



# INTERNATIONAL PSYCHOLOGY BULLETIN

Volume 13 No. 3 Summer/Fall 2009



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**Submission Guidelines for  
Research Articles  
*International Psychology Bulletin***

**Research article submissions:** The IPB publishes peer-reviewed research articles that deal with issues related to international psychology. The review process takes approximately two months. The manuscripts can be up to 1500 words and should be submitted to Dr. Senel Poyrazli at poyrazli@psu.edu. The manuscript must be written in APA style described in the Publication Manual of the American Psychological Association.

Specifically, please pay attention to the following:

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

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

### The New Journal

Lynn Collins, Ph.D.  
President, Division 52



As we head into the Fall, there are many upcoming division events on the horizon. First of all, the division is moving forward with the new journal. In addition, as the division begins to develop a stronger network of international psychologists across the country, the hospitality suite offers the opportunity for psychologists from around the country who travel to the convention an accessible way

to meet members of the board and to learn more about how they can become more involved in the division. The division has begun to develop regional groups of international psychologists who will support international interaction, scholarship, and education in each region as well as collaborate with the regional psychological associations to sponsor international sessions at their conventions. Both Western Psychological Association and Eastern Psychological Associations have generously supported this effort, and currently include international tracks in their programming. If you are interested in taking the initiative to help establish such regional groups, please email me ([collins@lasalle.edu](mailto:collins@lasalle.edu)) and I will help put you in touch with those involved.

The Division is moving forward with the journal. Meetings are underway to choose an editor and an editorial board and lay out the details of what the journal will publish. The working title of the journal is *International Perspectives in Psychology: Research, Practice, & Consultation*. The division has developed a draft of the editorial scope statement based on the membership's responses to the journal decision questionnaire and subsequent discussion with the board. At this point in time it reads, "*International Perspectives in Psychology: Research, Practice, & Consultation* is committed to publishing conceptual models, methodologies, and research findings to help study and understand human behavior and experiences around the globe from a psychological perspective. It publishes intervention strategies that use psychological science to improve the lives of people around the world. The journal promotes the use of psychological science that is contextually informed, culturally inclusive, and dedicated to serving the public interest. The world's problems are imbedded in economic, environmental, political, and social contexts. *International Perspectives in Psychology* incorporates empirical findings from education, medicine, political science, public health, psychology, sociology, gender and ethnic studies, and related disciplines. The journal addresses international and global issues, including inter-group relations, disaster re-

sponse, societal and national development, environmental conservation, emigration and immigration, education, social and workplace environments, policy and decision making, leadership, health care, and the experiences and needs of disadvantaged groups."

We hope that Division members will spread the word about this journal to help us generate a wealth of energetic and talented authors, editorial board members, and reviewers, as well as an avid, international readership. This is an exciting development with unlimited potential to advance Division 52's mission and international psychology in general.

### Call for Program Proposals: Division 52/International Psychology at Western Psychological Association

Division 52 will be hosting a day of international programming on Saturday, April 24, 2010 at the Western Psychological Association meeting (April 22 to April 25, 2010) in Cancun, Mexico.

To be considered for inclusion in our special day of programming, submit your program proposal by November 15, 2009. The program proposal will be peer reviewed by a D52 subcommittee and notifications of acceptance will be issued by February 15, 2010.

Title of presentation, limited to about 10 words.

Author information - for each author, you will need to have the name typed exactly as it should appear in the program, author affiliation/institution should appear in the program (be careful of abbreviations), and e-mail address.

350-word abstract with text only--no figures.

Indicate whether your presentation preference is a poster, symposium, or paper format.

Identify a corresponding author. This person will be notified via e-mail of acceptance or rejection or phoned if there are questions about the proposal. We will also list this person's e-mail address in the printed program. Make sure the person has an address that will accept e-mail from [lbikos@spu.edu](mailto:lbikos@spu.edu). The corresponding author does not have to be the first author.

E-mail your program proposal directly to Lynette H. Bikos, Ph.D., [lbikos@spu.edu](mailto:lbikos@spu.edu) as a .doc, .docx, or .pdf attachment.

Please note that while the proposal requirements, dates, and deadlines coincide with those of WPA, the D52 proposals are being reviewed separately. **Please do not submit the same proposal to WPA and D52.**

If you would like to be part of the committee that peer reviews the proposals, please e-mail Lynette Bikos, Ph.D. ([lbikos@spu.edu](mailto:lbikos@spu.edu)).

## Congratulations to Our Newly Elected Officers

President-elect: John D. Hogan, PhD

Member-at-Large: Mercedes A. McCormick, PhD,  
and Wade E. Pickren, PhD

Council Representative: Harold Takooshian, PhD



## Call for Nominations:

### International Perspectives in Psychology: Research, Practice, Consultation

The Publications and Communications (P&C) Board of the American Psychological Association and Division 52 (International Psychology) of the APA have opened nominations for the editorship of *International Perspectives in Psychology: Research, Practice, Consultation* for the years 2011–2016. The editor search committee is co-chaired by Lynn Collins, PhD, and Peter Ornstein, PhD.

*International Perspectives in Psychology: Research, Practice, Consultation*, to begin publishing in 2011, is committed to publishing conceptual models, investigative methodologies, and intervention strategies to help understand, study, and influence the world's major mental health problems. The journal will promote psychological science and practice that is contextually informed, culturally inclusive and serves the public interest. Recognizing that mental health problems are imbedded in economic, environmental, political, and social contexts, *International Perspectives in Psychology* is a multidisciplinary title that will incorporate empirical findings from education, medicine, public health, applied and basic psychology, sociology and other related disciplines.

Included in the global concerns that interest the journal are inter-group conflict, societal transformations and national development, threats to the natural environment and recovery from national disasters, mental health care delivery and capacity buildings, and the struggles and physical and mental health needs of disempowered groups.

Editorial candidates should be available to start receiving manuscripts in July 2010 to prepare for issues published in 2011. Please note that the P&C Board encourages participation by members of underrepresented groups in the publication process and would particularly welcome such nominees. Self-nominations are also encouraged.

Candidates should be nominated by accessing APA's EditorQuest site on the Web. Using your Web browser, go to <http://editorquest.apa.org>. On the Home menu on the left, find "Guests." Next, click on the link "Submit a Nomination," enter your nominee's information, and click "Submit."

Prepared statements of one page or less in support of a nominee can also be submitted by e-mail to Molly Douglas-Fujimoto, Managing Director, Education Publishing Foundation, at [mdouglas-fujimoto@apa.org](mailto:mdouglas-fujimoto@apa.org).

Deadline for accepting nominations is January 31, 2010, when reviews will begin.

## Division 52 Needs Your Votes!

In early November, you will receive an apportionment ballot from APA; this vote will determine division and state representation on the governing body of the APA: the Council of Representatives. You will have 10 votes to allocate. The Division of International Psychology needs your votes to address your professional issues at Council, and to speak to the policy and service issues that face persons with disabilities and other chronic health conditions. Please allocate your votes to the Division of International Psychology to ensure that we can represent your interests and the people you serve at APA Council!

Lynn Collins  
President, Division 52

## Call for Fellows 2010

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

Members of APA Division 52 are now invited to nominate others or themselves for election as a fellow of Division 52, based on "unusual and outstanding contributions" to international psychology. Please write soon for a packet of forms for APA, and our Division's 15 criteria. This year, all completed materials must be submitted by 5 pm Friday, 4 December 2009 -- including the nominee's vitae, personal statement, and endorsements from 3 current APA fellows. At least 2 of the 3 endorsers must be a fellow of Division 52. (Those who are already a fellow of another APA division can ask about a streamlined nomination procedure.)

For more information, contact:  
Harold Takooshian, Ph.D.  
Fellows Chair, Division 52  
314 Dartmouth  
Paramus, NJ 07652, USA.  
Phone: 212-636-6393

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## Division 52 Fundraising Task Force

Division 52 has formed a Fundraising Task Force, charged with finding ways to increase revenue from sources other than dues. This money will be used to support current and future projects that at present, the Division is unable to support financially. The Task Force is chaired by Michael Stevens and includes Harold Takooshian and Florence Denmark. Thus far, the Task Force has identified advertising, bequests and estate planning, book royalties, and organizational support from the APA as potential sources of non-dues-related revenue. The Task Force welcomes other ideas for raising funds and invites you to submit them for consideration to Michael Stevens at [mjstevens@ilstu.edu](mailto:mjstevens@ilstu.edu).

## APA Fellows Elected to Fellow Status in International Psychology in 2009

Harold Takooshian, Ph.D.

In psychology, unlike many fields, only five percent of the 84,000 members of APA are elected a Fellow of the Association, based on their "unusual and outstanding" contributions to their field." In 2009, these 15 APA Fellows were elected to Fellow status in our division for 2010, based on their outstanding work in international psychology. Our division salutes the pioneering and diverse work of this distinguished group of colleagues, many of who joined our international division in 2009 to become active members among us. The 2009 Fellows Committee consisted of three division past-Presidents: Michael J. Stevens, Richard S. Velayo, and Harold Takooshian (chair).



**Bernard C. Beins**  
Professor & Chair of Psychology  
Ithaca College



**Hector Betancourt**  
Professor of Psychology  
Ithaca College



**William F. Buskist,**  
Distinguished Professor in the Teaching  
of Psychology  
Auburn University



**John T. Cacioppo**  
Tiffany & Margaret Blake Distinguished  
Service Professor  
University of Chicago



**Wayne J. Camara**  
Vice President  
The College Board

## Division 52 News and Updates



**Bernardo J. Carducci**  
Professor and Director, Shyness Research  
Institute  
Indiana University Southeast



**John C. Norcross**  
Professor & Distinguished University Fellow  
University of Scranton



**Joseph B. Juhász**  
Professor of Architecture and Environmental  
Design  
University of Colorado Denver



**John L. Romano**  
Professor of Psychology  
University of Minnesota



**Kenneth D. Keith**  
Professor of Psychology  
University of San Diego



**Michael G. Rumsey**  
Chief, U. S. Army Research Institute  
for the Behavioral and Social Sciences



**Neil Lutsky**  
Professor of Psychology  
Carleton University



**Toshiaka Sasao**  
Professor of Psychology  
International Christian University, Japan



**Rivka Bertisch Meir**  
Principal, [www.doctorrivka.com](http://www.doctorrivka.com)



**Melba J.T. Vasquez**  
Principal, Vasquez & Associates  
Austin TX

### 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 Michael Stevens at (309) 438-5700 or at [mjstevens@ilstu.edu](mailto:mjstevens@ilstu.edu) or Lisa Straus at (202) 336-5843 or at [estraus@apa.org](mailto:estraus@apa.org).

**Division 52's Ursula Gielen  
Global Psychology Book Award  
Given to Chhokar, Brodbeck, and House  
for Culture and Leadership Across the  
World: The GLOBE Book of In-Depth  
Studies of 25 Societies**

Renée Goodstein and Uwe P. Gielen  
*The Institute for International and Cross-Cultural  
Psychology, St. Francis College*

Division 52's Ursula Gielen Global Psychology Book Award was established in 2007 to recognize the author(s) or editor(s) of a recent book that makes the greatest contribution to psychology as an international discipline and profession. The recipients of this year's award are Jagdeep S. Chhokar, Felix C. Brodbeck, and Robert J. House for their edited book *Culture and Leadership Across the World: The GLOBE Book of In-Depth Studies of 25 Societies*. Dr. Chhokar will give an address at the August APA 2009 Convention in Toronto, where he will discuss the book as part of Division 52's Hospitality Suite Program. Honorable Mention is given to Shane R. Jimerson, Thomas D. Oakland, and Peter T. Farrell, who served as editors for *The Handbook of International School Psychology*.

*Culture and Leadership Across the World: The GLOBE Book of In-Depth Studies of 25 Societies* is based on the Global Leadership and Organizational Behavior Effectiveness (GLOBE) research project in which approximately 17,300 middle managers from organizations in 62 countries participated. The objectives of GLOBE, among other things, included exploration of those leader behaviors, attributes, and organizational practices that might be universal and those that might be culture specific. As part of this project, Chhokar et al.'s volume provides in-depth analyses of the interplay of culture and leadership in 25 countries located around the world.

Honorable Mention (the 'Silver Award') for 2009 is given to Shane R. Jimerson, Thomas D. Oakland, and Peter T. Farrell, who served as editors for *The Handbook of International School Psychology*. This book includes a broadly conceived overview of international school psychology, as well as reviews of the status of school psychology in 43 countries. For each country, a number of core questions were addressed such as:

- What is the broader context of school psychology in a given country?
  - How did school psychology develop, and what is its current status?
  - How are school psychologists trained, and what are their respective roles, functions and responsibilities?
- Books submitted for the award were reviewed by various experts who weighed the merits of the book based on specific criteria such as:
- How creative and novel are the ideas expressed in the book?
  - How large and significant a contribution does the book make to psychology as a global discipline and profession?
  - Are the book's contents international or global in nature?
  - Is the book scientifically rigorous and logically sound?
  - Are its theoretical bases well supported and translatable into sound and ethical practice?
  - What is the literary quality of the work? Is it interestingly and well written?
  - Is the audience for whom it is written explicitly stated and does it reach that audience?
  - Does the book maintain a clear focus on psychology as a science and practice?

The Ursula Gielen Global Psychology Book Award Committee members include Renée Goodstein (Chair), Florence L. Denmark, Juris G. Draguns, Michael J. Stevens, Harold Takooshian, Richard S. Velayo, and Uwe P. Gielen (ex officio).



**Division 52 Launches  
a National Speaker Network**

Rivka B. Meir  
Ronald G. Shapiro  
Harold Takooshian

Will you seek a local expert or two this year to speak to your school, community group, or corporation? If so, good news! At APA in Toronto this August, a breakfast reception in our international suite launched the new 2009 APA Speaker Network—a national list of 212 APA fellows, ar-

ranged in zip code order, who are prepared to share their “unusual and outstanding” expertise with local audiences. In addition, many of these indicate they are also prepared to host visits to their lab or clinic, speak with the media, or advise younger colleagues or students. These 212 gracious experts include four past-Presidents of APA, several textbook authors, and some of the leaders of US and international psychology. To download a PDF of this free list, simply check



*In the Toronto reception, speaker Janet Sigal hears Thomas Dowd (l.) and Michael Stevens discover they both teach in Romania.*

the our website, [www.internationalpsychology.net/speakers](http://www.internationalpsychology.net/speakers).

In Toronto, the College Board kindly funded a breakfast reception in our international suite so the speakers who kindly offered their expertise could meet one another. This PSY-CHE network—Psychology Speakers You Can Hear Easily—was first arranged in 2006 with a CODAPAR mini-grant. It currently spans four APA divisions—1 (general), 2 (teaching), 21 (human factors), 52 (international)—and will expand to include other APA divisions in 2010.

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### Four Members Elected APA Fellows for 2010

Harold Takooshian  
[takoosh@aol.com](mailto:takoosh@aol.com)

In August 2009, the Fellows Committee of our division was pleased to learn that, after thorough review, the APA Fellows Committee and Council of Representatives elected four of our members to Fellow status in the Association based on their “unusual and outstanding contributions to psychology.” Our Division joins in saluting

the work of these four new Fellows. It also thanks all eight APA fellows who helped as consultants to prepare their nominations so effectively: Arline Bronzaft, Rosina Chia, Jefferson Fish, Paul Hettich, Virginia Mullin, Thomas Oakland, Raymond Paloutzian, Peter Walker. The 2009 division fellows committee consisted of past-Presidents Richard S. Velayo, Michael J. Stevens, and Harold Takooshian (chair).



**Fred P. Bemak.** His outstanding contributions to international psychology are diverse—as a researcher, teacher, consultant, and practitioner. Since completing his doctorate in counselor education in 1975, he has been a professor/chair at 13 universities in the US and overseas—including Cambridge, Leslie, Antioch, Marion, UM-Amherst, UW-Oshkosh, Brazil, Johns Hopkins, Ohio State, Queensland and (since 2000) George Mason.

Dr. Bemak is an international “authority on at-risk youth, children, families, immigrants, and refugees.” In his research, Dr. Bemak has worked with mental health colleagues and programs in 30 nations. His work has been supported by 37 major grants totaling in the millions—from NIMH and other government and private foundations. Since 1985, he has published 5 major books and 35 refereed journal articles on his work, 22 of these articles as first-author. He also produced 1 film (on Jerome Frank), and 31 book chapters, 24 of these as first-author. He has given over 100 research presentations at national and international conferences, many of these invited. Much of this has also included service to communities in many of his 30 nations—from the Chipewewa Indians in Wisconsin to the Save-the-children alliances in Thailand and Myanmar. The extensive quantity and quality of his award-winning work marks him as perhaps the primary expert today on the psychology of immigrants and refugees.



