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A Role for Psychology in the Shadow of the UN Conference on Climate Change

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Arnold Schwarzenegger's children take long showers – really long showers. "So I finally had to implement rules at home," he said, "and tell them that if they take showers that are longer than five minutes ... there will be consequences, like they will not be able to go out .. they will not be able to bring friends over" (Steinhauer, 2009). Governor Schwarzenegger's domestic efforts, adjuncts to the legislation he has forwarded, highlight the difficulties in effecting behavioral change in efforts to protect the environment, and simultaneously spotlight areas in which psychologists can be effective agents for transformation.

The United Nations and Climate Change

The United Nations Conference on Climate Change is convening in Copenhagen from December 7 through 18, 2009. As it approaches, the UN reports that "the pace of climate change is surpassing the worst-case scenarios scientists predicted in 2007" (von Bülow, 2009), and at the recent meetings of the UN General

Assembly, U.S. President Barack Obama said "as we head towards Copenhagen, there should be no illusions that the hardest part of our journey is in front of us" (Galbraith, 2009). Despite the obstacles noted by world leaders, the UN's Worldwide Campaign on Climate Change entreats us to join in the fight: "there is no time to waste," they insist (Seal the Deal, 2009). It is incumbent on us – as members of civil society and as psychologists – to get involved.

As the Copenhagen conference draws near, the UN nongovernmental (NGO) Committee on Sustainable Development (CSD) has recently been reconstituted. The fortuitous timing provides an opportunity for NGOs such as APA to have a voice at the UN, particularly in Copenhagen. Indeed, CSD is aware of their opportunity, and is drafting a discussion paper for submission to the conference. NGO members of CSD, including psychologists from the American Psychological Association (APA) and the Society for the Psychological Study of Social Issues (SPSSI), will have an opportunity to contribute to the CSD's draft. Aware of its status as a fledgling organization after several years as a moribund



entity, CSD is taking explicit steps to raise awareness at the UN, as well as among those in civil society, of its presence. The steps it is taking are a model for what we as psychologists can do in advance of and in the wake of the Copenhagen conference.

Among its burgeoning initiatives, CSD is encouraging its members, and members of the NGOs that they represent, to join Seal the Deal, the UN's Worldwide Campaign on Climate Change. Seal the Deal aims to rally worldwide support to encourage governments to endorse a global climate agreement in Copenhagen. Seal the Deal provides a format through which interested world citizens may sign a petition for a climate agreement or participate in activities, such as tree-planting drives, to promote environmentally responsible change. Individuals, as well as organizations, can sign on through the Seal the Deal Web site at www.sealthedeal2009.org.

Beyond Seal the Deal, members of CSD encourage civil society to participate in non-UN initiatives, such as 350, that also engage in efforts to combat climate change. 350 promoted the International Day of Climate Action (see www.350.org) on October 24, 2009. The number that is their name, 350, refers to the parts per million deemed safe by scientists for the amount of CO₂ in earth's atmosphere. The 350 organizers point to the conference in Copenhagen as a moment of truth – the proposed treaties, they say, do not meet the necessary restrictions on emissions and they call on individuals to add their voices to the call for change.

Psychology and Climate Change

The field of psychology is in a key position to drive conversations about environmental sustainability. This past summer, APA formally accepted its Task Force report, *Psychology and Global Climate Change: Addressing a Multifaceted Phenomenon and Set of Challenges* (2009, <http://www.apa.org/science/climate-change/>). The report reviews relevant research, outlines best practices in which psychologists might engage now, and delineates areas in which further psychology research is needed. Notably, the report calls for collaborative work among psychologists of different subdisciplines. Task Force conclusions were foreshadowed by Alan Kazdin in his 2008 APA Presidential Address, *Psychological Science's Contributions to a Sustainable Environment*. Stating that "our diversity is our strength" (p. 341, 2009), Kazdin noted that the wide-ranging content of our field and our position as a "hub discipline" from which other fields draw, renders psychology relevant to many aspects of proposed solutions to climate change.

As noted by the APA Task Force (2009) and Kazdin (2009), many of us are trained to conduct and understand research, to educate, and/or to conduct psychotherapy – all skills that

can be harnessed by the environmental movement. First, research skills can be employed to promote global environmental values at individual and societal levels. For example, Goldstein, Griskevicius and Cialdini (2007) studied environmentally related appeals in a hotel environment. They found that encouragement that included a social norm, such as "Join your fellow guests in helping to save the environment. Almost 75% of guests who are asked to participate in our new resource savings program do help by using their towels more than once," led to a higher rate of towel recycling (44.1%) than did environmentally focused messages such as "partner with us to help save the environment" (35.1%).

Individual studies from disparate areas of psychology combine to form an expansive, empirically driven environmental movement; as the APA Task Force report outlines, psychologists of many stripes conduct a range of research related to climate change – on perceptions of risk, the role of human behavior, and psychological obstacles that prevent change at individual and societal levels, for example. Pulling subdisciplines together, the field of conservation psychology has recruited researchers with varying backgrounds to study the relation between people and the natural environment with an eye toward sustainable solutions (Chamberlin, 2005).

Our background as educators affords us a second venue for involvement in solutions to climate change. Most explicitly, the Conservation Psychology Web site (<http://conservationpsychology.org/>) lists 20 professors who teach courses in conservation psychology, as well as additional resources, such as several academic programs or

lectures series on this topic. Beyond specific courses in conservation psychology, the Task Force report encourages educators to embed segments on climate change and environmental sustainability across psychology curricula.

