student members, as well as to develop my communications skills. Furthermore, as a result of my involvement with the student committee, I was asked to write my first submission to the *International Psychology Bulletin (IPB)*, which is an excellent opportunity to publish early in a student's career.

Additionally, students can make connections through Division 52 that will endure throughout their careers as well, even if not directly related to international psychology. For instance, I met Jennifer Doran when she was chair of the Division 52 student committee in 2011. Despite being on opposite coasts of the US, we were able to collaborate on a symposium that we presented at APA this year in Hawaii. While the presentation was not related to our work on the

student committee, we were able to learn enough about each other and the quality of our work that we were able to continue our professional relationship beyond Division 52. In addition to the exposure to senior members and experts in international psychology, I had the benefit of meeting peer collaborators as well.

Present: A Period of Growth

Various members of the student committee shifted roles this year, leading to my current role as editor of the student column, another one of the many diverse opportunities for leadership with Division 52. I worked closely with Daria Diakonova-Curtis, who was the previous editor of the column and helped me transition to this new responsibility, with the help of senior members like Grant Rich and Harold Takooshian. I certainly experienced the stress and growth associated with holding up to the high standards of an APA publication, but I was able to leverage support from other leadership. Being an editor for an official APA publication is a unique opportunity to learn about the publishing process, work with experienced senior editors, as well as get a window into the reviewer's perspective. I strongly encourage students to send me their ideas for submissions and to take advantage of this opportunity to publish.

Another initiative I participated in this year is an excellent project called "Fast-Connect" by Early Career Professional (ECP) chair, Suzana Adams. Briefly, the project involves interviewing different student, ECP, and senior members of Division 52, increasing interaction between members, and creating member profiles. I found this to be a wonderful experience as a whole, in which I was able to speak with an ECP and senior member of the division, learn about their paths to international psychology, and benefit from informal mentorship. This is an opportunity open to all student members, and I would encourage interested parties to get involved.

A final area I would like to mention is mentorship. This is one of the reasons many students get involved with professional organizations, and I can't emphasize enough how truly useful this can be. This year was my first in organizing division events for the annual APA convention, including a mentorship hour with chair of the Mentoring Committee, Nancy Russo. Not only did I learn about the organizational aspects of division programming, but I had the pleasure of meeting a wide variety of members interested in networking and mentorship. One of the main recommendations of mentors from this event was "Don't be afraid to ask"; something I would like to pass on to student readers and hope to continue to learn to do better myself.

Future: Directions for the Student Committee

Among the many goals of the student committee, I aim for the coming year to bring even more interaction between student, ECP, and senior members. We will continue initiatives such as the Campus Representatives Program to improve outreach and visibility of Division 52, as well as grow our student membership, including for undergraduate students. With ongoing feedback from other student members,

we will continue to revise our website to suit the needs of students. A key goal is to start fundraising for student travel grants to conferences, and we are open to ideas.

In conclusion, it has been an exciting path so far on the student committee. As I begin my final year as chair of the student committee, I would like to thank my co-chair Laura Reid Marks for her mentorship, openness, and great support throughout the past year. I look forward to working with the student committee and other Division 52 members in 2014!

Editor's Note

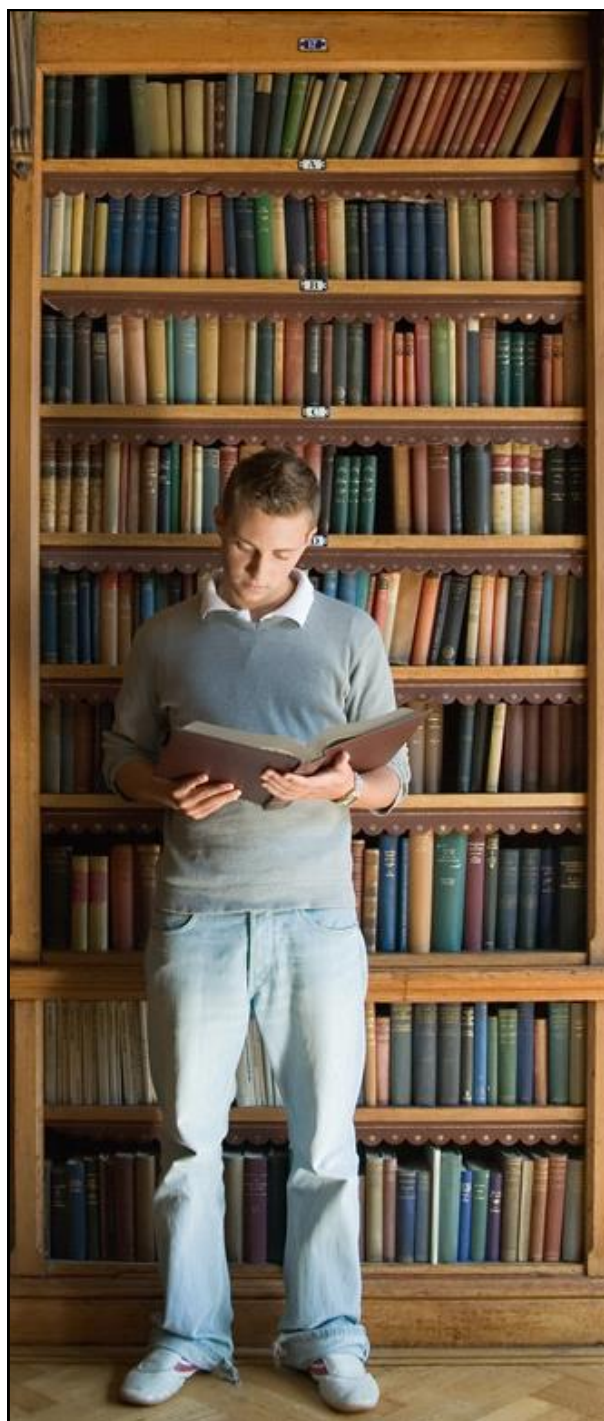
This column is geared towards our student committee members and all students of international psychology. All Division 52 student members are invited to submit ideas or drafts for future articles, as well as questions they would like to see addressed in future columns – such as overseas internship opportunities, study abroad availability, cross-cultural research, etc. Contact Student Column Editor Valerie Wai-Yee Jackson at yjackson@alliant.edu to submit an idea or a question.

Translators Wanted

A one-page overview of the history of the APA Division of International Psychology was co-authored by its Presidents John Hogan and Harold Takooshian. It is located on our website at: <http://div52.org/about-us/a-brief-history-of-division-52/>

We now seek global colleagues to translate this sheet into other languages, with themselves as the author, to circulate to colleagues and students globally. As of October 2013, this sheet appears in 26 languages: Amharic, Armenian, Chinese (Mandarin), Dutch, English, Estonian, Finnish, French, Greek, Hindi, Indonesian, Japanese, Kinyarwanda, Korean, Latvian, Malaysian, Norwegian, Polish, Portuguese, Russian, Sinhalese, Somali, Spanish, Swahili, Thai, and Ukrainian.

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



Section Editor:
Gloria Grenwald, Ph.D.
Webster University
grenwald@webster.edu

International Mentoring: Recommendations for a Successful Mentor-Mentee Relationship

Richard S. Velayo, Ph.D.
*Recipient of the 2013 Henry P. David
International Mentoring Award from the
APA Division of International Psychology*
rvelayo@gmail.com

International mentoring is probably one of the most gratifying experiences for an international psychologist who advocates for and values the internationalization of psychology as a discipline. A mentoring relationship is important to the career success of both the mentor and mentee. In conventional mentoring relationships, it is customary for the mentor and mentee to be in one location to facilitate face-to-face interaction. With e-mail, video conferencing, and other web-based ways of communicating, mentoring international psychology mentees has become not only feasible, but more common.

The Internet has greatly facilitated and expanded the opportunity for a mentor to be available to a number of mentees in different parts of the world. This is important to psychology students and mentees in communities or countries where mentors may not be readily available locally.

In the field of psychology, mentoring is a supportive and nurturing process in which psychologists connect to offer encouragement, guidance, and support (American Psychological Association, 2013). A psychologist mentor serves as an advocate, resource, and role model, who stimulates the mentee to build the skills required for work in the field of psychology, whether in private practice, academic, forensic, medical, or community settings. Mentoring is not therapy or supervision. The mentor-mentee relationship can be as familiar and intimate as sharing dreams and dinner, or as simple as the mentor being the 'go-to' person whenever the mentee has a question.

Mentorship is an important aspect of career success. However, the relationship is not accessible to all potential

mentees. It is therefore important to find ways and resources for connecting individuals with potential mentors. These methods may involve blending current technology and social media with old-fashioned networking. Mentors can find mentees through mentoring programs such as the APA's Division 2 (Society for the Teaching of Psychology), and by attending conferences organized by or for student clubs and organizations. Collaborating on cross-cultural research, applying for international research and teaching opportunities, and joining professional psychology organizations are some of the ways that students can find mentors. Outlined below are some recommendations on how to ensure that international mentor-mentee relationships are successful (Hill, Castillo, Ngu, & Pepion, 1999; Roy & Linendoll, 2008).

Developing a Relationship of Trust

In international and multicultural mentorship relationships, there may be a greater chance of failure, poor results, or misunderstanding because of cultural expectations and language differences. Therefore, the most important step in establishing a successful mentoring relationship is for both the mentor and mentee to honestly define, identify, and clearly articulate their individual and common motives and goals (Chan, 2008). Before any mentoring can take place, the relationship must be based on an environment of mutual understanding and trust. It is essential for the mentor and mentee to get to know each other. The following are some examples of how a mentor may help to build a mentorship relationship based on trust.

- The mentor could check the level of understanding of the mentee by asking the mentee to provide an example of what she understands the mentor to be saying.
- The mentor may start each mentorship relationship with a get-to-know-you session.
- By establishing a warm, accepting relationship, the mentor helps the mentee to identify his or her professional goals and needs.
- The mentor may share information about her own experience and background as well as learn about the mentee's experience and educational background.
- Throughout the mentoring period, the mentor may focus on assessing the needs and building the strengths and goals of the mentee.

Defining Roles and Responsibilities

To build a strong and successful relationship, the mentor and mentee should have clearly defined roles. Naturally, a mentee is likely to be more receptive to feedback from the mentor if he or she is perceived as an active member in the relationship. Some of the recommendations to consider are:

- Defining the role of the mentor.
- Analyzing the type of mentoring that will be most appropriate.
- Defining the responsibilities of the mentor and mentee.



For instance, the mentor may require the mentee to complete a given number of goals or attend a specific training during the mentoring period.

Establishing Short-Term and Long-Term Goals

Mentors and mentees should collaborate and work together to come up with mutually agreed upon goals. The goals then become the basis for the mentoring process. For example, mentors should offer mentees constructive feedback on goal progression. In return, the mentees should be given an opportunity to reflect on their actions. The mentor can then note his or her observations in a constructive and positive manner as well as discuss any actions that the mentee takes with regards to the established goals. Afterwards the mentor and mentee may review the observations and decide on the next step (Fulton et al., 2007). While establishing short-term and long-term goals, there is a need for supportive, respectful and open communication. Thus,

- Mentors must be active listeners. According to Allen and Poteet (2013), feelings are very important, and it is only when mentees feel that they can share their feelings and thoughts with the mentor that greater trust is established.
- It is important for mentors and mentees to be responsive and value each other's feedback since even the most experienced teachers can learn novel ways of thinking and doing things.

Collaborating to Solve Problems

Mentors should give mentees the opportunity to identify potential solutions and concerns. It is the responsibility of mentors to encourage mentees to embrace risks and do things in a different way through the implementation of creative solutions (Roy & Linendoll, 2006). To improve the results of mentoring and to develop a successful relationship,

- The mentor should identify the precise concern and brainstorm possible solutions.
- The mentor should come up with a plan to try, discuss the preferred results, and implement the plan. The mentor should be encouraging and supportive as well as ensure the plan is completed successfully.
- The mentor and mentee should assess the outcome of the relationship together, discuss its effectiveness, be reflective of the activity, and make adjustments if need be.
- Mentors should not shy away from trying another solution. It is important to appreciate that there are several ways to address an issue, and thus the mentor's preference might not be the most suitable solution for the mentee.

Honoring Commitments

Mentors often have very demanding jobs. Mentees need to show their appreciation for the time mentors have invested

in them by, at the very least, responding to the mentor's comments and questions in a timely manner. Through mentoring, mentees are able to learn and grow under the guidance of mentors. They are able to experiment with creative solutions to problems within a supportive and safe environment. It is through mentoring that less experienced individuals are able to progress and develop in their profession (American Psychological Association, 2013). Thus, one important strategy to establishing a successful international mentor-mentee relationship lies in establishing short-term and long-term goals, creating a relationship of trust, collaboratively solving problems, using open and supportive communication, and clearly defining roles and responsibilities.

A mentorship relationship may not work all the time. However, by using emerging social networking and communication media, international mentoring relationships are facilitated. In an international mentorship, the mentor and mentee may be from different countries or have different cultures (Hill et al., 1999). Thus the success of the mentoring relationship lay in the building of direction, confidence, and self-esteem, both professionally and personally, by expanding possibilities and sharing ideas. A successful international mentorship plays an important part in guaranteeing career success and satisfaction for mentees and mentors.

References

- Allen, T. D., & Poteet, M. L. (1999). Developing effective mentoring relationships: Strategies from the mentor's viewpoint. *The Career Development Quarterly*, 48(1), 59–73. doi:10.1002/j.2161-0045.1999.tb00275.x
- American Psychological Association. (2013). Developing a successful mentoring relationship: Tips for mentors. Retrieved from <http://www.apa.org/pi/disability/resources/mentoring/tips-mentors.aspx>
- Chan, A. W. (2008). Mentoring ethnic minority, pre-doctoral students: An analysis of key mentor practices. *Mentoring & Tutoring: Partnership in Learning*, 16(3), 263–277. doi:10.1080/13611260802231633
- Fulton, J., Böhler, A., Hansen, G. S., Kauffeldt, A., Welander, E., Santos, M. R., ... Ziarko, E. (2007). Mentorship: An international perspective. *Nurse Education in Practice*, 7(6), 399–406. doi:10.1016/j.nepr.2006.11.012
- Hill, R. D., Castillo, L. G., Ngu, L. Q., & Pepion, K. (1999). Mentoring ethnic minority students for careers in academia: The WICHE doctoral scholars program. *Counseling Psychologist*, 27(6), 827–845. doi:10.1177/0011000099276007
- Roy, C., & Linendoll, N. M. (2006). Deriving international consensus on mentorship in doctoral education. *Journal of Research in Nursing*, 11(4), 345–353. doi:10.1177/1744987106064211

Author's Note

Richard S. Velayo, Ph.D. expresses his deepest gratitude to the APA Division 52 International Mentoring Awards Committee – Drs. Lawrence Gerstein, Gloria Grenwald, Ashley Hutchison, and Grant Rich, and colleagues who nominated him for this award – Drs. Michaela Robila, Florence Denmark, Ji-Yeon Lee, and Simonne Pollini.

Community Healing and Evolution of Psychology: 25 Years Post-Earthquake in Armenia

Ani Kalayjian, Ed.D.

*The Association for Trauma Outreach
& Prevention, Meaningfulworld*
drkalayjian@meaningfulworld.com

On December 7, 1988 at 11:41 a.m. (Viviano, 2004), a devastating earthquake disrupted northern Armenia, Soviet Armenia at that time. The earthquake measured 6.9 on the Richter scale and killed at least 25,000 people, according to Soviet records. According to European sources however, as many as 100,000 Armenians died, and 530,000 people were left homeless (Kalayjian, 1995). Unfortunately, this was not the only source of devastation. During this time, tension was also growing between ethnic Armenians in Nagorno-Karabakh and military forces of Soviet Azerbaijan. As a result, 200,000 refugees fled to Armenia, settling in the earthquake zone (Viviano, 2004). The country was left in shambles and in the midst of a serious conflict, both natural and human-made. Many survivors were affected, and as a result, developed many emotional reactions, including posttraumatic stress disorder (PTSD) and depression. The author has organized the Mental Health Outreach Project (MHOP) (Kalayjian, 1995) for Armenia and has sent over 50 professional volunteers to Armenia since the earthquake.



Mount Ararat, pride of Armenians.

Mental Health Outreach Project

After the earthquake in Armenia the Mental Health Outreach Project (MHOP) was established by the author to assess levels of PTSD in the surviving community, and to establish a rehabilitation program. MHOP was comprised of eight stages including: pre-assessment, assessment, analysis, community diagnosis, planning, implementation, evaluation, and re-modification (Kalayjian, 1991b).

Group and individual therapies have been used to help survivors, especially children, and adolescents. The survivors were given the Child Posttraumatic Stress Reaction Index and the Depression Self-Rating Scales. The survivors were assessed 1.5 years and 5 years after the earthquake. The untreated survivors were at risk for chronic PTSD and depressive symptoms, whereas the treated ones found that they had better chances at relieving the symptoms of PTSD (Kalayjian, 2005; Goenjian et al., 2009).

MHOP included assessment in these four areas: (1) As-

essment of survivor characteristics, (2) Assessment of event characteristics, (3) Issues during disaster relief, and (4) Pre- and post-disaster sociopolitical and economic climate.

Survivor Characteristics in Armenia

Who were the survivors of the 1988 earthquake in Armenia? They were intelligent, hard-working, peaceful, religious, family-oriented, and hospitable people (Jordon, 1978). The Republic of Armenia is geographically the smallest of the former Soviet Republics, with a population of approximately four million, and it is the most entrepreneurial and economically fastest-growing republic (Walker, 1991). The historical record shows an Armenian presence in the general region of Asia Minor and the Caucasus dating back over three millennia (Ishkhanian, 1989). Its history throughout the centuries is one of enduring oppression, war, relocation, and survival.

From the end of the fourteenth century until 1991, Armenia had only 2 years of independence (1918–1920), yet its people, culture, and language have survived.

On September 23, 1991, Armenia once again declared independence.

For the first time in 71 years, the Armenian people freely elected a President and Representatives to the Republic's Parliament, the Supreme Soviet, from a slate of candidates representing a variety of political movements and organizations.

In discussing their history, Armenians mention three things. First, they mention their religion. This is a point of great pride since Armenia became the first nation to adopt Christianity in 301 A.D. as its national religion. Second, they men-

tion their language. The Armenian language is a distinct branch of the Indo-European family of languages, with a unique 38 character alphabet. Last, they mention their survival of the Ottoman-Turkish Genocide. From 1894 to 1923, the Armenian Nation was brought to the brink of annihilation as almost two million Armenians, more than half the Armenian population, were massacred by the Ottoman Turkish rulers. To this day, the Genocide is denied by the current Turkish government. This denial causes tremendous feelings of anger and resentment, with no reparation or resolution (Kalayjian, 1991a). During World War II, and for over seventy years under Communism, Armenians experienced yet more pain and suffering. This was a system that relied on oppression of individual needs for the sake of the party and any rebellious gesture could lead to one's disappearance. Pain and suffering continued on in the post-independence era (after 1991), due to territorial conflict within Azerbaijan over Nagorno-Karabagh. Adding to the suffering has been the Azeri and Turkish blockade of Armenia which began in 1988 and as of today (2013), is yet to be lifted.

The literacy rate is comparatively high in Armenia, as virtually all Armenian children attend school for 8 to 10 years

from age 6 to 16.

People are industrious yet poor as the economy has been decimated by decades of Soviet rule, further exacerbated by the Azeri and Turkish blockade.

Event Characteristics in Armenia

On Wednesday, December 7, 1988, at 11:41 AM, a devastating earthquake shook the Republic of Armenia for 40 seconds. This catastrophic destruction occurred in a zone where several plates of the earth's surface converge, which occasionally results in disastrous consequences when movement occurs. Although the quake did not come as a total surprise to American and Soviet experts in the field, according to Purkaru of the geological institute in Frankfurt (Sullivan, 1988), due to gross unpreparedness and lack of emergency and evacuation plans, the community experienced the quake as a total nightmare.

Measuring 6.9 on the Richter scale, the quake occurred in an area highly vulnerable to seismic activity. It destroyed two-thirds of Leninakan, Armenia's second-largest city (now Gumru, population about 300,000), half of Kirovakan (now Vanatzor, population 150,000), obliterated Spitak—the epicenter (a town of about 30,000), and heavily damaged some fifty-six of 150 villages and towns in the northwest corner of Armenia, near the Turkish border. Initial reports of casualties spoke of “thousands” which soon became “tens of thousands” and went on to climb day-by-day to 130,000. In the end, there were about 500,000 people handicapped, approximately 500,000 children orphaned, and over 500,000, one sixth of Armenia's population, left homeless. The physical damage was estimated at \$20 billion (US).

Assistance from all over the world poured into Armenia. Within the first 10 days, \$50,000,000 worth of goods, food, and supplies were delivered to Yerevan's airport from around the world, overwhelming the damaged distribution system. This airlift marked the first time since World War II that the Soviet government had accepted disaster assistance from the United States. In all, the American government spent about four million U.S. dollars, and U.S. Air Force and National Guard planes were used to fly in the relief supplies. Private contributions from Americans in the first 4 weeks following the earthquake reached about 34 million dollars. The grand total given by all countries outside the Soviet Union reached 106 million dollars (Simon, 1989). According to U.S. Senator Simon, in view of the fact that the United States represents 20 percent of the world's economy, what the US did as a nation was not that impressive. However, aid sent by the U.S. government to the Soviet Union and its acceptance was unprecedented. When the Marshall Plan was announced in 1948, the Soviets would accept no American aid whatsoever. Therefore, the fact that aid was given and received was a healthy sign (Simon, 1989).

Issues During Disaster Relief

The disaster response was somewhat different in Armenia compared to natural disasters in Florida and California. Overwhelming international attention was received due to the

interruption of President Gorbachev's visit to the United States. Unfortunately, this did not result in an organized rescue effort. Efforts were extremely disorganized, began too late, and resulted in chaos. The warning system was outdated, old-fashioned or just dysfunctional, and the rescue equipment was either broken or insufficient. The then Soviet governments were centralized and every little decision had to come from Moscow.

