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An Interview with 2009 CIRP Chair, Jeanne Marecek

by **Amena Hassan, International Communications Manager**



Dr. Jeanne Marecek is the 2009 chair for APA's Committee on International Relations in Psychology (CIRP). She holds the William R. Kenan Professorship in the psychology department at Swarthmore College and is affiliated with the Asian Studies Program and the Program in Gender and Sexuality Studies. Marecek has worked in Sri Lanka as a researcher and trainer since she served as a Fulbright scholar in 1988. Her research in Sri Lanka concerns suicide and self-harm, gender relations, and culture-specific psychosocial interventions. She has also been a visiting scholar at universities in Sweden and Norway and a fellow of the Swedish Collegium for Advanced Study in the Social Sciences. Dr. Marecek

holds a PhD in clinical and social psychology from Yale University. This Q and A outlines Marecek's plans and aspirations for the Committee on International Relations in Psychology (CIRP) for the coming year.

PI: Can you tell us a little about your international work and interests?

Marecek: I have been involved in work in Sri Lanka for about 20 years, beginning with a nine-month stay as a Fulbright scholar. Sri Lanka, the former British colony known as Ceylon, is an island off the southeast coast of India. It is low-income country and it has been wracked by 25 years of civil war. My research concerns the dramatic rise of suicide and deliberate self-harm among young people in Sri Lanka. In many ways, self-harm in Sri Lanka – demographics, cultural understandings, self-harming practices, health providers' responses, and families' responses – is radically different from self-harm in Euro-American contexts. It is those culture-specific aspects of suicide/self-harm that I have tried to understand. I've also done a fair amount of teaching in the universities, as well as training counselors and psychosocial workers who work in the war zones and in areas affected by the 2004 tsunami.

I've also spent a lot of time in the Nordic countries, Sweden and Norway in particular. I have visited Umeå University several times and also the University of Oslo. In 1997, I was a Fellow of the Swedish Collegium for Advanced Study in the Social Sciences at Uppsala University. The Nordic countries provide a wonderful site for comparative studies of gender roles and gender relations because, unlike the US, the state actively promotes gender equality in work and family life.

Continued on next page...

...Marecek, continued from cover page

PI: How did you become involved with international affairs within APA?

Marecek: Being a part of CIRP is my first formal involvement in international affairs in APA and it's been a very rewarding one. Over the years before joining CIRP, I often brought international visitors to APA conventions as co-authors on papers or as presenters in symposia. I also attended a fair number of meetings of international societies, such as the International Society for Theory in Psychology and the International Association for Suicide Prevention, as well as conferences on gender, mental health, and suicide/self-harm in Europe and South Asia.

PI: What are your goals for CIRP in 2009?

Marecek: First, I seek ways that CIRP can support and encourage international research by US psychologists, particularly research that pays close attention to cultural models and socio-political contexts. I will seek ways for CIRP to encourage international collaborations in research, training, and applied work. My experience in Sri Lanka has made me acutely aware of the vast difference in material resources and training opportunities between high-income countries, and low-income countries. I would very much like to find more ways to share the resources that we in the US have with psychologists in low-income countries.

Another issue is the barriers facing graduate students and junior faculty who would like to pursue international research, training, or teaching. Too often, early career psychologists run up against professional structures that inhibit them from undertaking international sojourns, cross-national research projects, or even culturally sensitive research projects here in the US. I would like to find ways of eradicating some of those barriers. Many junior faculty long for such experiences, but they don't dare chance it until they have tenure. When I hear psychologists say, "I cannot do the kind of work that I really believe in until I have tenure," I think something is amiss. I have served on a number of selection committees for international grants and fellowships and, over the years, I have seen virtually no applications from US psychologists. I would like to change that.

A third goal is to open the way for US psychology departments to host more students and researchers from abroad (for example, as Fulbright scholars). I know there are many countries like Sri Lanka where psychology as an academic discipline is still struggling to get off the ground. International dialogue and international training can help psychology grow in those locales.

PI: Are there ways that APA members who are interested in international issues can become involved with CIRP's work?

Marecek: Many APA members who are not on the committee are already very much involved in CIRP's work. The Committee and the Office of International Affairs are always drawing on the expertise of psychologists who are not CIRP members. We are always seeking to locate psychologists with international knowledge and international experience.

We also try to keep psychologists informed about the issues and tasks on our agenda. People who want to be more involved can read *Psychology International*, which is the newsletter of the Office of International Affairs and the Monitor for reports about CIRP's work. I encourage readers to communicate with the Office or with me when there's an issue on the agenda on which they have expertise or ideas to contribute. And of course they can apply for CIRP membership!

PI: What challenges do you think American psychologists who are interested in international work face?

Marecek: One of the keys to doing international work is to become part of a community of local colleagues. For me, it has been crucial to have collaborators who have helped me to learn the local norms for conducting research and who are the sounding board for my ideas and interpretations. I think that continual dialogue with local partners is crucial for doing work that is meaningful and useful in the local context. Working in volatile political/military conditions, I've seen outsiders who operated without local partners engage in research or clinical interventions that inadvertently jeopardized the lives of participants. As you might guess, they quickly became persona non grata in the very communities they wanted to help.

Also, for many US psychologists, operating in a language other than English is a challenge. Unlike anthropology, our methods training doesn't usually include considerations of how to work across linguistic and cultural divides. Simply back-translating a scale doesn't go very far in addressing metacommunicative cultural differences.

In some circles, US psychologists have a bad reputation for doing what has been called "parachute research" or "suitcase studies" – the equivalent of handing out canned questionnaires in the airport and jumping on the next plane with "the data." Of course, this is a caricature that does not fit every US psychologist. However, traditional research training in psychology has not included coverage of the methods and practices necessary for doing international research.

PI: What are CIRP's goals for collaboration across the association?

Marecek: One of the goals I have is increasing the number of international members of APA, including international members from low-income countries. In those countries,

even the modest dues represent a substantial hardship. I would also like to reach out more to APAGS members (and graduate students in general) and find ways to help them negotiate international collaborations, international training experiences, and international research.

CIRP members have thought a lot about how to make the US psychology curriculum less provincial and less America-centric. This will require a huge and long-term effort, but I think the will now exists to begin it. Jeffrey Arnett's recent article in the *American Psychologist*, *The Neglected 95%: Why American Psychology Needs to Become Less American* [2008, 63, p. 602-614], is a kind of wake-up call for the discipline.

PI: Is there anything else you would like to share with our readers?

Marecek: I'm excited to assume the chair of CIRP. During my time as a member of CIRP, I've learned a lot about the range of activities of the Office of International Affairs and witnessed APA's openness to international issues and involvements. CIRP comprises a group of hard-working and enthusiastic people with fascinating interests and regional specializations that span much of the world. I see the role of the chair less as leading the committee and more as listening to members' views, expert knowledge, and ideas and shaping them into an agenda. Ψ

APA Hosts Delegation from Bulgaria

by Anju Khubchandani, MA
 Director, APA Office on Disability Issues
 in Psychology

APA staff met with a delegation from the Psychological Center for Research in Bulgaria. The Center promotes psychology expertise to facilitate public education and lobbying for mental health and disability issues in Bulgaria.

Led by Dr. Diana Indjov, Director of the Center, the delegation provided information about the status of mental health issues in Bulgaria and explored avenues for future collaboration with APA Staff, especially in the areas of disability legislation and public education about disability and mental health.

Dr. Indjov highlighted the fact that her country has not made significant progress in implementing disability reforms. This has impeded efforts to advance disability issues broadly, to provide mechanisms for persons with disabilities to reintegrate into society, or to afford persons with disabilities their individual autonomy.

The Bulgarian delegation was accompanied by a film crew who were gathering interviews and footage of the visit for Bulgarian television. Ψ

XXXII Interamerican Congress of Psychology in Guatemala

June 28-July 2, 2009; Guatemala City
 Psychology: A Road Toward
 Peace and Democracy

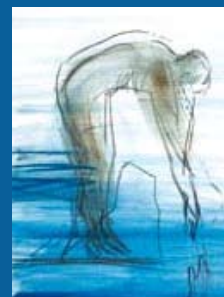


www.sip2009.org

The 11th European Congress of Psychology: Oslo, Norway

July 7-10, 2009:
 A Rapidly Changing World-
 Challenges for Psychology

www.ecp2009.no



In Memoriam, Joan G. Buchanan



Joan Buchanan (right) and her husband Joost Polak

For many years, APA's international face of psychology was Joan Buchanan. She was the familiar beacon at international congresses and meetings and the greeter at APA's convention for international guests and visitors. Joan championed the many initiatives to form a division devoted to international issues (Division 52), to gain APA accreditation at the United Nations, and to place APA as a host to the world's psychologists. Even now, some years since Joan's retirement, colleagues from Albania to Zambia inquire about her activities and speak of her with fondness.

Joan joined APA in the early 1980s and began to direct the international affairs office in 1989. She brought to that office and to APA experience in the Washington policy world, experience from broad international travels, and a commitment to supporting members and international affiliates in all things international – from conferences to publishing to advocacy. She also exuded a joie de vivre and an iconoclastic view of life than enriched and enlivened APA and international colleagues and friends.

Joan's death from cancer, even though she and friends and colleagues knew it was inevitable, still came as a surprise. We remember her flair in dealing with chemotherapy after her first

diagnosis of cancer, her incredible recovery from a debilitating bout with West Nile virus that left her in a coma and then able to move only one finger when she awoke, and her strength after the death of her husband Joost, a favorite among colleagues here and abroad. Joan showed us a spirit and resilience that was breathtaking, but that was entirely in character.

--Merry Bullock, PhD, Senior Director, and Sally Levery, International Affairs Assistant.

To Joan:

As a tribute to Joan, we asked APA and international colleagues to send memories, anecdotes or words about her. These tributes follow and help capture the Joan G. Buchanan we knew. Comments are also posted at www.apa.org/international/pi/buchanan.html. Please write to international@apa.org to add to them.

Joan combined the qualities of competence and compassion. It was such a pleasure to work with her on the International committee and on other projects. I remember how skillfully she developed relationships with the South African Psychological Association during times of turmoil there and her warm welcoming of international visitors to the APA conventions. She developed a network of psychologists to help non-English speaking writers prepare manuscripts for US publications. And she and Henry David authored a seminal chapter on international psychology for the History of Psychology, published in 2003 by Wiley. But the most fun was going to movies with her that my wife didn't want to see. Joan loved movies, the theater, and opera, but most of all--life itself.

Donald K. Freedheim, PhD, Past Chair,
APA Committee on International Relations

I so enjoyed the occasions when my work in the CE arena at APA crossed paths with Joan's work in the International Office. It was always a pleasure to work with her, and to run into her in our daily routine. When I think of her, of course, one thing I remember is her stylish appearance. One day during her initial treatment for cancer I ran into her in the morning as we headed into the elevator. There she was—cool as always—with this AMAZING scarf tied around her head and knotted in a way only she could do it. I have never forgotten that—she showed us to handle the things that life throws at us with style and grace.

Jo Linder-Crow, PhD, Executive Director,
California Psychological Association and CPA Foundation

Joan was appointed director for international affairs shortly before I was appointed CEO, so we learned about international psychology together. At that time, APA's image in the international community was not great—some

A memorial service for Joan will be held on March 28, 2009 at the Cleveland Park Congregational Church, 3400 Lowell Street, Washington DC at 2:00 pm. Joan designated the Washington Literacy Council (1918 18th St. NW, #B-2, Washington, DC 20008) as a recipient for memorial gifts. Joan's brother, John Buchanan, also remarked, "If people would like an alternative, I expect Joan is currently smiling down on the Washington Animal Rescue League (71 Oglethorpe Street, NW, Washington, DC 20011), which we just learned has miraculously succeeded in placing her three fat cats in one home."

feared that APA, as the biggest kid on the block, would be imperialistic or domineering, and so kept their distance.

