

# PSYCHOLOGY INTERNATIONAL

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ASSOCIATION OFFICE OF INTERNATIONAL AFFAIRS

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## Assessing NGO outcomes at the UN: The Role of I-O Psychology

by Harold Takooshian, Fordham University and APA Representative at  
the United Nations



*In February 2006, psychologist Walter Reichman briefs 40 NGO  
representatives at a symposium on how and why to assess effectiveness  
of their NGO.*

which radiate UN efforts into “civil society”—including cultural and scientific networks, community and religious groups, and trade and professional associations like APA. The registered NGOs have grown 10,000% in number, from 40 in 1945 to 4,000 in 2008, and are granted either “consultative” status (with a voice in UN deliberations) or “observer” status (without voice).

NGOs. From the start, the mission of NGOs has been two-way communication, from the UN to the NGOs, and from the NGOs to the UN. NGOs are normally limited to a team of six UN representatives who are granted a UN badge that gives them free access to much of the UN building in New York City. These mostly volunteer representatives normally spend many hours per month attending weekly briefings, monthly committee meetings, special sessions, and periodic conferences. Compared with government and other organizations, there may be no place on earth with such a high “word -to - action” ratio as the United Nations, where representatives spend countless hours listening and talking, compared with writing or doing.

Outcomes How effective are NGOs in their work? How can individual representatives best gauge the impact of their many hours of effort in the UN? Like all organizations, the

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From its origin in 1945, the United Nations has been an amalgam of three separate entities. Its Secretariat, composed of governments, which has grown nearly four-fold in number, from 51 nations in 1945 to 192 in 2008; its network of dozens of global agencies with paid staffs works on specific issues—like children (UNICEF), labor (ILO), health (WHO), or science (UNESCO); and its vast network of non-governmental organizations (NGOs)

...UN, continued from cover page

UN needs job descriptions and performance criteria for its thousands of volunteers as well as staff. Yet when an I-O psychologist on the APA team failed to find any literature on NGO outcome measures, and asked the then-Director of the UN section on NGOs for any literature on this topic, the Director gave a quizzical look and admitted to being intrigued but uninformed: "What is an outcome?"

Here we see an ideal role at the UN for psychology in general (Takooshian, 2007), and I-O psychology in particular (Berry, Reichman & Schein). Compared with other fields, such as economics and social work, psychologists have arrived late to the UN table. Only a dozen of the 4,000 NGOs today are psychology groups, and most of these gained NGO status at the UN in just the past decade.

By necessity, psychology has developed expertise in assessing outcomes. In the clinic, we promote evidence-based practice, and outcomes to assess our therapies (Van den Bos, 1996). In education, we have crafted learning outcomes for the undergraduate psychology student (Murray, 2002) as well as the quality of entire psychology departments (Hanges & Lyon, 2005). In industry, we have long measured employee performance, using "critical incidents" (Flanagan, 1949) and other quantitative and qualitative methods.

When a few I-O psychologists working with the UN conferred on this issue in October of 2005, the two-fold result was not only a simple, new procedure for each NGO to develop its own outcomes, but a straightforward 4 x 4 model for psychology NGO outcomes, described in Table 1 below, based on the 4 aims of psychology, and 4 kinds of UN activity (the table lists only 3).

**Aims.** Based on the APA mission statement, psychology today has at least four separate aims, that can be applied to UN work: Science—conducting empirical research or theorizing related to UN goals; Practice—direct service to UN individuals, groups, units; Education—to effectively communicate psychological and other concepts to UN folks; Advocacy—to promote sound empirically-based policies infused with psychologically relevant perspectives and literature through the UN.

**Levels.** We can also identify four levels of activity at the UN: Process is step 1—purely instrumental activities such as listening, talking, writing interim documents, attending others' meetings. If successful, these may lead to a more tangible step 2. Achievement—step 2—tangible actions such as publishing reports, providing direct service to others, hosting one's own meetings, publishing policy statements. If successful, this leads to step 3. Impact—step 3—where others (the UN itself) actually act on the published reports, implement the research, or new programs/ policies/ services. Beyond this, there is a further step. Benefit—step 4—how much the impact has made a measurable difference on society, in improved well-being. As Amatai Etzioni (1976) has long noted, the size

and expenditures of hospital programs are no substitutes for indices of how much these programs have improved the health of their clients. Two things are notable about the use of this simple model in Table 1 (see end of this article):

First, where table 1 applies the first 3 levels to the 4 aims, individual psychology representatives can gauge the progress of their efforts over time. Which of the four aims are they pursuing, and are they spending less time in instrumental activities, more in tangible actions that actually impact UN operations?

Second, this psychology model can be easily adapted to non-psychology NGOs. For example, a social work or pro-environment NGO would enunciate its own aims from its mission statement, and then apply the 4 levels to this. Indeed, when I-O psychologists introduced this 4x4 model to an audience of 60 diverse NGO representatives at a symposium (Verdi, 2006), many saw how this simple process was easily adapted to their own aims at the UN.

A few examples are useful here.

**Example 1.** A psychology group spends many hours to draft an invited position statement on "child welfare," but its oral and written testimony at the hearing remains unrecorded and unread. This is not a good day for psychology, as point D1 (advocacy/process) never reaches D2 (advocacy/achievement), or D3 (advocacy/impact).

**Example 2.** World Federation for Mental Health Director Eugene Brody credits a psychologist—Kay C. Greene—as the first to successfully introduce the phrase "mental health" among the priorities of UN Secretary General Boutros-Ghali's—an event that was "unprecedented" (Brody, 1998, p. 182)—an example of C3, a long-in-coming educational impact on UN priorities.

**Example 3 .** Starting in 2007, APA and other psychology NGOs have joined to create Psychology Day at the UN, thus segueing from attending others' conferences to hosting their own to popularize psychology at the UN—a shift from C1 (education/process) up to C2 (education/ achievement), now headed toward integrating psychology into more UN programs (C3).

Overall, this model can help all NGO representatives to monitor their own efforts, as each level leads to the next and suggesting moving beyond simply attending meetings (process), to offer tangible service/research (achievement) that actually shapes U.N. policies (impact), which will ultimately uplift society (benefit), with the 8 lofty UN Millennium Development Goals (MDGs).

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**Table 1. A simple 4 x 3 model to chart NGO outcomes and progress**

1. PROCESS-->	2. ACHIEVEMENT-->	3. IMPACT
<b>A. SCIENCE</b>		
A1: unpublished reports... research/theory committee presentations	A2: published research reports... start newsletter or series	A3: use research for policy...form new offices/programs
<b>B. PRACTICE</b>		
B1: discuss ways to serve	B2: direct service to staff/grps	B3: implement new services
<b>C. EDUCATION</b>		
C1: attend/speak at meetings	C2: host symposia/conferences	C3: content in UN programs... recruit/credential stud interns
<b>D. ADVOCACY:</b>		
D1: discuss policies	D2: publish policy statements	D3: UN implement policies

## Fulbright Scholars Share Experiences at the 2008 APA Annual Convention

by *Psychology International Staff*

The gathering of over a hundred Fulbright scholars from the United States and across the world gave this year's convention attendees a rare opportunity to discover more about what it takes to teach and study overseas. US faculty and students who went abroad as Fulbright scholars and students as well as international colleagues who came to the US as Fulbrighters over the last 10 years were invited to Boston. They were asked to prepare information on their international experiences and to provide insight on how others could find their own paths toward learning and teaching in international settings. As a continuation of APA's broader initiative to reach out to psychologists around the world, (in 2007, presidents of national psychology associations were invited to attend the APA convention in San Francisco ) this year's international focus was particularly engaging.



