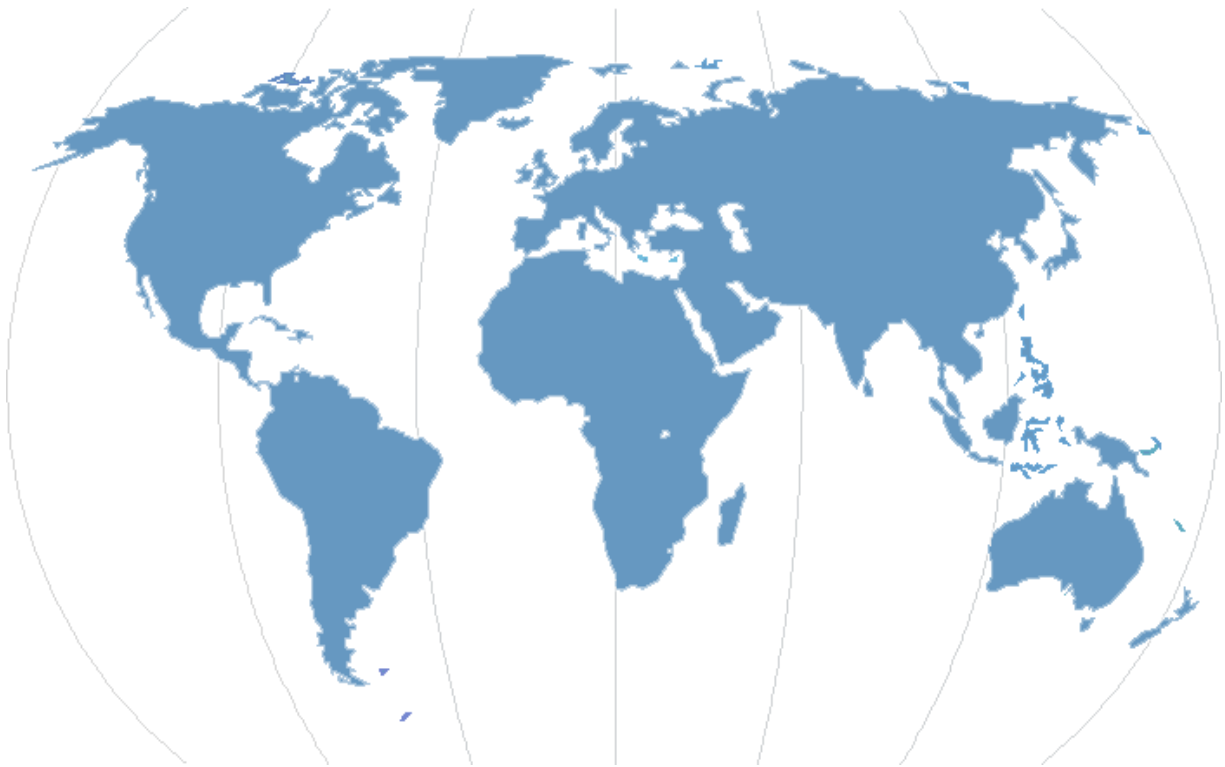




INTERNATIONAL PSYCHOLOGY BULLETIN

Volume 17 No. 1 Winter 2013



Editor
Grant Rich

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Harold Takooshian
Richard Velayo

Inside This Issue

Message from the President

Welcome From the Incoming Division 52 President (*Mercedes A. McCormick*) 5

Division 52 News and Updates

Division of International Psychology APA Annual Board Meeting Minutes (*Ayşe Çiftçi*) 7

Four New Officers Elected for 2013 9

Thank You Reviewers (*Grant J. Rich*) 10

Call for Nominations: Division 52 Henry David International Mentoring Award (*Lawrence Gerstein*) 11

International Programs at Eastern Psychological Association (*Harold Takooshian*) 12

Philip Zimbardo: EPA International Program Keynote Speaker (*Harold Takooshian*) 13

New International Book Series for 2013 (*Harold Takooshian*) 14

Research Article

Gender as an Obstacle to Good Health: Health Related Human Rights Violations and the Girl Child (*Yvonne Rafferty*) 15

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, their e-mail, and phone number.
- Please make sure that authors' names or any identifying information is not included in the manuscript, with the exception of the title page.
- Avoid figures if possible.
- Cite your sources within the manuscript based on the APA style.
- List your references at the end of the paper based on the APA style.
- Present tables at the end of the manuscript, after references, each on a separate page.

To learn more about the APA style, refer to <http://www.apastyle.org>. If you do not have access to the APA publication manual, you may want to get a recent journal article published by one of the APA journals and try to familiarize yourself with the APA style through this method.

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

Book Reviews

Power, Money, and Politics in Intercountry Adoption (*Amanda L. Baden and Elliotte Sue Harrington*) 25

The Physical and Emotional Price of Silence: How Self-Silencing Affects Women Across Culture (*Rachel Latta*) 27

Channeling Fanon: A Review of Counseling People of African Ancestry (*Chalmer E. F. Thompson*) 28

Student Column

Increasing Publishing Among International Student Authors (*Joseph C. Giardino*) 32

2013 Student Committee (*Laura Reid Marks*) 34

Division 52 Student Campus Representatives (*Laura Reid Marks*) 35

Teaching International Psychology

Imagine: Study Abroad in a Developing Country (*Gloria Grenwald*) 37

Heritage Mentoring Project

International Engagement as Oxygen: Héctor Fernández-Álvarez – Argentina (*Andrés J. Consoli, Sergi Corbella Santoma, and Melissa L. Morgan Consoli*) 39

Sarlitto W. Sarwono: A Force for Developing Psychology in Asia (*Danae E. Kesel and Sherri McCarthy*) 42

Current Issues Around the Globe, Announcements, and More

International School Psychology: Contributions to Psychological Practice (*Thomas D. Oakland and Shane R. Jimerson*) 48

SUBMISSION DEADLINES

International Psychology Bulletin

For smaller articles (op-ed, comments, suggestions, etc.), submit up to 200 words. Longer articles (e.g., Division reports) can be up to 3,000 words (negotiable) and should be submitted to Dr. Grant J. Rich at optimalex@aol.com.

Submission Deadlines: Spring issue March 31st

Summer issue June 30th

Fall issue September 15th

Winter issue December 15th

Issues typically will be published 2-4 weeks after the deadline.

Current Issues Around the Globe, Announcements, and More

Around the Globe: A Comparative Analysis of Veterans Healthcare (*Thomas W. Miller*) 50

Division 32 Task Force on Indigenous Psychology (*Louise Sundararajan*) 54

Autism in Ukraine: Impressions, Challenges and Implications (*Chrystina A. Dolyniuk*) 56

The Development of the Health Support Team Curriculum to Aid Survivors in Post-Earthquake Haiti (*Kira Mauseth, Tona McGuire, John Thoburn, and Kathryn Adams*) 59

Study Abroad, Student Exchange, and Service-Learning Programs: An Analysis of Legal Issues and Implications for University Administrators (*Jacqueline N. Gustafson*) 60

alumni.state.gov: Supporting Alumni of U.S. Government-Sponsored Exchange Programs (*Lisa Barton*) 66

Funding International Work: Growing Resources from the U.S. State Department (*Harold Takooshian*) 66

Ten Years in New York City: International Conference at Fordham (*Harold Takooshian, Artemis Pipinelli, and Elaine Congress*) 67

Janet Hyde Graduate Student Research Grant 69

Request for Proposals: Randy F. Gerson Memorial Grant 70

International Employment Opportunities

International Employment Opportunities (*Michael J. Stevens*) 71

Board Members

Officers / Committee Chairs 88



Welcome From the Incoming Division 52 President

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

I am writing to you with excitement to serve as your 2013 Division 52 President. I am honored that you selected me for this challenging position. My vision of leadership is to *Motivate, Engage, and Lead* which was the theme of the 2012 APA Division Leadership Conference held in Washington, DC. My message to you - *Let us start now together.*

I am a lifelong member of APA and joined Div. 52 in 2006. I have learned much about Division 52 through my role in several chair and committee positions, including outreach, curriculum and training, communication, and the international mentoring committee, as well as the 2010-2011 Div. 52 Liaison to the APA Oversight Committee on LGBT. It is awesome to see the Division grow and become stronger each year. I look forward to continuing this growth trend in 2013-2014 and to advocate Division 52 as a division that welcomes warmly all to serve and participate in promoting the field of international psychology.

I am proud of the strength of our division that has been advanced by the excellent leadership of D52's presidents and EC Board members (secretary, finance, and chairs and their committees) throughout the past years. I look forward to following in their footsteps and the shadow of our recent division leader, Neal Rubin (2013 Past President). Neal had an exciting and productive presidential year. He deserves kudos for his leadership accomplishments.

Dr. Rubin and I share similar views of leading Division 52. We know the composition of membership is the key to the longevity of the division. Outstanding outcomes of Neal's endeavors are that he planted the seeds of the Student Committee (Laura Reid Marks), the Heritage Mentoring Project (Chalmer Elaine Thompson, Ph.D.) and the Early Career Professionals/Psychologists (Suzana Adams, PsyD). The growth spurts of these committees suggest that our division has a strong membership base for several years to come.

Also it is important for our division to continue to come together to respect and recruit membership from all the seasons of a psychologist's career (student, early career psychologist, mid-career, late-career and retired psychologists). Each season of a psychologist's career brings the development of leadership character traits, values, experience, and wisdom that will strengthen and illuminate our division.

Please bring your ideas to advance Div. 52 membership



at various career stages to the Mid-Winter Meeting on March 1st. Recently, I appointed Maria Lavooy, Ph.D. as the 2013 membership chair. Maria Lavooy is affiliated with the Florida Institute of Technology. You will be introduced to Maria at the Mid-Winter Meeting in March in NYC. Please contact Maria (mlavooy@fit.edu) with your ideas or any other thoughts or considerations about membership if you are not able to attend the Mid-Winter Meeting. Please cc me (mampsyoga@aol.com) on your e-mail. I look forward to hearing from you.

The 2013 slate of Division 52 Committee Chairs, Ad Hoc Committees and Special Focus Committees has been formed. New presidential appointments are: Florence Denmark, Ph.D., Liaison to the Committee on International Relations in Psychology (CIRP); Martha Zlovkovich, Ph.D., Liaison to the Office of International Affairs; and Sharon Brennan, Ph.D., Liaison Division 52 to APA Division 35. John Hogan, Ph.D. will become Div. 52's Parliamentarian, Judy Kuriansky, Ph.D. will become chair of the Public Interest/UN, Nancy Russo, Ph.D. will chair the Mentoring Committee and the program chair is Robyn Kurasaki, Ph.D. The complete slate may be found in this *IPB* publication.

Another of my key 2013 initiatives is *Building Bridges with Div. 52 and Psi Chi International*. This initiative was introduced on the 2012 APA convention program in Orlando, Florida. Kindly click the link that follows to learn more about this initiative: http://www.psichi.org/pdf/building_bridges_aug2012.pdf

Overall the purpose of this initiative is to build the relationship between Div. 52 and Psi Chi to promote student excellence, leadership, and diversity in conducting international research as well as to encourage student professional membership to become proactive in APA Div. 52 - International Psychology.

Another initiative is to continue to advance Div. 52's concept of inclusiveness, and respect for diversity within division membership composition. During the past three years, Div. 52 appointed Sharon Horne, Ph.D., as our Liaison to the APA Oversight Committee on LGBT. Sharon has been traveling and presenting internationally about LGBT issues. I look forward to learning more about Sharon's work at the time of the winter meeting.

The Mid-Winter Meeting will be held on March 1 at 12:00 pm to 4:00 pm in conjunction with the Eastern Psychological Association Annual Meeting on March 1-4 in New York City at the Marriott Marquis Times Square. EPA's opening ceremony will follow our Mid-Winter meeting at 5:30 pm. EPA's program in International Psychology has been developed by Harold Takooshian's outstanding professional planning efforts. Harold has engaged many Div. 52 colleagues to present on an exceptional program to make it the best IP program ever held at EPA.

Also at 2013 EPA, I have organized the Psi Chi International Honor Society program. This program is rich with presentations from many Div. 52 colleagues who will speak about student involvement and international psychology issues. Harold and I have requested the IP and Psi Chi pro-

Message From The President

grams be held in rooms adjacent to each other. This arrangement will make it convenient for you to move about in regard to programs of your interest.

In planning for the Div. 52 Mid-Winter Meeting, 2013 Chairs please consider the following comprehensive areas to develop initiatives and goals where appropriate to advance the Div. 52 purpose within your committee area:

- **Financial Sustainability** - continue dues, journal, investments and perhaps initiate a book series on current international psychology topics.
- **Visibility** - continue *International Perspectives in Psychology* impact factor to membership, *International Psychology Bulletin*, Awards (*Gielen Book Award*, *International Mentoring Award*, *Outstanding International Psychologist Award*).
- **Initiate** collaborative projects with other divisions.
- **Nominate** more Div. 52 representatives to APA boards, task forces, etc.
- **Continue** response to e-mails for input on APA issues.
- **Increase** number of Division 52 Fellows.
- **Continue** to create programs for Div. 52 at APA Annual Conventions and Div. 52 hospitality suite to attract more Div. 52 members and international psychologists.
- **Member Benefits/Interactions & Input** - continue annual conference programming, publications, *IPB*, website, resource materials, PPTs, videos, listserv, Facebook.

New Possibilities/Initiatives-2013

- **Web coaching** for research and career issues in International Psychology.
- **Create Webinars and podcasts** lead by Div. 52 members on key topics of interest in International Psychology.
- **Publish abstracts of APA presentations and poster presentations in the *IPB*.**
- **Infrastructure**
- **Review** - Bylaws and Policy Manual.
- **Continuing 2012-2013** to clarify procedures and processes for appointments, continuance, discontinuance (e.g. committees, chairs, representatives, etc.).
- **Continued request for extensive reporting** from Div. 52 EC committee and all committees with the Board.
- **Continued increased communication** opportunities among the Executive Committee and with the Div. EC Board.
- **Encourage** participation @ 2013 Western Psychological Association Meeting in Reno, Nevada April 24-29.

In closing, I look forward to seeing you at the Mid-Winter Meeting in March and at EPA. I wish you and your family warm holiday good wishes and a happy new year.

The task of leadership is not to put greatness into people, but to elicit it, for the greatness is there already - John Buchan

NEWS AND UPDATES FROM THE AMERICAN PSYCHOLOGICAL ASSOCIATION OFFICE OF INTERNATIONAL AFFAIRS December 2012

Psychology International

Volume 23, Number 4, December 2012
For an online version, visit: www.apa.org/international/pi

CONTENTS

COVER:
Thinking Strategically and Collaboratively to Promote Psychology Globally

APA's U.N. Representatives Visit APA Headquarters..... 3

20th Congress of the Mexican Psychological Society..... 5

Join Colleagues in Brazil and Sweden for July 2013 Regional Conferences..... 7

The UAE Launches its First Clinical Psychology Graduate Program..... 10

PsychCRITIQUES Review..... 16

Recently Published..... 18

Senior Director's Column:
How Do We Know Ourselves?... 4


Psychology in Action:
Group Psychotherapy Trainings in China..... 8

Collaborate:
Working with Faith-Based Organizations in Tanzania..... 11

UN Matters:
Human Rights Day: My Voice Matters..... 13

ANNOUNCEMENTS

Thinking Strategically and Collaboratively to Promote Psychology Globally
By Tina Q. Richardson and Punccky Paul Heppner, 2012 CIRP Co-Chairs



CIRP members, Office of International Affairs Staff and International visitors and Nations at the Fall 2012 constitutional meeting. Back row: Merry Bullock (OLA), Chandra Mathews, Kari Granger, Cheri Shaw, Punccky Heppner, Melissa Ivanc, Renee Nussler, Barbara Byrne, Susan Oppew, Tina Richardson, Virginia Ewan, Joan Liu Chin, Susan; Diana Townsend (OLA), Corann Olorodudu, Avo Thompson, James Sigel, Oscar Barbieri

APA's Committee on International Relations in Psychology (CIRP) was founded in 1946 to advise APA on the rehabilitation of European psychological laboratories and libraries after World War II. Although the Committee's mission has changed over the years in line with other societal and global changes, CIRP's central charge is to encourage the advancement of psychological knowledge that is relevant to international affairs and to encourage the application of that knowledge to the formulation of policy in international affairs.

A central theme in the work of CIRP this last year has been a broader conceptualization of the Committee's mission and its strategic goals. We discussed ways that our efforts might intersect more closely with APA's strategic plan in order to further APA's involvement in the promotion of psychology and development of psychological science globally, as well as to support the Association's aspiration to excel as a principal leader and partner promoting psychological knowledge and methods to facilitate the resolution of personal, societal and global challenges in diverse, multicultural, and international contexts.

It seems that such a role may provide a wonderful opportunity to expand the international perspective of APA's entire membership, promoting ways to create a global psychology. Clearly, the magnitude of such opportunities necessitates multi-year planning and adopting multiyear global initiatives. We anticipate that these opportunities will support a proactive and

The latest issue of *Psychology International* can be accessed on the Web at:

<http://www.apa.org/international/pi/index.aspx>

**Division of International Psychology
American Psychological Association
Annual Board Meeting Minutes
Wednesday, August 1, 2012 , 2 – 6 pm
Peabody Orlando Hotel in Plaza
International Ballroom F**

Present: Neal Rubin (President), John Hogan (Past-President), Mercedes McCormick (President-Elect), Ayse Ciftci (Secretary), Susan Nolan (Treasurer), Andres Consoli (Member-At-Large), Mark Terjesen, Ani Kalayjian, Senel Poyrazli, Florence Denmark, Janet Sigal, Lynette Bikos, Richard Velayo, Suzana Adams, Judith Gibbons, Ann O’Roark, Judy Rhodes, Artemis Pipinelli, Laura Reid-Marks, Harold Takooshian (attended at the end of the board meeting after attending the Council meeting)

Guests: Merry Bullock (CIRP), Rena Subotnik (Education Directorate)

Absent: Joy Rice, Wade Pickren, Robyn Kurasaki

The meeting was called to order at 2:10 pm and President Neal Rubin welcomed all board members and guests. All individuals attending the meeting introduced themselves.

1. **Changes to the agenda:** The agenda was unanimously approved.
2. **President’s Report:** Neal Rubin reviewed some of the major issues that have come up in previous months. He stated that Division 52 is celebrating its 15th anniversary this year in multiple events such as 15th anniversary presidential breakfast to be held in the hospitality suite on Friday. He reminded the members and guests about the “meet and greet” sessions for ECPs and students with Larry Gerstein and Maria del Pilar Grazioso. Division 52 will also give awards in the student poster session. He expressed thanks to Mark Terjesen and Robyn Kurasaki for their work with APA programming and Judith Gibbons for her work with the *International Perspectives in Psychology: Research Practice, Consultation*.
3. **Past-President’s Report:** John Hogan announced election results: Senel Poyrazli is the President-Elect, Harold Takooshian is Division representative to APA Council, Suzana Adams and Richard Velayo are Member-At-Large. Laura Reid-Marks is the student representative on the board. As the awards coordinator, Hogan announced the recipients of the *Outstanding International Psychologist Awards*: Fathali Moghaddam and Michael Wessells for the US based awards and Kurt Pawlik for the non-US based award. The recipient for the *Henry*

David International Mentoring award was Brent Mallinckrodt. The *Ursula Gielen Book Award* went to Dana Jack and Alisha Ali. The *Florence Denmark and Mary Reuder Award* for Outstanding International Contributions to the Psychology of Women and Gender is Judith Gibbons. Virginia Kwan is the inaugural recipient of Early Career Professional Award. The international student research awardees are Lauren Ng, Andrew Ogle, and Mrinalini Rao. Hogan reminded the Board members that the award ceremony that will take place at 4 pm on Saturday.

4. **Proposed Bylaws Changes Re Division 52 Standing Committees:** Joy Rice coordinated the bylaws changes that will make Early Career, Student and Publications & Communications Committees standing committees. Currently, they are special or ad hoc division committees. The changes were “unanimously approved” at the end of 1st round. Currently, we are waiting for the second round of voting to get the final results around late August.
5. **Division 52 Budget:** Susan Nolan discussed a budget request about business cards for everyone (\$40 per person). Ani Kalayjian suggested “vista print” to save cost. Another suggestion was made to have a template for executive board member and executive board members can choose to print the template on their own. Later, the decision was made to use a generic card to promote Division 52 without personalizing it. Nolan reported the budget and the need to cut expenses on the budget. At the end of the discussion, it is decided that Nolan will revise the budget to cut the expenses and send it for approval for 2013. Committee chairs can request funds based on the need and committee activities.
6. **Sponsoring National Multicultural Conference and Summit:** Ciftci informed the board members about different levels of sponsorship. Hogan moved the motion to become a Bronze sponsor (\$400) and Ani Kalayjian seconded. The motion was unanimously approved.
7. **Discussion about co-webmaster:** Velayo reported the strong need to appoint a co-webmaster. He asked suggestions and recommendations from the board about a co-webmaster. He also reported that Ji-yeon Lee is interested in the position. Velayo will follow up on potential co-webmasters.
8. **Web-authoring programs or professional services for our Division’s web presence:** Velayo reported that he investigated several programs and also looked into APA services for Division 52 website. He stated that we need a “cloud based” program. Board thanked Richard Velayo for his time and investment.
9. **Policy on request for research participation:** This

discussion item is a follow up from several years ago. In the past, there was a previous discussion on deciding announcements. It was decided that Richard Velayo, as the webmaster, had the right to approve or not approve the posts. Currently, there have been some questions. The board re-affirmed that Velayo has the authority not to disseminate and that webmaster can continue to make decisions about posting.

10. **Selection process of NITOP representation:** President Rubin informed the board about the recent collaboration and agreement to have a representative at NITOP meeting. NITOP is organized by Division 2 (Teaching of Psychology) and for people who are involved in teaching of psychology. It is a conference with diverse attendees including high school teachers. It was decided that curriculum and training committee can make recommendation to the executive board. Nominations will be discussed by the executive board. However, anyone can make a nomination to the executive board.
11. **ECP award proposed by Uwe Gielen:** President Rubin shared that Uwe Gielen proposed to give two ECP awards (US and international). Gielen informed Rubin that if the board approves this award, he would offer funding. The board agreed to move forward and unanimously approved the new ECP award. Rubin will follow up with Gielen.
12. **President-Elect's report:**
 - a. Mercedes McCormick announced the committee chairs. Judy Kuriansky stepped down from her position as CIRP liaison and switched to Public Interest/UN. Florence Denmark stepped down from her position as the Public Interest/UN representative and moved into Division 52 CIRP liaison. Lynn Collins also stepped down from Division 35 liaison and Sharon Brennan stepped up to become a liaison for Division 35.
 - b. McCormick provided information about American Psychological Foundation (APF) services, mission and different ways of contributing to APF.
 - c. One of McCormick's presidential initiatives is "Building Bridges between Div. 52 and Psi Chi, International Honor Society of Psychology." McCormick provided information from the recent 2012 Psi Chi Board Meeting in Orlando, FL and informed the Division 52 EC Board about an upcoming symposium to be held at APA on Thursday, August 2nd at 9:00 am to 10:50 am in Convention Center Rm W 304D to launch the initiative "Building Bridges between Division 52 and Psi Chi, International Honor Society." This symposium will inform participants how to apply to become a Psi Chapter both nationally and internationally. McCormick also reported that Psi Chi had a prominent presence in South Africa at the International Congress of Psychology in July 2012 prior to 2012 APA.
- d. **Midwinter board meeting 2013:** There was a discussion between holding the midwinter meeting between EPA and NMCS. EPA will be in Manhattan, NYC. McCormick shared that her presidential theme "Building bridges" will continue to be highlighted at EPA during the EPA's Division 52 and Psi Chi sections' programming. She also shared that EPA will be back in NYC at Marriott Marquis first time after 20 years. Ciftci shared that NMCS will be in Houston, TX with over 10 divisions holding their midwinter meeting during this conference. The location, theme and structure of the conference (over 600 students attended in 2011) is strategically important for division's efforts to diversify and increase membership. A straw vote was taken regarding the location of the 2012 mid-winter meeting. The members and guests attending the board meeting indicated preference for EPA (11 votes) over NMCS (3 votes).
13. **Program committee:** Mark Terjesen reported that Division didn't lose any program hours at APA. He stated that they worked closely with APA and other divisions. Student poster session will take place on Friday afternoon. Kim Kassay is the new co-chair and will be working with Robyn Kurasaki.
14. **International Perspectives in Psychology:** Judith Gibbons reported that they had 166 submissions (93% rejection rate) and published 3 issues so far. She stated that there have been some changes in editorial board with a new associate editor (Michael J. Stevens) for the Journal. She also reported efforts and updates about the mentoring program.
15. **Rena Subotnik, Education Directorate:** Subotnik reported that Directorate is focusing on a survey outside of the US on the application of psychology into teaching/teacher preparation undergraduate and community college training. Richard Velayo brought up a question/survey with European faculty who teach psychology at the undergraduate level. Subotnik responded that their interest is not necessarily internationalizing but more about the use of psychology in teacher education. She asked for recommendations from the Division to reach out to international members to respond to the survey.
16. **Merry Bullock, Office of International Affairs:** Bullock reported that a total of 27 presidents of psychology associations around the world are attending APA. Bullock informed about the international reception and other events with the international presidents. Bullock reported that APA signed the 10th and 11th memorandum with Spain and Japan. She briefly reported the activities with organization (e.g., exchanging information on credential-

ing, ethics, Spanish training on psychologists). She also informed the members that CIRP is initiating a new divisional grant proposal. Bullock distributed handouts and resources related to CIRP activities and initiatives. She emphasized the openness of her office and significance of working together especially around joint membership. Finally, she informed about International Union sponsoring a web resource with listings of 90 countries (www.psychology-resources.org). This web source was launched in South Africa and she welcomed everybody to use it as a resource.

17. **Update about the past president survey:** Poyrazli reported the results from the past president survey. She stated that the more effective use of social media, more regular updates from the president, longstanding members, and more talks at meetings were some of the suggestions. The board had an extensive discussion about social media. Comments were made about newsletter, Heritage Mentoring Project, small bios of international affiliates and the value of being a member of the division. John Hogan suggested sharing/publishing new publications, new achievements with the membership. The board discussed the use of *International Psychology Bulletin* to create different ways how outstanding members are recognized through activities, travels. Another suggestion was made about setting up webinars, video connection. "Second life" being an example for social media.
18. **Student Committee:** Laura Reid-Marks updated about student events at APA. Plans for fall including creating a network of campus representatives around the US, new Facebook page, new APA listserv, and new website. Students also continue to work on Student column published in *IPB* and recruiting/participating in the Heritage Mentoring Project.
19. **Division Name Change:** Council Rep Harold Takooshian gave a brief history on the name change. In 2002, under President Frank Farley, the board voted to change the Division's name to Society of International Psychology but this was not implemented. Through Council, 29 of 54 divisions have voted to change their name. Discussion was made around the advantages and disadvantages of changing the name to "Society of International Psychology." Takooshian offered a motion to survey the entire membership about the openness of changing the name. Ani Kalayjian seconded. The motion was unanimously approved. The executive board will survey the membership and share the results before the midwinter meeting.

The meeting was adjourned at 6:06 pm.

Respectfully submitted, Ayse Çiftçi, Ph.D.

For 30 pages of board/committee reports, check: div52.org

Four New Officers Elected for 2013



President-Elect (2013)
Senel Poyrazli, Ph.D.



APA Council Representative (2013-2015)
Harold Takooshian, Ph.D.



Member-At-Large (2013-2015)
Suzana Adams, Psy.D.



Member-At-Large (2013-2015)
Richard S. Velayo, Ph.D.

Thank You Reviewers

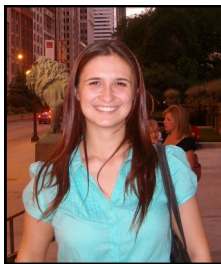
International Psychology Bulletin would like to acknowledge the following reviewers. Thank you for your service!



Ayse Çiftçi
Purdue University



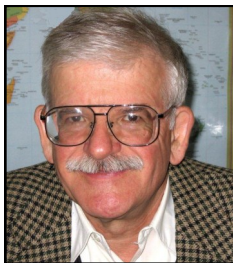
Jacqueline Conley
The University of the West Indies at Cave Hill, Barbados



Rodica Ioana Damian
University of California, Davis



Judith L. Gibbons
Saint Louis University



Uwe P. Gielen
St. Francis College



Samvel S. Jeshmaridian
TCI Technology College



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Fordham University



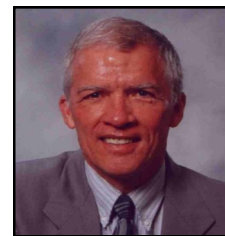
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University of California, Davis



Janet Sigal
Fairleigh Dickinson University



Dean Keith Simonton
University of California, Davis



Henry Solomon
Marymount Manhattan College



Harold Takooshian
Fordham University



Chalmer E. F. Thompson
Indiana University - Purdue University Indianapolis



Richard S. Velayo
Pace University

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

Editor's Note

This issue completes my third year as the Editor of our *APA International Psychology Bulletin*. I warmly thank all of our dozens of fine contributors for making our Bulletin the unique resource it has become, filling important gaps in international psychology—by combining timely news, Division reports, book reviews, feature articles, and peer-reviewed research. My work benefits from the kind cooperation of several leading experts in the USA and other nations who generously step forward, to share their expertise to review research manuscripts. Please join me here to acknowledge and thank our expert reviewers (see previous page) who served in 2012 to produce volume 16 of the Bulletin.



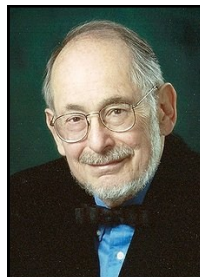
Grant J. Rich, Editor
International Psychology Bulletin

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

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

Henry David was a founding member of Division 52 and a significant contributor to international psychology. In honor of his contributions, Division 52 established the Henry David International Mentoring Award.

The recipient of this prestigious award will be honored at the 2013 APA Convention in Hawaii. Nominations, including self-nominations, are welcomed. The Division 52 Henry David International Mentoring Award is presented annually to a member or affiliate of Division 52, who plays an exceptional mentoring role in an international context. Mentoring may be defined by any of the following activities:



1. A psychologist who has served as a mentor for international students or faculty members for at least three years.
2. A psychologist who has mentored students in the area

of international psychology, by training, educating, and/or preparing students to be active participants in international psychology.

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

OR

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

Nominations should include a cover letter, vitae, and at least 3 letters of endorsement from former or current mentees. Questions about the application procedure and nominations should be e-mailed to the Henry David International Mentoring Award Committee Chair, Lawrence Gerstein at lgerstein@bsu.edu. The Committee will review the nominations. The Committee's recommendation will be reported to the Division 52 Board of Directors. **The deadline to submit materials is April 15, 2013.**

Be Sure to "Stay Connected"

Our Webmaster Ji-yeon Lee sends out her listserv monthly, rich with useful news, <http://www.rvelayo.com/Div52Announcements>. Are you missing this? If you are not now receiving this monthly, be sure to register with Christine Chambers at APA today: cchambers@apa.org.

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

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



International Programs at Eastern Psychological Association

www.easternpsychological.org

March 1-3, 2013, New York City
Marriott Marquis

For the eleventh year since 2003, EPA again offers an international program on March 1-3, 2013. This year's three days of diverse activities are in concert with Psi Chi, and include over 60 participants from the USA and overseas.

(Note: These times are tentative. Final details appear in January on the D52 website.) For any details:

www.internationalpsychology.net, or Harold Takooshian at takoosh@aol.com.



Friday, March 1

Afternoon: Mid-winter meeting of the APA D52 Board of Directors

Saturday, March 2

8:00-8:50 am: Happiness, resilience, and meaning: Transforming violence globally. Leysa Cerswell (New School) & Ani Kalayjian (MeaningfulWorld).

9:00-10:20 am: Nine international poster presentations.

10:30-11:50 am: APA and the growth of international psychology: 15 years later. Harold Takooshian (Fordham University).

10:30-11:50 am: Psi Chi discusses the influence of culture and media on food choices. Mercedes A. McCormick (Pace University).

noon-1:20 pm: Current developments in international psychology. Senel Poyrazli (Penn State - Harrisburg).

1:30-2:50 pm: Perspectives on international bullying, mobbing, and bystanders. Chair: Artemis Pipinelli (Technical Careers Institute).

3:00-4:20 pm: Global violence. Joan C. Chrisler (Connecticut College).

evening: International buffet reception.

Sunday, March 3

8-8:50 am: Global factors in eating disorders: Research & treatment. Elizabeth Marmaras (Roosevelt Hospital).

9:00-10:20 am: Psi Chi leader exchange: Internationalizing the psychology curriculum. Florence L. Denmark (Pace University).

9:00-10:20 am: Psychologists assisting detainee interrogations: A film screening and panel on the controversy. Martha Davis (CUNY John Jay College).

noon-1:20 pm: Invited international address: My journey from evil to heroism. Philip G. Zimbardo (Stanford University).

1:30-2:50 pm: Starting a successful study abroad program. Chair: Alvin Y. Wang (University of Central Florida).

1:30-2:50 pm: Growing into adulthood in the New York Chinatowns. Chair: Uwe P. Gielen (Saint Francis College).

3:00-4:20 pm: Involvement at the UN and in international psychology for students and faculty. Judy Kuriansky (Teachers College).

4:30-6:30 pm: Methodological, practical, cultural and funding issues in cross-cultural research. Janet A. Sigal (Fairleigh Dickinson University).

4:30-6:30 pm: Inter-ethnic relations among students. Irina Novikova (Peoples' Friendship University of Russia).



The 2013 EPA is in the legendary Marriott Marquis Hotel on Times Square, the heart of Manhattan. More details are available in January on nearby hotels for those on a budget.

Philip Zimbardo: EPA International Program Keynote Speaker

At the 2013 EPA in New York City, the keynote speaker for the EPA international program is Professor Philip Zimbardo of Stanford University, who will speak on “My journey from evil to heroism.”

Philip Zimbardo is internationally recognized as the “voice and face of contemporary psychology” through his widely viewed PBS-TV series, **Discovering Psychology**, his media appearances, best-selling trade books, and his classic research, **The Stanford Prison Experiment**.

Zimbardo has been a Stanford University professor since 1968 (now emeritus), having taught previously at Yale, NYU, and Columbia University. He also continues to teach at the Naval Post Graduate School in Monterey



(courses on the psychology of terrorism), and is professor at the Palo Alto University (teaching social psychology to clinical graduate students). Zimbardo has been given numerous awards and honors as an educator, researcher, writer, media contributor, and for service to the profession of psychology. He has been awarded the Vaclav Havel Foundation Prize for his lifetime of research on the human condition.

Among his more than 400 professional publications, including 50 trade and textbooks, is the oldest current textbook in psychology, **Psychology and Life**, and **Core Concepts in Psychology** in its 7th Edition. His popular book on shyness in adults was the first of its kind, as was the shyness clinic that he started in the community and continues as a treatment-research clinic at the Palo Alto University in Palo Alto.