Pre- and Post-Disaster Sociopolitical and Economic Climate

During the 10 months preceding the quake, Armenia was experiencing sociopolitical tension and was economically drained. This was due to the conflict with neighboring Azerbaijan over Nagorno-Karabagh, a 4,000 square kilometer enclave mostly populated by Armenians and locally ruled by Armenians until 1923, when Josef Stalin gave it to Soviet Azerbaijan. In early 1988, Armenia challenged Gorbachev and put “Glasnost” and “Perestroika” to their first true test, but failed. As a result, over 200,000 Armenian refugees from Azerbaijan came to already overcrowded Armenia. In February 1988, there was yet another massacre in Sumgait, Azerbaijan, where dozens of Armenians were killed, houses were burned and women were raped and set on fire (V. Manookian [the then Prime Minister of Armenia], personal communication, 1991). Noteworthy is that seismologists described the quake area as a “structural knot,” engendered by the interaction of several rigid plates (Sullivan, 1988). Ironically, this paralleled the sociopolitical and emotional situation: political agitation, tension, anger, resentment, disappointment and mistrust, due, at least partly, to rigid attitudes (Kalayjian, 1995).

Analysis

Psychological and behavioral symptoms were first assessed by the author 6 to 8 weeks after the earthquake. Over 200 adults and 200 adolescents and children constituted the assessment sample. The site of the assessments varied. Several different layers of the community were observed in their natural environments, i.e., school age children and adolescents in their classrooms during recess, in hospitals, in shelters or in their homes; adults at their work places (if they were still employed), in hospitals, at government shelters or at the homes of their relatives. Geographically, emphasis was placed on the quake zone in Armenia: Leninakan, Kirovakan, Spitak, and a few of the villages that were en route to the larger cities. Data from the assessment were used for this analysis.

Short-Term Impact of the Earthquake Manifested in Children and Adolescents in Armenia

Assessment of children. Eighty-six percent of the children interviewed or observed ($N = 122$, $F = 60\%$), displayed at least four of the following 10 symptoms: separation anxiety intensified during the night; refusing to go to school; refusing to sleep or to be left alone; conduct disorders; sleep distur-

ances manifested by bad dreams, frequent awakenings, and difficulty falling asleep; regressive behavior manifested by thumb sucking, enuresis, and clinging behaviors; hyperactivity; withdrawal; inability to concentrate; and somatic complaints. Utilizing the Reaction Index Scale (Frederick, 1986), 82.8% of the adolescents interviewed ($N = 62$, $F = 55\%$) scored over 50, indicating severe levels of posttraumatic stress disorder (PTSD). The most common psychological and behavioral symptoms observed in adolescents were as follows: withdrawal, lack of concentration, aggressive tendencies, nightmares, unusually poor grades in courses in which they had excelled prior to the earthquake, irritability, and increased reports of episodic daydreaming (Kalayjian, 1995).

Assessment of adolescents. Responses of adolescents differ somewhat from those exhibited by children and adults. Although a few research findings indicate the short-lived nature of responses by adolescents to disaster, very few studies focus on the frequency and the intensity of those responses. Milgram, Toubiana, Klingman, Raviv, and Goldstein (1988) studied seventh graders 9 months after a school bus disaster and found they had very few psychological symptoms. Nader, Pynoos, Fairbanks, and Frederick (1990) assessed children and adolescents after a sniper attack at their school and similarly found their posttraumatic stress symptoms decreased within 14 months after the trauma.

The adolescent disaster stress response differs from that of adults and children. Developmentally, adolescents are in a unique and inherently stressful stage, with distinct emotional and psychological needs (Rutter, Izard, and Read, 1986). In addition, adolescents do not have the advantage of increased age and multiple life experiences to rely on, as do adults. According to Hardin, Weinrich, Weinrich, Hardin, and Garrison (1994), who studied 1,482 South Carolina high school students a year after Hurricane Hugo, as exposure to the hurricane increased, so did symptoms of psychological distress. However, the study by Hardin et al. was limited, as are almost all the studies on natural disasters, by its inability to compare the baseline psychological distress scores of adolescents before and after the disaster. As a whole, the study revealed that social support and self-efficacy are inversely related to psychological distress, which reinforced studies of Baum, Fleming, and Davidson (1983), Fleming, Baum, Gisriel, and Gatchel (1982), and Murphy (1987). Social support was even a better protector against psychological distress than self-efficacy, reinforcing studies by Fleming et al., Berndt and Ladd (1989), and others, who found peer support to be essential for teens in distress.

Assessment of adults. Two hundred twelve adults (62% female) were interviewed in Armenia. The Reaction Index Scale was utilized. Over 80% scored in excess of 50 on the



Dr. Kalayjian training children's centers staff.

Reaction Index Scale, indicating severe levels of posttraumatic stress disorder (PTSD). Over 80% of those interviewed admitted to having at least five of the psychological symptoms listed (Kalayjian, Shigemoto, & Patel, 2010).

Community diagnoses. Community diagnosis is a term describing a community's response to a disaster. Diagnoses are utilized as classifications to express conclusions based on the data gathered in the pre-assessment, assessment, and analysis phases.

Diagnoses generally are abstract and broad labels, or definitions of phenomena that health professionals use to help clients, as well as communities, to change and improve. These labels, or inferences, are utilized to assist professionals in their planning and implementations of care (Kalayjian, 1995; Kalayjian & Eugene, 2010).

A thorough analysis of the assessment of the impact of the earthquake in Armenia and individual interviews conducted by the author revealed several diagnoses.

Community findings in Armenia Post-1988 Earthquake indicate that:

- 1) 86% of the children interviewed had severe PTSD.
- 2) 83% of the adolescents interviewed had severe PTSD.
- 3) 81% of the adults interviewed had severe PTSD.
- 4) 80% of the teachers interviewed in Leninakan (now Gumru) were survivors themselves.
- 5) Over 79% of the leaders and government officials interviewed from the quake zone were survivors themselves.
- 6) 80% of the mental health professionals interviewed from the quake zone exhibited signs of burnout.
- 7) 98% of the survivors in the earthquake zone did not have a mental health professional available to provide care.
- 8) There was only one community mental health outpatient clinic in Leninakan (Gumru) established by the first author.
- 9) Spitak and some 56 affected villages had no mental health providers or centers.
- 10) There were 39.2 physicians for every 10,000 people in Armenia (Kalayjian & Eugene, 2010).

Mental Health Outreach Project: Short-Term Planning

The author coordinated the dispatch to Armenia of teams of Armenian-speaking mental health professionals from the United States, Canada, and Europe, necessary to provide direct patient care. Fluency in the Armenian language, some knowledge of the culture, and emotional stability were key criteria in the selection of the volunteers. Based on the author's experience, those without knowledge of the language and culture arrived at erroneous conclusions in their assess-

ments of the survivors' mental health and further drained the limited resources of the community by requiring translators. Over 50 professionals were deployed over a 1-year period.

Each interdisciplinary team included a psychiatrist, a psychologist, and a psychiatric nurse or psychiatric social worker. Interdisciplinary groups were helpful in many ways. First and foremost, they were to be role models for the professionals in Armenia, where not only did the psychiatrists and psychologists not work collaboratively, but they were also supervised by different governmental ministries. Psychiatry was supervised by the Ministry of Health, but Psychology was supervised by the Ministry of Education. At that time psychologists were not permitted to care for clients, and there were no psychiatric nurses or social workers. There were a handful of psychotherapists in Yerevan who were psychiatrists with a year of post-psychiatry training, which frequently took place in Moscow or Leningrad. Each mental health outreach team remained in Armenia for 15–22 days and provided services at the major disaster sites.

Each team was also joined by a psychiatrist and/or a psychologist from Armenia for the purposes of training, education, and role modeling. This was a successful attempt at involving and empowering the survivor community, and expanding the knowledge and practice of psychology.

The author provided orientation sessions and workshops in the United States for the volunteer professionals who agreed to serve in Armenia. These sessions were designed to inform, educate, and empower the volunteers. These goals were accomplished through a step-by-step plan using the seven-step Biopsychosocial and Eco Spiritual Model (Meaningfulworld.com, n.d.).

Implementation

Implementation means putting a plan into effect. This phase directly follows planning, and is followed by the evaluation phase. Implementation is based on specific, unique needs of survivors and their community.

It is absolutely essential to have highly trained and expert mental health professionals conducting the interventions and implementing the plan of care. The planning phase, emphasizing the short-term goals, began in February 1989 and was re-evaluated and modified 6 months later, in August 1989, and repeated with each team of MHOP outreach. During this initial planning phase, six mental health teams were sent to Armenia to help the survivors of the earthquake, with a total of around 50 volunteers. Each team helped over 3,500 earthquake survivors in Yerevan, Leninakan, Kirovakan, Spitak, and five other villages.

The Mental Health Outreach volunteers possessed expertise in a variety of theoretical methods, and thus clinical approaches also varied. Therapeutic techniques utilized included art therapy, biofeedback, a coloring storybook, drawings (structured and unstructured), family therapy, group therapy, instruction booklets, logotherapy, meditation, play therapy, pharmacotherapy, and short-term psychotherapy. No single clinical intervention alone would have been successful to treat all post-quake symptomatology (Kalayjian, 1995).



Dr. Kalayjian engaging in movement therapy.

Six Month Follow-Up

A 6 month follow-up evaluation conducted by the first author in Armenia revealed that those survivors ($n = 180$) who received care from the MHOP's professional teams were:

- 1) Coping more effectively (78%), based on one-to-one interviews and the survivors' own anecdotal reports.
- 2) Less depressed (50%), based on the interview process and the survivors' own observations.
- 3) Scored lower on the PTSD Reaction Index Scale (80%) (Kalayjian, 1994).

In comparison, those survivors who did not receive care from the MHOP's professional teams expressed feelings of hopelessness, helplessness, anger, despair, and apathy. These same survivors, immediately after the quake, were working together cohesively, struggling to survive, helping one another and hoping that, with the coming of spring, they would spring back to a more stable life. Instead, they had nothing but tanks, tents and makeshift sheds for basic shelter, air polluted with dust due to the rubble, no running water in many places for 15 hours a day, and no electricity for several hours a day. Only about 50% of the survivors had homes, 30% were in shelters, and the remaining 20% had relocated to other parts of what was then the Soviet Union or to the United States (Kalayjian, 1995).

The author then recommended the following interventions:

- 1) Collaborate with and motivate American philanthropic organizations which have enormous resources at their disposal to expedite the reconstruction process.
- 2) Continue on-site clinical interventions using the MHOP professional teams for longer stays. The longer time would allow for follow-up and long-term treatments.
- 3) Engage in on-site education and training of teachers, psychologists, psychiatrists, and other health professionals, as well as invite them to the United States. The purpose of this emphasis is to reach a larger num-

ber of survivors and to empower Armenia's professionals by providing them with the necessary instruments, knowledge, and expertise in PTSD to help themselves and their communities.

- 4) Develop community mental health clinics in the affected cities of Leninakan, Kirovakan, and Spitak in order to provide easy access to care for the community.
- 5) Collaborate with the mental health professionals in Armenia and Moscow to conduct joint scientific research studies.
- 6) Provide training and orientation for those professionals providing field relief work in Armenia; upon their return, provide them with support groups and debriefing sessions.

One Year Follow-Up

The author returned to Armenia in April 1991 to evaluate the MHOP and gather more data for the ongoing research. The outpatient clinics in Leninakan (managed by Earthquake Relief Fund for Armenia (ERFA)) and Kirovakan were in place and both clinical care and training were taking place. Two MHOP team members stayed in Armenia for 1 year, to supervise, train, and conduct clinical work. About 40% of the survivors who visited the clinic had severe PTSD and 15% suffered from major depressive disorders. According to Vasken Manoukian (Kalayjian, 1995), the then Prime Minister of Armenia, only 19% of the housing had been completed, leaving thousands of Armenian refugees in need of homes. About 90% of the refugees interviewed by the author had severe levels of PTSD. They had escaped the beating, rapes, and torture by the Azerbaijanis.

Survivors who attributed a positive meaning to their experiences focused instead on the present moment and the meaningful experiences they had gained by helping or receiving help from one another and from the world. One survivor from Armenia stated: "Look at how the world has come to help us (the Armenians); the closed Soviet system has opened its doors; there is more communication, caring, and sharing" (Kalayjian, 1995).

According to the author's research findings (1991b), 20% of the survivors in Armenia were convinced that they were indomitable, echoing the words of Nietzsche (1956), who said, "That which does not kill me makes me stronger."

Use of Humor

Black humor was used generously to distance survivors from the enormity of the trauma and from the crippling pain of multiple losses and to help them transform their suffering. The following is an example of such humor: "Ara, a survivor, is half buried under a massive boulder. His brother is stand-

ing on top of the boulder, engaging him in conversation to keep him alive until rescue forces arrive. After a couple of hours Ara moans "I am cold, I am cold!" His brother replies jokingly: "Shall I throw another boulder onto you?"

Five Year and 10 Year Follow-Up

The author returned to Armenia every 3 years to continue the educational programs, to supervise the MHOP teams, as well as to conduct healing circles. Due to the conflict with Azerbaijan, the Armenian government was placing priority on protecting the borders rather than focusing on the survivors' needs. The levels of PTSD had decreased to 25%; those who had received emotional healing previously reported functioning much better, with fewer symptoms of trauma. The MHOP teams extended the outreach to other groups of people, such as refugees from Baku and Azerbaijan.

Twenty Year Follow-Up

The author returned with her team for another follow-up in 2009. Other refugees were expressing tremendous need for emotional healing. Horizontal violence had set in, as the local Armenians were angry at the refugees, while the refugees were feeling left out, and discriminated against. Many programs were set in place for post-trauma healing, empowerment, and education.

The author helped establish several psychological centers to work with earthquake survivors, including mobile clinics in a minivan driving around the villages. Stress centers and psychological centers were established in cities affected by the earthquake—such as Stepanavan, Vanadzor, and Gyumri. A Mental Health Foundation was established (A. Vardanyan) specifically to raise funds and awareness for the mentally challenged. Many psychological associations, such as the Psychoanalytical Association, although not organized well, were established. The author emphasized the importance of media exposure, to make psychology a household word. She appeared on television and radio, and gave public speeches to emphasize how to prevent mental illness, how to mitigate and intervene effectively, what signs to look for, etc. Media continue to have psychologists interviewed on talk-shows, and feature scenes with psychologists on TV shows.



Dr. Kalayjian giving a radio interview.

Advances in Psychology and Mental Health

Throughout the 25 years post-earthquake, psychology and mental health awareness have advanced tremendously. While pre-quake, psychologists did not engage in clinical practice, and instead worked in schools and research, and were supervised by the Ministry of Education only, now there are many psychologists in private practice, and there are many programs in psychology in several universities. Pre-

earthquake there were no programs in social work and advanced psychiatric nursing; now there are a few programs in each area that have been developed, and more are on the way.

After the quake, since 1990 academia has included the applied and clinical fields. Since 1992, a Department of Psychology was established at Yerevan State University (YSU) providing undergraduate and graduate programs. Students can pursue bachelor's and master's degrees in General, Social, and Personality Psychology. There are Master's Programs in the following areas: Organizational and Management Psychology, Psychology of Emergency and Crisis situations, Clinical Psychology and Psychotherapy, Political Psychology, Social Psychology, and Psychological Counseling.

Discussion

The author's most recent humanitarian outreach programs in Armenia in 2009 and 2011 revealed a continued need for psychological interventions for the following reasons: remaining fear and trauma from the earthquake, generational transmitted trauma of the Ottoman Turkish Genocide, ongoing Azeri conflict, challenges in the post-Soviet reconstruction, horizontal violence, influx of Armenian refugees from Iraq and Syria escaping the wars, and issues in practicing democracy in leadership.

Advancement in psychology has been consistent with the increased demands of the people of Armenia, as the aforementioned list of needs attests. Universities, communities, NGOs, and government have attempted to address the growing mental health needs of the people. Diasporan organizations also assisted in the healing process, such as the ABSA (Armenian Behavioral Science Association). ABSA completed a census of 304 U.S. behavioral scientists, which it published as the first Directory of Armenian-American Behavioral Scientists (Takooshian, 1989). The Association for Trauma Outreach and Prevention (Meaningfulworld.com) was the organization founded by this author, and it organized the first Mental Health Outreach Program post-quake in Armenia, which continues until today. The next humanitarian outreach program, assessing the 25 year impact of the earthquake, will take place in October 2013.

Recommendations for the Future

According to the author's observations and evaluations, there is the need for at least 20 year continued on-site clinical intervention programs with several vulnerable groups:

- 1) The earthquake survivors;
- 2) The refugees from Azerbaijan, Iraq, and Syria; and
- 3) The leadership.



Providing a training program at the State University of Armenia.

To conclude, in Armenia, when addressing psychological needs, it is recommended that a 20-year plan be established for schools in clinical psychology, public health, social work, and nursing, on clinical, applied, and research levels. Although there are many new developments, such as the fact that the Armenian General Benevolent Union and the University of California have founded the American University of Armenia, many doctoral programs in psychology and behavioral health are needed. Also needed is the establishment of a central clinical

certification process. More programs are needed in clinical psychology as well as in other specialty programs, such as social work, counseling, and psychiatric nursing.

References

- Basoglu, M., Salcioglu, E., & Livanou, M. (2009). Single-case experimental studies of a self-help manual for traumatic stress in earthquake survivors. *Journal of Behavior Therapy and Experimental Psychiatry*, 40, 50–58.
- Baum, A., Fleming, R., & Davidson, L. M. (1983). Emotional, behavioral, and physiological effects of chronic stress at Three Mile Island. *Journal of Counseling and Clinical Psychology*, 51, 565–572.
- Berndt, T. J., & Ladd, G. W. (1989). *Peer relationships in child development*. New York, NY: Wiley and Sons.
- Fleming, R., Baum, A., Gisriel, M., & Gatchel, R. (1982). Mediating influences of social support on stress at Three Mile Island. *Journal of Human Stress*, 8, 14–22.
- Frankl, V. E. (1978). *The unheard cry of meaning*. New York, NY: Simon and Schuster.
- Frederick, C. J. (1986). Children traumatized by catastrophic situation. In S. Eth & R. Pynoos (Eds.), *Post-traumatic stress disorder in children* (pp. 73–99). Washington, DC: American Psychiatric Press.
- Gleser, G. C., Green, B. L., & Winget, C. (1981). *Prolonged psychosocial effect of disaster: A study of Buffalo Creek*. New York, NY: Academic Press.
- Goenjian, A., Walling, D., Steinberg, A., Roussos, A., Goenjian, H., & Pynoos, R. (2009). Depression and PTSD symptoms among bereaved adolescents 6 1/2 years after the 1988 Spitak earthquake. *Journal of Affective Disorders*, 112(1), 81–84.
- Hardin, S. B., Weinrich, M., Weinrich, S., Hardin, T. L., & Garrison, C. (1994). Psychological distress of adolescents exposed to Hurricane Hugo. *Journal of Traumatic Stress*, 7(3), 427–440.
- Ishkhanian, R. (1989). *Badgerazart dadmountioun hayotz* [A pictorial history of Armenians]. Armenian SSR: Arevig Press.
- Jordan, R. P. (1978). The proud Armenians. *National Geographic*, 153, 846–873.
- Kalayjian, A. S. (1991a, October). *Genocide, earthquake, and ethnic turmoil: Multiple traumas of a nation*. Paper presented at the 7th Annual Convention of the International Society of Traumatic Stress Studies, Washington, DC.
- Kalayjian, A. S. (1991b). *Meaning in trauma: Impact of the earthquake in Soviet Armenia*. Paper presented at the VIII World

- Congress of Logotherapy, San Jose, CA.
- Kalayjian, A. S. (1994). Mental health outreach program following the earthquake in Armenia: Utilizing the nursing process in developing and managing the post-natural disaster plan. *Issues in Mental Health Nursing*, 15(6), 533–550.
- Kalayjian, A. (1995). *Disaster & mass trauma: Global perspectives on post disaster mental health management*. Long Branch, NJ: Vista Publishing.
- Kalayjian, A. (2005, September). *Eight stages of healing from mass trauma*. Presentation at the United Nations, New York, NY.
- Kalayjian, A., & Eugene, D. (2010). *Mass trauma and emotional healing around the world: Rituals and practices for resilience and meaning-making*. New York, NY: Praeger, ABC-CLIO, LLC.
- Kalayjian, A., Shigemoto, Y., & Patel, B. (2010). Earthquake in Soviet Armenia: Coping, integration, and meaning-making. In A. Kalayjian & D. Eugene (Eds.), *Mass trauma and emotional healing around the world: Rituals and practices for resilience and meaning-making* (pp. 1–21). New York, NY: Praeger, ABC-CLIO, LLC.
- March, J. S., Amaya-Jackson, L., Murray, M. C., & Schulte, A. (1998). Cognitive behavioral psychotherapy for children and adolescents with posttraumatic stress disorder after a single incident stressor. *Journal of the American Academy of Child and Adolescent Psychiatry*, 137, 585–593.
- Meaningfulworld.com. (n.d.). Stage III: Cultivating a meaningful-world view & seeds of forgiveness. Retrieved from http://meaningfulworld.com/index.php?option=com_content&task=view&id=233&Itemid=24
- Milgram, N., Toubiana, Y., Klingman, A., Raviv, A., & Goldstein, I. (1988). Situational exposure and personal loss in children's acute and chronic stress reactions to a school bus disaster. *Journal of Traumatic Stress*, 1(3), 339–352.
- Murphy, S. A. (1987). Self-efficacy and social support: Mediators of stress on mental health following a natural disaster. *Western Journal of Nursing Research*, 9(1), 58–86.
- Nadar, K., Pynoos, R., Fairbanks, L., & Frederick, C. (1990). Children's post-traumatic stress disorder reactions one year after a sniper attack at their school. *American Journal of Psychiatry*, 147(11), 1526–1530.
- Nietzsche, F. (1956). *Birth of tragedy and other genealogy of morals*. New York, NY: Doubleday.
- Rutter, M., Izard, C. E., & Read, P. B. (1986). *Depression in young people: Developmental and clinical perspectives*. New York, NY: Guilford Publishing.
- Simon, P. (1989). U.S. Government should do more to help Armenian rebuild. *Journal of Armenian Assembly of America*, 16, 3–4.
- Sullivan, G. (1988, December 9). Pressing rock masses mark center quake. *The New York Times*, p. 16.
- Takooshian, H. (Ed.). (1989). *Directory of Armenian-American behavioral scientists*. New York, NY: Armenian Behavioral Science Association publication #1. (2/e, 1991) (3/e, 1995).
- Viviano, F. (2004, March). The rebirth of Armenia. *National Geographic*, 205(3), 28–49. Retrieved from Military and Government Collection database.
- Walker, B. (1991, April 5). *Armenia at crossroads* [Television broadcast]. Los Angeles, CA: CBS News.