The Task Force report also notes that psychologists have developed empirically-based interventions to change climate-change related behavior, many of which are educational in nature. More specifically, we might use our skills as educators to aid environmental organizations in forwarding their messages of change. For examples, we might contribute to the World Wildlife Foundation's (WWF) Strategies for Change (www.wwf.org.uk/what_we_do/campaigning/strategies_for_change/). The WWF's Natural Change Project uses psychology research, defining the field of "ecopsychology," to drive behavior change.

Psychotherapy might seem the least likely of the three psychology skill sets – research, education, clinical work – to be a venue for fighting climate change. But as the APA Task Force notes, psychologists are involved in identifying and



ameliorating psychosocial and mental health effects of climate change at both individual and community levels. Further, as the WWF's work highlights, there is a strong link between our personal feelings and the environment, and therapy can play a role in helping us to adapt to difficult but necessary changes.

The Natural Change Project targets people who are not yet strongly attached to environmental movements in an attempt to convert them to ardent environmentalists. The WWF Web site explains: "elements (of exploring environmental change) create personal psychological space and point to the need for personal change." Said Sarah Munro, a Natural Change Project participant: "We may be in uncharted water but that doesn't mean we're going down. Who knows where we could go if there was enough will for something better?" Let's, as psychologists, play an active role in helping people to develop the will to change and guiding the way to that "something better."

Or we can go the way of Governor Schwarzenegger and his environmentally friendly child-rearing techniques. "I will sometimes spy on them when it comes to the showers and



time them," he said. "And I told them if I catch them, there will be something built in that I have from Europe, which only allows you to take a shower for five minutes and then it turns off automatically, which they have in Europe in gymnasiums so you don't take a shower for too

long" (Steinhauer, 2009). Ah yes, if psychology fails, there's always engineering.

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Convention Recap – International Activities at APA 2009

The APA annual convention was quintessentially international this year as it was held in Toronto, Canada. Greeted by Canadian colleagues and dignitaries, convention goers enjoyed an internationally vibrant city and great programming. Some international highlights of the August meeting include:



APA and CPA: Norman Anderson, APA CEO; Karen Cohen, CPA CEO; Martin Antony, CPA President; James Bray, APA President. Photo M. Bullock.

- Visit between the APA Board of Directors and the Canadian Psychological Association (CPA).

- Visits from distinguished colleagues. Delegations from national psychology associations in Australia and Norway were welcomed by

President James Bray at the opening session.

- Friendship and collaboration – APA and the Australian Psychological Society signed a memorandum of understanding between the two associations at a reception held in President James Bray's suite.



James Bray with APS CEO Lyn Littlefield and APS President Bob Montgomery. Photo M. Bullock.

- Cross-border collaborations – in addition to high attendance from Canadian colleagues, President James Bray invited the Canadian consul general to dinner with US representative Brian Baird and other guests.

- Celebrating high school – the international BRAIN

BEE was held during convention – high school delegates from 10 countries competed for the top position in the annual "Brain Bee" that tests knowledge of the brain and behavior.



Brain Bee students practice finding their retinal blind spot. Photo M. Bullock

- Vibrant programming on APA's activities at the UN and how psychologists can impact UN activities (see cover story, this issue).

- An international high tea – the annual reception for

APA members and international convention guests took place on the top floor of a convention hotel as a tea for around 250 guests to meet one another and discuss their interests.

Convention facts: Number of international attendees: 2047, including 564 students; Number of colleagues from outside the US and Canada as presentation authors: 616; Number of convention registration grants to international affiliates from developing countries: 12. Countries with highest attendance: Canada (1540); Japan (68); Korea (56); Australia (45); UK (43); Taiwan (32); Mexico (27); Germany (25); Netherlands (21); Israel (19); Italy (11); Norway (12).

In Memoriam: Mark R. Rosenzweig

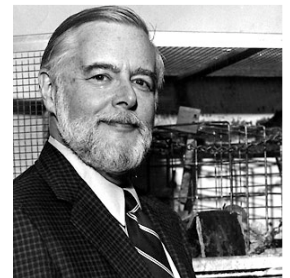
CONTRIBUTED BY PAMELA EBERT FLATTAU, PHD,
MEMBER APA COMMITTEE ON INTERNATIONAL
RELATIONS IN PSYCHOLOGY (CIRP)

On July 20, international psychology lost a great friend and scholar. Mark R. Rosenzweig, emeritus professor of psychology at the University of California, Berkeley, influenced the direction of research in learning and memory in the 1950s by demonstrating the role of neurochemical and neuroanatomical changes in the brain in response to experience. His contributions to the advancement of neuroscience then and in subsequent years are described in an autobiography filed with the Society for Neuroscience (http://sfn.org/index.cfm?pagename=HistoryofNeuroscience_autobiographies). Mark was elected a member of the US National Academy of Sciences (1979) and received many awards in the United States and abroad for his scientific work, including Distinguished Scientific Contribution Award from the American Psychological Association (1982).

Mark also was a leading figure in the organization of international science. Psychology, which long had established itself as an international force, formally joined the International Council of Scientific Unions in 1951 as the International Union of Psychological Science (IUPsyS) (see a history of IUPsyS at <http://www.icsu.org/>

www.icsu.org/), and the American Psychological Association (APA) was the US "adhering member" on behalf of US psychologists. Mark was a member of the US representation to this international organization, and joined its Executive Committee in 1972, continuing in its service as Vice President (1980-84) and President (1988-92).

