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APA Joins Colleague Associations at the Annual British Psychological Society Meetings

by *Psychology International Staff*



*APA President Alan Kazdin, PhD with British Psychological Society President Pam Maras, PhD.
(Picture courtesy and copyright of the British Psychological Society © 2008).*

This past April, Dr. Alan Kazdin joined presidents of several psychological associations as a special guest in Dublin, Ireland at the 2008 Annual Conference of the British Psychological Society and the Psychological Society of Ireland. The event was historical in more ways than one - it was the first time that the BPS held its meeting outside of England, and it was the first instance, during an annual meeting, where the BPS and PSI had an opportunity to fully collaborate. Pam Maras, 2006-2008 President of the BPS, invited other presidents of national psychology associations from around the world to join her in a round table discussion about challenges within psychology.

"We has some great formal and informal sessions together where we shared problems in our field and discussed areas we could devote our attention," stated Dr. Kazdin. "For example, requirements for licensing psychologists are controversial within a country and also very

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...BPS, continued from cover page

different between countries.” The group of presidents also talked about priorities and many issues were raised during the meeting about crises across the globe and how psychology could play a role in alleviating world-wide ordeals. “One of my presidential initiatives is bringing psychological science contributions to society,” Kazdin continued. “It is rather unfortunate that we do not have a venue for psychology at a global level or a world psychological association to talk about shared interests. It is one thing to recognize problems and another to actually act on them.”

In addition to conference events, APA and the British Psychological Society signed a memorandum of understanding (<http://www.apa.org/international/memorandum-2.gif>) pledging to work together to support the development of psychology in the interests of human health and welfare. Ψ

Committee on International Relations (CIRP) Spring 2008 Meeting Highlights

by Laura Johnson, PhD

A view of Washington D.C.'s splendid cherry blossoms provided a perfect backdrop for CIRP's spring meeting, which was also blooming with activity! CIRP chair, Stephen Quintana, opened the meeting and introduced new and continuing CIRP members, the Office of International Affairs (OIA) staff and several visitors. CIRP member Jean Marecek gave a stimulating overview of psychology in Sri Lanka, highlighting with vivid examples, some of the historical and current contextual factors influencing the development of a system of education, training and psychological practice in Sri Lanka.

Merry Bullock, Senior Director for the Office of International Affairs, provided an update from the Office of International Affairs, discussed APA's involvement in international activities and brought the committee's attention to key agenda items. Florence Denmark, lead APA representative to the United Nations, reported on APA's activities at the U.N., including a discussion of "Psychology Day" at the U.N. which was viewed as a successful and worthwhile effort by all involved. Other topics discussed were wide ranging and included CIRP strategic goals, presidential grand challenge initiatives, APA's role in international quality assurance, reports from various task forces and CIRP activities at the 2008 convention.

CIRP members were enthusiastic about the Fulbright related programming at the 2008 convention which is designed to bring more attention to international issues in psychology and encourage international collaborations. Convention activities will include a poster session highlighting Fulbright experiences, a symposium on Fulbright experiences and opportunities, and a social networking hour. Another exciting plan for the convention is to create a video with photo images and audio interviews with former Fulbrighters to provide information and also inspiration to others who may be considering international research, teaching or practice. CIRP made recommendations for international awards, such as the Culbertson Award, David Grants and support for scientific meetings

CIRP members appreciated the opportunity to meet with APA president, Alan Kazdin and enjoyed discussing some of the cross-cultural applications and implications of his presidential initiatives. CIRP also had a chance to meet with APA president elect, James Bray and CIRP looks forward to continuing its work with him in the near future.

Other meeting highlights included discussions with members of the joint CIRP and Bureau of Educational Affairs (BEA) task force on international quality assurance, hearing activity reports from other divisions and groups, such as the World Federation for Mental Health and the International Association of Applied Psychology, and recommending candidates to several task forces, such as those on climate change and refugee and immigrant mental health. CIRP members also reviewed and commented on several task force reports, such as those on mental health and abortion, resilience in Black children, gender variance and intersex concerns, multicultural education and increasing the number of quantitative psychologists. As a newcomer to CIRP, I was quite impressed with the wide ranging and informed perspectives offered by members and the overall productivity of this committee. Ψ



Psychology Associations Challenge Mental Disorder Concept of Homosexuality

by Clinton Anderson, PhD, Director
APA Lesbian, Gay, Bisexual, and Transgender
Concerns Office

Over the past 50 years, psychology's understanding of homosexuality has changed, based on consistent efforts to publicize research and models that reject an illness framework. However, many individuals and groups still promote the idea that homosexuality is a disorder and offer interventions to change sexual orientation, sometimes referred to as "reparative therapy." A number of psychology groups around the world are working to educate professionals and the public about gay, lesbian, bisexual and transgender issues, to counter a conception that associates these with disease or illness, and to promote policies that affirm positive mental health in these populations.

A number of national psychological associations that have taken public positions on "reparative therapy" include the American Psychological Association (APA) in 1997 and the Brazilian Conselho Federal de Psicologia (CFP) in 1999. The APA has a task force working on a revision of its 1997 policy statement that is expected to issue a report later this year.

Recently, a letter from the Psychological Society of South Africa (PsySSA) was published that rejects "reparative therapy" for homosexuality and the treatment of homosexuality as an illness. The letter, published April 28, 2008, in the Jewish Report, a South African Jewish community newspaper, was requested by Jewish OutLook, a South African organization for the Jewish lesbian, gay, transgendered and intersex community in South Africa, as a response to efforts by JONAH (Jews Offering New Alternatives to Homosexuality), to promote such therapies in the Jewish Report. The letter was drafted for PsySSA by Dr Juan Nel, who represents PsySSA in the International Network for Lesbian, Gay and Bisexual Concerns and Gender Identity Issues in Psychology.

PsySSA, along with APA, and a number of psychological associations around the world are members of the International Network, a group composed of national, multinational, and international psychological associations that are cooperating to achieve the following aims:

- To increase cross-cultural collaboration among psychological researchers and practitioners who are concerned about the mental health and well-being of lesbian, gay, bisexual, and transgender populations;

- To increase knowledge among psychologists and other mental health practitioners about lesbian, gay, bisexual, and transgender populations;
- To apply psychological research and mental health practice guidelines that address the needs and concerns of lesbian, gay, bisexual, and transgender populations to international health policy;
- To increase the number of national, multinational, and international psychological associations that formally reject the mental disorder conception of homosexuality and that promote mental health practice that is affirmative of gay, lesbian, bisexual, and transgender people.

For more information about the International Network, contact the Lesbian, Gay, Bisexual, and Transgender Concerns Office at the APA, which is the secretariat for the International Network, at lgbc@apa.org.

World Mental Health Day: October 10, 2008

The World Federation for Mental Health (WFMH) has selected as this year's theme for World Mental Health Day: "Making Mental Health a Global Priority: Scaling Up Services through Citizen Advocacy and Action." Advocacy has been at the heart of the Federation's work throughout its existence, and the theme celebrates the 60th anniversary of its founding in London in 1948. The campaign will also support the Lancet Series "Call to Action" which focuses on the need to improve mental health services, especially in low- and middle-income countries.

The WFMH is currently developing campaign materials that will be placed on its web site (www.wfmh.org) later in the year, in various languages. To be placed on a list to be mailed a CD-ROM in mid-year, contact the program director Deborah Maguire at dmaguire@wfmh.com, or view and download all material via the website.

If you have a program you consider a best practice in mental health advocacy – please contact the WFMH at dmaguire@wfmh.com for more details on how to submit that for possible inclusion in the WMHDAY material this year!

SENIOR DIRECTOR'S COLUMN

Psychology Then and Now

by Merry Bullock, PhD, Senior Director,
APA Office of International Affairs



This spring, at the semi-annual meetings of the Committee on International Relations in Psychology (CIRP), long time CIRP colleague and friend Henry David handed me a file of correspondence concerning international psychology and APA. This file included copies of letters, notes and talks written from the 1950s to the 1970s and provided a wonderful tour into the past and a vision of the present.