*Fulbright scholar, Michael Boivin, PhD with Harriet Fulbright*

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*Fulbright Scholars at the 2008 Annual APA Convention*

In addition to the Fulbrighters, APA welcomed colleagues the groups that run the Fulbright programs, the Council for International Exchange of Scholars (CIES) and the Institute of International Education (IIE). In addition, the Fulbright Academy of Science and Technology (FAST) an international alumni association across the sciences, also came to explain and promote international collaboration. A highlight of the Fulbright events was a visit by Harriet Mayor Fulbright, president of the J. William and Harriet Fulbright Center and the widow of the late Senator Fulbright, for whom the program is named. Mrs. Fulbright encouraged upcoming Fulbrighters and emphasized how support for the program would allow countless numbers of scholars to continue contributing to their discipline and to international understanding by encouraging vital scholarly exchange.

Those who attended the convention enthusiastically promoted their experiences and forged ideas for new collaborations. Followup plans are now being made to continue the enthusiasm generated in Boston to future conventions and international programs. "I was very grateful to the APA for the recognition they showed to the Fulbright scholars, said Fulbright scholar Jefferson Singer, PhD. "It seemed to me a great way to promote the concern for international issues and international collaboration. Recognizing the Fulbright scholars at the ceremony and poster sessions was a great way to get the word out and to allow for exchange among present and past Fulbright scholars." Another Fulbright scholar, Cindy Lahar, stated, "The APA convention was a terrific opportunity to meet other Fulbrighters. Learning about many different psychology projects in countries around the world was inspirational for many of us. I believe that some of us made connections there that will lead to visits to psychology departments in areas of the world we may never have thought of visiting."

For those unable to attend the convention, abstracts of many of the Fulbrighters as well as a slideshow of images are

available on <http://www.apa.org/international/fulbright.html>. In addition to this, a collection of Fulbright interviews in the form of podcasts will be available online, at the same site in 2009, as an ongoing resource for those who would like to learn in more detail about their individual experiences on what it takes to be a Fulbright scholar.  $\Psi$

## **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](http://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](mailto: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](mailto:dmaguire@wfmh.com).

# SENIOR DIRECTOR'S COLUMN

## Global Imperative? Defining Needs

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



Today's students and young professionals are international to a degree undreamed of by earlier generations. The internet, global social networking, the ease and lower costs of long distance travel, and interaction in an increasingly diverse and international student population, combine to make this the most international generation ever. Defining and meeting the needs and expectations of this

increasingly international group offers challenges to any profession. How does psychology fare?

### What are International Needs?

For psychology, from the perspective of the APA, considering the American context, there are at least three kinds of international needs -- one is in the subject matter of psychology -- an internationally informed curriculum, literature, and range of topics. A second is exposure to international venues -- sampling international colleagues, settings and research, for example through attending conferences or international workshops. A third is delving deeper into international experience through opportunities to live and work internationally.

Beginning with this issue of Psychology International we will carry articles addressing each of these themes -- in this issue there is a summary of the recent, APA-sponsored Education Leadership Conference with internationalization of psychology education as its focus (see also <http://www.apa.org/ed/elc/elc08-homepage.html>); in the next issue we will address the second issue, international exposure and exchange with a look at attendance trends for international conferences and international attendance at APA's annual convention.

The third area, international experience and opportunity presents a complicated picture. The general, conservative sentiment is that international professional activity -- whether research, teaching or applied -- is something best pursued "later" in a career pathway -- yet one of the most frequent queries from students and early career psychologists is "how

can I combine international experience with my education / research / internship / work?" Clearly as a discipline we are not yet meeting those perceived needs. How we think about addressing such international needs may, of course, differ depending whether we are talking about research, teaching or practice. But identifying and addressing these needs may also require breaking set and facing some common challenges to psychology's approach to international opportunities.

**1. There is little funding for international research, especially for younger investigators.** Recently the Office of Research Integrity (ORI) at the US National Institutes of Health teamed up with the University of Minnesota to sponsor a two-day "Conference on Challenges and Tensions in International Research Collaborations" that addressed the legal, academic, cultural and interpersonal challenges to creating and maintaining international research collaborations. It was clear that despite wide disciplinary variation in the extent of international collaborations, there are similar core issues across disciplines. Similar to conclusions from the workshop sponsored within psychology last year (see [http://www7.nationalacademies.org/usnc-iupsys/Report\\_Brief\\_International\\_Collaborations.pdf](http://www7.nationalacademies.org/usnc-iupsys/Report_Brief_International_Collaborations.pdf)) the conference presenters articulated the need for international collaborations to aspire to be partnerships, mutually beneficial to all participants, rather than touristic research or collaboration. They noted a need for attention to transparency in assumptions in all phases of a research project, to be sure that expectations and values as well as procedures and methods are shared among investigators. And they pointed out the value of undertaking such collaborations early in a research career.

Interesting among the presentations were talks from funders -- most notably the Fogarty Center at the National Institutes of Health -- who pointed out that there are funding programs for health-focused researchers at all levels, from student through senior faculty (see <http://www.fic.nih.gov/>) and that there is growing awareness of the need to support people early in a research career. That said, finding support for sustained international research, especially for the important early seminal stages, especially for behavioral research, remains a challenge.

**2. There is little departmental support for international research.** A commonly lamented feature of international research is that it is slow-- it takes time to forge international partnerships, and the conduct of research abroad often takes longer for both pragmatic, as well as conceptual reasons. There is a belief among younger internationally minded researchers, apparently reinforced by faculty mentors, that this means international work should be postponed until later in a career when tenure and promotion are no longer an issue.

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**3. There are few possibilities for clinical training or practice abroad.** The vision of many students is of a professional life that includes an international clinical internship and easy transfer across national borders for professional work. The reality is that such mobility is rare indeed. One reason for this is, of course, the nature of the discipline. Much of psychology is relationship based, and much of psychology clinical work requires expertise grounded in a culture and language. Without these skills, many argue, one should not engage in direct clinical intervention. This, along with important impediments to professional mobility because of licensing or regulatory constraints, does limit the possibilities for straightforward international practice.

#### **Next Steps**

Given the real challenges – of funding, support and opportunities, it is no wonder that psychology as a discipline offers fewer opportunities for its constituencies than related (health science, social science) disciplines. In conversations about how to encourage international collaboration and exchange, one often hears that generating a truly international psychology will require a culture change – in seeing international activities as a viable and valuable career path, in understanding that international collaborations often do take more time and effort, in valuing the input from our international colleagues, and in valuing the richness that international experience brings to domestic scholarship and applied work.

It is time for us as a discipline to think creatively about how to foster an international psychology and to explore outside the box to facilitate international opportunities, especially for those at the beginning of their psychology careers. It is time to develop partnerships that offer even short term experience as consultants and trainers or work with NGOs, the Red Cross, and university programs, as well as global organizations such as the World Bank, UNESCO and the like. Although these experiences may be new to the traditional career path, they provide a participatory entree into the international world, and offer a flavor of international possibilities.

From where we sit in the international office it is crucial to begin to address the sea change in expectations and desired career trajectories with serious thought about how to develop concrete opportunities. More students in this generation than ever before have passports and have used them; more students in our schools are themselves international; more attend international meetings and more believe there is an imperative for us to be professional citizens of the world.  $\Psi$

## **A Report on Internationalizing Psychology Education and the 2008 ELC**

**by Judith Torney-Purta, PhD, Professor of Human Development, University of Maryland**

This year's Educational Leadership Conference was held September 6-9 in Washington, DC. The 100 or so psychologists who attended represented APA committees and divisions, regional associations, and affiliated groups. The ELC, sponsored by the Board of Educational Affairs, is held annually (each year on different topics). This year the topic of Internationalizing Psychology Education was the focus for a day and a half.