Joan set about changing that image, and her sunny disposition and continuous communication—she even sent season's greetings messages to all national association presidents—worked wonders. Soon we were welcoming executive directors from other countries for week long training sessions to help them be more effective executives, and it became clear to international leaders that APA was using its muscle to help, not to dominate.

I have many pleasant memories of working closely with Joan over many years, and her prolonged illnesses and recent death saddened me as it did hundreds of psychologists around the world with whom she had become friends. She will be missed, but our current outstanding international programs owe much to her energy, her foresight, and her remarkable ability to establish effective relationships around the world.

Ray Fowler, PhD; Former APA CEO
and President-Elect of IAAP

I knew Joan Buchanan for many years when she was Director of the Office of International Affairs. She was always smiling, helpful, and courteous. We met at a various international meetings and also at APA. Joan along with others interviewed me when I was selected to be one of the first group of representatives at the United Nations. Joan was a real asset to APA and will certainly be missed as well as fondly remembered.

Florence L. Denmark, PhD,
Pace University, USA

Working with Joan Buchanan over many years. I always appreciated her sensitivity to the nuances of international work, her capacity to cope with multiple tasks, and her devotion to the international community. Quite some time ago we met at least once a month in her office to work on the history of international psychology chapter for the Wiley volume edited by Don Freedheim. At lunchtime we would go to the downstairs delicatessen to bring back sandwiches. Joan knew it was an opportunity for me to sin - to eat forbidden food,, especially the dill pickles. She would always ask for an extra pickle and - once back in her office. would give both her pickles to me - with a big grin on her face. It was a little secret we shared.

Henry P. David, PhD,
Transnational Family Institute, USA

It was with great sadness that we learned of the death of Joan Buchanan. The International Union of Psychological Science (IUPsyS) knew Joan well, as an observer at many Union Assembly Meetings, as host at APA receptions at international congresses, and through her collaboration on several Union projects during her tenure at APA. Joan was a close friend of many in the Union and will be sorely missed. Our thoughts turn now to her family, to whom we send our heartfelt condolences at this sad time.

On behalf of the IUPsyS
Rainer K. Silbereisen, PhD, President

....I met her time ago, and I found her a very charming and helpful person, devoted to her APA. All of us will miss her deeply.

Helio Carpintero, PhD, Spain

Joan was a remarkable woman whose attitude toward life was always optimistic yet appreciative of absurdities and ironies. She made the world around her a better place, from the interior decoration of her various houses and apartments in D.C. to health care policy for older adults to her most recent commitment to the Washington Literacy Council. In 1987, before she became the international face of psychology, the two of us along with my step-daughter Laurie shared a trip to Nepal while my step-daughter Leigh and son-in-law Dirk were in the Peace Corps there. In addition to the

Kathmandu Valley, the visit included a 5-day trek with Leigh and Dirk from Pokhara to Gorkha, staying in people's homes in villages along the way. To walk a terrain is to know it in a special way, and there was no better person with whom to walk than Joan.

Margy Gatz, PhD,
University of Southern California, USA

I was privileged, as Secretary-General and then as President of the International Union of Psychological Science, to know and work with Joan Buchanan for many years. Her profound knowledge and competence, her never tiring helpfulness and cooperation, and her ever so kind and sympathetic way of conduct made her invaluable for everyone involved in international affairs and programs in psychology. She contributed greatly to the role of APA in such programs and to our joint goal of bringing psychological science to bear in the global context. Thank you so much, Joan!

Kurt Pawlik, PhD,
University of Hamburg, Germany

Joan Buchanan understood the politics of psychology and the politics of the APA, but most of all she understood principle. With a wry smile and a knowing wink, she moved CIRP forward at a time when some at APA wanted to close it for spurious reasons. It was during the course of her leadership that the movement for "internationalizing the psychology curriculum" was initiated and eventually gained popularity and widespread acceptance. She fought the good and noble fight within APA and in life.

Anthony J. Marsella, PhD, Past President,
Psychologists for Social Responsibility 2007-2008

I am writing this e-mail in honor of Joan Buchanan, head of the APA's International Affairs Office from the late 1980 until 2005. As a member of the International Council of Psychologists and Past President of the International Council of Psychologists, I was deeply indebted to Joan for all her assistance in affairs international as well as support of our organization. SHE WAS A TOTAL GEM AND AN UNUSUALLY COOPERATIVE AND INFORMATIVE INDIVIDUAL. She was loved for her genuineness, her cooperative abilities and skills, her zest for life and joy, her knowledge of things international, and best of all, for a being a true friend to us. She will be dearly missed, and her absence will be noticeable.

Frances M. Culbertson, PhD, Past President,
International Council of Psychologists

Joan was a very special person to everybody. She was especially supportive to us during the struggle against Apartheid in South Africa. It was a consolation to us South African psychologists to know that we had a friend at APA in Washington that looked out for us. In addition to that, she and Joost were just plain good friends to us, whether we were in DC or in South Africa

J.W. P. Heuchert, PhD, Allegheny College, USA

On behalf of SIP (Sociedad Interamericana de Psicología, Interamerican Society of Psychology), its members and its board of directors, I express our deepest, collective sympathy for the passing of Ms. Joan Buchanan. As the chorus of international voices demonstrates, Joan was a dear friend of many in SIP. We all remember her inviting smile, her affability, her humanity, her genuine interest in people and their circumstances. She was always at the ready to lend a helping hand to any and everybody who approached her, be it at the APA booth during the Interamerican Congress or at the receptions hosted by APA, also at the Interamerican Congresses. She was the best ambassador that APA could have; she was thoughtful, considerate, and with an endless capacity to connect people with opportunities within APA and beyond.

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Psychology and psychologists in the Americas benefited from her graciousness, her approachability, and her resourcefulness. We wish her family and colleagues the very best as we all seek to cope with this untimely loss.

Andrés J. Consoli, PhD
President, SIP

Comments from Joan Buchanan's Latin American colleagues can be found at:
http://www.apa.org/international/pi/SIP_condolences.pdf

To the Office of International Affairs, APA: Dear Colleagues,

We are very sorry to know that Ms. Joan Buchanan has passed away. Please forward our heartfelt condolences to her family.

Kan Zhang
President, Chinese Psychological Society
On behalf of the Chinese Psychological Society

I worked with Joan for all the years she headed APA's International Affairs Office. Joan was truly internationally minded, anchored in her values as a person. She also had a sense of humour. It included an occasional bite that was as easily self-focused as it could be directed at pomposity and institutional barriers. Her compassion was legendary; she was never more effective than serving as advocate for those in need of APA support or the help of any other organization she thought should contribute.

Pierre L.-J Ritchie, PhD, Secretary-General,
International Union of Psychological Science

I appreciated Joan for her smarts and her positive nature. I remember how happy she was with Joost and he with her. How she fought for her life and for his. She was so supportive of her colleagues and fun to be around. I especially remember the stories of the local wild critters that would use the cat doors in her house and stroll around the house getting into the cat food, water, and sometimes, bed! To me, Joan's aura was always bright and warm and welcoming.

Jessica Kohout, PhD, Director, APA Research Office, USA

I have nothing but positive memories of Joan. I visited with her at each APA convention and brought several of my overseas friends and students to her booth or to the reception for international guests. Without exception, she greeted each of them warmly and asked how APA could be helpful to them in their careers or their studies. Her husband, Joost, was equally congenial and it was a dreadful shock to hear of his passing. Frankly, I do not think Joan ever recovered from this loss. Joan was very helpful in letting me display my APA-published book at overseas conferences, and in giving sound advice as to which APA publications would be helpful to my overseas friends. In addition to her solid knowledge of general psychology, Joan was collegial, lively, and witty. She made an outstanding contribution to psychology. APA is fortunate to have found a worthy successor to carry on the work that she initiated.

Stanley Krippner, PhD, Saybrook Graduate School, USA

This is a tremendous loss of a great human being. She did set the tone for APA's engagement with national and international psychology organisations the world over, engendering the kind of receptivity to APA that has endured. The tragic passing of Joost, and now Joan, is a shared loss for many of us who have experienced their warmth, open-heartedness, humour, candour and ability to break down barriers that stereotypy and history have imposed on us. Wish there were more of her ilk!

Saths Cooper, PhD, Past President,
Psychological Society of South Africa

Even among many gracious folks who work within APA, Joan Buchanan stood out through the 1990s, for her exceptional warmth and desire to help others. Two examples come to mind:

- *With Psi Chi officers in 1995, Joan encouraged their interest to expand from the largest US honor society into an international honor society. Without Joan's kind help, Psi Chi could not have collaborated with APA on the first global survey of 75 national associations, profiling their efforts to organize psychology students. Joan's cooperation actually led to the formation of the first global student psychology organization in 2001, www.psychologystudents.org*

- *Before and during the formation of the new APA International Division in 1997, Joan was a continued source of support. In her low-key yet effective way, she helped during the difficult first days. It was only natural that Sarah Jordan and Joan Buchanan received the Division's first two outstanding service awards for years 1999 and 2000. All the international folks looked forward to seeing Joan's radiant smile at the International Affairs desk when they visited the annual APA meeting each year.*

In the fall of 2008, with Henry David's help, the new six-person APA team at the United Nations found Joan's home address to send her a gift calendar for 2009 with our warm wishes, and Joan replied with her own warm thanks. Though Joan will not use that calendar, those warm wishes for her are still very much there. We all thank you Joan.

Harold Takooshian, PhD, Fordham University, USA. Ψ

News from an International Scholar: Open Society Institute

by Ken Feigenbaum, PhD
University of Maryland

What is the International Scholar Program?

I am part of a group of people designated as International Scholars by the Open Society Institute (O.S.I.) which is funded by the Soros Foundation. For the 2008-9 year the foundation funded 47 scholars in the humanities and social sciences, including five in Psychology. The International Scholar awards are part of a "Higher Education initiative" of the Institute. Most scholars work in consultation with university departments in Eastern Europe and Eurasia to help improve the curriculum and teaching. The consultation involves two or three short trips to the department, a conference with other Scholars in the same discipline, and tutoring by way of an Open Society web-site that contains syllabi, reflections, curricula, and research from all the current and returning International Scholars. The award includes funding for travel, project supplies and a small stipend of \$2,500 per semester.

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The longer term goals of the program are improving higher education reform by substituting active for passive learning; improving flexibility in career choices; reducing corruption and bribery in higher education institutions; assisting promising local scholars by promoting their return to the region; helping such scholars with their professional development; and helping reform-minded departments achieve world class academic status.

Challenges in Fulfilling the Mission

The award I received was to travel to the American University in Bishkek, Kyrgyzstan. Fulfilling the goals of the award was and continues to be a challenge – requiring initiative and patience. Although I first was notified of my award in early August of 2008, in a short, two line email, I did not hear from the Department with which I was to be affiliated or from the Open Society Institute until early September. Even then, I was given little information about the Kyrgyz Republic, the city of Bishkek, or the university I was going to consult with. Some of the challenge comes from the structure of the organizations – for example, the Open Society Institute divides their functions-- most of the information comes from their regional offices but finances are handled through their office in Budapest. Thus, O.S.I. arranged my hotel stay but not my travel (and arranging travel to Kyrgyzstan is more complicated than expected!).