In the middle of the 1980's, the US representation to IUPsyS moved from the APA to become a committee at the US National Academy of Sciences (NAS). This move strengthened psychology's position within the National Academy and US science context, and fostered a broad coalition across several psychology organizations in the US in international matters. I had the distinct honor of working closely with Mark during this time when the NAS agreed to establish the US National Committee for Psychology – which among other responsibilities advises the President of the National Academy of Sciences on matters pertaining to US participation in the Union. As a senior staff officer with the National Academy of Science/National Research Council, I was invited in 1985 to support the newly formed committee and it was clear from the beginning that Mark – the founding Chair of the USNC/IUPsyS and at that time an Executive Committee member of IUPsyS – had a vision for the committee which involved an active agenda and close working relations with the Union itself. During the 3 years that Mark served as Chair, the USNC/IUPsyS regularly convened to formulate strategies to strengthen ties with colleagues within the United States and abroad. Under his leadership, the committee also developed an ambitious agenda of formal workshops, which continued under the leadership of the next USNC/IUPsyS chair, James L. McGaugh. One workshop, for example that Mark and his dear friend and colleague,



Mark R. Rosenzweig

physiological psychologist Roger W. Russell, helped organize was an international workshop in Canberra in conjunction with the XXIV International Congress of Psychology (Sydney, 1988). A report from the Canberra conference was issued by the National Research Council as *Behavioral Measures of Neurotoxicity* (1990, available at: http://www.nap.edu/catalog.php?record_id=1352).

There are many memorable interactions I had, of course, as a result of working closely with Mark during the early years of the committee, including our co-authorship of an article describing the origins of the USNC (Rosenzweig and Flattau, *International Journal of Psychology*, 23: 367 – 376, 1988). However, one thing that firmly established Mark in my personal pantheon of great psychologists was the unexpected discovery of our shared appreciation of the work of Donald O. Hebb – a Canadian psychologist whose scientific contributions figured into the experimental psychology curriculum at the University of Leeds where I earned my undergraduate degree in 1969!

Mark was also a very wise and gentle advisor for those of us learning to work at the interface of US and international science, counseling us to work cooperatively with colleagues abroad in areas where a US perspective was sought. I had

the opportunity, for example, to organize an international meeting in conjunction with the European Commission in 1993 (*Careers in Science & Technology: An International Perspective*, 1995, available at: http://books.nap.edu/catalog.php?record_id=5109) through the National Research Council/National Academies of Science. Some of you will remember that US researchers dominated studies in career formation 20 years ago. Thus, staff organizing the meeting that took place in Brussels took to heart Mark's dictum and we made certain that the meeting featured the most innovative analysts from the most diverse set of countries possible, which ultimately benefited all attendees!

These are just some of the memories I hold from the time I had the opportunity to work with a truly great scientist and international diplomat.

COLLABORATE!

When "Exchange" Builds a Community

SUSAN T. FISKE, PRINCETON UNIVERSITY

International exchange programs have a bad name, literally. We should call them by some other name that reflects their truly communal, interdependent nature, rather than a term implying this-for-that. In our lab, we develop international relationships that go beyond trading knowledge to create a global professional family. Like most families, some relationships are mostly long distance, while others are up close and personal. The long-distance kind, anyone can create. The close kind requires more investment.

Long-Distance Collaborations, for Free!

Soon after Peter Glick and I published a new scale of sexism (Glick & Fiske, 1996), we began receiving requests to transport it to other cultures. We were delighted. Ambivalent Sexism should be culturally universal, not a modern



Serving on the jury of a dissertation defense at Louvain-la-neuve, Belgium, are, from left, the late Professor Jean Costermans, Professor Jacques-Philippe Leyens, the author, Professor Jean-Pierre Monteil, and Professor Vincent Yzerbyt. *Photo Courtesy of S. Fiske*

invention of North Americans. So, with the miracle of the internet, when people overseas requested permission, we also welcomed them as collaborators on the scale's cross-cultural validation. Grateful to our international colleagues, who could access translators and local populations, we included their

data and their names as 30 coauthors, who read like a United Nations roster (e.g., Glick et al., 2000).

Some of these people we knew already, for example, from international meetings, but others we still know only electronically. We do not know everyone's face, or even, sometimes, gender. At first, this seemed strange, but ultimately, must we know someone's gender and age, etc., in order to work together? We became familiar in the process of coordinating the data collection, standardizing procedures, and gaining feedback on the manuscript. Altogether, a win-win situation.



Professor Jacques-Philippe Leyens, Université catholique, Louvain-la-neuve, Belgium, at a garden party. *Photo courtesy of S. Fiske*

Of course, we encounter complexities. People's time-tables range from a few weeks to a couple of years. Sometimes we misunderstand each other, resulting in unexpected procedural variation. Sometimes people's assistants are unacquainted with research methods. Sometimes we learn cultural nuances that do not translate. Culture appears even in creating the citation: Our collaborators might have any number and sequence of personal and family names, or even only one name total. Our collaborators educate us about their cultures, offer wise advice, and improve our work. And we sometimes teach them, mostly about the particularly demanding culture of American social psychological science. The mutual benefits continue in enthusiastic long-distance collaborations that allow all of us access to each other's cultural perspectives (Cuddy et al., 2009; Durante et al., in preparation; Glick et al., 2004; Glick et al., 2006). All we need is the internet, people's skills, and mutual commitment.