**Sharon G. Horne.** Her outstanding contributions to international psychology are diverse—in her extensive research, teaching, service in the USA and overseas. She completed her doctorate in counseling psychology in 1998, and has been on the faculty of the University of Memphis since 1999. Her award-winning

work in the USA and 20 nations in East Europe and Asia has made her an international authority on gender and GLBT issues.

In her research, Dr. Horne has 45 publications, 38 of these in refereed journal, with 13 of these as first author. This includes her Handbook of Social Justice in Counseling Psychology and a seminal article on domestic

violence in Russia, in the *American Psychologist* (1999). She has given over 100 research presentations at US or overseas conferences, 18 of these invited. She co-produced and co-directed 1 video, "School's out" (with Heidi Levitt, 2001). Her work has been supported by 8 grants from US and overseas sponsors.

In her teaching, Dr. Horne has received awards for her outstanding work as a professor and mentor, including the D52 Denmark/Reuder for outstanding cross-cultural research on gender (2007). In her service, Dr. Horne has had leadership roles in her university, community groups, the US Peace Corps in Africa, and several APA divisions (17, 35, 44, 52). In D52, her leadership roles include Program Chair in 2007.



**Senel Poyrazli.** Her outstanding contributions to international psychology are diverse—as a researcher, teacher, practitioner, editor. Since completing her doctorate in counseling psychology in 2001, she has been on the faculty of Penn State-Harrisburg, where she has been the Editor of

*International Psychology Bulletin*, the official publication of D52, since 2003. Her work has already been recognized with 10 awards in the USA and Turkey, for her outstanding research, teaching, or service. She has made multiple contributions to international psychology at the national level.

In her research, she is a multilingual scholar who has published 14 peer-reviewed articles and 1 chapter focused on the important topic of adjustment of overseas students in the USA. She has also presented her findings widely at international conferences.

In her clinical work, she is now a "go-to" person on her specialty of adjustment of international students in the USA. She also served as a consultant to the Turkish Psychological Association on ethical guidelines for practice.

In her teaching, Dr. Poyrazli has a heavy load at PSU, where she has developed international materials to integrate into her courses.

In her service, Dr. Poyrazli has been a leader within many D52 committees—mentoring, immigrants, and website. But foremost in several ways is her brilliant work as the Editor of the *APA International Psychology Bulletin*. She has outreached to other nations to give their psychologists a voice with articles in *IPB*. She has created a peer-review procedure that segues part of this *Bulletin* into a peer-reviewed research journal, and included the *IPB* in *PsycEXTRA*. She has comparable leadership roles in other arenas, including D17 Counseling, her college, the *Eurasian Journal of Educational Research* (Co-Editor), mentor, and frequent manuscript reviewer for 6 periodicals.



**Neal S. Rubin.** His outstanding contributions to international psychology are primarily in the areas of his clinical work and service. Since 2008, he has been an ABPP Diplomate in Clinical. As a Professor at Illinois School of Professional Psychology since 1987, he has distinguished himself for his clinical work, focusing on stress, trauma, and ethics—the primary areas of his recent scientific publications and presentations. Dr. Rubin is regarded among his colleagues as a "go-to" person for his expertise on these topics. His two most notable international contributions:

1. UN. He has served as an APA representative on the APA team at the United Nations in New York City since 2003. This is a demanding role, dealing with often-resistant UN staff and policy-makers, yet Dr. Rubin has taken a leadership role to apply clinical psychology to help "protect those who protect," designing stress-reduction methods for UN peace-keepers overseas.

2. D52. Since 2003, Dr. Rubin has had increasingly many leadership roles in APA D52, including Program Chair (2005) and now elected Secretary (2008-2010), where he has done clearly outstanding work at a national level to promote international psychology within the USA and (through the UN) overseas.



The most current issue of *Psychology International* can be accessed on the web at: <http://www.apa.org/international/pi>

## Perceptions of the Effectiveness of Apology in Reconciliation among Respondents from Japan, South Korea, and the United States

Maki Sakuma, *Swarthmore College*  
 Helena Castanheira, *Boston University*  
 Etsuko Hoshino-Browne, *Swarthmore College*  
 Alice Murata, *Northeastern Illinois University*  
 Kathleen Malley-Morrison, *Boston University*

In response to a multi-part item on the Personal and Institutional Rights to Aggression and Peace Survey, respondents from Japan, Korea, and the United States have provided their views on the extent to which apology can contribute to reconciliation in the international arena. On a seven-point rating scale ranging from strongly disagree to strongly agree, the Japanese and Korean participants showed significantly higher agreement than European Americans did concerning the role of apology in aiding reconciliation. In qualitative explanations of their views, Japanese and Korean respondents again emphasized the necessity of apology following aggression whereas the European Americans were more likely to say that the effectiveness of apology depended on the circumstances.

Since World War II, there has been considerable interest in the role of apology in repairing relations between nations and other groups following aggression (e.g., invasion) of one nation or group against another (Barkan & Karn, 2006; Govier & Verwoerd, 2002; Philpot & Hornsey, 2008). This interest is part of a greater attention to reconciliation among previously hostile states and non-state parties, and growing interest in truth and reconciliation processes (e.g., Nagy, 2004). Understanding the processes that lead to international reconciliation and the maintenance of peace, including the role of apology, is of great relevance to international psychologists, particularly members of the American Psychological Association Division 52—a division dedicated to research “producing knowledge that enhances the understanding and positive interactions of people around the world” (Division of International Psychology, 1997, p. 4). Moreover, although the importance of being mindful about cultural differences in psychological processes has been recognized (cf. Markus & Kitayama, 1991), only limited attention has been paid to cultural differences between nations in perceptions of apology. Because any cultural discrepancies in viewpoints will certainly hinder intergroup reconciliation, our current study has the potential for making an important contribution to the field of international psychology by shedding light on the ways in which citizens from three nations think about the role of apologies in international relations. These three countries—Japan, South Korea, and the United States—differ greatly both in regards to acts of international aggression conducted by their governments and pervasive cultural orientations.

According to the Ministry of Foreign Affairs of Japan, the Japan-Republic of Korea Joint Declaration (1998) acknowledged that Japan’s colonization of Korea (1910-1945) caused suffering, expressed deep remorse, and offered an apology.

Although the Japanese apology included many of the elements considered necessary to an effective apology (acknowledgement of the wrongdoing, expression of remorse, and proper compensation), as described in Exline, et al. (2007), and Lazare (2004), South Koreans, in general, have not been won over by the apology (Pak, 2006). As to the U.S.-Japan relationship, Japanese Foreign Minister Michio Watanabe expressed deep remorse over Pearl Harbor (Washington Post, 1991 as cited in Asada, 1997), but this did not lead to a U.S. apology over the atomic bombs, an apology that many Japanese wanted more than anything else (Asada, 1997).

In addition to vast differences among these countries in conflict history, experiences with imperialism, and expression or receipt of apologies, major cultural differences also exist, particularly between the United States and the two East Asian nations. Both Japan and South Korea belong to collectivistic, East Asian cultures and their people share many psychological characteristics and values that are less predominant in the more individualistic European American culture of the United States (Markus & Kitayama, 1991; Triandis, 1989, 1996). For instance, collectivistic, East Asian cultural norms tend to emphasize interpersonal harmony, adherence to social roles, obligations toward others, and group-serving motivations. In contrast, individualistic cultures tend to value personal uniqueness and pursuit of personal goals. As an ethnically diverse society, the United States is far less homogeneous than Japan or Korea in its cultural values and beliefs. Thus, in order to make a clear comparison in the current study, our U.S. sample consisted solely of European Americans. Of course, there are also differences in beliefs and traditions among the collectivistic East Asian countries. In Japan, whether the apologizer acknowledges the wrongdoing and takes responsibility is not as important as the fact that an apology is offered (Wagatsuma & Rosett, 1986), and done so with formulaic expressions (Sugimoto, 1998). In Korea, how-

ever, the mere offering of an apology is insufficient; a more substantive effort is considered necessary (Lee, 2006). Based on the limited cross-cultural evidence relevant to apology, we predicted that Japanese and South Koreans would place greater stress on the role of apology in reconciliation than would European Americans, and South Koreans would make more references to three specific components of apology (acknowledgement of the wrongdoing, expression of remorse or sincerity, and proper compensation or action) in open-ended responses about apology than would Japanese respondents.

### Method

Our final sample included 76 Japanese (48 female and 28 male participants), 95 South Koreans (41 female and 54 male participants), and 117 European Americans (58 female and 59 male participants), age 18 to 80, who completed the Personal and Institutional Rights to Aggression and Peace Scale (PAIRTAPS) (Malley-Morrison, Daskalopoulos, & You, 2006) either over the Internet (the Japanese and European American participants) or to a paper-and-pencil version of the survey conducted in South Korea (the South Koreans). The Japanese and Korean versions of the surveys were created through translation and back-translation procedures by members of the research team who were native speakers of Japanese and Korean. For purposes of analyses for this study, the responses from the Korean sample were translated by two previous collaborators, and the Japanese responses were translated by the first author of this paper. All the South Korean and European American participants responded in their native language (Korean and English respectively), and most of the Japanese participants responded in the Japanese language, although some responded in English. On average, the European Americans, Japanese, and South Koreans were between 29 and 34 years old, were middle to upper middle class, and had at least a high school education. There were no significant differences across national groups in age, self-reported social class, or education.

In this study, we focused on a three-part item from the PAIRTAPS. First, respondents were asked to indicate, on a scale of 1 to 7 (from totally disagree to totally agree), the extent to which they agreed with the statement, "If one country has in the past invaded, colonized, or exercised control over the governmental affairs of another country, an apology by the invading/colonizing/controlling country can improve the chances for reconciliation between the countries," and then to provide the reasoning behind their rating in their own words. Second, they were asked, "What steps or factors are necessary for an apology to succeed?" We coded every unit from the open-ended responses for the presence or absence of notable themes as well as the three criteria of an effective apology (i.e., acknowledgement of the wrongdoing, expression of remorse or sincerity, and proper compensation or action). To assess intercoder reliability, 30 randomly selected responses (10 per country, 5 per qualitative response) were coded independently by two coders (one Asian American and one European American). Across 17 coding categories used, Cohen's kappa coefficients ran from .63 to 1.0 with an average of .97.

### Results

In order to determine whether there were statistically significant differences among the three national groups in level of agreement that apology can contribute to reconciliation, we conducted a one-way analysis of variance (ANOVA). As expected, rating scale scores varied significantly across countries,  $F(2, 285) = 11.03, p < .001$ . The results of a priori contrast tests (contrast coefficients for Japan and Korea as 1 and for the U.S. as -2) indicated that both the Japanese ( $M=5.17, SD=1.69$ ) and the Korean respondents ( $M=5.63, SD=1.41$ ) scored significantly higher than the American respondents ( $M=4.71, SD=1.79$ ),  $t(285) = 4.28, p < .001$ , effect size Cohen's  $d = .51$ . However, the Japanese and Koreans did not differ significantly from each other,  $t(285) = 1.63, ns$ . Thus, both the Japanese and the Koreans

	Apology is effective			Country	Steps/factors necessary		
	Japan	Korea	U.S.		Japan	Korea	U.S.
Country				Country			
Number of responses	49	55	77	Number of responses	56	58	72
acknowledgement	12.2%	12.7%	6.5%	acknowledgement	17.9%	20.7%	5.6%
sincerity/remorse	6.1%	21.8%	9.1%	sincerity/remorse	25.0%	25.9%	26.4%
proper compensation/action	20.4%	20.0%	19.5%	proper compensation/action	28.6%	37.9%	52.8%
public apology	10.2%	10.9%	3.9%	public apology	12.5%	10.3%	5.6%
promise of no repeat	4.1%	1.8%	3.9%	promise of no repeat	3.6%	3.4%	6.9%
necessary	14.3%	12.7%	2.6%	understanding	26.8%	27.6%	9.7%
depends	0.0%	1.8%	14.3%	adequate historical education	3.6%	10.3%	2.8%
future oriented	10.2%	7.3%	0.0%	third party	3.6%	0.0%	4.2%
passage of time	6.1%	0.0%	2.6%				

**Table 1:** Percentages of Respondents by Country of the Notable Themes Identified

indicated a stronger belief that an apology could facilitate reconciliation than did the European Americans.

Table 1 summarized the numbers of participants in each country who answered the open-ended questions and the percentages of responses coded into each coding category. Contrary to our prediction, there were no significant differences among the three countries in themes emphasizing the importance of expression of remorse or sincerity and proper compensation or action; however, more Japanese and Koreans mentioned the importance of acknowledging wrongdoing than did European Americans,  $\chi^2(2) = 7.89, p < .05$ .

As compared to the European Americans, the Japanese and Koreans also gave significantly more responses arguing that an apology is necessary,  $\chi^2(2) = 6.56, p < .05$ . By contrast, the European Americans gave significantly more responses than the Japanese and Koreans that the effectiveness of an apology depended on circumstances,  $\chi^2(2) = 12.83, p < .01$ . Among the factors identified as necessary for a successful apology, both Japanese and Koreans mentioned having a mutual understanding more often than the European Americans,  $\chi^2(2) = 8.30, p < .05$ . Respondents from all three countries argued that apology must be public in order to be effective. There were no significant gender differences on the rating scale scores. Frequency of qualitative response categories did not vary by gender.

### Discussion

In this examination of attitudes toward the role of apology in reconciliation, we found support for our hypothesis that Japanese and Koreans would agree more strongly than European Americans from the United States that apology has a positive effect on international reconciliation. It seems logical to consider East Asians' emphasis on harmonious interpersonal relationships and European Americans' focus on unique individualism as the source of this cultural variability regarding the role of apology in reconciliation. The analysis of the open-ended responses also provided support for this interpretation.

Our prediction that Koreans would mention three specific factors (i.e., acknowledging wrongdoing, expressing remorse or sincerity, and providing compensation) as important in a successful apology more frequently than Japanese or Americans was not supported. Lack of support for the hypothesis may stem from nuances in the meaning of the words used by the participants. In both Japanese and Korean languages, "sincerity" could be used as a euphemism for money, and "introspection" and "remorse" can have a similar meaning in some contexts. Thus, the three coding categories may not have adequately and precisely reflected the intended meaning of the participants or captured cultural differences in the use of words. Also, it is possible that our participants conceptualize intergroup apologies differently from interpersonal apologies and, therefore, may consider different requirements for reconciliation of intergroup as compared to interpersonal conflict. Previous research with Japanese participants (Ohbuchi, Kameda & Agarie, 1989) demonstrated that interpersonal apologies by a perpetrator inhibit aggression

among victims. It will be useful in future research to address the extent to which international apologies can also contribute to a reduction in retaliatory aggression.

As mentioned earlier, a great deal of interest in the role of apology in international reconciliation following international conflicts has emerged since World War II. Our current study indicates that there are cross-national differences in people's perspectives on apologies, including their assumptions concerning what factors are important and necessary for a successful apology. Such cross-national discrepancies in viewpoints will certainly hinder intergroup reconciliation, and it seems important to devise reconciliation strategies that incorporate effective apologies. The success of this undertaking may depend in part on promoting a more general perspective on apology and reconciliation that can reach across cultures.

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### **FUTURE DIRECTIONS IN PTSD: PREVENTION, DIAGNOSIS, AND TREATMENT**

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*Officers and chairs at the Division 52 board meeting, Toronto, Canada*

### 2009 Conference Presentations by Division 52 Members

**Bikos, L. H., King, D. R., Depaul, N., & Forman, R. (2009, August).** *A consensual qualitative investigation of internationalizing the undergraduate and graduate psychology curricula.* Paper presented at the American Psychological Association in Toronto, Canada.

APA's Working Group on Internationalizing the Undergraduate Psychology Curriculum provided a set of goals and outcomes to internationalize undergraduate psychology (Lutsky et al., 2005, p.2). In spite of the clarity in this document, dialogue continues about how psychology programs define and operationalize internationalization efforts. Consequently, the purpose of our project was to investigate how recognized stakeholders in undergraduate and graduate psychology programs define an "internationalized curriculum," what they anticipate as intended outcomes, and what successes and challenges they have experienced.

To explore the many voices in this conversation, we utilized Consensual Qualitative Research methods (CQR; Hill et al., 2005; Hill, Thompson, & Williams, 1997). Our sampling was purposive and strategic. Stakeholders were identified because of their relevant publications, their involvement in divisions, committees, or sections related to international psychology, or their referral from a previous interviewee. In our final pool, 58% were female. Regarding faculty role, 25% taught primarily graduate students, 21% taught undergraduate psychology students, 46% had teaching responsibilities in both areas, and 8% had no teaching responsibilities. Regarding international status, 75% were U.S. nationals, 16% were dual-nationals with the U.S., and 8% were non-U.S. nationals.