First Visit to Kyrgyzstan

I visited the American University in Central Asia for approximately a week in October (Hillary Clinton was present for the inauguration of the University in 1997). The university, supported by grants from the Soros Foundation and other foundations, offers only a Bachelor's degree. When I visited, the psychology department had six full time faculty. All but one were fairly proficient in English and taught courses in English. The one faculty member who did not speak English was a distinguished professor well known in Central Asia and in Russia, who only speaks Russian. The majority of the faculty had earned either Masters and/or Doctorates in Kyrgyzstan, Russia, or at the Central University of Europe, a

graduate school sponsored by the Open Society Institute. The quality of education comes fairly close to the level of an elite undergraduate school liberal arts school in the United States. The psychology department generally follows APA standards for curricula, ethics, and research.

The curricula used in the department seem current with comparable schools in the U.S. All of the syllabi are very detailed (which at times was at odds with my predilection for teaching on a more spontaneous basis). Although the tasks of developing curricula and syllabi seem to have been accomplished, I was not able to observe the quality of the teaching or whether a largely US-based curriculum was appropriate to the context, because my visit coincided with an academic break in the calendar. I am anticipating scheduling my second visit during a period of time when I can observe the classes. Another function of my second trip will be to be a representative of the department at the Kyrgyz State Examination. Students with the equivalent of a solid "B" average or higher write a thesis, and those with lower grades sit for the state exam which is completely dependent upon input from the Department.

The major focus of my consultation was based upon a departmental work plan that I received in early September, 2008. The department wanted to build a "psychological laboratory" from scratch. One challenge was to ascertain the needs of the department – what they meant by a laboratory, and whether it was to be research oriented or to provide experiential events that would illustrate psychological concepts and principles for all of their courses. Determining these definitional questions remains a challenge.

When I met with the department in their tiny office we discussed the idea of creating a "virtual laboratory" employing the internet. However, accomplishing this goal was hampered by the still developing infrastructure "a virtual laboratory" would need a fast download time which was not available. An alternative would be to have CDs containing the materials (experiments and demonstrations), but no funds were available for the purchase of any additional equipment or materials.

Moving Forward

In anticipation of my second trip, I have been collecting CDs with instructional material from my colleagues to develop the necessary materials to make a virtual library possible. If psychology is to help its fellow programs around the world, such resources are crucial. The lack of resources should not stand in the way of helping departments strive to world class standards. As I prepare for future visits to Kyrgyzstan, all contributions of teaching materials in CD form are welcome. Please feel free to contact me at fanny20815@yahoo.com. Ψ

SENIOR DIRECTOR'S COLUMN

An International Psychology Curriculum - Work for Us All

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



Psychology, like many other disciplines, has been talking for a long time about internationalizing the psychology curriculum. APA has been involved in many of these discussions in the US. It was the subject of an APA Workgroup funded by the American Council on Education that produced a set of learning goals, it was the topic of a follow-up joint APA Board of Education Affairs (BEA) and Committee

on International Relations in Psychology (CIRP) committee that pondered how to implement international learning goals, it was a central topic of the 2008 Education Leadership Conference at APA, it is on the agenda of the APA divisions that deal with education and with international issues, and it is a regular topic at conferences, conventions and meetings. It is likely on the agenda of colleague psychology associations around the world, and it is part of the mission of such global online resources as the International Teaching of Psychology Network (ITOP).

Yet, despite sustained attention and interest, textbooks in the US are still intensely US-based in their examples, research and approaches, and online resources to expand the curriculum with content from other countries are not broadly available. At the same time that there is a need to internationalize the US curriculum, there is a parallel need in many countries, especially those in which psychology is rapidly developing and that base their curricula on US or other English language texts, to *nationalize* the curriculum – that is, to generate examples and models appropriate for local non North-American or Northern European history, context and culture. This is especially important when there are obvious cultural variations in phenomena; but it is also important for presenting relatively universal constructs – material will be more vivid and memorable to students when examples are drawn from their own circle of experiences, or from a variety of experiences.

We probably all agree there is a need to expand the purview of psychology texts - whether by internationalizing US textbooks or nationalizing the (largely US-based) texts used in many other countries. Although this is certainly an issue addressed by publishers, at least as far as market analyses suggest this would be a good idea, it is an activity that we need to nourish as individuals and associations. There are at least two dimensions on which internationalizing – and nationalizing – the curriculum can proceed. One is to develop a diverse, internationally broad set of examples of behavioral phenomena and constructs, to illustrate the topic(s) at hand. As each of us develops or finds locally relevant examples, we collect these examples in a compendium available to all. There are at least three kinds of content that would help make psychology teaching materials more responsive to international issues – a first kind is examples of cross-cultural comparisons highlighting both similarities and differences in the expression of psychological phenomena around the world. Examples of this might range from examples of how seemingly universal constructs (for example, attachment, emotion, language structures, abstract thinking, scientific reasoning, self-esteem) are expressed in different cultures. A second type is examples of culturally specific constructs or phenomena – such as notions of group cohesion, filial piety, display rules. A third kind would be examples of the same phenomenon or construct from different places – infant milestones, aging, and the like).

A second dimension of internationalization is to develop discussion modules about those behavioral phenomena or constructs that appear to vary across culture, to encourage exploring and understanding what is universal, what is particular, and how these similarities and differences arise.

Developing such examples, critically evaluating current texts by asking students to indicate where the constructs in their textbooks do not seem a good match for their observations, and collating these as a rich resource for psychology teachers, students and researchers, may be one step toward a better collective understanding of what “internationalizing” the curriculum might mean.

There are already resources available to psychology to promulgate examples – through APA Divisions and international collaborations such as ITOP. The Office of International Affairs will work with these groups to publicize and expand international resources, and we ask each of you to send information about other resources that we may disseminate as well. You will find a list of these resources on a new page in the international website – www.apa.org/international/resources/curriculum.html

We invite you to use these pages to let us know of your efforts in this arena. Ψ

PSYCHOLOGY IN ACTION

Addressing Mental Health and Psychosocial Well-being in Post-conflict Settings

by Inka Weissbecker, PhD
NGO Representative of the International Union of Psychological Science to the United Nations and MPH Candidate, Harvard University, School of Public Health

The screen showed a sad young girl in her teenage years wearing a traditional Nepali dress, with the Himalayas and the blue sky in the background. She looked down onto the ground as she described how she had been affected by the ten-year civil war. “I don’t feel like doing anything anymore” she said in a quiet voice, “I have nightmares and I’m afraid that people think I’m crazy...” Her story is part of a documentary by Kunda Dixit, a soft-spoken journalist from Nepal, who is shedding light on the human cost of the recent conflict between the Maoist movement and the government. After the abolition of the monarchy and the signing of the Comprehensive Peace Agreement, many challenges remain. Several Nepalis have lost friends and family members who have been killed, abducted, or forcefully conscripted. As the new Nepal emerges, individuals on both sides are reconciling, and former combatants are returning to their communities. As I was watching Dixit’s documentary, I could not help but wonder about the toll that the war had taken on the civilian population. In order to learn more about these issues, I had decided to travel to Nepal as part of a Harvard School of Public Health field study course on post-conflict peacebuilding. Our group met with government officials, UN agencies and NGOs involved in the peacebuilding process. I was the only psychologist in the course, and the one who kept raising her hand during meetings to ask about psychological aspects of peacebuilding and mental health.

Over the last few years, I have started to apply my knowledge of psychology to global issues such as conflict, humanitarian crises, and development. I also realized that I needed to know more about the workings of the international community if I wanted to effectively utilize empirical approaches in addressing real world problems. I decided to get my Masters in Public Health at Harvard University, which enabled me to take classes on human rights, post-conflict policies, the role of gender in conflict, political philosophy, and global health. To my knowledge, I am the only clinical psychologist among my entering class of over 400. Most are medical doctors, a few



of them psychiatrists. However, I think that psychologists can bring valuable expertise to aspects of humanitarian crises and development.

Although mental health and psychosocial issues have been cited as integral to peacebuilding and reconciliation after conflict, there is little resource allocation by state governments or international organizations. However, various key documents have recently been released to guide the work of psychologists in those areas. The “IASC Guidelines on Mental Health and Psychosocial Support in Emergency Settings” (<http://www.humanitarianinfo.org>) provide guidance for including psychological issues within various humanitarian sectors, and the WHO recently launched the Mental Health Gap Action Program which suggests ways of addressing mental health problems in low-resource settings (http://www.who.int/mental_health/mhGAP/en).

During my time in Nepal, I was curious about ways in which organizations were addressing mental health and psychosocial

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concerns. I organized a meeting with the Center for Mental Health and Counseling (CMC, <http://www.cmcnepal.org.np>) in Kathmandu, a small local NGO which is accomplishing a lot with the few resources they have. They train paraprofessional healthcare workers and local community groups in psychological first aid and in recognizing mental health problems. They also work with children who have been affected by the conflict and train teachers in positive behavior management techniques and in refraining from corporal punishment. CMC is also working with the Transcultural Psychological Organization (TPO) on implementing the IASC guidelines in collaboration with organizations such as UNICEF, WHO, and the IRC. TPO is another organization which is not only involved in clinical work, but also in relevant empirical research. They developed "Child Led Indicators" for children involved in armed groups, for example. These indicators are based on the ways in which children themselves define psychological well-being and distress. During my work in Nepal, I have learned how much can be gained with more participatory approaches and how important it is to actively involve local communities in planning and evaluating interventions. Back in the US, I am part of a working group on mental health of the Humanitarian Action Summit (<http://hhi.harvard.edu/events/humanitarian-action-summit>), which is identifying ethical issues and best practices for collecting mental health and psychosocial data in humanitarian contexts. I also serve as an NGO representative of the International Union of Psychological Science to the United Nations in New York.

In the future, I hope to shed light on ways of helping communities recover from conflict, and to develop interventions that build on existing local structures and strengths. I also think that psychologists can play an important role in evaluating outcomes and increasing accountability of organizations involved in humanitarian and development work. Health, including mental health as an outcome in turn, can help guide policy and programming decisions. However, it is up to psychologists to demonstrate their expertise and to join the international community in taking on issues of global relevance.

I always love to hear from people who would like to learn more or get involved in global psychology work. Do not hesitate to email me at: inka.weissbecker@gmail.com. Ψ



Inka Weissbecker

Director from the Norwegian Psychological Association Visits APA

by **Sally Leverty**
International Affairs Assistant

Eilert Ringdal, the Director of Professional Affairs for the Norwegian Psychological Association (NPA) visited APA headquarters to meet with Norman Anderson, CEO, Michael Honaker, Deputy CEO, and Katherine Nordal, PhD., as well as staff from the Practice Directorate, Ethics Office and the Office of International Affairs. Mr. Ringdal's visit concluded with a tour of the APA headquarters building.



Eilert Ringdal

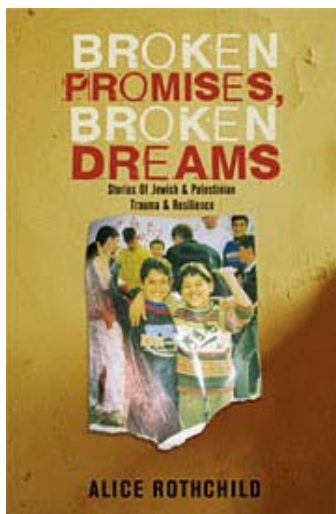
During his visit, Mr. Ringdal described the work of his department and current issues he addresses for the Norwegian Psychological Association. Mr. Ringdal's office supports the professional and financial interests of the Norwegian association's members including negotiating for wages and protecting the rights of psychologists in the workplace. In Norway, in contrast to the US, the professional association acts much as a trade organization in negotiations with employers.