Author's Note:

Gratitude to Jennifer De Mucci, Dr. Kathy Tiner, Kathryn Mendoza, Ani Jilozian, all other volunteers, and Seta Papazian for editorial assistance, as well as to all of our collaborators in Armenia.

Psychology in Armenia After the 1988 Earthquake: 25 Years Later

Srbuhi Gevorgyan

Armenian State Pedagogical University
gevorgyan_26@mail.ru

Meri Avetisyan

Armenian State Pedagogical University
meryavus@yahoo.com

Harold Takooshian

Fordham University
takoosh@aol.com

Abstract

How is psychology developing in the fast-changing Republic of Armenia? This brief overview describes the past 25 years, since the monumental earthquake of December 7, 1988 devastated this tiny Republic. This report combines published with unpublished sources to offer an unusual look at the intersection of events, programs, and people shaping psychology in this beleaguered region.

How was psychological science and practice in the Republic of Armenia developed since the immense earthquake of 1988? In 1992, psychologist Hagop Pambookian predicted this:

The developments in psychology in Armenia will likely include (a) an emphasis on the application of psychology to everyday life and on psychology practica in the psychology curriculum; (b) the organization of activities and seminars/ workshops for psychology students, and other interested scientists and individuals; (c) an expansion of information and instructional psychology programs in television; (d) the translation, adaptation and/or development of psychological tests for use ... (e) the easy availability of psychological services to those in need and (f) the reorganization of Armenian Psychological Association (pp. 23–24).

A look back 25 years later confirms Pambookian's original vision. Two major events—the 1988 earthquake and the 1991 collapse of the Soviet Union—deeply impacted the development of psychology in Armenia, in at least a few ways: (a) an influx of volunteer experts from Russia, Europe, and the USA, (b) opening of new centers, and (c) expansion of existing institutions. This brief report offers an overview of this post-earthquake era.

The Earthquake and a New Era of Psychology

At 11:41 am on December 7, 1988, a massive earthquake struck the Caucasus region, including Armenia. This measured 6.9 on the Richter scale, destroying 40% of the Republic in the northwestern regions (Spitak, Gyumri, and Vanadzor), killing over 25,000 people, and traumatizing untold thousands who lost their families, friends, and homes. It was morning, so children were in school, and people at work. Buildings were frail, and rescue attempts were hampered by a lack of resources (Moro, 2004). People lacked knowledge about behaving in emergencies, and the country itself lacked post-disaster experts to cope with such a tragedy—including psychologists to counsel survivors. This tragedy was so cataclysmic that the world press that day were stunned to watch Soviet Premier Mikhail Gorbachev suddenly flee his long-awaited “power lunch” in New York City with U.S. President Ronald Reagan, in order to rush to remote Armenian villages to view this tragedy firsthand.

Armenia and the Soviet Union quickly sought humanitarian help from all over the world. Many international humanitarian organizations came to provide essential triage. Doctors from *Médecins Sans Frontières* (MSF), a global organization working in this region, reported profound psychological problems among survivors (especially children), which engaged psychologists and psychiatrists from these organizations. Russian psychologist Konkov also emphasized the urgency of psychological help to survivors, because many of them might have psychological trauma (Cooper, 1988). In addition to a shortage of local specialists, those available were lacking in experience working with disaster survivors. One psychologist in the affected region in an interview with *The New York Times* emphasized that “psychologists and psychiatrists from other countries could be a great help, especially Armenian psychologists and psychiatrists who live and work in other countries” (Cooper, 1988). Indeed, this help followed shortly, with Armenian-ancestry therapists volunteering to train indigenous specialists.

Moro (2004), the technical head of MSF in Armenia, documented the situation in Armenia after the earthquake, and the steps that were undertaken to simultaneously provide psychological support to families (especially children), and train specialists to provide further services. She emphasized the shortage of practical psychologists to provide psychological help and counseling to those traumatized from the earthquake. She found there was a “devitalised concept of psychoanalysis” which was not acceptable for such professional intervention programs.

On one hand, there was a high demand for psychological counseling, but on the other hand, foreign psychologists faced a number of obstacles. First, people were skeptical that Western psychologists could help them. Second, it was nearly impossible to provide psychological services, because foreign psychologists were unable to understand the Armenian mentality (Moro, 2004). However, enormous efforts had been invested to ensure the provision of psychological help to survivors and allocation of necessary time to train Armenian specialists for further work.

In 1989 several psychological centers were established, to work with earthquake survivors. Stress centers and psychological centers in cities affected by the earthquake—such as Stepanavan, Vanadzor and Gyumri—were established right after the earthquake. Some psychological services such as “Apaga” (“Future”) in Yerevan, and “Arevamanuk” in Gyumri evolved into multi-purpose psychological services.

Within these developments, many practical psychologists started to work in the areas of behavioral psychology (Samvel Khudoyan), neurolinguistic programming (NLP) (Ruben Nagdyan), and psychoanalysis (Anjela Vardanyan and Ara Chalikyan). Many psychological associations such as the Psychoanalytical Association were established, with a goal to promote practical psychology in Armenia. Media also promoted practical psychology by involving psychologists in talk shows, providing columns for psychologists in magazines and newspapers, and even featuring scenes with psychologists in TV series.

Based on these developments, there is now “*an emphasis on the application of psychology to everyday life*” and an “*easy availability of psychological services to those in need.*” However, the lack of quality assurance and a professional certification system for practical psychologists makes it impossible to speak about the quality of these psychological services.

Applied Psychology in University Curricula

The fall of the “Iron Curtain,” open exchange with Western societies, and media influence have also raised interest in psychology as a profession in the general public, and triggered the development of psychology educational programs in universities.

Psychology as an academic discipline dates from the early 20th century when Gurgen Edilyan founded the first psychology laboratory in Armenia. But for many years, applied psychology as a scientific discipline was highly underdeveloped. During the Communist period psychology was influenced by Russian psychological schools focused mainly on education (pedagogical psychology) and developmental psychology (Jeshmaridian & Takooshian, 1994). Other areas such as sports and personality psychology have become the subject of scholarly interest after the 1960s (Nalchajyan & Takooshian, 1997; Pambookian, 1992). Furthermore, since 1990 academe has also included the applied fields of psychology in the research and teaching agenda following the establishment of psychological services after the earthquake.

Along with increased interest in counseling psychology, other fields of applied psychology have also grown popular—such as legal, military, forensic, and management psychology—leading to new undergraduate psychology programs in both public and private universities.

One key educational institution awarding degrees in psychology is the Armenian State Pedagogical University (formerly Institute, hereinafter ASPU). At ASPU prior to 1990, teaching and research in the area of psychology had been mainly conducted within the Faculty of Preschool Pedagogy and Psychology. A new Faculty of Psychology and

Pedagogy (currently a Faculty of Psychology of Education and Sociology) provides a specialized 5-year degree in psychology, founded in 1996. Faculty members (Sergey Arzumanyan, Srбуhi Gevorgyan, and others) collaborated with the Ministry of Defense and law enforcement agencies to start new programs training psychologists for these areas. Chairs of Developmental and Applied Psychology, Theory and History of Psychology, Age and Pedagogical Psychology have major input in the development of specific fields of psychology, such as legal, social, and military psychology.

Since 1992, a newly founded Department of Psychology at Yerevan State University (YSU) has been providing psychology education—first as a 5-year degree, which was then transformed to undergraduate and graduate programs. Within three Chairs of Psychology—General, Social, and Personality Psychology—students pursue bachelor's and master's degrees. There are Master's Programs in the following areas: Organizational and Management Psychology, Psychology of Emergency and Crisis situations, Clinical Psychology and Psychotherapy, Social and Political Psychology, Psychology of Personality, and Psychological Counseling. Moreover, a Center for Applied Psychology adjacent to the YSU Department of Psychology was founded in 2008 to provide training and seminars for students, employees, and the general public.

In response to public interest in the specialization of psychology, Faculties/Departments providing psychology education have been formed in other universities as well. From 2002, Russian-Armenian (Slavonic) State University established a Faculty and Department of Psychology providing education in psychology. Since 2009 it has awarded master's degrees in Personality Psychology, Psychology of Management, and Political Psychology.

Yerevan State Linguistic University after V. Bryusov, and State Pedagogical Universities in Gyumry and Vanadzor have programs awarding the degree of Psychologist-Pedagogue. Furthermore, master's degree programs are available at the Public Administration Academy of RA and at the International Scientific-Educational Center at the National Academy of Science of RA. There is also a Department of Medical Psychology at Yerevan State Medical University.

Apart from the state universities, specialization in psychology can be pursued at private universities as well. Most of them have established Faculties/Departments of Psychology and Pedagogy which are currently undergoing accreditation processes. Among key private universities is "Urartu" University of Practical Psychology and Sociology, which was established in 1991, and recently accredited by the Ministry of Education and Science. Indeed, psychology education in Armenia has made a great step forward and the "*emphasis on the application of psychology on psychology practica in the psychology curriculum*" is evident.

All contemporary developments have widened opportunities for scholars to receive doctoral degrees in psychology. As noted earlier (Jeshmaridian & Takooshian, 1994), research degrees in all scientific disciplines in Armenia still have a two level structure: Candidate of Sciences (equivalent to a PhD degree) and Doctor of Psychology. In Armenia before 2000,

there were only two doctors of psychology, Karlen Voskanyan and Sergey Arzumanyan. Now there are 10 Doctors of Psychology in different fields (Vladimir Karapetyan, Gayane Shahverdyan, Mels Mkrtumyan, Naira Hakobyan, Hrant Avanesyan, Srбуhi Gevorgyan, Svetlana Harutyunyan, Asya Babayan, Samvel Khudoyan, and Vazgen Margaryan). Moreover, there is a scientific committee eligible to award a "Candidate of Psychological Sciences" degree in several fields, such as developmental and educational psychology, theory and history of psychology, legal psychology, political psychology, and social psychology, without involving external members. This committee is also eligible to award Doctor of Psychology degrees after involving eligible academics from abroad. However, this system is centralized, and remains unreformed since establishment in the Communist period.

Development of Psychology Research

In the Communist era, education and research focused mainly on issues of education (pedagogical psychology) and development (Jeshmaridian & Takooshian, 1994). However, individual efforts have been made to advance psychology research also in other directions.

Since 1970 Professor Sergey Arzumanyan has been actively engaged in research on juvenile offenders. He developed a psychological concept of "criminogenic" attitudes, the process of becoming an offender, and an early psycho-social prevention approach to criminal behavior with a new area of Legal Psychology in Armenia—Psychology of Social Pathologies.

Organizational or management psychology—specifically psychological causes of conflicts in civil service organizations—in Armenia and other related topics of social psychology were the focus of research of Professor Srбуhi Gevorgyan, who conducted large-scale research on interpersonal conflicts in civil servants in Armenia. The latter work led to a new system introduced in Armenia since 2000.

As noted in a few reports (Jeshmaridian & Takooshian, 1994; Nalchajyan & Takooshian, 1997; Pambookian, 1992), the most popular fields before 1988 were developmental (age) and educational (pedagogical) psychology. The popularity of these areas did not diminish with the development of applied psychology. Issues of child development, teaching, and learning were discussed in scientific articles. Recently, Dr. Samvel Khudoyan introduced his theory of "functional periodization of lifelong development and crisis of life span development."

Military psychology is the focus of research by Vazgen Margaryan, Zarzand Asatryan, and others. The Ministry of Defense is very interested to facilitate the development of military psychology.

Still, experimental and laboratory research remains underdeveloped in Armenia. The Experimental Laboratory at ASPU, the Scientific-Research Laboratory on Psychology of Personality and Professional Activities, and the Laboratory of Experimental Psychology at YSU, all lack funding and modern equipment (e.g. EEG, AM Tracks, and other modern tech-

niques) that inhibit work in neuropsychology, in brain/cognition, and on other contemporary topics in psychology.

Cooperation with Diaspora Armenians

For most of the 20th Century—following the massive 1915 genocide of Armenians in Turkey—about half of the world's five million Armenians have lived in a global diaspora, outside the Republic of Armenia—nearly one million of these in North America (Takooshian, 1995). When the earthquake struck in 1988, there was a massive outpouring of assistance by governments and hundreds of private organizations.

One of these was the new Armenian Behavioral Science Association (ABSA). By good coincidence, ABSA was launched 13 months earlier—on August 21, 1987 in New York City—by six scientists representing six fields: psychology, psychiatry, political science, social statistics, sociology/anthropology, and social science. Though Armenian-American behavioral scientists are few in number, many of these are leaders in their specialty, such as: Hagop Akiskal (emotions), Harout Armenian (public health), Seth Arsenian (humanistic psychology), Edmund S. Gergerian (EMDR/psychotherapy), Armen Goenjian (psychiatry), Harold Goolishian (family therapy), Ani Kalayjian (disaster/trauma), and Alen J. Salerian (forensic psychiatry). As one of the six co-founders of ABSA in 1987, psychologist Harold Takooshian spent 4 months on a Fulbright to the USSR in 1987–1988, where he conducted an unprecedented census of psychologists in the Republic of Armenia.

When the earthquake struck in 1988, ABSA provided a timely framework for well-intentioned U.S. scientist-practitioners to reach out to their colleagues in Armenia on two levels, and in several ways.

First, ABSA arranged several programs for U.S. experts to work with Armenia. (a) **U.S. census.** ABSA completed a census of 304 U.S. behavioral scientists, which it published as the first *Directory of Armenian-American Behavioral Scientists* (Takooshian, 1989). This number grew from 304 in 1989, to 433 in the second edition in 1991, then 506 in the third edition in 1995. (b) **Programs.** ABSA members also published a national *ABSA Bulletin*, presented awards to outstanding scientists, and sponsored professional workshops and public symposia at local, regional, and national meetings. (c) **Outreach.** Several U.S. teams visited Armenia as short-term or long-term volunteers, either in direct service/consultation, or as trainers of Armenian colleagues. The heads of these teams included key U.S. experts like Armen Goenjian, Haikaz Grigorian, Shakeh Kaftarian, Ani Kalayjian, Meliné Karakashian, Shaké Toukmanian, and A. Diana Zacarian.

Second, ABSA encouraged specialists in Armenia to cooperate with U.S. colleagues. (d) **Census in Armenia.** ABSA completed a census of 130 psychologists in Armenia, which was published as a *Directory of Psychologists in the Republic of Armenia* (Vardanian, 1990). This number grew from 130 psychologists in 27 programs in 1990, to 167 psychologists in 38 programs in the second edition in 1992.

ABSA also published a *Directory of Sociologists in the Republic of Armenia* (Pogosian, Kalayjian, & Takooshian, 1991), which grew from 53 sociologists in 15 programs in 1991, to 71 sociologists in 19 programs in the second edition in 1992. (e) **Training.** In 1990, ABSA received training grants from two sponsors—the Armenian Relief Society (ARS) and the Armenian Missionary Association of America (AMAA). In cooperation with the American Psychological Association (APA) and many volunteer experts, a team of eight specialists from Armenia addressed the 1990 APA meetings in Boston, while spending 1 month in the USA training with such mentors as therapist Albert Ellis, and hypnotists Herbert Robbins and Gabrielle Stutman (DeAngelis, 1990).

In the quarter century since 1988, psychologists in the USA and Armenia have grown visibly closer on many levels. For example, the American University of Armenia (AUA), launched on September 21, 1991, has become a premier graduate institution affiliated with the University of California system, which now links experts in the USA and Armenia. For many years AUA was headed by Haroutiune K. Armenian, MD, DrPH—a brilliant behavioral scientist-practitioner with Johns Hopkins University.

Publications and Other Scholarly Activities in the Field of Psychology

In early 1990s there were no psychology textbooks in the Armenian language. The textbooks for students were Armenian translations of two Russian books. The decentralization of science, the war, continued blockade, and Western influences on the development of science increased the need to have publications in Armenian. In the early 1990s Samvel Khudoyan had published the “Hogi” yearbook, where different scientific problems were introduced from other than a Soviet perspective. This was soon followed by other publications, such as *Handbook on General Psychology* (Albert Nalchajyan) in 1991 and then in 1997, *Handbook of Psychology* (Sergey Arzumanyan, 2002), *Practicum of Applied Psychology* (Sergey Arzumanyan, Vahan Sargsyan, & Sokrat Mkrtchyan, 2002), *Forensic Psychology Handbook* (Sergey Arzumanyan & Elda Grin, 2004), and *The Critical Ages of Individual Development* (Samvel Khudoyan, 2004).

Around 2000, new scientific peer-review journals on psychology started, such as *Psychology and Life* (founder Sokrat Mkrtchyan, “Zangak” Publishing house) and *Issues of Pedagogy and Psychology* (founder and editor Prof. N. Hakobyan). There are also other journals where psychologists can publish their papers. Several scholars (Armen Nersisyan, Samvel Khudoyan, and others) initiated production of psychotherapy CDs.

Besides publications, psychology scholars realized the need to exchange research results and to engage in scientific collaboration. For that purpose, a number of national and international conferences are organized each year in Armenia. Recent topics have included Contemporary Issues of Psychology Teaching in 2007 at YSU; The Problems of Personal Development in 2009; Contemporary Problems of Theoretical

and Applied Psychology in 2011 at YSU; and Crossroads of Psychology and Law at AUA in 2011. These events have definitely facilitated interdisciplinary dialogues between specialists in different areas of the social sciences. They bring together many prominent and well known scholars from all over the world, which enable Armenian scholars to have a clear understanding of global developments in psychology.

Conclusion

The past 25 years have seen the growth of applied psychology in Armenia. Indeed, the devastating earthquake emphasized the need for psychological services, and triggered a change in public attitudes toward psychology, abetting the rapid development of applied fields. Moreover, the collapse of the Soviet Union led to the elimination of censorship of academe, and to an open exchange with Western scholars—so local scholars became familiar with Western psychology, and implemented these approaches in their teaching and research.

The services of psychologists have become widely available to the public. Departments of applied psychology have opened in many universities, offering diverse degrees in psychology. Research in applied psychology has become more popular among scholars, resulting in journal publications (though mostly local). Still, many areas of applied psychology remain underdeveloped—especially areas involving neuropsychology and brain science, due to lack of funding and modern laboratories.

Despite the fall of the “Iron Curtain,” and the lack of formal obstacles for collaborating with established research institutions and scholars from the West, not many cross-cultural studies have been conducted in Armenia, and fewer studies have been published in highly-ranked international peer-review journals. Furthermore, despite being widely available, psychological practices lack a quality assurance mechanism. No institution is charged with certification and accreditation of practicing psychologists, who register their entities as companies with limited liability, and conduct their professional activity with a license designed for entrepreneurs. Despite these problems, we remain hopeful that psychology in Armenia has a bright future.

References

- Cooper, A. (1988, December 25). The earthquake children: Still afraid but resilient. Retrieved from: <http://www.nytimes.com/1988/12/25/world/the-earthquake-children-still-afraid-but-resilient.html>
- DeAngelis, T. (1990, August). Armenian earthquake survivors still suffer mental, physical pain. *APA Monitor*, 25.
- Jeshmaridian, S., & Takooshian, H. (1994, Spring). Country profile: Armenia. *Psychology International*, 5(2), 8–9.
- Moro, M. R. (1994). Earthquake in Armenia. Establishment of a psychological care center. In C. Chiland & G. Young (Eds.), *Children and violence. Vol. 11: The child in the family* (pp. 125–144). Northvale, NJ: Aronson.
- Nalchajyan, A., & Takooshian, H. (1997). *The development of psychological thought in Armenia* [in Armenian]. Yerevan, Armenia: Hogeban.
- Pambookian, H. (1992). Armenia. In V. S. Sexton & J. D. Hogan

(Eds.), *International psychology: Views from around the world* (pp. 13–24). Lincoln, NE: University of Nebraska Press.

Pogosian, G., Kalayjian, A., & Takooshian, H. (Eds.). (1991). *Directory of psychologists in the Republic of Armenia* (publication #5) (2/e, 1992). New York, NY: Armenian Behavioral Science Association.

Takooshian, H. (Ed.). (1989). *Directory of Armenian-American behavioral scientists* (publication #1) (2/e, 1991) (3/e, 1995). New York, NY: Armenian Behavioral Science Association.

Takooshian, H. (1995). Armenian-Americans. In J. Galens, A. Sheets, & R. V. Young (Eds.), *Gale encyclopedia of multicultural America* (pp. 109–122). Detroit, MI: Gale.

Vardanian, G. (1990). *Directory of psychologists in the Republic of Armenia* (publication #3) (2/e, 1991). New York, NY: Armenian Behavioral Science Association.

Links to Some Current Psychology Resources in the Republic of Armenia

Therapists: <http://doctors.am/en/doctors/category/180?page=1>

Disabilities: <http://sgmf.am/en/>

Psychology Centers: <http://www.doctors.am/en/doctors/yerevan/214>

Armenian State Pedagogical University: <http://www.armspu.am/faculties/In/en/f/25>

Yerevan State University: <http://www.yasu.am/faculties/en/Philosophy-and-Psychology>

American University of Armenia: <http://aua.am/>

Authors' Notes

S. Gevorgyan and M. Avetisyan contributed equally. Please address correspondences to Meri Avetisyan. E-mail: mervavus@yahoo.com

Srbuhi Gevorgyan is Doctor of Psychological Sciences, Professor, and Vice Chancellor of the Armenian State Pedagogical University. E-mail: gevorgyan_26@mail.ru

Meri Avetisyan, PhD, is Assistant Professor at the Armenian State Pedagogical University, and Visiting Scholar at the University of Basel, Switzerland.