Committed to the constructivist-interpretivist philosophy of science that guides CQR, we sought a negotiated text in which the stakeholders worked with us in navigating a course for the project. At this point the trustworthiness of our project has been supported through arriving at consensus as we identify domains and core ideas. Our presentation of the data at the APA Convention will be the first presentation to stakeholders in the topic. Consequently, we invite stakeholders to provide us feedback regarding our preliminary results. This fall, we will conduct a confirmability audit of our results.

Data analysis resulted in six domains – with each having four or five core ideas. Domains include definitions of internationalizing the curriculum, hurdles to an internationalized curriculum, instructional elements; university structural development, research and networking, and anticipated outcomes. Our presentation includes a CQR frequency table, abstracted definitions of domains and core ideas, and representative quotes from our stakeholders.

**Beninger, A., & Halpern, D. F. (2009, August).** *Women in academia in the UK: The quest for work/life balance.* Paper presented at the American Psychological Association in Toronto, Canada.

What challenges do women in academia in the United Kingdom face in achieving work/life balance in 2008? To most outsiders, academia seems like an idyllic world replete with freedom and flexibility to work as one chooses. However, the flexibility of academia makes the work difficult to escape. For women, this becomes especially problematic as they are expected to not only be successful at their job but also fulfill a demanding domestic role. Given these immense demands, it is not surprising that for decades research in the UK has shown that women have been unable to earn tenured or permanent contract positions in large numbers. Unfortunately, little attention has been paid to the daily challenges these women face. An analysis of interviews conducted with 20 women (12 with primary care responsibilities and 8 without) holding permanent contracts in universities around the UK reveals a multitude of obstacles still present today: gender discrimination in hiring, promotion, and pay, a gendered reward structure, social pressures to fulfill gender expectations in the domestic sphere, and additional discrimination once they become mothers. Through in-depth interviews, these women comment on their personal struggles to find work/life balance, including the challenges of childcare and coping with the emerging technology. They describe feelings of guilt reinforced by the competing demands of their job and the social expectations for their gender. An assessment of the role of governmental and institutional policies and their practical application in women's everyday lives reveals a significant disconnect between policy and implementation. Despite legislative mandates, academic employers often seem to only pay lip service to work/life balance issues. Finally, the participants offer practical strategies on how to create a more desirable work/life balance and advice on how to find a balance from the beginning to empower young women entering academia today. (APA Conference, 2009, Toronto, Canada)

**Stevens, M. J. (2009, April).** *International psychology: The course.* In G. Gottsegen (Chair), *Getting you and your students more involved in international psychology: Internationalizing the curriculum.* Symposium conducted at the meeting of the Western Psychological Association, Portland, OR.

Dr. Stevens will repeat the call to internationalize psychology education and describe successful institutional efforts to do so. He will outline how to evaluate psychology courses for their international content, and present the objectives, topics, learning activities, and instructional methods for a course on international psychology.

## Conference Presentations by Division Members

**Stevens, M. J. (2009, April). No turning back: The transformative effects of the Fulbright experience. In G. J. Rich (Chair), *Internationalizing the curriculum, Part II*. Symposium conducted at the meeting of the Western Psychological Association, Portland, OR.**

Dr. Stevens will discuss the parameters of the Fulbright program, specific grants for individuals and institutions that promote international collaboration, recent Fulbright awards winners in psychology, the nature of transformative learning, the impact of the Fulbright experience on personal and professional development, and resources on the Fulbright program.

**Stevens, M. J. (2009, August). The challenge of indigenization for systems of psychopathology and psychotherapy. In G. Jovanovic (Chair), *The challenge of indigenous psychologies*. Symposium conducted at the meeting of the American Psychological Association, Toronto, Canada.**

The focus on this symposium concerns the challenges to the core assumptions of so-called mainstream psychology posed by indigenous psychologies, namely, objectivity, reductionism, and universality. Research in cultural psychology and the growing internationalization of psychology as a science and profession have led contemporary psychologists to question mainstream psychology's disciplinary assumptions, which themselves obtain from Western cultural traditions. The symptom configurations of different psychopathological disorders vary markedly when viewed cross-culturally. Psychotherapeutic interventions do not yield comparable outcomes when introduced in diverse cultural contexts. Consequently, it has proven difficult to identify common dimensions of psychopathology and psychotherapy. This is because psychopathology and psychotherapy are situated in the cultural milieu in which they had been conceived, reflecting the values and customs of indigenous normative systems. In addition, a key ethical issue for psychological scientist and practitioners to ponder is whether or not adherence to mainstream systems of psychopathology and psychotherapy minimizes the risk of inflicting harm (nonmaleficence) and maximizes the well being of individuals and groups (beneficence). In this presentation, I critically examine the assumptions of mainstream psychology as they bear on prevailing systems of psychopathology and psychotherapy, specifically, widely held conceptual frameworks and applied practices. In addressing the challenge to mainstream systems of psychopathology and psychotherapy, I draw upon the five dimension along which cultures vary according to Hofstede (2001): individualism-collectivism, power distance, uncertainty avoidance, masculinity-femininity, and short-term versus long-term time orientation. I examine each cultural

dimension for elements of both compatibility and conflict with mainstream models of psychopathology and psychotherapeutic interventions. I also intersperse illustrative cases in which mainstream assumptions may be seen as violating indigenous norms and introducing the threat of harm. Conversely, I offer examples of indigenous understandings of and treatments for psychopathology that better match the needs of the psychologically afflicted and provide symptom relieve and social integration.



*President Lynn Collins presents a gavel to past-president Uwe Gielen, APA Convention, Toronto, Canada.*

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***Between East and West:  
 Psychology and Culture in the Ukraine***

Holowinsky, Ivan Z. (2008). *Psychology in Ukraine: A Historical Perspective*. New York: University Press of America. ISBN-10: 076184046X, ISBN-13: 978-0761840466; Price: \$19.95

Reviewed by Samvel Jeshmaridian, Ph.D.  
 City University of New York  
 New York, U.S.A.

Ivan Z. Holowinsky, Professor Emeritus at Rutgers University, New Brunswick, New Jersey, USA has written a readable book that includes many interesting facts and important generalizations. The main purpose of *Psychology in Ukraine: A Historical Perspective* is to provide an overview of psychological traditions in Ukraine, discuss the sources of scientific psychology, reveal the perspectives of psychological research for Ukrainian scholars, and provide a socio-historical framework for his descriptions and explanations.

To understand Ukrainian psychology, one needs to comprehend the history of *Kiev Rus\**, assess the current sociocultural situation in today's Ukraine, and know more about the incredible losses of the *Malorussian\** language during its history, specifically during the period of Soviet reign in Ukraine (1919-1991). Ever since the 15<sup>th</sup> century, Moscow Russians have perceived Kiev and its surrounding territories (i.e., today's Ukraine) as an area at Russia's borders, while Kiev Russians or Malorussians have regarded Moscow Russians or Velikorussians as their Big Brothers in the sense that Russians were able to support their fight against the Seljuk and Ottoman Turks in the South for the sake of Christian religion and culture. Together, Russians and Ukrainians succeeded in repulsing Muslim Turks on ten occasions. The bitter fact, however, is that the Ukrainians or Little Russians had to pay an enormous price for their historical and military cooperation with Velokorussians in beating Ottomans and thereby becoming free religiously and politically during those times. Ukrainians, however, did not pay much attention to the cultural and linguistic aggressions of Russians, who used to consider the Ukrainian language as a Russian dialect. Hence, an effective historical choice took place: Ukrainians preferred Orthodox Christian culture together with Slavonic Russians (though they were culturally aggressive) to that of Muslim Turks.

Throughout its history, psychology has been affected by social and political forces. So it should not come as a surprise that today certain historical cultural misunderstandings exist between Russians and Ukrainians because of political ambitions. In this context, Ivan Holowinsky points out that, "Ultimately, psychologists well trained in the understanding of human nature and human behavior will contribute to conflict resolution and to the building of peaceful societies" (Holowinsky, p. 70). Sharing a similar national consciousness and identity, Ukrainians and Russians have since the 19<sup>th</sup> century been articulating the idea that there are two Russian nations. Kostomarov, a Ukrainian professor with a nationalistic world view, pointed out that Russian psychological traits and social cultural tradition favored collectivism and downgraded individualism throughout history. The personality traits of Russians appear to reveal a tendency to accept control and authority as well as a willingness to accept boundaries of a *collective or obschina*, whereas the mentality of Ukrainians is characterized by an emphasis on individuality and personal free will (Holowinsky, p. 20). Potebnya, a 19<sup>th</sup> century thinker and a professor at Kharkiv University, had always been considered a Russian philosopher and writer. New research, however, shows that Potebnya is the founder of Ethnopsychology both in Russia and Ukraine and he belongs to both nations equally (Holowinsky, p. 20). Similarly, the famous 20<sup>th</sup> century psychologists Oleksander Zaporozhets, P. I. Zinchenko, and V. P. Zinchenko (who used to conduct research on memory mechanisms) belong equally to the scientific communities of Russia and Ukraine (Holowinsky, pp. 40-43).

During the first decades of the Soviet reign, psychology in the Ukraine (as elsewhere in the Soviet Union) found itself in a distressing situation. Beginning with the 1960s, the motto "*One party, one people, and one language for science*" grew weaker and became less reactionary, and some fertile ground for pluralistic thinking emerged. Since then, four schools of scientific psychology can be distinguished in the Soviet Union. One of them is the Kiev School of Psychology, the others being the Moscow, Leningrad, and Tbilisi Schools. Even in the dangerous atmosphere of *partynost*, the Ukrainian psychologists from Kiev were the bravest and most honest in articulating their attitudes toward the so-called Leninist methodology in psychology and expressing their ideas on different issues of psychology. Being an expert in Soviet and post-Soviet Psychology, Ivan Holowinsky is able to describe these situations by especially targeting the struggle between scholars and party functionaries (*apparatchiks*), and by focusing on the complex nationalities question in the former Soviet Union.

Ivan Holowinsky's book reflects the fact that since the declaration of independence in 1991, the Ukrainian psychologists have tended to cooperate with psychologists from the West (see chapters 8 through 10). The contributions of Ukrainian psychologists working in the diaspora are also discussed in the same chapters. This work reveals the basic aspects of Ukrainian psychological science as well as its historical and cultural basis through a skillful and scholarly discussion of its emergence in the context of Ukrainian culture.

It profoundly discusses the philosophical foundations of scientific psychology in Ukraine, together with various developments during the pre-Soviet, Soviet, and post-Soviet eras, and the rising challenges now confronting scientific psychologists in the Ukraine. The contributions of Ukrainian psychologists to the body of world psychology are presented as well.

\**Kiev Rus* and *Malorussia* are the historical names of Ukraine. *Malorussia* means Little Russia, as opposed to *Velikorussia*, which in its turn means Great Russia. “*The Ukraine*” means on the border, bordering or just in the corner.

The May, 2009 issue of

### ***Interpersonal Acceptance***

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### ANNOUNCING THE PUBLICATION OF...

**Pilisuk, M. (2009).** *Who Benefits from Global Violence and War: Uncovering a Destructive System.* Praeger.

Marc Pilisuk (with Jennifer Achord Rountree) provides readers with a link between each of the many separate issues and a network of corporate, government, and military interests that make large-scale violence appear to be inevitable. The revealing, interdisciplinary examination offers meaningful insights for students of Political Science, Sociology Psychology, Economics, Journalism, International Studies, and Peace Studies.

This book gives readers a sobering account of the people and institutions that make violence around the world continue. It provides a detailed description of violence that flows from a social order that requires war, poverty and injustice, and people who propel this system while hiding their power from the masses. The primary purpose of the book, however, is to offer hope. It is the hope that we can change the future by understanding and acting upon the roots of violence.

**Stout, C.E. (2008).** *The New Humanitarians: Inspiration, Innovations, and Blueprints for Visionaries.* Praeger Publishers.

From Braille Without Borders and Unite for Sight, to Geekcorps and PeaceWorks, humanitarian groups are working worldwide largely in undeveloped countries to better the lives of the residents. Whether they are empowering people with schools for the blind, prosthetic limbs, the devices to understand and use technology, or the information to work for civil peace, the men and women of these agencies offer tremendous talent to their causes, great dedication and, sometimes, even risk their lives to complete their missions. Working in war or civil war zones, humanitarians with nonprofits, non-governmental agencies, and university-connected centers and foundations have been injured, kidnapped, or killed. Now terrorist events and war crimes are more and more often bringing these self-sacrificing workers into the national spotlight by media headlines. Their work is, doubtless, remarkable. And so too are the stories of how they developed, including the defining moments when their founders felt they could no longer stand by and do nothing. In this set of books, founders and top officials from humanitarian organizations

established in the last 50 years spotlight how and why they began their organizations, what their greatest victories and challenges have been, and how they run the organizations, down to where they get their funding and how they spend it to grow the group and its efforts.

**Halpern, D. F. & Cheung, F. M. (2008).** *Women at the Top: Powerful Leaders Tell Us How to Combine Work and Family.* Wiley-Blackwell.

Using case studies of top-level women and research in the field, *Women at the Top* breaks new ground and offers new insight into how women can create dually-successful lives.

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- weighs the positive effects of multiple roles and positive and negative work-life spill over-discusses strategies for success (e.g., scaling back, juggling), the need for social support, and the importance of cultural context

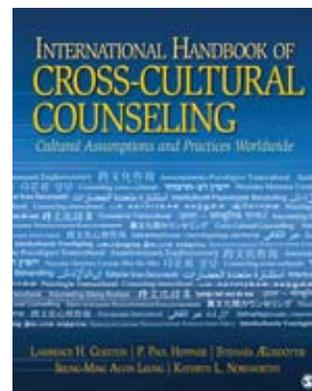
**Hovee, M. (2007).** *Wayward Soldier: A Reserve Psychologist's Memoir and Analysis During the Second American-Iraqi War.* Infinity Publishing.

[This volume] highlights my year of call-up to Germany (2004-05), including work with soldiers/spouses and difficulties securing permission to publish on Abu Ghraib while on active duty. Following my return, the book addresses my own difficult re-entry into a private practice setting, decisions about my future with the military and unsettling thoughts/reflections about the war. Some attention is directed to personal events in my life, both military and non-military, prior to my call-up as well. Finally, there is an attempt to identify alternatives to military force that promote the preservation of life and limb, and for the emergence of new, more peace oriented paradigms within the military system itself.

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- Southeast Asia: Malaysia, Singapore
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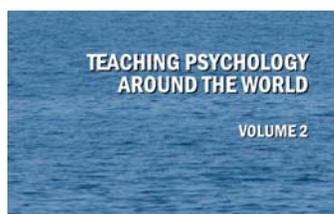
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Edited by  
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Kate Moore, PhD  
Annie Trapp, MSc  
and Charles Brewer, PhD

**EDITED BY**

**Sherri McCarthy, Victor Karandashev,  
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Kate Moore, Annie Trapp, and Charles Brewer**

ISBN 9781443809856. 625pp. Hardback. £64.99 / \$97.99

Teaching Psychology around the World (Vol.2).  
Cambridge Scholars Publishing

This book brings together current information on the teaching and practice of psychology collected by experts in the field from throughout the world. It is highly recommended by prominent U.S. psychologists Dr. Ann O’Roark, President of the International Council of Psychologists (ICP), Dr. Wilbert McKeachie and Dr. Phillip Zimbardo, former President of the American Psychological Association (APA) and well-known international textbook author.

“This book, as well as being a tremendous resource informing about good practice in teaching, and providing a state-of-the-art overview of key areas of psychological research, delivers first hand information about variation and commonalities in teaching psychology across the globe. As such, it represents an important curriculum support, especially in

view of the effect of globalisation on the context in which academic teaching staff and students operate and the necessity for an awareness of how psychology education functions in other regions of the world. As president of IUPsyS, I also have to be concerned about future standards for teaching psychology and, therefore, particularly appreciate the rich material the book provides. *Teaching Psychology around the World (Volume 2)* is essential reading for anyone involved in or simply interested in trans-national psychology education and can serve well as a guidebook for those planning to teach abroad.”

- Rainer Silbereisen, President, International Union of Psychological Science (IUPsyS); Professor of Developmental Psychology, University of Jena, Germany

“If one is wanting to have at one’s fingertips a book that summarises how psychology is taught in different countries of the world and the huge achievements in raising the standards of education and training of psychologists in various regions of the world, then *Teaching Psychology around the World (Volume 2)* is your answer. To boot, it describes the impressive progress that has been made in standardizing education and training programs across countries, not only to improve their quality but also to provide for the automatic recognition of professional qualifications and facilitate the mobility of psychologists across nations. Its other impressive achievement is that all its chapters are written by distinguished international experts.”