A psychologist, Mr. Ringdal is particularly interested in how to provide support and assistance to psychologists who may be in distress. At a recent visit to APA headquarters in Washington, DC, he met with Katherine Nordal, Lynn Bufka and Dan Galper in the Practice Directorate, to discuss this topic. Much as in the U.S., psychologists in Norway who are faced with a variety of stressors that affect their professional functioning may be reluctant to seek help and assistance. Each of the counties within Norway, through the efforts of the NPA, has identified psychologists as contacts within that area to provide support to colleagues. However, the NPA finds that relatively few psychologists reach out for such support. APA staff shared strategies that have been used in the United States and discussed barriers to providing such support and assistance. Mr. Ringdal was invited to join an e-mail listserv of APA members who all share an interest in the subject of colleague assistance and share resources and information electronically. Mr. Ringdal was also referred to information on self care and colleague assistance available on line at www.apapractice.org under Professional development, self care resources (<http://www.apapractice.org/apo/insider/professional/self0.html>).

APA welcomes such visits from its colleague associations. For further information or to arrange a visit please contact international@apa.org. Ψ

International Book Review: Selected Review from *PsycCRITIQUES*

These book reviews reprinted here 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.



Broken Promises, Broken Dreams: Stories of Jewish and Palestinian Trauma and Resilience

by Alice Rothchild; Ann Arbor, MI: Pluto Press, 2007. 263 pp. ISBN 978-0-7453-2596-5. \$26.95, paperback.

Reviewed by Andrea Blanch

Broken Promises, Broken Dreams: Stories of Jewish and Palestinian Trauma and Resilience, written by Alice Rothchild, is an ambitious book—a combination of personal revelation, travelogue, psychopolitical

theory, and interviews with selected informants. The resulting mélange at times feels chaotic and emotionally draining, but it accurately mirrors the experience of the Holy Land itself. While the constant movement back and forth between personal, factual, and theoretical discourse makes it hard for the reader to absorb all that is being offered, the book has an almost visceral emotional impact. If in the end it feels somewhat scattered and unresolved, it may be because both the author and the situation are still in turmoil.

As a politically progressive Jewish woman of the diaspora, Rothchild uses her own inner conflicts to help explain the complex and heartbreaking situation confronting Israeli Jews and Palestinians today. She is at her best when describing her own transformation from a typical Jewish teenager having a love affair with Israel to someone who sees Israel not only as a victim but also as the neighborhood bully. She is eloquent in her description of growing up Jewish in the dark shadow of the Holocaust and the redemptive sunshine of Israel, as well as in recounting the hero status granted to Holocaust survivors and to Jewish soldiers and the collective denial of

the *nakba* (catastrophe) that the founding of the state of Israel created for Palestinians. She is unflinching in describing her own early, adolescent sense of Jewish entitlement and disdain for Arabs and Sephardic Jews, and later, her fierce avoidance of the topic as her growing political awareness made Israel a source of intellectual discomfort. In describing her journey, she provides a case study of the powerful forces conspiring to keep her—and by implication, many others—from seeing that there are, in fact, two compelling sides to this story.

In the first section of the book, Rothchild focuses on two Israelis, a psychiatrist and a social activist. These personal narratives elaborate the author's premises about Jewish Israeli psychology, documenting how two women of conscience have come to grips with the moral ambiguities of the situation. The stories are fascinating, and they provide an effective antidote to the stereotypical media presentation of Israelis as rigid, generally right-wing, and always anti-Palestinian. If the reader sometimes has difficulty discerning the key points, it is not due to the author's lack of sympathy or observational acuity but perhaps to the opposite—Rothchild appears to be so determined not to oversimplify her subjects, to include all their contradictory thoughts, feelings, and actions, that the reader ends up a bit overwhelmed by the complexity.

The second section of the book focuses on Palestinians and the current situation in the West Bank and Gaza. Here Rothchild intermingles personal details and quotations from individuals she meets on her travels with professional and political observations. Using this technique, Rothchild effectively conveys not just the irrationality of a "protection wall" and checkpoints that largely separate Palestinians from other Palestinians but also the heavy emotional and spiritual burden placed on those who have to negotiate the barriers on a daily basis. Similarly, she uses her medical training and experience to convey her shock and dismay at the lack of access to basic health care existing within a few miles of one of the best health care systems in the world.

This section provides a vivid portrait of the current situation and a genuinely respectful glimpse into Palestinian life. I suspect that Rothchild was trying to provide a balanced presentation, highlighting the strength and resilience of Palestinians under extraordinarily difficult circumstances. Unfortunately, the focus on social conditions is a bit afield from the book's primary theme and ultimately distracts the reader from the main message.

Broken Promises, Broken Dreams is subtitled *Stories of Jewish and Palestinian Trauma and Resilience*. Throughout the book, Rothchild uses concepts from trauma theory to explain seemingly irresolvable conflicts and dilemmas. There are references to Israel's stance as the "ultimate victim" and examples of Israel doing to the Palestinians some of the same terrible things that were done to them. Rothchild is bold when she speaks what is rarely spoken—that unchecked, the psychological need for safety can lead to counterproductive social poli-

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cies, with security being the most holy word in Israel. She also identifies the need to see Palestinians as the enemy as a critical unifying ideology for Israel and notes that unconscious projection may be contributing to increased violence of all forms.

The role of Palestinians in playing out the trauma dynamic is also given some attention; for example, the Israeli psychiatrist comments that Palestinians often play the role of a battered wife, trying to please the abusive husband and at the same time to hurt him. Rothchild is certainly not the first to recognize that the state of Israel is enacting the role of trauma survivor—and sometimes flipping over to become the perpetrator. She provides compelling examples drawn from the experience of participants on both sides.

The trauma lens provides a powerful framework for understanding the complex interpersonal and social dynamics in play, and the insights provided here are important. However, many of the observations about the impact of trauma come through the words of the interviewees or through personal reflections, and Rothchild stops short of putting forth a coherent, trauma-based analysis of the situation. No works of trauma theory are cited or listed in the Recommended Readings, and nowhere does she pull her observations together to offer an overall critical view. As a result, the reader has to work to put the pieces together. In addition, the author misses the opportunity to show how the individual acts of courage and stories of resilience she documents, when considered collectively, constitute a potentially profound healing force.

Since Judith Herman (1992) published her landmark work on trauma and recovery, psychologists have come to recognize the power of the trauma model to explicate a wide range of interpersonal, historical, and political phenomena. Recent research in a variety of disciplines, from neuropsychology to political science, have documented mechanisms through which violence and trauma have a lasting impact on our emotions, our behavior, and our social structures (Kirmayer, Lemelson, & Barad, 2007). A robust body of work has developed examining “historical trauma,” including the long-term consequences of the Holocaust (Rousseau, 2005). One of the most hopeful aspects of this blossoming field of trauma studies is the recognition that recovery is possible—that once the unspeakable is spoken, once the denial is broken through, powerful healing forces are released. Rothchild’s book documents the impact of trauma in Israel and Palestine but doesn’t address the possibility of recovery.

According to Herman, there are three main stages in recovery—safety, remembrance and mourning, and reconnection with ordinary life. Using this analytic framework raises some interesting questions. Perhaps Israel’s “security wall” is ineffective and largely a political move, but it may also be providing a sense of safety necessary for Israelis to begin healing. Yes, Israel’s focus on the Holocaust feels relentless, but maybe it is a necessary part of remembrance. Perhaps the connections between Israelis and Palestinians that Rothchild describes in her search for the “two narratives” could ultimately lead to a reestablishment of the harmonious coexis-

tence between Jews and Palestinians that was the norm before 1948. A fuller exploration of the trauma model—including the stages of healing and recovery—might have led to a different discussion.

Broken Promises, Broken Dreams is an interesting and provocative read for anyone who is even mildly concerned about the current situation in the Holy Land. It provides a superb example of how a psychological analysis can shed light on political issues that appear entrenched and intractable. Those who are interested in the study of peace, conflict and violence, community psychology, international psychology, personality and social issues, and, of course, trauma psychology will find this book of particular relevance.

Rothchild succeeds in describing the complex psychological conflicts underlying the current political stalemate. She conveys something of the tangled histories of Israel and Palestine, tells the personal stories of several ordinary but nonetheless heroic Israelis and Palestinians, and analyzes the impact of current Israeli political and social policies. The book is chock full of information about both political and social life in Israel and Palestine. Most important, it provides a human face to both sides of the conflict. Despite its flaws, *Broken Promises, Broken Dreams* is a gut-wrenching ride through the bumpy and unyielding landscape of the Holy Land.

Rothchild ends *Broken Promises, Broken Dreams* with an anguished cry for people to look clearly and honestly at the situation, to move through their own fears and resistances and to look squarely at the narrative of the other. Her call to break the silence is an important first step in moving toward true healing. However, it is only a first step, and it leaves the reader wishing she had gone further. It feels as if Rothchild has reached a certain stage in her own process, and the book can go only as far as she has gone. Early on, Rothchild acknowledges that she is taking a stand that will be unpopular among many. She states:

I was clearly bumping up against powerful agendas and deeply felt historical wounds. I began to understand that I was perceived as dangerous.... I found that for many, publicly stating that Jews could be victimizers as well as victims, and that Palestinians are equally human and deeply hurting, is unthinkable and a betrayal of Jewish loyalty and identity (p. 14).

Rothchild is right in this fear. In *Broken Promises, Broken Dreams* she takes a courageous position that may prove highly unpopular in some sectors. I hope she is not deterred by whatever criticism comes. She has confronted the truth, and this is the first step toward healing. I, for one, am eager to see where she goes next. Ψ

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Update on Division 52: APA's International Division

by **Danny Wedding, PhD, University of Missouri, President Elect of Division 52**



New Officers and Committee Chairs: Division 52 has new officers effective January 1, 2009. They are as follows: Lynn Collins (President), Danny Wedding (President Elect), Uwe Gielen (Past President), Michael Stevens (Treasurer), and Neal Rubin (Secretary). Other officers include: Members-at-Large Gloria Gottsegen, Ann

O'Roark, Harold Takooshian, and Richard Velayo; and Danny Wedding, who will continue as Council Representative until the end of 2009. The Division's officers are supported by dozens of committee chairs and members, 162 Fellows, and international liaisons who come from Afghanistan to Yemen and almost everywhere in-between.

On behalf of the Division 52 Board, large thanks are owed to out-going President Uwe Gielen. Uwe has been an enthusiastic and committed President, and he represented the Division exceptionally well. Uwe lead a team of Division 52 members who attended and participated in the International Congress of Psychology held in Berlin during his presidential year.

Speaking of meetings, the Division's 2009 Mid-Winter Meeting will be held in conjunction with the Western Psychological Association Convention April 23-26 in Portland, Oregon. The decision to meet with WPA reflects a conscious decision to reach out to psychologists who live in parts of the country other than the East Coast. This summer, many Division 52 members are planning to attend the 2009 Convention of the International Council of Psychologists which will be held July 3 - 8, 2009, in Mexico City. February 28 is the late submission deadline for submitting papers to this conference (<http://conference.icpweb.org>). Other members of the Division are making plans to attend the

biennial Interamerican Congress of Psychology meeting of the Interamerican Society of Psychology (SIP) on June 28-July 2, in Guatemala City. Additional information about this meeting is available on the conference website at <http://www.sip2009.org>.