The letters discussed ideas for convention activities in 1958 (a symposium where representatives from APA divisions and offices discussed their international activities), 1959 (a roundtable on “Reciprocal Influences in International Psychology”) and 1960 (a Panel discussion on the 1960 International Congress of Psychology). They also detailed plans for chartering an airplane to take US psychologists to the 1957 international Congress and again to one in 1960 (apparently at least two of the psychologists aboard one of these charters met and subsequently married), and letters outlining a need to coordinate Division and central APA activities in the international arena. They also provided some nostalgic reminders – for example dues to the IAAP were \$3.00 in 1960; it was possible to fill a charter jet with psychologists, and so many prominent names from our field’s history were also prominent in international psychology. There were letters from the some of the giants of the time – Leon Festinger, Otto Klineberg, Fritz Heider, James Gibson, Neal Miller, George Kelly, Lee Cronbach, and others; the origins of the letters, including one from A. R. Luria anticipating a visit by US colleagues to Moscow, remind us of the many contexts in which psychology has developed.

But looking at the documents as a whole, I wondered how much has really changed in the last 50 years in the internationalization of psychology. Certainly there has been enormous growth in travel and communication, in technology, and in psychology programs and organizations around the globe. But the issues that were rife then (increasing collaboration, supporting colleagues, promoting a more humble US reputation abroad, lamenting the lack of information in the US about psychology elsewhere) are still

rife now. In the late 1950’s two psychologists, Joseph Seminara and George Peters, sent a survey to 288 international affiliates asking about impressions of American psychology. The stereotype of American psychology described by respondents was that it was technologically advanced, of reasonably high quality, but theoretically weak, and provincial in being unaware of literature produced outside the US. As one Swedish respondent put it “There is a belief in some people that psychology began two decades ago [remember, this was 1958] in the US”. In his introduction to a convention Round Table called “Reciprocal Influences in International Psychology” Henry David (in 1959) called on colleagues to “break down provincialism and facilitate communication across linguistic and other cultural barriers...”

What progress can we cite today? Certainly the numbers of US psychologists involved in international activities has increased, just witness Division 52’s consistent increases in membership. And there are initiatives to internationalize the curriculum, to promote the development of abstracting services for non-English journals, and to disseminate information about psychology around the world to colleagues in the US. The strong attention paid to multiculturalism in the US also reminds psychology that there are vast cultural differences in meaning, value and behavior that need to merit serious attention in our theories, models and explanations, although it is not clear that cultural differences are taken as inspiration to the development of more deep and encompassing models rather than subcategories of existing ones.

But have our ideas of psychology expanded? Do we read journals in languages other than English? Is our collective knowledge informed by research, models and perspectives from outside the countries in which psychology has long been an established discipline? By these criteria we seem as much at the start of internationalization as we were 50 years ago. Despite vastly increased awareness of the value and importance of internationalization and of international exchange, psychology remains a largely domestic discipline in the US. Overall, only 5% of students in APA accredited doctoral programs are foreign national students (data from APA Office of Accreditation) compared with around 30% in all science and technology fields and comparable numbers in health fields. The numbers of US psychology scholars who take Fulbright or other foreign exchange opportunities is proportionately low across the social sciences (as an example according to the online Fulbright scholar directories, in 2007 there were 11 psychology Fulbright scholars compared with 59 in political science, 21 in economics, 22 in sociology and 28 in anthropology). Thus it is no surprise that our international colleagues still see psychology as largely US dominated and insular.

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This summer there are some stellar opportunities to foster the internationalization of our understanding, including a teaching of psychology conference in Russia, an International Congress of Psychology in Germany, countless smaller meetings of many international psychology organizations, as well as annual meetings of the 90 or more national associations of psychology held throughout the year. Even if you are not able to attend in person, the websites for these conferences offer a wealth of ways to contact our colleagues around the world and usher in the next 50 years as the time when psychology became truly global in its family. Ψ

How Can Students Become Involved in UN Work?

by Harold Takooshian, PhD and Fred Compano, PhD (Fordham University)

Harold Takooshian of Fordham University is a member of the six-person team representing APA at the UN. Fred Campano of Fordham University was a full-time economist in the UN Secretariat for 30 years, from 1967-1997.

Resourceful students often ask “How can I best find an internship at the United Nations in New York City?” Among college students preparing for a solid career, it is the wise student who seeks an “edge” with international experience—through study abroad, an internship, languages, research, or other ways (Russo & Takooshian, 2002; Takooshian & Stambaugh, 2007). Hundreds of students each year get international experience as UN interns for a semester or summer. Though the UN typically pays no salary, such internships are highly competitive, because the number of interested students far exceeds the strictly limited number of “badges” needed to enter UN premises. So how can interested students intern at the UN? This is a challenge, but several resources are available, and a year of advance planning is needed.

1. Secretariat. The hardest path is an internship in the Secretariat—the political arm of the UN. These are strictly limited to graduate students only, and generally go through the Department of Human Resources, www.un.org/Depts/OHRM/sds/internsh/index.htm.

2. Agencies. An easier path is with the 25 specialized agencies that perform specific functions within the UN, www.unsystem.org. These include such foci as children (www.unicef.org), health (www.who.org), women (www.unifem.org), labor (www.ilo.org), each with its own website and internship procedures.

3. NGOs. The easiest path by far is with “civil society,” the network of 3,000 Non-governmental organizations working with the UN. These are corporations or nonprofit groups registered with the UN, and each receives up to six badges for its representatives. A student in Greater New York can check the website of the Committee on NGOs, www.ngocongo.org, to find where many of these 22 committees are meeting, and then attend it to meet current NGO representatives. Thanks to CONGO, each NGO can appoint a few students as “associates” with a 3-month UN pass if these students are working on some specific project. APA has such an intern program that began for the first time in 2008. Calls for applications to this program will regularly be posted on the APA UN website (www.apa.org/international/un).

4. Missions. A fourth possible route is to seek a placement with the mission of one of the 192 nations represented at the UN. While many missions are staffed by citizens from that nation, some missions deliberately seek savvy US interns to do their local work. Students have an advantage if they are fluent in multiple languages, particularly the five “official” languages of the UN—English, Chinese (Mandarin), French, Russian, Spanish. Also students can take advantage of the several special activities for youth at the UN, such as the 5th Youth Assembly in August 2008: http://www.faf.org/programs/unyouthassembly/ya_home.htm.

In general, students can find helpful news from the APA www.apa.org/international, and its division of international psychology, www.internationalpsychology.net.

The authors would like to thank Anita Thomas of CONGO, Elaine Congress and Salvatore Longarino of Fordham University for their kind assistance. Please direct any inquiries to Harold Takooshian at Takoosh@aol.com. Ψ



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Workshop on Publishing at the United Nations

by **Harold Takooshian, PhD, Chair, NGO Human Settlements Committee and Uwe P. Gielen, President, APA Division 52**

“How can people involved in international issues best publish their work as articles, books, or chapters?” This question was the focus of a session at the United Nations on March 20th, where a dozen folks representing several diverse committees participated in a first-ever workshop on “Publishing your international work: Why and how?” A panel of seven experienced editors reviewed diverse forms of publication.

Uwe Gielen, President of the International Division of the American Psychological Association, focused on publishing books, and the new international book series he edits with Psychology Press. Like other book publishers, he increasingly seeks handbooks and textbooks on timely topics—such as internationalizing the curriculum, working with international students, or cross-cultural testing.

Paul Dukes of Taylor & Francis, focused on avoiding common errors in submitting a book proposal. He advised potential book authors to check on-line his 8-point sheet covering all aspects of preparing a solid proposal, www.psypress.com/info/proposal.asp.

Harold Takooshian, of the APA International Psychology Bulletin, focused on publishing brief research articles on timely topics in periodicals which often seek 1,000-word reports, such as his IPB (at www.internationalpsychology.net), or *Psychology International* (at www.apa.org/international). He noted that once published, reprints of these articles can serve as a convenient way for authors to share their work with others at conferences. He also advised researchers to check their own name in little-known yet powerful www.scholar.google.com, as an alternative to



At the UN, editors (left to right): Joshua Fogel, Parviz Morewedge, Paul Dukes, Robert Rieber, and Uwe Gielen.

traditional databases, since this not only accesses full-text articles, but also those articles which cited them.