- Michael Knowles, President,  
International Association of Applied Psychology (IAAP);  
Professor of Psychology, Monash University, Australia

“Psychology will play a key part in providing answers to the global problems we are currently facing, including economic melt down, climate change, and terrorism. Hence it is essential that we have a genuinely international approach to theory, method, and teaching. The present volume is therefore very much to be welcomed as an important contribution to achieving these aims.”

-Professor Steve Newstead,  
former President of the British Psychological Society (BPS);  
Chancellor, University of Plymouth, UK

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## The Case of Qat: Psychology and Somalia

Omar Ahmed, M.A. *Tempe, Arizona*

Grant J. Rich, Ph.D. *University of Alaska Southeast,  
Juneau, Alaska*

Somali refugees in the United States face considerable challenges. Many have already experienced war, trauma, famine, and continued civil strife and economic hardship. Now the arrivals must confront obstacles including the language barrier, obtaining employment, cultural adaptation, status and role change, possible family reunification, and more.

One issue that merits special consideration by psychologists is the use of khat, a mild stimulant widely used by Somalis and other East Africans. Khat (also spelled as qat) has been chewed for millennia by those of the Horn of Africa, where it is widely known for its euphoric and psycho-stimulant qualities. As Anderson, Beckerleg, Hailu, & Klein (2007) clearly demonstrate, khat is big business in East Africa. For instance, over fifty percent of “Somalia’s foreign exchange is estimated to have gone to Kenya through the khat trade in recent years” (p. 61) – and it is also easily available in large cities with Somali populations in North America (e.g., Carrier, 2007).

Somalia, a nation of 9 million on the East coast of Africa, was in the news in 2009 with reports of piracy in the Indian Ocean. Traditionally, in Somalia and in East Africa, khat was associated with several contexts. First, many Somali men enjoyed khat in long chewing sessions with other men. During this time of male bonding, while relaxing on cushions with cheeks full of khat, news could be exchanged, gossip shared, and business conducted (Rushby, 1999). In addition, historically, especially among Sufis, the *wadaad* (male traditional medicine and ritual expert) may have encouraged khat use as a means of being able to pray for longer times. Today among Somalis in the Diaspora, khat use continues. First, the substance may recall happier times and may be viewed as an opportunity to connect with other Somalis. In addition, khat chewing sessions may serve as a diversion from ruminating upon past troubles or upon current difficulties obtaining employment or meeting financial obligations, etc.

Despite the long history of khat use, however, some Somali community elders express concern that khat use is increasing to problematic levels among refugee and immigrant populations. Women note that some men jeopardize their family finances by purchasing khat, and that men may be spending too much time at chewing sessions and not enough time at home. While its use may help to affirm cultural identity, overuse may preclude positive integration into the broader community. In her study of Toronto Somalis, McGown (1999) writes that khat is “a leaf that, when chewed, offers mild stimulation well-suited to long evenings discussing politics, but then causes insomnia and lack of appetite...Thus, on the morrow, a man may well be disinclined to

fight despair and find a job as a security guard or parking-lot attendant, especially when he is an experienced accountant or a businessman” (p. 19). Daily routines consisting of afternoon and evening chewing sessions lasting to midnight, followed by sleeping in to noon, may offer an outlet for discussing Somali politics with fellow clansmen, but are not likely to lead to optimal health in North America (McGown, 1999).

It also is possible that some Somalis, many of whom have experienced various types of trauma, use khat as a form of self-medication for undiagnosed or untreated mental health issues. Indeed, in Somalia, mental illness was traditionally believed to be caused by spirit possession or as punishment by God, and would be treated typically not by a psychologist, but by a *wadaad*’s reading of verses from the Koran. Furthermore, khat may have some potentially troublesome side effects and some users report sleeplessness, anxiety, depression, increased blood pressure, irritability, teeth discoloration or mouth infections. More rarely, constipation and liver damage have also been reported.

Given the widespread and increasing use of khat, as well as the general ignorance on the part of the helping professions regarding this substance, it is worth assessing the legal implications of khat use, sale, and distribution. A recent case from Maine (Kesich, 2002) illustrates a number of the relevant issues. In 2002, in the state’s first khat trial, a young man was accused of bringing sixty pounds of khat to Maine. This man faced federal drug charges that could carry a prison sentence of up to twenty years, though the assistant U.S. Attorney General noted a six month sentence would be more typical. In this case, the refugee was given the lightest sentence possible, probation for one year. Though the U.S. drug enforcement agency categorizes khat (or cathinone) as a controlled substance along with powerful drugs such as cocaine and heroin, many users view it as innocuous as coffee. As one Somali immigrant notes, “This is not a drug, it is a common vegetable” (Kesich, 2002). Other members of the Maine Somali community also noted that “chewing khat leaves is a centuries old practice deeply ingrained in a culture that does not tolerate the use of alcohol or mind-altering drugs. It’s used by students who want to stay awake while they study, and old friends who gather to talk” (Kesich, 2002). Adding to the confusion is that the plant changes dramatically over time. Fresh leaves contain cathinone, but within seventy two hours, the chemical changes to cathine, which is quite mild and carries much less severe penalties.

It is not surprising that recent arrivals from Somalia to the United States experience confusion when it comes to khat. While many refugees are mindful of avoiding any behavior that may affect their immigration status, the changing chemical composition of khat and the evolving state and federal legislation surrounding the substance make it challenging to know what behavior will lead to what consequences, particularly when one considers the language barrier and intercultural communication issues.

In sum, it seems prudent for cultural orientations for Somalis to include information on rules and regulations in the United States that may differ from practices in Somalia, such

as those laws involving domestic violence, school attendance, and child abuse and neglect, as well as drug laws. In addition, psychologists and therapists are wise to familiarize themselves with this stimulant, which is ubiquitous in East Africa and not hard to find in the United States. Educating both Somalis and the general public about khat, rather than only refugees or only locals, will be an effective means of building an understanding and supportive community.

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### You Will Be Interested to Know ...

#### An Update About the APA Division of Psychoanalysis (39)

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### Overview

The Division of Psychoanalysis (39) is a vibrant society of psychologists interested in psychoanalytic scholarship. Division 39 is one of the four psychoanalytic organizations of the Psychoanalytic Consortium and the Accrediting Council for Psychoanalytic Education, advancing psychoanalytic therapy practice in the United States. The Division reflects the excitement of contemporary psychoanalytic psychology with its pluralistic engagement in a multiplicity of perspectives. These include:

1. Broadening scientific and public interest in psychoanalytic psychology
2. Encouraging psychoanalytic education for the public welfare
3. Informing the psychological and public communities of developments in psychoanalysis
4. Establishing the highest standards for the practice of psychoanalysis

Division 39 has a membership category for international affiliates, and is strongly committed to the increase of international membership and participation.

In 2005, the *APA Monitor* completed a report ("A Closer Look at Division 39: Not Your Parent's Psychoanalysis") profiling Division 39. The article is at the following link: <http://www.apa.org/monitor/oct05/closer.html>

### Benefits of Membership in Division 39

#### 1. *Psychoanalytic Psychology*

*Psychoanalytic Psychology* is a quarterly journal of scholarship at the interface of psychoanalysis and psychology. The format includes clinical papers (new clinical hypotheses, observations, or techniques) and research papers (original research, relevant theoretical problems, psychoanalytic approaches to human behavior, and studies in the history of psychoanalysis) as well as literature reviews (problems relevant to psychoanalytic inquiry) and commentary (responses to published articles in the journal).

Information about the journal can be accessed at: <http://www.apa.org/journals/pap/>

#### 2. *Psychologist-Psychoanalyst*

*Psychologist-Psychoanalyst* is a quarterly newsletter that reports on the activities of the Division. Its content includes reports of governance (including committees and sections) as well as articles relevant to the practice of the profession. It has a formidable book review section as well as articles and opinions regarding matters of interest to the membership. The newsletter also contains a calendar of events.

#### 3. *Psychoanalytic Abstracts*

This quarterly journal is an all electronic product updated monthly. Each release includes abstracts on psychoanalytic topics from a cluster of index terms related to psychoanalysis. Topics include theory, processes, interpretation, transference, countertransference, object relations, psychotherapy and literature. *Psychoanalytic Abstracts* is available online <http://www.apa.org/psycinfo/psycscan.html>

#### 4. *The Psychoanalytic Electronic Publishing Archive (PEP)*

*The Psychoanalytic Electronic Publishing Archive* is a digital archive of the major works of psychoanalysis from 1871 – 2006. It contains the full text of 29 premier psychoanalytic journals, complete versions of the 56 classic psychoanalytic texts and all 24 volumes of the *Standard Edition of the Complete Works of Sigmund Freud*. The Division has negotiated a reduced rate for its members. Information on the *PEP* is available at: <http://www.p-e-p.org/>

### 1. *The Annual Spring Meeting*

The Division sponsors a yearly Spring meeting, which is a significant venue for the dissemination of innovative ideas in psychoanalytic psychology. The 2009 Spring meeting presentations included: "Postcolonialism and Psychoanalysis", "Racial and Cultural Aspects of Identity and Authority", "Psychic Consequences of Nazism: Disavowal and History", "Psychoanalysis in the Trenches: Perspectives on Trauma and Disaster", "Psychoanalytical and Cultural Perspectives on Violence", "Acculturation, Identity, and Catastrophic Change", "Living with War: From Bystanders to Participants in the Struggles for Collective Responsibility", "Identity and Trauma in the Global Village", and "Inner and Outer Realities of Immigrants: Race, Religion, and Social Class".

For the call for the 2010 Spring meeting:  
[http://division39.org/conf\\_pdfs/firstcallweb.pdf](http://division39.org/conf_pdfs/firstcallweb.pdf)

The Division also has a program at the APA meeting. For the 2009 program: [http://www.division39.org/conf\\_pdfs/Div39ProgBookFor2009.pdf](http://www.division39.org/conf_pdfs/Div39ProgBookFor2009.pdf)

## Activities of Division 39

### *Division 39 Interest Sections*

The Division has nine sections devoted to areas of interest in psychoanalysis.

#### ***Section I: Psychologist Psychoanalyst Practitioners***

Section I serves the function of encouraging communication among psychologists and allied disciplines engaged in the practice of psychoanalysis and supporting specific standards for training in psychoanalysis. Members of Section I meet the standards for psychoanalysts established by the Psychoanalytic Consortium.

#### ***Section II: Childhood and Adolescence***

Section II gathers clinicians and researchers who are interested in working with and thinking about young people from a psychoanalytic perspective, and embraces the broad spectrum of theoretical orientations to clinical work and research. Section II views its commitment to children as extending beyond the boundaries of clinical work to promote the rights and needs of children in the world at large.

#### ***Section III: Women, Gender and Psychoanalysis***

Section III is dedicated to promoting research and theory concerning gender and women's issues, increasing the participation of women within the profession, advancing the psychotherapeutic treatment of women, and advocating on behalf of women's issues.

#### ***Section IV: Local Chapters***

Section IV is made up of local chapters of the Division. Local chapters seek to support the identity of psychologists and other professionals interested in psychoanalysis, to provide educational opportunities in psychoanalytic theory, tech-

nique and related subjects as well as to educate the community about the value of the psychoanalytic orientation. Any group of Division members may form a local chapter if one is not available in their area.

#### ***Section V: Psychologist Psychoanalyst Clinicians***

Section V fosters diversity and pluralism in psychoanalysis through a varied program of professional activities. Members think that psychoanalysis should be a discipline of inquiry, not an orthodoxy of belief. Programs, essay contests, website discussions, CE program, panels, and lectures are informed by this worldview.

#### ***Section VI: Psychoanalytic Research Society***

The purpose of this Section is to promote empirical, theoretical, and clinical psychoanalytic research. It serves to facilitate the continual development and training of researchers and to broaden the role that psychoanalytic research plays in psychology, in related disciplines, and in the public sector.

#### ***Section VII: Psychoanalysts and Groups***

Section VII provides a forum for studying the application of psychoanalytic thinking to the theory and practice of psychoanalytic group therapy, and for understanding phenomena endemic to institutional and societal groups.

#### ***Section VIII: Couple and Family Therapy and Psychoanalysis***

Section VIII is dedicated to promoting the understanding and treatment of the psychological needs of couples and families. This includes an emphasis on supporting and building on the strengths of family and social relationships as a source of healing.

#### ***Section IX: Psychoanalysts for Social Responsibility***

Section IX welcomes those interested in both social issues and psychoanalytic ideas. The section sponsors events and activities in which a psychoanalytic perspective is brought to bear on contemporary social issues such as human rights, race relations, education, poverty, and violence.

## Other Activities

Division 39 is also involved with the following activities:

1. Encouragement of graduate students, early career psychologists, and psychoanalytic institute candidates with special programs
2. Inclusion of matters of diversity in psychoanalysis by support of the *Committee on Multicultural Concerns* and the *Committee on Sexualities and Gender Identities*
3. An extensive outreach program designed to bring psychoanalytic practice outside of the office and into the community <http://www.div39outreach.org/>
4. Collaboration with other psychoanalysts to create a diagnostic classification manual based upon psychoanalytic concepts, *The Psychodynamic Diagnostic Manual (PDM)*. The *PDM* describes both the deeper and surface levels of an individual's personality, emotional and social functioning, and symptom patterns. It was a collaborative effort of the four major psychoanalytic organizations in North America. <http://www.pdm1.org/>

5. Partnership with the Psychoanalytic Broadcasting Corporation (PsyBC) to create and coordinate online educational programs <http://www.psybc.com/>
6. Participation in the APA National Multicultural Conference and Summit and the APA Summit on Violence and Abuse in Relationships

### International Psychology and Division 39

The Division 39 has a Liaison Task Force to the APA Committee on International Relations (CIRP). The goal of this entity is to increase contacts between Division 39 and international psychology colleagues. Division 39 strives to promote inclusion of an international perspective on psychoanalytic psychology, to increase sensitivity to cultural and diversity, to encourage psychological knowledge relevant to international affairs, and to increase communication with international societies of psychologists interested in psychoanalysis.

### Membership as an International Affiliate

International members of APA and psychologists who do not belong to APA are eligible to become International Affiliate Members of Division 39. Other individuals who have demonstrated an interest in psychoanalysis through academic training, institute training continuing education, writing, or related study are also eligible.

The membership fee for Affiliate Membership is \$65.00/year and includes all of the benefits of Division 39 membership as noted above. Undergraduate and graduate students interested in psychoanalysis are eligible to become Student Members for a fee of \$25.00/year.

We encourage all psychologists interested in psychoanalysis to join Division 39. For further information about Division 39, visit our web site: <http://division39.org>

For membership application: [http://division39.org/misc\\_pdfs/Div39MemBrchrNew.pdf](http://division39.org/misc_pdfs/Div39MemBrchrNew.pdf)

### Division 39 Task Force on APA CIRP

Marilyn S. Jacobs, Ph.D., ABPP (Chair)  
Marilyn Metzler, Ph.D., ABPP  
Gerald Stechler, Ph.D., ABPP  
Richard Ruth, Ph.D.  
Jennifer Babcock, Psy.D.  
Laura Barbanel, Ed.D., ABPP

## Call for Papers

### The 21st Greater New York Conference on Behavioral Research

The 21st Greater New York Conference on Behavioral Research is set for FRIDAY, 6 NOVEMBER 2009 at Saint Francis College in Brooklyn Heights, NY. Undergraduate and graduate students as well as faculty from across the region working in the behavioral sciences (psychology, sociology, related fields) are invited to submit papers for possible presentation. This annual Conference also includes free workshops and details on student participation in SPSSI and the 8 other professional organizations that jointly endorse it.

Tentative Conference schedule:

- Pre-conference workshop (11 am)
- Welcome and Refreshments (12:30 – 1 pm)
- Scientific Panels / Symposia (1 – 4 pm)
- Awards Ceremony (4:30 – 5 pm)
- Gala reception (5 – 7pm).

Presentation proposals (300 word abstracts, or full papers) are due by 5pm Monday, October 12, 2009 to [gnyc@fordham.edu](mailto:gnyc@fordham.edu). Submissions should be in MSWord or RTF format and must include complete details: Name of author(s) and affiliation(s), address and phone number of key presenter, name of faculty mentor (if any). Only full papers (not abstracts) are eligible for a student research award.