Visiting Collaborations Make Extended Families

In college, I lucked into a nature-nurture global study tour, privileged to live with families and to learn anthropology from Gregory Bateson and genetic psychology from Daniel Friedman. Graduate school and early career, however, afforded no chances for travel. Then, Seymour Berger and Jacques-Philippe Leyens inspired the University of Massachusetts, Amherst, and the Université catholique de



Fiske lab 2008-2009: Back row (L to R): Hilary Bergsieker, Dan Ames, Emily Downing, Justin Reber, Jaycynth Johnson, Mike North, Mina Cikara; Front row (L to R): Tiane Lee, Krista Ford, Dutch visitor Sanne Nauts, Susan Fiske, Ann Marie Russell, and German/Turkish visitor Sibel Atasayi. *Photo Courtesy of S. Fiske*

Louvain, Louvain-la-neuve, Belgium, to send students and faculty for visits of a day to a year. Allegedly, we had too many faculty, and they had too many students, so we shared. Besides Belgian beer and chocolate, we gained life-



University of Tsukuba graduate student Shinya Okiebisu, the late Professor Mariko Yamamoto, middle school student Lydia Fiske Emery, and Susan Fiske, celebrating after a long research day. Photo Courtesy of S. Fiske

long collaborations that extend to our students' students. We gained each other's perspectives on social psychology. The widening family circles defy description, but to illustrate, I've now co-authored projects with three generations at LLN.

The European connection has facilitated other visitors to our lab. The rewards are many; I am particularly proud to see American graduate students grow to appreciate European social psychology. And I have never been so touched as by receiving honorary degrees from LLN and from Universiteit Leiden, Netherlands, both surely enabled by our collaborations.

Simultaneously, collaboration bloomed across generations and continents when Mariko Yamamoto of Tsukuba University, Japan, inspired a comparative project on social cognition. Although she has not lived to see its fruition, our lab is proud to work with some of her former students, including Sousuke Miyamoto and Shinya Okiebisu. Together with other colleagues, they have taught us much about the subtleties of Japanese culture, as well as some cultural universals, such as friendship (Fiske & Yamamoto, 2005; Lee, Fiske, & Miyamoto, under review), which may vary but at the core is always about attachment.

Conclusion

The main challenge is our ability to secure funds. To that extent, maybe these are indeed exchange programs. But finances will never capture such deep relationships.

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The Value of a Study Abroad Program for Graduate Students in Psychology

SARAH HALAWANI MONTES, MIKE KARAKASHIAN,
CHRISANN SCHIRO-GEIST, PH.D., EMER
BROADBENT, J.D., PH.D., JENNIFER A. DRABOWICZ,



En route from Thurles, Ireland to Dublin, Ireland

Introduction

Few would question the value of a Study Abroad experience for undergraduate students, especially as a motivator for retention and persistence, and its function as a life-changing event. When it comes to graduate education, however, the utility of such academic efforts for future psychologists is usually seen as limited. Why? If undergraduates can learn and grow from such experiences it seems reasonable that a structured experience of learning from a culturally diverse perspective about human issues and behavior would enhance the learning of graduate students in psychology.

Doctoral students looking to enhance their understanding multiculturalism, participated in a program at the University of Memphis (UM), called Social Equity and Global Diversity, that brought them to a new

understanding of persons from another country. The issue of time needed to pursue such an educational experience for busy doctoral students was addressed by disconnecting the travel time from the course credit. The students at UM made the trip over Spring Break, and then took time the next semester to do the "study" and take the credit. The issue of cost was addressed by exploration of Study Abroad subsidies for doctoral candidates. Such subsidies are available at UM for graduate as well as undergraduate students, but it was found that doctoral students rarely apply for them. Our doctoral students applied and received generous support for their trip.

A goal of APA is to promote international understanding among psychologists. A Study Abroad experience immerses our doctoral students in such experiences. It promotes their interest in participating in international congresses and presentations in the future. Those who participate share their learning with those who choose not to go. The experience at UM encouraged our Diversity Committee to promote the Study Abroad experience as a regular feature of the graduate program here. Here is what happened, as told by the doctoral students themselves.

The Experience

During the week of spring break of 2008, doctoral students in counseling psychology participated in the Social Equity and Global Diversity Program, a study abroad program that took place in Ireland, hoping to gain a distinctive experience from studying in a foreign country. As doctoral students, we face a more demanding and a less flexible schedule, especially when pursuing anything not directly involved with our counseling psychology major. It is often hard to find any suitable time to participate in such valuable study abroad opportunities. As a result, we felt fortunate that the timing



Students and faculty in the Study Abroad program

was very appropriate for participation. Furthermore, this brief but intense trip allowed us graduate credit for the invaluable opportunity to study abroad while ensuring no adverse interruption in our required formal studies.

The Social Equity and Global Diversity Program examined human rights, political, social, and economic issues when dealing with the disadvantaged and special needs individuals from a global perspective. The program's focus added value to our academic experience and to our future work as counseling psychologists. Counseling psychology is a field that facilitates interpersonal functioning across the life span with a focus on emotional, social, vocational, educational, health-related, developmental, and organizational concerns. It also encompasses sensitivity to multicultural issues. The growing demands of the 21st century necessitate that a psychologist be equipped to effectively understand, interact with, and advocate for individuals from culturally diverse backgrounds. This involves, among other things, an in-depth exposure to the implications of social parity and cross-cultural relationship from the global perspective. Lectures, tours and discussion with local people gave us understanding of the native history and its impact on social and individual psychology. Our encounters enabled us to deeply consider the social and psychological implications of historical and systemic agents on Irish and American cultural development.