Parviz Morewedge, Director of Global Scholarly Publications, focused on the publication of books and journal articles in area studies—Asia, Africa, Europe, the Americas, www.gsp-online.org. He described how those who organize an international conference on a specific theme can then convert this into a more permanent multi-authored volume to share with a much larger audience.

Editors Robert Rieber and Rafael Javier of the *Journal of Social Distress and the Homeless* discussed the possibility of editing special issues on timely international topics, to bring together a dozen contributors on a single theme, which can also be marketed as a separate volume—such as their journal’s recent issues on terrorism, the impact of urbanization, climate change, and international adoption of children.

Joshua Fogel, Editor of the *Internet Journal of Mental Health*, reviewed the pros and cons of publishing research in an internet-based periodical, which reaches more readers at less expense than a conventional journal. He also discussed the advantages of teaming with a student as co-author, as well as the importance of a periodical’s “impact factor”—how often it is cited by others.

Experts working with the United Nations devote much of their time to talking or listening about timely issues, but their writing is typically limited to internal technical reports—so the publication of their work to a larger audience is a valued goal. While half of the participants in this workshop already published at least one book, all expressed interest in increased publication of their work, as a means of extending their ideas and findings to much larger audiences. This workshop was organized by the UN Human Settlements Committee, in cooperation with other UN committees. Based on popular interest, this workshop will likely be repeated and enlarged in Fall 2008. Please send emails to Harold Takooshian at Takoosh@aol.com. Ψ

Transportable Psychology

New Ways to Fund International Research

by **Amena Hassan**
APA Office of International Affairs

One of the comments frequently heard in discussions about international exchange for psychologists is how difficult it is to find funding. Although the source of funds may be less visible than ones for domestic research and scholarship, there is definitely opportunity. The first step toward accessing those opportunities is locating the array of programs from fellowships to research grants that span many sub-disciplines. Some of these may open up unplanned prospects and although it may be sometimes more comfortable to stay close to a specific career path, approaching international work with a measure of flexibility can often lead off in valuable directions.

There are several places to begin. One within APA is FundSource put together by the Decade of Behavior. FundSource is a database that links to funding information specific to behavioral and social sciences research. The database includes descriptions and links to programs that fund behavioral and social science research in federal agencies, foundations, and international organizations. It includes both a database search and a list-search in addition to links to other resources and tips about how to apply for grants. It is available for free at www.decadeofbehavior.org/fundsource. Other links of interest are scientific grants and funding at www.apa.org/science/funding.html and announcements of grants and awards from the Association for Psychological Science at www.psychologicalscience.org/awards.

Another useful source is the U.S. National Committee for the International Union for Psychological Science (USNC-IUPsyS), a committee housed at the National Research Council at the National Academies of Science. It provides information on international resources for psychology at the National Science Foundation (NSF) and the National Institutes of Health (NIH). Visit www7.nationalacademies.org/usnc-iupsys/USNC_IUPsyS_Links.html for further details.

An excellent source for research and training grants, international services, regional activities and other collaborations is the Fogarty International Center at the National Institutes of Health. Three programs that should be of particular interest to psychologists are the Brain Disorders in the Developing World program (to develop collaborative research and capacity building projects on brain disorders relevant to low and middle-income nations), the International

Tobacco and Health Research and Capacity Building Program (which supports building capacity in behavioral research in low and/or middle-income nations), and the Stigma and Global Health Research Program (to stimulate interdisciplinary research on the role of stigma in health). All of these can be found on the Fogarty funding page at www.fic.nih.gov/programs/research_grants/index.htm.

APA contacted Dr. Xingzhu Liu and Dr. Kathleen Michels, of the Fogarty International Center, about these programs and other international research collaboration opportunities. "Our programs are open to all areas to do with the nervous system and the fields of psychology or mental health," explained Dr. Michels. "The Brain Disorders and Developing World program is now in its fifth year and right now, for example, we have psychologists studying learning disabilities in Zambia. Some projects are even more oriented towards psychology or neuroscience research. Our focus, according to the World Bank criteria, is on low and middle income countries."



Fogarty also has research programs open to young scientists who are interested in extended research in developing countries. One example is the Scholars Program, open to MD and PhD level scientists who want to spend their time on specific sites chosen from low and middle income countries. The scholars can also be matched to various sites across the globe—usually U.S. based scientists

who paired with scientists from lower income nations. Applicants should also look into the Fogarty International Research Collaboration Award (FIRCA) program. It is an ongoing program (applications 3 times a year) and according to Fogarty, provides some of the best current opportunities for international psychologists (http://www.fic.nih.gov/programs/research_grants/firca/index.htm).

Although not open for competition this year, the Stigma and Global Health Research program provides funding to sociologists and psychologists with the purpose of stimulating interdisciplinary research on the role of stigma in health. Its objectives also include researching interventions in order to prevent the negative consequences of stigma not only on behavioral health but the overall welfare of individuals, groups and societies world-wide. "There are disorders that have cheap, clear treatments but the stigma and lack of health care has created obstacles," stated Michels. "At the end of the day you can do all the research you want but how you apply that to interventions and research on the ground and then sustain them is something we grapple with everyday."

With awardees conducting international studies on subjects such as tuberculosis in Haiti, alcohol abuse or suicide in China, the mental health of children in Turkey, AIDS in India and Africa, or a cross-national perspective of mental illness,

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Dr. Xingzhu Liu also mentioned that in addition to the larger focus of capacity building, Fogarty collaborates with and supports research conducted by institutes and NGOs. The challenge, however, lies in translating research into different forms of implementation faster and over a longer period of time.

The U.S. Department of State through its Bureau of Educational and Cultural Affairs (ECA) coordinates international scholar exchanges such as the Fulbright Program and also opportunities to visit from abroad to sample the kind of programs that are available within the United States. Karen Chen, PhD, Planning Officer for the Bureau of Democracy, Human Rights, and Labor explained how the Fulbright can be an opportunity to learn an immense amount about a country in a short period of time. "With the Fulbright there is a one year term abroad for scholars. The program varies in the type of work scholars do and what level they are in their career or academic experience," said Chen. "Some people can do a Fulbright straight from their undergraduate studies or they can go abroad after having a higher degree and a tenured work career. And of course, the Fulbright goes both ways (Americans going overseas or foreigners coming into the United States)."

Other programs at the State Department include opportunities to take classes at a foreign university that builds on professional expertise or an chance to do research in order to gather data and understand or study a particular issue in another country. "ECA also develops the International Visitor's programs where the bureau identifies individuals who are able to come to the U.S. for one to three weeks," stated Chen. "They then tour several cities to meet with experts in their field to talk about whatever range of issues within their focus. For example, if a country is trying to develop a judicial system then judges might visit and meet with other judges or lawyers. We also do an exchange where we bring Americans overseas to get a newer perspective on certain types of work we don't do here in United States."

You can view more links to funding resources at <http://www.apa.org/international/funding.html>. If you learn of additional sources of funding please send information about them for the funding list to international@apa.org. Ψ

Links of interest

- * www.decadeofbehavior.org/fundsource
- * www.apa.org/science/funding.html
- * www.psychologicalscience.org/awards
- * www.fic.nih.gov/programs/research_grants/index.htm
- * www7.nationalacademies.org/usnc-iupsys/USNC_IUPsyS_Links.html
- * www.fic.nih.gov/programs/research_grants/index.htm
- * exchanges.state.gov/education/ivp
- * fulbright.state.gov
- * www.exchanges.state.gov/education/jexchanges
- * www.apa.org/international/funding.html

The Brazilian Association of Psychology Education

A Different Approach to the Teaching and Education of Psychology

by Roberta Azzi, PhD and Eliana Vianna, PhD

The Brazilian Association of Psychology Education (ABEP) was established in 1999. Its objectives include: the development of the teaching of psychology, coordinating information and gathering data about the work market, identifying applications of psychology that can contribute to the solution of national issues, and disseminating necessary information for the improvement of undergraduate programs in psychology. The association also works to raise funds and manage financial resources for the teaching of psychology and promotes the qualification and continuous education of psychology teachers. An example of a program occurred last December when ABEP gathered 130 Undergraduate Psychology Program Directors for a three day seminar. The discussion included such important issues as student evaluation systems and program evaluations.