While conference admission is free, reduced-rate applications are available so each student can join one professional organization on November 6. Conference directions are available at [www.stfranciscollege.edu/about/BrooklynHeights](http://www.stfranciscollege.edu/about/BrooklynHeights). For any details, check [www.spssi.org/ny](http://www.spssi.org/ny), or Conference Chairperson Jen Lancaster at [gnyc@fordham.edu](mailto:gnyc@fordham.edu), or Director Harold Takooshian at 212-693-6393.

### 4 awards for the best full paper (not abstract) by a student:

1. Scarpetta Award, for best undergraduate research
2. Toth Award, for best graduate student research
3. Guzewicz Award, for best cross-cultural / international research
4. Pickren Award, for best historical / qualitative research

### Funding Your Studies in the US and Abroad

Oraine R. Ramoo, M.Ed., HPs  
*San Fernando, Trinidad & Tobago*

It comes as no surprise to international students when I say that finding funding to pursue studies internationally (especially in the United States) is difficult. With the current economic situation, many governments, schools, and organizations that once offered financial aid to students (both local and international) have been forced to cut their budgets. In fact, the annual US College Fair that takes place in my country, was canceled this year as many schools cut travel budgets.

Faced with this situation, some students have had to consider alternate options—staying in their home country and attending university there, attending community college equivalents, enrolling in online programs, and/or going to work. Others have cast aside their college dreams to pursue a different though not a necessarily unrewarding path.

Because I was once an international student, I am fully aware of the funding situation. I too searched the backsites of cyberspace and delved deep into the webpages of many an educational institution. I was very lucky at the undergraduate level as I was able to obtain a full scholarship, which is the path of many an international undergraduate. But not all are so lucky—scholarships are limited, and we all deserve to get that education! It can be easier at the graduate level especially for doctoral students, as they can obtain assistantships or fellowships. Master's level students can also obtain assistantships, but many times they are not enough and help must come in from family members at home.

I can only hope that the situation will improve over time, but over the years, I have garnered information that may help. I have a list of websites and a few tips as to how to look for scholarships to fund your international study. Most are for study in the United States; some are general and others are for countries outside of the US.

#### 1- Look to your home country

- Loans are an option for some, and there are banks that offer educational loans for international study. This may come as a surprise because many banks just offer loans for study in your home country. You will need to call your bank and find out.
- If your country is a member of the Commonwealth, there is a program called the Commonwealth Scholarships and Fellowships Plan (CSFP) <http://www.csfp-online.org/countries.html>. They offer many scholarships, but depending on your circumstances, you will know which to choose. You must keep in mind that after you have completed your studies you may have to return to your country to serve the government or work within the country for a specified period, to be determined in relation to the cost of the award. At the time of the writing of this article, some of the countries had

not updated their awards. Please contact them directly for up-to-date information.

- Look to the government and private companies within your country. For example, many times they offer scholarships but do not advertise them. Again, this will require you to call and speak to someone to find out about availability.

2- *“Other places to look for international student scholarships, international student loans, and other forms of international student aid are international humanitarian organizations that want to promote international education and cultural exchange with the USA. Included in these organizations are the United Nations, the World Health Organization, the League of Red Cross Societies, and the World Council of Churches. Some of these organizations have restricted financial aid, international student scholarships and international student loans.”* (USA Study Guide, 2006). To which end:

- The Open Society and Soros Foundation Network: <http://www.soros.org/initiatives/scholarship?e>
- American Association of University Women (AAUW): [http://www.aauw.org/education/fga/fellowships\\_grants/](http://www.aauw.org/education/fga/fellowships_grants/)
- American Councils for International Education: <http://www.americancouncils.org/indexB.php>
- AMIDEAST: [http://www.amideast.org/programs\\_services/exchange\\_programs/default.htm](http://www.amideast.org/programs_services/exchange_programs/default.htm)

3- Check with the university itself. At the graduate level, you can obtain assistantships either in your department or elsewhere on campus (e.g., library, admissions office, international scholars office, etc.). You need to have a good score on the TOEFL if your first or native language is not English to apply for these. Not to mention, you must beat the competition! Assistantships are primarily research or teaching based, and these pay much better than general graduate assistantships. All pay your tuition (up to 9 credits per semester) and all offer a stipend. Depending on the discipline (psychology, sociology, history, geology) of the research or teaching assistantship, you should be able to cover most living expenses depending on the cost of living in your area. It is best to attempt an assistantship with your department as it pays better. They can be easily found on the Graduate School department webpage or on the individual pages of the various offices at the institution.

4- Various databases are available to search via various parameters for possible scholarships:

- International Education Financial Aid: <http://www.iefaf.org/>
- Cornell University Fellowship Database: <http://www.gradschool.cornell.edu/?p=132>
- Scholarship Experts: <http://www.scholarshipexperts.com/>
- FastWeb: <http://www.fastweb.com/>

There are many more, but be careful and vigilant about sites or companies that ask for money to obtain results, as this information is free and with some work, you can find them yourself. Any result you get should be followed up by a call or email to the respective institution to validate the information you found.

5- Of note, a recent APA publication *Studying Psychology in the United States: Expert Guidance for International Students* (US\$29.95), devotes not one, but TWO chapters to funding your studies, in addition to covering the legalities of US study, acclimating, and academic development. This is a definite guidebook that you should not be without!

Though not the lengthiest of resources, I hope this article helped some. I wish everyone the best of luck with their funding search and academic endeavors.

### Financial Resource Suggestions for International Students: Scholarships and Scholarship Search Sites

FinAid

<http://www.finaid.org>

CollegeBoard

<http://www.collegeboard.com>

<http://www.collegeboard.org/toc/html/tocfinancialaid000.html>

FastWeb

<http://www.fastweb.com>

Thomson Peterson

<http://www.petersons.com/finaid>

Yahoo!

[http://www.yahoo.com/Education/Financial\\_Aid/](http://www.yahoo.com/Education/Financial_Aid/)

Scholarship Resource Network

<http://www.srnexpress.com>

Education USA

<http://www.educationusa.state.gov/>

US Department of Education

[http://www.ed.gov/prog\\_info/SFA/StudentGuide/](http://www.ed.gov/prog_info/SFA/StudentGuide/)

Federal Student Aid

<http://studentaid.ed.gov/PORTALSWebApp/students/english/intl.jsp>

International Education Finance Corporation

<http://www.iefc.com>

American Association of University Women

<http://www.aauw.org>

Institute of International Education

<http://www.iie.org/fulbright>

The MacArthur Foundation

<http://www.macfdn.org>

The National Science Foundation

<http://www.nsf.gov>

Rotary International

[http://www.rotary.org/foundation/educational/amb\\_scho/index.html](http://www.rotary.org/foundation/educational/amb_scho/index.html)

NAFSA: Association of International Educators

<http://www.nafsa.org/content/AboutInternationalEducation/ForStudents/forStudents.htm>

International Education Financial Aid

<http://www.iefaf.org>

US Journal of Academics

<http://www.usjournal.com>

Council on International Educational Exchange

<http://www.ciee.org/index.htm>

Kubatana.net

<http://www.kubatana.net/html/archive/women/021216iewad.asp?sector=WOMEN>

P.E.O. International Peace Scholarship Fund

<http://www.peointernational.org>

American Association of University Women: International Fellowships

[http://www.aauw.org/fga/fellowships\\_grants/international.cfm](http://www.aauw.org/fga/fellowships_grants/international.cfm)

Zonta International Scholarships

<http://www.zonta.org/site/PageServer>

Ford Foundation International Fellowship Program (IFP)

<http://www.fordfound.org>

Inter-American Development Bank

<http://www.iadb.org>

The International Research & Exchanges Board (IREX)

<http://www.irex.org/us/>

The American-Scandinavian Foundation

<http://www.amscan.org>

The Denmark-American Foundation

<http://www.daf-fulb.dk>

League of Finnish-American Societies

<http://www.say1.fi>

The Icelandic-American Society

<http://www.iceam.is>

The Norway-American Foundation

<http://www.noram.no>

The Swedish-American Foundation

<http://www.sweamfo.se>

The Netherland-American Foundation

<http://www.thenaf.org>

The Korean Honor Scholarship

[http://www.koreaembassy.org/education/eng\\_scholarship1.cfm](http://www.koreaembassy.org/education/eng_scholarship1.cfm)

The Korean American Scholarship Foundation

[http://www.Kasf.org/application\\_set.html](http://www.Kasf.org/application_set.html)

Rockefeller Foundation

<http://www.rockfound.org>

Organization of American States

<http://www.educoas.org/portal/en/becas/tipo.aspx?>

Latin American Network Information Center

<http://lanic.utexas.edu/la/region/scholarships>

Japan Foundation

<http://www.jpff.go.jp>

Brama – Gateway Ukraine

<http://www.brama.com/education/scholarship.html>

## Current Issues Around the Globe, Announcements, and More

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Alexander Von Humboldt-Stiftung  
Jean-Paul Strasse 12, Bad Godesberg,  
Bonn D-53173, Germany  
Tel. No. 49-288-833-0; Fax 49-228-833-199

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Charles A. and Anne Morrow Lindbergh Foundation  
Lindbergh Grant  
Marlene White, Grants Administrator  
Lindbergh Foundation  
708 South Third St., Suite 110, Minneapolis, MN 55415  
Tel No. 612-338-1703; Fax No. 612-338-6862

Arts Management Permanent Trustee Company – The Martin Bequest Traveling Scholarship  
Aimee Said  
Arts Management Permanent Trustee Company  
180 Goulburn St., Darlinghurst, NSW 2010  
Tel. No. 61-2-283-2066l; Fax No. 61-2-264-8201

Li Foundation – Li Fellowships  
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Tel No. 516-676-1315

Franco-American Commission for Educational Exchange – French Student Travel Grant  
M. Pierre Collombert, Director  
Franco-American Commission  
9 rue Chardin, Paris 75016 France  
Tel No. 33-1-44-14-53-60; Fax No. 1-42-88-04-79

German Academic Exchange Services (DAAD)  
Study Grants, Annual Grants and Summer Grants  
German Academic Exchange Service, New York Office  
950 Third Avenue, 19<sup>th</sup> Floor, New York, NY 10022  
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Email: [daadny@acf2.nyu.edu](mailto:daadny@acf2.nyu.edu)

Ente Per Gli Studi Monetari Bancari E Finanziari  
Bank of Italy and Italian Banking Association  
Pierelli Flora,  
Ente Luigi Einaudi, via Due Macelli 73, Rome 00197, Italy  
Tel. No. 39-6-679-20013 or 679-7105

British Federation of Women Graduates  
AAUW Rose Sidgwick Memorial Fellowship

4 Mandeville Courtyard, 142 Battersea Park Road, London SW11 4NB UK  
Tel. No. 44-171-498-8037; Fax 44-171-498-0173

### Books

Funding for US Study: A Guide for Citizens of Other Nations by The Institute of International Education  
<http://www.iie.org>

The International Student's Scholarship Handbook by Turning Point

### Loan Programs

Organization for American States Rowe Loan Fund  
<http://www.oas.org/rowe>

The TERI Professional Education Plan (PEP)  
<http://www.teri.org>

Citibank – CitiAssist Student Loan  
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International Education Finance Corporation  
IEFC World Headquarters  
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Braintree, MA 02184  
Tel. No. 1 (781) 843-5334  
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<http://www.educaid.com/alternative/islp.htm>

### The Fourth International Conference on Psychology Education (ICOPE2010)

Following the tradition of ICTP2008 held in St. Petersburg, Russia, the conference will convene in Sydney, Australia from July 8-11, 2010, and be organized by the Australian Psychology EducatorsNetwork (APEN).

More information on the conference is available at

<http://icope2010.psy.unsw.edu.au>

## Saving Lives in Thailand by Scientific Research on Dust Mites

John J. Boitano & Vanna Mahakittikun \*\*  
*Siriraj Dust Mite Center for Services and Research*  
*Department of Parasitology*  
*Mahidol University*  
*Bangkok, Thailand*

In Southeast Asia, seven separate surveys spanning 1989 to 1999 have indicated that the leading cause of sensitization in allergic patients in Thailand, Hong Kong, Singapore, Malaysia, Korea and Indonesia is the House Dust Mite (HDM), with cockroach allergens a distant second. HDMs are microscopic animals about 300 µm in size that are invisible without the aid of a microscope. They are typically found in household dust and predominantly reside in soft furniture and bedding, especially pillows and mattresses, which are their major habitat for breeding and colonization. They thrive on bacteria, other organic matter, and especially human skin scales, which humans shed about a gr/day.

Eventually, the decomposed particles become fecal droppings which contain the major allergen, Der p1. When inhaled as an aeroallergen induced by tossing and turning during sleep, allergic symptoms may occur in susceptible allergic patients. Over the long term and without adequate protection, asthma may develop. Therefore, the most common methods for reducing exposure to mites and their allergens involve physical measures such as the regular laundering of blankets and bed linen, removing carpeting and replacing them with vinyl flooring, and as an initial strategy recommended by many Allergists, the encasement of bedding with impermeable covers.

A difficulty with this approach, however, is the uncritical acceptance of all covers advertised as hypoallergenic as being equally effective in preventing mite/allergen penetration. The ideal barrier for encasing should be permeable for air, but impermeable for mites and their allergens. The purpose of the present research was to assay 53 covers claiming to be "anti-mite" from 10 different countries classified according to fabric texture into 8 categories. For comparative purposes, 3 regular cotton bed sheets were also studied for mite and allergen penetration.

There were three methods used to evaluate the ability of material to block the penetration of HDMs and their allergens: (a) In the heat escape method,<sup>1</sup> an average of 10 adult mites (*Dermatophagoides pteronyssinus*) of either gender was placed on the surface of a test fabric stretched over a 50 ml beaker filled three-quarters with water. A 60-W light bulb was then placed 10 cm above the fabric and illuminated for 15 min during which time observation of mite behavior was observed via a stereomicroscope. If a single mite penetrated the fabric, it was considered as a penetration. (b) The Siriraj Chamber<sup>2</sup> is a small 5x5x3 cm

acrylic box that localizes and restricts mites to a 2x2 cm piece of encasing material. A 100-W light bulb positioned 10 cm above the closed lid was illuminated for 15 min only on the first day of testing to force the mites to attempt to penetrate into the fabric away from the heat source. Subsequently, observations were made of the behavior of the trapped mites for one week on an open work bench at room temperature (23° C) and 75% relative humidity. As above, if a single mite penetrated, that fabric was scored-categorized as conducive to being penetrated. (c) The measurement of Der p1 was determined by two-site monoclonal antibody based enzyme-linked immunosorbent assay (ELISA). Five grams of house dust containing a known amount and concentration of Der p1 were placed between 2 layers of the test fabric, which was then vacuumed through the top surface for 2 min. The retrieved dust was weighed and assessed for its Der p1 concentration, which when divided by the total amount of Der p1 in the dust added to the encasing, gave a measure of % permeability.

The results of this series of experiments are presented in Table 1, which for both the heat escape and the Siriraj Chamber methods indicates that tightly woven fabrics and plastic are impervious to live mite penetration while also attaining allergen impenetrability of 99 to 100%. Four covers (film-coated loosely woven, acaricidal-coated non-woven and loosely woven and regular bed sheets) exhibited 100% penetration. Penetration by the mite allergen, Der p1, is very low for 7 of the 9 categories, except the regular bed sheets and the acaricidal coated loosely woven fabric.

The electron micrograph of Fig. 1 shows a live mite and a fecal pellet (cylindrical object just below the mite) on the surface of a tightly woven fabric, whereas the scanning electron micrograph of Fig. 2 shows mites imbedded within the irregular fibers of a non-woven fabric. Woven fibers consist of interwoven directional cotton or synthetic fibers in layers at right angles to each other, whereas in non-woven fabrics the fibers are synthetic and oriented randomly. Additionally, our previous research<sup>3</sup> has suggested that colonization of live mites occurs within the non-woven fibers of the fabric structure in spite of the fact that this type of fabric functions adequately as a barrier to the movement of allergens.

All mite covers should exhibit 2 important characteristics: (1) they must block the leakage of mite allergens from the inside of the bedding and (2) they must prevent mites from penetrating through the covers in either direction. Additionally, air penetration and the movement of water vapor through pores in the fabric reduce sweating and a feeling of discomfort. Pore size controls the leakage of mite allergens with pores between 2 and 10 µm blocking most mite allergens. Plastic, which is pore free, is the best barrier in terms of blocking, but is also the least comfortable due to zero ventilation and over time may become a haven for mold spores.