Harold Takooshian, PhD, is Professor of Psychology and Organizational Leadership at Fordham University. E-mail: takoosh@aol.com

ICAP: Call for Presentations

On July 8–13, 2014, Paris is the site of the next historic International Congress of Applied Psychology. Many members of the APA international division will participate, and students are most welcome. The deadline to submit individual posters/papers is December 1, at www.icap2014.com/call-for-individual-papers-and-posters/68



XXXV Interamerican Congress of Psychology in Lima, Peru

Sixty-Two Years Building Psychological Bridges Across the Americas
July 12-16, 2015

Prof. Dr. Sheyla Blumen
Pontificia Universidad Católica del Perú
sblumen@pucp.edu.pe

Every 2 years, the Interamerican Society of Psychology (known as SIP for its acronym in Spanish: *Sociedad Interamericana de Psicología*), which gathers the main academic and professional psychologists of the Americas and Spain, organizes an Interamerican Congress of Psychology (ICP), involving approximately 3,000 participants, in one of the main cities of North, Central, or South America. In July 2015, after 12 years, Lima, Peru will become again the venue of an Interamerican Congress of Psychology (ICP). Peru has the distinction of having been the country that gathered the highest number of attendees in SIP's ICP history, reaching 4,000 participants in 1979. Furthermore, the 2003 ICP in Lima reached a high quality level, both in terms of the conference administration, as well as in the academic level achieved. Therefore, the current Organizing Committee is working tirelessly, in order to provide an excellent congress that surpasses expectations and welcomes all colleagues of the Americas.

This academic, professional, and cultural event will mark the 62nd Anniversary of the ICP, which began in 1953. The conference will feature parallel meetings, and host international symposia, round tables, oral presentations, workshops, and poster presentations, as well as offer special conversation spaces focused on the big issues of International Psychology. Keynote speakers will be invited following the International Scientific Committee's advice, and will consider the different topics and research lines of contemporary psychology.

Taking into consideration the cultural and touristic richness of Peru, spaces to facilitate guided visits to museums, galleries, and cultural centers will be offered, and there will be opportunities for participation in social activities alongside the Congress. Moreover, tours to visit the main touristic centers of Peru, before, and after the scientific event, will be offered. We welcome all researchers and professionals interested in submitting original scientific proposals that contribute towards the advancement of psychology to be considered by the Scientific Committee.

The main goals of SIP's XXXV Interamerican Congress of Psychology are as follows: (a) To promote psychological research and prevention and intervention programs in behavioral science developed in Peru and in the Americas; (b) To

establish links among the organizations and participants to facilitate collaboration in projects of common interest; (c) To promote the development of scientific and academic psychology in Peru and the Americas; (d) To facilitate the exchange of information and the establishment of networking among people interested in psychology; and (e) To support the community from the psychology perspective.

Peru is an ethnically and linguistically diverse and modern democratic country that promotes freedom of expression and freedom of gathering, as well as warmly welcomes tourists from every part of the world. Peru combines the richness of ancient cultures with the needs of a modern society that projects towards the future, and it is included in the international tourist circuit. Access to information and communication technology (ICT) is satisfactory, and there is relatively easy access to the Internet, even from the public cabins, and some open parks in the city of Lima. Moreover, Lima is a lively modern and beautiful city which copes with challenges including its Pre-Inca, Inca, and Viceroy Legacies, and which reflects the Spanish influence, as well as the Republican development which extends until the present day. Furthermore, Lima offers a variety of lodging facilities that fit every budget as well as world class museums. Moreover, Lima is a world renowned culinary destination.

Peru is a centralized country, and 25 out of 48 psychology programs nationally accredited (CONAFU, 2013) function in the city of Lima. Moreover, there are three psychology programs that are internationally accredited, including the Pontificia Universidad Católica del Perú (PUCP), which was the first to be accredited, in 2010, for 6 years. Among the scientific peer-reviewed indexed publications, only the *Revista de Psicología* (PUCP) which is celebrating its 30th Anniversary of continuing publishing since 1983, is indexed in PsycINFO (since 1993).

Peru has successfully organized three Interamerican Congresses, under the presidencies of Dr. Alberto Seguíñ (†) (1967), Dr. Reynaldo Alarcón (1979), and Dr. Cecilia Thorne (†) (2003), following scientific rigor, and collaborative work among universities, and societies of psychology, both in and out of Peru. Three thousand participants are expected from the diverse Societies of Psychology, from the representatives of the main scientific societies of the Americas, and from professionals and students of the behavioral sciences, both from the Americas and from Spain.

The Organizing Committee started its functions in August 2013 with a call to collaborate sent to every Peruvian Program of Psychology, inviting the deans and heads of departments to join us. Also, the representatives and presidents of the main scientific societies, psychology unions, and the APA branch in Peru, were invited, along with the representatives of the public and private institutions linked with the psychological activities in Peru. Under the current presidency of Dr. Judith Gibbons, President of SIP, the following positions were elected for the next XXXV Interamerican Congress of Psychology: Dr. Matilde Ruez as Honorary President, Dr. Sheyla Blumen as the President of the Organizing Committee, Dr. Reynaldo Alarcón as the President of the Interna-

tional Scientific Committee, and Dr. Patricia Martinez as the President of the National Scientific Committee.

The Pontificia Universidad Católica del Perú (PUCP), ranked No. 23 in Latin America (QS World University Rankings, 2013) and No. 1 in Peru, will be the venue of SIP's XXXV Interamerican Congress of Psychology. The PUCP is the academic leader in the formation of psychologists in Peru, and was the first to become internationally accredited. It has modern installations, free Wi-Fi all throughout the campus, as well as cafeterias, restaurants, wide green areas, and spaces for collaborative and virtual work. Moreover, the PUCP provides high quality tertiary education, promotes research and scientific publications, as well as social responsibility, towards the building of new knowledge, establishing a leadership with legitimacy among its peers and society at large. Furthermore, the PUCP promotes academic and scientific development in the country, and is a legitimate authorized source of opinion when discussing the main problems of Peru. It has consolidated its relevant social actor role towards development and democracy in Peru. Also, the PUCP has established alliances and agreements among the main public and private universities nationwide that provide an important platform to facilitate services in the organization and execution of an international conference of high quality, as is the tradition in the Interamerican Congresses of Psychology. Moreover, the PUCP has officially given its support as the venue of SIP's XXXV Interamerican Congress of Psychology.

In conclusion, we hope that Lima will constitute an excellent intercontinental scientific space for discussion of the most significant topics of contemporary psychology, for establishing and consolidating social and professional networks, and for facilitating theoretical and practical interchange, relevant to psychologists and health professionals, as well as to policy makers on the impact of psychology in the Americas as well as in Peru. You are cordially invited to contribute to SIP's XXXV ICP scientific program by submitting your work for review and by attending the Congress.



Meanwhile in the Fertile Crescent: The Role of INGOs to Promote Peace, Charity, and Healing in the Middle East

Justin Oreizi

and

Ani Kalayjian, Ed.D.

*The Association for Trauma Outreach
& Prevention, Meaningfulworld*

joreizi@uoregon.edu

drkalayjian@meaningfulworld.com

Abstract

Since the creation of the United Nations, countries around the world have championed the cause of human rights. Human rights are so pertinent to the survival of the human race that they are enforced by and through international law, and occasionally through military intervention. The burden of liberation and human rights activism has been shifted in part to the realm of International Non-Governmental Organizations (INGOs), which provide for displaced and disenfranchised peoples, among other activities. The Association for Trauma Outreach & Prevention (ATOP), Meaningfulworld, is an example of how effective an INGO can be in developing a standard of reconciliation, forgiveness, and activism that is required by all parties in need of healing. In addition to Palestine, ATOP Meaningfulworld also contributes to aid campaigns in Haiti, Israel, Syria, Lebanon, Kenya, Rwanda, Burundi, DR Congo, Sierra Leone, and Jordan among other countries.

Since the creation of the United Nations, countries around the world have championed the cause of human rights. Human rights are pertinent to the survival of the human race, and are enforced by and through international law. Yet we are ever so cognizant of the deteriorating state of human rights in Palestine, Syria, and the greater Middle East, as well as in Africa. It has been 65 years since al-Nakba (the 1948 Palestinian exodus), and 77 years since Syrian Independence from France, and yet today the story of these two countries is about the worsening situations of their people(s). And yet as we applaud and praise the work of the United Nations and its efforts to ensure human rights in every corner of the globe, we are ever more drawn to the harrowing plight of dead infants, mothers, and children almost every single night while watching the news. It is not so much about the validity of an international organization to police, protect, and provide for the human race, rather it concerns the current situation and International Non-Governmental Organizations (INGOs) like Meaningfulworld, and the questions about how quickly one can help. What is the most efficient way to serve the needs of those underserved? The purpose of this paper is to examine and discuss the human rights situations in both Palestine and

Syria and the rights of those people(s) to peace.

Of all the peoples in the entire world perhaps none other than the Palestinians have come to define the human rights struggle. Displaced, disenfranchised, and disregarded, the Palestinians continue to persevere in the face of great oppression. It has been 5 years after the diamond anniversary of al-Nakba but all Palestine receives is coal, on a good day. Even with Articles 1 and 55 of the Charter of the United Nations affirming the right of self-determination for the Palestinian people, they are merely an observer. It should be carefully noted that despite the United Nations' assertion of Palestine as an observer state, the majority of countries voted for the right of self-determination for the Palestinian people(s). Again it is the Charter of the United Nations that affirms the trajectory of the Palestinian territories to not be occupied but to be granted independence from Israel, thus affirming the two state solutions. At the 50th meeting of the Human Rights Council in March of 2013, countries overwhelmingly voted to support and champion the cause of the Palestinian people as seen by the following quote: "All Member States and relevant bodies of the United Nations system to support and assist the Palestinian people in the early realization of their right to self-determination" (United Nations, Human Rights Council, 2013b). While this statement brings joy to the hearts of those who support human rights, it is the lack of universal support that remains troubling. Although the United States at the current moment does not support the proposition to amend Palestine as a free state, ATOP Meaningfulworld works on emotional healing, peace building, and humanitarian work.

It is paramount to the cause of the Palestinians that one recognizes the hegemonic practices of the Israeli government. The Charter of the United Nations has explicitly stated that it does not recognize the acquisition of Palestinian land through force via settlements. The United Nations has "an obligation to promote and protect human rights and fundamental freedoms" (United Nations, Human Rights Council, 2013a). This obligation is not limited to the illegality of the Israeli settlements, and yet still the Palestinian people continue to be disenfranchised. The position of the United Nations is strong, as evident here: "Affirming that the Israeli settlement activities in the Occupied Palestinian Territory, including in East Jerusalem, are illegal under international law and constitute very serious violations of international humanitarian law and of the human rights of the Palestinian people therein, and undermine international efforts" (United Nations, Human Rights Council, 2013b). Yet still over a million of the Palestinian people are in a Gaza prison, and others have to go through long check points daily to get to work and school, and they are without their own country.

One source of complication is the ambivalence and mistrust on both sides. Due to such factors as the expansion of Israeli settlements on the West Bank, the construction of separate roads and security fences, the confiscation of land, the proliferation of checkpoints, and the gradual development of Israeli building projects, both Israel and Palestine often have given up hope that peace is a possibility (Kalayjian, 2012).

Among those attempting peace and negotiation, it be-

comes clear that both sides see themselves as victims, which makes it difficult to move forward, or to mindfully negotiate (Kalayjian, 2012). The Israeli community lives in fear due to being surrounded by Islamic Arab countries, while the Palestinians feel alone in their Arab world because they view themselves as victims of Israeli oppression, Arab oppositions, and an indifferent world. What brings the conflict to a deeper level is that other countries benefit from this conflict. Israel continues to benefit from the expansion, threatening Turkey and other Arab countries, and as long as any country is benefiting, there is less motivation to change the status quo (Kalayjian, 2012). Michael Neumann (2002) summed up this vicious cycle: "The worse things get for the Palestinians, the more violently they must defend themselves, and the more violently Israel can respond."

Currently the Middle East is in the headlines for all the wrong reasons. Syria is disintegrating and with that has come an immense amount of civilian casualties. Just this last week (August 25th), the United States government confirmed that the Syrian government has been using chemical weapons against its own people. The Syrian government disputes these claims, and reaffirms that it is in fact the opposition extremist groups that have done the crime. The extremist groups have flooded Syria, and are using this chaotic war to ransack and take advantage of the minorities, such as the Armenians and other Christians. The question at hand for members of the INGO community has less to do with the actualities of the plight of the Syrian people, and more to do with the eventual emotional rehabilitation of those innocent people.

At some point there will have to be a discussion regarding the future of peoples in countries affected by recent violence. The United Nations is actively participating in trying to set in place measures to protect people from oppression. The United Nations Report of the Open-ended Inter-Governmental Working Group on the Draft United Nations Declaration on the Right to Peace (United Nations, Human Rights Council, 2013c), is an example of how INGOs can influence "peace policy." Of course, there are several obstacles that INGOs will face in the attempt to implement said policy. The report concluded with the parties agreeing that there needs to be more of a discussion concerning the definition of "right to peace" as it is not legally clear what that means.

Since both Israelis and Palestinians feel like they are victimized, any mindful negotiation becomes challenging. Each side believes that they are giving more than receiving. When the circularity and balance of giving and receiving is disrupted, one can become vindictive and move from giving, to endless retaliation, and to the viewpoint of "if you hurt me, I will hurt you 100 times more." This perception serves as one of the most serious obstacles to reconciliation and peace in the Middle East, as well as in other chronic, malignant conflicts. It fuels the thought of being a victim, not a victimizer, and shields a person from experiencing any remorse for one's own unfairness. This thought will often not remain confined only to individuals, but may extend out to groups

and communities, adding stronger, harder to change attitudes that prevent peace building.

In addition to Palestine and Israel, ATOP Meaningfulworld has also conducted humanitarian outreach, healing, and peace building in Jordan, Lebanon, Israel, Syria, Africa, and Haiti. In Haiti, it has become increasingly necessary that INGOs that operate without contributions from USAID or other government sponsored organizations become involved. The 2010 earthquake, which devastated the already impoverished capital, Port Au Prince, has brought Haiti again to the forefront of charity and, unfortunately, humanitarian aid corruption. Since ATOP Meaningfulworld professionals are volunteers and receive no pay, it becomes easier to build instant trust in the communities that they work in.

The work of ATOP Meaningfulworld is dedicated to fostering a meaningful, peaceful, and just world, in which every individual enjoys physical, mental, social, economic, and spiritual health (www.meaningfulworld.com). A sense of meaning, peace, and justice, although unique to each individual, is achieved through a transformative journey that integrates knowledge and experience with a sense of responsibility and reflection. This transformative process is also disseminated through lectures, workshops, and healing circles, to establish healthy relationships that nurture open, honest, and transparent communication, offer insights into forgiveness, love and spiritual connections, and promote active collaborations. This process of transformative healing and forgiveness is only applicable if all countries recognize and support the cause of the Palestinians as well as other vulnerable citizens from around the world. It is to the betterment of the progress of humanity that organizations such as ATOP Meaningfulworld not only spread the values of human rights but also actively practice them. It has become increasingly clear in this day and age that INGOs remove the capital gain aspects of philanthropy, instead returning to a selfless desire to give. Therefore, contributors to ATOP Meaningfulworld are guaranteed that their sponsorships are not going to pay a salary, but directly are used to deliver a humanitarian aid project.

References

- Kalayjian, A. (2012, May). *Peace building between Israelis and Palestinians in Jerusalem*. Presentation at the Peace Building with Knowledge, Jerusalem, Israel.
- Neumann, M. (2002, July). What's so bad about Israel? *Counter Punch Newsletter*. Retrieved from <http://www.counterpunch.org/2002/07/06/what-s-so-bad-about-israel/>
- United Nations, Human Rights Council. (2013a). *Israeli settlements in the occupied Palestinian Territory, including East Jerusalem, and in the occupied Syrian Golan* (GE.13-12240). New York, NY: Author.
- United Nations, Human Rights Council. (2013b). *Right of the Palestinian people to self-determination* (GE.13-12960). New York, NY: Author.
- United Nations, Human Rights Council. (2013c). *Report of the open-ended Inter-Governmental Working Group on the draft United Nations declaration on the right to peace* (GE.13-13466). New York, NY: Author.

Who Admires Raymond Corsini? Seeking Contributions in Recognition of the 100th Birthday of Ray Corsini

The late, great psychologist Raymond J. Corsini (1914–2008) of Hawaii was a brilliant author, teacher, and mentor. Many of Ray's friends gathered at APA in Honolulu, where Division One Awards Chair Josephine Tan announced the launch of a new Corsini student research award to mark the centenary of Ray's birth in 2014. Ray's career is described in the *American Psychologist* (January 2010, p. 54).



Help The General Psychologists to Honor Ray Corsini

For a tribute to Ray in 2014, *The General Psychologist* seeks brief remembrances from Ray's students, colleagues, and friends. Did Ray's life touch yours somehow? If so, please send us this information by November 15, 2013: your name, current affiliation, photo, and 1–3 paragraphs on how Ray's life touched yours. If you have a good photo or two of Ray, please add these. These edited remembrances will appear in a tribute to Ray in *TGP* in 2014. Direct any questions to Corsini Committee Chair Bernardo Carducci: bcarducci@ius.edu

2014 APA Symposium Honoring Ray Corsini Seeking Participants

In addition to the tribute to Ray Corsini to appear in *TGP* in 2014, efforts are being made to organize a symposium in Ray's honor at the 2014 APA Convention in Washington, DC. We are seeking individuals who will be attending this meeting and have a desire to be part of this symposium to discuss Ray's impact on their work and his contribution to psychology. If you are interested in participating in this symposium, direct questions to Corsini Symposium Chair Bernardo Carducci: bcarducci@ius.edu before November 1, 2013.



In Hawaii, Dr. Vernon Thompson's family joins the salute to their friend Ray.

Division 52 Participates in International Conference...Italian Style

Laura Nota, Ph.D.
*Department of Philosophy, Sociology,
Education, and Applied Psychology
University of Padova*
laura.nota@unipd.it

Bernardo J. Carducci, Ph.D.
*Shyness Research Institute
Indiana University Southeast*
bcarducc@ius.edu



The International Conference 'Life Design and Career Counseling: Building Hope and Resilience' was held at the University of Padua from June 20 to 22. The conference, organized by **Larios Laboratory**, saw the participation of more than 600 delegates, of which more than 60% were from outside of Italy.

Representatives of 34 countries from all continents had the opportunity to discuss theoretical and applied aspects focusing on how to deal with the difficult times we are going through. The international and multidisciplinary nature of this event was evident in the plenary sessions that were attended by psychologists, philosophers, and economists, which included debating such issues such as hope, self-determination, work, and career adaptability.

As the first of three speakers in the opening plenary session, **Shane J. Lopez**, of the Clifton Strengths Institute in the USA, presented a lecture titled "Hope for Tomorrow Pays Off Today." The second speaker, **Jean Guichard**, of Cnam-INETOP in France, discussed "Forms of Reflexivity and Transformations of Systems of Subjective Identity Forms During Life Designing Dialogues." In the third presentation, **Salvatore Soresi**, of the University of Padova in Italy, invited participants to reflect on the importance of "Helping People Build Their Future."

The second day of the conference was devoted to presenting different perspectives about the future. **Annelies van Vianen**, of the University of Amsterdam in The Netherlands, discussed "Creating and Conserving Resources for Career Self-Regulation." **Stefano Zamagni**, of the University of Bologna in Italy, discussed "What Makes the Young Unem-

ployable and Why Businesses Continue to Believe in Taylorism?" **Michael L. Wehmeyer**, of Kansas University in the USA, presented "Beyond Pathology: Positive Psychology and Disability." The last presentation by **Luciano L'Abate**, of Georgia State University in the USA, underscored "The Future is Now: Online Interventions are Here to Stay and to Grow."



Prof. Luciano L'Abate (extreme left) and Michael L. Wehmeyer (extreme right).

Also on the second day, **Bernardo J. Carducci**, President of the *Italian American Psychology Assembly* and Fellow of Division 52, **Bradley T. Erford**, President of the *American Counseling Association*, and **Mercedes A. McCormick**, President of *Division 52: International Psychology Division of the American Psychological Association*, **Christiane Schiersmann**, Coordinator of the *Network for Innovation in Career Guidance & Counselling in Europe*, and **Susan Whiston**, Chair of the *Society of Vocational Psychology*, brought greetings to all the attendees. In remembering his Italian origin and his family history during his remarks, Bernardo Carducci discussed the cycle of life design and career choice as experienced through the process of loss of ethnic identification through cultural assimilation, the role of education and vocational aspirations, and the desire to reconnect with one's ethnic heritage through his involvement with the Italian American Psychology Assembly and



Prof. Bernardo J. Carducci presents the *Italian American Psychology Assembly*, scientific partner of the Conference.

APA's Division 52. Although based on his own cycle of life design and career choice, Carducci's presentation resonated with many members of the audience who, along with their students and clients, are now facing their own ethnic identity vs. assimilation career dilemma.

The plenary session of the last day was dedicated to career adaptability and life designing. Maria E. Duarte, of the University of Lisbon in Portugal coordinated an international symposium in which **Mary McMahon**, of the University of Queensland in Australia, **Guðbjörg Vilhjálmsdóttir**, of the University of Iceland, **Marcelo A. Ribeiro**, of the University of San Paulo in Brasil, **Frederick T. L. Leong & Catherine Ott-Holland**, of Michigan State University in the USA and **Laura Nota**, of the University of Padova, discussed the issue of "Adaptability and Personal Promotion." Finally, in his presentation, **Mark L. Savickas**, of the Northeast Ohio Medical University in the USA, encouraged the participants to reflect on "Life Designing: Balancing Work and Love."