His current research interests are in the domain of experimental social psychology, with a scattered emphasis on everything interesting to study from: time perspective, persuasion, madness, violence, political psychology, and terrorism. His current passion is The Heroic Imagination Project, exploring and encouraging the psychology of everyday heroes.

Noted for his personal and professional efforts to actually ‘give psychology away to the public’, Zimbardo has also been a social-political activist, challenging the Government’s wars in Vietnam and Iraq, as well as the American Correctional System.

Zimbardo has been President of the American Psychological Association (2002), President of the Western Psychological Association (twice), Chair of the Council of Scientific Society Presidents (CSSP), and now Chair of the Western Psychological Foundation, as well as the Director of the Center for Interdisciplinary Policy, Education, and Research on

Terrorism (CIPERT).

He is excited about his recent trade books, including: “**The Lucifer Effect: Understanding How Good People Turn Evil**,” (Random House, 2007, paperback, 2008), “**The Time Paradox: Reconstructing the Past, Enjoying the Present, Mastering the Future**” (with John Boyd, Free Press, 2008), **The Demise of Guys** (with Nikita Duncan, TED books, 2012) and **Time Heals: The dynamic new treatment for PTSD** (with Richard and Rosemary Sword, Wiley, 2012).

See www.zimbardo.com, www.heroicimagination.org, www.prisonexp.org, www.lucifereffect.com, www.demiseofguys.com, www.thetimeparadox.com



New International Book Series for 2013

In 2004, our APA International Psychology Division partnered with Lawrence Erlbaum Associates to launch a bold new book series on “Global and cross-cultural psychology.” Under series Editors Uwe Gielen and Harold Takooshian, our division’s first volume in 2006 was the major release of *Toward a global psychology*, edited by Michael J. Stevens and Uwe P. Gielen.

Sadly, Erlbaum ceased publication in 2007, and some of our division’s authors published their volumes with other firms.

Happily, the Division is now poised to resume its international book series in 2013 with Information Age Publishing (IAP), one of the nation’s most innovative publishers, www.infoagepub.com

On a blustery Friday in October, IAP President George F. Johnson personally trekked from his home in North Carolina to New York City, to discuss this with Division 52. A storm-related flight delay on October 19 prevented his meeting with Neal Rubin, who was visiting the United Nations that morning, but he had a two-hour meeting with series Editors Uwe Gielen and Harold Takooshian, which could not have been more productive at every turn.

For his part, Johnson was visibly impressed by the work of Division 52 in several ways--its officers, programs, diverse activities, and its publications (journal, bulletin, website). In fact, when Johnson saw a few still-pending book proposals by Division 52 officers, he asked about publishing these sooner rather than later.

In turn, Johnson’s leadership of IAP impressed Gielen and Takooshian in several ways. (1) Johnson’s highly successful IAP book series on cultural psychology has 19 volumes so far, and he welcomes a parallel series on international psychology. (2) IAP encourages its authors, with innovative methods to publish high-quality books quickly (within weeks) and inexpensively (under \$46, even for large volumes of 700-pages). (3) Not least of all, Johnson himself enjoys a reputation as an author-friendly publisher of great integrity, who has a visible passion for his work. He is the grandson of legendary German newspaper publisher Walter J. Johnson, who fled Nazi Germany, and founded Academic Press in 1941 in New York.**

With luck, George Johnson can visit the Division 52 international program in New York City in March of 2013, to speak about publishing international books. Meanwhile, those interested to develop a book proposal or other details are encouraged to check the IAP website, and contact the Editors soon: takoosh@aol.com or ugielen@hotmail.com.

** About the Johnson family:

www.nytimes.com/1996/12/23/nyregion/walter-j-johnson-88-refugee-who-founded-academic-press.html



On October 19, IAP President George F. Johnson (center) on “the Great White Way” in New York, to discuss with Division 52 a new international book series.



Gender as an Obstacle to Good Health: Health Related Human Rights Violations and the Girl Child

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In preparation for the 2013 report of the High Commissioner for Human Rights (OHCHR) to the Human Rights Council on children's rights to the enjoyment of the highest attainable standard of health, non-governmental organizations (NGOs) at the United Nations were invited to provide input highlighting the main health challenges related to children, barriers in implementing children's right to health, and examples of good practice. In response to this opportunity for consultation, the Working Group on Girls (WGG), a coalition of NGOs at the UN (www.girlsrights.org) submitted a position paper which was written by the present author, who represents the Society for the Psychological Study of Social Issues (SPSSI) at the UN. The paper was designed to draw attention to health related human rights violations that are specific to the girl child, and highlighted: (1) slavery and sexual violence, with a focus on trafficking for commercial sexual exploitation, and (2) harmful cultural and traditional practices, with a focus on son preference, genital mutilation, crimes in the name of honor, and early and forced marriage. In addition, it highlighted research findings describing the adverse physical and mental health outcomes associated with these violations (higher rates of childhood mortality/severe physical health consequences; HIV/AIDS; and poorer mental health outcomes). It also offered recommendations to tackle these health related challenges confronting girls. The current article is based on the WGG submission to the OHCHR and briefly summarizes the key points that were raised to ensure girls' access to the highest standard of physical and mental health.

Keywords: human rights, girls, physical health, mental health

A number of international human rights agreements promise to protect the human rights of the girl child and ensure her access to the highest attainable standard of physical and mental health (Rafferty, in press-a). The Beijing Platform for Action, Section L, for example, pledges to eliminate all forms of discrimination against girls, specifically addressing violence, education, economic exploitation, and harmful practices based on tradition or culture (United Nations, 1995). It highlights the need to overcome prevailing gender stereotypes and to create enabling environments whereby girls can develop to their full potential. Furthermore, it promises to strengthen families and to promote girls' participation in their own lives and in their societies. Finally, it recognizes that the advancement of women is not sustainable without attention to the rights of girls. Other commitments have also been made to ensure the human rights of girls, including the Convention on the Rights of the Child (CRC; 1989) and the Convention to End Discrimination Against Women (CEDAW; 1979).

To ensure that these commitments to girls are met, the United Nations (UN) works to facilitate the elimination of health related human rights violations and provides vital opportunities for input. The Human Rights Council within the UN system, for example, is an inter-governmental body with responsibility for the promotion and protection of human rights around the world (www.ohchr.org). Recognizing that governments have the primary responsibility to protect human rights, the High Commissioner for Human Rights (OHCHR)

routinely provides them with assistance to implement human rights in their countries. The OHCHR also works with other UN entities (e.g., United Nations Children's Fund [UNICEF], UN Women) and civil society to assist them in their endeavors to promote and protect human rights. Such efforts include supporting governments in their efforts to design laws, policies, programs, and services, or collaborating with civil society and others to implement strategies designed to bring an end to gender-based violence and discrimination, or to increase the leadership and participation of girls and women (UN Women, 2012).

In preparation for the OHCHR's 2013 report to the Human Rights Council on the right of the child to the enjoyment of the highest attainable standard of health, a request was made to civil society for input highlighting the main health challenges related to children, barriers in implementing children's right to health, and examples of good practice. In response to this opportunity for consultation, the Working Group on Girls (WGG), a coalition of non-governmental organizations (NGOs) at the UN (www.girlsrights.org), submitted a position paper which was written by the present author, who represents the Society for the Psychological Study of Social Issues (SPSSI) at the UN. The paper was designed to draw attention to health related human rights violations that are specific to the girl child, and highlighted: (1) slavery and sexual violence, with a focus on trafficking for commercial sexual exploitation, and (2) harmful cultural and traditional

practices, with a focus on son preference, genital mutilation, crimes in the name of honor, and early and forced marriage. In addition, it highlighted research findings describing the adverse physical and mental health outcomes associated with these violations (higher rates of childhood mortality/severe physical health consequences; HIV/AIDS; and poorer mental health outcomes). It concluded by offering some recommendations to tackle these health related challenges confronting girls. The current article is based on the WGG submission to the OHCHR and briefly summarizes the key points that were raised to ensure girls' access to the highest standard of physical and mental health.

Health Challenges Confronting Girls

The double burden of being both female and young consigns millions of girls to the edges of humanity where their safety is rebuffed, their human rights are habitually ignored, and the challenges they encounter accessing the highest attainable standard of health are enormous (Grover, 2011; Grown, Gupta, & Pande, 2005; Murphy, 2003; Rosemann, Vargova, & Webhofer, 2011; United Nations Fund for Women [UNIFEM], 2011). As a result of gender stereotypes, social norms, and widespread discriminatory attitudes and behaviors, girls are all too often deprived of the same fundamental opportunities as boys; they are also less likely than their male peers to have decision-making control over their own lives and bodies; and even vital decisions affecting them are regularly made by their fathers, brothers, and husbands (Levine, Lloyd, Greene, & Grown, 2009; UNICEF, 2010a, 2010b). In addition, access to preventive and curative interventions is problematic, especially for girls who are living in poverty (UNICEF, 2011a; Victoria et al., 2003).

Gender inequities in health and health care are connected with discrepancies at all ages of development, but become more apparent as girls approach adolescence (Temin & Levine, 2009; UNICEF, 2011b, 2012a). For many girls, predominant gender-based social and cultural norms perpetuate their increased risk of being subjected to violence, harmful cultural and traditional practices, sexual exploitation, marginalization from schooling, or work that is either risky or exploitative (International NGO Council on Violence Against Children, 2012; Manjoo, 2012; Santos Pais, 2012). The following section focuses on (1) slavery and sexual violence and highlights trafficking for commercial sexual exploitation, and (2) harmful cultural and traditional practices, highlighting son preference, female genital mutilation, honor killings, and early and forced marriage.

Slavery and Sexual Violence

Conventional beliefs that men have a right to control women, entrenched gender-based structural inequality, and cultural traditions that devalue girls promote a social climate that tolerates exploitative relationships between men and women, as well as between adults and children, and makes girls and women vulnerable to physical, emotional, and sexual violence (Kohli & Malhotra, 2011). Furthermore, based on a review of 16 empirical studies involving the girl child,

Heidemann and Ferguson (2009) conclude that girls are frequent victims of violence in their relationships, communities and societies. They cite, for example, studies that describe how girls in Canada are socialized to anticipate violence in their lives, the role that boys and men play in that process, and how experiences of sexual harassment and sexualized violence erode girls' sense of confidence and sense of self. The following section highlights the experiences of girls who are trafficked for commercial sexual exploitation.

Trafficking for Commercial Sexual Exploitation (CSE)

Although the international community prohibited slavery and the slave trade in 1948 with the Universal Declaration on Human Rights, human trafficking is one of the fastest-growing criminal activities driven by its ability to produce enormous profits with no real threat (Hill & Carey, 2010; Kara, 2010). The enslavement of children impacts countless numbers of victims who are transported away from their homes across borders, or trafficked within their home countries, and treated as commodities to be bought, sold, and resold for criminal purposes, labor, or sexual exploitation (Rafferty, in press-b, in press-c). Sex slavery accounts for 79% of all human trafficking (United Nations Office of Drugs and Crime [UNODC], 2009). All over the world, girls are particularly vulnerable to being trafficked into the sex trade; girls and women represent 98% of those who are trafficked for CSE (International Labour Organization [ILO], 2012; United States Department of State, 2012). Asia is generally believed to account for about half of all cases (in countries of origin and destination), with Central and Eastern Europe and the rest of the world accounting for more or less equal parts of the remainder (ILO, 2012). This egregious crime has been described as one of the most pervasive and systematic human rights violations in the world today (Inter-Parliamentary Union & United Nations Office of Drugs and Crime [IPU & UNODC], 2009).

When children are trafficked away from their families, friends, communities, and support systems, their existence and development are extremely threatened; young victims are compelled to live in horrendous conditions and stripped of their basic human rights to protection, health, and education. They are at the mercy of their traffickers for food, shelter, and other basic necessities; many even fear retaliation against themselves or their families (Gjermeni et al., 2008; Hodge & Lietz, 2007). Children who are transported across international borders, or to unknown sites where they do not speak the local language, or who are in areas where law enforcement is inadequate or corrupt, are even more vulnerable because of their weakened capacity to seek assistance or escape (Zimmerman et al., 2003).

Health and safety conditions in exploitative settings are generally exceedingly low (Rafferty, 2007, 2008). In addition, the degree of experienced violence can range from coercive tactics, such as physical and verbal threats, to extreme physical abuse or torture-like violence (International Organization for Migration [IOM], 2009). Acts of psychological torture, as defined by Amnesty International, have been re-

ported. They include provoked debility producing exhaustion; weakness or fatigue (e.g., food or sleep deprivation); isolation; monopolization of perception, including obsessive-ness and possessiveness; and threats of harm to the victim or her family and friends. A number of other ploys have been identified to control victims, including: violence (physical, psychological, and sexual); debt bondage (whereby the traffickers bear the transportation costs and the victims incur the costs as debt threats against family members); social isolation; food deprivation; constraint of personal freedom or detention; threat of deportation; and confiscation of identification cards and legal documents (Gjermeni et al., 2008; Hodge & Lietz, 2007; Zimmerman et al., 2003).

Harmful Cultural and Traditional Practices

Although some cultural practices are progressive, culture is sometimes used as a motive to propagate various forms of abuse that are damaging to girls (Rafferty, in press-a). These practices relegate girls and women to poorer positions with respect to inheritance, property, marriage, and decision making; foster violence and abuse; and encourage sexual, physical and psychological harm (Kohli & Malhotra, 2011; Santos Pais, 2012). The following section highlights a number of social, cultural, and traditional practices and public health issues that warrant immediate intervention.

(a) Son preference: female infanticide and prenatal sex selection. Discrimination against girls begins at birth (or in some cultures even before they are born) as a result of the abortion of female fetuses, female infanticide, malnutrition, and neglect (Clifton & Frost, 2011; Diamond-Smith, Luke, & McGarvey, 2008; Santos Pais, 2012; World Health Organization [WHO], 2011a). Son preference is a consequence of patriarchy and profoundly entrenched discrimination against girls, due to the high status granted to boys because they carry on the family name, bring resources into the family (wife and dowry), and they perform funeral rites (Lamichhane et al., 2011; Rastogi & Therly, 2006). In 2011, the WHO reported that although a sex ratio at birth of 102 – 106 is typical, rates of 130 males per 100 females are documented (WHO, 2011a).

(b) Female genital mutilation (FGM). Although FGM might be routine in some societies (Boyden, Pankhurst, & Tafere, 2012), it is not required by any religion in the world, making it a vital human rights and public health issue (International NGO Council on Violence Against Children, 2012; Kalev, 2004; Santos Pais, 2012; Toubia, 1994). Approximately 140 million females have experienced FGM (WHO, 2012a). In most cases, FGM is performed on young girls between the ages of 4 and 12, although in some places it is performed on babies or young women (WHO, 2012a). Notably, FGM includes all procedures that involve partial or total removal of the external female genitalia, or other injury to the female genital organs for non-medical reasons (WHO, 2012a). While performed under the auspices of tradition or culture, it serves to control the sexual behavior of girls outside of marriage by assuring their virginity (Dustin & Davies, 2007; International NGO Council on Violence Against Children, 2012; Lax, 2000; Odeku, Rembe, & Anwo, 2009; UN,

2011).

(c) Crimes in the name of ‘honor’. In some cultures, girls are murdered by male members of their families if it is suspected that the family code has been negatively impacted (because the female is perceived to have brought shame on the family) (Faquir, 2001; Kogacioglu, 2004; Kulwicki, 2002; International NGO Council on Violence Against Children, 2012; Santos Pais, 2012). In most cases, these murders are committed against girls viewed by the community as contravening the prevailing social and cultural norms, such as: premarital sex; being a victim of sexual assault or rape; not agreeing to enter an arranged marriage; suspicions of adultery; requesting a divorce; seeking to escape marital violence; or for exercising their right to select their own life partner, career, or even clothing (United Nations Assistance Mission in Afghanistan-Human Rights (UNAMA-HR), 2010).

(d) Early and forced marriage. In many parts of the world, young girls (sometimes as young as age six) are forced into marriage (often with men many years older) by their families and communities, often justified by religious beliefs or tradition (Boyden et al., 2012; International NGO Council on Violence Against Children, 2012; Santos Pais, 2012; UNICEF, 2012b; United Nations Population Fund [UNFPA], 2012; Wind-Cowie, Cheetham, & Gregory, 2012). In 2011, the Population Research Bureau indicated that over 60 million girls are married before the age of 18 (Clifton & Frost, 2011). Child marriage tends to create an environment that makes young wives extremely vulnerable to physical, sexual, psychological, and economic abuse. Young wives are entrapped in relationships that deprive them of their basic human rights, robs them of their childhood, halts their prospects for schooling and education, confines their freedom, increases their risk of violence within the household, restrains their economic autonomy, and places them at higher risk for adverse physical, intellectual, psychological, and emotional outcomes (Hervish, & Feldman-Jacobs, 2011; International NGO Council on Violence Against Children, 2012; Malhotra, Warner, McGonagle, & Lee-Rife, 2011; Mathur, Greene, & Malhotra, 2003; Quattara, Sen, & Thomson, 1998; UNFPA, 2012; UNICEF, 2011a). Significantly, early marriage has been described as “one of the most persistent forms of sanctioned sexual abuse of girls and young women” (p. 6) (International Planned Parenthood Federation [IPPF], 2006).

Adverse Physical and Mental Health Outcomes

Violence and sexual violence has profound physical, reproductive, and mental health consequences (National Research Council, 2011). The following section highlights research findings related to the consequences associated with the risk factors described above. They include: (a) higher rates of childhood mortality/severe physical health complications; (b) HIV/AIDS; and (c) poorer mental health outcomes.

(a) Higher Rates of Childhood Mortality/Severe Physical Health Complications

Son preference. In addition to female infanticide (the

murder of female offspring) and the deliberate neglect of girls (such as starvation), the practice of son preference has been linked to adverse health outcomes for girls (Santos Pais, 2012; WHO, 2011a): in South Asia, for example, 47% of girls under age five are underweight compared to 44% of boys (UNICEF, 2006). Boys have diets higher in essential nutrients, such as protein, than girls (DeRose, Das, & Millman, 2000). Adolescent girls are more likely to be anemic than adolescent boys (UNICEF, 2011b). There can also be severe consequences for women who give birth to an unwanted girl child, including violence, abandonment, divorce, or even death (WHO, 2011b).

Honor killings. These collective and premeditated murders impact as many as 5,000 girls and women around the world each year, according to the United Nations Population Fund (UNFPA, 2000). Many women's groups in the Middle East and Southwest Asia, however, have estimated that the number is closer to 20,000 (Fisk, 2010).

FGM. In addition to suffering from a range of obstetric complications, such as postpartum hemorrhage and death, (due to excess bleeding and infection, including septic shock), research indicates that females with mutilated genitals have higher levels of chronic infections, severe pain, ulceration, as well as longer-term complications, such as infertility and infections of the urinary and reproductive tracts (Dumont du Voitel & Levin, 2010; Eke & Nkanginieme, 2006; International NGO Council on Violence Against Children, 2012; UNFPA, 2009; WHO, 2008). A study conducted in six African countries found higher rates of both maternal and child deaths in females who had undergone FGM; in addition, death rates increased as the severity of the procedure increased (WHO Study Group on Female Genital Mutilation and Obstetric Outcome, 2006). Finally, research involving 2,938 women who had undergone FGM has shown that clitoral reconstructive surgery is associated with reduced pain and restored pleasure (Foldes, Cuzin, & Andro, 2012).

Early and forced marriage. It is predominantly in the context of reproductive and sexual health that child brides and their offspring face the greatest risk. Child marriage often comes with early pregnancy – an established risk factor for girls who are not physically ready for parenthood. Pregnancy related deaths are the leading cause of mortality in 15 – 19 year old girls; those under age 15 are five times more likely to die than those over age 20 (Hervish & Feldman-Jacobs, 2011; IPPF, 2006; Mayor, 2004; Sawyer et al., 2012). Childbirth complications for girls whose bodies are not fully developed are the leading cause of maternal mortality for girls 15 to 19 in developing countries (Hervish & Feldman-Jacobs, 2011). An estimated 70,000 adolescent mothers die each year, mostly in developing countries, because they have children before they are physically ready for parenthood (Murphy, 2003; UNICEF, 2008). In addition, infant deaths are twice as high in babies of very young women (IPPF, 2006). Babies born to adolescent mothers are 50% more likely to be stillborn or to die during their first week of life than babies born to mothers in their 20s (WHO, 2012b). Additionally, babies of adolescent mothers are more likely to be born prematurely, to suffer

low birth weight, and to be malnourished (Raj et al., 2010; UNFPA, 2012). Finally, girls who become pregnant before they are physically ready are also at risk for severe health problems and chronic disabilities, the most devastating being obstetric fistula (UNFPA, 2012).

Commercial Sexual Exploitation (CSE). The harsh conditions associated with child trafficking for CSE (such as persistent and extreme physical abuse, as well as psychological trauma) are associated with a range of health-related problems (Rafferty, in press-a). Physical abuse and deprivation, for example, can result in direct physical injury (e.g., broken bones, bruises, contusions, cuts, burns), indirect physical injury (e.g. chronic headaches, dizziness), insomnia and disrupted sleep patterns, or in extreme cases homicide or suicide (Beyrer & Stachowiak, 2003; Cwikel, Chudakov, Paikin, Agmon, & Belmaker, 2004; International Organization for Migration [IOM], 2009; Tsutsumi, Izutsu, Poudyal, Kato, & Marui, 2008; Zimmerman et al., 2003). Other frequently noted health issues include weight loss, eating disorders, sleep disturbances and insomnia (IOM, 2009). Drug and alcohol abuse is also a severe problem and can result in overdose or addiction (ILO, 2009). Research on the sexual violence associated with CSE has also been identified with higher rates of pelvic inflammatory disease, infertility, vaginal fistula, complications from unwanted pregnancies, unsafe abortions, and poor reproductive health (Ireland, 1993; Miles, 2000; Mitchell, Finkelhor, & Wolak, 2010; Silverman, Decker, Gupta, Maheshwari, & Patel, 2006; Silverman et al., 2007).

(b) HIV/AIDS

Adolescents are at the heart of the HIV/AIDS epidemic. Adverse health consequences associated with being an adolescent include increased risk of HIV/AIDS (IPPF, 2006; Murphy, 2003; Sawyer et al., 2012). Risk factors include limited access to information, unprotected sexual activity, and lack of knowledge. In sub-Saharan countries with high HIV prevalence, young women 5 – 24 years old are about 2 – 4 times more likely to be infected with HIV than young men (UNICEF, 2011b).

Early and forced marriage. Many girls who start their sexual activity within marriage as child brides are more vulnerable to contracting HIV/AIDS (Hampton, 2010; IPPF, 2006; Mayor, 2004; Quattara et al., 1998; UNFPA, 2012). Barriers to safety include limited access to, and use of, contraception and reproductive health services and information, and inability to negotiate its use due to fear of violence from their spouses (IPPF, 2006; Myers & Harvey, 2011). Young mothers and their babies are at greater risk of contracting HIV/AIDS than their older peers (Mayor, 2004). In Zambia, for example, 25% of young women aged 15 – 24 are HIV positive, and the corresponding rate for Mozambique is 19% (both are child marriage hotspots) (Mayor, 2004).

FGM. The risk of HIV infection exists, especially when the same instrument is used to cut several girls at the same time; in some cases, traditional doctors do not have health training, there is no use of anesthesia, and instruments are not

sterilized (Adeyinka, Oladimeji, & Aimakhu, 2009).

CSE. Girls who have been trafficked for CSE have higher rates of sexually transmitted infection (STI) and HIV/AIDS (Beyrer & Stachowiak, 2003; Flowers, 2001; Ireland, 1993; Miles, 2000; Mitchell et al., 2010; Silverman et al., 2006). In Indonesia, for example, HIV prevalence was nearly 20% among 487 girls and women (47% were under age 18) who had been sexually exploited for a year or more (Silverman, Decker, McCauley, & Mack, 2009). In Cambodia, 73% of 136 girls and women who had been rescued from CSE (52% were under age 18) tested positive for STIs (Silverman et al., 2009). In Nepal, 29.5% of 44 girls between the ages of 11 and 44 tested positive for HIV (Tsutsumi et al., 2008). A final study involving Nepalese girls under the age of 15 who had been trafficked for CSE found that 61% tested positive for HIV (Silverman et al., 2007). In addition, Kumar and colleagues found that 38% of girls in Nepal who had been trafficked and prostituted had contracted HIV/AIDS (Kumar, Subedi, Gurung, & Adhikari, 2001).

(c) Poorer Mental Health Outcomes

There is a vast research base documenting the link between gender-based physical and sexual violence on girls' mental health (National Research Council, 2011). The previous section has highlighted the risks of violence associated with son preference, early and forced marriage, crimes in the name of honor, and trafficking for CSE. The following section highlights specific findings from research studies involving son preference, girls who have had their genitals mutilated, and trafficking for CSE.

Son preference. In the United States, for example, Puri and colleagues (2011) describe the burden placed on women to have sons, the pressure to use sex selection technologies, and the negative impact of such pressures on their physical and emotional well-being.

FGM. Empirical research conducted in Senegal suggests that FGM is likely to cause a range of emotional disturbances, constructing a pathway to psychiatric disorders, especially post-traumatic stress disorder (PTSD). Behrendt and Moritz (2005), for example, compared the mental health status of 23 Senegalese girls and women (ages 15 – 40) after genital mutilation with 24 peers who had not been mutilated. The rates of PTSD were significantly higher among those who had been mutilated (30% vs. 0%); they were also more likely to experience other psychiatric symptoms (48% vs. 4%). In addition, 90% of the girls and women described feelings of helplessness, horror, intense fear and severe pain.

CSE. In addition to the visible scars described above, victims may develop a wide range of psychological and interpersonal problems. Common manifestations include: (a) psychological reactions (e.g., hopelessness, despair, suicidal ideation and attempts, anxiety disorders, low self-esteem, depression); (b) psychoactive substance abuse and dependence (e.g., addiction, overdose); (c) psychosomatic reactions (e.g., headaches, neck pain, back aches, sleeping problems); (d) social reactions (e.g., feelings of isolation, loneliness, hostility); and (e) severe post-traumatic stress syndrome

(Avery, Massat, & Lundy, 2000; Beyrer & Stachowiak, 2003; Finkelhor, 1990; Kleinschmidt, 2009; Mitchell et al., 2010; Wells & Mitchell, 2007).

In extreme circumstances, the psychological symptoms displayed by girls who have experienced trafficking related abuses can be compared to the psychological reactions identified in torture victims -- who are also likely to sustain multiple physical or psychological injuries and illnesses and report a complex set of symptoms (IOM, 2009; Zimmerman et al., 2003). In one noteworthy empirical study involving female survivors of human trafficking receiving services in Nepal (ages 11 – 44), those who had been trafficked for prostitution (n = 44) had higher levels of anxiety, depression, and PTSD than peers (n = 120) exploited for other functions (domestic and circus work) (Tsutsumi et al., 2008). Overall, a high proportion of both groups reported anxiety symptoms (97.7% vs. 87.5%). However, victims of CSE were more likely to display significantly higher symptoms of both depression (100% vs. 80.8%) and PTSD (29.6% vs. 7.5%). Cwikel and colleagues (2004) assessed 49 girls and women (ages 17 – 38) who had been trafficked for CSE in Israel. Overall, 17% scored above the diagnostic cut-off for PTSD symptoms, 47% had considered suicide, and 19% had attempted suicide at least once.

Another study involving 197 girls and women in Europe found that exposure to multiple forms of abuse was associated with higher levels of mental health symptoms: participant rated symptoms of depression, anxiety, and hostility were in the 98th, 97th, and 95th percentile respectively, compared to a normative sample; they were also in the 51st percentile compared to psychiatric patients (for depression, anxiety, and hostility). In addition, 39% reported recent suicidal thoughts and 57% met the criteria for PTSD (Zimmerman et al., 2008). Another study explored the association between girls' and womens' experiences and symptoms of common mental disorders among 204 victims (ages 15 – 45) in Belgium, the Czech Republic, Italy and the United Kingdom. Overall, 77% had possible PTSD, 55% reported higher levels of depression symptoms, and 48% reported higher levels of anxiety symptoms. More time since trafficking was associated with higher levels of depression and anxiety, but not of PTSD (Hossain, Zimmerman, Abas, Light, & Watts, 2010).

A final study compared the incidence and severity of aggression among 120 girls (ages 13 – 18) in Kolkata, India who had been trafficked for CSE and were currently in a shelter with 120 non-sexually abused peers who were randomly selected from four schools. Overall, victims of CSE were significantly more likely to be highly aggressive than their peers in the comparison group (31% vs. 14%) (Deb, Mukherjee, & Matthews, 2011).

Recommendations: Translating Research into Action

1. *Criminalize offenses and close gaps in law enforcement.* Member States that have not established harmful traditional or cultural practices and all other acts of violence against girls (including trafficking for CSE) as criminal offenses should immediately strengthen the

- legal framework through legislation and law enforcement.
2. *Strengthen communities by implementing national child protections systems.* The essential components of a national child protective system consist of a range of options including: (a) the strengthening of education at primary, secondary, and tertiary levels; physical and mental health programs, including adolescent and HIV/AIDS matters; and justice systems/structures; (b) enhancing the capacity and accountability of those responsible for the child's primary care including, parents, guardians or others who have the care of the child; (c) protecting children from adverse attitudes, traditions, customs, behaviors and practices; and (d) providing adequate economic opportunities.
 3. *Promote gender equality.* Social norms and cultural traditions that perpetuate gender based social inequalities, stereotypic attitudes, and discrimination toward girls and women perpetuate women's subordinate status in society, heighten the vulnerability of girls, and pose a challenge to achieving gender equality. Thus, there must be a strong commitment to changing prevailing attitudes and social norms. Research has identified information and media campaigns as effective strategies to create greater awareness, challenge discrimination, engage men and boys, and eliminate the victimization of girls.
 4. *Collect, analyze and disseminate data on girls.* Institutionalizing the gathering of data (disaggregated by sex, age, socioeconomic status, race and ethnicity) in critical areas, inter alia physical and mental health, education, labor and protection will facilitate an inclusive gender perspective for the planning, implementation, and monitoring of government programs, and for benchmarking across nations and communities.
 5. *Provide psychosocial rehabilitation and reintegration services for victims.* Resources for victims of violence should never be compromised. Governments must heed the warnings of the damaging impact of violence on girls and ensure that their safety is never compromised by austerity measures. Promising practices for providing services to victims should be identified and supported.
 6. *Identify and share best practices.* States Parties should identify, share, and promote effective policies and practices where gender sensitive and human rights-based approaches are used to challenge gender-based violence and harmful practices. Identified strategies include: enhanced economic opportunities; incentives to share property with wives, daughters, and sisters; education; enforceable legislation; human-rights education; and effective networks of grassroots organizations.
 7. *Promote the participation, visibility, and empowerment of girls.* Strategies must be developed to empower girls to deal with violence, raise their voices, increase their self-esteem, and advocate for their human

rights and embrace their culture. Active engagement with girls and respect for their views in all aspects of prevention, response and monitoring of sexual violence against them is vital, taking into account article 12 of the Rights of the Child.

8. *Ensure access to education and schooling as a human rights imperative.* Effective approaches to achieve gender equality must promote the competence and resilience of girls and include their social, political and economic empowerment through education programs and job training to prepare them for their critical roles within their families and communities. Education empowers girls and women to reject gender-based norms and to find alternate opportunities, supports and roles. Educated girls are better informed about health risks such as HIV/AIDS. Higher levels of education have also been linked with lower levels of child marriage and greater opposition to FGM.

Conclusions

Discrimination and violence against girls in every country in the world remains a persistent violation of human rights and a major obstacle to achieving gender equality. Although the international community has made substantial progress in developing a global framework for preventing and eliminating all forms of violence against girls and women, much remains to be done to raise awareness to change attitudes and behaviors to make such violence intolerable, and to improve services and protection for victims.

Realization of the right to health will require the elimination of all barriers that impede decision-making with regard to health and mental health issues as well as those that impede access to timely and appropriate services. Specific calls for input from UN bodies provide a valuable opportunity for psychologists to highlight existing barriers to the highest attainable standard of physical and mental health. They also provide a forum for the sharing of psychological methodologies and perspectives that have been shown to be effective in both preventing violence as well as in providing services to identify victims, ensure their safety, and provide them with appropriate psychosocial services to ensure successful rehabilitation and reintegration. The Spectrum of Prevention, for example, provides a valuable theoretical framework to guide the development of research and practice to prevent violence against girls and women (cf. Rafferty, in press-c), and there is an abundance of psychological research on effective strategies at each of the six levels of intervention. Research on the physical and mental health consequences associated with discrimination and violence against girls can also be effectively used to guide the development and implementation of psychosocial approaches to effective rehabilitation and reintegration of victims of violence. Bronfenbrenner's ecological perspective, for example, provides a valuable theoretical framework to guide the development and implementation of policies and practices to minimize instances of adverse mental health outcomes and to ensure the successful recovery of those who have been victimized (Rafferty, in press-b).

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Author's Note

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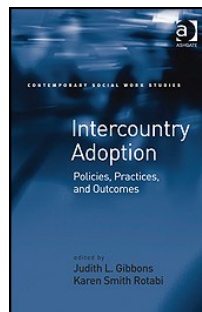
**Power, Money, and Politics
in Intercountry Adoption**

Gibbons, J. L., & Rotabi, K. S. (Eds.). (2012).
*Intercountry adoption: Policies, practice, and
outcomes* [Contemporary social work studies].
Burlington, VT: Ashgate Publishing Company.
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A popular view of adoption is that it is a solution to a crisis, resulting in a benefit to everyone involved - children who are without parents or families get placed with people who desire children. International or intercountry adoption (ICA) can be seen as taking this social solution one step further, in that the children in need of parents often live in poor or undeveloped areas, and through adoption, may be rescued from a dire future by those who can afford to give them more affluent lives with more opportunities. Such a simplistic conceptualization fails to consider the many aspects that make ICA an extremely complex topic to tackle. Is it truly best for children to be taken from their community, culture, language and nation based on the perception that certain cultures (i.e., Western cultures) are “best” for everyone? What solutions exist in a system that is vulnerable to the illegal payment of large sums of money to workers in economically poor regions to “find” children for adoption - children whose parents or other family members are alive, but susceptible to financial coercion and to lies regarding the permanency of the placement? The book, *Intercountry Adoption: Policies, Practices, and Outcomes*, edited by Judith L. Gibbons and Karen Smith Rotabi, does not shy away from these deeper issues, but rather seeks to answer the uncomfortable questions regarding ICA – what is the role of the larger social forces of power, money, and politics?

The book gathers experts from multiple disciplines, and



ICA is viewed through a critical lens, using historical perspectives, multi-disciplinary theoretical frameworks, keen analysis of systemic problems, and suggestions for further improvements. The editors propose to view the complexities of ICA from three major viewpoints - proponents of ICA, abolitionists who call for a halt to the practice of ICA, and pragmatists, who seek solutions to the intricate dilemmas inherent to the current state of ICA. They succeed wholly in this endeavor.