Part of the program emphasized learning about Ireland's historical events firsthand. A critical chapter of Ireland's rich history was the Potato Famine which spanned a little more than a century from 1845 to 1947. More than one million people died of starvation or emigrated and an additional 50,000 people succumbed to diseases such as typhus, scurvy, and dysentery (Irish Potato Famine and Trade History, 1996). In an attempt to flee the oppression, starvation, and disease that gripped Ireland, the Irish people became the country's greatest export. Within a decade, the population of Ireland plummeted from over eight million to less than six million (Irish Potato Famine and Trade History, 1996). The overpopulated subsistence farmers of Ireland were forced to export corn, wheat, barley, and oats to Great Britain, leaving the potato as the sole dietary staple for both the people and their animals (Irish Potato Famine and Trade History, 1996). While other regions such as the United States, Southern Canada, and Western Europe were able to turn to alternative food sources, the Irish were dependent solely on the potato resulting in the progressively disastrous blight and famine for the people of Ireland.

Another significant part of the program involved lectures and discussions with local people. We were very privileged to meet with Tommy McKearney, an Irish Republican, socialist, former hunger striker, and a volunteer with the Provisional Irish Republican Army. In short, McKearney spent a total of 53 days on hunger strike in the early 1980's, and, according to a doctor at the time, had only a few hours left to live when the strike was called off (McKearney, 2008). It was very interesting to hear his perspective on Ireland's history and to know about the physiological, emotional, and psychological effects that the hunger strike had on him. In one of his recent articles, McKearney stated:

"...people again ask me what type of men offered themselves for such a desperate undertaking. My answer is not to answer. Most have made their minds up already. The

real question is what type of conditions brought young men to that degree of uncompromising desperation. Answer that and you'll understand more than the Northern Irish conflict" (McKearney, 2008).

Through university contacts, we were also able to meet Senator Noel Coonan, a member of Oireachtas, the Irish



Learning step dance at the Thurles, Tipperary Irish Culture and Language Center

National Parliament. Senator Coonan walked us through the parliament's history and recounted some of the country's politics. In addition, we were provided the opportunity to meet with Dr. Alan Bruce, Director of Universal Learning Systems, who discussed the importance of incorporating equality and cultural diversity training in different fields, including the Irish national police force.

One of the most memorable parts of our visit to Ireland was the tour of Kilmainham Gaol, a former prison in Dublin which has since been converted into a museum. The building and tour provided an exceptional experience and insight into how life was 150 to 200 years ago for the prisoners. Offenses that commonly led to incarceration ranged from murder, larceny, and rape to stealing bread, turnips or a coat (Lyden, 2008). During the Potato Famine, life in prison was marginally better than life outside (Lyden, 2008). We learned that minor offenses were often committed purely to have guaranteed shelter and food while imprisoned. The visit to Kilmainham Gaol was nothing short of eye-opening concerning the history of Ireland and its people. The combined experiences of attending tours and lectures, meeting political activists and locals, and actually living with an Irish family enhanced a more comprehensive understanding of how contemporary culture and issues surfaced in Ireland, why some people hold particular perspectives and opinions, and why there is enormous national pride inherent in the people of Ireland.

Summary

Study abroad in Ireland was an incredible experience. It somehow feels trivial to try to describe in words the enormous benefit gained from this endeavor because so much of its potency was derived from the encounter itself. The week-long trip served to supplement our graduate education in a way no classroom course or practicum could have. We experienced an immense appreciation for the Irish

cultural perspective on our venture. This exposure to an alternative cultural point of view heightened our awareness to the significant influence of systems on human psychology.

Although our programs of study provide some of the critical components to achieve this end, there is no better way to explore the depth of these important issues than in a foreign country. Exposure to foreign cultural norms and values enables us to look at the psychological ramifications from a cross-cultural perspective. We are better able to examine our own culturally-relevant psychological influences after being immersed in another society.

It is becoming ever more imperative to have multicultural competencies in order to serve as an ethical professional in our field. Graduate study abroad served to strengthen our faculties in this important area. Ireland was an ideal place to examine these vital issues because it has experienced the tragic implications of social inequality and cultural misunderstanding. This opportunity afforded us the privilege of learning first-hand about the psychology of these concerns and provided unique perspectives on the human condition. The availability of an increased number of study abroad opportunities will help students to further deepen the already rich training available in graduate psychology. Study abroad can expose psychologists-in-training to a broader world view, thereby allowing for further understanding of ourselves and the diverse people we work with in our careers.

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Division 52 News

DANNY WEDDING, DIVISION 52 PRESIDENT ELECT

Fellowship Nominations Sought

The Division of International Psychology is inviting members who have made “unusual and outstanding contributions” to international psychology to self-nominate for fellowship in the Division. The deadline for submitting all materials is December 1, 2009. Three letters of endorsement from current APA Fellows are required; at least two of these have to be members of Division 52. The criteria used for evaluating fellowship applicants can be found on the Division website (<http://www.internationalpsychology.net/home/>).



www.internationalpsychology.net/home/). Questions can be directed to Harold Takooshian (takoosh@aol.com).