Both in plenary sessions and in the parallel and poster sessions, which saw the presentation of more than 300 contributions, there was a great deal of interest in the topics addressed and a lively desire to participate by all delegates. Throughout the presentations and the debates, it was agreed that in times of high uncertainty, such as those we are experiencing, even the theoretical models and the professional practices of those involved in choice and life designing must radically change and deal with the promotion of well-being and quality of life of those more exposed to the deleterious effects that the crisis is causing in different parts of the world.

At the end of the conference **Jean-Pierre Dauwalder**, of the Lausanne University and President of the European Society for Vocational Designing and Career Counseling, presented awards to **Dr. Aysenur Buyukgoze-Kavas**, of Ondokuz Mayıs University in Turkey, and **Maria Chiara Pizzorno**, of the University of Valle d'Aosta. The awards were presented to "... these two young researchers who have distinguished themselves with their research projects so early in their careers."

The conference concluded with a special award on behalf of the ESDC being presented by Prof. Jean-Pierre Dauwalder to **Salvatore Soresi** "for his scientific and human contribution to our field." In his remarks, Prof. Dauwalder listed the "Top-Ten Reasons" why Salvatore is receiving the award. Most importantly, he recalled that Salvatore Soresi, during the 1970s, actively took part in the struggles of scholars and researchers to support the inclusion of children with disabilities in regular schools and inclusion of adults with disabilities in competitive work settings, by carrying out demonstrations and hunger strikes, actively promoting the deinstitutionalization of persons with disability in Italy. He also said that Salvatore Soresi, at the beginning of the 1990s, created the *LaRIOS (Laboratory for Research and Intervention in Vocational Designing and Career Counseling)* and the *Center for Research and Services on Disability, Rehabilitation and Inclusion* at the University of Padova, with the aim of stimulating and developing research on these

difficult but important topics. Salvatore Soresi participated in the birth of *Life Design International Research Group* and of the *International Collaborative Group on Adaptability Research*. For his efforts, he received the Award for Distinguished Contributions from the Society of Counseling Psychology (APA Division 17). He recently founded the *International Hope Research Team* (IHRT) that involves Italian and foreign scholars interested in studying hope.



With great satisfaction to the organizers of the conference, they received more than 100 e-mails of thanks sent by conference participants from different parts of the world expressing their gratitude to the conference organizers for their tremendous efforts and wonderful contribution to the success of the conference!

For those who are interested in contacting members of the *LaRIOS* team, visit the *LaRIOS* website at <http://larios.psy.unipd.it/ze-index.php> to find out more about their ongoing activities and learn about what the *International Hope Research Team* is doing to trigger international cross-cultural research with several countries.

the motto of the conference ...

"hope has two beautiful offspring: disdain and courage. The former confronted by how things are going, the latter to change them": *"die Hoffnung hat zwei schöne Töchter: Wut und Mut - Wut darüber, wie die Verhältnisse sind, und Mut, sie zu bekämpfen"*; "la esperanza tiene dos hijas hermanas: la displicencia y la valentía. La displicencia ante el estado de las cosas y la valentía para cambiarlas"; "l'espoir a deux beaux enfants: le dédain et le courage. Le premier face à l'état des choses, le second pour les changer"; *"la speranza ha due bellissimi figli: la rabbia e il coraggio. La prima per come vanno le cose, il secondo per cambiarle"*; "nadzieje ma dwie piękne córki - pogardę i odwagę: pogarda spowodowana stanem rzeczy, a odwaga, by je zmienić"; "ارادة التغيير لها بنتان جميلتان: التذمر والتجديد. التذمر في مواجهة الواقع، والتجديد لتغييره"; "رَبِّهِ يَحْتَلِجُ لَهَا نَحْمٌ وَنَهْمٌ وَتَوَكُّلٌ وَتَوَكُّلٌ رَافِعٌ أَلَا تَعْلَمُونَ أَنَّهُ لَوْ لَمْ يَكُنْ لَوَاكِبُ لَمْ يَكُنْ لَوَاكِبُ"; "espero havas du belegajn filojn: indigno kaj kurozo. La unua konsideras kiel iras la aferoj, la dua kiel ŝanĝi ilin". Sant'Agostino (354-430)



Prof. Jean-Pierre Dauwalder presents an award to Prof. Salvatore Soresi.

A Photographic Post Script

Some Scenes From the Last Day of the Conference



On the last day of the conference, Bernie Carducci congratulates Laura Norta, of the University of Padov and one of the primary organizers of the conference, on a job well done and to thank her for allowing Division 52 to be part of this highly successful international conference.



Bernie Carducci spends time during a break on the last day of the conference to chat about Division 52 with (left photo) René Angeramo, an Italian psychologist –psychotherapist from Rome, and (right photo) Gloria Marsay, an educational psychologist in Johannesburg with special interests in career development and neuropsychology.

A Post-Conference Celebration in the Italian Countryside

To celebrate the success of the conference, as well as to take some time to relax, Division 52 members Mercedes A. McCormick and Bernie Carducci were invited by the organizers of the conference to a special Italian family-style Sunday dinner in the countryside at the home of Savatore Soresi. Mercedes and Bernie spent the next 6 hours feasting on a multiple-course dinner featuring a variety of nuts, home-grown vegetables, a traditional meat course, seafood course, a few pasta dishes, a salad, a fresh fruit course, multiple home-made desserts, and, of course, many different wines throughout the afternoon.



Mercedes begins to enjoy a day in the Italian countryside with fellow presenters from the conference.



Bernie takes a short break in between one of the many courses being served throughout the afternoon.

As the food, wine, and conversation continue to flow, Mercedes has the look of pure relaxation that only an afternoon in the Italian countryside can provide.



Bernie unwinds late in the afternoon with one of his favorite cigars and some new friends.

Neurophenomenology and Its Applications to Psychology

Susan Gordon, *Editor*
susan.gordon@snet.net

Neurophenomenology combines phenomenology and neuroscience to study experience. The term *neurophenomenology*, first used by Laughlin, McManus, and d'Aquili (1990), was distinguished as a new research direction for the neuroscience of consciousness by Chilean biologist Francisco Varela (1996) and colleagues. The field of neurophenomenology has expanded internationally around the central question of how consciousness and subjective experience relate to the brain and body or the *embodied mind* (Gallagher, 2005; Thompson, 2007; Varela, Thompson, & Rosch, 1991; Zahavi, 2008). While the "easy problems" for neuroscience pertain to questions about the difference between wakefulness and sleep and the mechanisms that allow us to focus our attention, the "hard problem" is the relationship between objective knowledge and subjective experience.

Neurophenomenological methods integrate interdisciplinary knowledge within the fields of psychological theory, research, and practice by combining Rogers' (1964) "three ways of knowing," subjective, objective, and interpersonal: first-person accounts of phenomenological lived experience and third-person neurophysiological data as co-emergent enactive processes (Lutz & Thompson, 2003; Petitot, Varela, Pachoud, & Roy, 1999; Thompson, 2001). Varela's work combined experimental studies of multiple electronic recordings, mathematical analysis of large-scale neuronal integration in cognitive processes, and phenomenological studies of human consciousness. Foundational to neurophenomenology; however, is the second-person perspective: the empathic, interpersonal, intersubjective dimensions of conscious experience in which the person *enacts* experience in interdependency with surroundings from which meaning become inseparable.

Varela believed that scientific research needs to be complemented by detailed phenomenological investigations of human experience as it is lived and verbally articulated in the first person. Also, that the study of consciousness had the potential for inciting a major

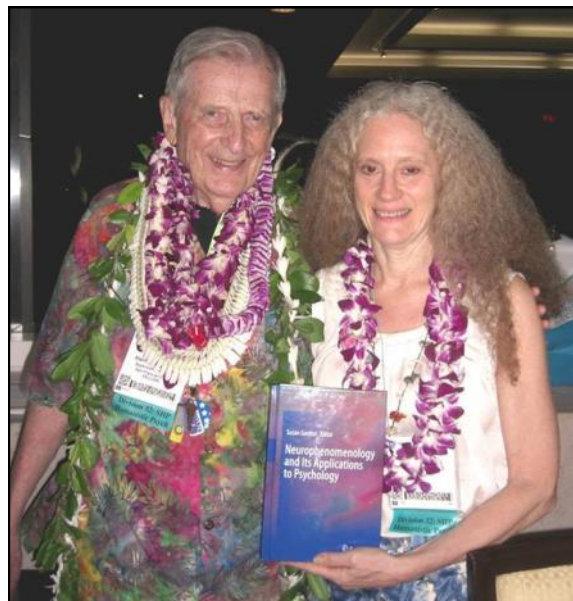
revolution in what science is about and how it is practiced, by going beyond subject-object dualism, to the *embodied enactive* self. By *embodiment*, I refer to the bodily aspect of human subjectivity; the biological and physical presence of our body as the precondition for the experience of emotion, language, thought, and social interaction; and our kinesthetic awareness of the body as the vehicle through which we experience the sensorimotor, perceptual, and non-conceptual lived world that is tacit, prereflective, and intersubjective. By *enactive*, I refer to the self that brings forth its own cognitive domains. The nervous system does not process information, it creates meaning. Thus, cognition, as embodied action is a relational domain enacted by a being's autonomous agency and autopoietic mode of coupling with their environment.

In my quest to learn more about Francisco Varela, I read his dissertation on the phenomenology of perception in the insect retinas of the honey bee from the Library of Molecular & Cellular Biology at Harvard. I also traveled to Paris to meet Varela's wife Amy Cohen, a psychoanalytic psychologist, and his colleagues at Centre de Recherche en Epistémologie Appliquée (CREA), École Polytechnique during the summer of 2011, where he began writing *The Embodied Mind: Cognitive Science and Human Experience* (Thompson, Varela, & Rosch, 1991) in 1986. I also met with Michel Bitbol, Director of Research at Centre National de la Recherche Scientifique (CNRS) and reviewed many of Varela's writings in French at the Bibliothèque François Mitterrand.

Varela explored ontogenic developmental learning, perception-action in the synchronous coupling of neuronal cell assemblies, and present-time consciousness philosophically rooted in the functionalism of William James and the European Continental traditions of Edmund Husserl, Martin

Heidegger, Maurice Merleau-Ponty, and Jean Paul Sartre in existential-phenomenology foundational to many international psychologists. By combining these perspectives, neurophenomenology introduces an approach to philosophy, psychology, and human science that is able to articulate the ontological ground upon which science itself operates in ways that are not accessible to positivist science. Phenomenology studies consciousness, both the rational waking state as well as dynamics of the unconscious, as it is experienced from the first-person point of view. Experience must be grasped holistically as a relationship in which the subject relates to an object through its meaning.

Cognitive behaviorism, the standard in mainstream theoret-



Susan Gordon and Stanley Krippner,
 121st APA Convention, Honolulu, HI

ical and clinical psychology, founded on reductionistic positivism, can neither address the implications of the neuroscience revolution regarding the phenomenology of consciousness nor the relationship between the mind and the brain because it lacks a self-reflective element. Science needs grounding in self-reflection, contemplation, and an embodied approach to experience that is unrestricted to the study of behavior and a phenomenologically-oriented psychology that is foundational to the sciences (Gordon, 2013; Taylor, 2009, 2010).

Neurophenomenology provides a theoretical and practical framework that integrates the natural and human sciences to consciousness inviting an interdisciplinary dialogue on the nature of awareness, the ontological primacy of experience, the perception of the observer, and the mind-brain relationship that is shaping the future of psychological theory, research, and practice. Integrating Western Anglo-American and Continental phenomenology, with cognitive science, and Eastern contemplative experience and practices, neurophenomenology provides an interdisciplinary bridge that neither reduces the mind to the physiology of the brain, nor the living organism to cause and effect relationships.

About This Book

This book grew out of a symposium that I chaired at the annual convention of the APA in Toronto, Canada (2009) titled, "Neurophenomenology and the Enactive Approach to Cognition." The book is composed of five chapters. In Chapter 1, "Enactive Cognition and the Neurophenomenology of Emotion," Brent Dean Robbins argues that an account of emotion needs to preserve the meaning of experience as it appears in the life-world of the person, rather than being based on inferences drawn from laboratory conditions. We need to step back to examine how form is constituted as an object for cognition. In Chapter 2, "Neurophenomenological Praxis: Its Applications to Learning and Pedagogy," Robert McInerney introduces neurophenomenology to the psychologist-educator, and a prereflective, situated, enactive assessment of learning and thinking. In Chapter 3, "Mutual Enlightenment: Cognitive Phenomenology in the Study of Tibetan Meditation," Olga Louchakova-Schwartz presents original research of visuospatial processing in Tibetan monks using *phenomenological-cognitive mapping* of awareness during meditation. In Chapter 4, "Déjà-Vu: William James on 'The Brain and the Mind,' 1878. A Comment on Current Trends in Neurophenomenology Defining the Applications of James's Radical Empiricism to Psychology," Eugene Taylor explores the historical and theoretical basis of James' philosophy of radical empiricism for present day neuroscience, and its implications for the 'hard problem' of consciousness with regard to the intersubjective presence of the experimenter on the outcome of what he or she studies. In Chapter 5, "Psycho-neuro-intracrinology: The Embodied Self," I introduce an autopoietic model of the mind-brain continuum: the confluence of psychological, neurological, and intracrinological (intracellular hormonal) processes modulated by the person's perception of experience and sense of well-being in the devel-

opment of meaning and emergence of self.

Dedicated to Francisco J. Varela and to Eugene I. Taylor, this book begins with an *In Memoriam* for Eugene, my dear friend, and mentor, and contains his last published work. Stanley Krippner, discussant for the original symposium, wrote the Foreword. The Editor's Preface explores the book's progression of ideas. The Editor's Introduction is a tribute to Francisco Varela. The contributors introduce steps towards a more experiential, non-reductive, holistic, phenomenologically-oriented, descriptive psychology of immediate experience, and a person-centered science.

References

- Gallagher, S. (2005). *How the body shapes the mind*. London, UK; New York, NY: Oxford University Press.
- Gordon, S. (Ed). (2013). *Neurophenomenology and its applications to psychology*. New York, NY: Springer.
- Laughlin, C., McManus, J., & d'Aquili, E. (1990). *Brain, symbol and experience: Toward a neurophenomenology of consciousness*. New York, NY: Columbia University Press.
- Lutz, A., & Thompson, E. (2003). Neurophenomenology: Integrating subjective experience and brain dynamics in the neuroscience of consciousness. *Journal of Consciousness Studies*, 10(9–10), 31–52.
- Petitot, J., Varela, F. J., Pachoud, B., & Roy, J.-M. (Eds.). (1999). *Naturalizing phenomenology: Issues in contemporary phenomenology and cognitive science*. Stanford, CA: Stanford University Press.
- Rogers, C. (1964). Toward a science of the person. In T. W. Wann (Ed.), *Behaviorism and phenomenology: Contrasting bases for modern psychology* (pp. 109–140). Chicago, IL: University of Chicago Press.
- Taylor, E. I. (2009). *The mystery of personality: A history of psychodynamic theories*. New York, NY: Springer.
- Taylor, E. I. (2010). William James and the humanistic implications of the neuroscience revolution: An outrageous hypothesis. *Journal of Humanistic Psychology*, 50(4), 410–429.
- Thompson, E. (Ed.). (2001). *Between ourselves: Second-person issues in the study of consciousness*. Charlottesville, VA: Imprint Academic.
- Thompson, E. (2007). *Mind in life: Biology, phenomenology, and the sciences of mind*. Cambridge, MA: Harvard University Press.
- Varela, F. J. (1996). Neurophenomenology: A methodological remedy for the hard problem. *Journal of Consciousness Studies*, 3(4), 330–349.
- Varela, F. J., Thompson, E., & Rosch, E. (1991). *The embodied mind: Cognitive science and human experience*. Cambridge, MA: The MIT Press.
- Zahavi, D. (2008). *Subjectivity and selfhood*. Cambridge, MA: The MIT Press.

For more information about this book, please see:

Springer: <http://www.springer.com/psychology/cognitive+psychology/book/978-1-4614-7238-4>

Amazon: http://www.amazon.com/Neurophenomenology-Applications-Psychology-Susan-Gordon/dp/1461472385/ref=sr_1_1?s=books&ie=UTF8&qid=1366555130&sr=1-1&keywords=neurophenomenology+and+its+applications+to+psychology

Milgram Obedience Conference Success: 50 Years on, Milgram's Research Draws an International Crowd

Gina Perry
University of Melbourne
gperry@unimelb.edu.au

Nestar Russell
Nipissing University
nestarr@nipissingu.ca

Fifty years after they were first published, Stanley Milgram's most famous and controversial experiments were the topic of a world-first conference in Canada in August. The conference attracted around 100 delegates and Milgram experts from around the globe who gathered to reappraise the value and meaning of psychology's most famous research.

Organized by Nipissing University's Nestar Russell and the University of Melbourne's Gina Perry, "Obedience to Authority, Milgram's Experiments 50 Years" was held at Nipissing University's Muskoka campus in Bracebridge, near Toronto, on August 6–8.

The program featured Milgram experts and delegates from Russia, Australia, the UK, France, Italy, New Zealand, and the Netherlands, as well as from Canada and the United States.



*Ethics panel delegates from left to right:
Jill Morawski, Andrew Perlman, Arthur G. Miller,
Herbert Kelman and Patricia Werhane.*

Delegates left at the end of the conference 'raving' about it, according to co-convener Gina Perry. "We've had a series of e-mails from participants who said it was the best conference they'd ever been to," Perry said. "The beautiful setting of lakeside Bracebridge, the specific focus of the conference, and an opportunity for all delegates to meet and mingle were all factors in its success," Perry added. "Anybody who's anybody in Milgram research presented. And those that couldn't attend in person presented via Skype."

"It was a very interdisciplinary crowd, with political scientists, ethicists, social psychologists, historians, sociologists, and environmentalists. It was just fantastic," co-convener Nestar Russell said.



*Kevin Corti's contemporary take on
Milgram's cyranoid study.*

Such a mix of perspectives naturally generated some heated debate, particularly given the more critical assessments of the research in light of new archival research, but the overall atmosphere was of respectful collegiality.

This was borne out by feedback from delegates, including the following from Emeritus Professor Augustine Brannigan from the University of Calgary: "I want to thank Nestar and Gina for organizing one of the best conferences I have ever attended. I was thrilled to meet people whose work I have read and admired, but never met or heard in person. I was also inspired by the thinking of younger generations of social scientists who bring a fresh perspective to old problems. It was difficult to come away without revising one's views of Milgram, while appreciating even more so the magnitude of his influence on our views of the world."



*George Mastroianni introducing panelists from L to R:
Thomas Blass, Nestar Russell, Stephen Gibson,
Ian Nicholson, and Gina Perry.*

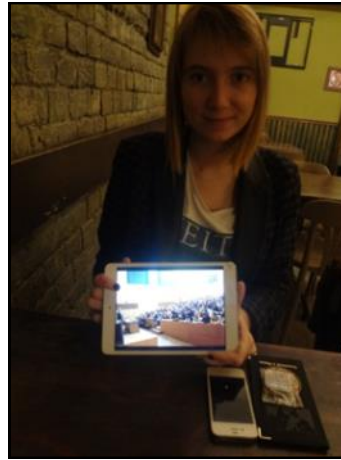
Current Issues Around the Globe

Presenters included Professor Thomas Blass, Milgram's biographer and author of *The Man Who Shocked the World*, Emeritus Professor Arthur Miller, author of *The Obedience Experiments: A Case Study of Controversy in Social Science*, and Australian author Gina Perry, whose book *Behind the Shock Machine*, has just been published in the USA and Canada.

Various presentations included critical assessments of the obedience experiments (Gina Perry, Ian Nicholson, Hank Stam, and Augustine Brannigan), several theoretical re-interpretations (Neil Lutsky and Ed Erdos), reports on attempted replications (Wim Meeus, Alexander Voronov, and Clifford Stott) and the application of the studies to corporate authority, identity theft, climate change, and children's fantasy fiction (Josef Brody, Marianne Miserandino, Kenneth Worthy, and Sarah Winters).

With over 25 presentations, four panel sessions, opening and closing addresses, and all the intervening debates and discussions over break times, it was impossible for delegates to experience all that was on offer. To remedy this, Russell and Perry are planning to publish a selection of conference proceedings.

For more information contact Gina Perry and Nestar Russell.



At Moscow State University, student Lera Lyanguzova shows a photo of 300 people attending a lecture on hypnosis organized by PRAXIS, her MSU psychology student group.

Scenes of Psychology Students in Russia

Photos by Constantin Zhev at:

<http://ip-ras.livejournal.com/4383.html>



At Peoples' Friendship University of Russia, students of Professor Elena Chebotareva (far right) send a thumbs-up to the APA Division of International Psychology.



At the Moscow School of Higher Economics, the student psychology group SPIRITUS screens the D52 film by Judy Kuriansky on "international psychology students."



Students and faculty from many schools meet at city-wide Academy of Science events.



COMING IN WINTER '13 - '14:

***International Psychology Pioneers:
Portraits and Perspectives***

Editors

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

OUTLINE

PART I: Introduction

PART II: Enlightenment Philosophy and the Emergence of Psychology

PART III: Psychology as an International European Science

PART IV: The Worldwide Expansion of Psychology

PART V: Recent Developments in International Psychology

PART VI: Overcoming Africa's Colonial Heritage and Racism

PART VII: Epilogue

**INTERNATIONAL PSYCHOLOGY PIONEERS:
PORTRAITS AND PERSPECTIVES**

This book provides a global overview of pioneers in international psychology with contributions from distinguished authors from representative nations around the world. Chapters offer biographical profiles describing the personal histories and professional contributions of leading figures in psychology from across the

globe that represent the diversity of psychology. This volume can serve as a core or supplemental text for a broad range of courses in Psychology, International Studies, and Education, with particular interest to those teaching international psychology, cross-cultural psychology, and history of psychology.