From all of the above, it may be concluded that the best criteria for encasements against HDMs should include the following observations: (1) live mite penetration must

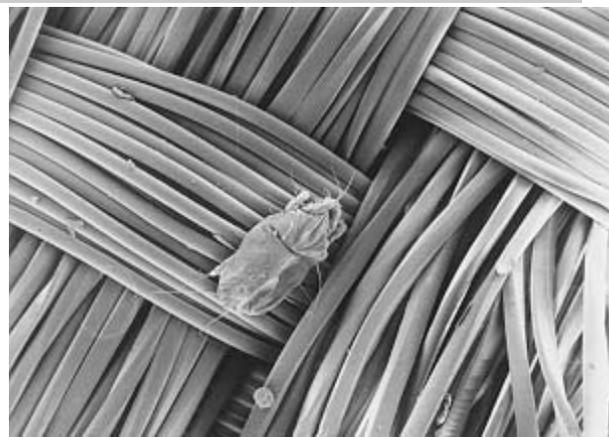
Type of Fabric	Heat Escape Method		Siriraj Chamber Method		% Allergen Impenetrability		
	N	#Fabrics (%)	No Penetration	Some Penetration	N	Mean	SD
Plastic	1	0	1	0	1	100	-
Film-coated non-woven	3	2 (67)	0	2	3	99.9	0
Film-coated loosely woven	4	4 (100)	0	4	1	99.9	-
Non-woven	10	5 (50)	0	7	8	95.6	8.6
Tightly woven	30	0	16	0	27	99.0	3.8
Woven mixed with non-woven	3	2 (67)			3	98.5	1.5
Acaricidal-coated non-woven	1	1 (100)	0	1	1	97.5	-
Acaricidal-coated loosely woven	1	1 (100)	0	1	1	0	-
Regular bed sheets	3	3 (100)	-	-	3	37.7	53.0

**Table 1** The total number (N) of fabric samples showing mite penetration by the heat escape method (with percentages), the Siriraj Chamber method and the mean allergen impenetrability percentages with their standard deviations

be prohibited; (2) allergen impenetrability must be > 99%; (3) a pore size between 2 and 10  $\mu\text{m}$  is optimal; (4) dust leakage should be < 4%; (5) air permeability should be between 2 and 6 cubic centimeters per second per square cms of fabric and (6) have a thread count between 246 and roughly 300 per sq. in. Of the 8 or 9 fabric samples tested, tightly woven encasements best fit these criteria.



**Fig. 2.** An electron micrograph of live mites within the fabric of non-woven fibers.



**Fig. 1.** A scanning electron micrograph of a live mite and a fecal pellet on the surface of a tightly woven fabric.

### References

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- Mahakittikun, V., Boitano, J. J., Tovey, E., Bunnag, C., Ninsanit, P., Matsumoto, T., & Andre, C. (2006). Mite penetration of different types of material claimed as mite proof by the Siriraj chamber method. *Journal of Allergy and Clinical Immunology*, 118, 1164-1168.
- Mahakittikun, V., Jirapongsananuruk, O., Nochot, H., Boitano, J. J., & Tungtrongchitr, A. (2003). Woven material for bed encasement prevents mite penetration. *Journal of Allergy and Clinical Immunology*, 112, 1239-1241.

*\*\* Note: John J. Boitano, PhD is Retired Professor of Psychology and Neuroscience from Fairfield University, and currently Project Consultant to the Siriraj Dust Mite Center for Services and Research, Mahidol University. Vanna Mahakittikun, MSc, DAP&E is Associate Professor and Director of the Siriraj Dust Mite Center for Services and Research, Department of Parasitology, Faculty of Medicine Siriraj Hospital, Mahidol University, Bangkok, Thailand. Address any inquiries or comments to: [jiboitano@yahoo.com](mailto:jiboitano@yahoo.com)*

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## Growing Up Jewish in Nazi Germany and Later: Personal Reflections\*

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*\* Presented at the International Congress of Psychology, Berlin, July 24, 2008. Based in part on my chapter contributed to *Light from the Ashes* edited by Peter Suedfeld. Ann Arbor: University of Michigan Press, 2001, 170-196.*

### Introduction

In the summer of 1927, when I was 4 years old, my family posed for a formal portrait, sitting on wrought iron furniture in a shady niche of my paternal grandparents' garden in Hagen, a small city in Westphalia. The garden, dominated by a majestic linden tree, extended from the one family home with high stone walls on the remaining three sides. My grandparents are sitting on a bench in the middle, flanked on one side by their son, my lawyer father with my beautiful young mother, and on the other side by my father's older sister with her banker husband and daughter. Stretched on the ground in front of my grandparents are their two grandsons, both dressed in starched white sailor suits.

Taken nearly a decade after the end of World War I and six years before the rise of Hitler, the portrait, with everyone dressed in their finest clothes, conveys a sense of prosperity and well-being. It was not to last long.

### Growing Up Jewish in Nazi Germany

I was born Heinz Philipp David in 1923, 85 years ago, in Hagen, a city of about 120,000 inhabitants. My father, grandfather, and great grandfather lived and prospered there. The population included about 600 Jews. I was one of them.

Until mid-1933, we lived in a comfortable apartment adjoining my father's law offices. My best friend, Werner, the son of a prominent Nazi physician, lived on the floor above us.

It was through this friendship with Werner that I grew increasingly aware of the implications of being Jewish. For a 10 year old, reading about Jewish history and tradition in the Jewish elementary school could not compensate for the pagantry of the Hitler Youth in which I could not participate. I remember standing behind the curtained window of our apartment on the night after Hitler's assumption of power in 1933 and seeing Werner marching in his brown uniform in a torch-light parade, singing about a glorious future. I can still feel the pain of feeling rejected. Was I not German? Did I not love my country? Was not my father a decorated soldier in the Great War? It was perhaps the first time I fully realized I was different; I was a Jew.

In April 1933, my father was no longer permitted to practice law or assume his seat on City Council to which he had just been reelected. He continued to view himself as a German citizen of Jewish faith whose primary loyalty was to the Fatherland. Despite the mounting Nazi terror and the suppression of opposing political parties, he firmly believed that the Hitler regime was a temporary aberration that would end as the "good" German people came to their senses. His faith in German culture and liberal traditions remained steadfast, reinforced by old Social Democratic party comrades and by the decency of a former schoolmate, now a high ranking Gestapo official, who always called him to suggest taking a "vacation" out of town a day or so before a concentration camp roundup was to begin.

Werner and I were both admitted to the 1933 freshman class of the Fichte Gymnasium. Even when Jewish boys were excluded, I was permitted to continue as the son of a World War I frontline soldier. By 1936, amidst the growing anti-semitic taunts and shunning by teachers, I was the sole Jewish boy remaining in my class, the only nonmember of the Hitler youth, excluded from school activities and patriotic events. When informed that the special privileges granted to children of Jewish war veterans had been rescinded and that I would be excluded from the Gymnasium as of the 1937/38 school year, hope faded for completing my education in Nazi Germany.

In the spring of 1937, we received a visitor representing the German-Jewish Children's Aid Committee of New York. This organization offered to place children under the age of 14 in American Jewish homes when their parents had no rela-

tives abroad who were financially able to sponsor their education (Davie, 1947).

When asked whether I would like to come to the United States, I immediately agreed. And so did my parents. Six weeks later, I celebrated my 14<sup>th</sup> birthday crossing the Atlantic. To mark the occasion, I changed my name from Heinz Philipp David to Henry Philip David, determined to become an American from my day of arrival in New York City. The early morning view of the Statue of Liberty, beckoning me with an irresistible force, remains a vivid memory. As I learned some years later, I was one of only 92 children who came to the United States in 1937 unaccompanied by their parents (Davie, 1947). I was invited to live in the home of a pediatrician and his family in Cincinnati, Ohio—but that is a story for another day.

Shortly before my departure from Hagen, my parents gave a garden party. Playing games around the linden tree, we wondered where and when we would meet in the future. Most of us never saw each other again.

While I was going to school in the United States, living conditions in Germany steadily worsened for Jews. My father finally recognized the deadly seriousness of events after the "*Kristallnacht*" on 9 November 1938, when our house was ransacked by local Nazi storm troopers. This time there had been no advance warning. Our furniture, antiques, books, and my father were thrown to the street from the first floor window. A sympathetic neighbor called the ambulance service of the local Catholic hospital where a surgeon saved his life and kept him in closely supervised care for 56 days to protect him from arrest and possible transfer to a concentration camp. My Cincinnati "family" responded immediately by providing an affidavit, placing my parents on the then ever lengthening waiting list for a U.S. visa. Just being on the list made it possible to travel to England. They reached London shortly before the outbreak of World War II. Soon thereafter, my father, a veteran of World War I, was interned for three months as an enemy alien. On receipt of their American visas, my parents braved submarines and arrived in Cincinnati in October 1940.

### World War II

In June 1943, I enlisted in the U.S. Army Air Force. The story of my war time experience will have to wait for another occasion. After the end of the war in Europe in 1945, while stationed in Wiesbaden, Germany, I returned to a devastated Hagen. Driving alone through streets lined with row after row of shattered bricks, past the empty shells of bombed-out houses, I almost missed our former home. Only the walls remained. The garden with the majestic linden tree was miraculously untouched. The nearby grocery store was still functioning. The grocer, an old social democrat, emerged from a cellar entrance, came over to the jeep, recognized me, and began to sing my father's praises. He recalled how for several days after the *Kristallnacht* he had brought groceries to my mother in the darkness of night. He added quietly that he thought what had happened to Germany was "God's re-venge for what Hitler did to the Jews."

At the Fichte Gymnasium, I found the old *Hausmeister*. He told me that my friend Werner had fallen in Stalingrad and that most of my classmates had either fallen or were prisoners of war. I will never forget the thought that flashed through my mind - *how fortunate I had been to have been born Jewish, to have escaped Germany, and to have a future in America*. It was a long way from that day in 1933 when I envied the boys marching past so proudly in their Hitler Youth parade.

### Germany Revisited

Over the ensuing years, I made several trips to Germany - each a mix of how much things had changed and yet stayed the same. In August 1960, following the 16th International Congress of Psychology in Bonn, my wife and I drove to Hagen. The one family house of my grandparents had been replaced by a four story apartment building. The only way to reach the garden was through a ground floor apartment. The name on the door was that of the family who had purchased the house at a considerably below market price. When I rang the door bell, an elderly woman answered and seemed somewhat flustered after I had introduced myself and asked permission to show the garden to my wife. She let us into the apartment and took us to the garden, walking through the dining room where her family had gathered for lunch. After spending a short time admiring the old linden tree, we walked back into the dining room. It was empty, the food untouched on the plates and the people gone from the apartment.

My third return to Hagen came in 1990 when I traveled there with our daughter Gail. I had accepted an invitation from the Society for Christian-Jewish Cooperation. Its local chair, Prof. Dr. Hermann Zabel, is with us today. A Professor of Germanics who grew up during the Hitler period, he has dedicated a great deal of time and effort to compiling the history of the Hagen Jewish community (Zabel, 1994). Professor Zabel encountered considerable hostility from the older generation, reluctant to reveal their participation in events they preferred to forget.

When we saw the garden, the linden tree was gone. It had died and along with it, a part of my childhood.

The next day, I was invited to give a colloquium at the local Fern Universität. Gail and I were cordially received. Afterwards, we talked about the many contributions Jews had made to German psychology, the anti-semitism that had driven them from their positions, and that only four German professors in the country had lost their jobs as the result of postwar de-nazification. As we parted, one colleague said to Gail, a strawberry blond with blue-green eyes, "you don't look Jewish." Embarrassment ensued when Gail asked what it was that made somebody look Jewish. Old stereotypes die hard, even among intellectuals.

My next visit to Hagen was in March 1992. This time, my wife and I were invited as official guests of the city for the public dedication of a park named in honor of my father. Spear-headed by Professor Zabel and endorsed by the major political parties, the Dr. Ferdinand David Park remains today a significant act of Recognition and Reconciliation (Zabel,

1994). Tema and I took our daughter Gail, her husband, and our two grandchildren to visit it in 2001.

### Reflections

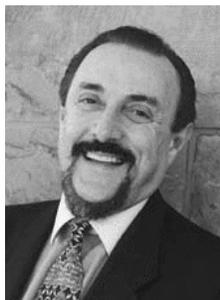
Celebrating the 71st anniversary of my arrival in the United States and my 85<sup>th</sup> birthday evokes further reflection. The deeply troubling questions raised by the Holocaust continue to defy comprehension. For me, they are especially complicated because, ultimately and counter-intuitively, being Jewish saved my life.

On returning to Germany in 2008, I am aware of the revival of Jewish life, the strong political support of Israel, and the numerous programs such as those initiated by Prof. Zabel and his wife Gisela and by Dr. Walesch-Schneller to effect reconciliation. I am told that there are over 80 local societies for Christian-Jewish cooperation and more than 100 German-Israeli city partnerships. Still, I wonder why there are security guards stationed in and around Jewish institutions in Berlin while there are none around churches or mosques. I am grateful to be alive and grateful for the sustained support of my loving wife Tema with whom I founded a new family in a new land. The terror unleashed by Hitler and Nazi Germany changed my life and its direction. I was one of the lucky ones to survive and I still wonder why. Thank You.

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### November 15 deadline for 2010 EPA in New York



Philip Zimbardo

For the first time in over a decade, the Eastern Psychological Association meets in New York on March 4-7, 2010, with sharply reduced rates at the Brooklyn NY Marriott Hotel. Since 2004, EPA offers a subprogram in international and cross-cultural psychology, which welcomes proposals for individual papers and symposia. Admission to the EPA meeting is free to members. Proposers must be a member of EPA before the proposal deadline of November 15: \$45 for professionals and \$25 for students. On

March 4, the keynote speaker for the EPA international program is Philip Zimbardo of Stanford University. For any details, check [www.easternpsychological.org](http://www.easternpsychological.org), or contact [ta-koosh@aol.com](mailto:ta-koosh@aol.com).

### Remembering Robert F. Osterrmann Sr., PhD (19— -2009)

Osterrmann family  
[djmann55@gmail.com](mailto:djmann55@gmail.com)



Robert F. Osterrmann Sr. died on March 16, 2009 in Staunton VA at age 77. Our father was a special man: son, husband, father, brother, grandfather, godfather, uncle, cousin, counselor, teacher, sponsor, mentor, hero, friend. The son of George and Marie, he had one older brother, George, and one younger sister, Rose Marie. Bob was the first in his family to go to college (Seton Hall), then complete his

masters and doctorate in Psychology at Fordham University. Bob's career began with teaching at Fair Lawn High School. He then joined the business world at Rayco, BVD, and Ernst & Ernst. Eventually, the path led back to teaching—to Fairleigh Dickinson University, where he taught for over 30 years.

Teaching was a vehicle for his real passion as an international advocate. Bob traveled the world, always carrying high the banner for FDU. On one sabbatical, he traveled for a year to study the different cultural indicators of stress. His work, the *SWS—Survey of Stress- and Mental Health*, was translated into 21 languages and is still used in the workplace today.

He traveled to all corners of the world—meeting with heads of state, tourism commissioners, health ministers, as well as business and religious leaders. He was welcome everywhere—whether attending a meeting in Brazil, celebrating a wedding in Egypt, working in a Rotary eye camp in India, or joining the religious ceremonies in the Bath caves in Indonesia.

In 1985, Bob and Diane traveled to Poland and visited with Lech Walesa. The meeting was filled with open sharing, as Lech requested his body guards to give him and Dad some privacy. Lech also encouraged Dad to tape the conversations. Upon leaving, knowing there was a watchful eye on all Lech's movements, Dad hid the tape in his sock, filling the recorder with a blank tape in case it was stolen. The adventure post-meeting was as exciting as the meeting.

Dad loved adventures. As children, we were always fortunate that his role as Professor afforded him long summer vacations. We spent summers at the Cape, hiked to the bottom of the Grand Canyon and the top of Mount Marcy. We slid down sand dunes, walked on glaciers, threw snowballs on Pike's Peak in the middle of summer, and stood in

four states at once. We canoed the Delaware rapids. We walked the George Washington Bridge. We played in the waters of the Pacific, Atlantic, and Acapulco.

Perhaps one of Dad's greatest adventures was one morning, Bob Jr. called and told Dad to pack a bag and a camera. Without hesitation, Dad left the house to meet Bobby. As they boarded the ferry to Liberty State Park, Bobby, who worked for Lehrer McGovern, shared that they would be doing some work on the Statue of Liberty today. Bobby was supervising a team, doing the repair work and took Dad up the scaffolding on the outside of The Lady. They coursed their way up to the face and crown. Dad and Bobby were nose to nose with The Lady's nose, staring out from the highest points, watching the world.

Bob was a giver. Together with Mom, they sponsored many teenagers in their home, offering safe haven during oft troubled and confusing years. Dad never seemed to say no to any person needing help, whether a youth in their home, a wayward international student needing a place to stay, or an adult going through transition. Eight was usually the smallest number filling the dinner table.