Division 52 is engaged in many ongoing projects. A few to note are:

- The Division is developing a new book series that will be published by Psychology Press, a division of Taylor & Francis. Manuscript proposals are now sought on all international topics, including cross-cultural research, teaching, practice, service, and advocacy. Special priority will be given to "international handbooks" and textbooks. For additional information, contact the series editors: Uwe P. Gielen, St. Francis College, ugielen@hotmail.com, and Harold Takooshian, Fordham University, takoosh@aol.com.
- Several division members have been developing and expanding the Wikipedia entry for "International Psychology." The work done to date can be reviewed by visiting http://en.wikipedia.org/wiki/International_psychology.

Please visit the Division 52 home page (<http://www.internationalpsychology.net>) which is available in translation in Arabic, Chinese, French, German, Italian, Japanese, Korean, Portuguese, Russian, Spanish and English. Spending some time on the home page is probably the best way to get to know the Division.

President Collins and all of the officers of the Division of International Psychology look forward to working with the APA Office of International Affairs and other individuals and groups committed to advancing international psychology during the coming year. Ψ

Apply for Travel Funds to Assist with Attending International Conferences...
<http://www.apa.org/international/awards/travel.html>

COLLABORATE!

Collaborative Online International Learning:

The example of a course in the psychology of terrorism in the United States and Iran

by Anthony F. Lemieux, PhD, Purchase College, State University of New York, and Abdolhossein Abdollahi, PhD, Islamic Azad University-Zarand Branch, Kerman, Iran



Anthony F. Lemieux, and Abdolhossein Abdollahi

In the fall of 2008, a very interesting and exciting opportunity for an international collaboration started to take shape. At Purchase College, the director of the Collaborative Online International Learning (COIL) Center, Jon Rubin, had recently been awarded a grant from the National Endowment for the Humanities to support the creation of several collaborative online international courses. Building on my previous experience in offering a course in the Psychology of Terrorism seemed like a natural extension of the traditional classroom experience into a new and collaboratively developed class that would take place online, and across cultures. Thus, the search for a partner began. My initial contact with Abdolhossein Abdollahi came when he responded to an announcement about the course that I sent to the Society for Personality and Social Psychology email listserv. Prior to our contact, I was familiar with some of Abdolhossein's research on the topics of Terror Management Theory and terrorism (e.g., Pyszczynski, Abdollahi, Solomon, Greenberg, Cohen, & Weise, 2006; Pyszczynski, Rothschild, & Abdollahi, 2008). Needless to say, when he emailed me about forging a partnership, I was quite excited about the possibilities of our collaboration.

Following this initial contact, we had several weeks of email exchanges that formed the foundation on which we started to address more substantive issues about how to conceptualize and develop such a class. As we started to brainstorm about how to best proceed, we immediately noted some points that we would need to address both at the beginning, and throughout, our collaboration. Of course, there are the practical and technical matters – like course scheduling, technologies that we will use to offer the course, and so on. However, there are also more substantial issues that we are addressing as we move forward with the conceptualization and development of the class. A few examples of the more substantive topics include how to facilitate extensive interaction among students in the online environment, the readings and materials we will use in the course, and the types of examples and cases we will use.

In addition to the more practical challenges associated with the course, both the nature of the topic and the composition of our partnership, which bridges students from Iran and the United States in a collaborative learning environment, will provide an additional and unique set of challenges. In this course we will be examining a particularly challenging subject matter. The study of terrorism and responses to terrorism may have different meanings, definitions, and implications to which we will need to pay close and consistent attention. One particularly salient example that we have started to address from some of our earliest discussions is how terrorism can be defined. Anyone familiar with this field of study has probably read myriad definitions of the term (e.g., Hoffman, 2006; Marsella, 2004). So, one thing that we will need to work on, and to challenge our students to think critically about, is how we can arrive at a working definition of the term that will enrich the course, without bogging the class down in a way that would prevent us from getting to the central issues in this field of study.

The idea for this course was created at a crossroads of a unique set of circumstances. However, our hope is that we are able to create an engaging, effective, and replicable pedagogical approach to offering such a course. Over the 2008-2009 academic year, the initial priority was establishing a partnership that would be a good fit. During the Spring 2009 semester, we are in the process of developing the syllabus, materials, and establishing a shared pedagogical approach that will work across our respective cultures. The course that we are developing has the potential to build on some of the promising qualities of online international collaboration through a globally networked learning environment (Stark-Meyerring & Wilson, 2008). Far beyond what such a course could accomplish in a more traditional setting, this course will immerse students from two nations that have divergent and sometimes conflicting views about the nature of terrorism and counterterrorism into a common learning environment. Ψ

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CIRP Welcomes Three New Committee Members

by **Amena Hassan**
International Communications Manager

Each year, the Committee on International Relations in Psychology (CIRP) welcomes three new members, elected by the APA Council. *Psychology International* spoke with the newest colleagues, who begin their three year terms in 2009, about their backgrounds in psychology and the work they have done internationally: Maureen Black, PhD, Deanna Chitayat, PhD, and Florence Kaslow, PhD.



Dr. Maureen Black, University of Maryland

My interest in global issues began during graduate school when I took a semester off to study nutrition and child development in Bangladesh. I studied the language, made many friends, and learned first hand the central role that nutrition plays in the lives of children in developing countries. My career has continued to be focused around strategies

to promote children's nutrition and development both in the United States and in developing countries. Most of my publications are focused on nutrition and child development, including the role of maternal mental health and caregiving.

Several years ago, the Scholl family endowed a professorship at the University of Maryland School of Medicine to focus on the health and well-being of young children. I am honored to serve as the Scholl professor. I am a pediatric psychologist, meaning that I am interested in children's behavior and development in the context of health and illness. I direct a Growth and Nutrition Clinic for children with poor growth (failure-to-thrive) and study the long term consequences of early growth failure and strategies to promote recovery. About 10 years ago, the directors of Growth and Nutrition Clinics in 5 cities throughout the country formed a network called the Children's Sentinel Nutrition Assessment Program (C-SNAP); soon to be renamed Children's HealthWatch, headquartered at Boston Medical Center. We study how public policies are related to the health and well-being of young children and have collected data on over 30,000 low-income children and families. We examine the consequences of environmental threats, (e.g., food insecurity) and public assistance programs (e.g., WIC) on children's health and development, and publish the findings in peer-reviewed journals and policy briefs.

On the other side of the nutritional spectrum, I am the principal investigator of two NIH and USDA-funded projects to evaluate obesity prevention projects among children. One project evaluates the impact of teaching parents of toddlers to use behavioral strategies, rather than food, to manage their children's behavior and the other is a multi-level health promotion/obesity prevention project among 6th and 7th grade girls in urban middle schools. I am also the principal investigator of an NIDA-funded project to examine the long-term consequences of prenatal substance exposure on adolescent brain and behavioral development.

A primary focus of my international work has been the investigation of micronutrient deficiencies and child development. With funding from NIH, I was the principal investigator of a micronutrient supplementation trial in India. In January 2007 several international colleagues and I, representing multiple disciplines, published a three-paper series on child development in *The Lancet*. The series concluded that over 219 million children in developing countries under age 5 are not meeting their developmental potential, that there are modifiable risk factors, and that although there are effective intervention programs, the implementation is low. *The Lancet* series attracted a lot of attention. Our team was invited to give over 20 presentations throughout the world and to consult with multiple countries on their plans for early child development programs.

I continue to be very involved in global issues related to nutrition and early child development. In the past year, I organized a meeting in Bellagio, Italy "Child development from a global perspective" sponsored by The Rockefeller Foundation; edited a special issue of the *European Journal of Nutrition* on nutrition and cognition (August 2008); and organized a symposium entitled "Maternal and Child Mental Health: The Role of Nutrition" that was presented at the Experimental Biology meetings in San Diego (April 2008). The papers from the symposium

Continued on next page...

will be published in a special section of the *American Journal of Clinical Nutrition* in March 2009.

I work with several international agencies, UNICEF, WHO, The World Bank, and GAIN (Global Alliance for Improved Nutrition) on initiatives promoting nutrition and child development. I am the chair of the Child Health Foundation (www.childhealthfoundation.org), a non-profit organization to prevent and treat life-threatening communicable diseases of infants and children in the United States and abroad and I am the secretariat of a recently formed group of professionals interested in infant feeding, the International Responsive Feeding Consortium.

I have been involved with APA for many years. I served as president of Divisions 37 (Society for Child and Family Policy and Practice) and 54 (Society of Pediatric Psychology); fellow in Divisions 7, 37, 53, 54; and member in Division 52. I am honored to serve on the Committee of International Relations in Psychology. My goal is to focus attention on strategies to promote early child development in developing countries by ensuring healthy nutrition and support for maternal mental health and caregiving.



**Dr. Deanna Chitayat,
Hofstra University (emeritus)**

I received my PhD in experimental psychology from the New School for Social Research, where I did a dissertation on Perceptual Adaptation. What I do now is a far cry from what I did then. I spent quite a few years at the CUNY graduate center

where I was awarded many grants, in fact, mostly everything I applied for. It was the beginning of the women's movement and I became interested in doing programs for women and minorities at all stages of their career development, including a mentoring program for female and minority faculty at CUNY, as well as state-wide programs in sex equity. During the years I was there I was awarded 21 grants and 2 million dollars in funding.

My interest in international psychology developed incrementally. While at CUNY Graduate Center, I participated with a group of anthropologists who were studying the Black Lahu tribe living in the hills of Thailand, on the Myanmar border. I worked with the adults and children doing Piaget tests, observing women's and men's roles, and becoming entirely fascinated with that whole experience. It was one of the highlights of my life, in fact. Several years later I met Kurt Salzinger who was then President of the New York Academy of Sciences and who had been invited to the Soviet Union to meet with the head of the Soviet Academy of Sciences. I went along as a friend of Kurt's but also as a colleague and a fellow of the New York Academy of Sciences. Both of us participated in high level meetings with the President of the Soviet Academy. Dr. Salzinger engaged them on the issue of Dr. Sakharov and refusenik scientists. They asked me to participate on the

subject of women, so I gave talks there and got to observe children's preschool programs. We had a lot of interaction with Russian psychologists.

I left the graduate center of CUNY when I was offered a position as the Dean of University College at Hofstra University, where I remained for 21 years until my retirement in 2003. During that time the Soviet Union was dismantled. Suddenly Russians became interested in capitalism! With the assistance of the School of Business I quickly developed new programs that met their needs. I had 12 groups of 30 to 40 Russians (about 400 Russians) visiting the Hofstra Campus in the first year. We also had people coming in from Egypt and other areas, again enhancing my interest in international affairs. In 2005, I became a member of the APA-UN/NGO team and have been working extensively mostly on women and minority issues. When John Anderson [Director, APA Office on AIDS] asked us to keep an eye on HIV/AIDS issues, I became involved with that also, subsequently becoming vice chair of the HIV/AIDS committee. In the last 3 years I have organized and/or participated in at least eighteen programs and various panels that deal with women, minorities, or HIV/AIDS. I'm just beginning to get involved in the UNICEF Working Group on Girls, especially in the area of violence against children. You can attend many different meetings at the UN but if you want to do a good job and really make a contribution one should focus on only two. So my focus will continue to be on the Committee on the Status of Women and the Committee on HIV/AIDS.

For CIRP, I do know I can bring a realistic view about what we do at the UN, what happens at the UN and how to make contact. I hope to be using CIRP as a resource for the programs and panels I put together and am hoping that members of CIRP know people who can help me fill these panels, since I am always looking for psychologists to speak at the UN. It's been wonderfully interesting to work on issues that are in the news every day. Even though we are not working in politics, at the UN, we are working on policies related to social and economic issues. You meet people from every corner of the world and every kind of group—not just professional groups and NGOs but everything from the Homemakers of America to the AARP. I've also had more contact with religious groups—anything from Baha'i to Catholic nuns whom I work with all the time. Each day offers new opportunities to participate and to learn.