#### **The Conference**

Putting internationalization on the agenda of a major education meeting is an important step in itself. The conference began with an evening reception and opening address by Spelman College President Beverly Daniel Tatum. She described the catalytic effect of an international undergraduate exchange program to France in the 1970's that allowed southern US African American students to experience how it was to live in a society where race was not a defining feature, and made the point that reaching out often leads to profound changes within. The first full conference day began with a plenary session where four faculty presented examples of their efforts at internationalizing. This was followed by a plenary talk by Sandy Shullman titled "APA as a Learning Partner: Setting the Framework for International Discussions of Quality Assurance in Psychology Education & Training" that encouraged the attendees to think of how APA could nurture discussion and leaders in the international education arena. In the afternoon there were small groups on five topics: internationalizing the undergraduate curriculum, research training, faculty development, applied training, and quality assurance/mobility. In this article, I will focus on one of these five topics, internationalizing the undergraduate education.

#### **Background to this Topic**

About five years ago the Carnegie Corporation of New York in collaboration with the American Council on Education (ACE) funded a Working Group on Internationalizing the Undergraduate Psychology Curriculum, of which I was a member. The working group produced Learning Goals and Outcomes to Internationalize Undergraduate Psychology (2005), which is now on the APA website (<http://www.apa.org/ed/elc/elc08-homepage.html>). ACE issued a report entitled Where the Faculty Live: Internationalizing the Disciplines (which contains the psychology goals/outcomes and parallel material from history, geography and political science). This report, with its broader campus focus, was the subject of one of the plenary sessions on the second day of the conference.

The Learning Goals and Outcomes were vetted by APA's Board of Education Affairs (BEA) and a few small changes or additions were made to the working group document before it was officially accepted. A new sub-group worked on an action plan. The ELC was intended to both broaden and deepen this work.

### At the ELC

In the small group on internationalizing the undergraduate curriculum at the ELC meeting, there was agreement that the overall aim of internationalizing efforts should be to help students become more tolerant of ambiguity and more reflective about their own experiences with individuals from other cultures (on their campuses as well as in study abroad programs). A number of points were made:

### Guidelines

The internationalizing goals from the Learning Goals and Outcomes document should be incorporated into the more general Guidelines for the Undergraduate Psychology Major under its Goal 8 (Socio-cultural and International Awareness) when the Guidelines are next revised.

### Technologies

Internationalizing efforts may benefit from using new technologies, such as Web 2.0 that were outlined in one of the plenary sessions (although it must be added that a show of hands indicated that many psychologists in the group that attended the ELC did not know much about social networking sites, podcasts, Wikis, or blogs).

### Strategies

Textbooks: Although adding more on international topics to textbooks is cited as a strategy for internationalizing the curriculum, there is debate about whether this is "the answer." Publishers publish what will sell, and there is an impression that books with significant international or cross-cultural material have not necessarily sold well. In addition, some textbook writers claim they have international content because Freud was Austrian and Piaget Swiss! A second challenge in relying on textbook revisions to promote internationalization is that some writers tend to avoid complex issues and to present text material that may be more likely to reinforce stereotypes than to expand students' international awareness (e.g., textbooks arguing that all Asian families are collectivistic not individualistic).

### Other strategies

\* Some suggested requiring students to summarize articles from international journals published in English—such as the Asian Journal of Social Psychology.

\* Some suggested assigning biographies of individuals living in other countries or of immigrants, or asking students to interview immigrants (first or second generation). After reading or interviewing, students would be assigned to apply psychological concepts/theories to this material.

\* The voices of faculty who are doing research in collaboration with behavioral and social scientists in other countries need to be heard. The National Academy of Sciences recently issued a report on research collaboration (which was discussed in the ELS small group on research training but is more broadly relevant).

\* A faculty development initiative within an interested department could be based around the Learning Goals and Outcomes (perhaps promoted with small grants made to provide technical assistance to a group of faculty at an interested institution). Faculty from other institutions who have successfully developed internationalization activities in psychology could serve as mentors.

### Resources

Among the structures suggested for more systematic access to textbook reviews, assignments, syllabi and materials, and promising practices were web-site clearing houses. APA's Division 2 website has some of these materials. Additional resources suggested included:

\* A list of international journals published in English and in PsychINFO could be included on teaching websites or in newsletters of relevant divisions.

\* Learning modules could be developed.

\* Making available some syllabus material from courses that have developed an international dimension might be useful. Some instructors have developed written assignments with an international component.

As a historical note, in 1983 the American Psychologist published a section on the internationalization of psychology. It included an annotated bibliography of materials to internationalize undergraduate courses in social and developmental psychology. The view of participants was that approaches such as this with carefully chosen assignments could internationalize but avoid stereotyping.

### Perspectives

A number of early career psychologists participated actively in the ELC discussions providing new perspectives. Participants urged these individuals to advise about internationalizing through the Preparing Future Faculty Initiative of APA.

### Summary and Future Steps

The conference attendees agreed that internationalizing efforts need to be both top down and bottom up. It is not sufficient for us to simply wait for individual faculty to develop interest and find their way to the Division 2 website or other websites for materials, however. It is crucial for interested APA groups such as CIRP to actively develop strategies, including retaining a sub-group to look at next steps before the momentum of the conference is lost. Other divisions (in addition to Divisions 2, 17 and 52, which were listed as the major organizers of the ELC) could also be fruitfully involved. Ψ

## Division 52 Looks Ahead

Lynn H. Collins, PhD, President-elect,  
Division 52



### Exciting Developments Within Division 52, International Psychology!

There are a number of exciting developments taking place within Division 52. These initiatives range from Division 52's efforts to build upon its successful collaboration with Eastern Psychological Association by holding Board meetings and offering sessions at other regional psychological association meetings, to the development of a journal and a CD about international psychology and adding a new section.

### International Psychology at the Eastern Psychological Association Meeting

Division 52 is continuing its strong relationship with the Eastern Psychological Association. Each year we organize a day of programming at their annual meeting. In past years we have also held a Board of Director's meeting either before or, more typically, the Sunday after the EPA meeting. This has been cost effective since many of the Board members lived on the East Coast and regularly presented papers and posters at EPA. To see EPA's international offerings, please see: <http://www.easternpsychological.org>. As we expand the geographical representativeness of both our Board and our membership, it makes sense to begin to meet at the other regional psychological conventions as well. To this end, we have slightly increased the travel stipend associated with Board positions. Our next step is to join forces with Western Psychological Association (WPA) in facilitating the spreading of international viewpoints on Psychology.

**International Psychology 2009  
Mid-Winter meeting to be held  
at the Western Psychological  
Association Convention April  
23-26 in Portland, Oregon.**



Lynn H. Collins

West of the Mississippi and interested in International Psychology? This year, Division 52 will be holding its Mid-Winter Meeting in Portland, Oregon, in conjunction with Western Psychological Association's Annual Convention. Some of the issues we will be covering though our programming include internationalizing both undergraduate and graduate curricula, international quality assurance issues, use of technology to enhance the internationalization of the curriculum, and current cross-national and cross-cultural research from around the world. The web site for the event is: <http://www.webmavens.org/div52/index.htm>. We invite you to attend our Board Meeting on Sunday, April 26th if you would like to become more involved in the Division. You can also contact a committee chair by following the links on the web site.

We encourage psychologists and psychology students to submit proposals with international content to the WPA Convention. Division 52 will also be providing a series of sessions on International Psychology within our programming during the convention. If you would also like to present a paper or poster at WPA, submit your international proposals to WPA by their deadline, November 15, 2008. They offer online submission through <http://www.westernpsych.org/conference/call.cfm>. Please pass this information along to others who also support international research and scholarship! Although my personal hope is that we can join WPA for their 2010 meeting in Cancun, Mexico, and follow up on collaboration and international membership expansion, that meeting will be planned by our 2010 President designate, Dr. Danny Wedding. At the very least, we hope to continue to encourage attendance at WPA Conventions, as well as encourage international submissions.