Broken into five parts, the first section on Policy and Regulations presents an up-to-date statistical analysis of the current state of ICA worldwide. Especially notable in this first section is an innovative chapter by Jonathan Dickens, *Social Policy Approaches and Social Work Dilemmas in Intercountry Adoption*. After applying various social welfare models to the social policy approaches that are employed by different countries, Dickens suggests a more radical approach, using Romania’s ban on ICA as an example. The other chapters in this section do an exemplary job of exploring practices and policies that have been and continue to make the world’s children susceptible to fraudulent adoption, child sales, abduction, and other forms of exploitation. Historical examples are analyzed throughout, drawing lessons from “Operation Babylift” at the end of the Vietnam War (wherein 2,500 to 3,000 Vietnamese children were airlifted to the United States, even though many were not orphans) to other instances of ICA gone wrong via corruption and poor policy choices in countries such as Cambodia, the Marshall Islands, and Guatemala.

The work focuses not only on the drawbacks and weaknesses in ICA. Equal consideration is given to current attempts at solutions, such as the Hague Convention on Protection of Children and Co-operation, In Respect of Intercountry Adoption (HCIA), an international agreement that has been entered into by more than 80 countries. A partial purpose of the HCIA is to prevent the abduction, sale of, or traffic in children, and it works to ensure that intercountry adoptions are in the best interests of children. The section in the book on Sending Country Perspectives (which includes the nations of Romania, China, Guatemala, Ethiopia, and South Africa) explores among other topics, the impact of the implementation or non-implementation of the HCIA on the practices of “sending” children out of these countries for ICA. Consideration is given to the concept of “subsidiarity,” a principle under the HCIA that many interpret to mean that children should remain in their country of origin, as opposed to being placed overseas through international adoption.

A unique and brilliant portion of the book can be found in Part V: The Debate, written by Elizabeth Bartholet, J.D., a professor of law at Harvard Law School, and David Smolin, J.D., a professor of law at the Cumberland Law School affiliated with Samford University. The contributors assert their positions on: the basic human rights, needs and interests of the un-parented child; the meaning and application of the subsidiarity principle; and the responsibilities of the law with respect to “child trafficking, corruption, and adoption fraud” in ICA. Rarely have these issues been so clearly, thoughtful-

ly, and concisely presented. This chapter is a rare gem that would benefit all international adoption professionals.

Gibbons and Rotabi clearly sought to present a text that provides a thorough overview of the issues within international adoption and they included perspectives from a diverse group of authors. Adult adoptee scholars like Tobias Hübinette and Hollee McGinnis contributed powerful pieces that detail the intersection between scholarly reviews of the literature on adoption and critical analysis based on professional experience coupled with lived experience. Hübinette's attention to the need for more extensive and thoughtful consideration of the power of racial differences within international adoption reminds scholars to look beyond culture and be willing and able to conceptualize racial issues within their work.

The co-editors of this book represent some of the pre-eminent scholars studying intercountry adoption and the fact that they brought all of these voices together for this text is an amazing gift to readers. The summaries of dense and detailed research covering outcomes in adjustment, medical issues, and even studies on cognitive development as offered in chapters like *Review of Meta-Analytical Studies on the Physical, Emotional, and Cognitive Outcomes of Intercountry Adoptees*, by Femmie Juffer and Marinus H. van IJzendoorn, *Medical Status of Internationally Adopted Children*, by Laurie C. Miller, and *Cognitive Competence, Academic Achievement, and Educational Attainment Among Intercountry Adoptees: Research Outcomes from the Nordic Countries*, by Monica Dalen, provide an updated, balanced view of the research. The authors do a commendable job in framing the various interpretations of the empirical findings without the feared reductionistic perspective that can sometimes lead to bias (e.g., skewed pro- or anti-adoption interpretations). For example, Monica Dalen, a professor at the University of Oslo, noted in her critical review of the empirical research on academic achievement of adoptees that being adopted into families with a high SES can be both a protective factor for adoptees as well as a hindrance in terms of excessive parental expectations and stress leading to lower levels of academic achievement when compared to adoptees adopted into lower SES families. The mixed results in terms of cognitive abilities and achievement shows some adoptees exceeding their non-adoptee peers whereas many adoptees may struggle academically and need ongoing support.

Moving beyond theory and research, practice issues and challenges that accompany ICA were addressed by authors like Jesús Palacios, Thomas Crea, Rhoda Scherman, and Hollee McGinnis. Child trafficking, problematic home study practices, money exchanged in ICA, openness in ICA, and search and reunion efforts are just a few of the themes addressed. The chapters covered a broad range of practice issues in ICA and focus specifically on illustrating the strategies that have resulted from changes in policies. For example, Rhoda Scherman's chapter, *Openness and Intercountry Adoption in New Zealand*, described how the outcome research on closed adoptions influenced policy changes in New Zealand, thus paving the way for open adoptions domestically. Sherman also takes this a step further by framing the chal-

lenges to openness in ICA and how families have created various approximations of open adoptions via communicative openness.

In Gibbons and Rotabi's chapter *Best Practices in Implementing the Hague Convention*, they take a realistic and fair-minded perspective on the challenges inherent in protecting children, and boldly, yet accurately, frame the issues surrounding the Hague as one of economic disparities and the need to reduce or prevent the need for ICA by addressing the economic (e.g., poverty), political (e.g., coercive policies), and social (e.g., stigma of unwed motherhood) needs of the sending countries. For persons unfamiliar with the HCIA, they will gain valuable, challenging information about the practices that have resulted from the HCIA.

Lastly, the chapter by Hollee McGinnis, *All Grown Up: Rise of the Korean Adult Adoptee Movement*, is particularly interesting as it documents the social advocacy and self-authoring efforts of Korean adult adoptees. Depicting the efforts of a segment of the community that moved from being the subjects of empirical inquiry to being the investigators themselves, McGinnis gives voice to the importance of honoring the expertise of the adult adoptee movement that continues to grow.

Within the past decade, three other edited texts (Javier, Baden, Biafora, & Comacho-Gingerich, 2007; Palacios & Brodzinsky, 2005; Wrobel & Neil, 2009) have addressed research and practice issues related to adoption including some concerns relevant to international adoption. These texts can be useful corollaries to Gibbons and Rotabi's book.

In conclusion, *Intercountry Adoption: Policies, Practices, and Outcomes* offered a highly informative, current overview of ICA for those who are new to the discipline. This book also has sufficient depth and complexity to serve as an excellent resource for clinicians and researchers who work in this field.

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The Physical and Emotional Price of Silence: How Self-Silencing Affects Women Across Cultures

Jack, D. C., & Ali, A. (Eds.). (2010). *Silencing the self across cultures: Depression and gender in the social world*. New York: Oxford University Press. 535 pp., ISBN 978-0-19-993202-3, Price US \$75.00

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In their book, *Silencing the Self Across Cultures*, Dana Jack and Alisha Ali collect both theoretical and empirical evidence to support Jack's silencing the self theory of depression (Jack, 1991; 2011) in a variety of cultural contexts as well as examining its role in women's physical and emotional health. The majority of articles situate women's depression within the specific cultural context of the country or experience in which the construct is measured. Providing background on women's sociopolitical status in a variety of countries, ranging from Nepal to Finland to the United States, brings the social context of depression to the forefront. Additionally, it reminds the reader that depression is not simply an intrapsychic struggle, but representative of the continuing oppression of women and myth of women's general madness (Ussher, 2011).



Jack's silencing the self theory captures women's struggles against silencing their voices in an effort to maintain relationships and acquiesce to cultural norms of subservience and deference. It draws on attachment, cognitive, feminist, and relational theories and includes four separate relational schemas: externalized self-perception (standards for self judgment), care as self-sacrifice (belief that others' needs must come before personal needs), silencing the self (not expressing one's emotions and inhibiting one's actions), and divided self (experiencing a division between one's authentic inner self and a more compliant and false external self) (Jack, 1991). This edited collection provides support for the universality of this construct and offers nuanced ways of understanding the role of silencing the self among women and men from many different cultural backgrounds.

Silencing the Self Across Cultures is a thorough text and useful for teaching and informing research and practice in depression. The book is tied together by introductory chapters written by prominent feminist psychologists, including Carol Gilligan, Judith Worell, Judith Jordan, Laura Brown, and Janet Stoppard. These commentaries provide a founda-

tion for each section and work as guideposts in this lengthy collection.

The book is divided into three sections. The first section provides the ecological context of depression, reminding readers of the importance of considering the social causes of women's depression, the influence of the psychopharmacology industry in defining depression as an individual problem, and ethical considerations in cross-cultural work. Jill Astbury argues convincingly that risk factors for depression may actually be proxy variables for women's continuing human rights violations. She calls us to political action, stating that women's mental health outcomes cannot be ameliorated through mental health interventions when their basic human rights continue to be violated.

The second section presents quantitative and qualitative data examining the silencing the self measure in different cultural and ethnic groups, including nine different countries. These chapters vary greatly in methodology and approach, with some using qualitative methods to give voice to women's experiences of self silencing and others using quantitative approaches to validate the silencing the self scale to illustrate the phenomenon. Airi Hautamaki examines the role of self silencing in Finland, a country which has a long history of matriarchal traditions. She presents results that suggest a difference in self silencing across generations, with younger women reporting lower scores on the divided self and silencing the self. She also examines the role of self silencing among Finnish males, arguing that men use self silencing schema to secure greater autonomy and self determination in their relationships.

The final section discusses the role of silencing the self in both medical and mental health disorders. The role of self silencing in women living with HIV/AIDS, cancer, heart disease, premenstrual syndrome, postpartum depression, eating disorders, and intimate partner violence is discussed. Maria Medved provides evidence that suggests that self silencing in women can literally increase their risk for heart disease. She discusses the difficulty that women face when going through cardiac rehabilitation, which, she argues, is designed around the needs and experiences of men. The lack of attention to women's relational ways of being, in this context, can put them in an extremely risky position.

While the book's title suggests that depression will be considered across cultures, not only were several prominent cultural groups left out (such as African women, Latinas, Middle Eastern, and many Asian cultures), many of the studies relied on convenience samples of undergraduate students. These samples provide us with information about a small and not necessarily representative group of women (and in some studies, men), and it is hard to know how silencing the self holds in communities within the countries represented. Further, when community samples were used, they were often quite small. While this is a first step in providing evidence of the universality of this construct, it will be important to consider the usefulness and applicability of this theory in community samples more broadly.

Additionally, as is frequently the case with edited vol-

umes, the quality and rigor of chapters varied. While most of the chapters presented at least a cursory, if not thorough, framework for understanding women's experience, some merely reported on data without attention to the context in which these studies were conducted. These studies stood out in a collection of chapters aiming to understand depression and gender within the context of the social world. Quantitative data are important, but need to be situated within a context.

Overall, this is a valuable and important contribution to understanding depression and its meaning, not only in individual women's and men's lives, but within the larger sociopolitical context. This volume provides the reader with both breadth and depth on depression, in a similar vein to what volumes such as *Women's Mental Health: A Life Cycle Approach* (Romans & Seeman, 2006) and *Women and Mental Disorders* (Lundberg-Love, Nadal, & Paludi, 2012) provide for women's mental health in general. These authors collectively remind us that we cannot ignore the cultural context that frames what it means to be a gendered individual, what is healthy expression, and what is pathological. In some deeply personal narratives, this book demonstrates over and over again the incredible price that women continue to pay when they silence their own voices.

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Channeling Fanon: A Review of Counseling People of African Ancestry

Mpofu, E. (Ed.). (2011). *Counseling people of African ancestry*. Cambridge: Cambridge University. 352 pp., ISBN 978-0521887229, Price US \$99.00

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In the textbook *Counseling People of African Ancestry* (Cambridge University, 2011), Elias Mpofu assembles African and Africanist scholars to "advance an Afrocentric sociocultural understanding of functioning, disability and health, and culturally grounded approaches to health maintenance, protection, and risk reduction in African cultural heritage populations" (p. xv). Mpofu's targeted audiences for the volume are college students, graduate students in the mental health professions, as well as practitioners. In what is seen by the authors, and rightly so, as tension between a literature base firmly



couched in Western tradition on the one hand and the host of African cultural values and traditions that surround 'healing' on the other, the authors make repeated note of the need to reckon the tension. They acknowledge the theories and practices that have established psychology as a field of study and the limitations of transferring this literature to African-descended people in and outside of Africa. Frequently presented throughout the volume are descriptions of the characteristics that shape the African existence: storytelling and other oral traditions, beliefs about self-as-interdependent-with others, the unity of mind and body, and spirituality couched within an African cosmology. How these characteristics are essential to processes of healing is emphasized. Moreover, the challenges to the realization of an African psychology are presented, not only in the context of reviews of the literature and recommendations, but also through instructional boxes which guide readers into exercises with peers or alone.

In reading *Counseling People of African Ancestry*, my goal first and foremost was to determine what the authors deemed to be the vision of sound mental health for African-descended people. In other words, if the goal of counseling generally is to help people *thrive*, then how do the authors characterize highly functioning Africans? How do high functioning Africans 'look' or behave on the continent of Africa and in other parts of the world?

These are the questions I would imagine Frantz Fanon asking. Fanon, the Martiniquean psychiatrist who committed the last years of his short life to the liberation of Algeria from

French colonialism, once stated that:

Colonial domination, because it is total and tends to over-simplify, very soon manages to disrupt in spectacular fashion the cultural life of a conquered people. This cultural obliteration is made possible by the negation of national reality. . . (Fanon, 1959, p. 1).

This negation of reality serves to distort what people observe, sheds doubt on what we experience as being real, and fuels interpersonal microaggressions to which people from oppressed backgrounds can become accustomed. Fanon's focus was on the healing of an oppressed people, much like Paulo Friere's focus in educating poor Brazilians. For both men, colonial domination becomes reproduced within the dialectics of a society. We know from a bevy of research in the U.S. (Watts, 2004; Watts, Abdul-Adil, & Pratt, 2002; Watts & Flanagan, 2007; Watts, Griffith, & Abdul-Adil, 1999) and in some research/writings in South Africa (e.g., Gobodo-Madikizela, 1995, 1996, 2002, 2008, 2011), that healthy navigation in oppressed societies requires an understanding of the *sickness* of the society. It is to recognize and examine power relations, and to acknowledge the toil of bucking against systems of control and constant indignation. Notably, it is to overcome the oppression, to discover one's own humanity as subjected because of one's association with a dehumanized people, and to discern over time, the pathology that locks everyone within its grips.

Fanon believed that because of the attempt by oppressors to obliterate culture, African-descended people must create and express ourselves as informed by our cultural traditions; these traditions help provide meaning to our lives and to connect us with others, *all* others, in profound, humane ways. Meaning-making stands as a central point in Fanon's writings in that efforts to clarify reality is essential; it helps us heal, enables us to join with one another and thrive as we pursue the struggle for an equitable society and world. He also warned that healing needs to occur but not with artificial and stereotypic expressions of culture, because ultimately, any effort that reflects an aim toward a false self is in comportment with sick society. Rather, healing needs to occur with maturity, with an authentic, unfolding recognition of how oppression affects our lives, and with it, a deep understanding of how oppression negatively influences the quality of our relationships with others. In the process of healing, we can feel empowered to take bold stands against oppressive forces and to understand the unquestioning interdependence between ourselves and the rest of the world.

In *Counseling People of African Ancestry*, there are examples of Fanon's call for creative expression as a crucial focus in the goal toward inciting well-being among African-descended people. The 20 chapters that comprise the volume are divided into four sections. The chapters in the first section of the book on cultural foundations are brilliantly written. In the first two chapters, one on indigenous healing and the second on oral traditions, the authors superbly wove together

knowledge of the current-day realities of Africans in sub-Saharan Africa and South Africa, where most of the chapters targeted, and I was very impressed by the final comments in this latter chapter. These words, worth repeating here, demonstrate the authors' concern for 'scaled up' (Watts, 2003) interventions, whereby attention is not directed solely to individuals and families, but to broader levels of the system. Marlee and duToit (2011) wrote:

We firmly believe . . . that unless the many individual stories of people of African ancestry are eventually told and the storytellers listened to with empathy and understanding, our collective psyche will remain scarred and hurt and the South African nation deeply divided. It is for this reason that we plead for a storied approach, as a salient facet of the oral tradition, *to be introduced into schools and classrooms* [emphasis added], thereby facilitating open discussion and indeed, healing of the pain that is manifesting in various unwanted forms in our country. (p. 37)

Pieterse, Howitt, and Naidoo's (2011) well-written chapter was the only one that was squarely entrenched in the question of the impact of oppression on African culture and mental health issues, and where the authors presented an extended case study illustrating a liberation psychological intervention. The citations of the work of Lisa Lopez Levers, a contributor to two of the chapters and the section leader of the first section of the books, reveal fascinating, important studies in which she and her fellow researchers display an ability to honor African traditions as they also examine how best to serve the people entailed in the research. As noted earlier, peppered through the book are instructional boxes in which case studies are described, discussion questions raised, and brief summaries of research studies are presented, each prompting readers to think about the myriad issues that have an impact on learning about and engaging with people of African descent. For example, in one case study, the authors invite readers to square the bind between many African descended people showing support for Barack Obama's presidency and a reality in which Mr. Obama, who later became the U.S. president, failed to confront pressing issues facing African Americans. Taking this example further, readers could weigh in on facts that show how the now second-term president doled out practices in African countries that leave much to be desired.

The second section covers contexts of counseling, including school counseling, counseling students in tertiary institutions, family therapy, pastoral care, challenges in working with African refugees, counseling orphans and vulnerable children, 'diversity' counseling, and resolving conflict. The third part is on counseling applications --- counseling for trauma, HIV and AIDS counseling, substance abuse disorder counseling, career counseling, and counseling people with disabilities. I want to make special note of the chapter by Watson, McMahon, Mkhize, Schweitzer, and Mpofo (2011)

in this section. This chapter on career counseling is valuable in offering concrete strategies for helping African people think about careers from a personal and familial angle, as well as from a sociopolitical vantage point. The final section addresses the future of counseling in African settings.

Returning to Frantz Fanon's potential perspective again, I can imagine that he would have appreciated the citations of non-published works, like the theses by emerging African scholars, as well as the citation of African American scholars whose research on the development of projective instruments and interracial counseling processes would not have been possible without the triumphs and losses of the U.S. civil rights movement. This marginalized literature is crucial as it is intended, at core, to address problems beyond the pale of mainstream psychology. When this inclusion of marginalized sources does not occur, or when there are reviews of the literature without mention of the context in which the research has been conducted (i.e., that research is often initiated and conducted by governmental and non-governmental agencies and not necessarily of the sort that probes meaningfully into the roots of the problems; see Levers, May, & Vogel, 2011), then the 'audience' is not for those whose utter concern is for African-descended people but for some amorphous view of 'counseling-as-universal-save-some-tinkering.'

That this discernment does not occur consistently is a departure from Fanon's writings, as are the instances when the outcomes about what constitutes healing are not made all that clear. What would Fanon have wanted, and honestly, what is it that I would have liked seeing more of? I would have enjoyed reading Fanon's works threaded throughout, or others who have dedicated much theoretical attention to African-descended people, like Bulhan or Linda James Myers. Such inclusion would convey, to me, that there is an uncompromising pact among the authors that even when the research was absent, that there needed to be an insistence that advancing an "Afrocentric sociocultural understanding of functioning, disability and health, and culturally grounded approaches to health maintenance, protection, and risk reduction in African cultural heritage populations" (Mpopu, 2011, p. xv) comes with an articulation of outcomes as residing not merely with individuals and families, but with societies. To be sure, much of this does occur in the volume, which made it more surprising when it was absent in some of the chapters.

To me, if a liberation psychology approach had been integrated throughout the volume the text would have conveyed the message that there is a soundness in the theory and research that reinforces attention to toxic dialectics and where practitioners are as committed to healing sick societies in their work as they are to helping heal people (see Thompson & Alfred, 2008; Watts, 2004). And even though the goal of the current authors likely was to demonstrate the 'state' of the field in terms of current literature, there are opportunities for including other, more critical instructional boxes, like creating more solid ties between the source of the problem and its current manifestations (see excellent example by Scheper-Hughes in Edwards, 1993 on the medicalization of hunger in Brazil). In Fanon's rendition of the pathology of oppression,

deliberate efforts are required in revealing that which is too often hidden. Uses of terms like "racially diverse individuals," as well as "diversity counseling" are cues that signal an acceptance of terms often found in mainstream Westernized literature. "Racially diverse individuals," merely means some group or population of people in which there is variation in race, but in the meaning offered in the text, it appears to mean a code word for non-White people. "Diversity counseling" ("different counseling"?) in the chapter with the same title refers to some brand or manner of counseling geared toward African American people, presumably distinguishable from a manner of counseling offered to non-Black Americans, so why this term and not "Counseling Geared to Black Americans"?

In Mpopu's preface, he stated that the book's focus on people of African ancestry was intended to pertain to anyone who "claims to have an 'Africanist personhood'." It would seem that for those who wish to help create meaningful healing for African-descended people, he or she would need to do more than merely claim such personhood. Could this volume have helped readers plunge into the significance of dialectics and human relating --- the mainstays of counseling *and* of Fanon's central ideas --- by addressing why a White South African was invited to write the forward to the book? This question is not intended to demean the White writer or the editor's choice, but rather to urge us to consider how such a discussion forces us to delve profoundly into the relevance of race as a social factor and not merely as descriptor.

Hussein Bulhan (1985), Fanon's biographer wrote:

One common pitfall [with interventions involving oppressed people] is that those who undertake psychotherapy among the oppressed focus on the immediate and 'private' distress of individuals, but lose sight of the shared victimization and the necessity for social transformation. They fail to act upon the pathogenic social reality and in the end merely sanction it. Their intervention, if sought by the oppressed and when successful, is therefore doomed to an essentially 'bandaging operation' on a few casualties who nonetheless return to the same, unaltered conditions of oppression. Sooner or later, it is realized that the labor of a psychotherapist with the oppressed is akin to the labor of Sisyphus. (p. 268)

To Fanon, and to me, practices that lead to optimal functioning of African people need to center on the social and personal. These are the interventions in which the dialectic of oppression is disrupted and re-shaped into a language of respect toward culture and kin. Examples of how this can be done that would be helpful to readers can be found in the Watson et al. (2011) chapter, and in much of the foundational chapters of the first section. There is a lack of consistency throughout the chapters, however, in addressing how practitioners can work with African people by going beyond the bandaging, by helping to endow individuals and families of

African descent with tools for recovery *and* resistance to demoralizing forces.

When we read what constitutes the traditions that have taken on new forms, that have matured into practices that take into account modernity factors, as in the storytelling-narrative therapy recounted in chapter 2, then Fanon's spirit is channeled. When stories are told, when people listen, show genuine caring, and work closely, collaboratively, to build just and peaceful societies, healing occurs. These accounts invoke a foundation of unity, of caring, and of the individual's interdependence with other humans. On whole, these accounts channel the African personhood that exists in all of us if and when we choose to experience them in their inherent brilliance.

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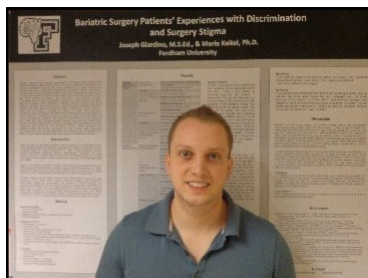
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**Increasing Publishing Among
International Student Authors**

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International collaboration and networking among psychologists appears to be increasing. Division 52, *International Psychology*, founded in 1997 (Hogan, 2007), continues to publish international publications and has a wide reaching listserv. The largest national honor society, *Psi Chi*, has recently expanded its international chapters to around 10 and is now known as *The International Honor Society in Psychology* (H. Takooshian, personal communication, December 5, 2012; Psi Chi, 2012). Participation in international congresses in psychology has increased dramatically (Adair, Unik, & Huynh, 2010) and international training opportunities for students have also increased (Levy, 2012). The internationalization of psychology affords numerous opportunities for students living abroad to connect with North American scholars. Despite increasing opportunities globally, perhaps one area that needs greater attention is international student publishing. How can international student authors best prepare to publish their work in North American journals? In this brief report, I explore this question using interview data from three editors on the editorial boards of international psychology publications: Judith Gibbons and Michael Stevens, Editor and Associate Editor for the Division 52 journal, *International Perspectives in Psychology: Research, Practice, Consultation*, and Grant Rich, Editor of the *International Psychology Bulletin*.



APA Style

How important is the question of format when submitting to North American journals? Is lack of knowledge of

APA style, the common publication language of North American social science journals and many international publications, a barrier to publishing? According to Rich, students may not learn APA style while in graduate training and this can challenge the submission process to a journal. Learning APA style is time consuming and reaching mastery is particularly difficult if students are not learning it while in training. He referred to the importance of examining the different reference types, proofreading, and leaving plenty of time to make corrections and revisions. Rich suggested that students review the numerous reference examples in the *Publication Manual of the American Psychological Association, Sixth Edition* (APA, 2010) and stressed the importance of owning a copy of the manual, which he added can be purchased new or used relatively cheaply (G. Rich, personal communication, November 1, 2012).

Perhaps another challenge with APA style is that some may find the sixth edition manual less clear or detailed as compared to previous editions, as suggested by Stevens. Many may recall the first printing of the sixth edition manual, which contained over 70 errors. Although these have been corrected in the second printing of the manual (APA, 2010) and more resources are available for APA style (e.g., <http://www.apastyle.org>), Rich found that even seasoned authors may have difficulty with the new style rules. Gibbons commented on how overwhelming APA style may seem to foreign authors. However, she assured that “it is actually a help in preparing a manuscript.” She referred to the importance of studying the different sections of a manuscript, as well as meticulously reviewing references (J. Gibbons; G. Rich; M. Stevens, personal communications, November 1, 2012).

English Language

Are we speaking the same language? Perhaps the greatest challenge faced by international authors is the language barrier. As nearly all North American journals are published in English, a strong command of the English language is essential. Gibbons, Rich, and Stevens all recommended that international authors have a colleague or friend (and preferably native English speaker) review their work prior to submission to journals. Further, Gibbons suggested that this individual have experience with publishing in North American journals, as this may improve chances of acceptance. She has found that for many international authors, although writing may be grammatically correct, in the context of scientific writing, ideas may “not follow a logical progression” or “the English may be awkward” (J. Gibbons; G. Rich; M. Stevens, personal communications, November 1, 2012).

Division 52 has a mentoring program that offers assistance with the English language. However, the program is small and has limited resources. According to Gibbons, “because [they] have very few editing mentors, the manuscript has to have great promise and be methodologically sound” to participate in the program. Stevens added that the Division 52 journal is particularly sensitive to this issue and offers additional opportunities for revisions. According to Stevens, “[We] are very patient in working with authors on

multiple revisions. I dare say we invite more revisions than most journals, although I have no data to back this up” (J. Gibbons; M. Stevens, personal communications, November 1, 2012).

Reasons for Rejection

When asked about the typical reasons for rejections to journals, responses typically referred to issues with methodology. Gibbons referred to poor study rationale as a reason for rejection and stated, “It is not sufficient to write ‘this has never been done before’” as a justification for a study. Improper use of instruments was also mentioned. The editors referred to the importance of selecting validated instruments, ensuring that such instruments are appropriate for the cultural setting, and providing a sound rationale for instrument selection. Similarly, appropriate selection of analyses to analyze results is crucial to avoiding rejection (J. Gibbons; G. Rich, personal communications, November 1, 2012).

Other reasons for rejection included overstating the study findings or conclusions and unintentional plagiarism. Gibbons stated “authors need to be careful about using phrases of paragraphs from other articles without proper acknowledgment.” Finally, rejections occurred when studies were found to have little relevance to the mission of international psychology (J. Gibbons; G. Rich, personal communications, November 1, 2012).

Differing Cultural Definitions of Research

Perhaps an overarching challenge to international publishing lies in the differences in cultural definitions of research. Different cultures may have different philosophies of science that may at times be discordant with prevailing Western definitions of research. For example, some cultures may value philosophical or theoretical research over empirical research. Similarly, some cultures may value qualitative methods, such as interviews, field work, or ethnographies over the predominant quantitative methods used in North America (G. Rich, personal communication, November 4, 2012). Cultures may also differ in views regarding the extent to which research should have an applied purpose (M. Stevens, personal communication, November 4, 2012). Finally, certain countries may value research to a lesser extent, contributing to a lack of research culture (Low & Ng, 2011).

Checklist and Resources

To help prepare international student authors for the publication process, I have included a checklist based on common themes from interviews conducted for this report. A list of resources is also available (see Appendix).

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Author's Note

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I would like to thank Judith Gibbons, Grant Rich, and Michael Stevens for their interviews and insights into the publication process. I would also like to thank Daria Diakonova-Curtis and Natasha Black for their editorial assistance. Finally, I thank Harold Takooshian for his ongoing support and guidance.

About the Author

Joe Giardino is a doctoral student in the Counseling Psychology Ph.D. program at Fordham University in New York, New York. He holds a master's degree in counseling from the University of Pennsylvania. His professional interests include multiculturalism, international psychology, and health psychology. Joe is currently conducting obesity-related research investigating the effects of weight discrimination and stigma on surgery outcome among post-operative weight loss surgery patients. Joe has an interest in promoting international publication and has developed workshops and presented at conferences on APA style. He also has an editing business, <http://www.toptierediting.com>, devoted to helping students and professionals with APA style.

Appendix

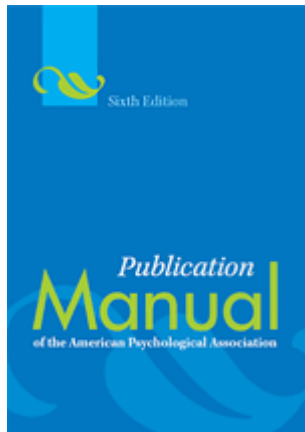
Submission Checklist

- The study is important to the culture or group you are investigating.
- The importance of your study has been clearly justified.
- The instruments are valid and appropriate to the culture or group.
- The selection of instruments and analyses has been justified.
- Conclusions are appropriate to your findings (i.e., not overstated).
- APA journals have been used as models of how to report your research.
- All manuscript sections have been carefully reviewed (i.e., Abstract, Introduction, Methods, Results, Discussion, References, and Tables & Appendices).
- All your work has been cited according to APA style.

- Each reference has been meticulously checked using the style manual.
- The manuscript has been carefully proofread.
- An English speaker, and preferably researcher, has reviewed your work.
- The study is relevant to the audience of the journal to which you are submitting.

Resources

- www.apastyle.org
- *Quick Guide to APA 6* (Giardino, 2012) and accompanying PowerPoint. E-mail jgiardino@fordham.edu for a copy.
- Division 52 mentoring program for international authors.



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 Daria Diakonova-Curtis at ddiakonova@alliant.edu or Student Committee Chair Laura Reid Marks at reidl@purdue.edu to submit an idea or a question.

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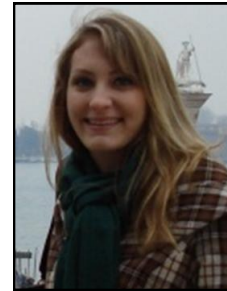
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Imagine: Study Abroad in a Developing Country

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Funso and Taiwo are identical twin brothers. They are Yoruba, born in Nigeria. Both are 26 years of age. But their lives could not be more different.

Funso was adopted at birth and raised in Lagos by a highly educated couple. He attended excellent private schools and excelled in his studies. He became an accomplished athlete and developed an interest in music. He now works in Lagos as a successful attorney and serves on governing boards of several international institutions.



Taiwo remained where he was born and was raised in a small, rural village. He was one of nine children in his home. He spent his days playing with siblings and cousins. There were times that he did not have adequate nutrition, especially as an infant. On more than one occasion he was infected with insect and water borne illnesses. Taiwo now has a family and struggles to meet his children's basic needs.

Strikingly, Funso is taller and much stronger looking than Taiwo. If their intellectual abilities were compared on a test, Funso would score higher. He is healthier.

The story of Funso and Taiwo is an imaginary one. But it could be true. The impact of nutrition, health care, and education set a trajectory for a life path (Greenspan & Shanker, 2002). This is the kind of information students learn first-hand when they visit a developing country.

Without understanding the importance of context, a psychology student from the United States would likely predict that identical twin brothers raised apart would be very similar in adulthood as many textbook case examples suggest. The unstated assumption in such an example is that both twins were raised in similar environments.

From a global perspective, vast differences in environment are the norm. These are lessons learned in the field, not in the classroom. Study abroad immersion in a developing country gives students a chance to experience environments significantly different than their own, up close and personal.

"I learned why it was necessary that we were in India and spending our days in the communities we were studying in order to develop our public health programs and objectives" said Nancy Mueller of her trip to India.

Ramesh Raghaven, a psychiatrist, with joint appointments in the Medical School and Brown School of Social Work at Washington University in St. Louis, organized the summer study trip Nancy attended last summer. The students spent eight weeks in three small villages (Ramesh, Ravikumar, & Zeena, 2012).

Ramesh expressed his admiration for William Osler, whose ideas helped establish the values of Johns Hopkins University School of Medicine. He explained "Osler's philosophy was to learn from the patient, not in the laboratory or classroom".

"That's such a cool idea," Ramesh thought. He decided if he had the opportunity to teach global public health, it should be in the field, not in the classroom.

To facilitate the students' field learning, the study group partnered with staff from a local health clinic. Students worked in teams on identified problems. Oral cancer (many in the local population chew tobacco), mental health, and maternal and child health were some of the major health risks.

Formal lectures during the trip provided students with targeted information on the identified risks within the context of the villages. Skills training labs helped students develop basic competencies. For example, students learned to screen for "abnormality" in an oral inspection.

Students worked with an interdisciplinary team. They identified determinants of problems and crafted possible solutions from resources available in the community. Sustainable solutions were of prime importance. Local partners worked with students to collaboratively develop community based solutions. Education and prevention were critical elements of sustainability.

For psychology students, this kind of situated problem solving experience can be transformative. It will help them make psychology more relevant to people from diverse global contexts. As professionals in the future they will be better prepared to work with increasing numbers of immigrants and refugees within the United States (Hobbs & Stoops, 2002). They will also be more prepared to work abroad.

Psychology is growing as an international field. Professionals from around the world are making connections and collaborating on theory, research, and service (Stevens & Gielen, 2007). Students who have studied and worked in a developing country have already travelled the territory that is only beginning to be mapped in psychology classrooms.

Familiarity and experience with challenges in the developing world will enable these individuals to make a difference in the world. They will apply psychology to the challenges of nation building, health care, conflict resolution, and education (Aboud, 2012; Sloan, 1996).

Imagine if lives in the developing world were no longer constrained by lack of nutrition, health care, and education. Imagine if the Taiwos of the world were as healthy and strong as the Funsos. And imagine that one of our students will

someday help to bring these changes about.

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Translators Wanted

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

We now seek global colleagues to translate this sheet into other languages, with themselves as the author, to circulate to colleagues and students globally. As of January 2013, this sheet appears in 16 languages: Armenian, Chinese (Mandarin), Dutch, English, Estonian, French, Greek, Hindi, Japanese, Kinyarwanda, Korean, Latvian, Polish, Russian, Somali, and Spanish.

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.

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.