**Dr. Florence Kaslow, Couples
and Family Institute, Palm Beach
Gardens, FL, and Mercer Medical
University**

I think I wanted to be a psychologist since I was very young. I was sort of the "family psychologist" for my own family, growing up, trying to solve problems and trying to interrelate and stay close to a large extended family of origin. I was taught a great deal of respect for my family and for my elders. Both of

my parents emigrated with their families from Eastern Europe when they were less than five years old. There was always that influence of hearing about the old country, how things were different, how wonderful America was, and we were taught to really revere growing up in a democratic country. That started my interest very early in other places in the world and multiculturalism. However, we were too poor to travel so that did not start doing that until I got married. But before I got married, my interest was expressed and nurtured when I was an American hostess at Temple University's Freshman Camp and many of the students who attended were there from other countries. When I went for my master's degree at Ohio State University, I decided that I wanted to live at the Zonta International house – which was a women's international house. I was one of four American students in a house of sixteen women so I had loads of living experience with women of other countries, which was marvelous. I also attended social events with them and shared many confidences. After I graduated and got married, my husband and I (and later with our children) served as a host family for international students through the University of Pennsylvania, each year hosting a student from another country. So my international interests and activities go back many decades.

Soon after I got my doctorate I started travelling on professional trips as I was invited to other countries. I was fortunate that my husband and children usually travelled with me overseas and that opened many doors because there weren't many women at that time who were invited to foreign countries and it made me seem more acceptable and respectable. My first trip was in 1974 to Japan and we were invited to colleagues' homes, which was a high honor, because I was with a family! It was delightful because we got to see the typical tourist items but we also were able to participate with the families who took us around and hosted us in their own surroundings. That has been true for all of my travels and has been a special privilege.

In 1987 I was at an international conference in the Czech Republic and realized there was a need for an International Family Therapy Association. We formed it and I was the first president for four years. I stayed on that Board for 16 years. Then in 1990, IAAP met in Japan and another group decided it was time to have an organization for just family psychologists. I was asked to be the only female member of that board and then later became its president. One of the books that came out of my work with colleagues around the world was *Together Through Thick and Thin: A Multinational Picture of Long-term Marriages*. Colleagues from eight countries participated in that and the research has now been replicated in a ninth country. One of the interesting things that eventuated out of IFTA is that I led, at the international family therapy meetings, an annual Holocaust Dialogue Group between colleagues from Israel, Germany and Austria. That work has been very significant for me and for the participants and two of the people who authored *Together Through Thick and Thin* were an Israeli and a German who originally met in that group.

Another example of research with international collaborators is a book called *Welcome Home: An International and Non-Trad-*

tional Adoption Reader. It's about international adoptions, written primarily by people who did the adopting. I was coeditor with Dr. Lita Linzer Schwartz. Although all of the contributing authors are professionals, they wrote as parents. Several of the chapters were written by colleagues from Sweden so we have a cross cultural book about international adoption from many countries. There were over 20,000 international adoptions in 2004 in the United States alone. A third international book is the *Handbook of Family Business and Family Business Consultation: A Global Perspective*. I was editor as well as a co-author and some of the chapters are written by colleagues from 12 different countries. These are three examples of what I have researched and written on international topics with colleagues, many from other lands.

I also served on CIRP in the 1980s and enjoyed it very much. I think it has changed enormously since then. Two of the things I would like to work on are a closer relationship between CIRP and APA's UN/NGO delegation and to see CIRP have an opportunity to give more reports at Council, especially since I've just finished six years on the APA Council. I think many people on Council, are unaware of all that APA is doing in international psychology. In 2007, when President Sharon Brehm invited presidents from the psychology associations of other countries, it was a marvelous start. I'd like to see CIRP's influence continue to emphasize these types of contacts. Along with that, and our support of being represented at the International System for Diagnosis and Classification (ICD) conferences—I want us to continue having as much representation in international forums as we can, as well as bringing guests here to promote a two-way exchange. Ψ

Two Psychologists Join APA's Team at the United Nations

by Amena Hassan
International Communications Manager

APA is an accredited non-governmental organization (NGO) at the United Nations (UN). This "special consultative" status at the UN allows APA to join the more than 2,000 NGO's at the UN who work to bring the voice of civil society to UN deliberations. APA does this by appointing representatives who are active in the UN in New York (5 representatives to the Economic and Social Council, 2 special project associates and 3 interns), in Geneva (1 representative) and in Vienna (1 representative). APA's representatives work to bring psychological science and psychological perspectives to contribute to the development and implementation of UN documents, policies and initiatives. They also inform the

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APA membership about UN activities through reports, news articles, and convention programming.

APA is delighted to introduce two new members to the team, appointed for 5-year terms beginning in 2009 (see <http://www.apa.org/international/un/roster.html> for the complete roster).

Sherry Dingman, PhD, a professor at Marist College, and Susan Nolan, PhD, professor and Chair at Seton Hall University recently spoke with *Psychology International* to provide a synopsis of their backgrounds and the international experience that they bring to the UN team.



**Dr. Sherry Dingman,
Marist College**

I graduated from the University of Montana, with a degree in biological psychology. I was a fellow of the APA minority program which helped with funding through NIMH for my dissertation research on cognitive laterality and differences between whites and American

Indians, and the possible genetic basis for it. There were only two universities in Montana, so when I graduated, I moved to the east coast to take my first job as a professor at Marist College in Poughkeepsie. Marist has a great heritage of humanitarian projects so the administration is pleased with my UN appointment. Marist is primarily an undergraduate institution but we have a Masters program in psychology.

After arriving in New York I was contacted by a program officer at the National Institute on Drug Abuse who read an article based on my dissertation. He had lots of questions about susceptibility to addiction and whether I thought it was caused by genes or environment. I believe it is epigenetic, due to an interaction between the genes and the perinatal environment. The environment in the womb influences brain development. It sets us on a trajectory to equip us to live our lives in a certain kind of environment. Maternal stress is a factor that influences the baby's brain to wire itself in anticipation of a life lived in a certain kind of world. For example, metabolic functions may shift in anticipation of a short life span where it pays to have early puberty and be a risk taker - biologically speaking these are strategies for coping with a certain kind of environment.

Unfortunately, we have a lot of pregnant women in the world living under conditions that are stressful: refugee campus, urban inner city situations, and with abusive partners. These situations influence unborn children and have long lasting health effects. The National Institutes of Drug Abuse has funded my research, which is aimed at understanding how prenatal exposure to maternal drug use influences babies.

Being interested in women and infants, I've met many extraordinary women around the world. During Hurricane

Mitch, I met a lady who delivered her baby during the hurricane. She was camped out on a bare hillside after her entire neighborhood washed away. Another mother I met in Kosovo was an ethnic Albanian Muslim who told me that a Serbian woman doctor delivered her baby during a night of NATO shelling, breaking her stereotype that all Serbs were bad people. Having been to West Africa many times, one of my ongoing projects is using technology to address the lack of nurses there, which contributes mightily to maternal and infant mortality. This summer I visited China after the earthquake to set up a project to treat PTSD. I've even been to Mongolia to give lectures to the staff at the state mental hospital. If there is a core value across the world it is the love that a mother has for her infant.

Lately I've become concerned about the security of people who are committed to helping others. The situation has changed since the origin of the Red Cross. It used to be that humanitarian aid workers had neutrality to protect them in conflict situations. Now even organizations like Doctors Without Borders finds its staff targeted and this bothers me, since I know how desperately some people in the world need help.

Psychology has a lot of potential to help people if we apply some of the things we've learned in our science. Part of the reason I'm excited about working in the UN is because of my friends who live in the developing world and who have really good ideas about what would prove helpful for them. I hope to get involved in one particular aspect of human rights, trafficking and slave labor issues. The issues are more complex than Westerners realize. On one level, of course it's terrible that a family would sell their daughter to work at a cocoa plantation or as a domestic servant. But is that fate worse than remaining in a village in the midst of a famine and starving to death or suffering years of malnutrition? Many intractable problems in the world are complicated and they don't have easy solutions. What I am sure of is that "we" can't sit alongside the Hudson River and come up with workable solutions for "them" that will be effective. We need to hear from them, the people we want to help, and let their voices inform us.

I'm all for using technology in creative ways to cross the digital divide. We do a lot of online education in western countries but there is not the bandwidth for that in other places, notably sub-Saharan Africa. Instead, we could package the professors and send them digitally through I-pods and DVDs to Africa instead of having them log onto computers with no bandwidth. There are now MP3 players that are solar powered and MIT has put all kinds of curricula up online for free. I am all for giving away education in Africa because that is their great hope. Anyone who wants to donate a course for this should contact me via international@apa.org (and see article *News from an International Scholar: Open Society Institute*, this issue).

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**Dr. Susan Nolan,
Seton Hall University**

There are a few areas in which I might be able to contribute to the APA/UN team. One area is women and gender, since my professional experiences on several levels have been related to women and gender issues. Administratively I was the Director of Women's Studies at Seton Hall between

2001 and 2005. I have two lines of research—one on gender differences in education and careers, specifically in the science, technology, engineering, and mathematics (STEM) fields. My other line of research looks at interpersonal aspects of mental illness, particularly depression and anxiety and I look at the ways gender affects the perceptions of people with mental illness (the ways that stigma plays out differently for men and women).

As a professor I taught a course called Women, Society, and Culture which is a women's studies class at Seton Hall, and I've also taught a course on women and psychology. In terms of an international policy perspective, when I did a sabbatical in Bosnia Herzegovina in 2005-2006, I worked with a number of local NGOs and one of them was called LiWoman (which is an English translation), a regional women's rights association. I have also been on the Board of Trustees of the New Jersey Coalition Against Sexual Assault. So a lot of the issues I've worked with administratively, in teaching, research, and volunteer work are closely related to the work that is being done in the UN Committee on the Status of Women.

The 2008 Millennium Development Goals Report referred to statistical capacity building and the need for local and developing countries to gain statistical and research skills so they can transmit outcome findings to the larger community. A lot of countries do not have the capacity to conduct such research themselves and that is essentially what I was doing in Bosnia. I not only worked with LiWoman but with several other NGOs and with individuals serving in municipal government. I trained them to develop surveys, collect data, conduct statistical analyses, and then write up reports based on that. I've been in touch with some of them and they continue to do that—so seeing that continuation is really rewarding when you know you can help people develop that skill.

I'm thrilled to be an APA/UN representative. When I first saw the position posted it was the most excited I had been about a professional opportunity in a very long time. It feels like a perfect fit for what I want to do next and I feel honored to be part of the team. Ψ

Department of Public Information Briefings at the United Nations

by Neal S. Rubin, PhD, APA-UN Associate for Special Projects, and part of the annual report to the Committee on International Relations in Psychology (CIRP) by Florence Denmark, PhD, APA-UN Main Representative

Members of the American Psychological Association's UN NGO Team and their Special Projects Associates frequently attend the DPI/NGO briefings in order to stay up to date with issues, to network with staff, government representatives and members of NGO's and to plan for future activities. APA representatives also organize and participate on briefing panels. For example, the first briefing on the fall schedule (10/2/08) was part of a day long celebration of the International Day of Older Persons. Organizational credit for the IDOP events prominently may be attributed to the APA's main representative, Dr. Florence Denmark, along with Drs. Janet Sigal and Norma Simon.