This year the Division 52 Outstanding International Psychologist awards went to Ronald P. Rohner, PhD (US) and Ramadan A. Ahmed, PhD (non-US). The Ursula Gielen Global Psychology Book Award was given to a group of co-authors. They are James Georgas, John W. Berry, Fons J.R. van de Vijver, Cigdem Kagitcibasi and Ype H. Poortinga, authors of *Families across Cultures: A 30-Nation Psychological Study*. Dr. Ellyn Kaschak was the recipient of the Denmark Reuder Award. Student members Jeanne Annan, Peter Yeomans, and Pizza Chow Kayee all received Student Awards of Excellence.

We are also proud to announce that two of our Board members, Dr. Norman Abeles, Michigan State University and Dr. Oksana Yakushko, University of Nebraska - Lincoln, were recipients of 2008 Presidential Citations. Dr. Abeles

received the award for his numerous contributions to APA over the years, and Dr. Yakushko received the award for her work on human trafficking. The honor was bestowed upon Dr. Yakushko at a Division 12 (Clinical Psychology) session that was co-listed with Division 52. Dr. Yakushka's session was entitled Human Trafficking of Women in Ukraine.



#### Division 52 Awards & Award-winning Members

*(Back row from L to R) Xin Zhang Hare, Student Award of Merit; Joy Rice, Past President; Punccky Heppner, Mentoring Award; Ronald Rohner, Outstanding US International Psychologist Award; Ramadan Ahmed, Outstanding non- US International Psychologist Award; Uwe Gielin, President. (Front row from L to R) Annie Toro, APA Staff Recognition Award, Esmeralda Mora, Student Award of Merit; Liu Yenling, Student Award of Merit.*

In terms of awards from other APA Divisions, Division 52 2010 President designate, Danny Wedding, PhD, M.P.H., received the distinguished 2008 Ernest R. Hilgard Award from Division 1 (Society for General Psychology). The Hilgard Award recognizes individuals who have demonstrated an exceptional lifetime contribution to the field of general psychology. Two of our Board members received awards from Division 17 (Counseling Psychology). Dr. Chalmer Thompson was the recipient of Division 17's "Many Faces of Counseling Psychology" award at the 2008 International Counseling Psychology Conference. Dr. Joy Rice was named "Woman of the Year" by Division 17's Section 2, Section for the Advancement of Women in Counseling Psychology.

Finally, I'd like to mention that Steve Quintana has a new book, co-edited with Clark McKown, entitled Handbook of Race, Racism, and the Developing Child (2007; New York: John Wiley & Sons).

**Looking ahead to the 2009 APA Convention in Toronto, ON.** The main 2009 Division 52 APA program will include sessions on international leadership/advocacy, international practice, and other international topics. We are also interested in co-listing sessions with other divisions. The Division 52

Hospitality Suite will serve as a venue for presentations and meetings as well. Please submit proposals through the APA web site: <http://www.apa.org/convention09>. Finally, we hope to move the pre-convention Board meeting to a time slightly earlier in the afternoon to reduce overlap with other division board meetings, if that is possible.

#### Co-listing APA Convention sessions with Division 52.

Division 52 encourages mutual co-listing of convention proposals with international content. Co-listing does not involve any exchange in programming hours but rather allows relevant convention sessions to appear in both divisions' listings in the online convention program. This year's Division 52 program chair is Dr. Ayse Cifti of Purdue University (email: [ayseuruk@purdue.edu](mailto:ayseuruk@purdue.edu)). Our program co-chair is Dr. Janet Sigal, of Fairleigh Dickenson University (email: [Janet2822@aol.com](mailto:Janet2822@aol.com)). Please forward any accepted proposals with international relevance to them for consideration for co-listing.

#### The development of a journal on International Psychology.

Division 52 is discussing the development of a journal that would share international perspectives on psychological topics. Dr Uwe Gielen has proposed that it begin as a paper bound periodical, which would most likely move towards an electronic format in the future, consistent with current trends in publishing. Dr. Danny Wedding, another Board member, is currently the editor of the journal formerly known as Contemporary Psychology, which he transformed into an electronic journal known as PsycCritiques. Electronic journals can entail a much shorter publication timeline than print journals. Some have suggested that the new international psychology journal be electronic from the start to facilitate the dissemination of international psychological theory and research in a timelier, more cost-effective manner.

Finally, the Division is circulating the very first draft of a DVD about International psychology primarily aimed at students for feedback. It is hoped that students viewing this DVD will see international psychology as more accessible and become involved in our division and APA.

#### International Society of Clinical Psychology (ISCP)

**becomes a section of Division 52.** Current Division 52 President Uwe Gielen reported that a meeting was held with ISCP at the ICP in Berlin. Michael Stevens reported that Division 52 extended an offer to ISCP to become the first section of Division 52. ISCP accepted the invitation. By laws for each organization will need to be amended. A Division 52 committee will return to the Board with suggested by laws changes.

This was an brief overview of the many developments within Division 52. We hope that you will join us at the conventions, and invite you to visit our hospitality suite at the APA Convention. Ψ

# COLLABORATE!

## An Emerging Role for Data Visualization

by Pamela Ebert Flattau, PhD; IDA Science and Technology Policy Institute Social and Behavioral Sciences and Education and CIRP member

In 2007, the Organisation for Economic Cooperation and Development (OECD) announced a world-wide effort to foster the development of indicators to measure the progress of societies, with the ultimate goal of “improving policy making, democracy, and citizens’ wellbeing” ([www.oecd.org/progres](http://www.oecd.org/progres)). The goal of this international endeavor is to enable international comparisons. It involves scientists, statisticians and policymakers working together to improve the collection of data within their countries as well as the “harmonization” of data collection across countries. Within the United States, the organization known as “The State of the USA” will serve as a node for data related to the progress of the American society: <http://www.stateoftheusa.org/index.asp>.

The success of the American effort to improve measures of social progress will depend in large part on the continued advancement of the indicators research currently underway in many locations throughout the United States and in the

rest of the world. In this article I will outline some examples of this exciting work. I have been involved in these efforts as a member of the US delegation to the OECD-sponsored first world forum on “key indicators” (Palermo 2004) and the second world forum on “measuring the progress of societies” (Istanbul 2007). In addition, I have had the opportunity to integrate cutting edge international advancements in measurement and data presentation into work for the White House Office of Science and Technology Policy (OSTP), as well as other federal agencies through my work in the Policy Institute.