International Engagement as Oxygen: Héctor Fernández-Álvarez – Argentina

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This article is in response to the call made by Neal Rubin, 2012 president of Division 52, International Psychology, of the American Psychological Association for contributions under the Heritage Mentoring Project. The project, created by President Rubin, is spearheaded by Chalmer Thompson and other colleagues from Division 52. It seeks to feature luminaries in international psychology through a brief biography and to bring together senior and junior people from the field. To this end, we feature Latin American and other psychologists who have made significant contributions to the advancement of international engagement while collaborating with colleagues at different stages of their professional careers and from different countries. This article features the renowned psychologist Héctor Fernández-Álvarez, from Argentina.

Héctor Fernández-Álvarez, a clinical psychologist, educator, researcher, author, and leader in psychology was born in Buenos Aires, Argentina on July 27, 1944. Initially, he studied letters yet switched to psychology at a time when there were yet no graduates in psychology in Argentina. He earned his *Licenciatura* degree in psychology in 1967 from the *Universidad de Buenos Aires* and a doctoral degree in psychology in 1995 from the *Universidad Nacional de San Luis*, Argentina. His dissertation focused on the social representation of psychotherapy among medical practitioners (Fernández-Álvarez, 1999). Fernández-Álvarez is a founding member and president of the Aiglé Foundation (meaning in classic Greek, “brilliance, enlighten,” or simply, “light or torch”), a non-governmental organization that recently celebrated its 35th year anniversary. He has held multiple academic appointments throughout Argentina (Buenos Aires, Mar del Plata, and Córdoba), and abroad, including Ecuador, Guatemala, Panama, Spain (Barcelona, Castellón, and Valencia), and Uruguay. He has



published 13 books, including a novel, *La Distancia* (The Distance) in 2002. He has authored or co-authored close to 100 journal articles and book chapters. His research contributions have been innovative as well as professionally relevant. Fernández-Álvarez received the Interamerican Psychologist award from the Interamerican Society of Psychology in 1999 and the Sigmund Freud award from the city of Vienna in 2002. He has presided over many professional organizations including the Interamerican Society of Psychology (known as SIP, its acronym in Spanish) (2003-2005). Married to Diana Kirszman, an accomplished Argentine clinical psychologist and family therapist, they have a son together, Javier, and two children each (María Inés and Ana Julia, Karina and Hernán).

Fernández-Álvarez, the son of Spaniard immigrants to Argentina, grew up in a family with markedly limited financial resources. From an early age, he was encouraged to get ahead by devoting himself to his studies. Following his high school graduation he began studies in the *Facultad de Filosofía y Letras* of the *Universidad de Buenos Aires* and showed an early interest in existential philosophy, particularly the work of Jaspers and Camus. He switched to psychology in the early 1960s, and was exposed to two, seemingly contradictory, theoretical and applied perspectives: psychoanalysis and Soviet reflexology. He was mentored by the psychoanalysts León Ostrov and Emilio Rodrigué, and by the reflexologist José Itzigsohn, with whom Fernández-Álvarez worked as a teaching assistant at age 19. Before graduating, he became a teaching assistant to Emilia Ferreiro, a disciple of Piaget, whose research concerned the relationship between thought, cognition, and language. Ferreiro introduced Fernández-Álvarez to authors such as Bruner, Chomsky, and Lacan, and he read them in their original languages. In 1967 he did his first clinical internships. One internship was in a general hospital (*Hospital de Clínicas José de San Martín*) where he was exposed to traditional psychiatry including the administration of electroshock therapy to hospitalized patients and to a psychotherapeutic approach based on Binswanger's existential dialectics. The other internship was at a psychiatric hospital (*Hospital Borda*) where he was exposed to a combination of psychoanalysis and social psychiatry. As is traditional in psychoanalysis, Fernández-Álvarez received professional and didactic training. Together with Cleto Santa Coloma, one of his first supervisors, he worked in a slum area of Buenos Aires (Isla Maciel) applying Harry Stack Sullivan's interpersonal theory to working with patients living with severe mental illnesses. Meanwhile, he was receiving training in the treatment of children at a third hospital (*Hospital Piñero*). These diverse sources created the foundation for his lifelong work on psychotherapy integration, yet the internships and initial work were unpaid, creating significant economic challenges in light of his family's limited economic resources. In time, he was hired to do psychological evaluations of children with special needs at a clinic in an affluent area of greater Buenos Aires, which sparked his interest in mental abilities.

In the late 1960s and early 1970s, there was a proliferation of psychology programs in Buenos Aires that created the

immediate necessity for instructors. In that context Fernández-Álvarez began his academic career at age 23, teaching psychometrics and later psychotherapy methods and techniques at the *Universidad de Belgrano*, an academic post that he has since held for 44 years. He also taught at the *Universidad de Buenos Aires* but was dismissed, together with other professors, when Argentina was taken over by a military coup d'état in 1976. At that time the country became a hostile climate for dissent and for psychology, with tens of thousands of citizens going into exile abroad while others "disappeared" (meaning kidnapped, tortured, and killed), including Beatriz Perosio, the president of the *Asociación de Psicólogos de Buenos Aires* (APBA, Buenos Aires Psychologists' Association) and the *Federación de Psicólogos de la República Argentina* (FePRA, Psychologists' Federation of the Argentine Republic).

In this climate, Fernández-Álvarez and colleagues initiated an "in the country exile" working between the margins of the societal spaces that the military dictatorship had usurped. He and colleagues founded Aiglé, and they began a systematic, close contact and collaboration with psychologists overseas. This international engagement became the "oxygen" that sustained Fernández-Álvarez and his colleagues over time, at a moment when the circumstances were quite asphyxiating and personally dangerous. According to Fernández-Álvarez, "when the dictatorship took over ... the air was not breathable ... it came to us that the way to survive was to sustain contacts with overseas" (personal communication, September 9, 2012). Oxygen came from two initial, international projects, one working on the adaptation of the Wechsler Adult Intelligent Scale (WAIS) to Spanish and the other organizing the first Argentine Congress of Psychotherapies in 1981. He invited the German born Hans Eysenck of Great Britain and Rubén Ardila of Colombia to participate in the Congress, representing behavioral approaches that were not well known nor well received in Argentina, where psychoanalysis had a hegemonic presence. In 1986, he wrote and invited the famous Spanish psychiatrist, Carlos Castilla del Pino, to Buenos Aires, and began a close collaboration that was sustained over many years until Castilla del Pino's death. In 1987, at age 43, Fernández-Álvarez ventured on his first trip outside of Argentina, travelling to Cuba for the Interamerican Congress of Psychology. At that Congress, Argentina was selected to host the following biennial Congress in 1989, yet different academic institutions could not agree on who would take the lead in organization of the congress. Gerardo Marín, SIP's president at the time, encouraged Fernández-Álvarez to organize it, which he did with Aiglé. The Congress, attended by three thousand people, was an academic and economic success even while contending with a precarious political climate including the resignation of the president of Argentina and a rampant hyperinflation. In 1988, he attended the American Psychological Association convention in Atlanta, Georgia where he met and began a fruitful collaboration with U.S. psychologist Michael Mahoney. Later, he attended the Iberoamerican Congress of Psychology where he met the Spanish psychologist Amparo Belloch Fuster from

the *Universidad de Valencia*, and with whom he has been collaborating since, coauthoring two books.

In 1992, Aiglé celebrated its 15th year anniversary and invited several well-known figures in psychotherapy to a conference. U.S. psychologist Larry Beutler was among the invitees. Fernández-Álvarez began a prolific international collaboration with Beutler that continues to the present, addressing the development of the Systematic Treatment Selection approach in Spanish. It should be noted that Fernández-Álvarez has advanced similar, professionally fruitful collaborations with other U.S. based psychologists such as Jeremy Safran and Paul Wachtel, among others.

During Aiglé's 15th anniversary celebrations Fernández-Álvarez presented the first edition of *Fundamentals of an Integrative Model in Psychotherapy* (Fernández-Álvarez, 1992), a book that summarizes the most solid principles of psychotherapy integration that support the integrative psychotherapy model practiced by psychologists in Aiglé. The book, now in its third edition, is among the most respected psychotherapy books in Latin America. The first edition of the book was translated into English in 2001 (Fernández-Álvarez, 2001).

Fernández-Álvarez's clinical interests have spanned a significant range of clinical difficulties. His main area of interest concerns personality disorders, and he published two books on the subject: *Personality Disorders* (Belloch Fuster & Fernández-Álvarez, 2002) and *Treatise on Personality Disorders* (Belloch Fuster & Fernández-Álvarez, 2010). The *Treatise* is a major tour de force on the subject and includes collaborators such as Lorna Benjamin, Michael Lambert, Jeffrey Magnavita, Antonio Semerari, and Bernhard Strauss. The book addresses conceptual and diagnostic matters concerning personality disorders, integrates psychopathology and psychotherapy into unifying perspectives, articulates the complexity in the treatment of people who suffer from these disorders, and critically reviews the efficacy and effectiveness of the different treatment options. Fernández-Álvarez's other areas of interest concern mood disorders, specifically people experiencing unipolar or bipolar depression, somatoform disorders such as hypochondriasis, anxiety disorders, particularly obsessive-compulsive disorder, panic disorder, and social phobias. In regards to the latter, Fernández-Álvarez co-authored a book with Daniel Bogiaizian (2008) which detailed the latest advancements concerning the diagnosis and treatment of people suffering from "a fear of others." The book, which is one of the very few written in Spanish addressing this disorder, addresses the assessment and types of social phobias, discusses etiological factors accentuating developmental and social perspectives, hones in on the relational nature of the disorder, and details an integrative approach that may be delivered individually and in groups.

In 2008, Fernández-Álvarez and collaborators published *Integration and Mental Health: The Aiglé Project, 1997-2008* (Fernández-Álvarez, 2008). The book details the theoretical, empirical, clinical and training evolution of the integrative approach practiced at Aiglé as well as its specific applications within a range of populations according to stages of develop-

ment (children, adolescents, adults), diagnoses (e.g., depression, anxiety, enuresis, eating disorders, borderline personality disorder), and treatment delivery (individual, couple, family, group).

The Aiglé Foundation was started by Fernández-Álvarez together with psychologists Diana Kirszman, María Teresa Nieto, and psychiatrist Sergio Pagés. Aiglé focuses on the professional development of mental health practitioners and the delivery of clinical and community services, both informed by an active research program that evaluates the processes and outcomes of training and services. The Foundation, constituted as an NGO, is self-sufficient, receiving no federal funding. While there are affiliated Aiglé centers throughout Argentina and abroad, these centers are independent and self-sufficient as well. Professionals at these centers follow the integrative attitude and philosophy that characterizes Aiglé, as well as the integrative psychotherapy approach developed by Fernández-Álvarez.

Aiglé has published three issues per year of the *Revista Argentina de Clínica Psicológica* (RACP, Argentine Journal of Clinical Psychology) since 1992. RACP is a peer-reviewed journal devoted to the advancement of scientific knowledge that informs the professional practice of clinical psychology. Directed by Fernández-Álvarez and currently edited by María del Carmen Salgueiro, the journal publishes exclusively original articles in Spanish, though submissions are received in multiple languages. RACP has achieved the highest scientific level for a journal in Argentina as rated by the National Scientific and Technical Research Council. It is also indexed by the some of the most prestigious international indexing services in the world.

Fernández-Álvarez' research interests are quite diverse, resulting in many national and international projects. Overall, Fernández-Álvarez' contributions to the investigation of psychotherapy process and outcome, the training of psychotherapists, and the treatment of people suffering from personality disorders and anxiety disorders including obsessive-compulsive disorders, these among others, have been characterized by a global vision and a strong commitment to translate research knowledge into clinical application. Perhaps most noteworthy has been his development of the construct known as the personal style of the therapist (*Estilo Personal del Terapeuta*; EPT). This construct and the international research project that supports it illustrate well his integrative conceptualization of psychotherapy and the importance of joining research and practice across national borders.

EPT is defined as the set of singular conditions that leads a given therapist to practice the way he/she practices (Fernández-Álvarez, 1998; Fernández-Álvarez & García, 1998). It refers to the habitual characteristics that are part of every therapist's everyday work that result in a particular execution of the treatment, beyond the qualities of a given intervention (Corbella & Fernández-Álvarez, 2006). A central tenet of these investigations is that in the therapeutic relationship there are combined personal styles and modalities, which are adjusted to each particular situation. The communicative style of the therapist therefore structures the

“personal profile” of the therapy (Corbella & Botella, 2004; Fernández-Álvarez, 1998; Fernández-Álvarez & García, 1998; Fernández-Álvarez, García, & Scherb, 1998). An important development in the study of EPT as a construct was the publication of an evaluative instrument (Fernández-Álvarez, García, LoBianco, & Corbella, 2003). The construction and testing of this scale has facilitated further investigation of the therapist variables involved in treatment and has prompted a new wave of research projects.

EPT has been studied over time through multisite investigations in collaboration with many universities in more than ten countries. One of these studies is the *Proyecto Barcelona-Buenos Aires* which encompasses an in-depth investigation of the interaction between client variables and the personal style of the therapist throughout the psychotherapy process (Corbella & Botella, 2004; Corbella & Fernández-Álvarez, 2006; Corbella, Fernández-Álvarez, Saúl Gutiérrez, García, & Botella, 2008). One of the main aims of this research project has been to discern how the personal characteristics of a client interact with the personal style of a therapist and the influence that this interaction has on treatment processes and outcome. Among many interesting findings, a flexible personal style on the part of the therapist has been associated with higher client ratings of the therapeutic alliance. Moreover, highly reactant clients establish a stronger therapeutic alliance and obtain better therapeutic results when working with therapists who have a personal style that is less directive. Fernández-Álvarez has brought together the training implications of these investigations into a theoretical and practical framework, one that has resulted in sizable international interest and has been used in the training of therapists in many countries already.

Fernández-Álvarez conceptualizes the future of psychotherapy as that of a discipline called to make a difference in the world. This can be achieved by bettering an individual's relationship with him/herself, expanding his/her consciousness through active meditation, improving his/her relationship with others, and enriching his/her relationship with the environment. Fernández-Álvarez affirms that in order for psychotherapy to achieve its full potential it must reconsider its epistemological roots, to the extent that psychology as the basic science of psychotherapy is not enough. Psychotherapy must utilize knowledge derived from other disciplines such as the neurosciences and anthropology, and join forces to promote the quality of life among human beings. As such, his advice to early career psychologists (ECPs) is to embrace psychotherapy as a discipline with multiple sources of knowledge. Fernández-Álvarez recommends that ECPs cultivate “a very open mind” that has “the highest level of tolerance for uncertainty” within a field that is “under construction” yet “destined to build a better world” (personal communication, August 9, 2012).

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Sarlito W. Sarwono: A Force for Developing Psychology in Asia

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Sarlito W. Sarwono, a member of the Faculty of Psychology at Indonesia's most prestigious university during the time psychology was established as a discipline there, has had a major influence on the field's development in Asia. Both internationally and domestically, Sarlito Sarwono has been involved in advancing psychology and social issues. He also has earned an international reputation for his research in the field of terrorism prevention (Knowles, 2012). Most importantly, he was one of the founders of the Asian Psychological Association (APsyA) and played a critical role in launching its first conference in 2006. In his own words, "It was a big success, attended by psychologists from countries as far as Saudi Arabia and many Asian countries" (S. W. Sarwono, personal communication, September 30, 2012). Asia, as a region, is certainly "where the action is" in the development of psychology during the first half of the 21st century.



Brief History of the Asian Psychological Association

As noted in McCarthy, Jaafar, Kamal, & Zubair (2013, p. 165), the Asian Psychological Association (APsyA) was founded in Bali, Indonesia in August, 2006 to give voice to psychologists from all countries teaching and working throughout Asia. Psychologists practicing in China, Malaysia, Indonesia, India, Bangladesh, Vietnam, Cambodia, Myanmar, Laos, Japan, Thailand, Korea, Pakistan, Iran, Turkey, the Philippines and other countries on the Asian continent have been involved with the group since its inception.

Until the organization was founded, no large professional organization existed for Asian psychologists in most of those regions. National associations flourished in some countries within Asia, and trans-national organizations existed in some specialty areas, such as the Asian Social Psychology Association. Asian psychologists affiliated to some degree with international organizations such as the International Association of Cross-Cultural Psychology (IACCP), Interna-

tional Council of Psychologists (ICP), International Association of Applied Psychology (IAAP), International Union of Psychological Sciences (IUPsyS) and with national organizations in countries outside of Asia such as the British Psychological Society (BPS) and American Psychological Association (APA). In fact, IUPsyS held their world congress in Beijing in 2004, and there have been several sessions devoted to Asian psychology at more recent IUPsyS and APA conventions. The next International Congress of Psychology will be in Japan.

Psychology teaching in Asia also has long-standing ties to psychology in Australia as maintained by the Australian Psychological Society (APS), in large part because of the number of distance education programs in psychology based in Australia that are offered throughout Asia. Recently, universities in the U.S., U.K. and Canada have also actively become involved in psychology education in parts of Asia, through “open” or on-line programs, exchange arrangements with Asian institutions and branch campuses. Until 2006, however, there was not an overarching professional society for psychologists within Asia to provide resources to teachers or to oversee training, program accreditation, quality control, recommendations for licensure and other important issues.

Based on perceived needs expressed by Asian psychologists at a regional conference held in Jakarta, Indonesia in 2004, Professor Sarlito Sarwono approached the International Council of Psychologists at their July, 2005 convention in Brazil about the need for beginning a separate association for Asian psychologists to specifically meet the growing needs of psychologists in that rapidly-developing part of the world. Former APA President Ray Fowler was in attendance, and offered support. IAAP President Mike Knowles, also in attendance, was supportive and continued planning and laying groundwork at the IAAP regional convention in Thailand later that year. IAAP, ICP and APA all offered various types of support to the new organization, and the Asian Psychological Association (APsyA) began developing rapidly. Since that time, the group has organized psychology conferences within Asia every two years, beginning with the inaugural conference in Bali in 2006. The group is also beginning to build the infrastructure necessary to sponsor Asian psychology journals and develop competencies and training recommendations for psychologists who practice within Asia.

The Asian Psychological Association is not the only organization of psychologists in Asia but it is the first association with an individual membership whose interests span the broad scope of all of the various areas within psychology. It supplements the activities of the Asian Social Psychology Association and the Asian Cognitive Behavior Therapy Association, both associations of individual psychologists, and the ASEAN Regional Union of Psychology Societies (ARUPS) which is an association of national societies of psychology closely affiliated with the International Union of Psychological Science (IUPsyS). As noted in a keynote address by past APA President and past IAAP President-Elect Ray Fowler, psychology is growing and indeed booming in Asia, which is on its way to becoming the largest and most influential region

of psychology research, education and practice in the world. Already it is firmly established in some Asian countries and becoming increasingly prevalent in the others. In this context, APsyA has given a major impetus to improving the discipline.

There have been four conventions since the organization began. The first convention of APsyA took place in Bali, Indonesia during August, 2006. The second was held in Kuala Lumpur, Malaysia during June, 2008. Selected proceedings from these conferences appeared in *Building Asian Families and Communities in the 21st Century* (Jaafar & McCarthy, 2009), published by Cambridge Scholars Press. The 3rd APsyA convention was held in Darwin, Australia during July, 2010 and the 4th APsyA convention was in Jakarta, Indonesia during July, 2012. Selected proceedings from these conferences appeared in *Psychology at Work in Asia* (McCarthy, Jaafar, Kamal, & Zubair, 2013). The next conferences are being planned for Taiwan and Seoul, Korea. Asia has taken a position center stage regarding research in psychology, and APsyA is playing a starring role.

According to Sarlito (personal communication, September 30, 2012):

The Asian Psychological Association was formed initially in Jakarta, Indonesia on Monday, August 15, 2005. It was declared an organization at the first convention of the Asian Council of Psychologists on my initiative. I worked in consultation with colleagues from the International Association for Applied Psychology (IAAP) and universities in Indonesia, Malaysia and the Philippines.

Prior to the adoption of its Constitution and appointment of an official Board of Directors, APsyA initially operated with an interim President (Professor Sarwono) and a founding Board. The founding Board included Professor Sarwono as President, Jas Laile as President-Elect, with other Board members including Sherri McCarthy (USA; working at the University of Malaysia at the time), Naty Dayan (Philippines), Monty Satiadarma (Indonesia), Tian Po Oei (Australia; originally from Singapore) and Kate Moore (Australia). The mission of APsyA is to promote the science and practice of psychology and to facilitate interaction and communication among Asian psychologists and other psychologists interested in Asian psychology and issues (Asian Psychological Association, 2011; see <http://www.apsya.com>).

The first convention, as noted above, was held in Bali from the 18-20th of August in 2006. This establishing event marked the beginnings of the first association in the Asian region with an individual membership spanning the whole field of psychology. This establishing event attracted over 120 participants. The Scientific Program included topics such as indigenous Asian Psychology, the contributions of psychology towards national development, and special issues related to Asia. The principal symposium of the Conference dealt with terrorism and covered research into the psychology of terrorists, the process by which people become terrorists,

and the rehabilitation of terrorists.

The series of presentations were focused around what was of importance to Asian people. This included topics such as child and family issues in Asia, indigenous Asian psychology, contributions toward national development, and societal issues in Asia (Knowles, 2008).

Since its foundation, APsyA has held a bi-annual conference, the second of which was held in Kuala Lumpur in 2008, hosted by Associate Professor Jas Laile Jaafar from the University of Malaya. The third APsyA conference was held in Darwin Australia 2010 at Charles Darwin University. The Fourth APsyA conference was held in Jakarta, Indonesia from July 5-7th, 2012 at Tarumangara University. The topic was *Mindfulness, Well Being and Positive Psychology*. The keynote speakers were Dexter Dasilva from Japan, Monty P. Satiadarma from Indonesia and Sarlito W. Sarwono (Asian Psychological Association, 2011). The board is still deciding the location of the next APsyA convention. Possible locations may be Korea or Taiwan. (S. W. Sarwono, personal communication, September 30, 2012).

Regarding the history of APsyA, Professor Mike Knowles of Monash University, Australia, former president of IAAP, offered the following report of the first convention:

This historic event marked the founding of the APsyA, which is the first association in the Asian region with an individual membership spanning the whole field of psychology.... This convention of the Asian Psychological Association (APsyA) was an historic event for two reasons. Firstly, it marked the founding of the APsyA with the adoption of a constitution, the election of its principal Office Bearers, the election of its Board of Directors, and the creation of its initial membership. Secondly, this was the inaugural convention of APsyA and had as its theme *Asian solidarity in diversity: Towards a better quality of life in Asia*. The principal organizer was Sarlito Sarwono from the Faculty of Psychology at the University of Indonesia, and the conference was supported not only by this university but also by Tarumanagara University, the Catholic University of Indonesia, the Indonesian Police Force, the International Council of Psychologists, Division 52 (International Psychology) of the American Psychological Association, and the International Association of Applied Psychology with which APsyA has a tandem relationship (Jaafar & McCarthy, 2009, p. xvi).

APsyA conferences have always attracted more than a hundred participants from many different countries including Indonesia, Korea, Macau, Malaysia, Singapore, the Philippines, Myanmar (Burma), Vietnam, Cambodia, Thailand, mainland China, Hong Kong, Taiwan, Japan, Australia, New Zealand, Bangladesh, India, Pakistan, Egypt, UAE, Saudi Arabia, Iran, Swaziland, the Netherlands, Germany, Sweden, Canada, the UK and the United States. The organization

stresses the importance of having an association whose members are either Asians themselves or conduct research in Asia and are interested in developing indigenous schools of thought within Asian psychology. The association also seeks to develop ways for psychologists to contribute to Asia's social and economic development. The scientific programs of the last four gatherings have covered a wide range of topics grouped around several themes: psychology in the workplace/organizational psychology; psychology to improve schools and education in Asia; family, women and children's issues in Asia; developing indigenous Asian psychology for practitioners; and contributions of psychology to national development within Asian countries. Following the first conference in Bali, the organization continued to gain momentum. The University of Malaya hosted the next conference, organized by APsyA President-Elect Jas Jaafar. Professor Sarlito Sarwono summarized that convention as follows:

The theme for the Kuala Lumpur convention was: *Building Asian Families and Communities in the 21st Century*. It was sponsored by Universiti Malaya (University of Malaysia). On Thursday the 26th of June, the convention commenced with the Board of Directors meeting at the Department of Anthropology and Sociology, which ran the whole morning and afternoon. The convention opened with a gala event which included a dinner reception and cultural show held at the Gazebo of Perdana-siswa, University of Malaya for all conference registrants. The convention itself was formally opened by the Dean of the Faculty of Arts and Social Sciences, on Friday, 27th June, 2008. Welcoming speeches were provided by Professor Sarlito Sarwono, the President of APsyA, and Professor Mike Knowles, the President of IAAP. The closing ceremony was officiated over by Professor Kate Moore [the organization's new President-Elect] who thanked the University and community, especially Associate Professor Jas Laile Jaafar and her team of helpers who made this such a warm and friendly convention for all (Jaafar & McCarthy, 2009, p. xviii).

The APsyA Board met and adopted amendments to the Constitution, confirmed the Board of Directors for 2008-2010 and established the venue for the 3rd Conference at Darwin, Australia in 2010. The Asian Psychological Association (APsyA) was reaffirmed as an international organization of researchers, academics and clinicians interested in diverse aspects of applied and basic psychology within the Asian region. The 3rd APsyA Conference was held in Darwin, Australia under the leadership of Kate Moore. International keynote speakers included Uwe Gielen, who spoke about the influence of Asians on psychology in other parts of the world, specifically the Chinese in New York City. Monty Satiadarma was elected as President and helped to organize the 4th APsyA Convention at Taramanagara University in Jakarta,

Indonesia with President-Elect Sandi Kartasasmita. That conference also featured international keynote speakers.

The priorities of the Asian Psychological Association continue to be improving psychology as a discipline in Asia, using psychology to further social and economic development, and improving education in that part of the world. Assisting Asian psychologists in finding venues to publish their research and helping to further establish standards and competencies for training and licensing of psychologists in Asia are also priorities. As psychology in Asia continues to grow and develop, it is likely that this organization will also continue to grow and develop, supporting psychologists and those who teach psychology in Asia throughout the 21st century. The organization is likely to play an important role in developing psychological literacy in Asia, furthering positive psychology and successfully applying psychological research to social issues, organizations, education and family to improve quality of life. Sarlito Sarwono views his establishment of APsya as a legacy he will leave behind, and as a major contribution. He also has made many other contributions to psychology in Indonesia.

Psychology in Indonesia

Sarlito wrote a chapter about the status of psychology in Indonesia for the *Handbook of International Psychology* (Wedding & Stevens, 2004). He was one of the first students to earn a psychology degree in Indonesia, when the program at the University of Indonesia, the country's most prestigious school, first began. After graduating, he worked on the faculty there, later becoming Dean. Currently Sarlito Sarwono is the head of Graduate Programs on Police Studies at the University of Indonesia and Dean of Faculty of Psychology, Persada Indonesia University. He is both a social and clinical psychologist by training. He obtained his Bachelor's degree and his Doctoral degree in Psychology at the University of Indonesia, and later continued in post-doctoral graduate programs on Community Development and Social Psychology at Edinburgh University and Leiden University. He served as a research fellow at the East West Center, Hawaii, USA, and a visiting professor to numerous universities throughout the world, including Cornell (USA), Nijmegen (the Netherlands), Malaya (Malaysia), and Victoria (New Zealand). His current research areas are family, violence (contra-terrorism), religion, and environmental issues. He is active in several national and international psychological associations (Indonesian Psychology Association, International Council of Psychologists, and International Association of Applied Psychology). Currently, he is also the President of the Asian Psychological Association. Sarlito is the psychology consultant to the Chief of Indonesian National Police and an advisor to the National Body of Counter Terrorism. One attestation to his expertise on psychology education in Indonesia was his invitation as a keynote speaker on the topic at the 4th International Conference on Psychology Education (<http://icope2010.psy.unsw.edu.au/sarlito-bio.html>).

As Sarlito noted in this address, psychology in Indonesia was founded in 1953 by a psychiatrist, Professor Dr. Slamet

Iman Santoso, as part of the Faculty of Medicine at the University of Indonesia (UI). In 1960 it became an independent faculty of psychology at UI. The program then was mainly oriented to clinical psychology. Length of study was about six years, and graduates were eligible to establish psychological practice after being registered with the Indonesian Psychology Association. Their competence was in testing, psycho-diagnostics, counseling, and therapy. Their services spanned areas of clinical, child, industrial and school psychology. Today, there are around 100 faculties in the country offering a Bachelor degree in Psychology. Some of the faculties also provide Master and Doctoral programs in Psychology. Psychology practice and theory has moved from a mainly clinical focus to other areas such as school psychology, cyber psychology, and the prevention of terrorism. These changes reflect the efforts of Indonesian psychologists to cope with very rapid changes in society and provide solutions to problems which arise due to these changes. Indonesia is not a rich country; therefore there are limited funds for research. In many instances, Indonesian psychologists use out-of-date psychological tests due to the lack of research funding. However, they continue to persevere, using available funds from non-university resources (including local government and foreign aid) and most importantly, they keep active in assisting the community, with the spirit of learning by doing. For example, Indonesia is one of the leading countries in the psychology of disaster survivors and counter terrorism.

According to Sarwono, Asian psychology must be able to provide the solutions for Asian people by using a genuine Asian mindset, and Indonesian psychology is seeking to do this. In describing the importance of using an Asian paradigm within Asian psychology, Sarwono states:

So far we only adopt western paradigms in studying and practicing psychology. Asian psychology could be very different from the west. We need to share our knowledge and experience among Asian psychologists to be able to deal better with Asian people. According to my experience, you cannot understand human beings only by using western paradigms. When you deal with issues in Asia, whether it is marriage counseling or terrorism, you must understand how the Asians think and feel. It might be very difficult for western people to understand why marriage is so important for Asian people, and why an Asian girl has to ask her parents and even extended family for their permission to marry. You might not understand why Moslems in Indonesia are monogamous, whereas Malayaian or Brunei Darussalam Moslems are polygamous. In other words, there is no other way than developing indigenous, cultural, and cross-cultural psychology in Asia by people who understand the culture to improve psychology (S. W. Sarwono, personal communication, September 30, 2012).

Sarlito W. Sarwono's Background

Sarlito W. Sarwono was born in Purwokerto on February 2, 1944. Purwokerto is a city on the island of Java, Indonesia and the capital of the Banyumas Regency in the central Java region. Of his own account, Sarwono grew up in Tegel, a small town in central Java. He was the eldest of seven brothers and sisters. His father was a medical doctor, and his mother a social activist, politician, and professional language teacher.

When he was in the 11th grade, his father was designated to a new position in Bogor, a bigger city near Jakarta, the national's capital. During his childhood years, he had some trouble with his left leg. As a result, he was not allowed by the doctor to have too much exercise. It was recommended that he avoid sports. This frustrated him and left him with almost nothing he could do, since he became known to others as "that sick boy." However, after the move to Bogor, he became a basketball and volleyball player on campus. He also practiced karateka, a martial art. He even played tennis until his leg gave out and had to be operated on.

Sarwono considers himself lucky that he was enrolled in the best university in Indonesia, the University of Indonesia, Jakarta. During his first or second week at the faculty (department) of Economics, his father told him to move to the faculty of Psychology for his studies. The psychology department was only two years old at the time. He was told that psychology was a new field in Indonesia, and that in being a pioneer in a new field, he would have all the opportunities to be successful. So he checked out of the faculty of Economics and completed all the entrance requirements again for the faculty of Psychology. He had made his move.

As a university student, he was very active in student organizations. He is able to relate to Adler's theory that he was compensating for what he missed in his youth. Relating to Maslow's theory, he feels that he was striving for self-actualization in becoming a psychology student. Because he was a student activist, his bachelor thesis and his dissertation were about student activism. He was interested at this time in social psychology. His study abroad at the University of Edinburgh (UK) and University of Leiden (Netherlands) also led him further into the study of social psychology.

His training in psychology made him eligible to legally practice psychology, which he continues to do to this day. During the 1980s, his research focused on adolescent and sexual psychology. He was invited as a research associate to the East West Center in Honolulu, Hawaii. Environmental psychology captured his interest in the 1990s, as did research on intergroup relations, including ethnic and sectarian conflicts. He also became interested in international issues at this time, and took an active role in the International Council of Psychologists, which he continues to the present. He is currently on the Board of Directors for this organization, and will organize their next conference in Indonesia during 2013. For the past decade, his research has focused on the psychology of terrorism (S. W. Sarwono, personal communication, September 30, 2012).

Researching Terrorism in Indonesia

Sarwono has shifted his focus of research to the study of terrorism in Indonesia. According to a colleague, "his main area of research is into the Jamaah Islamiah (JI) movement in Indonesia and it is through this that our main understanding of terrorism has been enhanced internationally. One of his main contributions is the realization, contrary to popular belief, that many terrorists have normal rather than pathological personalities" (M. Knowles, personal communication, October 18, 2012). Since they are not psychologically abnormal, what makes suicide bombers different from the rest of us are the values they hold in their minds (Sarwono, 2008).

Sarwono has also contributed knowledge of the methods employed by Jamaah Islamiah to recruit and socialize new members into the movement. Perhaps his most important contribution has been the rehabilitation of convicted terrorists in which the aim is to re-integrate them into society, instead of them spending long years incarcerated that result in them becoming more entrenched in their beliefs, more skilled in techniques of terrorism by virtue of the many hours spent with other prisoners, and becoming even more dangerous to society. Using Sarwono's methods, they again become productive citizens (M. Knowles, personal communication, October 18, 2012). Sarwono has made significant contributions to the knowledge base regarding terrorism from the study of Indonesian suicide bombers.

In addition to this work, Sarwono has contributed numerous articles and books to the field of social psychology. He has written chapters in four international psychology books on Leadership, Family, Violence, and Psychology Education. He has published over 20 books, and has published articles in several international journals including: *International Psychologist*, *World Psychology*, *South Pacific Journal of Psychology*, *Jurnal Polisi Indonesia*, and *New Zealand International Review*. Some of his most recent publications have been, "Sexual Behavior in Indonesia Nowadays: Data of Premarital and Extramarital Sex" (2011), "An Indonesian Perspective on Psychological Literacy" (2011), "ChaD (Childhood Hand that Disturbs) test for ex-terrorists" (with R. Davido, 2011), and "Terorisme di Indonesia: Dalam Tinjauan Psikologi" (2012). He recently published a book on terrorism in the Bahasa language of Indonesia, and one in French.

Currently, Sarlito Sarwono is the Dean of the Faculty of Psychology, Persada Indonesia University, and Head of (Post) Graduate Programs of Police Studies at the University of Indonesia. He has also been appointed as the adviser to the Chief of Indonesian National Police and the National Agency of Counter Terrorism. He is frequently invited to present on televised live talk shows. He is still working on his research on the psychology of terrorists in Indonesia. In the future, he hopes to continue this line of research and write more books on terrorism and environmental psychology (S. W. Sarwono, personal communication, September 30, 2012).