Following the Annual DPI/NGO Conference in early September, the Department of Public Information holds weekly briefings and related workshops on a fall (October – December) and spring (January – June) schedule (see enclosed). Briefings are held on Thursday mornings from 10:00 am until 12:00 pm in the Dag Hammarskjold Auditorium at United Nations Headquarters in New York City. Workshops may include a combination of morning briefings followed by afternoon sessions for 'hands on' training. Briefing and workshop schedules, invitations, and briefing/workshop summaries are posted at www.un.org/dpi/ngosection. The briefings are open to all U.N. badge holders.

Although the structure of the briefings may vary, they most often consist of an initial video screening relevant to the topic of the day (10:00 – 10:30 am). Following the screening, a panel of experts presents on the briefing topic. The panel typically consists of a UN representative, a government representative and an NGO representative and is chaired by the Chief of the Department of Public Information/NGO Section. The presentation is followed by a question and answer period. The meeting concludes with an ad hoc briefing consisting of relevant announcements for the UN and NGO communities.

Webcasts of the briefings are often available via the above website. For additional questions regarding the briefings and workshops contact the DPI/NGO information line at +1-212- 963-7232. Ψ

Wessels and Torney-Purta Receive 2009 APA International Awards

by Sally Leverty
International Affairs Assistant

Michael Wessells, PhD and Judith Torney-Purta, PhD are the recipients of the American Psychological Association's 2009 International Humanitarian Award and the 2009 Award for Distinguished Contributions to the International Advancement of Psychology, which will be formally presented to them at the 117th annual APA convention in Toronto in August 2009.

Dr. Michael Wessells, winner of the International Humanitarian Award, is a professor of Clinical Population and Family Health at Columbia University and a professor of psychology at Randolph-Macon College. His career spans several years of protecting children and families affected by disaster, forced migration, and ethno-political violence. Wessells also serves as Senior Child Protection Specialist for Christian Children's Fund (CCF) where he advises on child protection, psychosocial programs, and policy issues worldwide.



In addition to his humanitarian service, Wessells has made a number of scholarly contributions to field. He is the Associate Editor of *Peace and Conflict: Journal of Peace Psychology*; his book, *Child soldiers: From violence to protection* (Harvard, 2007) provides insights about the complex lives of these children. In addition to his work on child soldiers, and children and armed conflict, Wessells' research focuses on psychosocial assistance in emergencies, and post-conflict reconstruction for peace.

Wessells has worked with numerous governments and international agencies and to develop community-based and culturally sensitive programs that are designed to support families, children, and communities affected by armed conflict. This work has taken him to countries such as Angola, Sierra Leone, East Timor, Kosovo, and Afghanistan where his efforts on behalf of children often placed him in personal jeopardy. His activism, leadership, and service have occurred within multiple organizations such as APA (as president of Psychologists for Social Responsibility and the Division of Peace Psychology), the United Nations, the US State Department, IUPsyS, and the CFC.

In his capacity as co-chair of the United Nations Inter-Agency Standing Committee (IASC) on Mental Health

and Psychosocial Support in Emergency Settings, Wessells worked with hundreds of professionals around the world to produce the *IASC Guidelines on Mental Health and Psychosocial Support in Emergency Settings* (2007). Since their publication the guidelines have provided mental health workers throughout the world a foundation for developing psychosocial support in culturally responsive ways.

Dr. Judith Torney-Purta, winner of the Distinguished Contributions to the International Advancement of Psychology, is a professor of human development at the University of Maryland, College Park, since 1981. Her lifetime contributions consist of developing civic knowledge and democratic attitudes around the world, promoting international collaborative efforts in research and infusing her teaching with an international perspective.



Torney-Purta has conducted psychological research for nearly 40 years on young people's knowledge of democracy and the social and political attitudes necessary to maintain it. She has also spearheaded efforts at the National Academies of Science to address the challenges to international research.

She has received several awards for her research, including APA's Decade of Behavior Award for Research Relating to Democracy in 2005, the Nevitt Sanford Prize of the International Society of Political Psychology in 2001 and the University of Maryland's International Landmark Research Award in 2005.

Torney-Purta is the author or editor of six books reporting research on political knowledge and attitudes. The first was *The Development of Political Attitudes in Children*, (Aldine Transaction, 1967), and one of the most recent was *Citizenship and Education in Twenty-Eight Countries: Civic Knowledge and Engagement at Age Fourteen*, (IEA Amsterdam, 2001). She served from 1994 to 2004 as chair of the International Steering Committee for the International Association for the Evaluation of Educational Achievement Civic Education Study and was responsible for the research consensus process as well as major parts of a survey design and analysis of an international study that measured adolescents' belief in the importance of citizenship.

Earlier in her career, Torney-Purta was professor of psychology at the University of Illinois at Chicago. She received her bachelor's degree in psychology from Stanford University and her master's and doctoral degrees in human development from the University of Chicago. Ψ

ANNOUNCEMENTS

Advanced Training Institutes for Graduate Students, Post-doctoral Fellows, and Faculty: Applications Begin in March 2009 for ATIs in the Summer of 2009

The APA Science Directorate is pleased to sponsor four Advanced Training Institutes in the summer of 2009. These intensive training programs are hosted each summer at major research institutions across the country. ATIs expose advanced graduate students, post-doctoral fellows, new and established faculty, and other researchers to state-of-the-art research methods and emerging technologies. A list of this year's programs is included below. Complete information about these exciting programs can be viewed at: <http://www.apa.org/science/ati.html>.

- Non-Linear Methods for Psychological Science (June 8-12, University of Cincinnati)
- Research Methods with Diverse Racial & Ethnic Groups (June 22-26, Michigan State University)
- Structural Equation Modeling in Longitudinal Research (June 29-July 1, University of Virginia)
- Exploratory Data Mining in Behavioral Research (July 20-24, University of Southern California)

You are invited to apply for these training opportunities. Keep in mind that application deadlines begin in March. Applications are available at <http://www.apa.org/science/ati.html> and must be submitted electronically through each program's webpage. Tuition for all ATIs is substantially lower than for other similar summer academic programs. For more information, contact the ATI administrator at ati@apa.org or (202) 336-6000.

Opportunities for Psychologists Abroad

[Editors' comment: The International Office regularly receives information about opportunities for psychologists abroad, sometimes from academic, sometimes from volunteer and sometimes from other organizations. As we learn of opportunities we will post them as announcements – with no implication of specific endorsement of the organizations. Here are announcements of recent opportunities]

Opportunity for I/O and Clinical Psychologists: Translation Projects: Comms Multilingual Ltd is a translation provider, based in England that specializes in the translation of psychology-related materials (both clinical and non-clinical) into more than 100 languages. They also offer a number of related services, such as Expert Reviewing and Cognitive Debriefing validation in-country.

The Expert reviewing process involves checking the translation of a questionnaire from a subject matter expert point of view. The translations need to be checked in terms of style, vocabulary and cultural validity and the expert needs to provide their suggested changes and notes in a spreadsheet, as well as a report in English on any issues found.

The Cognitive Debriefing process involves validating the translation of the tool in country, through a qualitative process which consists of reviewing the contents of the translation, administering it to a small sample of the population and then producing a final report based on the results.

They have issued a call to expand their database of experts in this area, specifically of I/O and Clinical Psychologists. They are looking for people both with English as their native language and with other languages as their native language. The language that is being offered as the foreign language should be spoken and written at a proficient level; any experience as researchers or reviewers would be a plus.

For further information, please contact Giorgia Sessi at Comms Multilingual at giorgia.sessi@commsmultilingual.com.

Opportunities for Psychologists, Counselors, Social Workers & Youth Workers: International Volunteer Opportunities in Africa, Asia & Americas

The following are current projects sponsored by NGOabroad – a group that matches volunteers to humanitarian need opportunities abroad, primarily with NGO organizations. A sample of the current opportunities includes working on:

- Trafficking and Sexual Exploitation of women & children in Asia
- At-risk Youth in Post Conflict African Nations
- Domestic Violence: Africa, South America & India
- Kids: AIDS, Abandoned, or Trafficked
- Community Organizing (Africa, South America)
- Mental Health (Africa)
- Refugees (art, dance or music therapists)

Please contact NGOabroad at info@NGOabroad.com or visit the website at <http://www.ngoabroad.com>.

Call for Nominations: Editor, *International Journal of Psychology*. Nominations Closing Date: April 1, 2009

The International Union of Psychological Sciences (IUPsyS) announces a search for the Editor of the *International Journal of Psychology (IJP)* for a 4-year term 2010-2013.

As the official journal of the International Union of Psychological Science, the *IJP* serves a burgeoning audience

of international researchers. We seek an Editor with a vision to further develop the *IJP* as an international journal of high scientific excellence and impact. The journal is intended to highlight quality research of international interest, for example, psychological research related to social, educational, health, and economic issues and policy or research comparing cultures. To this end, the journal will include special sections, special issues, and topical reviews as well as regular empirical articles.

The journal appears in 6 issues per annual volume. The editor is will work with an active editorial team and editorial board. The Editor receives a stipend.

The Editor will have prior journal editorial experience, a publication record in recognized journals, an interest in international psychology, and excellent mastery of English. Because the *IJP* publishes articles from around the globe on a broad range of topics in psychological science, recruiting international peer reviews forms an important part of the Editor's tasks.

Please send by April 1, 2009 a letter expressing your vision, interest, and qualifications, a CV, and four suggested references to Dr. Barbara Tversky, Chair of the *IJP* Editor Search Committee, at bt@psych.stanford.edu, with a copy to ijpeditor@iupsys.org.

Please address questions to Dr. Bruce Overmier, Chair, IUPsyS Standing Committee on Publications and Communications (psyjbo@tc.umn.edu).

**Revista Interamericana de Psicología -
Interamerican Journal of Psychology:
Search for New Journal Editor**

The Interamerican Society of Psychology (known by its acronym in Spanish, SIP) has begun a search for a new editor of SIP's journal, the *Revista Interamericana de Psicología - Interamerican Journal of Psychology (RIP-IJP)* to replace Dr. Silvia Koller whose second term ends in December 2010.

The *RIP-IJP* is an outstanding, peer-reviewed journal, published three times per year, and distributed to all SIP's members as well as to individual subscribers and libraries throughout the Americas and beyond. The *RIP-IJP* is the only journal in psychology that accepts and publishes articles in four of the languages of the Americas: Spanish, English, Portuguese, and French. The purpose of the journal is to publish high quality articles on theoretical, research, applied, and professional developments in psychology. The editor takes full responsibility for selecting the editorial board and ad hoc reviewers, developing special sections or issues, and for making the final decision about publication. The editor also takes responsibility for the printing and distribution of the journal, maintenance of the journal's website, and coordination of the award for the best paper published in

the journal every two years. The editor is a member of SIP's board of directors (the mesa directiva) and works closely with the other members of the Board to develop policies and monitor the finances of the journal. The editor must attend SIP's board meetings, which take place in the days prior to and at the end of the Interamerican Congresses, as well as the mid-term meetings of the Board. The editor also must present regular reports to the Board about the Journal.

Nominees (including self-nominations) are requested to provide a full curriculum vitae, a brief bio highlighting past editorial experience, and a 1-2 page description of their vision for *RIP*. Materials can be sent by paper or email to the SIP central office: <http://www.sipsych.org/contacto.htm>. Materials must be received by May 1, 2009. Finalists will be interviewed at the next SIP's Board meeting. The board meeting will take place on June 27 and 28, 2008, the days prior to the 32nd International Congress of SIP in Guatemala (June 28-July 2, 2009). See <http://www.sip2009.org>.