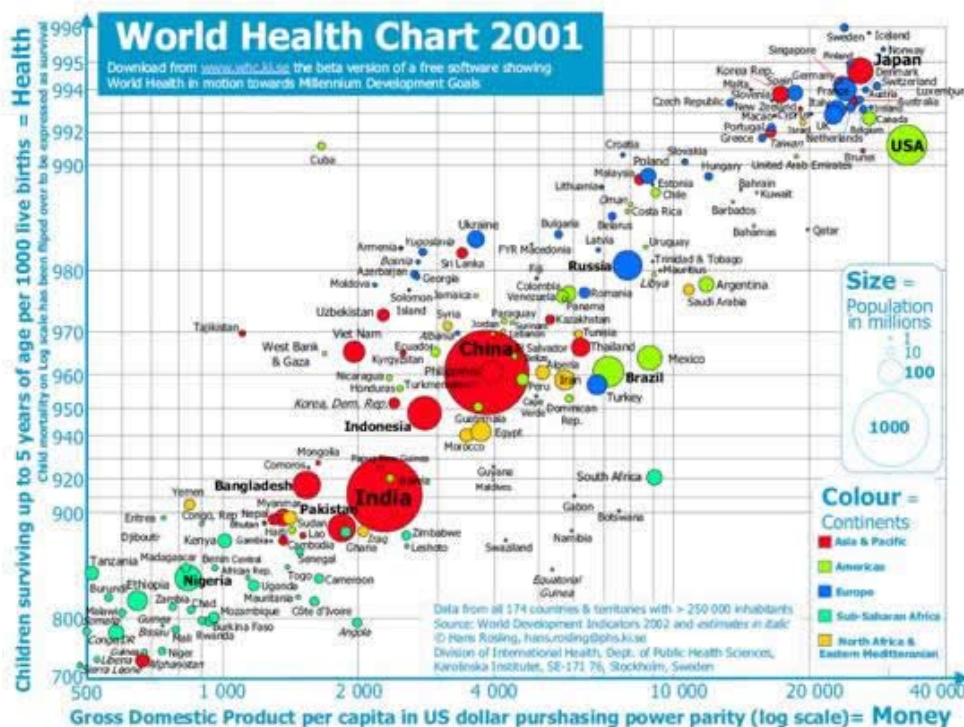
Perhaps because of my background in experimental psychology, with an emphasis on perception and perceptual development, I am especially drawn to the exciting developments in the presentation of complex information to planners and policymakers through emerging data visualization techniques. Developing strategies for enhanced data visualization strategies is a highly dynamic area in the policy world – nationally and internationally. Here are just a few examples of our efforts at STPI to introduce those developments into our own activities.

### Isolating “Key” Measures among Many Available Measures

Each year the US government publishes a variety of statistical reports outlining scientific, educational and social progress in the United States, often providing international comparisons. Several years ago, the National Science Board Office (NSBO) of the National Science Foundation asked STPI to review developments in the presentation of data for planners and policymakers. The purpose of the analysis was

to guide the further refinement of Science and Engineering Indicators – a report issued since 1973 by the Board which presents a compendium of information about science and engineering nationally and internationally: <http://www.nsf.gov/statistics/seind08>. Through a series of briefings, STPI advised the Board that many nations routinely issue indicators reports, as well as a number of cities, states, and private foundations within the US. The hallmark of many of these reports was the purposeful selection of “key indicators,” the adoption of easy to grasp graphic design, and exploitation of computer-based “interactive” tools – as I had learned at the OECD meeting in Palermo.

Earlier this year, the National Science Board issued the first version of the Digest of Key Science and Engineering Indicators 2008



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based on our suggested options, including the use of some interactive tools which STPI prepared: <http://www.nsf.gov/statistics/digest08>.

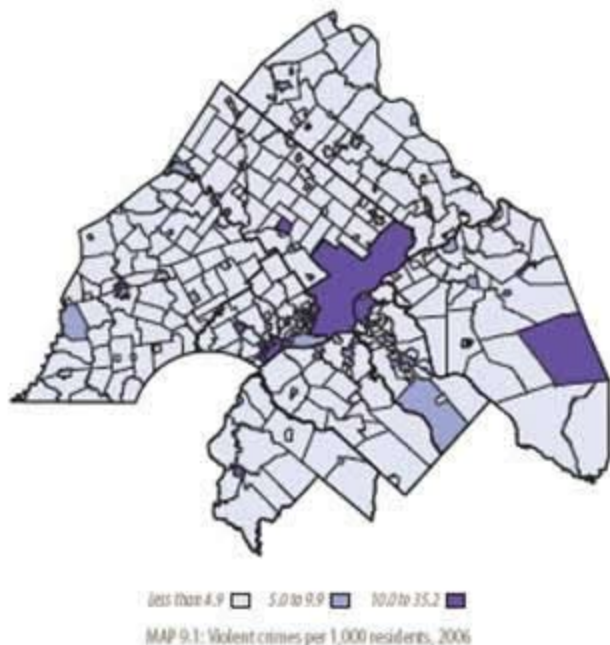
**Tools of the Future**

During the course of conducting our work for the National Science Board Office, we discovered that many organizations – such as the United Nations and the World Bank – are incorporating animation tools in their analysis of complex data sets. Here is a snapshot from [www.gapminder.org](http://www.gapminder.org) – an organization which received an award from OECD at the 2007 world forum in Istanbul for its contributions to data visualization for policy and planning.

**Developing Measures of Social Progress**

STPI is engaged in a study at the time of the social and behavioral factors contributing to trends in violent crime in the United States. The study of crime quantitatively has led to the integration of interesting visual mapping strategies into crime analysis geographically within cities, regions, nationally and internationally.

Numerous analysts are today generating city-level crime maps for use by planners and policymakers. STPI is contributing to these exciting developments by examining the potential role of key social indicators to provide a contextual understanding of violent crime patterns observed at the city level. We anticipate generating a useful array of measures for policy and planning, but presented in a visually dynamic and informative mode.

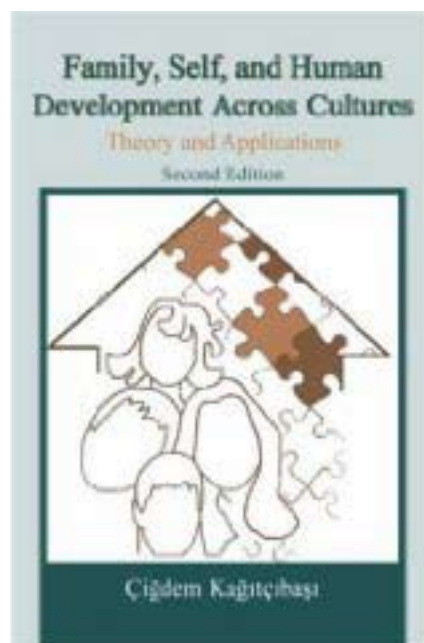


It is as a result of our interactions with statisticians, graphic designers, and planners and policy makers internationally that our work has benefitted from these interactions and that we, in turn, have contributed to the advancement of indicators research. Ψ

# International Book Reviews: Selected Reviews from PsycCRITIQUES

This month’s review is of the second edition of Turkish Psychologist Cigdem Kagıtcıbası’s book *Family, Self, and Human Development Across Cultures: Theory and Applications*, called a “tour de force of integration and synthesis.”

Visit <http://www.apa.org/international/pi/1008review.pdf> to read the review by Kathleen Malley-Morrison and Andrea Mercurio.



These book reviews are courtesy of PsycCRITIQUES editor, Danny Wedding. PsycCRITIQUES is an online journal that has replaced Contemporary Psychology and that provides reviews of books, monographs, films and other productions in psychology, and includes a data base with PsycCRITIQUES and Contemporary Psychology reviews stretching back to 1956. Readers can also access selected reviews and discuss books important to the science and profession of psychology by visiting the PsycCRITIQUES blog at <http://psycritiquesblog.apa.org>.

For more information see <http://www.apa.org/psycritiques>. If you are interested in reviewing please contact editor Danny Wedding at [Danny.Wedding@mimh.edu](mailto:Danny.Wedding@mimh.edu). Ψ

## Recap – Committee on International Relations Fall Meeting



*Back row: (From left to right) Shinobu Kitayama, Pamela Flattau, Stephen Quintana, Guerda Nicolas, Sally Leverty, Carol Enns, and Merry Bullock. Front row: Michael Wertheimer (Board of Directors), Oliva Espin, Laura Johnson, Lynn Collins, and Jeanne Marecek.*

APA's Committee on International Relations in Psychology (CIRP) met in the middle of September for two and a half days. CIRP's chair, Stephen Quintana, PhD, University of Wisconsin, led the group of nine CIRP members, Board of Directors liaison, several Division liaisons, and liaisons and guests from outside organizations through an agenda that was full of deliberation, discussion and action. Highlights included comment and discussion of APA's strategic plan, a review of APA's UN activities and plans for future engagement, internationalizing the curriculum initiatives, reports about the Fulbright initiative at the 2008 convention, plans for the 2009 convention, and reports from Division liaisons and liaisons from APA's external international partners.