Bob was a member of Rotary International. There were many, many contributions Bob made to this organization, and in turn, many opportunities Rotary afforded Bob. One was participation in the "Gift of Life". This program is for children from other countries in need of heart surgery. Bob and Diane "adopted" Raphael, a child from Poland who came to live in our home prior to surgery. A small, frail child, always blue, he could barely walk four steps without stopping for air. Through incredible support, love, and ultimately surgery, his world changed. He and his mom stayed with our family for a few weeks though the healing. Then, on a visit to Poland, Bob and Diane visited him. Enthused by his abilities, he said, "cioca look, I can run!"

Bob's accomplishments were countless. He attained the rank of Eagle Scout. Rotary International honored Bob as a Paul Harris Fellow. At Fairleigh Dickinson, he was named Outstanding Teacher of the Year, and later, Distinguished Professor. The American Psychological Association honored him as a Fellow in 2008.

Bob loved all parts of life. He was an avid writer of prose, poetry, and letters to the editor. Bob loved to dance and sing, and could often be found cranking up the stereo to twirl Mom around the family room floor. He also loved the theater; *Chorus Line* and *The Fantastiks* were among his favorites. Dad co-founded what later became the American Stage Theater, and is now the equity theater in-residence at Fairleigh Dickinson University.

All of this paled in comparison to his absolute love of family. Bob and Diane were married 54 years. They have six beautiful children with six wonderful spouses. They also have thirteen grandchildren. Countless students and friends looked to him as father; their children called him grandfather. He participated in all facets of his grandchildren's world: attending grandparent's day, watching football, baseball and soccer games, eating Waldorf salad, listening to coffee house concerts, attending music recitals, and sharing with them his enormous pop-up book collection. He loved his cousins, gathering with them once

a year to reminisce and stay connected. He had wonderful stories of his life experiences, and was always there with a memory for any occasion.

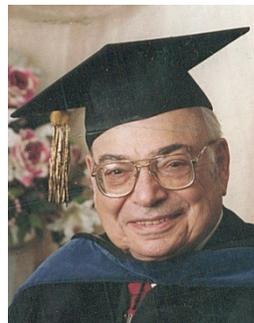
One special part of Bob's life was his devotion to his religion, particularly Our Lady of Mount Carmel and Saint Francis. He honored Mary by including her name in all his children's names. He always wore a scapula. Bob prayed in many languages, always allowing for the faith of others to guide him in learning more about his own.

Bob is survived by his wife, Diane, six children (Robert Jr., Therese, Catherine, Stephen, John Paul, Christopher), 13 grandchildren, and sister, Rose Marie. Bob was a wonderful man. He was full of life every single day of his life. Bob lived life always questing, always learning, and always exploring. He is likely exploring Heaven right now, figuring out how to organize all our family and friends for the next adventure. Naturally, toasting all with a glass of champagne.

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### Remembering Victor D. Sanua (1920-2009)

David & Marianne Sanua  
[Dsanua@aol.com](mailto:Dsanua@aol.com)



**Victor D. Sanua, PhD**, a pioneer in cross-cultural studies of mental illness, who was also known for his studies on American Jewish communities and the Jews of Egypt, died in July 2009 in his Brooklyn, NY home at age 88. The cause of death was renal failure. At the time of his death, Dr. Sanua was Research Professor in Psychology at St. John's University in Jamaica NY, from which he had officially retired in

1990. However, he continued publishing papers in psychology and conducting research in the history of the Jewish community from Egypt. In his career, he published hundreds of articles, often focusing on familial and cultural factors in mental illness, particularly in depression, schizophrenia, and autism. He was an expert in the measurement of intelligence and took strong issue with psychologists who maintained that there was a group genetic component to the results of intelligence testing, holding that IQ was strongly influenced by culture, family, and education. He also wrote stridently against "prescriptive authority" and the "medicalization" of psychology.

Dr. Sanua was born in 1920 to a Sephardic Jewish family of Turkish origin in Cairo, Egypt. Like most such families in Cairo, his family spoke at home both French (the language of commerce) and the Judeo-Spanish dialect known as

Ladino. Dr. Sanua also spoke Italian, the language of his citizenship. He attended French Catholic schools as a youth, but judging that English would become a more important language in the future, he transferred to the high school of the American University in Cairo, where he later earned two undergraduate degrees in 1945 and 1949, and developed his interest in psychology.

Dr. Sanua immigrated to the United States in 1950, and received his Ph.D. degree from Michigan State University in 1956, where he wrote his dissertation under the guidance of Prof. Gilbert Rosenthal on the differences of personality adjustment among different generations of American Jews and non-Jews. He pursued post-graduate studies at New York's Bellevue Hospital, where his knowledge of Spanish helped him communicate with the many Puerto Rican patients. He also worked there with Dr. Howard Rusk on the treatment of patients with cerebral palsy. He then served at New York Hospital-Cornell University Medical School, where he worked with Dr. Leo Srole on the Midtown Manhattan Study. He pursued post-doctoral studies at Harvard University's Department of Social Relations from 1958-1960, focusing on research in schizophrenia. His first fac-

ulty appointment, in 1960, was at Yeshiva University, with joint appointments at the Wurzweiler School of Social Work and the Ferkauf Graduate School of Education. In 1965-1966, he lectured at the Sorbonne in Paris as a Fulbright Fellow. From 1967-1976, he taught at the College of the City of New York, from 1976-1980, at the Adelphi School of Social Work, and thereafter, joined the graduate department of psychology at St. John's.

Dr. Sanua was active in professional organizations, especially global ones. He was a past-President of the International Council of Psychologists, and a founder and past Vice-President of the Interamerican Society of Psychology. He was also a Fellow of the American Psychological Association, active in several of its divisions. He served as President of the Academic Division of the New York State Psychology Association and was President of the Brooklyn Psychological Association for several years.

He was married for over 50 years to Stella Sardell Sanua, who predeceased him in 2006. He is survived by his sister, Odette, his children, David and Marianne, and two grandchildren.

**October 23 - 24, 2009.**

### **The Institute for the Study and Promotion of Race and Culture 2009 Diversity Challenge: Racial Identity and Cultural Factors in Treatment, Research and Policy**

Each year, the Institute for the Study and Promotion of Race and Culture addresses a racial or cultural issue that can benefit from a pragmatic, scholarly, or grassroots focus through its Diversity Challenge conference. The theme of the 2009 conference is the examination of racial identity and cultural factors in treatment, research, education and policy. The two-day conference held at Boston College includes panel discussion/symposia, workshops, structured discussions, a poster session, and individual presentations by invited experts and selected guests including educators, administrators, researchers, mental health professionals, and community organizations.

This year's invited panelists include Melba Vasquez, Robert Carter, Thomas Parham, Gina Samuels, Karen Suyemoto, Lewis Schlosser, Belle Liang, and Martin LaRoche. Continuing Education credits will be available for teachers, psychologists, social workers and mental health counselors. For registration and program information, please check the ISPRC Website: [www.bc.edu/schools/lsoe/isprc/home.html](http://www.bc.edu/schools/lsoe/isprc/home.html). For all Conference related inquiries, please email Kathleen Flaherty and Susan Ginivisian at [isprc@bc.edu](mailto:isprc@bc.edu).

### International Employment Opportunities

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

**University of British Columbia, Department of Psychology:** The Department of Psychology at the University of British Columbia ([www.psych.ubc.ca](http://www.psych.ubc.ca)) invites applications for a tenure-track faculty position at the rank of Instructor I, which will begin July 1, 2010.

Candidates must have a PhD before commencing the position and experience teaching undergraduate courses. Individuals with strong commitments and demonstrated potential to achieve excellence in teaching and academic supervision of undergraduate students are encouraged to apply. The successful candidate will be expected to maintain an excellent record of teaching and service. He or she will also be expected to teach six one-semester courses per year, typically a combination of introductory psychology, research methods and design, and one or more advanced courses in the areas of behavioral neuroscience, cognitive science, and/or developmental psychology.

The closing date for applications is November 15, 2009.

Applicants should send a curriculum vitae, a statement of their teaching interests and orientation, evidence of their teaching abilities and effectiveness (course outlines, student evaluations, etc.), and at least three confidential letters of recommendation to:

Chair, Faculty Search Committee, Department of Psychology, University of British Columbia, 2136 West Mall, Vancouver, BC Canada V6T 1Z4

The starting salary will be commensurate with experience. The University of British Columbia hires on the basis of merit and is committed to employment equity. All qualified candidates are encouraged to apply; however, Canadian citizens and permanent residents of Canada will be given priority. The position is subject to final budgetary approval.

**Concordia University, Department of Psychology:** The Department of Psychology at Concordia University in Montreal, Quebec, Canada, invites applications for one tenure-track position in human lifespan development. We seek applicants with a strong research record with a focus on social-emotional development, cognitive development, family processes, or developmental psychopathology. Researchers in psychology at Concordia benefit from an internationally recognized and diverse faculty with a broad range of interests. Applicants must have a PhD degree in psychology and should have a demonstrated ability or potential to build and maintain

a high-quality research program, as well as an interest in training at undergraduate and graduate levels. The selected candidate will be affiliated with the Centre for Research in Human Development (<http://crdh.concordia.ca/>), a multi-disciplinary multi-institutional research and training network focused on developmental transitions across the lifespan, funded by FQRSC (<http://www.fqrcs.gouv.qc.ca/fr/accueil.php>). For full details, visit: <http://psychology.concordia.ca>

Subject to budgetary approval, we anticipate filling this position, normally at the rank of assistant professor, for July 1, 2010. All applications should reach the Department no later than November 2, 2009.

**University of Toronto, Department of Psychology:** The Department of Psychology at the University of Toronto invites applications for a tenure-stream position in social psychology to commence July 1, 2010. This position is at the level of assistant professor and is linked to the Canada Research Chair Program.

The successful applicant will be nominated for a Canada Research Chair (Tier II). We invite applications from outstanding academics in all areas of social psychology. The successful candidate will be expected to maintain an active, externally funded program of research and be committed to both undergraduate and graduate education.

Salary will be commensurate with experience and qualifications. Candidates must have demonstrated promise of excellence in research and teaching and have earned a PhD or ABD by July 1, 2010.

We encourage interested applicants to submit their application online at <http://www.jobs.utoronto.ca/faculty.htm>. Click on "Current Academic Positions" then "Faculty" and search for Job # 0900706. Please ensure that you include a letter of application, a curriculum vitae, a statement of research interests and career goals, and copies of recent publications. If you are unable to apply online, please submit your application and materials to:

Social Psychology Search Committee  
Department of Psychology  
Faculty of Arts and Science  
University of Toronto  
Suite 4020, 100 St. George Street  
Toronto, ON Canada M5S 3G3  
[chair@psych.utoronto.ca](mailto:chair@psych.utoronto.ca)

Three letters of recommendation should be sent directly to the same address. Closing date for applications is October 15, 2009; however, it will remain open until filled. Inquiries should be directed to Jay Pratt, Chair of the Department of Psychology, Faculty of Arts and Science ([chair@psych.utoronto.ca](mailto:chair@psych.utoronto.ca)).

For more information about the Department of Psychology, please visit our home page at <http://home.psych.utoronto.ca/site3.aspx>.

The University of Toronto is strongly committed to diver-

## International Employment Opportunities

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

The University of Toronto is located in a metropolitan center of great ethnic and cultural diversity. All qualified applicants are encouraged to apply; however, Canadians and permanent residents will be given priority.

### **University of Toronto, Department of Management:**

The Department of Management at the University of Toronto Scarborough invites applications from qualified candidates for an assistant/associate/full professor, tenure stream position in organizational behavior / human resource management (OBHR).

A PhD (completed or near completion) with a research focus in OBHR is required. Candidates must have demonstrated research ability: a strong potential for, or existing evidence of, high quality research publications. Candidates must also have a strong commitment to teaching at the undergraduate and graduate level. The appointment will start effective July 1, 2010. Salary will be commensurate with qualifications and experience and will be comparable to top research schools from around the world.

The University of Toronto is highly research-oriented and seeks to attract top researchers. It is ranked first in Canada and 11th in the world for research citations. As a growing three-campus university, we attract a diverse, scholarly, and collegial group of faculty from universities across the world. The Management Department at the Scarborough campus is about to be relocated to a brand-new building that boasts state-of-the-art lecture halls, case rooms, and research labs. The new building will also house a dedicated data modeling lab, as well as event spaces, restaurants, and rooftop gardens. The Department manages a large participant pool that consists of students from a wide range of ethnic backgrounds, some of whom are employed through our successful Co-operative Education Program.

We are interested in candidates who are dedicated to maintaining the excellence of our undergraduate program specializing in HRM, and are committed to participating in building a graduate program in HRM. Further, successful candidates will be cross-appointed to the Rotman School of Management, providing them opportunities to collaborate with faculty and graduate students at the St. George Campus. These resources and opportunities, along with a supportive climate for scholarly research, provide a rich environment for professional development.

Toronto is a creative and multicultural city that embraces diversity and has been ranked as one of the top places to live in the world. As a premier destination for travel and investment, it competes with cities such as Chicago, Milan, and Barcelona. It is not difficult to see why Toronto captures the hearts of residents and visitors alike.

Additional information on the Management Department can be found at:

<http://www.utscc.utoronto.ca/~mgmt/>

and the Rotman School of Management at:

<http://www.rotman.utoronto.ca/index.html>

We encourage you to submit your application online by clicking on the link below <http://www.jobs.utoronto.ca/faculty.htm> (Internet Explorer and PC required; Job Number 0900650). If you are unable to apply online (or alternatively have large documents to send), please submit your application and other materials to the address provided:

Professor Jason Wei, Acting Chair, Department of Management, University of Toronto Scarborough, 1265 Military Trail, Toronto, ON, Canada, M1C 1A4

Please ensure that you include a letter of application, a current curriculum vitae, copies of publications/manuscripts, a research statement and a teaching statement that includes evidence of excellence in teaching. Three letters of reference should be emailed to [obhr-reference-letters@utscc.utoronto.ca](mailto:obhr-reference-letters@utscc.utoronto.ca)

The deadline for applications is October 23, 2009.

### **Simon Fraser University, Department of Psychology**

The Department of Psychology at Simon Fraser University seeks applicants for an assistant professor position in experimental psychology and law or forensic psychology. The position is for two years with the possibility of an additional year. At the present time, there are no plans for extension of the position beyond three years. The successful applicant will have a PhD in psychology and will teach undergraduate courses within one or more of the following areas of expertise: psychology and law, including perspectives from the fields of cognitive, developmental, and social psychology. Teaching may also include courses in one or more of the following areas: introductory psychology, research methodology, and statistics. Interest in and ability to work collaboratively with faculty in ongoing research projects is expected. The starting date is January 2010 or is negotiable. The Department's web page can be accessed at <http://www.sfu.ca/psychology>

**Department of Health, Richmond Centre:** This position is to provide clinical leadership in the area of dialectical behavior therapy (DBT) and to conduct psychological assessment of Center clients. This position is responsible for clinical leadership of the provincial DBT team and the development of further applications of DBT programming for specific populations. The position provides coordination, consultation, and treatment within a multidisciplinary service involving multiple stakeholders.

Duties will include:

- conducting psychological assessment of identified clients
- providing clinical leadership of the provincial DBT education program evaluation and training
- developing and assisting in adapting DBT to other popu-

## International Employment Opportunities

lations for whom it is proven effective (i.e., adolescents, eating disorders)

- providing DBT interventions to individuals and groups
- developing family education sessions on DBT
- maintaining confidential client records
- providing expert consultation within a multi-disciplinary team and to other sites and regions within the service
- responding to walk-ins or emergency situations as required
- other duties as required.

### Minimum Qualifications:

- Applicants must have PhD in psychology and be eligible and registered with the P.E.I. Psychologists Registration Board.
- The successful applicant must have a good previous work and attendance record.
- The successful applicant must provide a satisfactory criminal records check prior to beginning employment.

### Other Qualifications:

- Interest, training and experience in DBT would be considered an asset.
- We would like to thank all applicants for their interest; however, only those who are selected for an interview will be contacted.

Bi-Weekly Hours: 75.0 hours bi-weekly

Posting Id: 106336-0908RCPO

Please return forms to PEI Public Service Commission, P.O. Box 2000, Charlottetown, Prince Edward Island, Canada, C1A 7N8. Applications may be sent by fax to (902)368-4383. Please ensure that the appropriate Posting ID number is stated on all application forms. You can apply online or obtain an application form by visiting our web site at [www.gov.pe.ca/jobs](http://www.gov.pe.ca/jobs). Forms may also be obtained by contacting any PEI Government office, ACCESS PEI Centre, Regional Services Centre, or by telephone at (902)368-4080.