**Call for Manuscripts: American Journal of
Media Psychology (AJMP)**

The *American Journal of Media Psychology* is a peer-reviewed scientific journal that publishes theoretical and empirical papers that advance an understanding of media effects and processes on individuals in society. *AJMP* seeks submissions that have a psychological focus, which means the level of analysis should focus on individuals and their interaction with or relationship to mass media content and institutions. All theoretical and methodological perspectives are welcomed. For instructions on submitting a manuscript, please visit: <http://www.marquettejournals.org/submissionguidelines.html>.

Questions may be directed to Dr. Michael Elasmr, Editor, *American Journal of Media Psychology* at elasmar@bu.edu.

**The Journal of Psychology and Counselling
(JPC): Search for Editors, Subeditors, or
Reviewers and a Call for Papers**

Editors and Reviewers: *JPC* is seeking qualified researchers to join its editorial team as editors, subeditors or reviewers. Kindly send your resume to ipc@acadjourn.org.

Call for Papers: *The Journal of Psychology and Counseling (JPC)* provides rapid publication (monthly) of articles in all areas of the subject. The Journal welcomes the submission of manuscripts that meet the general criteria of significance and scientific excellence. Papers will be published approximately one month after acceptance. All articles published in *JPC* will be peer-reviewed. Our objective is to inform authors of the decision on their manuscript within three weeks of submission. Following acceptance, a paper will normally be published in the next available issue.

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The Journal of Psychology and Counselling (JPC) is an Open Access Journal and is a multidisciplinary peer-reviewed journal published monthly by Academic Journals (www.academicjournals.org/JPC). One key request of researchers across the world is unrestricted access to research publications. Open access gives a worldwide audience larger than that of any subscription-based journal and thus increases the visibility and impact of published work. It also enhances indexing, retrieval power and eliminates the need for permissions to reproduce and distribute content. *JPC* is fully committed to the Open Access Initiative and will provide free access to all articles as soon as they are published.

**APF Visionary and Weiss Grants:
Call for Proposals**

The American Psychological Foundation (APF) visionary and Weiss grants seek to seed innovation through supporting research, education, and intervention projects and programs that use psychology to solve social problems in the following priority areas:

- Understanding and fostering the connection between mental and physical health to ensure well-being;
- Reducing stigma and prejudice to promote unity and harmony;
- Understanding and preventing violence to create a safer, more humane world; and
- Supporting programs that address the long-term psychological needs of individuals and communities in the aftermath of disaster.

Amount (New in 2009): One-year grants are available in amounts ranging from \$5,000 to \$20,000. Multi-year grants are no longer available. Additionally, a \$10,000 Raymond A. and Rosalee G. Weiss Innovative Research and Programs Grant is also available for any program that falls within APF's priority areas.

Deadline: March 15, 2009. Eligibility: Applicants must be affiliated with 501(c)(3) nonprofit organizations. APF will NOT consider the following requests for grants to support:

- political or lobbying purposes
- entertainment or fundraising expenses
- anyone the Internal Revenue Service would regard as a disqualified group or individual
- localized direct service
- conference/workshop expenses

APF encourages proposals from individuals who represent diversity in race, ethnicity, gender, age, and sexual orientation. For more information and to access the grant application form, please visit <http://www.apa.org/apf/grantguide.html>.

**Scholar Rescue Fund-Fellowships for
Threatened Academics: Professors,
Researchers and Lecturers**

Next Application Deadline: June 15, 2009

The Institute of International Education's (IIE) Scholar Rescue Fund (SRF) provides fellowships for established scholars whose lives and work are threatened in their home countries. These fellowships permit professors, researchers and other senior academics to find temporary refuge at universities and colleges anywhere in the world, enabling them to pursue their academic work. During the fellowship, conditions in a scholar's home country may improve, permitting safe return after the fellowship; if safe return is not possible, the scholar may use the fellowship period to identify a longer-term opportunity.

How The Scholar Rescue Fund Works

Professors, established researchers and other senior academics from any country, field or discipline may qualify. Preference is given to scholars with a PhD or other highest degree in their field; who have extensive teaching or research experience at a university, college or other institution of higher learning; who demonstrate superior academic accomplishment or promise; who are facing or have recently fled from direct and immediate threats; and whose selection is likely to benefit the academic community in the home and/or host country or region. Applications from female scholars and under-represented groups are strongly encouraged.

Fellowships are awarded for visiting academic positions ranging from 3 months to 1 calendar year. Awards are issued for up to US \$25,000, plus individual health coverage. Fellowships are disbursed through host academic institutions for direct support of scholar-grantees. In most cases, host campuses are asked to match the SRF fellowship award through partial salary/stipend support, and/or housing, research materials, and other in-kind assistance. Applications are accepted at any time. Non-emergency applications will be considered according to the following schedule:

Summer 2009: Applications received by June 15th; decision by July 31st.

Fall 2009: Applications received by September 15th; decision by October 31st.

To apply, please download the information and application materials from

Scholar Rescue Fund - For Scholars: <http://www.scholarrescuefund.org/pages/for-scholars.php>. For universities and colleges interested in hosting an SRF scholar: Scholar Rescue Fund - For Hosts: <http://www.scholarrescuefund.org/pages/for-hosts.php>.

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To learn more about the application process, please visit:
 Applying to SRF: <http://www.scholarrescuefund.org/pages/for-scholars/instructions-and-application.php>.

CALL FOR PROPOSALS: The Inaugural International Conference of Italian and Italian-American Psychologists. DEADLINE: March 2, 2009

Astoria Hotel Palace, Palermo, Sicily, Italy: June 3-4, 2009
Convened by: Italian American Psychology Assembly - USA
Regional Sicilian Psychological Association, Palermo, Sicily

Call for Proposals to the Inaugural Conference: Researchers, clinicians and social science professionals involved in research or clinical practice areas are invited to submit proposals for poster presentations, papers, symposia, and roundtable discussions that examine Italian and Italian American culture and behaviour. Proposals related to other research or clinical areas are also welcome. For more information, please contact IAPA's President: Elizabeth G. Messina, PhD at: egmessina@aol.com. Proposal Deadline: March 2, 2009.

Submission Process

To submit, send a 250 word abstract to all three program organizers:

Anthony J. Marsella, PhD: marsella@hawaii.edu
 Elizabeth G. Messina, PhD: egmessina@aol.com
 Philip Zimbardo, PhD: zim@psych.stanford.edu

For a full listing of Poster Sessions, Paper Sessions, Symposia, Round Table Discussions, Invited Papers, and Symposia, please see: <http://www.apa.org/international/announcements.html#iapa>.

Nominations Requested for Database of Psychologists with International Experience

The Committee on International Relations (CIRP) is developing a database of psychologists with international experience in all substantive areas of psychology. This database will be used to identify potential speakers for UN and other events and to identify potential colleagues to serve in an advisory capacity on projects and activities developed by CIRP and the APA office of international affairs. The data base will cross-reference psychologists by areas of expertise and geographical region of experience. Please visit <http://www.apa.org/international/cirp/experts.html> for more information and to submit a nomination (self-nominations are welcome).

The 27th International Congress of Applied Psychology will be held at the Melbourne Convention and Exhibition Centre, Melbourne, Australia from 11-16 July, 2010.

The congress program will feature:

- Pre-Congress workshops
- State-Of-The-Art talks
- Keynote presentations
- Symposia
- Debates
- Electronic and short presentations
- Half day workshops

The Congress will cover a range of themes emphasizing the contribution of Psychology to life and well being. The importance of psychological factors and the application of psychological knowledge are relevant for individuals, groups, communities, societies and the world community.

CALL FOR SYMPOSIA NOW OPEN

The Scientific Program Committee now invites submissions for Symposia to be presented at the Congress.

A symposium is designed to be a focused session in which speakers present on a common theme, issue or question. The symposium would usually consist of a chairperson briefly introducing the topic and providing a 'big picture' introduction to the session. This would usually be followed by at least 4 speakers, and ending with concluding remarks by a discussant. There should be opportunity for audience members to ask questions of presenters and for an exchange of views.

We look forward to seeing you at the Congress, and hope that you will also explore Melbourne, one of the world's most liveable cities, with a rich ethnic diversity, the potential to learn more about our indigenous culture, and the chance to discover remarkable wildlife and breathtaking natural beauty.

Michael Kyrios
 Chair, Scientific Program Committee

February 2009	Call for Symposia Now Opened
May 2009	Registration Opens
June 30, 2009	Call for Symposia Closes
July 1, 2009	Call for Individual Papers/Posters Opens
December 1, 2009	Call for Individual Papers/Posters Closes
March 2010	Early Bird Registration Deadline

For further information and to express your interest visit the website at www.icap2010.com.

CONFERENCES & MEETINGS

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

2009 World Mental Health Congress of the World Federation for Mental Health to be held in Athens, Greece, 2–6 September 2009

The 2009 World Congress theme, 'Working Together for Mental Health', reflects the World Federation for Mental Health's (WFMH) call to action to 'Make Mental Health a Global Priority'. The congress invites researchers, mental health providers, consumers, service users, family members, carers, citizen advocates, and the informed public to attend. Highlights will include a Congress Forum to review the impact of The Lancet Series on Global Mental Health, biennial memorial lectures, the first WFMH Mental Health Consumers Lecture, a host of special issue symposia, and a special plenary session to introduce the 2009 World Mental Health Day global awareness campaign. For more information, please visit <http://www.wmhc2009.com/static/index.html>. Deadline for Abstract Submissions: February 2, 2009.

South-East European Regional Conference of Psychology

October 30–November 1, 2009
Sofia, BULGARIA

Southeastern Europe Looking Ahead: Paradigms, Schools, Needs and Achievements of Psychology in the Region

The Regional Conference of Psychology - 2009 (SEERCP2009) "Southeastern Europe Looking Ahead: Paradigms, Schools, Needs and Achievements of Psychology in the Region" will allow us to demonstrate the achievements and enhance the capacity-building collaboration of the psychologists in the region and the world. SEERCP2009 will help psychologists representing the countries in the region to share and increase their professional knowledge of what is going on in their countries, to learn about the paradigms, schools, needs and achievements of psychologists across the region and other parts of the world.

For submissions and contacts: office@psychology-bg.org or visit <http://rcp2009.wordpress.com>.

International Test Commission Hosts 2010 Conference in Hong Kong:

July 19–21, 2010

Shatin, HONG KONG
URL: www.itc2010hk.com

Welcome Message from Marise Ph. Born, President, International Test Commission

It is my great pleasure to welcome you on behalf of the International Test Commission and to invite you to attend the next International Test Commission conference to be hosted in Hong Kong in 2010. The ITC forms an Association of national psychological associations, test commissions, publishers and other organizations, and is committed to promoting effective testing and assessment policies and to the proper development, evaluation and uses of educational and psychological instruments.

In the line of ITC conferences, the 2010 conference in Hong Kong is an exciting and definitely historic event, as the conference will be the very first to be held in a non-Western nation. The conference will be the 7th in a very successful series of ITC conferences which have become renowned for their strong focus and expertise in psychological and educational testing. The ITC conferences are known for their animated and personal atmosphere in which experts discuss and novices learn about cutting edge research and applications in this field of science. This enthusiastic mood perfectly fits the vitality and energy in East Asia, a region of the world which moves ahead in the domain of testing and assessment of individuals in a relentless pace.

I very much am looking forward to see you in Hong Kong in 2010.

Marise Ph. Born
President ITC. Ψ