Roberta Azzi, PhD

Brazil, as every large country, has regional differences in the practice of psychology. ABEP also includes programs that promote the exchange of experiences among teachers and students in all the 26 states of Brazil. The central office is in the capital, the city of Brasilia, but we also make efforts to support the 33 offices of the association in the various regions of the country, where we are able to exchange knowledge and information, both online and during face to face meetings. ABEP members are psychologists, students and teachers of psychology, as well as other institutional members such as regional councils and universities. Such a diverse body of

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members brings to the association a particular dynamic: the debates and directions of the teaching of psychology are built from the perspective and interest of the different segments, keeping the focus on strengthening the teaching and the quality of education. The directive body of the association consists of 12 national members. Locally, there is a net of administrators who coordinate the 33 regional offices of ABEP.

The main activities developed by the association are scientific meetings, debates focused on teaching and education, deliberative assemblies about the directions of the association, studies and research meetings coordinated by the directive board, with the collaboration of the associates and specialists, and production of bibliographic and audiovisual material about themes in psychology. ABEP belongs to the National Forum for Psychology Associations (FENPB) which currently brings together 20 associations (see below). This forum is the place where ABEP establishes most of its partnerships to consolidate actions of interest to psychology. At FENPB, macro directions of psychology are debated, standards are defined and resolutions are collectively taken. Thus, even with the diversity of fields, vision, and perspectives, the possibility of assuming the collective commitment for the construction of the psychology is highlighted. With similar objectives, ABEP belongs to the Latin American Union of Psychology (ULAPSI), which is committed to the construction of a Latin American Psychology.



Eliana Vianna, PhD

In Brazil, psychology was established as a profession in 1962 under federal law. Before that, psychologists were professionals with backgrounds and degrees from the liberal arts environment, especially philosophy. The 1962 law set national objectives and ethical principles for the practice of psychology in Brazil. The main regulatory agency in the country is the Conselho Federal de Psicologia or CFP (Federal Psychology Council) which sets the legal guidelines for the practice of the profession. ABEP itself is concerned mainly with aspects related to the teaching of psychology. However, ABEP and the CFP work together, focusing on different

aspects of the situation as a whole, and have collaborated on many important events. Last year the main subject of these joint events and workshops was the issue of public health care. This year we will focus on education as our major theme. ABEP is currently conducting a large project on how human rights and education relate to each other. One of the focuses of the project is what we call the Basic Education Level, which extends from birth to adolescence. Our goal is to have educational psychologists working with school teachers to promote respect and concern about human rights. We are planning 33 workshops around the country to increase awareness on this important issue. In this particular project we are being supported, both financially and politically, by the Brazilian government.

For the months and years to come, we are organizing a magazine to disseminate our work, and we also support and coach several e-groups to share our experiences. Among the important issues we have been dealing with, one is of particular focus: the value of online teaching as a complementary method to traditional teaching. We are doing research on this issue, as our current law only allows an undergraduate psychology program to offer twenty percent of its the credit hours on line. Currently one our main challenges is to maintain and support our 33 offices, continue with our international exchange effort, and carry on with our ongoing projects. We welcome any inquiries about this article and our association and its activities. Please send emails with questions to betazzi@uol.com.br. Ψ

Forum of Brazilian Psychology National Entities

- ABEP – Brazilian Association of Psychology Education
- ABOP – Brazilian Association of Professional Counselors
- ABPJ – Brazilian Association of Legal Psychology
- ABRAP – Brazilian Association of Psychotherapy
- ABRAPESP – Brazilian Association of Sport Psychology
- ABPMC – Brazilian Association of Psychotherapy and Behavioral Medicine
- ABRANEP – Brazilian Association of Neuropsychology
- ABRAPEE – Brazilian Association of Educational and School Psychology
- ABRAPSO – Brazilian Association of Social Psychology
- ANPEPP – National Association of Research and Post Graduation in Psychology
- ASBRo – Brazilian Association of Rorschach
- CFP - Federal Council of Psychology
- CONEP – National Coordination of Students of Psychology
- FENAPSI – National Federation of Psychologists
- IBAP – Brazilian Institute of Psychological Evaluation
- SBPD – Brazilian Society of Development Psychology
- SBPH – Brazilian Society of Hospital Psychology
- SBPOT – Brazilian Society of Organizational and Work Psychology
- SBPP – Brazilian Society of Politics Psychology
- SOBRAPA – Brazilian Society of Psychology and Acupuncture

Psychology in Yemen

by **Maan A. Bari Qasem Saleh, PhD**

Associate Professor, Department of Behavioral Sciences, Faculty of Medicine, Aden University; President Yemeni Mental Health Association (YMHA)

Psychology in Yemen

Psychology in Yemen is at an exciting time in its development. By describing the current status of psychology in Yemen and some of its history, I hope to provide a foundation for understanding its development and to foster interest in international collaboration and cooperation with Yemeni psychologists. The field of psychology in Yemen has been fortunate to receive governmental support, albeit modest, and has also benefited from human resource development projects that have enabled Yemeni students to study psychology, in other Arab countries (16% - in Egypt, Iraq, and Jordan, Sudan), former socialist countries (75% - in Soviet Union, Bulgaria, Cuba, East Germany, and Hungary) and Western countries (7% U.K, France and the United States). Psychology in Yemen has developed against a context of a country whose national and social development has taken place within a legacy of wars, internal struggles, poverty, high rates of reproduction, and illiteracy. Mental health disorders are still placed in a context with close connections to myth, superstition, witchcraft, jinns, and devils. Accordingly, there is a social stigma associated with mental health issues and by extension psychology that will likely continue for some time. In this article, I present a broad picture of psychology in Yemen covering its human resources, education and training institutions, the development of psychological services, the National Mental Health Program, professional non-governmental associations (professional NGOs) in psychology, and Psychologists and Leadership.

Human Resources

Surveys conducted by the Yemeni Mental Health Association (YMHA) in the years 2002 to 2006 have provided figures of 3580 individuals in Yemen with at least a BA in psychology. These include 139 people working in higher academic institutions, 64 in the health sector, 31 in social work associations, 157 in education (schools), and 900 in governmental offices, military, police, and the private sector. The rest are unknown. Among these individuals are 51 with a PhD Degree (most of whom are employed in the academic sector) and 159 with a Master's degree, whose employment spans the range of categories above (please see Appendix on page 20 of this issue for a table summarizing information on *Yemeni Psychologists by Degree and Employment Area*).

Educational and Training Institutions

Two types of institutions provide educational and training experiences in psychology: departments of psychology and the Yemeni Medical Council, through the Ministry of Health. There are fourteen Departments of Psychology, housed in Faculties of Arts, Education or Medicine in

Yemeni universities, that serve the educational, research, and accredited professional development needs for the nation. A dilemma for psychology from the Yemeni point of view is that psychology is primarily found in the Faculty of Arts. This means that most students graduate from an Arts curriculum in high school and have little if any exposure to Mathematics, Physics, Biology, Chemistry, or other natural sciences. Taking scientifically-rich courses such as Statistics, Anatomy, and



Maan A. Bari Qasem Saleh, PhD at the 2007 APA Convention

Physiology poses a challenge for these students, making psychology a less alluring career path. The activities in psychology departments are generally limited to teaching (lecturing, exam supervision) and do not include research or service activities to the community. There are various reasons for this, including scarce resources and the ensuing limitations and loss of motivation, social stigma associated with mental health issues, the newness of the discipline in the Yemeni context, and a critical shortage of experienced specialists. Despite these circumstances, there are some individual leaders who devote their time and energy to serving their profession and communities and who have achieved recognition for their departments and universities in regional and international research and application arenas (please see Appendix on page 20 of this issue for a table summarizing information about *Departments of Psychology in Yemeni Universities*).

In 2003, the Yemeni Council for Medical Specialization under the Ministry of Health established a national academic qualification program that provides for one year of post-baccalaureate training in clinical psychology. By 2007, thirty individuals from the Sana'a governorate had graduated from this program. In Aden, the first course in this training program was inaugurated in 2006. It is also worth mentioning that there are higher education programs at the Master's level in General Psychology in the Arts Faculties of Sana'a, Aden, and Tamar universities.