The Division also needs reviewers for the D52 program at the 2010 APA Convention in San Diego; anyone willing to serve in this role should contact Program Co-Chair Janet Sigal at Janet2822@aol.com.

New Publication

Division 52 will be collaborating with the APA Publications and Communications (P&C) Board to develop a new journal titled *International Perspectives in Psychology: Research, Practice, Consultation*. The first issue of the journal will appear in 2011, and the journal will publish “conceptual models, investigative methodologies, and intervention strategies to help understand, study, and influence the world’s major mental health problems. The journal will promote psychological science and practice that is contextually informed, culturally inclusive and serves the public interest. Recognizing that mental health problems are imbedded in economic, environmental, political, and social contexts, *International Perspectives in Psychology* is a multidisciplinary title that will incorporate empirical findings from education, medicine, public health, applied and basic psychology, sociology and other related disciplines.” We are actively recruiting a new editor for the journal (for a 2011 – 2016 term); statements of one page or less in support of a nominee for the job of editor can be submitted by e-mail to Molly Douglas-Fujimoto, Managing Director, Education Publishing Foundation, atmdouglas-fujimoto@apa.org. In addition, interested individuals can self nominate or nominate others by going to <http://editorquest.apa.org>. On the Home menu on the left, find “Guests.” Next, click on the link “Submit a Nomination,” enter your nominee’s information, and click “Submit.”

Ursula Gielen Award

This year Division 52’s 2008 Ursula Gielen Global Psychology Book Award was presented to *Culture and Leadership Across the World: The GLOBE Book of In-Depth Studies of 25 Societies* edited by Jagdeep S. Chhokar, Felix C. Brodbeck, and Robert J. House. This book investigated the relationship between societal cultures, organizational cultures, and leadership practices. Writing about this book in *PsycCRITIQUES*, Stanley J. Morse noted “The GLOBE project is . . . a serious, challenging, sorely needed, monumental endeavor” (Morse, S. J. (2008). Of industrial and organizational psychology: Culture and leadership in 25 societies. *PsycCRITIQUES*, No Pagination Specified. doi: 10.1037/a0014128). Winners of the Ursula Gielen Book Award receive full payment for their APA convention fee along with a cash award of \$500.

Course Syllabi

Finally, the Division is continuing with its efforts to post relevant course syllabi on its website. Anyone who teaches a course that is infused with international content is encouraged to submit the syllabus for the class to Richard Velayo at rvelayo@gmail.com.

Please read the latest issue of the Division 52 newsletter at <http://www.internationalpsychology.net/newsletter>

Recently Published



APA Report: Psychology and Global Change

APA's Task Force on the Interface Between Psychology and Global

Climate Change released a report and set of recommendations that the authors and APA hope will have far-reaching effects in bringing psychological science to the climate change research and policy arenas.

The report and its recommendations "lay the foundation for future research, practice, education, and policy addressing the psychological aspects of climate change" according to Howard Kurtzman, APA Science Directorate Associate Director and Nicolle Singer, the APA staff for the Task Force.

In addition to synthesizing what we currently know about how behavior affects the climate, how people understand the risks of climate change, and how people adapt to and cope with the effects of climate change, the report provides suggestions for education, research, and training and organizational actions to respond to climate change issues in a strategic and comprehensive way. To read more please see: <http://www.apa.org/science/psa/sep09-climate.html> (article in Psychological Science Agenda), and www.apa.org/science/climate-change (Task Force report and resources).

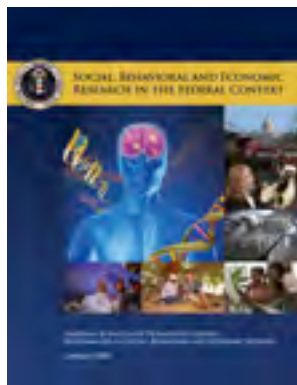
Climate Change Science Compendium 2009

The United Nations Environment Program (UNEP) is a compilation of peer-reviewed research on earth systems and climate change published by international researchers and institutions since 2006. The Compendium provides an update to the 2007 Intergovernmental Panel on Climate Change's Fourth Assessment Report and presents up-to-date scientific findings, interpretations, ideas, and conclusions that have emerged among scientists. The Compendium is available at <http://www.unep.org/compendium2009/>.



US National Science and Technology Council Report: Social, Behavioral and Economic Research in the Federal Context

The potential of the "human sciences" (behavioral and social sciences) to address grand challenges facing the nation and globe and to provide policy makers evidence and information is the topic of a recent report from the US National Science and Technology Council (the NTSC is a US Cabinet Level council that coordinates science and



technology policy in the Executive branch). As the Executive Summary of the report states: "The social, behavioral, and economic (SBE) sciences are focused on human activity at every level – from an individual's brain, to behavior, to the actions of groups and organizations. The SBE sciences can provide policymakers with evidence and information that will help address many of today's most pressing challenges including: providing high quality education, providing all citizens with healthcare, fighting terrorism, preventing crime, and preparing for and responding to natural disasters. SBE scientists from a broad array of fields are performing interdisciplinary research that takes advantage of a new set of tools and holds the promise of providing insights and solution not otherwise available."