Conclusion

Sarlito Sarwono has demonstrated openness, passion, and a strong work ethic in his work related to Asian social

issues. He has also shown strong dedication to working with and improving his home country – Indonesia. Sarlito W. Sarwono has played an influential role in the development of psychology in Asia. He was one of the first psychology students to graduate from the University of Indonesia in Jakarta, where he then became a faculty member and, later, Dean. He practices as a clinical psychologist in Indonesia and also focuses on social issues within Indonesia, serving as a consultant to the police and other government branches. He was the first President of the Asian Psychological Association (APsyA) and a member of the founding board and played an instrumental role in organizing the first APsyA Convention in 2006. This was a successful event in establishing and promoting recognition of Asian psychology worldwide. Since then, he has focused his research on the prevention of terrorism. His insights related to the psychology of terrorism and Indonesian suicide bombers have led to international recognition. Overall, during his lifetime and career, Professor Dr. Sarlito Sarwono has been and remains a driving force in the development of psychology in Asia.

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The September 2012 issue of *Interpersonal Acceptance*

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This issue contains: A review by Jennifer E. Lansford of the *Journal of Behavioural Sciences* Special Issue: Parental Acceptance-Rejection in the Pakistani Context; call for papers for the 4th International Congress on Interpersonal Acceptance-Rejection in Chandigarh, India; an article by Laura April and Joan Luby entitled *Maternal Support in Early Childhood Predicts Larger Hippocampal Volume at School Age*; member activities and accomplishments; ISIPAR election results and other items you might find interesting and useful.

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International School Psychology: Contributions to Psychological Practice

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The profession of psychology has an obligation to serve persons from all ages, income levels, and geographic regions. The following information summarizes some essential qualities associated with school psychology internationally—the specialty best positioned to serve children and youth, especially those from low-income homes and rural areas. School psychologists provide psychological services to children and youth, teachers, and parents, typically yet not exclusively, within the context of education.

The term *school psychology* refers to professionals prepared in psychology and education and who are recognized as specialists in the provision of psychological services to children and youth within the contexts of schools, families, and other settings that affect children and youth growth and development.

The history of school psychology can be found in Fagan and Weiss (2007). School psychology experienced a growth spurt following World War II. In the U.S., increased attention to children with special needs led to the establishment of special education and related services. School psychology is one of these related services. In Europe, the United Nations Educational, Scientific, and Cultural Organization (UNESCO) held a conference in 1948 to identify ways to recreate and strengthen the infrastructure of education in 43 European countries. Members agreed that the services of school psychologists could materially serve this purpose (Wall, 1956). School psychology emerged in a number of Western European countries in the 1960s and in most Eastern European countries in the mid to late 1990s.

School psychology experienced a rapid development in the U.S. during the 1960s and 1970s, resulting in the creation of approximately 200 school psychology programs. In the aftermath of World War II, its growth was somewhat slower in Western Europe. The purpose of this article is to summarize the international status of school psychology by highlighting the work of its international association, vehicles to promote scholarship, current numbers, ratios between school psychologists and students, their training, as well as conditions that impact school psychology's future. Further details pertaining to each of these areas and more can be found in *The Handbook of International School Psychology* (Jimerson, Oakland, & Farrell, 2007).

The International School Psychology Association

Professions are strong to the extent they are represented by active and effective professional associations. Thus, the growth and legitimacy of school psychology internationally required, in part, the emergence of one or more professional associations dedicated to its international interests. The International School Psychology Association (ISPA) was established in 1982. Currently, its 400 individual members and 13 national and state association members come from 38 countries. ISPA's conventions are held yearly and are frequently in countries in which the specialty is emerging (e.g., the Slovak Republic, People's Republic of China, India).

The ISPA has five goals: (1) to promote the use of sound psychological principles within the context of education internationally, (2) to promote communication between professionals who are committed to the improvement of the mental health of children internationally, (3) to encourage the use of school psychologists in countries where school psychologists are not currently being used, (4) to promote the psychological rights of all children internationally, and (5) to initiate and promote cooperation with other organizations working for purposes similar to those of ISPA in order to help children and families.

Research on the status of school psychology in 54 countries revealed considerable consensus as to the nature of school psychology, thus providing a rationale for efforts to establish policies that described its essential features internationally (Oakland & Cunningham, 1992). This research enabled ISPA to establish a definition of school psychology (Oakland & Cunningham, 1997), preparation guidelines (Cunningham & Oakland, 1988), and an ethics code (Oakland, Goldman, & Bischoff, 1997; revised in 2011). These policies help define school psychology internationally, assisted in the development of school psychology in emerging countries, and served to promote professional unity. ISPA recently established a program to accredit school psychology programs. Two programs currently are accredited and more are expected to complete the process.

School psychology practices reflect a country's history, prominent political viewpoints, and laws, together with professional and financial resources. Thus, school psychology services differ between countries. However, services often include individual, group, and organizational work in public and privately supported settings and utilize knowledge of various assessment models and methods, including psychological, behavioral, social systems, medical, and ecological models. School psychologists also often engage in consultation, organizational and program development, and research.

Guidelines for the preparation of school psychologists (Cunningham & Oakland, 1988) are consistent with the previously described behavioral definition of school psychology and describe a model curriculum for a school psychology program. Course work includes core courses in psychology, including biological basis of behavior, developmental, educational, social, and personality psychology; learning and cognition; and measurement, research design, and statistics. Courses in educational foundations promote knowledge of educa-

tion systems, laws, regulations, and practices. Specialization in school psychology is promoted through such courses as professional issues in school psychology, educational and psychological assessment, consultation, exceptional children, school-based interventions, and organizational and program development.

Around the world, about equal numbers of school psychologists are prepared either in a four to five year undergraduate program or a one or two year master's program. The further implementation of the European Union's Bologna Plan may lead to an increase in the number of those with a master's degree. Few countries have established doctoral programs (approximately 16) and most school psychologists at the doctoral level are prepared in the United States and some in England.

Scholarship

School psychology recognizes the need to base its practices on research and other forms of scholarship. Its recent scholarship includes *The Handbook of International School Psychology* (Jimerson, Oakland, & Farrell, 2007). Two peer reviewed journals feature its research: *School Psychology International* and the *International Journal of School and Educational Psychology*. Other journals that feature school psychology research also publish international articles.

Current Numbers and Dispersion of School Psychologists

There are between 80,000 and 100,000 school psychologists in 43 countries. Most (60 to 90%) are female and tend to be 30 to 40 years old. The average age is youngest in countries in which school psychology is emerging (e.g., Albania, 23 to 25 years).

Ratios between school psychologists and students vary considerably between and within countries. Ratios tend to be smaller in countries with a history of providing school psychology services (e.g., 1:3,000 in England and Wales; 1:1,500 in the United States) and with higher gross national products (i.e., are more wealthy). In contrast, ratios generally are larger in countries with emerging services (e.g., Romania, Russian Federation, South Korea). Recent scholarship (Jimerson, et al., 2009) has documented a wide range of ratios of school psychologists to students in countries around the world.

School psychology is stronger in countries where school psychologists serve the broad needs of students, including those in regular and special education, and from preschool through secondary school and beyond. In contrast, school psychology is weaker when school psychologists serve a more restricted range of student needs.

Among the world's 200-plus countries, school psychology is established in some (e.g., 43), emerging in many, and not apparent in most. Among the 20 countries with the largest populations, 16 do not have nationally established school psychology services. A recent study of indicators of school psychology in the 192 member states of the United Nations found that most children in the world do not have access to school psychologists (Jimerson, et al., 2008).

Conditions that Impact School Psychology's Future

Two broad sets of conditions affect the development of school psychology: conditions within a country or region that are not under the direct control of school psychology and conditions within a country that are under school psychology's control (Russell, 1984). See Oakland and Jimerson (2008) for a more extensive discussion of these conditions.

Conditions over which psychology and school psychology have little control include the status of public education, a country's economic vitality, its culture, the primary languages used, geography, and national needs and priorities.

Conditions over which psychology and school psychology have greater control include promoting professionalism, expanding professional services, codifying the scope and practice of services, ensuring its strong interface with education, and promoting research and other forms of scholarship together with test development and use.

Further Reading

Persons interested in obtaining more information about international school psychology are encouraged to read *The Handbook of International School Psychology* (Jimerson, Oakland, & Farrell, 2007).

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Around the Globe: A Comparative Analysis of Veterans Healthcare

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The U.S. Veterans Health Administration is a global model for veterans' healthcare. It has 1,649 healthcare facilities, including 153 VA Medical Centers (VAMCs), 135 nursing homes, and over 800 outpatient clinics (U.S. Department of Veterans Affairs, 2010). Early accounts of ancient Greek, Roman and Egyptian military records note concerns with public health issues and the promotion of hygiene for military to reduce sources of disease. Hippocrates is given credit with spreading the use of what has come to be known as the "scientific method" in studying disease, and promoted the belief that the human body was composed of four humors. A Hindu surgeon led the Romans to adopt a medical procedure called the "pedicle flap." The procedure became a sig-

nificant contribution to military medicine which involved removing a piece of skin from one part of the body and sewing it to a damaged area on the warrior. Among the countries of the twenty-first century that have specialized programs for veterans are Australia, Canada, China, Israel, Russia and the United Kingdom.

Australia

The Australian government understands the needs of veterans and that the ex-service community have many special needs. Delivering an appropriate level of healthcare for military veterans requires a Department of Veterans Affairs with a discrete budget and awareness of the special circumstances that exist within this community. The Department of Veterans Affairs works closely with both Centrelink and Medicare within the Australian healthcare system. Gradients of services and healthcare benefits are provided to veterans based on their level of eligibility. *Gold Repatriation Health Care* entitles the veteran holder to treatment for all conditions. *White Repatriation Health Care* entitles veterans to treatment for conditions *limited to service connection*. *Orange Repatriation Health Care* provides for pharmaceutical care only. The Australian government, through the Department of Health and Aging, sets national health policies and subsidizes health services provided by state and territory governments and the private sector to military veterans.

As with several other countries with universal healthcare, Australia faces growing pressures on health funding because of technological changes, increasing patient expectations and their ageing population. The Australian government funds universal medical services and pharmaceuticals and gives financial assistance to public hospitals, residential aged care facilities and home and community care for the aged. It is also the major source of funds for health research and provides support for training health professionals and financial assistance to tertiary students. The main health responsibilities of local government are in environmental control such as garbage disposal, clean water and health inspections. Local governments also provide home care and personal preventive services, such as immunization.

The Australian government also provides medical, pharmaceutical and hospital services for military war veterans, war widows and their eligible dependents under legislation administered by the Department of Veterans' Affairs. The Australian government provides about two-thirds (67 per cent) of public sector expenditure on health, and state, territory and local governments provide the remaining reimbursement (Organization for Economic Co-operation and Development, 2011). International collaboration allows Australia and other countries to learn from combined experience and enables Australia to contribute to international and regional health policies. Australia continues to collaborate with health ministries in other countries, international organizations and health and medical institutes on a range of international health issues. Australia places particular emphasis on the Asia-Pacific region which involves collaboration with ministries of health in China, Indonesia, and Vietnam as well as Pacific

Island countries. Australia also works with regional international organizations such as the World Health Organization, Asia–Pacific Economic Cooperation and the Organization for Economic Co-operation and Development on issues that affect the region's and Australia's public health. Issues include the prevention and control of emerging and re-emerging infectious disease, pandemic preparedness, health system strengthening, health and medical research, and trade. Australia also participates in international research and health policy exchange programs and contributes to research foundations such as the Commonwealth Fund and the Nuffield Trust.

Several countries internationally have agreements that allow for healthcare services for their veteran populations and the general public. The Australian government has signed reciprocal health care agreements with the governments of the United Kingdom, the Netherlands, Norway, the Republic of Ireland, Finland, Italy, Malta, New Zealand and Sweden. Military veterans of those countries can expect to receive reciprocal healthcare and services as mandated by this agreement. Visitors from these countries are eligible for Medicare assistance for medically necessary treatment. If hospital treatment is required, such visitors are eligible for treatment only as Medicare patients, not as private patients. The agreements between Australia and these countries vary slightly. Foreign visitors, who are not named in the agreement, are not eligible for Medicare and must arrange for health insurance to cover their stay in Australia. A more thorough discussion of veterans' healthcare and benefits is accessible at the Australian Department of Veterans Affairs (DVA) website <http://www.dva.gov.au>

Canada

Veterans' healthcare in Canada is provided through the Department of Veterans Affairs, which is a federal department of the Canadian government. Canada has an historic commitment to her sons and daughters who have served their country during the First and Second World Wars (1914-1918, 1939-1945), the Korean War (1950-1953), and in military operations since then in the cause of national defence and international peace and security. More than 600,000 Canadians enlisted in the First World War, over a million during the Second World War, and approximately 27,000 in the Korean War. In the first decade of the 21st century, there are approximately 700,000 Canadians who have had some type of military service. Canadians enjoy a legacy of peace and prosperity, free from the spectre of world war, free to raise their families in a nation that is the envy of the world (MacLean, Thompson, Pedlar, Poirier, Adams, Hartigan, & Sudom, 2010).

Canadian veterans receive the services of their physicians and hospitals included in their benefit package; they pay for the cost of prescription medications. Many purchase insurance to cover the costs of other services but this is not required. Some veterans do meet some expenses themselves out of pocket. On April 1, 1980, the Aging Veterans Program (AVP) was announced in the House of Commons, with a start

date of April 1, 1981. The program would provide financial aid so that eligible veterans could purchase the services necessary to continue to live independently and comfortably in their own homes.

When this was no longer possible, the Department would assist veterans to meet costs of care in nursing homes in their communities so that they would be near family and friends. Originally the Aging Veterans Program was provided to Veterans with overseas service and a VAC disability pension. Embedded in the program are multi-disciplinary health care team assessments and a range of benefits designed to meet health and social needs, i.e., grounds keeping, housekeeping, friendly visiting, respite care, homemakers, meals-on-wheels and access to health professionals such as physiotherapists and occupational therapists. While the program and eligibility requirements would undergo modifications over the years, its basic principles have remained unchanged.

The Aging Veterans Program is considered to be a model for healthcare and includes a preventative community care approach to continuing care; concepts of dignity and independence; comprehensive continuum of care; early intervention; home support; self-managed approach to care (if the client is capable) which promotes consumer choice, family control and independence; managed care transitions to assist clients as they move to, or through different care settings; and supplementary provincial/territorial and community programs. From the beginning, the Aging Veterans Program recognized the importance of the veteran's spouse in providing care to the veteran. Several services for aging veterans assisted with tasks that would traditionally have fallen to the spouse, recognizing that the veteran's spouse was aging and that the spouse's role in providing care was critically important to aging veterans. In summary, veterans' healthcare remains committed to all Canadians who served their country through military service.

China

Healthcare for military veterans in China has been based for some time primarily on government sponsored by a socialized medicine system, in which most Chinese, including urban and rural residents, enjoy low-priced medical and healthcare services. In the early 1980s, China began several economic reforms which dismantled the socialized medicine model and began to embrace a modified economically driven healthcare model to ease government burdens borne by healthcare costs for the Chinese population (French, 2006). At the turn of the twenty-first century, China has adopted a market-oriented driven health care system for all Chinese including military veterans. Insufficient government funding resulted in deficits for public health institutions, thus opening doors for hospitals to generate their own revenue by raising fees and aggressively selling medications. Growing public criticism of soaring medical fees, lack of access to affordable medical service, poor doctor-patient relationships and low medical insurance coverage compelled China from 2006 to deliberate on a new round of reforms as summarized by Davis & Schoen et al. (2007) in their study of the comparative per-

formance of healthcare internationally.

More recently, the Chinese government published its reform plan clarifying government's responsibility by saying that it would play a dominant role in providing public health and basic medical service. It declared that both central and local governments should increase health care funding. The percentage of government's input in total health expenditure should be increased gradually so that the financial burden of individuals can be reduced. The plan listed public health, rural areas, city community health services and basic medical insurance as four key areas for government investment. It also promised to tighten government control over medical fees in public hospitals and to set up a "basic healthcare system" to quell public complaints of rising costs of medication and healthcare. This effort to remodel and reform the Chinese medical system of healthcare delivery was estimated to cost more than 850 billion Yuan by 2011 to provide universal medical and healthcare coverage thus providing basic medical healthcare on the national level for all Chinese citizens including military veterans.

Israel

Veterans of Israel military service have had a system of socialized health care since its establishment in 1948. The *National Health Insurance* law has provided national health insurance coverage for all citizens and military since January 1, 1995. The state of Israel is responsible for providing health services to all residents of the country, who can register with one of the four health service funds. To be eligible for healthcare services and medication, a military veteran of Israel must pay a health insurance tax to receive benefits. Healthcare coverage in Israel includes medical diagnosis and treatment, preventive medicine and healthcare options, hospitalization in general, and for specified services including maternity delivery and healthcare, psychiatric care and chronic healthcare, surgery and transplants, preventive dental care for children, first aid and transportation to a hospital or clinic, medical services at the workplace, treatment for drug abuse and alcoholism, necessary medical equipment and appliances, obstetric healthcare and fertility treatment, medication, treatment of chronic diseases and paramedical services such as physical therapy, occupational therapy and other allied health care services (Organization for Economic Co-operation and Development, 2011).

Russia

Veterans' healthcare in the Soviet Union and now through Perestroika has provided Russians a healthcare delivery system. Russia has a history of providing healthcare to military veterans through its socialized medicine model and healthcare benefits to the general population nationally. In addition to this level of care, there existed special private hospitals for the healthcare of military officers and war heroes, some of which were located in remote areas of Russia with access to these hospitals limited by selection through the Russian military.

Veterans of the military in Russia receive healthcare and

treatment services through a universal healthcare services model. Russia during the period of the Soviet Union between the years 1917 and the early 1990s, utilized a healthcare model based on a totally socialist model of health care. This model reflected a centralized, integrated, hierarchical organization in which the government provided free health care to all citizens and military veterans. Initially successful at controlling communicable diseases, the effectiveness of the healthcare delivery model declined with economic problems throughout the country.

Healthcare policy and planning also suffered because of poor governmental initiatives. The National Mental Health Research Center in Moscow revealed strong interest in collaborative clinical research and care for veterans with post-traumatic stress disorder with other countries including the United States. Their veterans of various wars and military experiences had suffered the same or similar reactions to combat as had been the focus of study in the United States and other western countries (Miller, Kraus, Kamenchenko, & Krasnianski, 1992; Miller, Kraus, Krasnianski, & Kamenchenko, 1993). Despite the Russian government's efforts to double the number of hospital beds available to the public including veterans and to increase access to physician healthcare between 1950 and 1990, the quality of care in the Russian republics began to decline through the nineteen eighties and medical care and health outcomes fell below western benchmarks resulting in patient dissatisfaction with available healthcare, access difficulties in some regions and limited financing for healthcare services.

As Russia approached the twenty-first century, new healthcare policy and planning switched to a mixed model of health care coverage for veterans and the general public with private financing and national financing running alongside state financing and provision of healthcare services. The OECD (Organization for Economic Co-Operation and Development, 2011) reported that unfortunately, none of this has worked out as planned and the reforms have in many respects made the system worse. The population's health has deteriorated on virtually every measure. The resulting system across the Russian Federation finds an overly complex and very inefficient system of healthcare. It has little in common with the model envisaged by the Russian Federation reformers. The insurance companies have failed to develop as active, informed purchasers of health care services. Most are passive intermediaries, making money by simply channeling funds from regional funding to healthcare providers across the Russian Federation (OECD, 2011).

In 2010 Itar-Tass, reported that the Russian government continues to reform the national healthcare model, with Prime Minister Vladimir Putin recognizing the importance of healthcare reform for the general public and for veterans, especially those associated with the Great Patriotic War and other military conflicts in Afghanistan and Chechnya. Clearly recognized are the needs of military veterans. Among the most pressing issues are the need for improved training and educational institutions, clinical treatment programs, prosthetic care for veterans' qualitative medical care and cutting-edge

methods of diagnostics, treatment rehabilitation and prevention for veterans (Zhuraleva, 2010). Putin defined a new direction for Russian Federation healthcare. Russian health-care reform in 2011 allocated more than 300 billion rubles (\$10 billion) to improve health care in the country including care for veterans of military conflict (Fedorenko, 2011).

United Kingdom

Veterans' healthcare within the United Kingdom is provided through the *National Health Service* (NHS) system and until recently through specialized services for military with PTSD through the Haslar Naval Hospital Southampton England (Miller, 1992). The *National Insurance Act of 1911* created a system of medical and unemployment insurance for all male workers of 16 years of age or older (Järvelin, 2012). The system, funded through four pennies per week from the employee, three from the employer and two from the government was at first received with some concern by the medical profession but was eventually seen to have advantages in providing standardized healthcare to both the general public and to military veterans across the United Kingdom. In 1948 the national health care system was extended to the entire population and a new service, the *National Health Service* or NHS was established. Today it is the world's largest publicly funded health service. It was set up on July 5, 1948 to "provide healthcare for all citizens, based on need, not the ability to pay." It is funded by the taxpayer and in England it is managed by a government department, the Department of Health, which sets overall policy on health issues which, for the English NHS, are summarized in the *NHS Constitution for England*. There are four separate health services for each of the three constituent nations (England, Scotland, and Wales) and one for Northern Ireland. In practice, they work closely together and provide a seamless service based on the same core principles. The *National Health Service* is committed to providing quality care that meets the needs of everyone, is free at the point of need, and is based on a patient's clinical need and not their ability to pay for healthcare services whether a military veteran or citizen of the United Kingdom (Berwick, 2010).

Every citizen in the United Kingdom has the right to choose to register with any general physician of their choice practicing in their area, district or region. If the general practitioner has contracted to provide NHS services, as virtually all do, then all consultations with the general practitioner will be free of charge to the patient. NHS patients have a choice of providers, including at least one private provider, all of which receive the standard NHS fee for the standard NHS level of care. The patient can make the appointment themselves at home using the internet, or obtain assistance from the general practitioner or his staff to make the booking. However, the patient cannot access medical services such as specialists without a referral from the general practitioner (Davis & Schoen, 2007).

Some citizens of the United Kingdom choose to be treated in private hospitals. Most private treatment options are at the patient's own expense, but sometimes the NHS may sub-

contract work to a private operator, in which case the NHS offers to pay for care in a private facility. Veterans who choose to go fully private for a particular health care episode must pay for it on their own including the cost of follow up care and medications or obtain funding from an insurance policy. Veterans receive their general healthcare services through the general practitioners or family doctors who are responsible for the care of patients registered with them. In an international comparative study of the health care systems in six countries (Australia, Canada, Germany, New Zealand and the United States), the British health care system was ranked in first place for *quality of care*. It also gained first rank position for *equity* and *efficiency* and a top place ranking for *performance overall* (Glied, 2008).

A more thorough treatment of veterans healthcare and detailed discussion of veterans issues in the United States and globally awaits the reader in the just published *Praeger Handbook of Veterans Healthcare* (Miller, 2012). This four volume set addresses the history and eras of veterans' healthcare, the spectrum of challenges facing veterans in access to healthcare and the various programs of treatment and rehabilitation available to veterans and their families. In addition, it describes care for veterans with special needs, highlights the Centers of Excellence in Veterans Health Administration, offers a vision for integrated healthcare, and suggests future directions and some proposed developments for veterans healthcare in the 21st century (Miller, 2012).

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Division 32 Task Force on Indigenous Psychology

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What is Indigenous Psychology?

Indigenous psychology (IP) is an emerging academic project, as well as an intellectual movement across the globe. In its initial phase, the IP movement called attention to the different psychologies around the globe (Kim & Berry, 1993), and to the problems generated by rampant exportation of North American and Western European psychologies to other countries (Enriquez, 1992; Heelas & Locke, 1981; Holland & Quinn, 1987; Moghaddam, 1987; Sinha, 1986). The IP movement also highlighted the dangers in using concepts and methods that showed limited sensitivity to the realities of the developing nations and that denied the possibilities of inclusive conceptualization (Marsella, 1998; Misra & Gergen, 1993). In sum, what drives the IP movement is the increasing realization that there are 'other' non-Western ways of being, understanding the world, relating with others, and doing psychology.

Caveats and Current Debates

Indigenous psychology is not a unitary phenomenon. There are many origins and formulations of IP (Allwood & Berry, 2006), due partly to the multiple traditions even within the same culture. Furthermore, culture is a construct loaded with varied meanings, some of which could be rhetorical and/or political, and some are steeped in the myth of purity or cultural chauvinism. An important criticism of IP is that it lacks a rigorous definition of culture (Allwood, 2011). While this criticism applies equally well to mainstream psychology (Hwang, 2011), IP has less of an excuse for the lack of rigor concerning this key concept. A frequent concern is the possi-

bility for IP to be entrenched in ethnocentrism (Poortinga, 1993). All indigenous psychologies may be potentially ethnocentric, but to the extent that they are self-reflexively so, they stand a better chance of transcending their cultural boundedness than Western psychology, which is ethnocentric (Marsella, 2011) but claims to be otherwise. Another concern revolves around the emphasis of IP on the particular over the general. According to a narrow definition of science (Triandis, 1993), a lack of commitment to generalization would disqualify IP as a science. Not all indigenous psychologies, however, refrain from making generalizations, except that they prefer to generalize from indigenous models (Hwang, 2012; Bhawuk, 2008; Sundararajan, in press). A related concern is fragmentation of the field, if every culture has its own psychology (Triandis, 1993). But multiplicity does not necessarily spell fragmentation, if dialogue is used as a model for the development of a pluralistic, global psychology (Gergen, 2012). A dialogical model based on the classical Chinese notion of harmony can even thrive on the creative tension and conflict between cultures (Sundararajan, in press).

The Task Force

The idea was born in my e-mail exchanges with Tony Marsella, before we met in person. Encouraged by Tony, I took the initiative to chair a task force on indigenous psychology, when I became president of Division 32 (Society for Humanistic Psychology) in 2010. With sixteen charter members who came together within a month or so, the Task Force on Indigenous Psychology was up and running without a hitch. Over the past two years, the Task force has evolved into a heterogeneous group of researchers in cross cultural, cultural, and indigenous psychology, as well as related fields, such as anthropology, sociology, and linguistics. What brings this group of people together is their concern and interest in moving the field of IP forward.

Not identified with any particular brand of IP, the Task Force is steered by visions that have deep roots in humanistic psychology:

- Epistemological diversity: Based on one of the central values of Division 32, the Task Force signifies a shift of emphasis from gene-based to meme-based definition of diversity. This particular approach to diversity fosters the vision of a global psychology that embodies unity in diversity—a unity that transcends blood and soil; a diversity that celebrates epistemological differences among cultures and even within the same culture.
- Dialogue: Psychology, like any other language game, is a living conversation, for which translation is key to the perpetuation and permutation of the discourse. As Western psychology is translated into other cultures, the more we make sure that the influence is going both ways, and the more we allow conflicting voices to inhabit the terms we use in psychology, the more it will be possible for non-Western cultures to play an important role in driving the evolution of a global

psychology.

Ongoing Tasks:

- Making a mission statement or manifesto for indigenous psychology that is congenial to the indigenous psychologies across the globe.
- Dissemination of knowledge concerning indigenous psychology through conferences, journals, and edited volumes.
- Promoting online debates and exchanges across the globe on issues concerning indigenous psychology.
- Serving as resources, via our website, for the global community of indigenous psychologists.

Tasks Accomplished:

- **IP website.** <http://www.indigenoupsych.org/>
- **Communication.** All of our discussions, debates, and communications are archived at the Knowledge Forum of (kf.fse.ulaval.ca). For details see the Discussion page of the IP website.
- **An international and interdisciplinary community.** Currently we have 90 members, from over 20 countries across the globe.
- **International symposia.** For details on members' presentations at the APA Annual Conventions and other international conferences, see the Resources page of the IP website.

Project in progress: The Delphi Poll

Chair: Louise Sundararajan

Committee Members: Fred Leong, Fred Wertz, James Liu, Dharm Bhawuk, Peter Ping Li, and K. K. Hwang

Objective: Conducting a survey to make a systematic assessment of this emerging field of IP and its future trends.

- Stage one, completed: Constructing the questionnaire.
- Stage two, completed: Pilot study.
- Stage three, in progress: Call for nominations of potential candidates to take the survey.

Nomination criteria:

- An established researcher in psychology and related fields, including anthropology, sociology, and the humanities such as history, religion, and literature.
- Having a keen interest in indigenous psychologies around the globe.
- Having a keen interest in promoting indigenous psychology.

You are welcome to nominate someone, including yourself, who meets all of the criteria above. Please send your nominations, include names and e-mail addresses, to Louise Sundararajan at (louiselu@frontiernet.net).

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Autism in Ukraine: Impressions, Challenges and Implications

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Abstract

The concern over high autism prevalence rates has reached global proportions. Clinicians all over the world are discussing the issue, seeking support and training, and providing intervention for children in need. However, professional access to specialized training is limited in many countries and psychologists often do not have the resources necessary to best serve their clients needs. This is particularly true in Ukraine, where the nation struggles with a variety of economic, political and social challenges. Recently, the author traveled to Ukraine to provide consultation to the Ukrainian Catholic University. While in Ukraine, the author was invited to share her knowledge of autism with professionals and parents. This experience afforded the unique opportunity to engage in a series of dialogues with professionals serving the families of children with autism. This paper describes those conversations and shares impressions and challenges within a broader social context.

According to the United States Center for Disease Control and Prevention [CDC], the current prevalence of Autism Spectrum Disorders may be as high as 1 in every 88 U.S. children (CDC, 2012). This number represents a 23% increase since 2009. While some debate exists about whether or not these numbers are accurate, there is no doubt that U.S. numbers have increased dramatically since the late 1990's. At present, autism spectrum disorders are believed to affect approximately 1% of the American childhood population.

Broader population-based studies suggest that worldwide autism rates are also high, but prevalence rates are simply not available for many countries due to a lack of awareness and diagnostic training. Additionally, there are numerous methodological complications that arise when conducting comparative research on autism in more than one country (Elsabbagh et al., 2012) thereby further complicating the ability to calculate an accurate global estimate (Wallace et al., 2012). Nonetheless, a recently published article that examines data from 33 different countries suggests an average prevalence of approximately 1 in every 160 children worldwide (Daniels, 2012; Elsabbagh et al., 2012). This number is consistent with earlier prevalence rates in the United States and is likely to change as diagnostic procedures become more advanced in other parts of the world.

Global autism awareness is rising despite clear prevalence statistics. Researchers and practitioners recognize the critical need for epidemiological studies, education, and services around the globe. The need for such studies is particu-

larly important in economically-challenged or unstable countries since service provision and education will be affected by a lack of resources.

Ukraine is a country with a complicated political and economic history. Its citizens face a multitude of social and public health challenges including high rates of unemployment, high rates of HIV infection, and exceptionally high rates of childhood cancers and congenital anomalies following the Chernobyl nuclear disaster of 1986. Since disintegration of the Soviet Union and independence in 1991, Ukraine has also experienced a number of structural and governmental challenges, including the famed "Orange Revolution" which publicized corruption during the 2004 presidential election. While health care reform is being discussed by the current national government, comprehensive policies that focus on child health care and disability issues are yet to be established.

Unfortunately, while the desire for change may exist in some spheres, the means to accomplish change does not. In 2008, Ukraine's Ministry of Health published a formal document that addressed the specific concerns of children with developmental disabilities, including those with Autism Spectrum Disorders. The document provides a general overview of children with developmental disabilities, but few details about how to provide services for individuals with autism within the current medical and educational systems. It also references the initiative of community integration and educational inclusion, both of which rarely occur in current Ukrainian society.

In 2012, four years after the government first published its recommendations, Ukraine faces another Parliamentary election. At the same time, the number of identified cases of children with autism continues to rise in Ukraine, but official numbers are still relatively low compared to global estimates. For example, according to Bogdashina (2012) a news report in 2010 identified only 1,500 cases of autism throughout Ukraine, a country with a population of nearly 46 million.

Despite rising numbers, few specialists in Ukraine are trained to diagnose and/or treat autism. Consequently, most Ukrainian families face the burden of autism alone, with little or no support from the government, educators, or community members.

In the summer of 2011, the author traveled to Ukraine as a Fulbright Specialist to provide curricular and programmatic support to the Ukrainian Catholic University and to conduct a series of lectures and professional workshops on autism. This experience afforded the unique opportunity to observe the status of children with autism spectrum disorders in Ukraine by conducting a series of site visits and facilitating dialogues with parents and professionals. In what follows, impressions, existing challenges and implications are discussed within a broader cultural framework.

Impressions: Summary of Observations and Dialogue

Fulbright Specialists travel on an as-needed basis, with the intent of sharing their experiences with professionals and academics at the host institution. Over the course of two

weeks, five invited lectures and workshops were conducted for parents, professionals and paraprofessionals in Lviv, Western Ukraine. Parents and professionals in Ukraine were eager to gather information about autism spectrum disorders in the Ukrainian language. Participants noted that over the last five years, some information/training had been provided by international scholars (especially from Canada), but materials were delivered in English, not the professionals' primary language. This is problematic for both professionals and families since the majority of the Ukrainian population is not well-versed in English.

Generally speaking, professionals in Ukraine are familiar with the clinical diagnosis of autism and that behavioral intervention is the standard empirically-grounded form of intervention in the Western world. However, psychologists in Ukraine have limited experience and training in the diagnostic procedures used to identify autism and in commonly-used autism interventions. Furthermore, standard measures used to identify autism are typically not available in Ukrainian (or even Russian, the language that dominated the culture throughout the Soviet era).

In addition, Ukraine does not have a nation-wide system of Early Intervention. While Early Intervention is recognized throughout the West as critical to positive outcomes for children with disabilities, parents and professionals suggest that in Ukraine, most children with autism are typically identified long after the "early years." This is consistent with reports by Bogdashina (2012) who suggests that diagnosis of autism typically occurs after age 6. The result is that many children with autism remain at home with parents during the formative years. Whereas these children might ordinarily receive Early Intervention and mainstreamed services in the United States, children in Ukraine do not have the same opportunities to gain skills and improve in Ukraine.

Overall, the author's experience with parents indicated that they were aware that their children needed far more support than the current system provides. Parents were eager to learn more about the autism spectrum and, like parents in the United States, they were searching for answers and for hope. Parents who live in urban centers and have access to the Internet actively seek out information on-line and consequently, a number of grassroots local support groups have recently emerged in Ukraine. Unfortunately, however, the impact of such groups is quite limited since the majority of Ukraine's population lives in rural centers and these parents may not be aware of their child's developmental disability or that the possibility of autism exists.

At the present time, the national government of Ukraine is adopting new laws to improve the quality of life for people with all types of disabilities. But these efforts are still very much in their infancy. The bottom line is that reform is slow and difficult in the midst of political unrest, rising social inequality and increases in unemployment.

Despite these challenges, my experience in Ukraine confirmed the concerted efforts of professionals who work with children with autism and their ongoing commitment to improve the lives of children and families. In fact, a group

led by Dr. Oleh Romanchuk, psychiatrist at the Dzherelo Rehabilitation Center in Lviv, Western Ukraine, provides multidisciplinary intervention to children throughout the region. This group recently wrote a letter to the government pointing out the critical need to reform the healthcare system in such a way that incorporates a formalized plan for the treatment of childhood psychiatric disorders (including autism), endorses the need for Early Intervention, and would delineate best practices for children with developmental disabilities throughout the country. My experience in Ukraine is that dedicated professionals exist throughout the Lviv region (and they certainly must exist in other parts of the country), but that their ability to access resources, secure funding, or promote national awareness is gravely limited by a number of socio-cultural factors.