Australia

Australian Catholic University (Australia), Lecturer/Senior Lecturer in Psychology: As the Lecturer/Senior Lecturer in Psychology, you will contribute to teaching and curriculum development in both undergraduate and postgraduate Psychology programs. You will also supervise postgraduate research and conduct research in Psychology in an area of relevance to the School.

Possessing a Ph.D. in Psychology, you will also demonstrate evidence of student-centred tertiary teaching in Psychology. Professional recognition through membership or eligibility for membership of the Australian Psychological Society and/or registration or eligibility for registration as a Psychologist is essential.

Total remuneration valued to \$101,440 - \$119,702 pa, including salary component \$85,718 - \$101,206 pa (Academic Classification Level B), or \$125,660 - \$136,536 pa, including salary component \$107,402 - \$116,697 pa (Academic Classification Level C); employer contribution to superannuation and annual leave loading. The level of appointment will depend on the successful candidate's qualifications, skills and experience.

A range of generous conditions of employment and entitlements are provided, these include: generous leave conditions; flexible working arrangements; salary packaging benefits and comprehensive staff development programs.

Applicants should demonstrate commitment to the specific [mission](#) and Catholic ethos of the institution. Applicants must be able to demonstrate an understanding of the nexus between teaching and learning and research and scholarship.

For more details visit www.acu.edu.au/careers

Curtin University (Perth, Australia), Lecturer - School of Psychology and Speech Pathology:

- Faculty of Health Sciences
- Continuing, full-time
- AUD \$86,299 - AUD \$102,479 (ALB) and 17% superannuation

Curtin University's School of Psychology and Speech Pathology is committed to excellence and innovation in teaching and research with the majority of the School's research recognised as 'above world ranking'. Receiving a rating of 4 (out of 5) in the recent Excellence in Research for Australia scale the University had made significant investment in research facilities such as the Curtin Neuroscience Laboratory, a Motor Learning Laboratory, and the recently developed Health Psychology and Behavioural Medicine Laboratory.

Offering a Bachelor of Psychology degree programme accredited by the Australian Psychology Accreditation Council, our lecturers make a substantial contribution to the research profile of the University. As Lecturer you will undertake research and teaching duties in the undergraduate psychology programmes offered by the school and maximise opportunities for interdisciplinary collaboration. Your research will ideally complement existing areas of expertise within the School including Health Psychology and Behavioural Medicine, Cognition and Psychopathology, Language and Speech Sciences, Teaching and Internet Behaviour, and Community Psychology.

You will possess a Doctoral degree in a relevant area of psychology and be eligible for membership of the Australian Psychological Society. An excellent research and publication profile in an area of psychology is essential as is demonstrated commitment to Curtin's values of integrity, respect, fairness and care.

Applications close: 5pm, Monday, November 11, 2013

Application URL: [https://webkiosk.curtin.edu.au/pls/prd/wk8127\\$.startup](https://webkiosk.curtin.edu.au/pls/prd/wk8127$.startup)

Internal Number: 3023

onPsych (Australia), Clinical Psychologist: onPsych is a company in Australia, seeking Clinical psychologists to live and work "down under" for a minimum of three years. We have offices across Australia and have visas available for individuals and families. Applicants must be able to be registered in Australia as a "Clinical" Psychologist. Excellent holidays (12 weeks) and salary (\$80 to \$130K). E-mail jobs@onpsych.com.au.

Notes: 20 openings

Internal Number: 457/13

Required Education: Master's Degree

Salary: \$70,000 - \$130,000

onPsych is a company in Australia which employs clinical psychologists who work in schools across Australia. We work with children, teachers and parents and deal with many types of mental health problems, from anxiety, anger management to bullying and disability.

University of Melbourne (Australia), Lecturer or Senior Lecturer in Clinical Psychology: The Melbourne School of Psychological Sciences at the University of Melbourne, Australia, is seeking to make a continuing (tenure-track) appointment at the lecturer or senior lecturer level in clinical psychology.

The Melbourne School of Psychological Sciences is one of the leading schools of Psychology in Australia with active research programs in Behavioural Neuroscience, Cognitive

International Employment Opportunities

Psychology, Clinical Psychology, Clinical Neuropsychology, Developmental Psychology, Quantitative and Mathematical Psychology, and Social Psychology.

We are seeking to appoint an outstanding individual who can complement and extend our research strengths in clinical psychology, contribute to our undergraduate and postgraduate clinical psychology teaching program, and provide professional leadership in a public health setting.

For more information on the Melbourne School of Psychological Sciences, visit psych.unimelb.edu.au

Salary: AU\$87,334 - AU\$103,705 p.a. (Level B) or AU\$106,980 - AU\$123,353 p.a. (Level C) plus 17% superannuation. Level of appointment is subject to qualifications and experience.

To apply, use the following link: <http://go.unimelb.edu.au/74sn>

Applications Close: November 4, 2013 11:55 pm Australian Eastern Standard Time

University of Tasmania (Australia), Senior Lecturer in Psychology: Applications are invited for appointment to this position, which will be offered on a full-time continuing basis.

The University is seeking to appoint a Senior Lecturer with the capacity to align with health and aging, human neuroscience or applied research theme areas and the competence to teach across a range of core undergraduate topics, including research methods. They will also have the knowledge, skill and willingness to embrace contemporary approaches and technology to develop and enhance high quality online learning. Travel to other campuses is required.

Applicants will have a Ph.D. in a relevant area of psychology with postdoctoral research and/or teaching experience. In addition the applicant will undertake high-quality research of national and increasingly of international standing, secure external competitive and other funding, publish research findings and contribute to the successful supervision of research higher degree students.

Women are particularly encouraged to apply as the University is seeking to increase the number of women in senior academic and administrative positions.

The appointment will be at Academic Level C and will have a total remuneration package of up to \$134,559 per annum (comprising salary within the range \$100,368 - \$115,008 plus 17% superannuation, with the option of an additional 3% salary loading in exchange for 14% instead of 17% superannuation).

For further information about the position, contact Associate Professor Jenn Scott, Acting Head, School of Psychology, University of Tasmania on +61 3 6226 2245 or e-mail Jenn.Scott@utas.edu.au.

The closing date for applications is September 30, 2013.

Internal Number: 410

Location: Launceston, Australia

University of Tasmania (Australia), Lecturer in Psychology: Applications are invited for appointment to this position, which will be offered on a full-time continuing basis.

The University is seeking to appoint a lecturer with the capacity to align with either the health and aging or human neuroscience research theme areas and the competence to teach across a range of core undergraduate topics, including research methods. They will also have the knowledge, skill and willingness to embrace contemporary approaches and technology to develop and enhance high quality online learning.

Applicants will have a Ph.D. in a relevant area of psychology with postdoctoral research and/or teaching experience. In addition the applicant will undertake high-quality research of national and increasingly of international standing, secure external competitive and other funding, publish research findings and contribute to the successful supervision of research higher degree students.

The appointment will be at Academic Level B and will have a total remuneration package of up to \$113,952 per annum (comprising salary within the range \$82,602 - \$97,395 plus 17% superannuation, with the option of an additional 3% salary loading in exchange for 14% instead of 17% superannuation).

For further information about the position, contact Associate Professor Jenn Scott, Acting Head, School of Psychology, University of Tasmania on +61 3 6226 2245 or e-mail Jenn.Scott@utas.edu.au.

The closing date for applications is 30 September 2013.

Internal Number: 411

Location: Hobart, Australia

Bermuda

Ministry of Public Safety (Bermuda), Psychologist: Applications are invited for the post of Psychologist in the Department of Corrections. The successful applicant will work under the direction of the Assistant Commissioner to provide a range of professional psychological assessments and treatment services to inmates and their families in accordance with

International Employment Opportunities

the relevant legislation, Departmental policies and procedures and professional standards, designed to bring about positive changes in their behavior so that they are not likely to re-offend.

Applicants must be a graduate from an accredited college or university with advanced course work in psychology, as received in a clinical psychology Doctoral level program; Ph.D. or equivalent in psychology required (for example, U.K. Chartered Psychologist with a Master's Degree in Psychology). The applicant must be a registered practitioner and meet the local registration criteria (The Psychological Practitioners Registration Regulation 2003). A minimum of five years' relevant experience is required for the post. Experience working in a correctional environment with a focus on one or more of the following areas: adult or young offenders, sex offenders, low functioning populations, habitual and/or violent offenders and substance abuse facilitation is preferred.

This post is offered on a two year contract. Qualified persons wishing to be considered for the post may apply online at www.govtcareers.gov.bm by the specified closing date of **September 27, 2013**. Short listed applicants will be required to pass an extensive medical examination.

Government of Bermuda - The Cabinet Office
Department of Human Resources
Psychologist (Temporary Additional—Two Years)
PS 34-36 \$105,765 - \$113,480 (=US\$ equivalent)
Department of Corrections

Internal Number: DHR00128 (250364A/OS)

Canada

IWK Health Centre (Canada), Clinical Psychologist - Residential Treatment: Located in Halifax, Nova Scotia, the IWK Health Centre provides quality care to women, children, youth and families in the Maritime provinces and beyond. In addition to providing highly specialized (tertiary) care, the IWK also provides primary care services. The IWK is also engaged in leading-edge research; works to promote healthy lifestyles for families; and supports education opportunities for health professionals and other learners.

Clinical Psychologist - Residential Treatment Regular Full-Time (1.0 FTE)

Annual Salary: \$80,210 - \$100,263

Competition #: L-2013-1166

Applications will be accepted until
this position has been filled

Position Summary: The IWK Mental Health & Addictions Program is recruiting a Clinical Psychologist with experience

working with youth in residential, day treatment, and/or out-patient services to work within the Adolescent Centre for Treatment (ACT). The Mental Health and Addictions Program at the IWK Health Centre provides a residential treatment centre (ACT) for youth aged 13 to 19 years presenting with severe and persistent disruptive behaviours and/or severe and persistent mental illness. ACT has a capacity for 16 youth at any given point, offering a combination of residential and day treatment options. The length of the service is between 3 to 4 months of intensive service, followed by a period of transition support. Transition support is designed upon admission into the service. Psychologists in this service provide clinical program planning, individual and group treatments, family interventions including family therapy and service evaluation. The Psychologist is a member of an interdisciplinary team that provides milieu and specific interventions consistent with the Connect Model. This model is a relationship based model steeped in attachment theory. Parents are provided training in the model through a Connect Parenting Program.

The Adolescent Centre for Treatment provides evidence-based best practice Mental Health Services to youth and families. The youth often present with emotional and behavioral dysregulation and cognitive and behavioural methods are engaged to help youth self-regulate. The Doctoral Psychologist is a member of an interdisciplinary team of service providers, which includes other doctoral prepared psychologists, master's prepared clinical social workers, registered nurses, licensed practical nurses, transition support workers, youth care workers, occupational therapy, recreation therapy, teachers, educational support workers, administrative support, and psychiatry. The Psychologist's responsibilities include psychological assessments, (including diagnostic assessment where indicated), evidence-based mental health treatment (focused on rehabilitation/ reintegration into community), program development, program evaluation, staff development and clinical leadership for service improvement. Treatments include individual, group, and family interventions.

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

Applicants are asked to include a copy of his/her curriculum vitae, pertinent scientific publications and three letters of recommendations from professionals attesting to the applicant's clinical training, clinical skills and character. For individuals with less than three years of experience, an additional

International Employment Opportunities

letter must be provided, from the Director of Clinical Training, at the institution where the applicant completed his/her clinical internship.

Qualifications:

- Ph.D. / Psy.D. Degree in Clinical Psychology from an accredited university program.
- Registered, or eligible to be registered, with the Nova Scotia Board of Examiners in Psychology.
- Minimum five (5) years of formal training and clinical experience in child/adolescent mental health.
- Demonstrated ability to treat a highly disregulated youth population.
- Demonstrated ability to consult with professional and para-professional staff.
- Demonstrated ability to diagnose and formulate treatment protocols for a wide range of adolescent mental health problems.
- Demonstrated ability to effectively consult with other health, social service and education agencies.
- Demonstrated knowledge in the area of ecological intervention preferred.
- Demonstrated ability to work well as part of an interdisciplinary team required.
- Demonstrated excellent verbal and written communication skills required.
- Ability to participate in the clinical training activities of the Psychology Discipline.
- Education, experience, or training in the related subspecialty area preferred.
- Competencies in other languages an asset; French preferred.

To apply for this position, forward your application to Amanda.gerrits@iwk.nshealth.ca

IWK Health Centre (Canada), Clinical Psychologists - Youth Forensics: Located in Halifax, Nova Scotia, the IWK Health Centre provides quality care to women, children, youth and families in the Maritime provinces and beyond. In addition to providing highly specialized (tertiary) care, the IWK also provides primary care services. The IWK is also engaged in leading-edge research; works to promote healthy lifestyles for families; and supports education opportunities for health professionals and other learners.

Clinical Psychologists - Youth Forensics Regular Full-Time (1.0 FTE)

Annual Salary: \$80,210 - \$100,263

Competition #: L-2013-1161

Applications will be accepted until
this position has been filled

Position Summary: Currently the IWK has openings for several Forensically Trained Clinical Psychologists with experience working with youth in forensic mental health settings. Psychologists in these services focus on Forensic Mental Health Assessment for Youth Court as well as Forensic Rehabilitation Services. This specialized interdisciplinary team offers assessment and treatment that is primarily geared to identifying and reducing risk factors for criminal activity, including psychosocial and mental health factors that impact upon risk to reoffend. The IWK offers a range of services under the umbrella of Youth Forensic Services that include: youth court liaison service, intervention services dedicated to the community corrections, clinical case management, forensic rehabilitation for youth found unfit to stand trial or not criminally responsible, subspecialty services for youth who are sexually aggressive, a secure care unit providing assessment and rehabilitation, and clinical services delivered to incarcerated youth at the Nova Scotia Youth Facility in Waterville, Nova Scotia. While the focus of psychology is on youth court assessment, opportunities exist to work across the service continuum.

The mission of Youth Forensic Service is to provide evidence-based, best practice Health and Mental Health Services to youth and families involved in the criminal justice system. The Doctoral Psychologist is a member of an interdisciplinary team of service providers, which includes both master and doctoral prepared Psychologists, masters prepared Clinical Social Workers, Registered Nurses, Licensed Practical Nurses, Community Support Workers, administrative support, and Psychiatry. The Psychologist's responsibilities include section 34 psychological assessments and evidence-based mental health treatment that is focused on reducing the risk of reoffending. Treatments include individual, group, and family interventions. Consultation with IWK Forensic colleagues and community service partners and providers is expected. Testifying in court is also expected when required.

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

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

clinical internship.

Qualifications:

- Ph.D. / Psy.D. Degree in Clinical Psychology from an accredited university program.
- Registered, or eligible to be registered, with the Nova Scotia Board of Examiners in Psychology.
- Minimum five (5) years of formal training and clinical experience in child/adolescent mental health.
- Minimum five (5) years of formal training and clinical experience in assessing risk for sexual and violent recidivism.
- Demonstrated ability to treat a youth forensic population.
- Demonstrated ability to consult with professional and para-professional staff.
- Demonstrated ability to diagnose and formulate treatment protocols for a wide range of adolescent mental health problems.
- Demonstrated ability to effectively consult with other health, social service and education agencies.
- Demonstrated knowledge in the area of ecological intervention preferred.
- Demonstrated ability to work well as part of an interdisciplinary team required.
- Demonstrated excellent verbal and written communication skills required.
- Ability to participate in the clinical training activities of the Psychology Discipline.
- Education, experience, or training in the related sub-specialty area preferred.
- Competencies in other languages an asset; French preferred.

To apply for this position, forward your application to Amanda.gerrits@iwbk.nshealth.ca

Notes: 4 openings.

Additional Salary Information: Relocation allowance if relocating from out of province.

Internal Number: L-2013-1161

McGill University (Canada), Assistant Professor in Clinical Psychology: The Department of Psychology of McGill University seeks applicants for a tenure-track position as Assistant Professor in Clinical Psychology with an anticipated starting date of Sept. 1, 2014. An ideal candidate will be conducting research in a major area of psychopathology. The McGill program in Clinical Psychology is strongly committed to the clinical-science model and is accredited by the Canadian Psychological Association and Psychological Clinical Science Accreditation System.

Candidates will have a Ph.D. from a CPA- or an APA-

accredited doctoral program and will also be expected to demonstrate the potential to establish a record of significant, externally-funded research. Candidates are also expected to have an aptitude for both undergraduate and graduate teaching. The psychology department has excellent facilities for interdisciplinary research with other McGill departments and other universities in Montreal.

Applications will be considered beginning Nov. 1, 2013 and continue to be evaluated until the position is filled. Applicants should arrange for the following materials to be sent in electronic format to clinical-search@psych.mcgill.ca: (1) curriculum vitae; (2) description of current areas of research; (3) relevant reprints or pre-prints; (4) three confidential letters of recommendation; (5) description of teaching competencies, interests and approaches.

McGill University is committed to equity in employment and diversity. It welcomes applications from Aboriginal persons, persons with disabilities, ethnic minorities, persons of minority sexual orientation or gender identity, visible minorities, women, and others who may contribute to diversification. All qualified applicants are encouraged to apply; however, Canadians and permanent residents will be given priority.

Internal Number: 4671

Memorial University of Newfoundland (Canada), Clinical Psychologist: The Department of Psychology at Memorial University of Newfoundland invites applications for a tenure track position in Clinical Psychology at the rank of Assistant Professor (VPA-PSYC-2012-001). The successful candidate (1) will have a doctorate from a CPA or APA-accredited clinical psychology programme, (2) will have completed a CPA or APA-accredited internship in clinical psychology, (3) will be Registered or eligible for Registration in Newfoundland and Labrador, and (4) will have the potential for establishing an externally-funded research programme. In addition to teaching undergraduate courses, the successful candidate will also teach core courses in the Psy.D. programme, and will help supervise and mentor the clinical graduate students.

Applicants should submit (1) curriculum vitae; (2) a statement of their approach to clinical training and clinical practice; (3) a statement of their research interests and selected reprints; (4) a statement of their teaching interests and evidence of effective teaching; and (5) letters from three referees to: Dr. Gerard Martin, Head, Department of Psychology, Memorial University of Newfoundland, St. John's, NL, A1B 3X9. Electronic submissions are strongly encouraged and may be sent via e-mail to Psychology.Head@mun.ca. The deadline for receipt of all materials is September 30, 2013. The appointment will begin on July 1, 2014.

All qualified candidates are encouraged to apply; however, Canadians and permanent residents will be given priority. Memorial University is committed to employment equity and

International Employment Opportunities

encourages applications from qualified women and men, visible minorities, aboriginal people and persons with disabilities. Informal inquiries are welcomed. This position is subject to final approval.

Memorial University is the largest university in Atlantic Canada. As the province's only university, Memorial plays an integral role in the education and cultural life of Newfoundland and Labrador. Offering diverse undergraduate and graduate programmes to almost 18,000 students, Memorial provides a distinctive and stimulating environment for learning in St. John's, a very safe, friendly city with great historic charm, a vibrant cultural life, and easy access to a wide range of outdoor activities.

Internal Number: VPA-PSYC-2012-001

The Ontario Institute for Studies in Education, University of Toronto (Canada), Applied Psychology & Human Development Assistant/Associate Professor - School Psychology:

Closing Date: November 15, 2013

The Ontario Institute for Studies in Education, University of Toronto invites applications for a tenure-stream appointment at the rank of Assistant or Associate Professor commencing on July 1, 2014 in the Department of Applied Psychology and Human Development (APHD).

We seek applicants with expertise in child clinical, developmental or school psychology. Successful candidates will have a doctoral degree.

Consideration may be given to applicants who will complete their doctoral degree by the appointment date or shortly thereafter. Successful candidates must be registered or eligible for registration with the College of Psychologists of Ontario. We welcome applications from candidates with research interests in any of the following areas: learning; typical or atypical cognitive or socio-emotional development; assessment, prevention, consultation or intervention in childcare, school, community or health settings; cognitive, biological or environmental risks for learning difficulties and psychopathology and the assessment, prevention, and treatment of these risks; developmental disabilities; or internalizing or externalizing disorders. Salary will be commensurate with qualifications and experience.

Candidates should be outstanding scholars as evidenced by their areas of research, grant and publication records, and their collaborations. We look for evidence of excellence in teaching and student training, excellence in research and the capacity for collegial service and service to the profession. The successful candidate will contribute primarily to the School and Child Clinical Psychology (SCCP) program, which is the only Canadian Psychological Association (CPA)-accredited doctoral program that explicitly provides com-

bined professional training in school and clinical child psychology. The specific mission of the SCCP Program is to provide students with theoretical, research, and professional training in preparation for leadership positions in academic and applied settings. The framework for the program is the scientist practitioner model.

Applications should include a cover letter, curriculum vitae, three recent research publications, results of teaching surveys (or equivalent evidence, such as a teaching dossier), and a statement outlining current and future research interests. If you have questions about this position, please contact Professor Lana Stermac at: aphdchair.oise@utoronto.ca. The review of applications will begin on November 1, 2013, and will continue until the closing date of November 15, 2013. All application materials should be submitted online at: <http://uoft.me/academicopportunities>

The U of T application system can accommodate up to five attachments (10) MB per candidate profile; please combine attachments into one or two files in PDF/MS Word format. Submission guidelines can be found at: <http://uoft.me/how-to-apply>

Applicants should ask three referees to send letters directly to the department via e-mail to aphdchair.oise@utoronto.ca by November 15, 2013.

Established in 1827, the University of Toronto is Canada's largest and most research-intensive university and the only Canadian University to be named in the top 25 in the Times Higher Education World University Rankings. Located in and around Toronto, one of the world's most diverse regions, the University of Toronto's vibrant academic life is defined by the cultural diversity in its community.

The Ontario Institute for Studies in Education (OISE) has, for more than a century, made a major contribution to advancing education, human development and professional practice around the world. With more than 72,000 alumni, close to 3,000 students and 20 research centres, ours is an intellectually rich and supportive community, guided by the highest standards of scholarship and a commitment to equity and social justice.