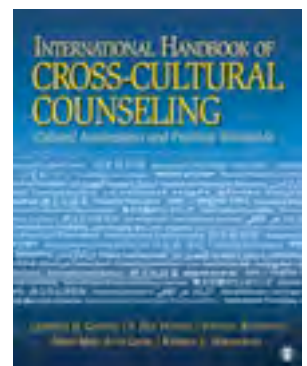
The report identifies priority areas in Education, Health, Cooperation/Conflict, Societal Resilience/Response to Threats, Creativity/Innovation, and Energy/Environment and provides examples of successful applications of SBE sciences, from literacy programs to behavioral health, quality of life, conflict resolution and preparedness systems each based on information about human response.

One of the goals of the report is to support collaboration across federal agencies to develop specific tools and technologies, improve data collection, management and sharing mechanisms, and guiding research that is relevant to immediate policy issues. It also identifies broad basic science themes for vanguard research, including understanding the structure and function of the brain, understanding the complexity of human societies and activities, and understanding the genetic and environmental origins of human identity and diversity ("origins research"). To learn more about the National Science and Technology Council and this report please see: <http://www.ostp.gov/cs/nstc>.

International Handbook of Cross-Cultural Counseling: Cultural Assumptions and Practices Worldwide.

Gerstein, L. H., Heppner, P. P., Ægisdóttir, S., Leung, S.A., & Norsworthy, K.L.

This comprehensive handbook contains 38 chapters on issues, challenges, opportunities, and state of the art of the practice and science of counseling worldwide. Especially helpful to colleagues in all areas of psychology is an introductory section that addresses the history of the field. In that section, chapters address definitional issues (helping to differentiate cultural, indigenous, transcultural, multicultural psychology) and helps differentiate multicultural and cross-national perspectives. The second section features chapters on 30 countries examining the history of counseling, cultural and religious values shaping attitudes toward counseling, types of clients and presenting problems, indigenous models of counseling, professional issues and challenges, research findings, the influence of U.S. models, and implications for the future. For more information, visit www.sagepub.com/refbooksProdDesc.nav?prodId=Book231934&



International Book Review: Selected Review from *PsycCRITIQUES*

The 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.

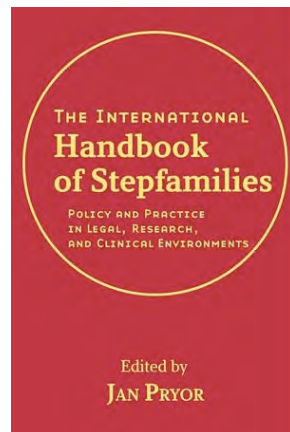
Stepfamilies Across the World

A review of *The International Handbook of Stepfamilies: Policy and Practice in Legal, Research, and Clinical Environments* by Jan Pryor (Ed.) Hoboken, NJ: Wiley, 2008. 611 pp. ISBN 978-0-4701-1458-2. \$95.00

Reviewed by James H. Bray

Stepfamilies have been around for centuries and will continue to increase across the world because of high divorce and remarriage rates and the increase in the numbers of children born outside of marriage. In the United States, interest in stepfamilies has followed from the divorce revolution that started in the 1960s and the fact that most divorced adults remarry. In addition, children born outside of marriage become part of a stepfamily when the parent marries.

The International Handbook of Stepfamilies: Policy and Practice in Legal, Research and Clinical Environments, edited by Jan Pryor, is an important contribution to the literature about stepfamilies and is one of the few to take an international perspective. Much of the work in this area has been largely from the United States, and the importance of viewing these demographic changes from a global perspective is evident in the chapters. It is important for the reader to understand what this book represents and what it does not. This book is written for professionals at the graduate level or above. It is a scholarly volume that includes chapters that are primarily based on scientific evidence. Several of the chapters are summaries of important studies on stepfamilies, and some of the chapters present new and/or previously reported data from the research (e.g., Chapter 3, Mignot; Chapter 20, Nicholson, Sanders, Halford, Phillips, and Whitton). This evidence-based perspective is important so that biased political and negative perspectives about stepfamilies are countered with scientific evidence.



This handbook is not a clinically oriented book for practitioners. The exception is the chapter by Papernow that summarized clinical writings and research from a practitioner perspective. While the summaries of research and policy chapters are useful for clinical work with stepfamilies, they are just that. Readers who are expecting a book filled with clinical explanations and examples will likely not be satisfied. This in no way takes away from the fine compilation of works edited by Pryor.

The handbook contains many chapters from leading scholars in this area. The first section focused on demographic trends in stepfamilies in the United States, France and Japan. The demographic chapter by Teachman and Tedrow is a very useful summary of trends for stepfamilies in the United States. As the authors point out, since family makeup was not included in the 2000 U.S. Census (a mistake that will hopefully be corrected in the 2010 census), there is no one definitive source for the number of stepfamilies in the United States.

The chapters on France and Japan are fascinating looks at two countries where the effects of divorce and remarriage are similar yet different from those found in the United States. Nowawa highlights the cultural context of stepfamilies as part of the emerging demographic trends in Japan. Given the increasing global perspectives in Asian countries, it will be important to examine how these demographic trends occur in other Asian countries, such as China and India.

Section II of the handbook has individual chapters on different aspects of life in stepfamilies: stepfathering, sibling relationships, parent-child relationships, marital relations, household tasks, and communications. Most of these topics are covered in the large longitudinal studies on stepfamilies conducted by Hetherington and colleagues (Hetherington & Clingempeel, 1992; Hetherington et al., 1999) and Bray and colleagues (Bray, 1999; Bray & Berger, 1993; Bray & Kelly, 1998).