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Psychological Services

Private clinics

There are about 45 private mental health clinics in Yemen run by psychiatrists. Psychologists work in a limited number of these clinics, supervised by psychiatrists. Drugs and electroshock (ECT) are the typical treatments in these setting. A few work within a collective therapeutic team model. Unfortunately, there are no designated clinics for children.

Psychological Assessment

In Yemen, clinical diagnosis and assessment is not standardized. The psychological tools that are available generally have been translated into Arabic and have been adapted by Egyptian psychologists. Thus, the majority of cases are diagnosed based on the individual knowledge and experience of each clinician.

Patient Management and Psychotherapy

Successfully treating mental illness often involves the use of psychopharmacologic drugs (prescribed by psychiatrists and, in rural areas, by psychologists). While effective, the use of such medications is limited in the Yemeni situation, as they are unaffordable for most patients. The use of ECT remains widespread. Unfortunately there are few programs and evidence-based models for treatment that are proven effective and appropriate for the culture. There are individual settings, however, where institutional or individual initiative has led to the establishment of models that demonstrate the potential and effectiveness of psychological services in the Yemeni context. These include psychological counseling services sponsored by the Yemeni Mental Health Association in collaboration with schools and universities.

Hotline Telephone for Psychological Aid (Aden)

This mental health tele-counseling service, established in 2000, is affiliated with the Yemeni Mental Health Association in partnership with the Faculty of Medicine and Health Sciences of Aden University. This service is the first officially documented service of its type in an Arab country. Five well trained and experienced psychologists work in shifts along with the President of the Association. As of 2007, the number of calls received numbered 4,072 of which 72% were from female callers. The distribution of calls according to problem type was: 6% family violence, 9% emotional problems, 4% sexual concerns, 10% disturbances of childhood and adolescence, 10% school difficulties, 35% mental disorders (e.g., schizophrenia, mental retardation), and 26% a variety of other problems.

School Behavioral Counseling Program

This program was established by the Yemeni Mental Health Association in 2002. It partners the Association with the Education Office of the Aden governorate, and reflects an important goal of the Association to be responsive to the community with respect to social service issues. The program team consists of ten psychologists and social work specialists with extensive professional experience. The problems of the

more than 1200 pupils served in the years between 2002 and 2006 were 66.8% emotional-behavioral, 24.1% educational, 0.9% sexual, and 8.1% school discipline.

Hotline Telephone for Psychosocial and Legal Support (Sana'a)

This service, run by the Arab Human Rights Institution, was established in March of 2002. It is located in the capital city of Sana'a. The Institution operates with a team of four psychologists.

Educational and Psychological Counseling Center (Sana'a University)

This Center was established to serve students in September of 2005 with an academic and administrative team consisting of 16 individuals headed by a psychologist. Ten specialists also provide services (treatment and diagnosis) to students on a daily basis. In addition, the Center offers training courses, organizes cultural and scientific sessions, and provides consultation to mental health clinics.

Student Counseling Center (Taiz University)

The Student Counseling Center was established in May of 2006 and is located on the campus of the College of Education and provides services mainly to students but sometimes to family members. Its team consists of 17 psychologists headed by a psychologist. In its short existence, the center has provided guidance services to 155 students, male and female. The distribution of problems was: 45.1% social, 12.2% academic, 38% emotional, and 3.2% special needs.

Telephone Hotline of the Mental Health Unit of the Cultural Health Center Sana'a

This service is operated by the Cultural Health Center established in 1996 by the talented physician, artist and poet, Dr. Nazar Ghanim in Sana'a in 1996. The Center ceased to function due to a financial deficit in 1999 but reopened in May 2006. There is also a clinic for emotional guidance that is part of the Center and is currently headed by a psychologist.

National Mental Health Program

The National Mental Health Program was established in the late 1980s with the help of the World Health Organization (WHO) and the Ministries of Health from the North and South Yemeni governments at the time. The project concentrated on treatment in mental hospitals and on the care of mentally ill patients by qualified psychiatrists. The National Mental Health Program was established in response to recommendations put forward by the first National Workshop on Mental Health in Yemen, organized in cooperation with the International Committee of the Red Cross in October 2002. A mental health program was established by ministerial resolution was then administered as a component of the primary health care division in the Ministry of Health. The administration consists of four psychologists headed by a psychologist.

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Non-Governmental Associations (NGOs)

In Yemen, NGOs that are chiefly focused on mental health have increased in quantity and quality since the establishment of a new Associations Law in 2001 that permitted the formation of professional organizations. According to a 2006 report there were six associations in the country headed by psychologists, comprising a membership of 1,235 (Saleh, 2008). Most of the associations are new and struggling under a number of obstacles; nonetheless they continue to advocate for and provide services. In the past few years, these associations have played influential roles in the campaign to combat physical, mental, and sexual violence against women and children. They have also organized celebrations for International Mental Health Day, conferences, workshops, seminars, publishing endeavors, radio and television programs, and contributions to journals and magazines through articles in psychology. Finally, they have advocated for the establishment of a formal code of ethics for psychologists, often at great personal and emotional expense that is little acknowledged and commended.

Publications

There are two bi-annual journals published by YPA (twenty volumes), another by the Doctor and Clinical Psychologists Association (DCPA) (three volumes), and two newsletters published periodically by the YMHA (thirty volumes). The Aden Central Psychiatric Hospital has also published ten newsletters. The main obstacles to publishing and printing are financial resources and the lack of technical facilities for actual printing and dissemination.

Research

Research in psychology and mental health is not well developed, mainly because of a lack of research capacity and the absence of research institutions in psychology and other mental health-related fields. Most of the research in psychology is carried out at Yemeni universities by graduate (PhD and MA) students and teaching faculty. The YPA and the YMHA have taken an active role in launching research initiatives and community surveys related to a variety of mental health-related issues including violence against women and children, Qat addiction and behavior, female genital mutilation, and suicide. Lack of sustainable funding remains one of the biggest drawbacks to undertaking research.

Psychologists and Leadership

In November 1989, for the first time in Yemen two psychologists (Dr. Maan Saleh and Mr. Ahmed Nasser) were elected to the local council of Aden (the then capital of the democratic Republic of Yemen, South Yemen). In 1991, the first woman (a psychologist Dr. Aza Ghanim) became the Faculty of Education Dean at Sana'a University. After unification of North and South Yemen in 1990, Mr. Ahmed Nasser won a seat in the first elected parliament in Yemen in April of 1993. In 1997 and again in 2001, two psychologists became vice presidents of the World Federation of Mental Health for the Middle East Region (Dr. Hassen Khan and Dr. Maan Saleh). In September of 2003, Professor Ahmed AL- Sofi became the first psychologist to become the Rector

of the University of Taiz. And in 2004, in Beijing China the first Yemeni psychologist and second Arab psychologist, Dr. Hassen Khan, was elected as a board member of the International Union of Psychological Sciences(IUPsyS).

Summary

Psychology is emerging in Yemen, but it will be important to build on the foundation that is being constructed. Until Yemen develops its own research knowledge base, addressing the psychological service needs of Yemeni communities requires creativity and commitment. Developing short and long-term programs requires adapting research knowledge and experience obtained from regional and international sources to be appropriate to the Yemeni landscape and to accelerate Yemeni progress in the field.

Goals for the future include:

Fostering qualitative and quantitative improvements in graduate and post-graduate higher education and training in psychology, including establishing psychological laboratories that meet international standards. Doing so will enable Yemen to train specialists with culturally appropriate skills who can respond to the needs of society.

Offering annual scholarships abroad, for a period of at least five years duration, across the different fields of psychology, with sensitivity to issues of gender and allocations to facilitate female travel.

Encouraging the appointment of psychologists in the schools to practice specialized activities for students in the prevention and treatment of emotional and behavioral problems as a means to strengthen primary mental health care.

Broadening the faculty role so that university professors can engage in research while being supported by a clear administrative and legislative mandate to do so.

Encouraging the appointment of psychologists in all social care homes for special needs groups to help in rehabilitation and reintegration efforts and authorize qualified psychologists to conduct assessments and provide counseling in juvenile courts across all governorates.