For more information visit the Ontario Institute for Studies in Education homepage and the Department of Applied Psychology and Human Development website at: <http://www.oise.utoronto.ca/aphd>

The University of Toronto is strongly committed to diversity within its community and especially welcomes applications from visible minority group members, women, Aboriginal persons, persons with disabilities, members of sexual minority groups, and others who may contribute to the further diversification of ideas. All qualified candidates are encouraged to apply; however, Canadians and permanent residents will be

given priority.

University of Calgary (Canada), Tier II Canada Research Chair in Determinants of Healthy Development: The Department of Psychology at the University of Calgary invites applications for a tenure-track Tier II Canada Research Chair in the Determinants of Healthy Development. The focus of the Chair in the Determinants of Healthy Development addresses a major priority identified in the University's Research Plan, the understanding of Brain and Mental Health, Optimizing Child and Adolescent Development and Behaviour. Specific area of research is open within the broad domain of healthy development. We are seeking individuals with strong research records appropriate to a research-oriented doctoral program and who have strong commitments to teaching and research supervision of undergraduate and graduate students.

The successful applicant will be expected to establish a successful and externally funded program of research in healthy development. Excellent candidates with active research programs in any area of healthy development will be considered. The position involves teaching, research, and supervision of graduate students.

The successful applicant will be appointed within the Faculty of Arts, Department of Psychology. This tenure track appointment will be made at the rank of **Assistant or Associate Professor**. The successful applicant should be within ten years of completing doctoral training. Although not required for the position, having accredited clinical training (including an APA- or CPA-accredited internship) and being eligible for registration as a psychologist in the province of Alberta would be an asset.

Send letter of application, statement of research interests, statement of teaching philosophy and interests, curriculum vitae, representative reprints/preprints, and three letters of recommendation to:

Dr. David Hodgins, Chair of the CRC Psychology Search
Department of Psychology
University of Calgary
Calgary, AB, Canada, T2N1N4
E-mail: dhodgins@ucalgary.ca

Review of applications will begin immediately and continue until the position is filled.

About the University of Calgary

The University of Calgary is a leading Canadian university located in the nation's most enterprising city. The university has a clear strategic direction to become one of Canada's top five research universities by 2016, where innovative teaching and groundbreaking research go hand in hand, and where we fully engage the communities we both serve and lead. The strategy is called Eyes High, inspired by our Gaelic motto,

which translates to 'I will lift up my eyes'.

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

About Calgary

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

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

Internal Number: 5268

University of Toronto Scarborough (Canada), Multiple Academic Positions in Psychology: The Department of Psychology at the University of Toronto Scarborough invites applications for two tenure-stream appointments in the fields of: Social Psychology (#1301313) and Developmental Neuroscience (#1301323). The appointments will be at the rank of Assistant Professor and will begin on July 1, 2014.

All qualified candidates are invited to apply by clicking on the University of Toronto Faculty Careers Page at <http://www.uoftcareers.utoronto.ca/> and submitting your application online. Refer to the job posting numbers above and pay close attention to individual closing dates and application requirements.

Job Posting: 1301313
<https://utoronto.taleo.net/careersection/10050/jobdetail.ftl?job=1301313>

Closing Date: November 12, 2013

Job Posting: 1301323
<https://utoronto.taleo.net/careersection/10050/jobdetail.ftl?job=1301323>

Closing Date: November 13, 2013

For more information about the Department of Psychology, University of Toronto Scarborough visit our homepage:

International Employment Opportunities

<http://www.utsc.utoronto.ca/~psych/>

The University of Toronto is strongly committed to diversity within its community and especially welcomes applications from visible minority group members, women, Aboriginal persons, persons with disabilities, members of sexual minority groups, and others who may contribute to the further diversification of ideas.

All qualified candidates are encouraged to apply; however, Canadians and permanent residents will be given priority.

Egypt

The American University in Cairo (Egypt), Clinical or Counseling Psychologist, Community Psychologist and Research Psychologist:

Company Description: Founded in 1919, AUC moved to a new 270-acre state-of-the-art campus in New Cairo in 2008. The University also operates in its historic downtown facilities, offering cultural events, graduate classes, and continuing education. Student housing is available in both downtown Zamalek and New Cairo. Among the premier universities in the region, AUC is Middle States accredited; its Engineering programs are accredited by ABET, its Chemistry program is accredited by the Canadian Society for Chemistry, and the Management program is accredited by AACSB. The AUC Libraries contain the largest English-language research collection in the region and are an active and integral part of the University's pursuit of excellence in all academic and scholarly programs. AUC is an English-medium institution; eighty-five percent of the students are Egyptian and the rest include students from nearly ninety countries, principally from the Middle East, Africa and North America. Faculty salary and rank are based on qualifications and professional experience. All faculty receive generous benefits, from AUC tuition to access to research funding; expatriate faculty also receive relocation benefits including annual home leave, and tuition assistance for school age children.

Job Description: CLINICAL OR COUNSELING PSYCHOLOGIST, COMMUNITY PSYCHOLOGIST AND RESEARCH PSYCHOLOGIST. The Psychology Unit at AUC is poised to establish its own department and is looking for psychologists to join our team who are excited by the opportunity to create a world-class program that will serve as a leader in meeting the unique needs and demands of the Egyptian community and the Middle East and North Africa (MENA) region. We are searching for a number of full-time, possibly visiting, and tenure-track Assistant Professors and/or Professor of Practice. Positions will start in January/February and/or in fall of 2014.

Requirements: Applicants must have a doctorate in Psychology and a demonstrated commitment to undergraduate education. Between the positions, teaching needs include: Intro-

duction to Psychology, Statistics, Research Methods, Social Psychology, History and Systems, Cognitive Psychology, Community Psychology and Systems Theory, Fundamentals of Counseling, Psychological Assessment, Ethics, and Internship Supervision. One position involves master's thesis advising. Candidates should show significant promise as a scholar. AUC offers a BA in Psychology, a MA in Community Psychology, and a MA in Counseling Psychology.

Additional Information: Review of applications will begin immediately and continue until the positions are filled.

Application Instructions: Send the following application materials via our online portal: current curriculum vitae; a letter of interest; a completed Personal Information Form; official graduate transcript(s), (p)reprints of publications, teaching evaluations, and at least three reference letters from referees sent directly to hussref@aucegypt.edu

Review our list of offered classes [<http://catalog.aucegypt.edu/content.php?catoid=15&navoid=476>] and indicate in your application which psychology classes you are prepared to teach; psychology courses have the prefix PSYC.

[Apply Here](#)

PI67592114

Germany

Korn/Ferry International (Germany), Leadership Assessment Psychologist: Korn/Ferry International is the executive search industry's leader and innovator, and has evolved as the world's premier provider of executive talent management solutions. Today, Korn/Ferry has conducted more successful executive searches globally than any other recruiting firm in history.

Understanding that the business community is now facing many more challenges in attracting, retaining and developing senior managers, Korn/Ferry's services range from executive recruitment to corporate governance and CEO recruitment, outsourced recruiting, management assessment, and executive coaching and development.

Our executive recruitment professionals, many of whom joined our firm from senior positions in the industry sectors they now serve, conduct more than 10,000 senior-level searches for clients worldwide each year. Our consultants are based in nearly 80 offices in 40 countries in the Americas, Asia Pacific, Europe, the Middle East and Africa. The industry-sector knowledge and global reach of our firm ensures that our clients have access to the most qualified candidates for every position.

International Employment Opportunities

Responsibilities:

- Assist with the successful recruitment of key corporate executives by providing leadership assessment support to both internal customers and external clients
- Provide both written and verbal assessment interpretation to clients, search committees, consultants, and executive candidates
- Provide coaching and support to executives around onboarding/transition into new client organizations
- Provide trouble-shooting and technical assistance to internal and external users of the on-line assessment
- Market the assessment to both internal and external users. This will include conducting presentations, preparing consultants to successfully market the tool to their clients, and continuously developing, updating, and improving marketing materials
- Contribute to both organizational and database research aimed at improving the assessment tool and increasing its use
- Create thought leadership

Who Should Apply?: Ph.D. in Clinical or Counseling psychology, or a related discipline, is preferred.

This position is best suited for a Counseling or Clinical Psychology Ph.D. or Psy.D. looking to transition out of more traditional clinical/consulting/assessment work into work more aligned with executive assessment and organizational consulting. If the doctorate is recently earned, experience working in a large organization is strongly preferred.

This position is located in our Frankfurt, Germany office. **Note:** To ensure your application materials reach those directly leading the search, please utilize **ONLY** APA's PsyCareers website at <http://jobs.psyccareers.com/jobs/> for questions or submission of applications and **do not contact a Korn/Ferry office directly.**

Unique Skills Required:

- **Must be fluent in German**, as well as English
- Comfort and capability with psychometric testing and with Excel, Word and PowerPoint applications
- Excellent verbal and written communication skills
- Strong social/relationship-building/outreach/networking skills
- Comfort and capability with social-science research methods, organizational research, and database management

Why is This a Great Opportunity?:

- This is a position that will waste little time in putting the right individual on the front line working at the executive level. As skills develop, there is opportunity to expand the scope of the role over time.
- This is a dynamic position that will draw on a wide range of skills that include assessment, research, writ-

ten and verbal communication, marketing, and consultation.

- Competitive compensation
- Attractive benefits package
- Significant opportunities for growth

Japan

MedPro Technologies, LLC (Japan), Clinical Psychologist (Civilian Position):

OVERSEAS PSYCHOLOGICAL HEALTH SUPPORT
SERVICES (OPHSS)
Misawa AB, Japan

Competitive Salary plus full benefits; will provide allowance for housing/cost of living and assist with relocation costs.

MedPro Technologies, LLC is a provider of direct healthcare services to government agencies, including Military Treatment Facilities (MTF) both stateside and overseas and is nationally recognized for excellence in supporting, managing and staffing, the mission of our customers through medical, applied sciences and research and development. Visit our website www.medpro-tech.us

Scope: In order to support the Air Force Psychological Health Program, the Air Force Medical Service (AFMS) has nine (9) clinical psychologists, six (6) clinical social workers and two (2) Psychiatrists for 17 overseas medical treatment facilities (MTFs) in seven (7) countries for the United States Air Forces in Europe (USAFE) and Pacific Air Force (PACAF) commands.

Background: The mission of the Air Force Medical Operations Agency (AFMOA) is to support Department of Defense (DoD) health professionals in optimizing the health and wellness of their populations through appropriate, effective and efficient healthcare practices and service delivery. AF readiness targets combat stress reactions, deployment environment and deployment-related stressors. It also provides tailored support of the base helping agencies (Community Resources such as the Airman and Family readiness center, Chaplains, Health and Wellness centers), targets deployment challenges and engages the services of these base helping agencies. The AF community is represented by several agencies, one of which is AFMOA, Mental Health Division (SGHW). AFMOA/SGHW provides military readiness support through management of various programs engaged in individual, family and community health initiatives. These programs include Family Advocacy; Alcohol and Drug Abuse Prevention and Treatment/Demand Reduction; Education and Development Intervention Services/ Special Needs Identification and Assignment Coordination; and Suicide Prevention. Their objective is to address intervention and prevention strategies for

International Employment Opportunities

common modifiable behavioral risk factors.

Must Have Requirements (clearly show on resume):

- Have a Doctor of Philosophy (Ph.D.) or (Psy.D.) degree in clinical or counseling psychology from an APA-accredited psychology program (or a program acceptable to the Office of the Surgeon General, U.S. Air Force in accordance with AFI 44-119).
- Shall have completed an APA-accredited internship/residency in clinical psychology (or an internship/residency acceptable to the Office of the Surgeon General, U.S. Air Force in accordance with AFI 44-119).
- Have and maintain a current license to practice psychology in any one of the 50 states, the District of Columbia, Puerto Rico, or the U.S. Virgin Islands.
- Clinical/Counseling Psychology. Responsible for and applies psychological procedures and techniques, including interviewing, behavioral assessment, cognitive-behavioral therapy, and psychological testing/psychodiagnostic testing, in the evaluation, diagnosis, and treatment of psychological and neuropsychological disorders.
- Conduct individual, family and group psychotherapy, and couples therapy, alcohol and drug treatment evaluations.

Additional Information:

- Conduct applied research and clinical investigations in clinical/behavioral health psychology.
- Attend and participate in meetings during normal duty hours and professional staff conferences and other appropriate professional activities such as, but not limited to the following: Quality Improvement meeting, professional staff meetings, Commander's staff meetings, Department meetings, and others required by applicable regulations, MTF guidance, or as directed by the Chief, Department of Psychology or his/her designated representative.
- Consult with medical personnel, legal authorities, military commanders and school districts, as required.
- Maintain accurate and current notes in both the Department of Psychology records and patient medical records of all patients seen, as appropriate, and produces reports of evaluation and/or treatment, as required.
- Participate in military specific training (for example, training to perform Command Directed Evaluations, security clearances, Military Training Instructor clearances, pre-post deployment screening, PTSD, combat stress, etc.)
- Will provide allowance for HOLA/COLA and assist with relocation costs.
- MedPro Technologies, L.L.C. is an Equal Opportunity Employer.

If interested, forward curriculum vitae/resume to Tam-mie.simon@eagle-app-sci.com for consideration or contact

me at (210) 387-8727.

Internal Number: 009-MED-XJ0-13

NES Health Care Group (Japan), Clinical Psychologist:

NES Government Services is seeking a licensed clinical psychologist to work with active duty military personnel and dependents at the 35th Medical Group, Misawa, Japan. This contract position is full time for two years. Workdays are Monday through Friday, eight hours per day with no overtime or on call. Position is out-patient, with duties performed at primary care/mental health clinics.

Misawa is located about 400 miles north of Tokyo, and is not in a location affected by the Fukushima accident.

If you are seeking an adventure job, and wish to support our military, this may be just the position for you!

For more details, contact Mary Holland at NES Government Services, 1-800-637-3627 x 237 or mholland@neshold.com

Notes: Employer will assist with relocation costs.

Okinawa Institute of Science and Technology Graduate University (Japan), Clinical Psychologist:

The Okinawa Institute of Science and Technology Graduate University (OIST) will become a model for change in education and research with the best international graduate students, working side by side with world-class faculty in modern well-equipped laboratories. Beautifully situated on the island of Okinawa, OIST relies on a cross-disciplinary approach, with an emphasis on creativity and exchange, to offer unique, individualized graduate training. OIST is a university with no departments, eliminating artificial barriers between people working in different fields, but many nationalities, with students and faculty being attracted from all over the world. Concentrating initially on Neuroscience, Molecular Sciences, Mathematical Sciences, Environmental and Ecological Sciences and Physical Sciences, OIST is bringing some of the best brains in the world to Okinawa to transform the way science and education is done in the global academic world.

Position: Clinical Psychologist

Working Location: Onna-son, Okinawa, Japan

Responsibilities: The Okinawa Institute of Science and Technology Graduate University (OIST) is seeking a mid to senior level licensed/registered Clinical Psychologist to establish and direct its outpatient mental health and counseling services.

The successful applicant will provide clinical leadership and supervision to a small team of psychology/counseling staff; psychological assessment and evidence based therapy in English for OIST graduate students, staff and their families pre-

International Employment Opportunities

senting with a wide range of clinical issues; and contribute to the development of student and staff support networks and mental health workshops.

Qualifications: Applicants must have a Ph.D. in Clinical Psychology or a Postgraduate Diploma in Clinical Psychology together with an Advanced Research Degree and be licensed/registered to practice as a clinical psychologist in the country in which they completed their graduate training. It is expected that applicants will have at least five years' experience working as a Clinical Psychologist and possess excellent clinical and administrative skills.

Term: Full-time, fixed term appointment for three years contract initially with three month probationary period. This contract may be renewed.

Working Hours: Flextime (core time 10:00-15:00) 7.5 hrs. per day

Compensation: In accordance with the OIST Employee Compensation Regulation

Benefits: Annual paid leave, summer holidays, Private School Mutual Aid, commuting allowances and relocation allowances.

Submission Documents:

- 1) Letter of Intent
- 2) Curriculum vitae
- 3) Copy of License/registration as a Clinical Psychologist
- 4) Names of three references who can be contacted for letters of recommendation

Starting Date: As early as possible

Application Due Date: Applications deadline will continue until the position is filled.

Application Address: Submit all required application materials by e-mail to: recruiting@oist.jp

Or send documents via post mail to:
Recruiting Team, HR Management Section
Okinawa Institute of Science and Technology
Graduate University
1919-1, Onna, Onna-son, Okinawa 904-0495, Japan

OIST is an Equal Opportunity/Affirmative Action Employer.

Information provided by applicants or references will be kept confidential, documents will not be returned. All applicants will be notified regarding the status of their applications.

Further details about the Institute can be viewed on our website (www.oist.jp).

Notes: Employer will assist with relocation costs.

Additional Salary Information: In accordance with the OIST Employee Compensation Regulation

Sterling Medical Corporation (Japan), Clinical Child Psychologists: Clinical Child Psychologist Needed in Japan Working with US Military Families/Special Needs Children. Benefits: Excellent compensation package, Medical, Dental, Vision, Life, 401K and provided. Relocation expenses provided. Requires two years working with special needs children and their families. Interested candidates call Lynn Romer at 1 (800) 852-5678 ext. 156 or e-mail a resume to LynnR@MagnumMedicalOverseas.com

Notes: Employer will assist with relocation costs.

Macau

The University of Macau (Macau), Full Professor in Psychology: The University of Macau is a leading higher educational institution in Macao and is making strides towards becoming internationally recognized for its excellence in teaching, research and service to the community. The University is growing rapidly with a number of new strategic initiatives including the relocation to a new campus and the establishment of the largest Residential College system in Asia. The new campus is 20 times larger than the present one with a projected fast growth of student intake and faculty size. English is the University's working language.

The Department of Psychology of the Faculty of Social Sciences (FSS) offers programmes at the BSS, MSS and Ph.D. levels. The Department invites applications for the position of Full Professor in Psychology with expertise in any of the applied fields or sub-disciplines of Psychology.

Qualifications: In addition to a Ph.D. in Psychology, applicants should have an excellent record of scholarship in the field of Psychology, a keen interest in contributing to the research productivity in the department, and should be committed to teaching excellence, research and community service. Registration/licensing in any field of expertise in psychology will be an advantage.

The selected candidate is expected to assume duty in August 2014.

Consider joining our motivated and enthusiastic faculty members who believe they are making a difference in Macao and in the larger community of Asia. To discover more about the Department of Psychology visit the department website at <http://www.umac.mo/psychology/>

Position and Remuneration: Remuneration and appointment rank offered will be competitive and commensurate with the successful applicant's academic qualification, current position

International Employment Opportunities

and professional experience. The current local maximum income tax rate is 12% but is effectively around 5% - 7% after various discretionary exemptions.

Application Procedure: Applicants should visit <http://www.umac.mo/vacancy> for more details, and apply **ONLINE** at **Jobs@UM** (<https://isw.umac.mo/recruitment>) (Ref. No.: FSS/DPSY/FP/09/2014). Review of applications will commence on **October 1, 2013** and continue until the position is filled. Applicants may consider their applications not successful if they were not invited for an interview within three months of application. Other contact points are:

Human Resources Office
University of Macau, Av. Padre Tomás Pereira, Taipa, Macau
Website: <https://isw.umac.mo/recruitment>;
E-mail: vacancy@umac.mo
Tel: +853 8397 8593 or +853 8397 8592;
Fax: +853 8397 8694

The effective position and salary index are subject to the Personnel Statute of the University of Macau in force. The University of Macau reserves the right not to appoint a candidate. Applicants with less qualification and experience can be offered lower positions under special circumstances.

****Personal data provided by applicants will be kept confidential and used for recruitment purpose only****

Norway

Norwegian University of Science and Technology (Norway), Professor/Associate Professor in Developmental Psychology: The Department of Psychology at the Faculty of Social Sciences and Technology Management, Norwegian University of Science and Technology is announcing two permanent positions as Professor of Developmental Psychology, Associate Professor of Developmental Psychology, or temporary positions to qualify for Associate Professor of Developmental Psychology.

The Norwegian University of Science and Technology (NTNU) in Trondheim represents academic eminence in technology and the natural sciences as well as in other academic disciplines ranging from the social sciences, the arts, medicine, teacher education, architecture to fine art. Cross-disciplinary cooperation results in innovative breakthroughs and creative solutions with far-reaching social and economic impact.

For more information about the positions, see complete announcement at www.jobbnorge.no, position number SVT-1135.

Further information about the position is available by contacting Head of Department Magne Arve Flaten, phone 73 59 74 68, e-mail: magne.a.flaten@svt.ntnu.no, or head of office

Tore Amundsen, phone 73 59 19 70, e-mail: tore.amundsen@svt.ntnu.no

An application including attachments should be sent electronically through: www.jobbnorge.no Mark the application SVT-1135.

Location: Trondheim, Norway

Application Deadline: November 24, 2013

Internal Number: SVT-1135

Russia

The National Research University Higher School of Economics (Moscow, Russia), Assistant Professor in Psychology: The Faculty of Psychology of the National Research University Higher School of Economics in Moscow, Russia invites applications for full-time, tenure-track positions of Assistant Professor, or higher, in all subfields, and notably in cognitive psychology.

The HSE is a young, dynamic, fast-growing Russian research university providing unique research opportunities (<http://hse.ru/en> and <http://psy.hse.ru/en/>).

Work Conditions:

- Internationally competitive compensation package, 13% flat income tax rate and other benefits
- Generous travel support and research grants provided by the university's Centre for Advanced Studies (www.cas.hse.ru)
- Low teaching load, minimal service required
- Heavy emphasis on high quality research

Requirements:

- Ph.D. in Cognitive psychology or related fields
- Fluent English (knowledge of Russian is not required)
- Ability and high motivation to conduct high-quality research publishable in reputable peer-reviewed journals and international university presses

Generally appointments will be made for an initial three-year period and upon successful completion of an interim review, contracts would normally be extended for a further three years until the tenure review.