**Ross University, School of Medicine:** Ross University School of Medicine, located on the beautiful Caribbean island of Dominica in the West Indies, invites applications for a faculty post at any rank in the Behavioral Sciences Department. Our mission is to prepare highly dedicated students to become effective, successful physicians in the United States. Basic science coursework is taught in Dominica and students then complete their clinical studies in the United States. After passing all prerequisite examinations, Ross graduates are licensed to practice medicine in all 50 states of the U.S. Ross University School of Medicine is a division of DeVry, Inc (NYSE:DV)

Education is the primary focus of the faculty. The academic year is divided into three semesters with a new class of students admitted each semester. Lectures and other educa-

tional responsibilities continue throughout the year. Effective teachers are sought, particularly individuals who are interested in improving medical education and who work well on a team. Research opportunities exist, primarily in the area of medical education.

**Essential Duties and Responsibilities:** The individual will participate in academic programs and carry out responsibilities as assigned by the Department Chair and the Dean of Ross University and will provide counseling services as outlined by the Department Chair and the Director of the Counseling Center.

- Provide counseling and support the counseling service of Ross University
- Provide clinical psychological services including assessment, counseling, and other appropriate interventions
- Lecture in the behavioral science courses in 1st, 2nd, and 3rd semesters
- Participate in the history-taking and clinical skills training of 3rd and 4th semester students
- Supervise interviewing by students in their clinical rotations
- Facilitate problem-based learning groups

**Required Knowledge, Skills, and Abilities:** The candidate should be a generalist who can provide counseling services to a diverse student population and have clinical experience dealing with a variety of presenting concerns. The candidate should have at least 2 years academic/clinical experience.

**Required Credentials and Education:** PhD in Clinical or Counseling Psychology

Ross University offers a competitive potentially tax-free annual salary, relocation assistance to and from the island, a deferred pension program, tuition assistance benefit, scholarship program for dependents, 100% medical benefits paid for the employee, travel benefits, a living allowance, 25 days of paid annual leave is provided along with opportunities for professional development, which includes a conference and book allowance.

To apply, please visit our website: [www.rossu.edu](http://www.rossu.edu)

**University of Freiburg, Institute of Psychology:** The Institute of Psychology at the University of Freiburg, Germany, seeks to make a full-time professorial appointment in work and organizational psychology, beginning March 2010. The appointment is at the level of full professor (W3). The successful applicant is expected to teach and do research in work and organizational psychology, as well as to contribute to teaching other courses in the BSc and MSc curricula for psychology. The candidate selected is expected to have an academic degree, teaching experience, PhD as well as habilitation or equivalent scientific achievements.

The university seeks to increase the proportion of women among teachers and researchers and therefore encourages applications by women. Applications by women and persons

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with children are welcome. A part-time employment is possible in principle. Applications of disabled persons with appropriate qualifications are also encouraged; disabled persons will be preferentially employed in the case of equal qualifications.

Please send applications including the usual documents (curriculum vitae, list of publications, certifications, list of courses held, and if available, records of evaluations of teaching) to the Dean of the Faculty of Economics and Behavioral Sciences, Prof. Dr. Dieter K. Tscheulin, Universität Freiburg, D-79085 Freiburg, Germany.

Application deadline is October 16, 2009. Furthermore, an application form must be filled out and included in the application (available at <http://www.wvf.uni-freiburg.de/informationen>)

***Sterling Medical Corporation, Psychologist:*** Sterling Medical Corporation is a top healthcare provider that services the government agencies and the Department of Defense nationwide and overseas for over 30 years. We operate in 42 states and 11 countries providing superior civilian service. Civilian opportunity for a clinical psychologist to provide outpatient care to the U.S. Air Force and their children full-time at the 52nd Medical Group at Spangdahlem Air Base in Germany. This is a 1-year contract. Hours are Monday to Friday, 7:30am to 4:30pm.

For more information, please contact Rochelle Myers at (800)852-5678, ext. 323 EST, or email [rmyers@sterlingmedcorp.com](mailto:rmyers@sterlingmedcorp.com). Fax: (727)329-6248

***University of Otago, Department of Psychology:*** Applicants are invited for one Confirmation Path position at the lecturer/senior Lecturer level (equivalent to North American tenure-track assistant professor / associate professor in the Department of Psychology. The area of research is open. The main selection criterion for the position is the potential for international distinction in research, provided that there is flexibility teaching.

The University of Otago is New Zealand's top-ranked university for research. The Department of psychology supports highly rated research programs in several areas, including neuroscience, experimental, clinical, developmental cognitive, social, and applied psychology. The teaching program emphasizes the development of student research skills, and thus, the ability to attract and supervise student researchers is critical. In addition to undergraduate, master's, and PhD degrees in psychology, the department offers postgraduate training in clinical psychology and contributes to interdisciplinary courses in cognitive science and neuroscience. Excellent computing and technical facilities support the teaching and research programs in the department. The Department of Psychology is also undergoing a major building project that will provide state-of-the-art teaching and research facilities.

Specific enquiries may be directed to the Head of Department. Department of Psychology, tel: +64 3 479 7644, E-mail [psyhod@psy.otago.ac.nz](mailto:psyhod@psy.otago.ac.nz)

Applicants may wish to visit the department's Web site at

[www.otago.ac.nz/psychology](http://www.otago.ac.nz/psychology). Applications quoting reference number A09/66 close on Wednesday, September 30, 2009.

Application information: With each application, you must include an application form, an EEO information statement, a cover letter, contact details for three referees, and one copy of your full curriculum vitae. For an application form, EEO information statement and a full job description, go to: [www.otago.ac.nz/jobs](http://www.otago.ac.nz/jobs). Alternatively, contact the Human Resources Division, tel: +64 3 479 8269, fax: +64 3 479 8279. E-mail [job.applications@otago.ac.nz](mailto:job.applications@otago.ac.nz)

***Align Recruitment, Clinical Psychologist:*** We have full-time clinical psychologist vacancies to fill for community mental health and other service organizations. You must have a PhD in clinical psychology, current practicing license, minimum of 2 years post-supervisory experience, the ability to receive your New Zealand psychologist registration with clinical scope, and the desire to commit 2 years or longer. E-mail [office@alignrecruitment.com](mailto:office@alignrecruitment.com); Tel: +64 3 366 8779; Fax: +64 3 377 6770; Web [www.alignrecruitment.com](http://www.alignrecruitment.com). An expatriate American is available to assist with all enquiries.

***King Fahd University, Department of General Studies***  
The Department of General Studies at King Fahd University of Petroleum & Minerals (KFUPM) in Dhahran, Saudi Arabia, invites applications for full-time faculty positions -at the rank of assistant/associate professor in psychology.

Applicants are expected to hold a PhD degree with a strong commitment to research and teaching as well as serving the university. Applicants are also expected to have superior ability to teach in English (as the language of instruction at KFUPM is English). Candidates with Middle Eastern expertise are strongly encouraged to apply.

Salary and Benefits: These positions are full-time, 2-year renewable contracts with competitive tax-free salary based on qualifications and experience, free furnished air-conditioned on-campus housing unit with free essential utilities and maintenance. Subject to University policy, the appointment includes the following additional benefits: air ticket/s to Dammam on appointment, annual repatriation air tickets to Dammam for the faculty and up to three of his dependents, tuition fees for school-age dependent children enrolled in local schools; local transportation allowance, 2 months' paid summer vacation, end-of service benefits, and free access to recreation facilities. KFUPM campus has a range of facilities including medical and dental clinic, and teaching and research support facilities, such as extensive library acquisitions and library databases, computing facilities, smart classrooms, and research and teaching laboratories. The campus is within a very short distance from the cities of Dammam and Al-Khobar.

Review of applications will continue until the positions are filled.

To apply: Send (preferably by e-mail) cover letter, detailed resume, completed KFUPM application form with copies of credentials (academic degrees and transcript/s), and three

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referees to the following address:  
Dean of Faculty & Personnel Affairs  
Dept. Ref. No. DGS-PSY-010  
KFUPM Box 5005, Dhahran 31261, Saudi Arabia  
E-mail: [faculty@kfupm.edu.sa](mailto:faculty@kfupm.edu.sa) or [c-gsd@kfupm.edu.sa](mailto:c-gsd@kfupm.edu.sa)  
Fax: +966-3-860-2429 or 860-2442

To download the KFUPM Application Form, click on the link <http://www.kfupm.edu.sa/fpa/serv/InfApplicFacPosi.mht>

Please quote Dept. Ref. No. DGS-PSY-010 in your initial application.

For more information, please visit the KFUPM web site: <http://www.kfupm.edu.sa>

**Nanyang Technology University, Division of Psychology:** The School of Humanities and Social Sciences (HSS) at Nanyang Technological University invites qualified academics with PhDs in psychology or closely related disciplines to apply for tenure-track positions with the rank of either associate professors or assistant professors in the following two areas (visiting appointments will also be considered):

1. Clinical psychology - applicants should be a licensed psychologist who is eligible for registration as a psychologist in Singapore. Preference will be given for those with strong training/experience in psychological intervention.
2. Applied social psychology or industrial-organizational (I/O) psychology - Area of specialization is open, but we seek individuals who can contribute both undergraduate and graduate level training in I/O psychology, especially in personnel selection.

The successful candidates should have demonstrated strong track records in research, including publications in international peer reviewed journals, and a strong commitment to effective teaching and administrative services to the Division. Interest in Asian cultures and languages is a plus, but not required. Salary will be competitive and will commensurate with qualifications and experience. The University offers a comprehensive fringe benefits package.

Further information about the School and the Division can be obtained at the following websites:

HSS: <http://www.ntu.edu.sg/hss/>

Division of Psychology: <http://www.ntu.edu.sg/HSS/Psychology/Pages/default.aspx>

Applicants should submit: (1) a research statement, (2) a teaching statement, (3) a curriculum vitae, (4) three reference letters, (5) Personal Particulars Form (<http://www.ntu.edu.sg/ohr/Career/SubmitApplications/Pages/Faculty.aspx>), and (6) selected reprints/preprints of publications, via email to: [H-DPSY@ntu.edu.sg](mailto:H-DPSY@ntu.edu.sg). Letters of recommendation can also be submitted via email and/or by regular mail to: Head, Division of Psychology Division of Psychology School of Humanities and Social Sciences, Nanyang Technological University, 14 Nanyang Drive Singapore 637332. Review of applications will begin immediately upon receipt and will continue to accept applications until the positions are filled. Only short

listed candidates will be notified.

### **James Cook University, Department of Psychology**

JCU Singapore, the first international campus of James Cook University, offers students internationally recognized degree programs and the same curriculum as Australian students. The Department of Psychology at JCU Singapore offers APAC (Australian Psychological Accreditation Council) accredited bachelor of psychology (honors), master of psychology (clinical), and doctor of psychology (clinical) degrees.

Due to the continuing success of our psychology programs and to the increasing local demand in Singapore for training in clinical psychology, James Cook University has created a further academic position at our Singapore campus for our clinical psychology training program.

The appointee will be an experienced clinical psychologist and will be one of four staff responsible for teaching and supervision within JCU's Singapore campus postgraduate professional course in clinical psychology. Clinical training is based on the scientist-practitioner model and adheres to the principles of evidence-based practice.

Applications are invited from candidates in any area of research and practice within the clinical psychology field. Applicants should nominate the level of the position for which they are applying and address each of the selection criteria. This position is similar to an assistant professor (lecturer) or associate professor (senior lecturer) position in North America.

#### Duties -

- Teach and coordinate coursework subjects within the postgraduate professional course in clinical psychology
- Provide clinical supervision for intern clinical psychologists undertaking their internal placement at the Psychology Clinic
- Supervise 4th year and postgraduate student research projects
- Pursue an active and productive research program in clinical psychology, including the capture of external funding
- Undertake other appropriate duties as required by the Campus Dean

Selection criteria for appointment as lecturer:

#### Essential –

- A recognized postgraduate degree, either master's or doctorate, in clinical psychology.
- Minimum of two years full-time, or part-time equivalent, clinical experience following completion of the professional qualification in clinical psychology.

#### Desired –

- Previous experience as a field supervisor for intern clinical psychologists
- Previous teaching experience of postgraduate clinical psychology students

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Selection criteria for appointment as senior lecturer:  
As for appointment as lecturer plus a research doctorate  
(PhD) in psychology

Closing date applications must be received before October 10,  
2009

Please send applications to Ms. Shobha Devi, Director of  
Human Resources, at hr@jcu.edu.sg attached as .doc, .docx  
or .pdf documents. Use CLINICAL PSYCHOLOGY POSI-  
TION as the email subject header. Applications should in-  
clude a cover letter addressing the selection criteria and an up-  
-to-date CV. For informal enquires contact Professor Nigel  
Marsh at: nigel.marsh@jcu.edu.sg

### **Accredited Internship Training Programs – Canada**

Alberta Children's Hospital  
1820 Richmond Road, SW  
Calgary, Alberta  
Canada T2T 5C7  
June 30, 1992  
Accredited  
Next site visit scheduled 2008

British Columbia Children's Hospital  
4480 Oak Street  
Vancouver, British Columbia  
Canada V6H 3V4  
May 19, 1995  
Accredited  
Next site visit scheduled 2012

Center for Addiction and Mental Health, Clarke Division  
(formerly listed as The Clarke Institute of Psychiatry)  
250 College Street  
Toronto, Ontario  
Canada M5T 1R8  
May 23, 1991  
Accredited  
Next site visit scheduled 2007

Children's Hospital of Eastern Ontario  
401 Smyth Road  
Ottawa, Ontario  
Canada K1L 8L1  
May 4, 1990  
Accredited  
Next site visit scheduled 2012

The Hospital for Sick Children  
Department of Psychology  
555 University Avenue  
Toronto, Ontario  
Canada M5G 1X8

August 10, 2001  
Accredited  
Next site visit scheduled 2011

IWK–Grace Health Center  
(formerly listed as IWK Children's Hospital)  
5850 University Avenue  
P.O. Box 3070  
Halifax, Nova Scotia  
Canada B3J 3G9  
January 9, 1996  
Accredited  
Next site visit scheduled 2006

London Health Sciences Center  
339 Windermere Road  
London, Ontario  
Canada N6A 5A5  
May 13, 1999  
Accredited  
Next site visit scheduled 2007

University of Manitoba Counseling Service  
474 University Center  
Winnipeg, Manitoba  
Canada R3T 2N2  
June 30, 1992  
Accredited  
Next site visit scheduled 2012

University of Manitoba Faculty of Medicine  
Department of Clinical Health Psychology  
PZ-350, 771 Bannatyne Avenue  
Winnipeg, Manitoba  
Canada R3E 3N4  
May 1, 1979  
Accredited  
Next site visit scheduled 2011

McGill University Psychology Internship Consortium  
(This program is affiliated with the McGill University doc-  
toral training program in clinical psychology)  
Department of Psychology  
1205 Dr. Penfield Avenue  
Montreal, Quebec  
Canada H3A 1B1  
September 1, 1972  
Accredited  
Next site visit scheduled 2007

University of Ottawa  
(This program is affiliated with the University of Ottawa  
doctoral training program in clinical psychology.)  
Center for Psychological Services  
School of Psychology  
11 Marie Curie  
Ottawa, Ontario

## International Employment Opportunities

Canada K1N 6N5  
October 27, 1987  
Accredited  
Next site visit scheduled 2007

Queen Elizabeth II Health Sciences Center  
(formerly listed as Camp Hill Medical Center)  
1763 Robie Street  
Halifax, Nova Scotia  
Canada B3H 3G2  
October 23, 1992  
Accredited  
Next site visit scheduled 2006

Royal University Hospital  
Department of Clinical Health Psychology  
Saskatoon, Saskatchewan  
Canada S7N 0W8  
May 12, 1994  
Accredited  
Next site visit scheduled 2011

St. Joseph's Healthcare  
Anxiety Treatment and Research Center  
6th Floor, Fontbonne Building  
50 Charlton Avenue, East  
Hamilton, Ontario  
Canada L8N 4A6  
July 15, 2005  
Accredited  
Next site visit scheduled 2010

### **Vancouver Hospital and Health Sciences Center**

UBC Hospital (formerly listed as University Hospital—  
University of British Columbia Site)  
Internship Training Program in Professional Psychology  
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ington DC, Ukraine,

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## International Employment Opportunities

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*A student joining Division52 in the airport, Toronto, Canada*



*The international award to Marilyn Safir of Israel, Division52 suite, APA convention, Toronto, Canada.*

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