CIRP formed smaller working groups to deliberate a number of new and ongoing initiatives including ideas for expanding international membership to include department level possibilities, ideas for proactive steps APA might take to assist international colleagues when disasters strike, and procedures for APA engagement in international, especially UN activities. CIRP elected its 2009 chair Jeanne Marecek, PhD, from Swarthmore College, made recommendations for the 2009 International Humanitarian and Distinguished Contributions to International Psychology awards, and developed a targeted nominations statement for the 2010 slates.

The minutes from the meeting will be posted on the CIRP web page ([www.apa.org/international/cirp](http://www.apa.org/international/cirp)) along with talking points for Divisions.  $\Psi$

## The Universal Declaration of Ethical Principles for Psychologists Presented at the United Nations DPI/NGO Conference in Paris

by Janel Gauthier, PhD, Secretary-General and Chair of the Committee on Ethics of the International Association of Applied Psychology

Psychologists are citizens of the world. Adherence to ethical principles in our work contributes to a stable society that enhances the quality of life – and respect for human rights – for all human beings. This is the spirit with which the Universal Declaration of Ethical Principles for Psychologists was developed. In September, I had the honor and privilege to introduce the Universal Declaration to the United Nations (UN) Non Governmental Organization (NGO) community at the 61st Annual DPI/NGO Conference on “Reaffirming Human Rights” held at the United Nations Educational, Scientific and Cultural Organization (UNESCO) Headquarters in Paris.

The theme of the annual DPI/NGO Conference was a commemoration the 60th anniversary of the adoption of the Universal Declaration of Human Rights. The conference was held in Paris, appropriate because the human rights declaration was adopted in that city in 1948. One could not have imagined a better time to introduce the Universal Declaration of Ethical Principles for Psychologists and to highlight the interconnection between human rights and ethical principles. I presented the Universal Declaration of Ethical Principles for Psychologists as chair of the international working group that developed it, and on behalf of the International Association of Applied Psychology (IAAP).

Universal Declaration of Ethics Principles for Psychologists : History and Contents

The Universal Declaration of Ethics Principles for Psychologists was adopted by IUPsyS and IAAP at the International Congress of Psychology in Berlin in July 2008. This achievement came after a six-year development process involving careful research and broad international consultation, conducted under the auspices of both international organizations.

The Universal Declaration of Ethics Principles for Psychologists describes those ethical principles that are based on shared human values. It reaffirms the commitment of the psychology community to help build a better world where peace, freedom, responsibility, justice, humanity, and morality will prevail. Promoting the new universal declaration promises

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to be a contribution to the creation of a global society based on respect and caring for individuals and peoples. Of course, the development and adoption of a declaration like this one is like planting seeds -- it will require continued nurturing to reach its full potential.

The presentation of the recent Universal Declaration of Ethics Principles for Psychologists at the DPI/NGO Conference of the United Nations took place in a midday workshop focusing on models for human-rights-based training at the grassroots level in mental health education for providers of mental health services around the world. In this context, the Universal Declaration of Ethics Principles for Psychologists was presented as a tool for ethics training at the grassroots level in mental health worldwide. Used in this way the Universal Declaration of Ethics Principles for Psychologists emphasizes an ethics education that promotes respect, competency, fairness and appropriateness in the provision of mental health services.

The midday workshop was sponsored by a number of organizations, including the NGO Committee on Mental Health, the International Association of Schools of Social Work (IASSW) and other partners, including the American Psychological Association, the World Federation for Mental Health and IAAP. It was chaired by Janice Wood Wetzels, Ph.D., Chair of the NGO Committee on Mental Health (New York) and Main UN representative and Human Rights Chair, USA, IASSW. Other panelists included René Stockman, Ph.D., President of Caraes Brothers of Charity (Rome and Belgium); Tara Pir, CEO and Executive Director of Multicultural Counseling and Educational Services (Los Angeles); and youth representative Judith Heistein who filled in for the Executive Director of Global Youth Connect. Judy Kuriansky, Ph.D., IAAP's Main UN Representative (New York) provided the closing remarks.

The Universal Declaration of Ethics Principles for Psychologists can be accessed at <http://www.iupsys.org/ethics>. Ψ

## A Psychology at the United Nations: A Brief History\*\*

by Harold Takooshian, PhD, Fordham University and Siroon P. Shahinian, PhD, NGO Health Committee

Since the United Nations was formed in 1945, what has been the role of psychology in the UN? While psychology has been an international field since its origins in 1879, its place in the UN is unusual, and can be summarized in three points: (1) Psychology organizations are few and recent at the UN. (2) As individuals, many top psychologists have long been involved in UN work. (3) Psychologists today are low-profile among far larger UN interest groups (like economists and social workers), see much more to do, and are accelerating their efforts.

Those unfamiliar with the innards of the United Nations should know it is truly an amalgam of 3 separate units: (a) Its Secretariat and General Assembly, with diplomats from 192 governments. (b) Its dozens of global agencies like WHO and UNICEF, with paid staffs working on their specific charge. (c) Its "Civil society" or non-governmental organizations (NGOs)--the 3,000 organizations like APA and Rotary, which are registered with the UN as volunteer "observers" or "consultants" in UN work, either with DPI (UN Department of Public Information) or ECOSOC (UN Economic and Social Council).

1. Organizations. Among about 100 international psychology organizations today ([www.iupsys.org](http://www.iupsys.org)), barely a dozen of these are among the 3,000 NGOs registered with the UN. Table 1 shows the first psychology NGO was AWP in 1976, then ICP in 1981. These inspired a reluctant SPSSI Council to make SPSSI the third in 1991. All others have followed since then. After APA and its CEO Ray Fowler accelerated APA international activities in 1996, APA registered with the UN in 2000. ICP and Selma Sapir produced a video on psychology at the UN. Oddly, the first time some of these dozen psychology NGOs convened was only recently—at Pace University on April 1, 2004. Since then, this emerging consortium has identified about 60 psychologists working with NGOs at the UN, compiled a directory, hosted an annual gathering in New York City each September (since 2004), and on October 10-11, 2007 hosted the first "Psychology Day at the UN." (The second is November 20, 2008.)

2. Individuals. Since the 1940s, top psychologists in the USA and overseas have long been involved in UN activities through its agencies (more than Secretariat or NGOs). A partial list of these includes APA CEO Roger W. Russell and Ed Hollander in the 1950s, Charles Osgood and Herbert Kelman in the 1960s, Henry P. David and Morton Deutsch

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**Table 1 . Psychology NGOs at the United Nations.**