Existing Challenges and Implications

According to Feinstein (2010), until 1995, there were no diagnosed cases of autism in the country. Under the Soviet regime, no one had autism. In fact, for most of Ukraine's history, children with disabilities, regardless of level of functioning, were placed into state-run institutions. Individualized education and specialized intervention simply did not exist. To date, according to the humanitarian organization UNICEF, nearly 65,000 children remain in state-run institutions or orphanages and many of these children have developmental disabilities.

The fact that Ukrainian children with any sort of disability are likely to end up in institutions is likely the result of two factors. First, in the old Soviet system, this was the easiest way to manage and handle difficult cases, particularly in light of a shortage of specialists. Secondly, this approach is consistent with the medical biologically-based perspective on disability, where disability is considered "organic" and requires medical treatment. This perspective is similar to the one that dominated disability services in the United States until deinstitutionalization began in the late 1970's.

Over the last 40 years, professionals in the United States have moved away from a medical model and have adapted a contextual idea of disability, suggesting that level of functioning can (and will) change if children are provided with an individualized and appropriate system of environmental supports. Consequently, American children with autism (and throughout the West) are identified and treated within the community by a multidisciplinary team of professionals. By contrast, children in Ukraine are usually diagnosed by child psychiatrists and their plan of intervention is typically medical in nature. This is reflected in the way autism is often described as an "illness," rather than a condition, by people in Ukraine.

Opposing perspectives on disabilities can have severe and long-standing implications for the outcome of individuals with autism. Specifically, if children with autism are viewed as "ill" and are believed to have a biologically-based medical condition rather than a psychological condition, their course of treatment will likely take place in separate medical settings and hospitals, rather than in the community. Furthermore,

medical conditions are far more likely to be perceived as requiring psychopharmacological treatment and medical intervention, both of which are not the case with autism. Identifying autism as a medical disorder is also likely to perpetuate myths about the condition and stifles advances in autism awareness and treatment.

Unfortunately, for as long as autism continues to be diagnosed primarily by psychiatrists who work in hospitals, the shift towards a more contextual or psychosocial view of autism will be slow. Consequently, it is imperative that the global community reaches out to the citizens of Ukraine and continues to train more psychologists about the potential of individuals with autism, the diagnosis of developmental disabilities and appropriate courses of treatment. At the present time, this need is best met by practitioners and scholars who are able to bridge language barriers.

The Bottom Line

Autism specialists around the globe recognize Dr. Leo Kanner as the clinician who first “discovered” autism in 1943. But few if any know that Kanner was born in the small village of Klekotiv, north of the city of Brody, in Western Ukraine (formerly Austro-Hungary). Now, nearly 70 years after Kanner first described the disorder, autism is finally receiving attention in Ukraine.

Ukraine has been described as “one of the most economically challenged countries in Eastern Europe” caught in a transition from Soviet state to democracy (Justice, 2007). It is a country facing a myriad of public health concerns including high rates of child abandonment and HIV infection. And thus, while autism is obviously a serious concern for the parents of children with autism, the reality is that the vast majority of Ukrainians do not understand autism and probably view other social issues as far more important. Consequently, autism is not likely to be a priority for Ukraine’s government or for the average Ukrainian citizen.

And yet, the harsh reality remains that with advances in awareness and diagnosis, the prevalence of autism in Ukraine could prove to be much greater than originally anticipated. In a recent personal communication, Dr. Romanchuk reports that on any given week he sees up to six new cases. Given that Dr. Romanchuk is one of a handful of autism specialists in Western Ukraine, his diagnostic skills and services are in high demand and parents travel great distances to learn from “the expert.” I myself experienced this demand firsthand when giving a lecture to professionals in Ukraine and desperate parents from neighboring regions hired a bus to travel to Lviv just to hear me speak. As one woman told me, these parents were not going to pass up an opportunity to ask questions about their own children in their own language.

Ukraine, like many other countries around the globe, needs autism specialists and those concerned will travel near or far to hear them. After all, living with autism is a human issue and its implications have reached global proportions. The bottom line is that children around the globe are in need of empirically-sound interventions so that they might grow to their full potential. In the same way that outreach, advocacy

and education have changed the lives of individuals with autism in the US, they will certainly improve the lives of individuals with autism in Ukraine, regardless of what the politicians do. And while the process may be slow, if the West reaches out and sends specialists, the children will benefit.

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Author’s Note

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The Development of the Health Support Team Curriculum to Aid Survivors in Post-Earthquake Haiti

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Haiti is a country in the West Indies, only 600 miles southeast of Florida and sharing the island of Hispaniola with the tourist destination of the Dominican Republic, and yet it is the poorest country in the Western Hemisphere. On January 12, 2010 a magnitude 7.0 earthquake struck Haiti, reducing much of its capital, Port-Au-Prince, to rubble. Two-hundred to three-hundred thousand people were killed, approximately 350,000 injured, and about 1.5 million people left homeless. Haitians have received multiple disaster blows since the earthquake, including annual hurricane flooding, an ongoing cholera epidemic, and rampant unemployment. While outside relief aid was strong during the initial period following the earthquake, it has been inconsistent since.

Professional and expatriate resources are useful during the intensity of a crisis, but survivors are most influenced by natural helping networks that occur in the context of routine social activities; most of which will remain long into and beyond recovery phases (Norris, 2005). Obtaining the benefits of social resources following a disaster is potentially empowering and may provide emotional respite and greater ability to engage fruitfully in recovery and reconstruction efforts (Billings, Folkman, Acree, & Moskowitz, 2000; Hobfoll, 2002). Furthermore, researchers have found that disaster survivors appear to benefit most from helping networks that occur within the context of natural social routines that utilize preexisting social support (Seligman & Csikszentmihalyi, 2000). The guidelines for international work in disaster settings include maximizing participation of locals in disaster response, emphasizing capacity building of indigenous resources, integrating systemic support, and utilizing multi-layered systems of support. The task forces and studies behind these guidelines emphasize the need for sustainable and

locally based medical and mental health services that can engage existing social and community networks in affected areas (IASC, 2007; InterAction, 2010; SPHERE, 2004).

In keeping with these guidelines, a new research study highlights preliminary findings derived from qualitative data on the efficacy of a disaster mental health intervention program called *The Health Support Team (HST) Curriculum*, developed to train local volunteers to provide mental health support services to their families, friends, and community members in an ongoing format following a natural or manmade disaster. The HST program was developed and conducted with volunteer groups in several suburbs of Port-au-Prince, Haiti throughout 2010 and 2011. The contexts of community integration and sustainability were major factors driving the development and implementation of the HST program, which was modeled on community based and peer counseling models and translated into French and Haitian Creole. The HST focused on providing indigenous volunteers, who were already likely to be in supportive and leadership positions within their own communities, appropriate education and tools with which to assist their peers. Health Support Team members were not expected to be mental health professionals, and therefore the HST training provided information and interventions appropriate to non-professional volunteers. The HST process includes four steps: (1) Listening and Learning, (2) Offering Support, (3) Providing Tools, and (4) Emphasizing Hope. Health Support Team Curriculum training modules include psycho-educational information about the nature of trauma and responses to trauma, supportive communication and listening techniques, situational assessment and referral process information on suicide, substance use and serious mental illness, managing difficult situations such as working with hostile individuals, self care and setting limits, and the promotion of resiliency and disaster preparedness. It was felt to be important to also offer some specific practical interventions in addition to communication skills, therefore, simple cognitive-behavioral interventions such as thought stopping and thought replacement, relaxation, mindfulness and other stress reduction tools were taught. A decision-making process for referral of problems that lie outside the scope of an HST volunteer's training is also part of the training format.

The first HST training was initiated in May 2010 in a suburb of Port-au-Prince, Haiti. A teacher and parent/caregiver training addendum was created focusing on specific child, youth and classroom issues in disaster recovery. Health Support Team instructors returned to Port-au-Prince in July and October 2010 and quarterly in 2011 to provide additional trainings for first time volunteers, follow up trainings for previous volunteers, field observations of and advisement to volunteers, and teacher workshops. To date, 227 Haitian community health support team volunteers have completed the one-day training, 41 have attended two or more training sessions, 18 volunteers have attended an in-depth "train the trainer" session, and 42 teachers have completed the teacher focused version of the HST program.

In 2012, a qualitative outcome study was completed, and

data indicate that both those seeking support and the HST trained volunteers have found the program to be helpful. The research study utilized a qualitative narrative theory approach to test the efficacy of the HST curriculum through in-depth interviews with survivors who had experienced an intervention by one of the HST trained volunteers. Narrative inquiry was chosen for this study because a subjective and idiographic approach (a) is more in keeping with the cultural zeitgeist of Haiti, (b) provided more in-depth data than a nomothetic approach and (c) was a more culturally relevant approach for a population with a high rate of illiteracy.

Preliminary data from participants reveals that the chief concern of survivors has been the safety and health of family members. Data also indicate that the listening and support components of the program have been most helpful. Listening was deemed a powerful tool in the curriculum, but the source of power was its relational context: the fact that HST volunteers really paid attention to the survivor's story and illustrated attention through their interaction with the survivor. Participant survivors also found techniques that the HST volunteers employed to be useful for coping, in particular, relaxation training, breathing exercises and mindfulness.

Several of the participants noted that they had received aid from relief organizations in the immediate aftermath of the earthquake, but that aid waned. The problem is that non-profits often prioritize disaster mental health aid, offering aid to big disaster events (with the attendant publicity) over smaller ones and focusing on the initial acute phase of disaster over the less dramatic reconstruction and restoration phases. The cascade of smaller but no less destructive disasters the Haitians have faced over the past two years – hurricane flooding of tent cities, the cholera epidemic, high levels of unemployment, violence in tent camps, and the chronic lack of progress in reconstruction has led to an ongoing need for mental health aid. The people best able to provide that aid are those who understand the culture and are imbedded in the community – Haitians themselves. The HST curriculum promotes a self-sustaining ethos – volunteers from among the population trained to offer informed psychological support to friends, neighbors and families. In this way, the heart of the Health Support Team psychological first aid curriculum—sustainable capacity building—lives true to the parable, “Give a man a fish and he will eat for a day; teach a man to fish and he will eat for all his days.”

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Study Abroad, Student Exchange, and Service-Learning Programs: An Analysis of Legal Issues and Implications for University Administrators

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Abstract

The idea that globalization and its impact upon higher education institutions is resulting in increasing levels of campus internationalization is introduced. Furthermore, it is asserted that an increase in campus internationalization has resulted in a corresponding increase in various kinds of university study abroad programs. However, if universities and their employees are to effectively manage study abroad programs they must consider the associated legal risks. Six legal cases related to study abroad programs are summarized and analyzed with this thesis in mind. Finally, four strategies for managing risk are suggested along with associated resources and tools for navigating these strategies.

As the world is becoming increasingly global, higher education institutions are adapting to society's changing educational needs in a variety of ways. Some higher education institutions have demonstrated responses of accommodation to globalization while others have urged resistance to the exportation of predominantly western mores that characterize globalization (Dodds, 2008). Campus and curricular internationalization has emerged as a trend for those institutions who have responded to globalization with a stance of accommodation (Stromquist, 2007). Due in part to curricular and campus internationalization, study abroad, student exchange, and international service-learning programs have emerged. Furthermore, professional organizations such as the American Psychological Association, have worked to promote global education initiatives within the field. However, legal issues relating to global education initiatives have also emerged and need to be given considerable attention by higher education

administrators.

Summary and Analysis of Legal Cases

Legal cases must be explored in order to provide a foundation upon which case law and its relationships to the legal risks, responsibilities, and implications associated with the various kinds of study abroad programs can be fully understood. Higher education institutions are expanding study abroad programs at an increasing rate. Therefore, it is especially important for higher education administrators to understand the complex legal issues associated with such programs. By increasing their understanding of the legal issues associated with study abroad programs, higher education administrators can better protect student participants from unnecessary harm or risk and serve their respective institutions by protecting them from potential lawsuits. When higher education administrators take a passive stance regarding legal issues associated with study abroad programs, both the institution and the students' wellbeing can be compromised - hampering students' ability to learn through engagement with global contexts. Hoekstra (2000), responding to three study abroad tragedies that resulted in the rape of students (in one case) and the death of several students (in two cases), noted that

such tragedies are far from the norm in study abroad, but they force us to focus our attention on a rapidly growing and unstructured field that lacks uniform standards for safety. More than one hundred thousand American students study abroad each year, and the total is increasing by about ten percent annually . . . what concerns me is that there is a sizable gap between the best and worst run study abroad programs. That gap is likely to increase if there is a headlong rush to expand study abroad activities by institutions that are not prepared to do so. (p. 1)

While Hoekstra (2000) noted that one hundred thousand American students study abroad each year, 11 years later, Chew (2011) suggested that more than a quarter-million students are studying abroad annually. Risks associated with study abroad increase exponentially as the number of students studying abroad rises while at the same time global threats and instability increases.

Six significant cases have been selected and summarized in this article. These cases exhibit a variety of legal issues associated with study abroad programs (physical risk, psychological risk and wellbeing, and accessibility). In addition to the risk(s) that is exhibited by each case, each case also provides an opportunity for analysis and a discussion of how the risk could have been prevented or minimized.

Paneno v. Centres for Academic Programmes Abroad Ltd., 13 Cal. Rptr. 3d 759 (2004)

The student, Paneno, traveled to Florence, Italy to participate in a study abroad program as part of his educational experience at Pasadena Community College. The study

abroad program that he participated in was administered by Centres for Academic Programmes Abroad, Ltd. (CAPA). While in Italy, Paneno was severely injured (including paralysis) when the balcony of his sixth story room gave way and he fell to the ground. Paneno, claiming both liability and negligence, sued Pasadena Community College and the Centres for Academic Programmes Abroad, Ltd. Although initially dismissed due to lack of jurisdiction over a UK based company, the decision was reversed and the court found that "CAPA is attempting to avoid answering to any claim for negligence in California (and) we will not allow such trickery to be used to deny Paneno his day in court" (Paneno v. Centres for Academic Programmes Abroad Ltd., 2004).

There is evidence to suggest that the appellate court reversed the decision in an effort to provide an opportunity for the court to enforce the Centres for Academic Programmes Abroad, Ltd.'s accountability for the incident. Due to lack of jurisdiction, it was understandable why the case had initially been dismissed. However, the fact that the court was willing to reverse the decision demonstrated the court's intolerance for negligence or trickery, especially on the part of a study abroad provider. Furthermore, this case provided a foundation upon which a conversation about study abroad programs and their agreements with their affiliates could emerge. Hoffa (2007) addressed the issue of ethics in study abroad programs and noted that only "time will tell whether study-abroad programs deserve the legal scrutiny that they are under. These programs should ensure transparency and ethical behavior by explaining what they do as well as how and why they do it" (p. 79). Perhaps Pasadena Community College could have avoided this lawsuit had they been more transparent regarding the nature of their arrangements with their affiliate, the Centres for Academic Programmes Abroad, Ltd.

McNeil v. Wagner College, 667 N.Y.S. 2d 397 (1998)

The student, McNeil, slipped on ice and broke her ankle while on a study trip in Austria which was organized by Wagner College. McNeil subsequently filed suit against Wagner College, claiming that the facilitator of the study abroad experience in Austria did not adequately supervise her medical care following the accident. Specifically, McNeil claimed that the program administrator did not provide effective service as an interpreter for her at the hospital and therefore she received mistreatment which resulted in permanent injury. She noted that permanent nerve damage occurred because of failure to inform her that the hospital's treating physicians recommended that she undergo immediate surgery. The court found that the program administrator was not responsible for overseeing McNeil's medical care, the case was dismissed, and the doctrine of *in loco parentis* was rejected.

While the court was probably justified in dismissing the case, the college could have potentially avoided the lawsuit had the facilitator of the program been more proactive in working alongside the student to seek medical care. In this case, the student may have had fewer resources available to her because she was not in her home country. Had she

slipped and broken her ankle while in the US she may have called upon a relative or close friend to help her make medical decisions. In such cases, the program facilitator must intentionally balance serving and aiding the student in a way that protects the student's best interest while not actually acting *in loco parentis*. Johnson (2006) cited a variety of theories of responsibility that could apply to a study abroad facilitator. One of the theories of responsibility, *respondeat superior* (this doctrine asserts that the superior is responsible for the actions of his or her subordinate) has potential application for this case. Johnson (2006) noted that study abroad program facilitators could be subject to the theory of *respondeat superior* because the scope of their job is very broad and they "may be on duty virtually all day" (p. 333). This lawsuit may have been avoided had the study abroad facilitator considered his role in this broader context.

Bird v. Lewis & Clark College, 303 F. 3d 1015 (2002)

The student, Bird, was confined to a wheelchair after suffering injuries from an automobile accident. Following the accident, Lewis and Clark College made several adjustments to their facilities in order to accommodate Bird's wheelchair. For example, ramps were installed in the dorms, a bathroom was remodeled, and a biology lab was reconfigured. In 1996 Bird applied and was accepted for participation in a university sponsored overseas program in Australia. This program was field based and required extensive on location field trips while in Australia. Lewis and Clark College contracted with an organization, Global Education Designs ("Global"), to provide programming while in Australia. Lewis and Clark College contacted "Global" and requested wheelchair accommodations for Bird. "Global" agreed to program revisions in order to accommodate Bird. However, it was determined that it would not be possible for Bird to participate in all of the activities and that therefore alternative activities would be provided, Bird was informed of this by her professor at Lewis and Clark College prior to the trip. However, once in Australia, Bird determined that adequate accommodations had not been made. For example, Bird was unable to gain unassisted access to her dormitory and she had to be assisted with the use of the shower and toilet. Furthermore, it was necessary for her to be carried up several flights of stairs in order to access the cafeteria. However, there were also examples of accommodations that were made for Bird. For example, Lewis and Clark College had arranged alternative transportation (and covered the cost of that transportation) for Bird, had paid two enrolled students to serve as Bird's aides, and had provided several alternative field experiences on location. Following the trip, in 1998, Bird filed suit against Lewis and Clark College, claiming that they failed to accommodate her wheelchair disability during her participation in the study program in Australia. She claimed that she was unable to participate in a number of the activities and had inadequate lodging accommodations and that therefore Lewis and Clark College had violated the Rehabilitation Act and Title III of the Americans with Disabilities Act. Of her nine allegations, the court dismissed all but one; it found that Lewis and Clark

College did violate its fiduciary responsibility to Bird and Bird was awarded \$5,000.

This case is particularly complex. It seems that the court's decision indicated that the only way that Lewis and Clark College could have avoided the lawsuit was if it had chosen to not accommodate (and thus essentially disallow) the student from participating in the study abroad program. Had it done so, it may have potentially still been involved in a lawsuit for violation of the Rehabilitation Act and the Americans with Disabilities Act. Essentially, a special relationship may have been created because Lewis and Clark College made accommodations for Bird on campus and therefore, Bird had reason to trust that adequate accommodations had been made for her in Australia. Hebel (2002), in *Advocates for Students with Disabilities Criticize Education Dept. Ruling on Study-Abroad Program*, examined the notion that universities are violating the Americans with Disabilities Act when they fail to accommodate a student who wishes to participate in a study abroad program. However, in this article the author also contrasted a university's legal obligation to provide accommodation with the notion that the student is making a personal choice to participate in a program which, in many cases, is optional (Hebel, 2002).

Bloss v. University of Minnesota Board of Regents, 590 N.W. 2d 661 (1999)

The student, Bloss, was traveling in Cuernavaca, Mexico as part of a Spanish immersion program through the University of Minnesota. While in Mexico, the student was traveling by taxi to meet friends when she was raped at knifepoint by the taxi driver. The night of the incident, the student entered the taxi's front door after receiving directions from the taxi driver that the back door was broken. After the student entered the front seat, the taxi driver pulled over and subsequently raped the student. The student filed suit against the University of Minnesota, claiming that this incident would not have occurred if the University of Minnesota had secured safe transportation, provided housing closer to the study program's campus, and better informed the participants of the foreseeable risks. However, the University of Minnesota's program relied upon host family housing throughout the city. While the locations of the housing were varied, it was determined that the housing was always within walking distance, or within walking distance of the bus line, to the school where the program was held. Furthermore, all student participants were required to attend mandatory safety meetings (which included verbal and written safety warnings and guidelines) prior to departing for the trip. The court sided with the University of Minnesota and found that the student had been warned of foreseeable risks and that the University of Minnesota's program relied upon host home housing and public transportation (which was deemed appropriate for this program).

Although the University of Minnesota had warned the student of the foreseeable risks, it may have been able to avoid this lawsuit, and better protect the student, simply by designing the study abroad program with more safeguards in

place. This case occurred in 1999, however, as noted by Jacobson (2004) the risks for students participating in study abroad programs has only increased since September 11th. Study abroad administrators must now, more than ever before, move beyond warning students of risks and to working very proactively to avoid or significantly reduce risk.

King v. Board of Control of Eastern Michigan University, 221 F. Supp. 2d 783 (2002)

In 1999, 15 students (12 from Eastern Michigan University and three from another institution) traveled to South Africa where they participated in the Intensive Educational and Cultural Program. Nine of the 15 students left the program early and returned home to the United States. These nine students claim that they left the program early as a result of harassing conduct from three of the Eastern Michigan University male students. In one instance, it was alleged that one of the three students entered the room, without permission and without knocking, of a female student who was sleeping. In addition, the three male students were reported to have referred to the female students as “sweetie,” “darling,” or “sweetheart.” The situation reportedly escalated, at which point the three male students began to refer to the female students as “bitches,” “whores,” and “cows.” In addition, it was alleged that two of the three male students solicited sex from local South African women and then went on to offer the female students “for sale” to South African men at a nightclub. Furthermore, there was a physical altercation between the three male Eastern Michigan University students and some of the male South African students. The alleged reason for the altercation was the male students’ verbal assaults towards the female students. The fight resulted in injury to one South African male student and one female student. Of the nine students that left the program early, six filed suit against their institution following participation in the study abroad program in South Africa. The students claimed that Title IX (protection from discrimination, on the basis of sex, in any federally funded educational program) had been violated because they were forced to leave the trip early after several instances of verbal assaults from male students who were also participating in the trip. The students claimed that the faculty member who was leading the trip was informed of the assaults and failed to intervene or protect the female students. The court found that because study abroad programs are a regular and integral part of educational programs, the students were entitled to their participation and should be protected under Title IX.

This case provided a groundbreaking illustration: programs which take place through study abroad venues are not immune to the laws that apply to the same programs taking place in the United States. If a student would be protected from discrimination by Title IX in the United States then Title IX would also protect the student from discrimination when participating in a program overseas (so long as the program was being offered through a university based in the US). Prior to this case, there was no case law in this area – this serves as a poignant reminder that the law is not static, rather

is it always becoming.

Fay v. Thiel College, 55 Pa. D & C. 4th 353, 367 (2001)

The student, Fay, filed suit against Thiel College after participating in a study abroad program in Peru. Fay claimed that Thiel College had been negligent when the trip leader left her with a missionary (not affiliated with the College) when she became ill while in Peru. After being left with the missionary she underwent an unnecessary appendectomy and was sexually assaulted by the medical staff following the procedure. Thiel College claimed that they could not be held responsible for her physical or psychological injuries because she had signed a waiver before participating in the trip. The court sided with Fay and found that Thiel College had a special duty to oversee Fay’s medical care (it was found that the form that Fay had signed was not a waiver but rather consent for Thiel College to authorize medical treatment if necessary) – ironically, Thiel College’s use of this form inadvertently increased its liability to the student by creating a special duty to care for a student’s medical needs.

The theory of *respondeat superior*, cited by Johnson (2006), also has potential application for this case. Had the program facilitator understood his responsibility for the student, he may have chosen not to leave the student in the care of someone who was not known to the college. However, as also demonstrated in the more recent situation with students who required medical evacuation while participating in a study abroad program in Ghana (Fischer, 2007), study abroad facilitators must fully recognize that the responsibility for caring for students, and their respective needs, increases exponentially upon leaving the country with those students.

Applications and Strategies for University Administrators

As discussed, there are a variety of legal issues that must be considered by university administrators when conducting various forms of study abroad programs. Additionally, if these legal issues are not given careful consideration they can put both the student and the university at risk. By carefully attending to legal issues associated with study abroad programs, university administrators can better protect their institutions, protect the students participating in the programs, and serve to protect the future wellbeing of campuses’ internationalization efforts. In addition to merely being aware of the legal risks, university administrators must work to effectively prevent or minimize the risk. There are four strategies, which can be employed by universities and their administrators, to reduce the risks associated with study abroad programs: (a) be aware, (b) be prepared, (c) respond when called upon, and (d) advocate when necessary.

First, it is important that the university that is sponsoring the study abroad program and the administrator or faculty member who is overseeing the program are aware of the potential risks associated with students studying and traveling internationally as well as the specific risks associated with the region that will be visited. In addition to being aware of the risks, they must communicate those risks to the students who will be participating in the experience. Awareness should be

ensured in both formal and informal processes. For example, the sponsoring university should provide a written description of the potential risks to the student. Typically, the university should also ask that the students sign a waiver stating that they have been informed of the risk and that they will not hold the university responsible should they be injured or harmed as a result of participation. Resources such as *Know Before You Go* (U.S. Department of Homeland Security, 2012) are excellent general guides which aid in increasing both the university's and the student's awareness. Resources such as The Center for Global Education's (2012) *Program Administration Legal Issues* offer examples and templates that can be used by universities for student waivers and informed consents.

Second, in addition to merely being aware of risks, universities and their employees must work to actively minimize those risks through preparedness. Maho (2001) discussed a case in which a female college student filed suit against both her institution and the Christian College Coalition who sponsored the cultural immersion experience that she participated in while in Costa Rica. She claimed that both parties had been negligent in warning her of the risks as well as acting to prevent the risk of contracting diseases in the region where she was assigned. Additionally, two female Antioch College students were tragically killed while in Costa Rica. While it is unclear what happened, the pair were found shot to death alongside the road in a remote part of Costa Rica (Hewitt, 2000). While the facts of the two situations are varied (not only in nature but also severity), both instances occurred in Costa Rica – a country that, by the standards of many travelers, poses few risks. As such, even in the most seemingly benign of situations, both awareness and preparedness must be given careful attention.

There are a wide variety of resources and tools available which universities and their employees can use in order to increase both their level of awareness and preparedness in facilitating study abroad programs. For example, the Forum on Education Board (2012) is a resource where forums, papers, and other resources for study abroad administrators can be found. Similarly, the Center for Global Education provides a variety of helpful resources such as *The Student Handbook* (Center for Global Education, 2012), and the *Program Administration Legal Guide* (Center for Global Education, 2012).

Third, keeping both the best interest of the university and the student in mind, universities and their administrators should actively respond to situations which are potentially harmful to their students and other program participants. Fisher (2008), in her article *U of Washington Faults Study-Abroad Trip Leader*, discussed the incidents that led up to the medical evacuation of 17 University of Washington students who were participating in a program in Ghana. Although the faculty member who led the study abroad trip disputed her responsibility for the incidents which resulted in medical evacuation, Fischer's (2008) analysis is that ultimately the faculty member failed to act in the best interest of the students. The University of Washington has not taken discipli-

nary action against the faculty member, however, this incident "has led the university to review its policies for approving and administering programs led by faculty and professional-staff members" (p. A.23).

In addition to responding to risks that may arise, universities and their employees should avoid placing themselves in positions which might compromise their ability to act in the students' best interest in the first place. Farrell, Hermes, Petrie, Quill, and Smith (2007), in their article *Study-Abroad Investigation Raises Alarms*, discussed an investigation that was undertaken by the New York State Attorney General's office. The aim of the investigation was to ensure (or perhaps enforce) "the legality of their arrangements with independent providers of overseas education" (p. 4). It was implied that a variety of practices (such as offering incentives to faculty members) may be unethical or compromise the students' interest. Fischer (2008), in her article *Code of Ethics Proposed for Study-Abroad Programs*, noted that a new guide (*The Code of Ethics*) is being released by the Forum on Education Abroad which "seeks to offer colleges, overseas study providers, and foreign host institutions a 'compass' to guide their management of study abroad" (p. A.24) in light of the allegations being brought by the New York State Attorney General's office.

There are a variety of resources and tools that universities and their administrators can employ in order to help prevent situations such as the one that occurred with the University of Washington students in Ghana. For example, organizations such as the National Association of International Educators (NAFSA) provide a variety of resources including books and publications for study abroad program facilitators (NAFSA, 2012). Had the faculty leader in Ghana been more accurately aware of her level or responsibility for the students, as well as equipped with problem solving solutions for addressing unexpected or adverse situations, the evacuation may have been prevented.

Finally, universities and their administrators must remember that their responsibility is to the student and that the student does not necessarily have the necessary resources to advocate for him or herself when in a time of crisis overseas. Therefore, the university, serving the best interest of the student, should take this burden upon itself. This final strategy serves to move beyond legal obligation and acknowledge that the university has an ethical responsibility to do more than the minimum that is required of them by the law. University administrators should draw upon their professional expertise as well as their moral and spiritual belief systems when designing study abroad programs and writing the policies associated with such programs.

Concluding Commentary

While perhaps susceptible to debate, there is a general consensus among most university administrators, faculty, and students that study abroad experiences are valuable and becoming all the more important in the context of a rapidly globalizing world. As a university administrator and faculty member, I have personally been involved in facilitating and

leading study abroad courses and cultural immersion experiences in numerous countries (including Brazil, Italy, Greece, England, Ireland, and Scotland) at both the undergraduate and graduate level. Furthermore, as a student, I participated in two study abroad experiences (one in Brazil and another in Israel) that were seminal experiences in my education. Without question, I am a proponent of study abroad and the many valuable outcomes (both for the student participant as well as the sponsoring university). However, or perhaps due in part to my experience, I am also significantly concerned about the risks associated with study abroad. Based upon my own experiences, as well as my research, I believe that most institutions are well intentioned and genuinely care about the well-being of student participants. It is the rare occasion that the institution is legally at fault (the outcomes of the legal cases presented also affirms this stance). Yet, there are numerous instances of student injury, trauma, and even death in study abroad programming. Certainly, it is not possible to avoid any type of accident or unforeseen emergency or tragedy. Accidents and tragedies occur even in the context of educational experiences here in the United States. Furthermore, I concur with Johnson's (2006) assertion:

Exposing students to some . . . risks is part of the educational process. Allowing students to become immersed in a foreign culture, rather than sheltered within the confines of an Americanized foreign educational outpost, helps them to understand how other people live and why those people do what they do. Cultural immersion also helps students to see that the choices that define the fabric of foreign economic cultures and foreign legal systems produce different levels of affluence, citizen empowerment, and consumer protection. (p. 316)

However, I believe that there is reason to call those who are involved in study abroad programming (administrators as well as faculty) to revisit study abroad policies and procedures, working to reduce student risk and ultimately foster the long term viability of campus internationalization efforts. Be aware. Be prepared. Respond when called upon. Advocate when necessary.

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Author's Note

The author of this article is not an attorney and does not intend for this article to serve as legal advice or counsel. Instead, this article is academic in nature and is intended to serve as a synthesis of the topic for the academic community. Educational institutions should seek legal counsel when necessary as related to respective study abroad programming. Correspondence concerning this article should be addressed to Jacqueline N. Gustafson, College of Social and Behavioral Sciences, Northwest University, Kirkland, WA 98033. E-mail: jacqueline.gustafson@northwestu.edu.

alumni.state.gov: Supporting Alumni of U.S. Government-Sponsored Exchange Programs

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What does the U.S. State Department have to do with psychology? More than you might think! The State Department has been sponsoring international exchanges on the topic of psychology since 1946. State's Bureau of Educational and Cultural Affairs (ECA) oversees more than 120 academic, professional and cultural exchange programs. More than 1,000,000 participants from all around the world have taken part in these exchanges, and at least 7,500 of these participants have participated in programs focusing on the field of psychology. You can find more information on State Department exchange programs at exchanges.state.gov



The benefits of participation in an international exchange program are well known: participants develop a broader world view, increase their knowledge, and build a global network of peers. The exchange experience does not end when a participant returns home, and exchange alumni almost always return home determined to share the knowledge and insights gained from their exchange experience in their home communities.

In order to encourage and support these committed and dedicated alumni, the State Department's Bureau of Educational and Cultural Affairs established an Alumni Affairs Division in 2001. The mission of the office is to support exchange alumni with the network and resources they need to make a difference in the world. One way the office does this is through the State Alumni online community (<https://alumni.state.gov>). This virtual community is the premier professional development and networking resource for alumni of State Department-sponsored exchange programs as well as alumni of exchange programs sponsored by other U.S. government agencies. Nearly 100,000 exchange alumni are registered members of this community. Any alumnus of a U.S. government-sponsored exchange program can visit State Alumni and join this global network. Exclusive membership privileges and alumni resources include:

- **E-library** with free access to 20,000 magazines, newspapers, and periodicals through leading journal databases such as EBSCOHost, Gale Cengage Learning, and ProQuest. Have the New York Times read to you or catch up on the latest psychology research.
- **\$33 billion** grants database. The Alumni Affairs Division

pays the annual access fee so the database is free to you.

- **Networking** opportunities with more than 100,000 other alumni around world. Post your resume, find like-minded others, and get ideas for your own alumni projects.
- **Jobs and volunteer opportunities** posted by members.
- Participation in the **Alumni Engagement Innovation Fund**. Team up with other alumni to submit project proposals and win your share of the \$1,000,000 award.
- VIP video **webchats** where site members are invited to pose questions to the VIP guests.

Responding to feedback from exchange alumni, a new more streamlined and modern version of the State Alumni website will launch in December. Check the State Alumni website as well as the State Alumni Facebook page (www.facebook.com/StateAlumni) for updates on this exciting change.

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Funding International Work: Growing Resources from the U.S. State Department

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"How has the U.S. State Department promoted international exchanges in psychology and other fields?" One good answer is the U.S. Fulbright program, but we should not overlook other State programs as well.

Fulbright. Since 1946, the State Department's Fulbright program has sent an estimated 110,000 U.S. scholars abroad, and brought 183,500 overseas scholars from 155 nations to U.S. institutions. Starting in the 1990s, when Fulbright expanded to students, over 90,000 students have gone abroad (Zoma & Takooshian, 2012). Fulbright is by far the oldest and largest of dozens of programs that State has developed to increase global exchanges--with clearly positive impacts on the lives and careers of psychologists (Takooshian et al., 2012) as well as students of psychology (Zoma et al., 2012).

Others. Besides Fulbright, State offers a wide array of less visible yet well-funded exchange programs that include topics relating to psychology, such as the International Visitor

Leadership Program (IVLP), Hubert H. Humphrey Fellowship Program, Benjamin A. Gilman International Scholarship Program, Global Undergraduate Exchange Program (UGRAD), Community College Initiative Program, and the Critical Language Scholarships for Intensive Summer Institutes (CLS). A list of these programs' websites appears below. Over the years, a total of about 7,500 psychologists have benefited from one of these programs, most of these (over 90%) as Fulbright scholars.