Appointing psychologists in central governorate prisons to a police rank and salary and including them as official staff members in rehabilitation and penal institutions. This will raise the profile of the profession and add to the security, accountability, and effectiveness of institutions. This recommendation also extends to appointing psychologists to military ranks and salary and including them in the staff of special institutes for military health care.

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Psychosocial Network

The Psychosocial Network is a briefing on news, info, projects and events which focus on Psychosocial and Mental Health and Well-being.

The purpose of the brief is to keep you up-to-date and provide information on psychosocial and mental health and well-being useful to practitioners in international development.

If you would like to join the group on psychosocial and mental health and well-being issues, please go to: <http://go.worldbank.org/SIP5GYWK00>.

We welcome your contributions! If you have any news, views, or information for inclusion in this brief or suggestions in improving it, please write to: lmcdonald@worldbank.org and psychos@lists.worldbank.org.

COLLABORATE!

The Developing and Deepening of International Collegial Relationships

by Florence W. Kaslow, PhD, ABPP

In 1979 I gladly accepted my first invitation to visit Israel in a professional capacity. The invitation emanated from the Israeli Marriage and Family Therapy Association. I was asked to deliver a keynote address entitled Profile of a Healthy Family. In addition, I was slated to represent the US on a panel entitled Family Therapy Around the World, plus commit to doing two half day workshops – one on Couples Group Therapy; the other on Personal Projective Techniques in Family Therapy: Sculpting, Genograms and Phototherapy (all topics on which I still lecture – in updated versions). This conference, held in Tel Aviv, was the first major international family therapy / psychology conference which I attended, and to be invited to deliver the keynote address was thrilling.

Psychologists often ask how such invitations come about and how to become a sought after person on the international speaker's circuit. Let me share some ideas throughout this article which I've compiled over the years. This invite originated from the President of the Association who had been a colleague of mine in Philadelphia. He knew of my reputation as a respected professor who thoroughly enjoyed teaching. He was familiar with some of my writings and the fact that I was then editor of *The Journal of Marital and Family Therapy* and was perceived as an energetic, far sighted leader in the field. He had made "aliyah," (moved to and resettled in Israel) several years earlier and helped form the Israel Association; he wanted the best of the Israelis plus well known leaders from other countries to be the main speakers.

One must build a good reputation as an interesting speaker, teacher, cutting edge thinker and theoretician, and researcher, if possible. But these are the necessary but not sufficient requirements. In addition, you must be adaptable to unforeseen travel mishaps; all kinds of hotels and conference events; changes in schedules; expectations that exceed what you agreed to; socializing for long hours beyond what you might do before, during and after speaking engagements in the States; the ability to work with a translator who may not be very good; not getting paid when you are supposed to, and have a good sense of humor and of the absurd, and much flexibility. Sometimes it is advisable to modify your topic and present on something else because circumstances have changed and there is a more pressing issue that concerns those attending.



Florence Kaslow, PhD (right) with Chana Winer, PhD at the 2002 IFTA conference in Bled, Slovenia

For example, some years ago when I went to Sweden to conduct a day long workshop, on "Dealing with Difficult Couples" the program committee and I had agreed on ten different types the audience would be asked to prioritize that day. But the participants were absorbed by burning concerns about couples who had recently immigrated from Serbia, Croatia and other parts of former Yugoslavia – so much so that they were experiencing secondary trauma in treating them. After some introductory remarks, we took a ten minute break and I pulled my thoughts together, based on having worked with Holocaust and other trauma survivors and various immigrant groups, so I had enough material to present very different content than originally intended. They were most appreciative of my ability to shift gears, be spontaneous and relevant, and work under pressure. This led to further invitations throughout Scandinavia. Professionals share

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comments throughout their networks; if they are extremely laudatory, ones' reputation spreads.

Now back to Israel. The conference was exhilarating and excellent. Being on and listening to dynamic international panels and forums was stimulating and illuminating, even though at such conferences presenters speak with many different accents and inflections and we can be hard for each other to understand. The variety of theoretical and clinical perspectives undergirding presentations broadens one's knowledge base, if he/she is open to hearing and absorbing. The official conference language was English, as it often is at International Conferences, sometimes with simultaneous translation into the language of the host country and maybe a third language, if there are many participants who speak another language – like Spanish. The importance of the formal sessions and the exchanges that occur within these is matched and sometimes exceeded by the animated interchanges that take place informally in hallways, at meals and in hotel lobbies. I found a high level of congeniality, warmth and eagerness to meet and welcome new people at this and all subsequent international conferences I have attended.

I met many colleagues from other countries and soon received invites for lecture tours in Canada and South Africa for 1980 – attributable to the quality of my presentations in Israel, the Journal editing and my interpersonal relationship skills (in today's parlance – social intelligence). In 1981 I was invited back to South Africa and also to Norway, as well as many places in the US, and invites have continued unabated for the last 29 years. To pick up the Israel thread, I was asked back in 1983 for a month long Visiting Professorship in the Graduate School at Tel Aviv University, teaching an elective in family therapy. Being well prepared, highly articulate and attuned to verbal and non verbal language proved valuable assets and are important for anyone embarking on this path.

What surprised me most was that students come to class and parked their guns at the door, telling me someone might knock and call them out of class as they were always “on alert”. I was informed that if they did not show up for class on a day they had an assignment because their unit was mobilized during the night, they would try to get word through to me. They came to class when they could. I had never taught under such circumstances and rapid adaptation was essential.

While in Tel Aviv I also did workshops on Divorce at Ben Gurion University in the Negev, for the Barcae Family Institute, and the Ministry of Welfare; programs on Marital Problems and Community Outreach for a Community Mental Health Center; on Cults and the Family for an In-Patient Psychiatric facility, and programs for the Ministry of Social Affairs and the Ministry of Education. Add versatility to the growing list of competencies you might be extrapolating. This trip concluded at the 4th Israeli International Congress of Family Therapy where I spoke on Divorce Mediation and delivered the closing plenary address – Key Ingredients to Change. I learned more than I taught, particularly about

courage, bravery, living under constant threat of annihilation, pursuit of a shared dream, and loyalty to one's country. The experience left an indelible imprint.

Since then I have been back to Israel to present in 1986, 1992, 1995, and 1997 at Hebrew and Haifa Universities as well as Tel Aviv University. I have delivered Keynote and Plenary addresses at family therapy conferences and been invited by the prestigious Ministry of Defense to work with the Department of Psychology / Psychiatry of the Israeli Air Force on Understanding and Treating the Military Family. The latter invitation was predicated upon the facts that my book “The Military Family: Dynamics and Treatment” had recently been translated into Hebrew and that some military psychologists had been favorably impressed by my presentation at a prior conference.

Topics selected have changed over time as trends in the world which impact on families and my interests have changed. There are now more requests on multicultural topics; international adoptions; violence and abuse related themes; anxiety and trauma; immigration and globalization; and family businesses. Remaining current is imperative, and so are reciprocity and mutuality! For those wishing to expand their careers to include being invited to lecture at foreign Universities, do presentations or workshops for organizations in other countries, or to collaborate in multi-cultural research some tips are:

- Become a skilled teacher and seminar leader.
- Present at local, state and regional psychology conferences and APA annual convention - acquire poise, skill and confidence and build a fine reputation.
- Publish in refereed journals, write chapters for important books, or write or edit your own book(s) if you have important topics and new information to convey.
- Focus on one or two specialty areas and develop expertise that makes you “the person to invite” to speak on the topic.
- Join and become active in an International Psychological organization, such as the International Council of Psychologists or the International Association of Applied Psychology. Attend the International Congress and become known.
- Become involved in Division #52, International Psychology, and/or the International Committee of any Division in which you may be active.