Organization	Formed	NGO	Website
<b>APA:</b> American Psychological Association	1892	1999	<a href="http://www.apa.org">www.apa.org</a>
<b>IPA:</b> International Psychoanalytic Association Trust	1910	1998	<a href="http://www.ipa.org.uk">www.ipa.org.uk</a>
<b>IAAP:</b> International Association of Applied Psychology	1920	2003	<a href="http://www.iaapsy.org">www.iaapsy.org</a>
<b>IAQ:</b> International Orthopsychiatric Association	1924	1999	<a href="http://www.amerortho.org">www.amerortho.org</a>
<b>SPSSI:</b> Society for Psychological Study of Social Issues	1936	1991	<a href="http://www.spssi.org">www.spssi.org</a>
<b>ICP:</b> International Council of Psychologists	1941	1981	<a href="http://www.icpweb.org">www.icpweb.org</a>
<b>IUPsyS:</b> International Union of Psychological Sciences	1951	1998	<a href="http://www.iupsys.org">www.iupsys.org</a>
<b>AWP:</b> Association for Women in Psychology	1969	1976	<a href="http://www.awpsych.org">www.awpsych.org</a>
<b>IOA:</b> International Ontopsychology Association	1978	1999	<a href="http://www.ontopsicologia.org">www.ontopsicologia.org</a>
<b>ISPA:</b> International School Psychology Association	1982	2004	<a href="http://www.ispaweb.org">www.ispaweb.org</a>
<b>ISTSS:</b> International Society for Traumatic Stress Studies	1985	1993	<a href="http://www.istss.org">www.istss.org</a>
<b>IFTA:</b> International Family Therapy Association	1987	1999	<a href="http://www.ifta-familytherapy.org">www.ifta-familytherapy.org</a>
<b>WFMH :</b> World Federation for Mental Health	1948	1963	<a href="http://www.wfmh.org">www.wfmh.org</a>

in the 1970s, Mark Rosenzweig and others in the 1980s. Key among these was the prolific Otto Klineberg (1899-1992), who began with UNESCO in Paris in the 1940s, and headed its Division of Applied Social Science in 1953-55. Such individual involvements continue today where, for example, in 2007 APA Presidential candidate Steven J. Reisner was a consultant for a UNICEF conference in Paris. There is likely only one psychologist diplomat, Ambassador Anthony J. DeLuca of Kyrgyz, who formed a unique graduate degree program for UN staff, [www.ignatiusu.com](http://www.ignatiusu.com). Since UN records are so dispersed, and not indexed, this fascinating history of individual psychologists at the UN remains piecemeal, elusive, and yet to be written.

3. Acceleration. While psychology groups were late to reach the UN, it is clear that their involvement is accelerating, in at least a few ways. Several now chair diverse sections of the 22 CONGO committees in New York, if not the entire committee ([www.ngocongo.org](http://www.ngocongo.org)). These groups increasingly work with one another to offer timely events, publications, and two-way communication between psychology with the UN and public. Not least of all, many more students and colleagues are now interested in international issues; in 2006, over 30 psychologists applied for 1 opening on the 7-person APA volunteer team at the UN, and in 2008 many students competed for one APA volunteer intern opening.

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\*\* Presentation to the symposium on "Psychology in Action at the United Nations," at the meetings of the American Psychological Association, Boston, August 2008. The authors thank their many UN and other colleagues for their kind cooperation to prepare this. Direct any inquiries to Harold Takooshian, PhD at [Takoosh@aol.com](mailto:Takoosh@aol.com). Ψ

# XXXII Interamerican Congress of Psychology in Guatemala:

June 28 – July 2, 2009-

## Psychology: A Road Toward Peace and Democracy

Dear Colleagues:

It is with great pleasure that we invite you to participate in the upcoming XXXII Interamerican Congress of Psychology ([www.sip2009.org](http://www.sip2009.org)) of the Interamerican Society of Psychology ([www.sipsych.org](http://www.sipsych.org)) known by its acronym in Spanish, SIP (for Sociedad Interamericana de Psicología). SIP, a nonprofit, scientific, academic, and professional organization with members throughout North, Central, and South America and the Caribbean has chosen Guatemala to be the host country for this event that will take place in Guatemala City from June 28 to July 2, 2009.

We are confident that with your contribution, the Congress will be an excellent opportunity to strengthen academic and professional international collaborations, to enhance professional networking and to meet colleagues from the Americas and around the world. Learning from each other, we will disseminate and exchange scientific knowledge. The Congress will provide an opportunity to develop meaningful strategies for fostering interventions and developing preventive efforts and education that can enhance well being, mental health, social responsibility and equity in a respectful and culturally sensitive manner.

The Congress theme, PSYCHOLOGY: A ROAD TOWARD PEACE AND DEMOCRACY, will guide us in our academic, social, and cultural programming.

Guatemala, located in Central America, and bordered by Mexico to the north and west, the Pacific Ocean to the southwest, Belize and the Caribbean Sea to the northeast, and Honduras and El Salvador to the southeast, will be waiting for you. Approximately 14 million people with diverse historical, cultural, linguistic and ethnic heritage, live in an area of 42,042 square miles. Guatemala's natural beauty, includes tropical rainforest, mountains, valleys, more than 30 volcanoes, lowland forest and beaches. Its ethnic diversity is represented by 22 Mayan groups, Ladinos and Garifunas. The official language is Spanish with 23 other languages being used, i.e., 21 Mayan, the Garifuna and the Xinca. Its population is about 46% urban and 54% rural. 44% of this population is indigenous (primarily Mayan) and 56% ladino/mestizo.

The scientific committee welcomes your proposals and calls special attention to the Congress thematic axes: Health and quality of life, Social violence and human rights, Gender, Political-legal constructions, Effects and



XXXII CIP  
GUATEMALA 2009

consequences of poverty, Impact of natural disasters, Education, training and assessment, and Organizational and labor challenges. You can present in any of the following modalities: Symposia, Paper presentations, Interactive posters, Round tables, Workshops, Book presentations, Interdisciplinary discussion forums, and Conversation hours. The official languages for the congress are Spanish, English and Portuguese, with some presentations in French.

More detailed information about the Congress can be found in the following links: Generalities: [www.sip2009.org](http://www.sip2009.org), [http://www.sip2009.org/en\\_sobrecongreso.html](http://www.sip2009.org/en_sobrecongreso.html); registration procedures: [http://www.sip2009.org/en\\_registro.html](http://www.sip2009.org/en_registro.html); instructions to submit proposals: [http://www.sip2009.org/en\\_cientifico.html](http://www.sip2009.org/en_cientifico.html); tourism information: [http://www.sip2009.org/en\\_turista.html](http://www.sip2009.org/en_turista.html), lodging information: [http://www.sip2009.org/en\\_turista.html](http://www.sip2009.org/en_turista.html), as well as the Congress venue: [http://www.sip2009.org/en\\_sede.html](http://www.sip2009.org/en_sede.html).

Should you be interested in knowing more about Guatemala, the following sites might be useful: <http://en.wikipedia.org/wiki/Guatemala>  
<http://www.who.int/countries/gtm/en/> <http://www.nationsonline.org/oneworld/guatemala.htm>;  
[http://hdrstats.undp.org/countries/country\\_fact\\_sheets/cty\\_fs\\_GTM.html](http://hdrstats.undp.org/countries/country_fact_sheets/cty_fs_GTM.html); [http://hdr.undp.org/xmlsearch/reportSearch?y=\\*&c=n%3AGuatemala&t=\\*&k=&orderby=year](http://hdr.undp.org/xmlsearch/reportSearch?y=*&c=n%3AGuatemala&t=*&k=&orderby=year); [www.visitguatemala.com](http://www.visitguatemala.com); [http://www.iadb.org/countries/home.cfm?id\\_country=GU&Language=English](http://www.iadb.org/countries/home.cfm?id_country=GU&Language=English).

Should you have any further questions please let us know since we will be more than glad to assist you. The organizing committee can be reached at [comisionejecutiva@sip2009.org](mailto:comisionejecutiva@sip2009.org) and the advisory committee at [casesora@sip2009.org](mailto:casesora@sip2009.org)

Let us join together and make plans to attend. See you in Guatemala! Ψ

# A The 11th European Congress of Psychology- Oslo, Norway

## 7 – 10 July 2009: A Rapidly Changing World – Challenges for Psychology



It is a pleasure to invite our international colleagues to the upcoming 11th European Congress of Psychology (ECP 2009) in Oslo, Norway on July 7 – 10, 2009. If you haven't been to Norway and Oslo before, this is a great opportunity to do so now.