Alumni. In 2001, the U.S. Department of State established a new State Alumni Affairs Division, to develop new benefits for those who had served in any of its exchange programs. Lisa Barton (2013) of the U.S. Department of State kindly provided details on this State's new web resource (www.alumni.state.gov), which describes itself as "an online community of alumni of U.S. government-sponsored exchange programs. It provides opportunities for alumni to network with each other, develop their careers, and stay in touch with the Bureau of Educational and Cultural Affairs, thus helping to extend their exchange experience." Started in 2001 as a pilot program for Eastern Europe, this website quickly expanded by 2005, to include all alumni world-wide--with opportunities for funding, jobs, networking, webinars, and other "insider" news. As of 2013, the website has about 100,000 registered alumni--still only 10% of the estimated 1,000,000 alumni who are eligible to register--so many alumni remain unfamiliar with this new resource.

Future. As of 2013, there is still room for growth of psychology, which remains visibly underrepresented among these funded exchange programs. For example, the Fulbright Specialist Program funds short exchanges of a few days or weeks, but excludes the field of psychology from its eligible disciplines (www.cies.org). Leading psychologists like Jean Lau Chin (2012) have served as Specialists, only because they served through some non-psychology field. This seems odd, since psychology has long been a major discipline on U.S. campuses (Takooshian & Landi, 2011), and is now growing even faster outside than inside the USA (Stevens & Gielen, 2007). Putting these two facts together--the large supply/demand for psychology in the USA/overseas--the field of psychology in coming years should naturally grow within State exchange programs.

Those psychologists and students who have yet benefited from a State exchange program might well consider this. Those who have might well check www.alumni.state.gov to benefit from this rich service.

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**Note: My thanks to Lisa Barton of the U.S. State Department's Bureau of Educational and Cultural Affairs, for her kind cooperation in preparing this report.

Sources

- Fulbright: <http://exchanges.state.gov/academicexchanges/index/fulbright-program.html>
- IVLP: <http://exchanges.state.gov/ivlp/>
- Humphrey: <http://exchanges.state.gov/globalexchanges/humphrey-fellowship.html>
- Gilman: <http://exchanges.state.gov/globalexchanges/gilman-scholarship-program.html>
- UGRAD: <http://exchanges.state.gov/ugrad.html>
- CLS: <http://exchanges.state.gov/academicexchanges/sli2.html>

Ten Years in New York City: International Conference at Fordham

Harold Takooshian
takoosh@aol.com

Artemis Pipinelli
drapipinelli@gmail.com

Elaine Congress
elainecongress@gmail.com

How international is New York City? Back on March 18, 2002, the New York group of the Society for the Psychological Study of Social Issues (SPSSI-NY) held a fateful symposium at Fordham University, on "Psychologists at the United Nations," attended by 55 psychology faculty and students from around the City. This symposium was fateful, in two ways: (1) Many of its 55 participants were members of APA Division 52, who agreed to launch their own NYC international group (NY52), modeled after SPSSI-NY. (2) Many international faculty from across the 10 schools within Ford-

ham University also gathered for the first time at this U.N. symposium, and agreed to start a Fordham International Faculty group (FIF). Ten years later, both of these groups are thriving, as they host their own international gatherings across Greater New York (Takooshian & Velayo, 2006), and at Fordham University.

Now one decade later, on October 21, 2012, these three groups re-united--SPSSI-NY, NY52, and FIF--as over 140 students and faculty from 30 institutions converged on Fordham University in Manhattan for the 24th Greater New York Conference on Behavioral Research. This annual SPSSI-NY conference was arranged by an 18-person committee chaired by D52 Outreach Chair **Artemis Pipinelli** of Technical Careers Institute. It included 52 scientific presentations by 72 researchers in 15 panels, selected by a review committee of faculty from area colleges. One-third of these 72 presenters were student researchers delivering their first conference presentation. As in past years, this conference featured many international topics (Kuriansky & Lawson, 2011), by both student and faculty researchers (Takooshian, Congress, Jean-Charles, Jeshmaridian, & Koltko-Rivera, 2010).

A special theme of this conference was "Promoting social justice around the world." Fordham Dean **Elaine Congress** orchestrated several interdisciplinary panels on how social work, psychology, and behavioral sciences can add a valuable data-based approach to promoting social justice world-wide--a theme based on Fordham's Jesuit approach to international education. This included data-based presentations by students and faculty experts on such diverse global topics as immigration, indigenous peoples, bullying, the multicultural classroom, human rights, trauma relief, torture, sex trafficking, and vulnerable populations.

This conference offered 15 one-hour scientific panels from 1-4:30 pm, followed by an awards ceremony for the top five student research reports, then a gala reception where participants could speak one-on-one with five distinguished guests. These five Guests of Honor were Drs. **Sharon Brennan**, Past-President of the NYS Psychological Association; **Jennifer B. Latham**, Fordham Assistant Vice President for International Programs; **Mercedes A. McCormick**, President-Elect, APA Division of International Psychology; **Darryl McLeod**, Fordham Professor of Economics; and **Richard S. Velayo**, Past-President, APA Division of International Psychology.

Since one aim of this SPSSI-NY conference is to encourage excellence in behavioral research by students, the conference presented five annual awards to outstanding student researchers. (1) The Conference's 2012 Scarpetta Award for outstanding undergraduate research was presented to **Michael**

Feder of New York University. (2) **Chioma Ajoku** of CUNY John Jay College received the 2012 Toth Award for outstanding research by a graduate student. (3) **Reuben Ng** of Yale University received the 2012 Guzewicz Award for outstanding cross-cultural research. (4) **Shana Cole** and **Emily Balcetis** of New York University received the 2012 Lander Award for outstanding behavioral research related to Jewish issues. (5) **Yael Granot**, **Emily Balcetis** of New York University and **Tom Tyler** of Yale Law School received the Witmer Award for outstanding forensic research. All awards were determined by an independent Awards Committee of 10 faculty.



Congratulations to four student research award winners

Another aim of this conference is to encourage students to join at least one professional organization. Thanks to Executive Officer **Alan Kraut** of the Association for Psychological Science (APS), over 30 participants received a complimentary one-year trial membership in APS--which marks its 25th year in 2013. In her effort to reach 1,000 members, in addition, **Rivka B. Meir** personally registered 18 new members for the APA Division of International Psychology.

This conference was hosted by Fordham University, with kind support from several sources--including the Fordham Dean's Challenge Grant, Fordham Graduate School of Social Service, and the APA Board of Educa-

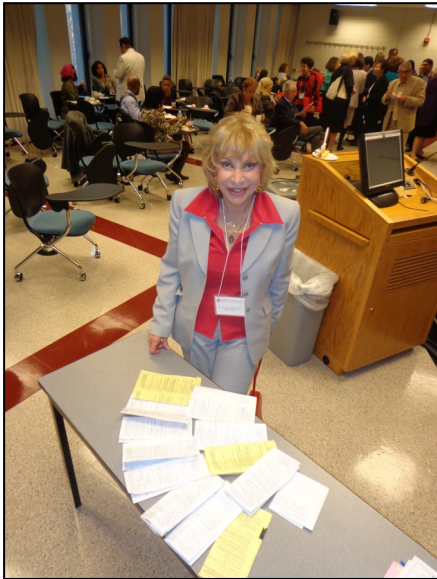
tional Affairs. Images of the conference appear at www.picasaweb.com/takoosh. Thanks to webmaster **Richard Velayo**, the NY52 webpage is <http://dl.dropbox.com/u/32021716/div52others/div52others/Div52-NY.html>



Thumbs-up for five Guests of Honor holding the 24th anniversary cake

References

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- Takooshian, H., Congress, E., Jean-Charles, W., Jeshmaridian, S., & Koltko-Rivera, K. S. (2010, Winter). How can we "go global?" *International Psychology Bulletin*, 14(1), 26-29.
- Takooshian, H., & Velayo, R. S. (2006, December). Forming a local group of international psychologists: Why and how. *Psychology International*, 21-23.



Rivka Meir recruited 18 new D52 members

Author's Note

Direct any inquiries to Conference Director **Harold Takooshian** of Fordham University, takoosh@aol.com.



Janet Hyde Graduate Student Research Grant

Proposals are being sought for Hyde Graduate Student Research Grants. These grants, each up to \$500, are awarded to doctoral psychology students to support feminist research. The grants are made possible through the generosity of **Janet Shibley Hyde**, Ph.D., who donates the royalties from her book, *Half the Human Experience*, to this fund. Past recipients of Hyde Graduate Student Research Grants are not eligible to apply. Because the purpose of this award is to facilitate research that otherwise might not be possible, projects that are beyond the data analysis stage are not eligible.

Please send all application materials attached to a single e-mail message to both of the Hyde Award Co-chairs at the following addresses by March 15th (for the

spring deadline) or September 15th (for the fall deadline): Dr. Olivia Moorehead-Slaughter, oms@parkschool.org and Dr. Mindy J. Erchull, merchull@umw.edu.

Requirements

1. Cover page with project title, investigator's name, address, phone, fax, and e-mail address
2. A 100-word abstract
3. A proposal (five pages maximum, double-spaced) addressing the project's purpose, theoretical rationale, and procedures, including how the method and data analysis stem from the proposed theory and purpose. [References are not included in this 5-page limit.]
4. A one-page statement articulating the study's relevance to feminist goals and importance to feminist research.
5. The expected timeline for progress and completion of the project (including the date of the research proposal committee meeting). The project timeline should not exceed two years.
6. A faculty sponsor's recommendation, which includes why the research cannot be funded by other sources. This letter should be **attached to the e-mail with the application materials**. Please do not send it separately.
7. Status of IRB review process, including expected date of IRB submission and approval. Preference will be given to proposals that have received approval.
8. An itemized budget (if additional funds are needed to ensure completion of the project, please specify sources). Funds cannot be used for tuition, living expenses, or travel to present research at a conference.
9. The applicant's curriculum vitae

All sections of the proposal should be typed and prepared according to APA style (e.g., please use 12-point font). Applicants should submit no more than two files (i.e., one with the letter of recommendation and one with all the other required materials).

Proposals that fail to meet the guidelines described above will not be reviewed.

Review Process

A panel of psychologists will evaluate the proposals for theoretical and methodological soundness, relevance to feminist goals, applicant's training and qualifications to conduct the research, and feasibility of completing the project.

Other Requirements

Only one application will be accepted per student, for each application deadline. Applicants who are involved in multiple projects that meet the submission requirements should choose the project that best fits the evaluation criteria (see "Review Process").

Within 24 months of receipt of the grant, recipients are expected to submit to the Hyde committee co-chairs a com-

plete and final copy of the research document (e.g., a copy of the thesis, dissertation or journal manuscript based on the sponsored research), along with a 500-word abstract for publication in the Division 35 newsletter. In addition, grant recipients shall acknowledge the funding source in the author's notes in all publications. Hyde award winners will be announced at the APA convention during Division 35 Social Hour. The names of the Hyde award winners may also be posted in the Division 35 newsletter as well as on the Division 35 webpage and listserv.

Request for Abstracts from Previous Hyde Award Winners

Brief abstracts of the work conducted by previous award recipients are printed in the newsletters. Previous award winners are highly encouraged to contact Dr. Olivia Moorehead-Slaughter, Hyde Award Co-chair, at oms@parkschool.org to submit a 500-word summary of their Hyde grant-funded research for consideration of publication in the Feminist Psychologist.

Questions and other communications may be sent to the committee co-chair: Olivia Moorehead-Slaughter, Ph.D., Phone: (617) 414-4646, E-mail: oms@parkschool.org.



Request for Proposals Randy F. Gerson Memorial Grant

About the American Psychological Foundation

APF provides financial support for innovative research and programs that enhance the power of psychology to elevate the human condition and advance human potential both now and in generations to come.

Since 1953, APF has supported a broad range of scholarships and grants for students and early career psychologists as well as research and program grants that use psychology to improve people's lives.

APF encourages applications from individuals who represent diversity in race, ethnicity, gender, age, disability, and sexual orientation.

About the Randy Gerson Memorial Fund

The Randy Gerson Memorial Fund awards grants for graduate student projects in family and/or couple dynamics, and/or multigenerational processes. Work that advances theory, assessment, or clinical practice in these areas is eligible.

Preference will be given to projects using or contributing to the development of Bowen family systems. Priority will also be given to those projects that serve to advance Dr. Gerson's work.

Program Goals

- Advance systemic understanding in the above topic areas through empirical, methodological, or theoretical contribution
- Encourage talented students toward careers in specified areas

Amount

- One \$6,000 annual grant
- *APF does not allow institutional indirect costs or overhead costs. Applicants may use grant monies for direct administrative costs of their proposed project.*

Eligibility Requirements

Applicants must:

- Be a graduate student in psychology enrolled full-time and in good standing at an accredited university
- Have demonstrated competence in area of the proposed work
- IRB approval must be received from host institution before funding can be awarded if human participants are involved

Evaluation Criteria

- Conformance with stated program goals
- Magnitude of incremental contribution in topic area
- Quality of proposed work
- Applicant's competence to execute the project

Proposal Requirements

- Description of proposed project to include goal, relevant background, target population, methods, anticipated outcomes, and dissemination plans (Format: not to exceed seven pages double-spaced, 1 inch margins, no smaller than 11 point font)
- Timeline for execution
- Full budget and justification (indirect costs not permitted)
- Current CV
- Two letters of recommendation

Submission Process and Deadline

Submit a completed application online at <http://forms.apa.org/apf/grants/> by **February 1, 2013**.

Please be advised that APF does not provide feedback to grant applicants or award nominees on their proposals or nominations.

Questions about this program should be directed to Parie Kadir, Program Officer, at pkadir@apa.org.

International Employment Opportunities

Michael J. Stevens, PhD, DHC
Illinois State University
mjstevan@ilstu.edu

University of Sydney (Australia), Faculties of Science and Medicine: The University has applied its internationally recognized academic credentials to ease the burden of obesity, diabetes, and cardiovascular disease by forming the Charles Perkins Centre, a unique collaboration of scholars across many disciplines. To this end, we are seeking a scholar of international distinction to join us in leading cross-disciplinary research that translates into real-world solutions. This position will address the roles of individual psychology and social behavior in determining susceptibility to obesity, cardiovascular and metabolic disease, with the aim being to achieve behavioral change for improved health outcomes. As Chair, you will work closely with, among others, research teams in behavioral economics, media and marketing, public health, ethics, and the business school. You will be expected to lead the development of research in psychology, and to contribute to the development of new cross-disciplinary educational programs in the centre. You may also be asked to assume the role of Domain Leader for the Societal and Environmental Determinants of Disease, and to sit as a member of the Executive Committee for the Charles Perkins Centre.

As Chair/Professor, you will:

- provide leadership in scholarship through innovative and distinguished research
- attract and build strong strategic alliances and research collaborations in psychology
- foster an environment for collaboration and synergy among centre members across all disciplines
- engage your vision and enthusiasm to foster excellence in scholarship, in promoting research and research policy, and in encouraging and developing research training
- utilize your excellent management skills to provide leadership in policy development and the development of staff
- build successful teams and obtain substantial funding to support a research program
- build partnerships with stakeholders such as universities, academic and health related organizations, government, philanthropic organizations, the media, and the general public
- provide leadership in postgraduate teaching and research training
- take an active role in the promotion of innovation in curriculum design and teaching methods.

The position is full-time continuing, subject to the completion of a satisfactory probation period for new appointees. Membership of a University approved superannuation scheme is a condition of employment for new appointees. The successful candidate will be offered an attractive remuneration package commensurate with the responsibilities of the position and the candidate's relevant experience and qualifications.

For more information and to apply, search sydney.edu.au/positions

Specific enquiries about the role can be directed to:
Professor Stephen Simpson, Academic Director
Tel: +61 2 9351 5633
E-mail: stephen.simpson@sydney.edu.au

Enquiries about the recruitment process can be directed to:
Rodney Waterson
Tel: +61 2 8627 1214

Closing date: January 27, 2013

Australian Catholic University (Australia), School of Psychology:

- Contribute to teaching and curriculum development within the School of Psychology
- Teaching and research focused appointment

The national School of Psychology offers courses on three campuses located in Melbourne, Strathfield (Sydney), and Brisbane and places strong emphasis on quality research and research training outcomes.

As the Lecturer/Senior Lecturer in Clinical Psychology, you will contribute to teaching and curriculum development in undergraduate and postgraduate psychology and counseling courses. You will also conduct research in Psychology and undertake supervision of postgraduate research and practicum.

To be successful in this position, you will possess a PhD in psychology, along with significant student-centered teaching experience in clinical psychology and counseling practice at a tertiary level. You will demonstrate experience in supervising Honors and/or postgraduate student research and be able to display evidence of research outcomes, commensurate to your level of appointment.

Professional recognition in two or more of the following is a requirement of the role: membership or eligibility for membership of the Australian Psychological Society, registration or eligibility for general registration as a psychologist with the Psychology Board of Australia (PsyBA), and endorsement or eligibility for endorsement in a relevant specialization with the PsyBA.

Total remuneration valued to \$97,538 - \$115,104 pa, including salary component \$82,421 - \$97,313 pa (Academic Classification Level B) or \$122,074 - \$132,532 pa, including salary component \$103,271 - \$112,209 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. Employer contribution to superannuation and annual leave loading. 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.

Obtain the position description by downloading it from our website: [Clinical_Psych_B.C_852087_\(PD\).pdf](#) Applicants are expected to address all selection criteria listed in the position description. Specific enquiries may be directed to:

Dr. Kylie Mosely
Senior Lecturer in Psychology
Tel: +(02) 9701 4398.

University of Calgary (Canada), Department of Psychology:

The Department of Psychology, in partnership with the Department of Psychiatry and Hotchkiss Brain Institute, at the University of Calgary invites applications for a tenure-track position and Tier II Canada Research Chair in Child and Youth Mental Health. Child and adolescent mental health has been identified as a priority focus for the university. We are seeking an individual with a strong research record appropriate to a research-oriented doctoral program and who has 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 child and youth mental health. Excellent candidates with active research programs in any area of child and youth mental health will be considered. The position involves teaching, research, and supervision of graduate students. As a member of the clinical psychology program, a doctorate in clinical psychology, including a CPA- or APA-accredited clinical internship or equivalent, is required.

The successful applicant will be appointed within the Faculty of Arts, Department of Psychology with cross-appointment in the Department of Psychiatry in the Faculty of Medicine, and would be a full member of the Hotchkiss Brain Institute. This tenure track appointment will be made at the rank of assistant or associate professor. The Canada Research Chair program requires that the successful applicant be within 10 years of

completing doctoral training.

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

Dr. David Hodgins
Chair of the Clinical Psychology Search
Department of Psychology
University of Calgary
Calgary, AB, Canada, T2N 1N4
E-mail: dhodgins@ucalgary.ca

Review of applications will begin November 15 and will continue until the position is filled.

McMaster University (Canada), Department of Psychology, Neuroscience and Behaviour: The Department of Psychology, Neuroscience and Behaviour (PNB) at McMaster University invites applications for a teaching-track faculty position at the assistant professor level, to begin on July 1, 2013. The primary duties of this teaching-track position will be to teach and mentor undergraduate students in the PNB program in such areas as social psychology, child development, human sexuality, intergroup relations, and aging.

Candidates should have a PhD in psychology as well as experience teaching undergraduate students.

Send curriculum vitae, statement of teaching interests, supporting documents relevant to teaching credentials, and three letters of reference to:

Social Psychology Search Committee
Department of Psychology, Neuroscience & Behaviour
McMaster University
1280 Main Street West
Hamilton, Ontario
Canada L8S 4K1

Materials may be sent as e-mail attachments in PDF format to pnb@mcmaster.ca.

Review of applications will begin on February 25, 2013, and continue until the position is filled.

Redeemer University College (Canada), Department of Psychology: Redeemer University College invites applications for a tenure-track position (any rank) in developmental or cognitive psychology, beginning July 1, 2013. We prefer candidates who can teach courses in developmental psychology (child, adolescent, and adult), cognitive psychology, and principles of learning, although applications from candidates with expertise in any area of experimental psychology would be seriously considered. The ability to teach an introductory course would be an asset.

As a liberal arts and sciences university college rooted in the

International Employment Opportunities

Reformed tradition of Christianity, we seek candidates who are committed to teaching and pursuing scholarship from this perspective. The preferred candidate would possess or be near completion of a PhD.

Applicants should submit a curriculum vitae, three letters of reference, evidence of teaching quality, and a one-two-page statement describing their own faith commitment and how it shapes their academic work.

The deadline for applications is February 1, 2013, or until the position is filled.

Direct general inquiries and applications to:
Dr. Doug Needham, Acting Vice President, Academic
Redeemer University College
777 Garner Road East, Ancaster, ON
L9K 1J4, Canada
E-mail: jdaksler@redeemer.ca

University of Toronto (Canada), Ontario Institute for Studies in Education: The Ontario Institute for Studies in Education, University of Toronto, invites applications for a tenure-stream position at the rank of assistant or associate professor commencing on July 1, 2013, in the Department of Applied Psychology and Human Development (AP&HD). We seek applicants with expertise in school psychology broadly defined. We particularly encourage applications from candidates whose research focuses on assessment and school-based consultation, prevention, and intervention in relation to children with learning and behavioral difficulties. These might include children with learning disabilities, intellectual disabilities, ADHD, autism spectrum disorders, or other behavioral and mental health problems.

Candidates for the position will hold a Ph.D. in school psychology and/or clinical psychology, and be registered or eligible for registration with the College of Psychologists of Ontario. Candidates should have an excellent research profile, a strong grant and publications record, evidence of excellence in teaching and student training, and 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 CPA-accredited doctoral program that explicitly provides combined professional training in school and clinical child psychology. The specific mission of the SCCP program is to provide students with theoretical and professional training in preparation for psychological research and practice with children, adolescents, and families in school, mental health, private practice, and research settings. The framework for the program is the scientist practitioner model. The SCCP program is one of four programs within the Department of Applied Psychology and Human Development. AP&HD is a dynamic department whose faculty share a commitment to development across the life span and to the inte-

gration of research, practice, knowledge mobilization, and policy development.

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 Geva at aphdchair.oise@utoronto.ca.

The review of applications will begin on December 1, 2012, and will continue until the closing date of December 31, 2012. All application materials should be submitted online at: <http://uoft.me/academicopportunities>. 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 email to aphdchair.oise@utoronto.ca by December 31, 2012.

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>

Alberta Health Services (Canada), Corrections Psychologist: Join our skilled team of health care providers. We have more than 90,000 dedicated, energetic health professionals in our organization. Alberta Health Services (AHS) has an international reputation as a leader in research, innovation and care, and we'd be pleased to have you join our team. Corrections Health provides patient focused care within the 10 provincial correctional centers including facilities located in Peace River, Edmonton, Fort Saskatchewan, Red Deer, Calgary, Lethbridge, and Medicine Hat. AHS will also be looking to fill positions at the new Edmonton Remand Centre opening in spring 2013, where AHS will oversee a 6,800 square meter corrections health unit with 84 beds and 124 mental health spaces.

Working at AHS Corrections Health is a safe, secure, and clinically challenging environment enabled by a team of health professionals with the goal to provide enhanced clinical, and addictions, and mental health care. Corrections Health Centers provide an opportunity to work independently and as part of an innovative health care team in a secure setting to provide care to adults and youth in custody. Members of this dynamic team work in collaboration with other health care professionals, correctional authorities, and other areas of AHS to maintain the continuity of care into the community. Excellent assessment, organizational, decision making, and critical thinking skills will assist you in providing exceptional patient care to adults and youth in a secure correctional setting.

For more information, e-mail:
careers@albertahealthservices.ca.

Carleton University (Canada), Department of Psychology:

The Department of Psychology at Carleton University invites applications from qualified candidates for a preliminary (tenure-track) appointment in quantitative methods at the rank of assistant professor beginning July 1, 2013. Preference will be given to candidates whose methodological skills contribute to Carleton's strategic research themes in health, the environment, or new digital media.

Applicants must have a PhD, demonstrated excellence in teaching statistics and methodology, and must possess a strong commitment to research and scholarship, as reflected in publications, with preference to publications in health, environment, or digital media. The successful candidate will have the ability to develop an externally funded, high quality research program, will be committed to effective teaching at the undergraduate and graduate level, and will contribute effectively to the academic life of the Department.

The Department is interested in candidates who are able to teach advanced statistics at the graduate level including ANOVA, regression, multivariate statistics, and other advanced statistical techniques (e.g., HLM, SEM), and basic and advanced statistics at the undergraduate level. The successful candidate will have a program of research applying their methodological skills to areas of psychological research that contribute to Carleton's strategic research direction in health, environment, or new digital media.

The Department of Psychology has intellectual ties with academic units offering degrees in cognitive science, child studies, human-computer interaction, and neuroscience. Further information on the Department is available at <http://www2.carleton.ca/psychology/>

Send applications to:
Chair, Department of Psychology
Carleton University
1125 Colonel By Drive
Ottawa, ON. K1S 5B6
Fax (613) 520-3667

Applications and reference letters can be sent by e-mail to psychchair@carleton.ca. Applicants should include curriculum vitae, a statement outlining statistical expertise, a statement describing current and future research interests, examples of publications, and materials relevant to teaching experiences. Interviews will include both a research talk and a lecture on an advanced statistical method. Applicants should ask three referees to write letters directly to the Chair. Applications will be considered until November 15, 2012, or until the position is filled.

Carleton University (Canada), Department of Psychology:

The Department of Psychology at Carleton University invites applications from qualified candidates for a preliminary (tenure-track) appointment in organizational psychology, with

a preference for occupational health interests, health and safety, or work and stress, at the rank of assistant professor beginning July 1, 2013.

Applicants must have a PhD, have demonstrated excellence in teaching and possess a strong commitment to research and scholarship, as reflected in publications, related to occupational and health psychology. The successful candidate will have the ability to develop an externally funded, high quality research program, will be committed to excellence in teaching at the undergraduate and graduate level, and will contribute effectively to the academic life of the Department.

The Department is interested in candidates with an established or developing research program in the area of occupational and health psychology. Preference will be given to candidates with health-related research to join our growing graduate field in applied psychology. Graduate programs in psychology are offered at the master's and doctoral level. Further information on the department is available at <http://www2.carleton.ca/psychology>

Please send applications to:
Chair, Department of Psychology
Carleton University
1125 Colonel By Drive
Ottawa, ON, K1S 5B6
Fax (613) 520-3667

Applications and reference letters can be sent by e-mail to psychchair@carleton.ca. Applications should include a curriculum vitae, a statement outlining current and future research interests, examples of publications and materials relevant to teaching experience. Interviews will include both a research talk and a lecture on a topic in organizational psychology. Applicants should ask three referees to write letters directly to the Chair. Applications will be considered until November 15, 2012, or until the position is filled.

University of Montreal (Canada), Department of Psychology:

The Department of Psychology invites applications for a full-time tenure-track position at the rank of Assistant Professor of Clinical Neuropsychology. Starting Date: From June 1, 2013. Interested parties should consult the detailed description of this position, information about the competition and deadlines on the Department of Psychology website at: www.psy.umontreal.ca

Orion Health Services (Canada), Psychologist:

Location: Canmore, Alberta

Reporting to the senior manager, the psychologist within the team is responsible for the provision of psychological assessment, consultation and treatment services. The psychologist also provides an educational role in assisting clients to better understand the differences between acute and chronic pain and the various effective strategies for managing pain and

International Employment Opportunities

disability. Additionally the psychologist will advise on best practices and will ensure that the rehabilitation and assessment services at OrionHealth are scientifically based and grounded in current research in the field of psychological practice.

The psychologist will provide:

- Psychological assessment services for clients referred to the Pain and Medication Management Program.
- Counseling/treatment/education as a member on an interdisciplinary rehabilitation team. This includes delivery of a cognitive behavioral psycho-educational program and individualized psychological treatment (e.g. pain, depression, anxiety, PTSD, stress, and sleep management, relaxation/mindfulness training).
- Psychological case-management input and direction to the therapy teams pertaining to initial assessment, treatment planning, clients' progress, conflict resolution, discharge planning.
- Evaluate the efficacy of treatments or programs.
- Orientation and mentoring to assist other team members to effectively manage clients' psychosocial issues.
- Provide clinical input to the treatment team.

Qualifications:

- Doctorate degree in clinical psychology or related field in psychology (e.g., counseling psychology) preferred.
- Registered or eligible for registration with the College of Psychologists of Alberta.
- Five years assessment, treatment, and consultation expertise and experience working with a chronic pain population and techniques in pain management counseling.
- Experience working in an interdisciplinary team setting.
- Able to communicate complex and well-reasoned and defensible ideas.

Our total pay is competitive in the industry. Employer will assist with relocation costs. Open for negotiation for the successful candidate and includes one of the best benefits in the industry. Send your resume and cover letter in confidence to: employment@orionhealth.ca.

We will only contact those who meet the above qualifications and keep other applications for future opportunities.

For further information, see www.orionhealth.ca

University of Alberta (Canada), Faculty of Arts: The Department of Psychology at the University of Alberta has an opening for a full-time faculty lecturer effective July 1, 2013. Faculty Lecturer positions are for 5-year renewable terms. Primary responsibilities associated with this position, in addition to teaching introductory psychology, are teaching undergraduate courses in personality, abnormal, and clinical psy-

chology. The successful applicant must have earned a PhD in psychology and be able to demonstrate teaching effectiveness.

Salary for this faculty lecturer position begins at \$72,975 per annum (on the 2012-2013 salary scale), and the position includes a full range of benefits. Hiring decisions for this position will be made on the basis of demonstrated teaching ability and fit with departmental needs.

The Faculty of Arts is the oldest and most diverse faculty on campus, and one of the largest research and teaching centers in western Canada (www.arts.ualberta.ca). The Department of Psychology (www.psych.ualberta.ca) offers about 60 different psychology courses, having 1,500 psychology undergraduate majors and over 650 psychology undergraduate minors.

A curriculum vita, three letters of reference, a teaching dossier and evaluations of teaching performance should be sent to:

Dr. Jeff Bisanz, Chair
Department of Psychology
P217 Biological Sciences Building
University of Alberta
Edmonton AB, Canada T6G 2E9
E-mail: psychair@ualberta.ca
Fax: (780) 492-1744

Review of applications will begin on December 1, 2012; however the position will remain open until filled.

University of Victoria (Canada), Department of Psychology: Located in Victoria, British Columbia, close to Vancouver and Seattle, the Department of Psychology at the University of Victoria invites applications for a tenure-track appointment at the assistant professor level in clinical psychology. The successful candidate's areas of specialty will fall within the field of clinical neuropsychology. The position will contribute to our CPA- and APA-accredited graduate program in clinical psychology. The position begins on July 1, 2013. Candidates must have a PhD in clinical psychology from a CPA- or APA-accredited program, must have specialized training in neuropsychology, and must have completed a 12-month CPA- or APA-accredited internship. Applicants should be registered as a psychologist in British Columbia or will be required to apply for provisional registration as soon as possible after they are hired, as registration in BC is a requirement for the position.

We are seeking candidates with the ability to actively contribute to the operation of our clinical psychology graduate program. Candidates must demonstrate a strong research trajectory as evidenced by publications and grant funding appropriate to level of experience. Applicants must also present evidence for potential excellence in teaching at the graduate and undergraduate levels. Candidates must have an interest and

ability to contribute to teaching graduate courses in some of the following areas: functional neuroanatomy, neuroimaging, neuroscience, neuropsychopharmacology, clinical neuropsychology, developmental neuropsychology, neuropsychological assessment, methods in neuropsychology, cognitive rehabilitation, cognitive assessment, general clinical psychology. Duties will include maintaining a successful program of research (as evidenced by publications and external grant support), teaching and student supervision at the graduate and undergraduate levels, clinical supervision, and contributions to the collegiality, reputation, and day-to-day operation of the graduate program in clinical psychology, department, and university.

In addition to excellence in Clinical Neuropsychology, the Department of Psychology offers opportunities for research collaborations with colleagues in the Cognition and Brain Sciences Program (http://web.uvic.ca/psyc/graduate/cognition_brain_sciences.php), the Lifespan Development Program (see <http://web.uvic.ca/psyc/>), the multidisciplinary Neuroscience Program (<http://www.uvic.ca/medsci/neuroscience/>), and the University's psychology-linked, multidisciplinary Centre on Aging (www.coag.uvic.ca), Centre for Youth and Society (www.youth.society.uvic.ca), Centre for Addictions Research of BC (www.carbc.ca), and Centre for Biomedical Research (<http://cbr.uvic.ca>).

Send curriculum vitae (including citizenship status), description of research and teaching experience and plans, copies of relevant scholarly publications, available evidence of teaching effectiveness, and three letters of reference to:

Chair, Clinical Psychology (Clinical Neuropsychology)
Search Committee
Department of Psychology
University of Victoria
P.O. Box 3050 STN CSC
Victoria, BC, Canada, V8W 3P5

Application review will begin on November 1, 2012, and continue until the position is filled.

McGill University (Canada), Department of Psychology:

The Department of Psychology at McGill University invites applications for a tenure-track position at the assistant professor level in quantitative psychology. The position may be in any area of quantitative psychology. Applicants are expected to have a doctorate in psychology, statistics, or a closely related field at the time of appointment. Applicants should present evidence of research productivity and the potential to obtain external funding. All applicants are expected to have an aptitude for undergraduate and graduate teaching.

This job will start in September 2013.

Review of applications will begin October 31, 2012, and continue until suitable candidates have been identified. Candi-

dates should submit a curriculum vitae, a description of research interests, a description of teaching interests, experience and philosophy, and some selected reprints/preprints of publications. They should also arrange for three confidential letters of recommendation to be sent to:

Chair, Quantitative Psychology Search Committee
Department of Psychology
McGill University
1205 Dr. Penfield Avenue
Montreal, Quebec, Canada H3A 1B1

University of British Columbia (Canada), Department of Psychology: The Department of Psychology at the University of British Columbia – Vancouver campus

(www.psych.ubc.ca) invites applications for a tenure-track position in cognition (assistant professor), which will begin July 1, 2013. Candidates must have a PhD before commencing the position.

We are seeking individuals with strong research records appropriate to a research-oriented doctoral program. We are looking for the strongest cognitive candidate, regardless of research specialization and primary methodology for investigation. We welcome application from candidates whose work focuses on human thought, judgment and decision making, emotion, and/or memory as well as those whose research methods include brain imaging techniques and/or computational modeling.

Applicants should have research interests that complement existing strengths in the department (www.psych.ubc.ca/faculty/index.psy). The successful candidate will be expected to maintain a program of effective teaching, departmental service, graduate and undergraduate research supervision, and scholarly research that leads to publication.

The starting salary for the position will be commensurate with qualifications and experience. This position is subject to final budgetary approval. Applicants should upload a single PDF file (containing a cover letter, curriculum vitae, research statement, teaching statement, evidence of teaching effectiveness, and three publications) to <https://websec1.psych.ubc.ca/internal/faculty/jobappl> and complete the brief form found on that webpage. Next, applicants should arrange to have at least three confidential letters of recommendation submitted online (details provided at the above webpage).