For example, many of the clinicians and researchers I met in my travels joined me in forming the International Family Therapy Association in Czechoslovakia in 1987. Others asked me to join them in the formation of the International Academy of Family Psychology in Japan in 1990. International colleagues have contributed chapters

to many of my edited books as I have to theirs. I initiated a research project on Long Term Satisfying Marriages which turned into a nine country study and a book co-edited by colleagues from Germany and Israel. Periodically I have been able to recommend outstanding foreign friends as plenary speakers or panelists for conferences and/or to invite them to present with me on International Family Psychology Panels under Division #43 auspices run biannually at APA Conventions. One must “keep in touch” with those in one’s network and keep contributing to the field in ways that are meaningful and relevant to remain part of the huge contemporaneous international psychology field. Ψ

Confessions of a Peripatetic Psychologist

by **Danny Wedding, PhD**
University of Missouri

Danny Wedding is a clinical psychologist who received his PhD from the University of Hawaii. He is a Professor of Psychiatry at the University of Missouri-Columbia, and he serves as Director of the Missouri Institute of Mental Health (MIMH) in Saint Louis. MIMH has hosted international students and visiting scholars from Thailand, South Korea, Iran, Scotland, Australia, South Africa, Bosnia, Azerbaijan and Kazakhstan.

I recently had an opportunity to lecture on international psychology to a group of clinical psychology graduate students attending the University of Kansas, and the presentation gave me an opportunity to think about how important travel and international psychology have been in my own professional development. Without question, my international experiences as a psychologist have been the very best part of my professional life.

My passion for travel developed as the son of a military father stationed in Panama and Germany; moving often and living abroad seemed entirely natural for an Army family. Later, I served as an Air Force medic stationed for almost three years in Korea and Taiwan; this was during the Vietnam era, and it was easy to catch military flights to almost anywhere in Asia. I used most my leave--and all my savings--to visit Hong Kong, Tokyo, and Bangkok, typically staying in low-cost YMCAs. These trips and my military assignments were the impetus for a life-long fascination with Buddhism and Asian culture.

While an undergraduate student, I spent a wonderful semester studying German and European history at Salzburg College. At the conclusion of the semester, I found myself with six free weeks, a Eurorail pass, and a new girlfriend. Mary Jo and I traveled throughout Europe, often sleeping on trains and subsisting largely on bread, cheese and wine. Travel is almost always wonderful; traveling combined with the excitement of young love is about as good as life gets.



Paul Martin, Australian Psychological Society and Danny Wedding (right).

Travel opportunities sometimes occur fortuitously and unexpectedly. For example, in 2003 I met with and testified before legislators in the Australian Parliament on behalf of the APA/AAAS Fellowship program. The Federation of Australian Scientific and Technological Societies (FASTS) was planning to develop and implement a Parliamentary Fellowship program in Canberra modeled after the one supported by the American Association for the Advancement of Science (i.e., the program in which APA participates). While in Australia, I visited the Australian Psychological Society (APS) in Melbourne, lectured at the Australian Academy of Science, and made numerous new friends, many of them psychologists.

My career as a psychologist has opened numerous doors that would have otherwise likely remained closed. I have had the privilege of lecturing to psychologists and graduate students in South Africa, Mexico City, Puerto Rico, Sint Maarten, Italy, Pakistan, Iran, India, China, New Zealand, Australia and Thailand. In every instance, my hosts, usually psychologists, have been gracious and accommodating.

International meetings also have been an important part of my professional life, and I recommend them to anyone who has vacillated about participating. Recent conferences I have attended include the International Congress of Psychology (ICP) in Beijing in 2004, the International Association of Applied Psychology (IAAP) in Athens in 2006, and the Interamerican Congress of Psychology (SIP) in Mexico City in 2007. I will also be presenting a paper at the upcoming ICP meeting in Berlin—the dollar is weaker than last time I was in Germany, but I hope to be able to spend time eating schnitzel and drinking beer with many of the psychologists I have met at other international conferences.

One salient advantage of international meetings is that they are often small enough to allow one to interact with some of

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the leading figures in the field (e.g., both Albert Bandura and Bob Sternberg presented at the recent SIP conference and participated in various social events organized as a part of the conference).



Sabbaticals are one of the best parts of the academic life, and I have had the good fortune to receive two Fulbright awards that supported international teaching. The first allowed me to teach as a Fulbright Senior Scholar at Chiang Mai University School of Medicine (Thailand); the second will support teaching two courses each semester as a Fulbright Distinguished Lecturer in the Psychology Department at Yonsei University in Seoul, Korea during the coming academic year. A journey I began as a 19-year-old Airman has come full circle, and I am enthusiastic about this upcoming opportunity to once again live and work in Asia. I am confident my Korean colleagues will exhibit the same grace, kindness and support that I have experienced in dozens of different settings across a lifetime of international psychology experiences.

Strategies to Make the Most of Your Travel Experiences

I hope my comments have whetted your appetite for international travel. If so, some of the following tips may be useful:

- Visit the world's great universities (e.g., the Sorbonne in Paris, the University of Heidelberg in Germany, and Sophia University in Tokyo) whenever you have a chance, and make it a point to drop by the Psychology Department. You will be surprised by how welcome your hosts will make you feel.
- Keep a flash drive with you at all times and make sure it includes several of your favorite presentations (I carry mine on my keychain). Be prepared to present on a moment's notice if the opportunity arises.
- Volunteer to hold lead discussion groups with graduate students in which you describe life as a psychologist or

psychology graduate student in the United States. Many of the students who come to your talk will be interested in studying in the U. S.

- Use listservs as a way of making contacts with international colleagues; in my case, a casual email exchange with a psychologist in Thailand on a Division 12 listserv led to a six month sabbatical teaching at his medical school
- If you have written a book, take copies with you when you travel to leave as gifts for your psychology hosts—they will cherish the gift.
- If you are visiting a large city, write the chair of the psychology department in the city's largest university and explore the option of staying with a psychology colleague or a graduate student and/or his or her family during your visit. Your host family is likely to reject payment for their hospitality, but gifts for your new friends are always welcome.
- Watch recent movies and be prepared to discuss them. Films are one of the major exports from the United States, and students around the world watch U.S. movies. I use film clips to illustrate various kinds of psychopathology (e.g., *Fatal Attraction* provides an excellent illustration of borderline personality disorder), and international colleagues and psychology students have often seen the films I use to illustrate my lectures.
- Use the CD-ROM titled *PSYCHOLOGY: IUPsyS Global Resource* (Wedding & Stevens, 2008) to learn more about universities, research institutes and professional organizations in the countries you plan to visit; a copy should be available in every university library.



Danny Wedding with a barber in Pakistan

- Read novels relevant to the country you are visiting; for example, I read *Don't Stop the Carnival* (Wouk, 1992)

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before traveling to the Caribbean, and it made my trip much more rewarding. Anyone going to Paris should read *A Moveable Feast* (Hemingway, 1964); your trip to Hawaii will be enriched if you read the historical novel *Hawaii* (Michener, 1959); and you will understand some of the tensions in the Middle East better if you read *Snow* (2002) by Nobel Laureate Orhan Pamuk.

- Join APA's Division of International Psychology (Division 52). The common denominator among the members of this division is a passion for travel, and senior members of the Division especially enjoy introducing early career psychologists to prominent international psychologists. Division members will be able to help you identify psychology contacts around the world.
- Consider attending some of the less well know international conferences. For example, in 2001 I participated in the Southeast Asia Regional Conference on Scientific & Applied Psychology held in Mumbai, India. It was an unforgettable experience, in part because of the time I got to spend traveling with two eminent U.S. psychologists, Ray Fowler and Charles Spielberger.

Continue to read *Psychology International*, and learn about the resources available to you through the APA Office of International Affairs (<http://www.apa.org/international>).

Bon voyage!

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Overview of the International Society for the Psychology of Science and Technology (ISPST)

by Greg Feist, PhD, San Jose State University

The International Society for the Psychology of Science (ISPST) was founded and begun in 2007 and is the first scientific society devoted to the psychology of science. Gregory Feist (San Jose State University) is its President and Michael Gorman (University of Virginia), Sofia Liberman (National Autonomous University of Mexico), and Dean Simonton (University of California, Davis) are members-at-large. David Gooding (University of Bath) is its secretary and Christine Charyton (The Ohio State University—Newark) is its treasurer. The purpose of ISPST is:

To encourage and promote research and publication in the field of psychology of science and, technology (PST). Science and technology are defined by the Society both broadly and narrowly. Broadly defined science, math, and technology consist of constructing theories of how our world operates and reasoning about how this is so and for infants, children, adolescents and non-scientists, these cognitive processes are implicit. Developmental psychologists of science are particularly interested in the development of such implicit cognitive mechanisms. Narrowly defined, science, math and technology consist of the thought and behavior of professional scientists, mathematicians, and technologists.