At the congress you will meet interesting colleagues, speakers, and participants from around the world, experience a scientific program representing a wide spectre of psychological fields, and enjoy the opportunity to join workshops and social events.



The congress will be hosted by The Norwegian Psychological Association under the auspices of EFPA (The European Federation of Psychologists Associations). There will

be keynote lectures, symposia, and paper and poster presentations on a wide variety of themes. In addition to the general range of themes, we are organizing special subtopics on "Peace, Human Rights and Psychology", "Contemporary Changes and Diversity in Everyday Lives", "Teaching psychology", and "Test psychology". Please note that there also will be a number of pre-congressional workshops on July 6th and 7th.

The ECP2009 will take place at a number of venues in downtown Oslo, namely the Oslo Congress Centre, Radisson SAS Plaza Hotel, Clarion Hotel Royal Christiania and Youngstorget Arena. It takes a maximum of five minutes to walk between these venues, and some events will also take place at the Norwegian Nobel Institute. The opening ceremony will be held at the brand-new Norwegian Opera House, right on the Oslo fjord, and close to the city centre.

For updates on the congress preparations, please see [www.ecp2009.no](http://www.ecp2009.no). At this website, you can register your name and email address to receive all available information and new developments regarding the program. The deadline for submitting abstracts to propose a symposium, oral or poster contribution is November 30, 2008. The deadline for early registration (for the lowest fee) is March 15, 2009.



Please contact us if you have any suggestions or questions about the congress, at [ecp2009@psykologforeningen.no](mailto:ecp2009@psykologforeningen.no).

See you in Oslo, July 2009!

An-Magritt Aanonsen  
Tor Levin Hofgaard  
Co-presidents. Ψ

## ANNOUNCEMENTS

**Obituary: Chinese Psychologist,  
Professor Qicheng Jing, (1926-2008)**

A prominent Chinese psychologist, Professor Qicheng Jing, died 28 September in Beijing, China at age 82. Professor Jing was seminal in introducing Chinese psychology to the rest of the world, and was active in national, regional and international organizations. Please see [www.psych.ac.cn](http://www.psych.ac.cn) for an obituary notice and condolences.

**Hundred Talents Program  
Recruitment: Institute Of  
Psychology, Chinese Academy of  
Sciences**

The Hundred Talents Program launched by the Chinese Academy of Sciences (CAS) is a talent initiative to publicly recruit outstanding young S&T talents within the country and abroad. All positions of the Hundred Talents Program positions are reserved for CAS Innovative Researchers. The appointment system will be adopted for the program, with the appointment term being four years as a rule. All enrolled candidates shall work full time.

**Research Field and Number of Positions Open**

Cognitive aging and cognitive handicap (1 position)  
Children's creativity and mental development (1 position)  
Social and cognitive development ( 1 position )  
Brain and mental healthy ( 1 position )  
Learning and memory ( 1 position )  
Economy and consume behavior ( 1 position )

**II. Applicant Qualifications**

For overseas Chinese:

1. A doctoral degree;
2. Under 45 years old;
3. Four consecutive years' experience in overseas scientific researches after receiving a doctoral degree;
4. With the title of assistant professor or higher positions during overseas years;
5. Having worked independently as the head or key member of a project team, with outstanding performance;
6. Having published at least three significant articles on major mainstream publications, or mastered key technologies, or owned major invention patents etc.

**III. Offer Package**

Each enrolled candidate will be titled as professor, receive not less than RMB 700 thousand for research funding, along with research assistant and office premises. In addition to salaries, welfare benefits and medical care as required by the government, there are also such benefits as position allowances and housing subsidies. After 12 months for work in the institute, can applying for the funding from Knowledge Innovation Program of the Chinese Academy of Sciences, and the support will be RMB 2 million.

**IV. Application information requirement**

- \* Application form (in Chinese, download from the website mentioned below);
- \* Resume from two famous experts in the field;
- \* Curriculum vitae with statement of position applying for and contact information;
- \* Certification paper of position information taking in China or overseas.
- \* Catalog of published research papers in last five years (please give clear indication of first author and contact author), copies of 3 representative published papers and the certification paper of doctor's degree.

For details, please contact: Human Resource Offices  
Institute of Psychology, Chinese Academy of Sciences  
10 Datun Road, Chaoyang District, Beijing, China 100101  
Tel: 86-10- 64877250  
Email: [zhouzh@psych.ac.cn](mailto:zhouzh@psych.ac.cn)  
Contact person: Zhou Zhi-hong  
For more information, please see website:  
[http://www.psych.ac.cn/CN/News/2007-03/EnableSite\\_ReadNews13434451172764800.html](http://www.psych.ac.cn/CN/News/2007-03/EnableSite_ReadNews13434451172764800.html)

**EVENTS/NEWSLETTERS****Newsletter of SIP (InterAmerican  
Society of Psychology) Invites Articles**

The InterAmerican Society of Psychology (SIP - Sociedad Interamericana de Psicologia) 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 Urra, invites contributions and welcomes all readers. To obtain a copy, please visit <http://www.sipsych.org/english/periodicals>.

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## CONFERENCES & MEETINGS

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

### **November 10, 2008**

7th Global Conference on Human Development  
Tokyo, JAPAN  
URL: [ica-international.org/global-conference](http://ica-international.org/global-conference)

### **January 28-30, 2009**

10th Congress of Environmental Psychology  
Lisbon, PORTUGAL  
URL: [www.xcongressopsiamb.com](http://www.xcongressopsiamb.com)

### **February 11-14, 2009**

International Neuropsychological Society (INS)  
Annual Conference  
Atlanta, Georgia, USA  
URL: [www.the-ins.org/meetings](http://www.the-ins.org/meetings)

### **March 4-7, 2009**

World Family Therapy Congress  
Portorož, SLOVENIA  
URL: [www.paragon-conventions.com/ifta2009](http://www.paragon-conventions.com/ifta2009)

### **April 1-5, 2009**

Society for Research in Child Development Biennial Meeting  
Denver, Colorado, USA  
URL: [www.srcd.org/biennial.html](http://www.srcd.org/biennial.html)

### **June 28-July 2, 2009**

XXXII Interamerican Congress of Psychology  
Guatemala, GUATEMALA  
URL: [www.sip2009.org](http://www.sip2009.org)

### **July 4-8, 2009**

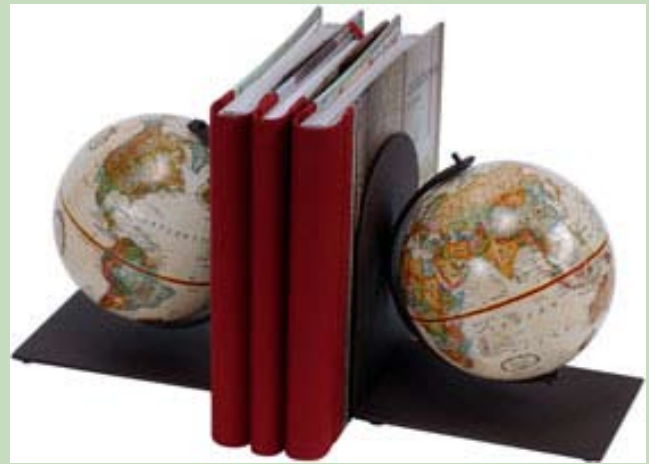
International Council of Psychologists  
Mexico City, MEXICO  
URL: [www.icpweb.org](http://www.icpweb.org)

### **July 7-10, 2009**

11th European Congress of Psychology  
Oslo, NORWAY  
URL: [www.ecp2009.no](http://www.ecp2009.no)

### **August 6-9, 2009**

117th Annual Convention of the American Psychological Association  
Toronto, CANADA  
URL: [www.apa.org/international/convention.html](http://www.apa.org/international/convention.html) Ψ



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