University of Toronto - Scarborough (Canada), Department of Psychology: The Department of Psychology at the University of Toronto Scarborough invites applications for two tenure-stream appointments in the fields of: computational neuroscience and developmental neuroscience. The appointments will be at the rank of assistant professor and will begin on July 1, 2013. We are also searching for a full-time teaching stream appointment in the field of clinical psychology at the rank of lecturer, to begin July 1, 2013.

All qualified candidates are invited to apply by clicking on the University of Toronto Faculty Careers Page at <http://www.jobs.utoronto.ca/faculty.htm> and submit your application online. Pay attention to individual closing dates.

For more information about the Department of Psychology, University of Toronto Scarborough visit our home page: <http://www.utsc.utoronto.ca/~psych/>

University of Ontario Institute of Technology (Canada), Faculty of Social Science and Humanities: The Faculty of Social Science and Humanities is accepting applications for at least one tenure-track position at the rank of assistant professor in the field of forensic psychology. The starting date for the position is July 1, 2013. Candidates must have a PhD in psychology and have an active research agenda or the promise of an active research agenda in any area relevant to forensic psychology. This position is pending budgetary approval.

The Faculty of Social Science and Humanities recently started a bachelors degree program in forensic psychology to complement its bachelors degree programs in criminology, legal studies, public policy, and community development, and its master's degree program in criminology. The forensic psychology faculty members have state-of-the-art research labs, are externally funded, are strong in research, teaching, university and professional service, and supervise undergraduate and graduate students.

Review of applications will begin on November 1, 2012, and will continue until the position is filled. Only those who have or will have a completed PhD by July 1, 2013, are eligible to apply. Send electronically a formal letter of application, curriculum vitae, a statement of teaching interests/experience, an outline of your present and future research agendas, and three letters of recommendation to careers@uoit.ca.

Vancouver Island Health Authority (Canada), Neuropsychologist: Due to a retirement, we are looking to fill this full-time position. Working as part of an interdisciplinary team, you will provide psychological and neuropsychological assessments for the purposes of diagnosis and treatment across a broad range of adult and older clients with a broad range of referring questions (psychiatric and neurological diagnosis, dementia, brain injury management, treatment recommendations, and capacity and placement decisions).

As a member of the Health Science professionals, we offer you an exceptional employer-paid benefits package including dental and prescription coverage, group life, long term disability and extensive extended health plan.

In addition to your PhD in clinical psychology, you have specific training in neuropsychological assessment. Specific expertise and experience in neurological conditions and psychological assessment with severely mentally ill or behavior

disordered patients is essential. You are well organized and can plan your workload and establish priorities. Your background demonstrates your sound judgment, decision-making, and problem solving skills. You work effectively as part of an interdisciplinary team and have a strong knowledge of community dynamics, agencies, and resources.

Additional requirements include:

- registration with (or eligibility) the College of Psychologists of British Columbia
- recent related experience working with adult clientele in mental health and addictions facility or related field, (ideally 5 years experience, but an equivalent combination of education and experience may be considered)
- valid BC Driver's license

To learn more, visit our website: <http://www.viha.ca/careers>

Hong Kong University of Science and Technology (China), Division of Social Sciences: The Division of Social Science currently houses 28 faculty members with specialization across six disciplines: economics, geography, political science, psychology, science, technology and society, and sociology. One unique feature of our Division is its strong China research focus, in which an overwhelming majority of our existing faculty members are engaged.

The Division of Social Science of the Hong Kong University of Science and Technology invites applications for a tenure-track faculty position in psychology, broadly defined. Preference will be given to candidates whose work pertains to education and shares boundaries with other social science disciplines. Appointment will be made at the rank of assistant professor or associate professor, with an initial 3-year contract starting from Fall 2013.

The successful candidate must have a PhD degree at the time of appointment (July 2013). Salary is highly competitive and will be commensurate with qualifications and experience. Fringe benefits, including annual leave as well as medical and dental benefits, will be provided. A gratuity will be payable upon successful completion of contract. Housing benefits will also be provided where applicable.

Interested applicants should send a letter of application with a statement of teaching and research interests, curriculum vitae, teaching/TA evaluations (if applicable), three samples of published work and three reference letters to:

Search Committee Chair
Division of Social Science
HKUST

Clear Water Bay

Hong Kong

or by E-mail to sosearch@ust.hk on or before January 31, 2013.

International Employment Opportunities

Blurton Family Development Center (China), Head of Assessments:

Reports to - clinical director

Salary - commensurate with experience

Education - PhD in educational, developmental, or clinical psychology (child focus); professional licensure in psychology and further qualifications in education are desirable

General responsibilities

- To oversee and coordinate the Center's assessment team
- To oversee the quality of the assessment process
- To oversee the quality of diagnosis and reporting process
- Liaison with school professionals to direct and improve reporting and communication

Specific duties

- Perform intake pre-assessments with parents
- Administer psychometric testing
- Supervise scoring of psychometric testing
- Conduct assessment team meetings to discuss diagnosis
- Coordinate with Speech and Language Department on relevant cases
- Proof final report from other team members
- Write and proof report for final revision by clinical director
- Perform post-assessment debrief sessions explaining the report to child and parents
- Occasionally asked to speak publicly on topics of expertise

Qualifications for appointment

- Exceptional writing skills
- Detail-oriented
- Strong oral communication skills
- At least 5 years working in educational or clinical settings, with experience in both

Applicants should submit their vitae for consideration by the selection committee. Short-listed candidates will be asked to participate in a series of Skype interviews or, if from Hong Kong, an interview at the Center's headquarters in Kennedy Town. For more information, contact the Operations Manager at dblurton@blurton-fdc.com.

American University in Cairo (Egypt), Departments of Psychology and Biology: 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. Among the premier universities in the region,

AUC is Middle States accredited. AUC is an English-medium institution; 85% of the students are Egyptian and the rest include students from nearly 90 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.

The Psychology Program, Department of Sociology, Anthropology, Psychology, and Egyptology in the School of Humanities and Social Sciences, and the Biology Department in the School of Sciences and Engineering at the American University in Cairo are seeking applications for a 1-year joint-department assistant/associate professor to begin fall 2013. This applicant will be heavily involved in interdisciplinary collaboration between the Psychology and Biology departments. The Departments are looking for excellent candidates in the fields of neurobiology, neuropsychology and/or neuroinformatics. Candidates should have a strong record of successful relevant research. Candidates with graduate and undergraduate university-level teaching experience are encouraged to apply. Candidates should be willing and able to contribute to the ongoing development of both programs. Successful candidates will be able to teach a variety of undergraduate and graduate courses including statistics, research methods, and biopsychology, as well as participate in advising and supervising master's degree theses.

A completed PhD and university level teaching experience are required. Successful candidates should have an ongoing program of research and a demonstrated commitment to excellence in teaching. Responsibilities include graduate and undergraduate teaching and service to the departments and the University.

The application review process will begin immediately. The joint position will remain open until filled. All applicants must submit the following documents online:

- current curriculum vitae
- a letter of interest
- a statement of teaching philosophy
- a completed AUC Personal Information Form (PIF)
- a copy of recently published articles or manuscripts in progress
- a complete list of AUC undergraduate and graduate psychology courses you are qualified to teach typed in a Word document; course list is available at [http://catalog.aucegypt.edu/content.php?filter\[27\]=PSYC&filter\[29\]=&filter\[course_type\]=1&filter\[keyword\]=&filter\[32\]=1&cpage=1&cur_cat_oid=15&expand=&catoid=15&navoid=476&search_database=Filter&filter\[exact_match\]=1](http://catalog.aucegypt.edu/content.php?filter[27]=PSYC&filter[29]=&filter[course_type]=1&filter[keyword]=&filter[32]=1&cpage=1&cur_cat_oid=15&expand=&catoid=15&navoid=476&search_database=Filter&filter[exact_match]=1)

International Employment Opportunities

- a complete list of AUC biology courses you are qualified to teach typed in a Word document; course list is available at [http://catalog.aucegypt.edu/content.php?filter\[27\]=BIOL&filter\[29\]=&filter\[course_type\]=1&filter\[keyword\]=&filter\[32\]=1&cpage=1&cur_cat_oid=15&expand=&catoid=15&navoid=476&search_database=Filter&filter\[exact_match\]=1](http://catalog.aucegypt.edu/content.php?filter[27]=BIOL&filter[29]=&filter[course_type]=1&filter[keyword]=&filter[32]=1&cpage=1&cur_cat_oid=15&expand=&catoid=15&navoid=476&search_database=Filter&filter[exact_match]=1)
- ask at least three referees familiar with your professional background to send reference letters directly to hussref@aucegypt.edu

American University of Paris (France), Department of Psychology: The American University of Paris invites applications for a full-time position in the Department of Psychology at the rank of assistant professor. Candidates should be generalists in psychology who have expertise in one or more of the following areas: social interactions, memory, cultural psychology, group dynamics, narrative, qualitative or mixed methods research.

Psychology is a small but growing department with plans for expansion over the coming years. Currently, the department has three full-time and two part-time faculty members with strengths in social, clinical, psychoanalytic, cultural, and narrative psychology. The department has 40 undergraduate majors (<http://www.aup.edu/main/academics/departments/psychology/index.htm>).

PhD in psychology, human development, or a related discipline by time of appointment (August 1, 2013). ABD candidates may be considered. Proven capacity for research and engaged teaching. Teaching experience within a liberal arts context or familiarity with liberal arts education is desirable. Strong interdisciplinary interest in the social sciences and/or an applied discipline is an asset. Ability in several languages is a strong plus. European Union citizenship or legal right to work in France is not necessary at the time of application. If the successful applicant for the position is a citizen of some other country, The American University of Paris will apply for a visa to allow the person to live and work in France, but cannot obtain immigrant visas for spouses and dependents.

The teaching load is six courses per year. Candidates will be responsible for teaching a range of courses in psychology at the undergraduate level, from introductory core to advanced courses. Ability to teach research methods (quantitative and/or qualitative) courses a plus. Possibility of teaching advanced courses in the candidate's research area. Commitment to scholarship, excellence in teaching, curricular development and innovation, student advising, and university service required. We seek engaged scholars and have high expectations of teaching and scholarly research for promotion. AUP follows an American model of academic promotion (assistant, associate, and professor).

Salary and benefits competitive on the French market.

Please submit a single PDF dossier including: curriculum vitae, cover letter, statement of pedagogical philosophy with evidence of teaching effectiveness, statement of research interests, and writing samples of recent scholarship to pysearch@aup.edu.

Three letters of reference should be sent electronically to pysearch@aup.edu or, if preferred, by mail to:
Chair, Psychology Search Committee
Office of the Dean
The American University of Paris
31, Avenue Bosquet
75007 Paris France

Applications MUST be sent electronically in PDF format.

Review of applications will begin December 15, 2012, and continue until the position is filled.

Sterling Medical Corporation (Japan), Child Clinical Psychologist: Clinical child psychologist needed in Japan working with US military families / special needs children.

Benefits

- Excellent compensation package
- Four weeks paid time-off plus 10 federal holidays annually
- Medical, dental, vision, and life
- 401K
- Round-trip airfare provided
- Lodging, furnishing, and auto/vehicle allowance provided
- Relocation expenses provided

Requirements

- PhD in clinical psychology
- Updated and current license in any of the 50 United States
- Minimum of 2 years child psychology experience accrued within past 5 years

American University of Beirut (Lebanon), Department of Psychology: The Department of Psychology at the American University of Beirut invites applications for a full time faculty position in adult or child clinical psychology, with commitment to the scientist-practitioner model. As such, we invite applicants in either of these two areas of specialization. The position is to begin September 1, 2013, and requires a PhD by the time of appointment.

To apply send cover letter, curriculum vitae and arrange for three letters of reference. Electronic submissions are preferred and may be sent to: as_dean@aub.edu.lb.

For full consideration, all application materials and letters of

reference should be submitted by January 15, 2013.

For more information visit our website at <http://www.aub.edu.lb/fas>

University of Auckland (New Zealand), School of Psychology: The School of Psychology is one of the largest in New Zealand, with over 1,000 equivalent full-time students, 40 permanent academic staff, and 11 administrative and technical support staff. It offers bachelors, honors, master's, and doctoral degrees in psychology, and specialized postgraduate qualifications in clinical and applied psychology. Our website can be viewed at <http://www.psych.auckland.ac.nz/>

We are inviting applications for a lectureship / senior lectureship in clinical psychology. Applicants should have a doctoral degree in clinical psychology, demonstrated ability as a practitioner in clinical psychology, and be eligible for registration within the clinical psychology scope of practice with the New Zealand Psychologists Board. They should have a proven record of research, the ability to supervise postgraduate student research, and the ability to teach in core areas of clinical psychology at both undergraduate and postgraduate levels, including the capacity to teach students from a variety of cultural backgrounds.

The clinical psychology program is situated at the Tamaki Campus and includes a psychology clinic that is available for teaching and research. Research groups are active in areas of child and adult mental health, Maori mental health, clinical neuropsychology, and forensic psychology.

The successful applicant should expect to contribute to the School's teaching in clinical psychology, to develop an independent research program within the general area of clinical psychology, to carry a full graduate supervision load, and to contribute to service roles within the School and Faculty to a level commensurate with the seniority of the position. S/he should ideally be able to commence duties in February 2013.

Enquiries of an academic nature should be addressed to the Head of School of Psychology, Douglas Elliffe (d.elliffe@auckland.ac.nz).

Applications close January 7, 2013.

For further information go to www.opportunities.auckland.ac.nz

University of Auckland (New Zealand), Department of Sport and Exercise Psychology: The Department of Sport and Exercise Science at the University of Auckland invites outstanding scholars to apply for a full-time, permanent position leading the development of research and teaching in exercise and sport psychology.

We are New Zealand's leading academic program in sport

and exercise science. Our teaching and research programs encompass the areas of exercise physiology, exercise and sport psychology, biomechanics and movement, neuroscience related to human movement, exercise, physical activity and health, and sport and rehabilitation. The Department offers BSc, BSc (Hons), PGDipSci, taught MSc, MSc, and PhD programs in sport and exercise science and clinical exercise physiology. The Department of Sport and Exercise Science is committed to developing highly competent graduates interested in working in movement science, sport, exercise, nutrition, health, and rehabilitation. Our undergraduate enrolment consists of approximately 200 students. Our successful postgraduate program attracts excellent students and will expand with a new taught master's degree in clinical exercise physiology commencing in 2013. The Department opened its new research and teaching laboratories in May 2012 as part of the Health Innovation and University of Auckland Clinics complex adjacent to the School of Population Health.

Essential qualifications include a PhD in an appropriate discipline, a track record of scholarly publications and success in acquiring research funding, and demonstrated excellence in teaching. Experience and interest in clinical applications of exercise psychology will be a distinct advantage. You will be able to work with academic staff and clinical exercise practitioners in developing and delivering the new (2013) postgraduate diploma and teach master's qualifications in clinical exercise physiology. You will be skilled and practiced in research informed undergraduate and postgraduate teaching in exercise psychology and sport psychology. Success, at least in co-supervision of postgraduate research students will be an important attribute of your academic profile. Demonstrated interest and success in collaboration through teaching and research within and beyond the Department is expected. Professional clinical accreditation in hand or capability to achieve accreditation is important.

The successful candidate will be expected to coordinate and lead the teaching of courses in their specialist area at undergraduate and postgraduate levels. You will be expected to contribute to departmental committees and support the service functions of the department and faculty. An appointment at senior lecturer will be considered for an applicant with an established track record that includes leadership and independence in research, teaching and postgraduate supervision (PhD, master's), and professional clinical experience in exercise psychology.

For further information contact:
Associate Professor Greg Anson, Head
Department of Sport and Exercise Science
Tel: +64 9 373 7599, ext. 86887
E-mail: g.anson@auckland.ac.nz

View our website <http://www.ses.auckland.ac.nz/> for further information about the Department.

Applications close February 1, 2013.

Align Recruitment (New Zealand), Clinical Psychologists:

We are recruiting 10 mid- to senior-level clinical psychologists from the US, Canada, and other parts of the world to come to New Zealand to live and work for a minimum of 2 years. Give us a call on 1-800-511-6976 or e-mail us at info@alignrecruitment.com to learn more about the kinds of positions that we are recruiting for in New Zealand. Look us up in the Employers Section of the APA convention in Honolulu this July 31 – August 4, 2013, for a face-to-face meeting with an Align representative. Call Larry Beck, Director of Christchurch, New Zealand based Align International Recruitment, on his US/Canada toll-free phone number, 1-800-511-6976, or e-mail him at larry@alignrecruitment.com to learn how to become a NZ registered psychologist and the positions he's recruiting for.

National Research University (Russia), Faculty of Psychology:

The National Research University Higher School of Economics (HSE) in Moscow invites applications for tenure-track positions in its Faculty of Psychology. We welcome candidates with excellent backgrounds in all sub-fields, with some preference to candidates with strong backgrounds in either of two subfields in cognitive psychology, namely:

- Psychology of thinking and problem solving and related topics

or

- Visual attention and related topics.

Priority will be given to those candidates with a proven ability to conduct high-level research as well as experience of teaching advanced courses for graduate students, although it is expected that candidates would be qualified to teach the mandatory theoretical courses if needed. Experience in independently designing and conducting experiments is obligatory.

The HSE is a major Russian university aspiring to enhance its profile as an internationally recognized research university. The HSE is the only Russian university in the social sciences to receive the status of a "National Research University" by the Russian federal government in 2009. The candidate would be expected to publish in reputable peer-reviewed journals with research support provided by the university's Centre for Advanced Studies and the Laboratory for Cognitive Research at the Psychology Faculty.

A working knowledge of Russian would be an asset, although teaching would be in English. The tenure-track appointments will start in September 2013, for 3 years in the first instance. Successful candidates are required to hold a PhD degree in cognitive psychology or adjacent fields by the time of the commencement of the appointment. The degree should be from a program with a strong research orientation.

University teaching experience is important. A serious com-

mitment to research and university teaching in Russia is essential. The teaching load is negotiable but will not exceed two classes (80 minutes each) per week. The salary range in the 2013-2014 academic year would be 1.4 - 1.8 million Russian rubles annually (approximately \$45-58K per year at the current exchange rate) depending on experience and qualifications. Russian income tax is a flat 13%. An exceptionally promising candidate could be considered for a higher salary and position. The HSE salaries are indexed to inflation. In addition to travel support and other benefits, research grants are also available.

Refer to <http://www.hse.ru/en/> for HSE, <http://psy.hse.ru/en/> for the Faculty of Psychology, and <http://www.hse.ru/en/org/hse/cas/> for the Centre for Advanced Studies.

Interested applicants should submit curriculum vitae, a recent research paper, a statement of research interest, and at least two letters of reference forwarded directly. The submission of applications by e-mail to:

Professor Martin Gilman, Director
Centre for Advanced Studies (cas@hse.ru)

Materials should be received no later than January 15, 2013.

Nanyang Technological University (Singapore), School of Humanities and Social Sciences:

The School of Humanities and Social Sciences at Nanyang Technological University, Singapore, invites qualified academics who possess PhDs in psychology, or in a closely related discipline, to apply for a faculty position as an assistant professor. An emphasis on intervention research as it relates to health psychology and specialization in geriatrics, behavioral genetics, or rehabilitation are preferred. Further information about the Division can be obtained from the following website: <http://psychology.hss.ntu.edu.sg/Pages/Home.aspx>

Applicants 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. Applicants in clinical psychology should be eligible for registration as clinical psychologists in Singapore. The candidate is expected to have successfully completed the requirements for the PhD degree, and will be required to show evidence of potential for high-quality research. Relevant post-doctoral experience will be a significant advantage.

Salary will be competitive and will commensurate with qualifications and experience. The University offers a comprehensive fringe benefit package.

To apply, refer to the Guidelines for Submitting an Application for Faculty Appointment, and e-mail your application package (consisting of cover letter, curriculum vitae, personal particulars form, teaching and research statement, three se-

International Employment Opportunities

lected 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
Nanyang Technological University
14 Nanyang Drive
Singapore 637332

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

U.S. Army Medicine Civilian Corps (South Korea), Clinical

Psychologist: You will serve as clinical psychologist and make mental health diagnoses as appropriate in accordance with DSM-IV-TR criteria or other more current accepted standards. You will provide individual and group therapy using various modalities as clinically indicated to include brief problem-focused psychotherapy, cognitive-behavioral therapy, and client-centered therapy. You will assess acute mental health conditions in beneficiaries who present with such issues. You will maintain appropriate documentation of patient care. You will assess and provide crisis intervention for individuals and families. You will screen and interview patients, perform bio-psychological social evaluations using expert knowledge of general and specific concepts, principles, procedures, and practices relating to psychological counseling. You will select, approve, and document treatment priorities through a treatment plan. You will evaluate overall effectiveness of therapeutic effort and institute changes to increase effectiveness of therapeutic efforts.

The Civilian Corps is part of the U.S. Army Medical Department and provides health care at more than 70 medical communities worldwide. Civilian employees receive competitive salaries with outstanding benefits. Foreign assignments provide opportunities to travel and experience new cultures. Civilian employees are not subject to military requirements such as “boot camp” or deployments. Visit www.civilianmedicaljobs.com to learn more and apply today.

Bilkent University (Turkey), Department of Psychology: The Department of Psychology at Bilkent University is a rapidly growing team of international academics and the University is committed to expanding the Department. Thus, we have a number of openings and are seeking outstanding scholars to fill those positions. Faculty positions are available in all areas of psychology, such as subdivisions of cognitive psychology (learning, memory, perception, language), neuroscience and psychophysiology, developmental, social, health and clinical, industrial/organizational psychology, personality and individual differences, and other areas. In addition to producing high-quality research, Bilkent University is committed to excellence in teaching and mentoring undergraduate students. Bilkent University, located in Ankara, is one of the leading

private research institutions in Turkey and the language of teaching is English.

Faculty positions in the department have a teaching requirement of two courses per semester. Faculty members will also contribute to the supervision of senior thesis projects by final year undergraduate students. In addition to teaching responsibilities, faculty members are expected to develop individual research programs.

Applicants should have a PhD. or equivalent degree, preferably in psychology while qualifications in other disciplines will be considered if supported by experience in psychological research and teaching. Publications appearing in high-impact ISI-indexed journals are a major criterion. Similarly, a demonstrated ability to bring in research funding will be an advantage.

The appointment for a faculty member position in the Psychology Department is a 12-month position, and rank and salary are commensurate with qualifications and experience. Appointments are expected to begin as early as September 2013. Bilkent University faculty are offered rent-free housing and various other benefits including private health insurance. Inquiries should be directed to Michelle Adams, Acting Department Chair, at michelle@bilkent.edu.tr or Tel: +90 312 290 3415.

Applications should include a letter of interest describing qualifications, current curriculum vitae, research and teaching statements, and the names of three references. Application materials should be sent electronically to psy@bilkent.edu.tr.

Review of applications will begin immediately and continue until the positions are 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/>).

Bahcesehir University (Turkey), Department of Psychology: Bahcesehir University in Istanbul, Turkey is seeking to fill up faculty positions in the Department of Psychology. Faculty positions are available in all areas of psychology, such as developmental, social, cognitive (including, learning, memory, perception, language neuroscience and psychophysiology), health and clinical, forensic, personality and individual differences, and other areas. Applicants should have at least a PhD, preferably in psychology while qualifications in other disciplines will be considered if supported by experience in psychological research and teaching. Located at the hearth of Istanbul, Bahcesehir is a leading university with an emphasis on international collaborations. We are looking for dynamic scholars who can help build a strong research capacity in different area of psychology and also play an integral part in our international projects.

Send a cover letter, curriculum vitae, description of research and teaching interests, and the names of three references to:
E-mail: metehan.irak@bahcesehir.edu.tr.

For more information about the university check <http://www.bahcesehir.edu.tr/index/index>

Sabancı University (Turkey), Faculty of Arts and Sciences: The Faculty of Arts and Social Sciences, Sabancı University, invites applications and/or nominations for a faculty position in psychology. The position is open as of August 31, 2013, to mid-career candidates as well as candidates who have recently completed their PhD or are near completion (professor, associate professor, and/or assistant professor).

We seek a scholar with a specialization in all areas of social and cognitive psychology, such as judgment and decision-making, self and identity, emotion, automaticity, morality, memory, learning, and encompassing various approaches, including cross-cultural, neuroscientific, and developmental. The successful candidate must have a strong record and potential for top quality scholarly publication, should be able to maintain strong international connections, as well as an interest in program building.

Sabancı University is a private, department-free, innovative academic institution. It is strongly committed to interdisciplinary research and teaching both at the undergraduate and graduate levels. To meet this challenge, the Faculty of Arts and Social Sciences is organized around multi-disciplinary degree programs, and offers a honors minor degree program in psychology. Faculty members are provided with excellent support, including health insurance, housing facilities on its modern campus, or a housing stipend.

Applicants are asked to complete an online application form through the University website. Additionally, curriculum vitae, a clear statement of current and planned research and teaching activities, and at least three letters of reference should be sent via e-mail to:

Mehmet Bac, Dean

Faculty of Arts and Social Sciences

E-mail: bac@sabanciuniv.edu

Cc: Inci Ceydeli, Faculty Administrative Manager

E-mail: inci@sabanciuniv.edu

Bilkent University (Turkey), Faculty of Economics, Administrative and Social Sciences: The Faculty of Economics, Administrative 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 PhD 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 Önkal

Dean of the Faculty of Economics, Administrative and Social Sciences

E-mail: 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

E-mail: 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/>).

New York University (United Arab Emirates), Peace Studies: New York University (NYU) Abu Dhabi is inviting applications from distinguished scholars to serve as director of its new Peace Studies Program. Applicants should have a strong record of scholarly and administrative leadership in the study of peace. Peace Studies at NYU Abu Dhabi is a multidisciplinary enterprise for teaching and research. Applicants are encouraged to apply from a wide variety of fields, but scholars from the fields of political science, psychology, economics, and history are particularly encouraged to apply.

Duties of the director include teaching, curriculum development, management of the center's research resources, leading the search for and hiring of additional faculty, and organizing visits from distinguished peace scholars from around the world. These areas of research will complement strong, existing programs developed by local NYU Abu Dhabi faculty and faculty from NYU in New York.

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.

The terms of employment are very competitive, and include housing as well as 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, 2013, but candidates may elect to start as late as September 1, 2014.

Selection will begin January 15, 2013; applications received after this date are not guaranteed consideration, but may be reviewed until the positions are filled. We will consider senior candidates on a rolling basis. Candidates should submit a curriculum vitae, statements of research and teaching interests (not to exceed three pages each), and no more than three representative publications.

If you have any questions, e-mail nyuad.socialscience@nyu.edu.

New York University (United Arab Emirates), Department of Psychology: New York University Abu Dhabi invites applications for faculty positions as professors of practice in psychology. These positions place a strong emphasis on excellence in undergraduate teaching, and are open to applicants at the rank of assistant, associate, or full professor. We seek outstanding teachers in cognition, perception, developmental, and/or social psychology. Applicants who also have research accomplishments and experience in guiding undergraduate

research projects are encouraged to apply.

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.

The terms of employment are highly 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. Appointments can begin as soon as September 1, 2013, but candidates may elect to start as late as September 1, 2014.

Applications are due by January 15, 2013; however, applications received later will be reviewed until the positions are filled. Candidates should submit curriculum vitae, statements of teaching and research interests (not to exceed three pages each), no more than three representative publications and three letters of reference in PDF format to be considered. If you have any questions, e-mail nyuad.science@nyu.edu.

New York University (United Arab Emirates), Department of Psychology: New York University is currently inviting applications for faculty positions in psychology, with research areas that fit within the core departmental foci of cognition, perception, developmental, and/or social psychology. We encourage applications from senior-level candidates, although applications will be considered for all levels of appointment (assistant, associate, or full professor).

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.

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Applications are due by January 15, 2013; however, applications received later will be reviewed until the positions are

International Employment Opportunities

filled. Candidates should submit a curriculum vitae, statements of teaching and research interests (not to exceed three pages each), no more than three representative publications and three letters of reference in PDF format to be considered.

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.science@nyu.edu.

New York University (United Arab Emirates), Department of Psychology: New York University has established a campus in Abu Dhabi, United Arab Emirates and invites applications for faculty positions at any level (assistant, associate or full professor), with tenure or on tenure track. We are seeking candidates with a strong program of research in developmental psychology who are also committed to excellence in teaching and mentoring.

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 third 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, Sciences, and Engineering.

The terms of employment are highly 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. Appointments can begin as soon as September 1, 2013, but candidates may elect to start as late as September 1, 2014.

Applications are due by January 15, 2013; however, applications received later will be reviewed until the positions are filled. Candidates should submit a curriculum vitae, statements of teaching and research interests (not to exceed three pages each), and no more than three representative publications and three letters of reference in PDF format to be considered. Please visit our website at <http://nyuad.nyu.edu/human.resources/open.positions.html> for instructions and other information on how to apply. If you have any questions, e-mail nyuad.science@nyu.edu.

New York University (United Arab Emirates), Health and Wellness Center: New York University Abu Dhabi seeks to appoint an associate director of counseling for the Health and Wellness Center. The position provides clinical assessment, psychotherapy, group therapy, and crisis intervention and management to the NYU Abu Dhabi student community in accordance with established medical standards and ethics.

Interested candidates should send their applications to: careers.nyuad@nyu.edu.

University of Edinburgh (United Kingdom), School of Psychology, Philosophy and Language Sciences: The University of Edinburgh seeks to appoint an open-ended, full-time lecturer in developmental psychology within the School of Philosophy, Psychology and Language Sciences. The successful candidate will conduct research in developmental psychology, preferably with a focus on the development of cognition. He/she will offer undergraduate courses in developmental psychology and related areas, and will contribute teaching to relevant master's programs within the School.

The successful candidate will be expected to supervise and recruit PhD students working in his/her area of research. The successful candidate will also be expected to build external collaborations and to demonstrate potential for attracting external grant funding. He/she will engage in research of international excellence, and will contribute to the development of psychology as a centre of international excellence within the School. The successful candidate will have normal teaching and administrative duties.

Closing date: January 4, 2013

For further details or browse more jobs at our website www.ed.ac.uk/jobs

University of Warwick (United Kingdom), Department of Psychology: We invite applications for three new posts in behavioral science as part of a substantial new investment in the Department of Psychology. This investment includes a total of eight new posts at the assistant professor level in different areas of existing and emerging research strength within the Department. The Department of Psychology is a highly research-active department that ranked in the top ten departments in the country for research output quality in the last UK Research Assessment Exercise.

We wish to appoint scholars with outstanding research records to complement and enhance our research profile. You will undertake research, teaching, administration, and other activities that develop and enhance the reputation of the Department of Psychology, both internal and external to the University. Research activity in the Department is organized around three areas of research strength: behavioral science, lifespan health and wellbeing, and language and learning. Specific expertise is sought to consolidate and extend these

International Employment Opportunities

areas. The behavioral science group currently has eight academic staff members. The group has strong links with the Department of Economics and Warwick Business School. Outstanding early career researchers with expertise in any area of behavioral science at the interface between economics and psychology are welcome, but we particularly encourage applicants with expertise in neuroscience-level modeling of decision-making and choice, social networks, and in memory and behavioral science.

The start date for these posts will be by agreement; however, the start date must be before October 1, 2013. Salary: £37,012 - £44,166 pa.

For more information on the Department of Psychology at Warwick, our research groups, and further details of the available posts, visit our website at <http://www2.warwick.ac.uk/fac/sci/psych/vacancies>

Send general inquiries to:
Professor James Tresilian
Head of Department
E-mail: j.r.tresilian@warwick.ac.uk

Send specific inquiries to:
Professor Gordon Brown
E-mail: g.d.a.brown@warwick.ac.uk

Closing date: January 11, 2013

To apply go to www.warwick.ac.uk/jobs

University of Warwick (United Kingdom), Department of Psychology: We invite applications for three new posts (two assistant professor, one full professor) in the psychology of health and wellbeing (broadly construed) as part of a substantial new investment in the Department of Psychology. This investment includes a total of eight new posts in different areas of existing and emerging research strength within the Department. The Department of Psychology is a highly research-active department that ranked in the top ten departments in the country for research output quality in the last UK Research Assessment Exercise.

We wish to appoint scholars with outstanding research records to complement and enhance our research profile. You will undertake research, teaching, administration, and other activities that develop and enhance the reputation of the Department of Psychology, both internal and external to the University. Research activity in the Department is organized around three areas of research strength: behavioral science, lifespan health and wellbeing and language and learning. Specific expertise is sought to consolidate and extend these areas.

The lifespan health and wellbeing group currently has eight academic staff members and has strong links with Warwick

Medical School. Outstanding early career researchers are sought for the two assistant professor positions in the areas of longitudinal data analysis and lifespan genetic psychology and biomarkers. For the professorial position you will be an established researcher of high international standing in the psychology of cognitive neuroscience of aging and/or age-related neurological disorders, and have a strong track record of funded research.

The start date for these posts will be by agreement; however, the start date must be before October 1, 2013. Salary: £37,012 - £44,166 pa or negotiable.

For more information on the Department of Psychology at Warwick, our research groups, and further details of the available posts, visit our website at <http://www2.warwick.ac.uk/fac/sci/psych/vacancies>

Send general inquiries to:
Professor James Tresilian
Head of Department
E-mail: j.r.tresilian@warwick.ac.uk

Send specific inquiries to:
Professor Dieter Wolke
E-mail: d.wolke@warwick.ac.uk

Closing date: January 11, 2013

Interview date: January 2013

To apply go to www.warwick.ac.uk/jobs

University of Warwick (United Kingdom), Department of Psychology: We invite applications for two new posts in the psychology (assistant professor and full professor) of language as part of a substantial new investment in the Department of Psychology. This investment includes a total of eight new posts in different areas of existing and emerging research strength within the Department. The Department of Psychology is a highly research-active department that ranked in the top ten departments in the country for research output quality in the last UK Research Assessment Exercise.

We wish to appoint scholars with outstanding research records to complement and enhance our research profile. You will undertake research, teaching, administration, and other activities that develop and enhance the reputation of the Department of Psychology, both internal and external to the University. Research activity in the Department is organized around three areas of research strength: behavioral science, lifespan health and wellbeing, and language and learning. Specific expertise is sought to consolidate and extend these areas.

The language and learning group currently has four academic staff members and has strong links with the Warwick Institute

International Employment Opportunities

of Education. Outstanding early career researchers with expertise in the psychology of language are sought for the assistant professor position. For the professorial position you will be an established researcher of high international standing in the psychology of language (broadly conceived), and have a strong track record of funded research.

The start date for these posts will be by agreement; however, the start date must be before October 1, 2013. Salary: £37,012 - £44,166 pa or negotiable.

For more information on the Department of Psychology at Warwick, our research groups, and further details of the available posts, visit our website at <http://www2.warwick.ac.uk/fac/sci/psych/vacancies>

Send general inquiries to:
Professor James Tresilian
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E-mail: j.r.tresilian@warwick.ac.uk

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Closing date: January 11, 2013

To apply go to www.warwick.ac.uk/jobs



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