Provide curriculum vitae, at least two letters of reference forwarded directly, a statement of research interest and a recent research paper. All materials should be addressed to Martin Gilman, Director, Centre for Advanced Studies at cas@hse.ru no later than December 18, 2013.

International Employment Opportunities

Saudi Arabia

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

College of Applied & Supporting Studies
DEPARTMENT of GENERAL STUDIES

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

Psychology

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

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

Review of applications will continue until the positions are filled.

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

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

To download the KFUPM application form, click on the link

Quote DEPT. reference no. DGS-PSY-141 in your initial application

<http://www.kfupm.edu.sa/fpa/serv/InfApplicFacPosi.mht>

For more information, visit the following links:

KFUPM Web Site: <http://www.kfupm.edu.sa>

Deanship of Faculty & Personnel Affairs: <http://www.kfupm.edu.sa/fpa>

Application Deadline: Open until filled

Internal Number: DGS-PSY-141

Singapore

Nanyang Technological University (Singapore), Assistant Professor in Clinical/Health, Cognitive, Developmental or Forensic Psychology: The School of Humanities and Social Sciences at Nanyang Technological University (NTU), Singapore, invites qualified academics to apply for faculty positions as Assistant Professor in Clinical/Health, Cognitive, Developmental or Forensic Psychology.

Candidates should possess a Ph.D. in Psychology or in a closely related discipline. The areas of specialization include, but are not limited to clinical/health, cognitive, developmental or forensic Psychology. Candidates should possess strong research track records, including publications in international peer reviewed journals, and should demonstrate a commitment to effective teaching and administrative service. Interest in Asian cultures and languages is a plus. He or she is expected to have successfully completed the requirements for the Ph.D. degree and will be required to show evidence of potential for high-quality research. Relevant post-doctoral experience will be significant advantage.

The Division of Psychology in the School of Humanities and Social Sciences is a very cohesive group of research scholars. It was recently ranked number 38 in the world (<http://www.topuniversities.com/university-rankings/university-subject-rankings/2013/psychology>) and is enjoying a period of continued expansion. For further information about the Division, refer to the following website: <http://psychology.hss.ntu.edu.sg/Pages/Home.aspx>

To apply, refer to the Guidelines for Submitting an Application for Faculty Appointment (<http://www.ntu.edu.sg/ohr/CareerOpportunities/SubmitanApplication/Pages/FacultyPositions.aspx>) and e-mail your application package [consisting of a cover letter, curriculum vitae, personal particulars form, teaching and research statements, three selected reprint/preprints of publications, and the names and e-mail addresses of three potential referees] to: H-DPSY@ntu.edu.sg

Applications may also be submitted by regular mail to:

Head, Division of Psychology
School of Humanities and Social Sciences

International Employment Opportunities

Nanyang Technological University
14 Nanyang Drive
Singapore 637332

Review of applications will begin upon receipt and will continue until the positions are filled. Only shortlisted candidates will be notified.

Yale-NUS College (Singapore), Psychology Faculty: The newly established Yale-NUS College (www.yale-nus.edu.sg) in Singapore, a collaboration between the National University of Singapore (NUS) and Yale University, seeks to hire one or more psychologists in social, developmental, and/or abnormal/clinical psychology. The search is open with regard to rank. We are particularly interested in candidates who combine an active research agenda with interest in a collegiate liberal arts environment and a demonstrated commitment to creative and effective undergraduate teaching and mentoring.

In addition, the College seeks to hire two distinguished senior scholars to serve as the inaugural JY Pillay-Global Asia Professors of Social Science. We encourage applicants in any area of the Social Sciences including areas that can serve our majors in Global Affairs/Political Science, Economics, Psychology, Anthropology, Urban Studies, Environmental Studies, and Philosophy, Politics and Economics (PPE). Within these broad areas, we are open to sub-specialty.

Yale-NUS College seeks outstanding teacher-scholars, who are committed to innovative pedagogy and curriculum development, who are active researchers, and who enjoy closely mentoring students. Regardless of their field of specialization, candidates should be enthusiastic about contributing to an interdisciplinary common curriculum in the liberal arts.

Salary, benefits, and leave policies will be competitive at an international level. The College expects further rounds of hiring over the next few years as the student body increases. Yale-NUS College is committed to supporting faculty research through generous startup grants, annual research and travel budgets, and sabbatical leave.

For all general inquiries, contact yale-nus.college@yale.edu. Review of applications will begin November 15, 2013, and continue until the positions are filled.

The College values diversity and is committed to equality of opportunity. For additional information about Yale-NUS College and the faculty hiring process, including submission guidelines, and to apply, we invite you to our web site at: <http://www.yale-nus.edu.sg/prospective-faculty.html>

Turkey

Bilkent University (Ankara, Turkey), Chairperson of the Department of Psychology: The Faculty of Economics, Ad-

ministrative and Social Sciences at Bilkent University is inviting applications for the position of Department Chair of Psychology. We are seeking a dynamic leader and scholar to facilitate the Psychology Department's vision in research and teaching. The Psychology Department is comprised of a rapidly growing team of international academics and currently has a strong focus on cognitive, developmental and social psychology. Bilkent University is committed to expanding the department into other domains in psychology and the chairperson will have an opportunity to shape the department for the future. Psychology Department faculty members are internationally-recognized scientists that have well-funded research programs and publish extensively in ISI-indexed journals. As well as publishing in high-impact journals, Bilkent University expects faculty to perform superior teaching and mentoring for undergraduate students. Thus, the Psychology Department faculty members are dedicated to excellence in teaching in addition to their successful research programs. Bilkent University, located in Ankara, the capital city of Turkey, is a leading private research institution and the language of teaching is English.

Responsibilities and Qualifications: The Chairperson should build upon the department's vision of excellence in research and teaching. Additional key responsibilities include budget administration and management, faculty development and evaluation, and general management of the department. Moreover, the candidate must actively help expand the department and develop the post-graduate program, which is planned to be opened in the near future. Successful candidates will be internationally-recognized scholars with a history of excellence in research and teaching, as well as administrative experience. Candidates must have a Ph.D. or equivalent degree in Psychology and hold the rank of Full or Associate Professor, as well as a strong track record in research as evidenced by the quality of publications and success in obtaining research grants.

Appointment and Application Procedure: The appointment for the Department Chairperson is a 12-month position and the salary for this position is commensurate with qualifications and experience. Bilkent University faculty are offered rent-free housing and various other benefits including private health insurance. Inquiries should be directed to Prof. Dilek Önköl, Dean of the Faculty of Economics, Administrative and Social Sciences (onkal@bilkent.edu.tr). Applications should include a letter of interest describing qualifications, a personal statement of leadership skills and experience, curriculum vitae, and names of three references. Application materials should be sent electronically to Executive Secretary Eser Berkel Sunar (sunar@bilkent.edu.tr). Review of applications will begin immediately and continue until the position is filled. For more information about the Psychology Department and Bilkent University visit the websites for the Department (<http://www.psy.bilkent.edu.tr/>), Faculty of Economics, Administrative, and Social Sciences (<http://feass.bilkent.edu.tr/>) and the University (<http://www.bilkent.edu.tr/>)

International Employment Opportunities

www.bilkent.edu.tr/.

United Arab Emirates

New York University Abu Dhabi (UAE), Faculty Positions in Sociology, Social Research, and Public Policy: New York University has established itself as a Global Network University, a multi-site, organically connected network encompassing key global cities and idea capitals. The network has three degree-granting campuses—New York, Shanghai, and Abu Dhabi—complemented by 12 additional academic centers across five continents. Faculty and students will circulate within the network in pursuit of common research interests and cross-cultural, interdisciplinary endeavors, both local and global.

Entering its fourth year, NYU Abu Dhabi has recruited a cohort of faculty who are at once distinguished in their research and teaching. Our students are drawn from around the world and surpass all traditional recruitment benchmarks, both US and global. NYU Abu Dhabi's highly selective liberal arts enterprise is complemented by an institute for advanced research, sponsoring cutting-edge projects across the Arts, Humanities, Social Sciences, and Physical and Engineering Sciences.

NYU Abu Dhabi is currently inviting applications for faculty positions at any level (assistant, associate or full professor) for appointment to its program in Social Research and Public Policy. One opening at the Full Professor level is for the Foundation Chair of the Department of Sociology and Public Policy; we seek a distinguished senior scholar who will also assume a leadership role in the program. For the positions at all levels, we encourage applications from candidates with outstanding teaching and research records across the social sciences (Sociology, Demography, Political Science, Economics, Social Psychology, Public Policy). We will consider applications from all areas of theoretically-informed policy-relevant social research, including urban studies, immigration, public health, organizations, and inequality.

You may visit the Social Research and Public Policy Program's website for a description of its innovative curriculum: <http://nyuad.nyu.edu/academics/undergraduate-programs/majors/social-research-and-public-policy.html>

The terms of employment are competitive and include housing and educational subsidies for children. Faculty may also spend time at NYU New York and other sites of the global network, engaging in both research and teaching opportunities. The appointment might begin as soon as September 1, 2014, or could be delayed until September 1, 2015.

The review of applications is underway, and will continue until the positions are filled. To be considered, applicants need to submit curriculum vitae, statement of research and teaching interests, representative publications and three letters

of reference in PDF format. Visit our website at <http://nyuad.nyu.edu/about/careers/faculty-positions.html> for instructions and other information on how to apply. If you have any questions, e-mail nyuad.socialscience@nyu.edu

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

Internal Number: NY98090



Board Members

OFFICERS (2013)

President (2013)

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

President-Elect (2013)

Senel Poyrazli, Ph.D.
Associate Professor of Counseling
Psychology
Co-Editor, Eurasian Journal of Educational
Research
Pennsylvania State University - Harrisburg
School of Behav. Sciences and Education
777 W. Harrisburg Pike, W-311
Middletown, PA 17057
Tel: 717-948-6040
Fax: 717-948-6519
E-mail: poyrazli@psu.edu

Past President (2013)

Neal Rubin, Ph.D., ABPP
Illinois School of Professional Psychology
Argosy University, Chicago
225 North Michigan Avenue
Chicago, IL 60601
Tel: 312-836-0335 (office)
Tel: 312-777-7695 (campus)
E-mail: nealrubin@hotmail.com

Treasurer (2012-2014)

Susan A. Nolan, Ph.D.
Chair, Department of Psychology
Seton Hall University
400 South Orange Avenue
South Orange, NJ 07079
Tel: 973-761-9485 (work)
E-mail: susan.nolan@shu.edu

Secretary (2011-2013)

Ayşe Çiftçi, Ph.D.
Counseling Psychology
Purdue University
Department of Educational Studies
Beering Hall of Liberal Arts and Education
100 N. University Street, Room 5168
West Lafayette, IN 47907-2098
Tel: 765-494-9746
Fax: 765-496-1228
E-mail: ayseciftci@purdue.edu

Council Representative (2010-2015)

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

Members-At-Large

Suzana Adams, Psy.D. (2013-2015)
2929 E Camelback Rd., Suite 114
Phoenix, AZ 85016
Tel: 602-400-6804
E-mail: suzgha@gmail.com

Andrés J. Consoli, Ph.D. (2011-2013)
San Francisco State University
1600 Holloway Ave., BH 524
San Francisco, CA 94132
Tel: 415-338-6415
Fax: 415-338-0594
E-mail: consoli@sfsu.edu

Joy K. Rice, Ph.D. (2011-2013)
Psychiatric Services
2727 Marshall Court
Madison, WI 53705
Tel: 608-238-9354
Fax: 608-238-7675
E-mail: jkrice@wisc.edu

Richard S. Velayo, Ph.D. (2013-2015)
Psychology Department
Pace University
41 Park Row, Room 1310
New York, NY 10038
Tel: 212-346-1506
Fax: 212-346-1618
E-mail: rvelayo@gmail.com
Web: <http://webpage.pace.edu/rvelayo>

COMMITTEE CHAIRS (2013)

[*ad hoc committees]
[**special focus committees]

*Aging

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

**APA Division 52 Liaison to APA Division 35

Sharon Brennan, Ph.D.
7 East 68th Street, PL 3
New York, NY 10065
Tel: 917-353-8076
E-mail: drsharonbrennan@earthlink.net

**APA Division 52 Liaison to the Committee on International Relations in Psychology (CIRP)

Florence Denmark, Ph.D.
Interim Chair
Robert S. Pace Distinguished Research
Professor
Pace University
41 Park Row
New York, NY 10038-1598
Tel: 212-346-1551
Fax: 212-346-1618
E-mail: fdenmark@pace.edu

**APA Division 52 Liaison to the Office of International Affairs

Martha S. Zlokovich, Ph.D.
Executive Director, Psi Chi, the International
Honor Society in Psychology
825 Vine Street
Chattanooga, TN 37401
Tel: 423-771-9962 (direct line)
Tel: 423-756-2044 (central office)
Fax: 423-265-1529
E-mail: martha.zlokovich@psichi.org

**APA Oversight Committee on Lesbian, Gay, Bisexual, and Transgender Concerns

Sharon G. Horne, Ph.D.
Associate Professor
Director of Training, Counseling Psychology
Specialization
Wheatley Hall 2-162
Department of Counseling and School
Psychology
University of Massachusetts Boston
Boston, MA 02125
E-mail: sharon.horne@umb.edu

*Award, Book

Renée Goodstein, Ph.D.
Psychology Department
St. Francis College
180 Remsen Street
Brooklyn, NY 11201
Tel: 718-489-5437
E-mail: rgoodstein@stfranciscollege.edu

*Award, Denmark-Reuder

Joan Chrisler, Ph.D.
Psychology Department,
Connecticut College
New London, CT 06320-4196
Tel: 860-439-2336 (work)
Tel: 203-877-0379 (home)
Fax: 860-439-5300
E-mail: jcchr@conncoll.edu

Board Members

Awards, Division

Neal Rubin, Ph.D., ABPP
Illinois School of Professional Psychology
Argosy University, Chicago
225 North Michigan Avenue
Chicago, IL 60601
Tel: 312-836-0335 (office)
Tel: 312-777-7695 (campus)
E-mail: nealrubin@hotmail.com

John D. Hogan, Ph.D.
St. John's University
Department of Psychology
Marillac Hall
8000 Utopia Parkway
Queens, NY 11439
Tel: 718-990-5381
Fax: 718-990-6705
E-mail: hoganjohn@aol.com or
hoganj@stjohns.edu

Danny Wedding, Ph.D., MPH
Associate Dean for Management and
International Programs
California School of Professional
Psychology
Alliant International University
1 Beach Street
San Francisco, CA 94133
Tel: 415-955-2043
Fax: 415-955-2063
E-mail: dwedding@alliant.edu

*Award, International Mentoring

Lawrence H. Gerstein, Ph.D.
Ball State University
Department of Counseling Psychology and
Guidance Services
Teachers College, Room 608
Muncie, IN 47306
Tel: 765-285-8059
Fax: 765-285-2067
E-mail: lgerstein@bsu.edu

*Award, Student International Research

Sheila J. Henderson, MBA, Ph.D.
Interim Associate Provost, I-MERIT
Alliant International University
1 Beach Street
San Francisco, CA 94133
Tel: 415-955-2030
E-mail: shenderson@alliant.edu

*Communications

Uwe P. Gielen, Ph.D.
St. Francis College
180 Remsen Street
Brooklyn, NY 11201
Tel: 718-489-5386
Fax: 718-522-1274
E-mail: ugielen@hotmail.com or
ugielen@stfranciscollege.edu

*Curriculum and Training

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

*Early Career Professionals/Psychologists

Suzana Adams, Psy.D.
2929 E Camelback Rd., Suite 114
Phoenix, AZ 85016
Tel: 602-400-6804
E-mail: suzgha@gmail.com

*Federal Advocacy Coordinator

Joy K. Rice, Ph.D.
Psychiatric Services
2727 Marshall Court
Madison, WI 53705
Tel: 608-238-9354
Fax: 608-238-7675
E-mail: jkrice@wisc.edu

Fellows

Ani Kalayjian, Ed.D., RN
135 Cedar St.
Cliffside Park, NJ 07010
Tel: 201-941-2266
E-mail: drkalayjian@meaningfulworld.com
Web: www.meaningfulworld.com

Finance

Susan A. Nolan, Ph.D.
Chair, Department of Psychology
Seton Hall University
400 South Orange Avenue
South Orange, NJ 07079
Tel: 973-761-9485 (work)
E-mail: susan.nolan@shu.edu

*Handbook

Joy K. Rice, Ph.D.
Psychiatric Services
2727 Marshall Court
Madison, WI 53705
Tel: 608-238-9354
Fax: 608-238-7675
E-mail: jkrice@wisc.edu

**Heritage Mentoring Project Coordinator

Chalmer Elaine Thompson, Ph.D.
Associate Professor of Counseling and
Counselor Education
Indiana University School of Education
Indianapolis, IN
E-mail: chathomp@iupui.edu

History and Archives

John D. Hogan, Ph.D.
St. John's University
Department of Psychology
Marillac Hall
8000 Utopia Parkway
Queens, NY 11439
Tel: 718-990-5381
Fax: 718-990-6705
E-mail: hoganjohn@aol.com or
hoganj@stjohns.edu

*Information Clearinghouse

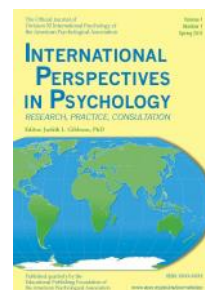
Bernardo J. Carducci, Ph.D.
Indiana University Southeast
E-mail: bcarducc@ius.edu

*International Committee for Women (ICfW)

Sayaka Machizawa, Psy.D.
Associate Director, Department of
Community Partnerships
Adjunct Faculty
The Chicago School of Professional
Psychology
325 N. Wells Street
Chicago, IL 60654
Tel: 312-412-3507
Fax: 312-644-3333
E-mail: smachizawa@thechicagoschool.edu

International Perspectives in Psychology: Research, Practice, & Consultation (Journal)

Judith L. Gibbons, Ph.D., Editor
Professor of Psychology and International
Studies
Saint Louis University
Department of Psychology
221 North Grand Blvd.
St. Louis, MO 63103
Tel: 314-977-2295
Fax: 314-977-1014
E-mail: gibbonsjl@slu.edu
Web: <http://www.apa.org/pubs/journals/ipp/index.aspx>



Board Members

***International Psychology Bulletin (Newsletter)**

Grant J. Rich, Ph.D., Editor
Juneau, AK 99801
E-mail: optimalex@aol.com

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

Richard S. Velayo, Ph.D., Associate Editor
Psychology Department
Pace University
41 Park Row, Room 1310
New York, NY 10038
Tel: 212-346-1506
Fax: 212-346-1618
E-mail: rvelayo@gmail.com
Web: <http://rvelayo.com>

***Long-Range Planning**

Ann Marie O' Roark, Ph.D., ABAP
E-mail: annoroark@bellsouth.net

Membership

Maria Lavooy, Ph.D.
Florida Institute of Technology
E-mail: mlavooy@fit.edu

***Mentoring**

Nancy Felipe Russo, Ph.D.
Regents Professor of Psychology and
Women and Gender Studies - Emeritus
Arizona State University; Courtesy Professor
Oregon State University
2840 NW Glenwood Drive
Corvallis, OR 97330
Tel: 541-207-3363
E-mail: nancy.russo@asu.edu

Nominations and Elections

Neal Rubin, Ph.D., ABPP
Illinois School of Professional Psychology
Argosy University, Chicago
225 North Michigan Avenue
Chicago, IL 60601
Tel: 312-836-0335 (office)
Tel: 312-777-7695 (campus)
E-mail: nealrubin@hotmail.com

***Outreach**

Artemis Pipinelli, Ph.D.
E-mail: drapipinelli@gmail.com

***Parliamentarian**

John D. Hogan, Ph.D.
St. John's University
Department of Psychology
Marillac Hall
8000 Utopia Parkway
Queens, NY 11439
Tel: 718-990-5381
Fax: 718-990-6705
E-mail: hoganjohn@aol.com or
hoganj@stjohns.edu

Program

Robyn Kurasaki, Psy.D. (Chair)
Garden City Park UFSD
300 New Hyde Park Road
New Hyde Park, NY 11040
E-mail: rkurasaki@gmail.com

Kim Kassay, Psy.D. (Co-Chair)
School Psychologist, Westport Public
Schools
Adjunct Professor, Queens College
E-mail: kkassay29@gmail.com

Mark D. Terjesen, Ph.D. (Co-Chair)
Associate Professor
St. John's University
8000 Utopia Parkway
Marillac Hall SB36
Jamaica, NY 11439
Tel: 718-990-5860
Fax: 718-990-5926
E-mail: terjesem@stjohns.edu

***Publications**

Uwe P. Gielen, Ph.D.
St. Francis College
180 Remsen Street
Brooklyn, NY 11201
Tel: 718-489-5386
Fax: 718-522-1274
E-mail: ugielen@hotmail.com or
ugielen@stfranciscollege.edu

***Public Interest/U.N.**

Judy Kuriansky, Ph.D.
E-mail: DrJudyK@aol.com

***Student**

Valerie Wai-Yee Jackson, MPH (Co-Chair)
Clinical Psychology Doctoral Candidate
California School of Professional
Psychology at Alliant International
University
1 Beach Street, Suite 100
San Francisco, CA 94133
E-mail: vjackson@alliant.edu

Laura Reid Marks, M.A.E., Ed.S. (Co-Chair)
Doctoral Student, Counseling Psychology
Purdue University
Beering Hall of Liberal Arts and Education
100 N. University Street
West Lafayette, IN 47907-2098
E-mail: ReidL@purdue.edu

***Trauma, Disaster, Violence, and Prevention**

Ani Kalayjian, Ed.D., RN
135 Cedar St.
Cliffside Park, NJ 07010
Tel: 201-941-2266
E-mail: drkalayjian@meaningfulworld.com
Web: www.meaningfulworld.com

***Webmaster/Website Technology**

Ji-yeon Lee, Ph.D.
Assistant Professor
Counseling Psychology
Seton Hall University
E-mail: jiyeon.lee@shu.edu