To facilitate the exchange of information and experience among its members;

To promote the application of psychology to the study of thought and behavior in science and technology as a means of promoting human welfare by conducting

In 2008, the Society launched the world's only peer-reviewed publication outlet for research, theory, review, and commentary focused on the psychology of science and technology. It is entitled *Journal of Psychology of Science and Technology (JPST)* and is published by Springer Publishing. It is published bi-annually and is free to ISPST members. For more information about ISPST go to <http://www.psychologyofscience.org> and for more information on JPST go to <http://www.springerpub.com/journal.aspx?jid=1939->



ANNOUNCEMENTS

APA Offers Travel Awards for APA Members to Attend International Conferences and for International Affiliates to Attend Convention.

Deadline: Extended to June 1, 2008

For more information, please visit: <http://www.apa.org/international/awards/travel.html>.

Request for Proposals: 2009 Psychology Beyond Borders Mission Awards

Deadline: September 12, 2008

Psychology Beyond Borders (PBB) is seeking project proposals for the 2009 PBB Mission Awards. PBB is an international non-profit organization focusing on the psychosocial impacts of terror attacks, armed conflicts, and natural disasters. Psychology Beyond Borders is committed to combining psychosocial service delivery and research to contribute to the body of knowledge about the most effective psychosocial strategies for prevention, preparedness and response to large-scale traumatic events. PBB's combination of research and practice is aimed at informing psychosocial programming, public policy and behaviour about what heals versus what harms, with the ultimate goal of alleviating psychological suffering.

PSYCHOLOGY BEYOND BORDERS' MISSION therefore consists of five key areas:

1. Research to contribute to the body of knowledge about what psychosocial strategies heal (or harm) in prevention, preparedness and response to large scale disaster, armed conflict or terror attacks;
2. Psychosocial service delivery, including partnerships with response teams in communities impacted by large scale traumatic events;
3. Education programs to raise awareness about the psychosocial impacts of disaster, armed conflict or terror attacks and build community competencies in best practice methods of preparedness and intervention;
4. Public policy recommendations to assist in community preparedness, response and recovery associated with large scale traumatic events; and
5. Building a network to enhance international collaboration, knowledge sharing and systems for prevention, preparedness and response to disaster, armed conflict or terror attacks.

CRITERIA FOR PROJECTS

We seek research and action-oriented projects that contribute to at least two of the five key areas of PBB's mission. Projects will be evaluated on the basis of how they contribute to the organization's mission and particularly key area number 1, research. Preference will be given to projects that combine

research with more than one other key area.

PROJECT FUNDING AND DURATION

Projects of \$5,000 - \$15,000 (USD) will be funded with an expected project duration of one year (beginning January 2009). So that more projects may be funded, preference will be given to projects with smaller budgets that focus on a specific population or intervention (if applicable).

ELIGIBILITY

Applicants must be affiliated with a university or non-profit organization. PBB encourages applications from international organizations or individuals who represent diversity.

APPLICATION INFORMATION

Application information and details are available for download at <http://www.psychologybeyondborders.org/content.php?p=rfp>. Applications should be received by Friday, September 12th either electronically at awards@psychologybeyondborders.org or by mail to Psychology Beyond Borders, 1000 Rio Grande, Austin, TX, USA 78701.

EVENTS/NEWSLETTERS

Newsletter of SIP (InterAmerican Society of Psychology) Invites Articles

The InterAmerican Society of Psychology (SIP - Sociedad Interamericana de Psicología) was established in 1951 and has members throughout North, Central and South America. It contributes to the regional development of the discipline through international and regional congresses, publications, and the establishment of professional networks among different psychological specializations within regions.

The SIP Newsletter, Inter-American Psychology, published twice a year, reports news, announcements and articles of interest to psychologists of the Americas and focuses on facilitating the communication between psychologists with information about psychology in the region. The editor, Marcelo Urrea, invites contributions and welcomes all readers. To obtain a copy, please contact Marcelo Urrea at marcelo.urrea@psicologico.cl or visit <http://www.sipsych.org/english/periodicals>.

CONFERENCES & MEETINGS

For a full listing of psychological conferences and meetings around the world, please visit: <http://www.apa.org/international/calendar.html>

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June, 2008

Second Annual Convention, Asian Psychological Association (APsya)
Kuala Lumpur, MALAYSIA
URL: www.apsya.org

July 3-6, 2008

Second International Congress on Interpersonal Acceptance and Rejection
Crete, GREECE
URL: www.isiparweb.org

July 5-8, 2008

International Association for Research in Economic Psychology (IAREP) Annual Conference
Paris, FRANCE
URL: team.univ-paris1.fr/iarep-sabe2006

July 12-15, 2008

International Council of Psychologists (ICP)
St. Petersburg, RUSSIA
URL: icpsych.tripod.com

July 12-16, 2008

3rd International Conference on Teaching Psychology (ICTP-2008)
St. Petersburg, RUSSIA
URL: www.ictp-2008.spb.ru

July, 14-16, 2008

6th International Conference, International Test Commission: The Public Face of Testing
Liverpool, UNITED KINGDOM
URL: www.intestcom.org

July 20-25, 2008

XXIX International Congress of Psychology
Berlin, GERMANY
URL: www.icp2008.de

July 27-31, 2008

19th Congress of the International Association for Cross-Cultural Psychology
Bremen, GERMANY
URL: www.iu-bremen.de/iaccp2008

August 14-17, 2008

116th Annual Convention of the American Psychological Association
Boston, Massachusetts, USA
URL: <http://www.apa.org/convention08>

August 19-22, 2008

20th Annual Congress of the International Association of Empirical Aesthetics
Chicago, Illinois, USA
URL: users.ipfw.edu/bordens/IAEA08/IAEAcall.pdf

August 31 - September 4, 2008

4th International Conference on Traffic & Transport Psychology (ICTTP)
Washington, District of Columbia, USA
URL: www.icttp.com

September 4-6, 2008

11th Annual Innovations in Disaster Psychology
IASC Guidelines on Mental Health and Psychosocial Support in Emergency Settings
Vermillion, South Dakota, USA
URL: www.usd.edu/dmhi

September 10-12, 2008

Fifth World Conference on the Promotion of Mental Health and Prevention of Mental and Behavioral Disorders
Melbourne, AUSTRALIA
URL: www.margins2mainstream.com

September 23-26, 2008

Biannual Conference of the Life History Research Society
Bad Nauheim, GERMANY
URL: www.iop.kcl.ac.uk

September 24-27, 2008

4th International Conference on Research and Developmental Education
San Juan, Puerto Rico, USA
URL: www.ncde.appstate.edu/cfp

October 12-15, 2008

5th World Congress for Psychotherapy
Beijing, CHINA
URL: www.wcp2008.org Ψ

Appendix

Yemeni Psychologists by Degree and Employment Area

Field	Degree			Total
	PhD	M.Sc./M.A.	B.Sc./B.A.	
Academic	45	45	49	139
Education	2	20	135	157
Health	4	35	25	64
Social Services	0	9	22	31
Other	0	50	850	900
Unemployed	0	0	2289	2289
Total	51	159	3370	3580

**Source: YMHA Survey*

Departments of Psychology in Yemeni Universities

University	Faculty	Founding Date	Number of faculty members	Male	Female
Sana'a	Art	1983	18	4	14
Sana'a	Education	1975	12	8	4
Aden	Education	1970	12	6	6
Aden	Medicine	1975	5	3	2
Aden	Art	1999	8	5	3
Taiz	Education	1994	9	6	3
Taiz	Art	2003	3	2	1
Hadramut	Education	1975	10	7	3
Al-Hudaida	Education	1997	15	7	8
Thamar	Art	2000	7	6	1
Ibb	Education	1997	20	18	2
Total	-	-	119	72	47

**There are 20 additional faculty members in 6 branch faculties in other governorates.*

Source: YMHA Survey