Most of the chapters present data on the particular area of focus for the chapter. They read like journal articles rather than the usual book chapter summary. Some of them provide a nice overview of the literature for that particular topic. However, as a family systems-oriented person, I wish there had been a chapter that pulled all of the pieces together. The research clearly indicates that one part of a stepfamily, such as parent-child relations, has an impact on other parts of the stepfamily, such as the marriage, and often differently than in first-marriage families.

Section III of the handbook focused on outside influences on stepfamilies, such as kinship networks, nonresidential parents, and intergenerational family relationships. There is a very nice chapter on stepmothers by Marilyn Coleman and colleagues, which seems out of place in this section and better placed in the previous one. The overarching message of these chapters is that outside family influences affect stepfamily functioning and adjustment of children in stepfamilies. This is part of what makes a stepfamily so complex, even more so than first-marriage families. In stepfamilies, there are multiple kinship networks that may influence the family - usually double the number of those in a first-marriage family.

The final section focused on clinical and legal implications of research on stepfamilies. As previously stated, the chapter by Papernow provides a very nice practitioner-focused work.

Clinicians will find this chapter helpful to address specific issues in stepfamilies. For an evidence-based review of research on clinical interventions, read the chapter by Whitton, Nicholson, and Markman. It is great to see Markman and his team expanding their work on marriage preparation and intervention to stepfamilies. The chapter does a good job of reviewing the available research -- unfortunately, it is a small literature. This chapter points to the need to develop more evidence-based interventions and programs for stepfamilies.

The next chapter by Nicholson and colleagues presents their research on a program developed in Australia to help stepfamilies. This is one of the few longitudinal studies in this area on interventions for stepfamilies. The next two chapters in this section focus on level issues, providing a nice overview for legal issues in the United States. There is a caution about these chapters: since laws differ in each state in the United States and certainly across the world, the reader should be careful to investigate the specific legal standards for his or her state and country. Jan Pryor finished with a nice overview of where we are with research on stepfamilies that provides some helpful ideas about where we need to head. This chapter is good reading for graduate students who want to work in this area.

I enjoyed reading this book. As with edited volumes, there are some inconsistencies in style and quality, but overall this is a volume that one should have on one's shelf. It provides a rich view of the research and scholarship on modern stepfamilies. The literature continues to grow even over recent reviews (Bray & Easling, 2005). The handbook clearly demonstrates why we need to continue to focus on this important family form, as stepfamilies will be with us in growing numbers over the next decades.

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Announcements

Call for Nominations -- Editor of *International Perspectives in Psychology: Research, Practice, Consultation*

Deadline January 31, 2010.

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

International Perspectives in Psychology: Research, Practice, Consultation, to begin publishing in 2011, is committed to publishing conceptual models, investigative methodologies, and intervention strategies to help understand, study, and influence the world's major mental health problems. The journal will promote psychological science and practice that is contextually informed, culturally inclusive and serves the public interest. Recognizing that mental health problems are imbedded in economic, environmental, political, and social contexts, *International Perspectives in Psychology* is a multidisciplinary title that will incorporate empirical findings from education, medicine, public health, applied and basic psychology, sociology and other related disciplines. Included in the global concerns that interest the journal are inter-group conflict, societal transformations and national development, threats to the natural environment and recovery from national disasters, mental health care delivery and capacity buildings, and the struggles and physical and mental health needs of disempowered groups.

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

Candidates should be nominated by accessing APA's EditorQuest site on the Web. Using your Web browser, go to <http://editorquest.apa.org>. On the Home menu on the left, find "Guests." Next, click on the link "Submit a Nomination," enter your nominee's information, and click "Submit." Prepared statements of one page or less in support of a nominee can also be submitted by e-mail to Molly Douglas-Fujimoto, Managing Director, Education Publishing Foundation, at mdouglas-fujimoto@apa.org.

Support Available for International Doctoral Students to Study at Hong Kong Universities

The Research Grants Council (RGC) of Hong Kong has launched the Hong Kong PhD Fellowship Scheme to attract

outstanding international students to pursue PhD programs in Hong Kong. The Fellowship will provide an annual stipend of HK\$240,000 (approximately US \$30,000) and a conference and research-related travel allowance of HK \$10,000 (approximately \$1,300) per year for up to three years. One hundred and thirty-five PhD Fellowships will be awarded for the 2010/2011 academic year.

For more information, please see <http://www.rgc.edu.hk/hkphd>. The application deadline is December 1, 2009.

New International Studies Resource available

The Office of Teaching Resources in Psychology (OTRP) announces a new international studies resource "Taking Psychology Abroad: Resources for Designing Your Study Abroad Course" by Gabie E. Smith and Maureen Vandermaas-Peeler (Elon University).

This 26-page paper addresses developing psychology courses as part of study abroad opportunities. It provides information about best practices, example assignments, and course-related materials for the preparation phase, participation phase, and reflection phase of study abroad. It is the product of a 2007 OTRP Instructional Resource Award. For more information, see <http://www.apadiv2.org/otrp/resources/resources.php?category=International%20Psychology>

The OTRP develops & distributes teaching and advising materials and provides services to teachers of psychology at all levels on behalf of The Society for the Teaching of Psychology—Division 2. OTRP materials are peer-reviewed before they are accepted for distribution. If you are interested in discussing an idea for a possible project, please contact the Director, Ruth L. Ault, PhD, Office of Teaching Resources in Psychology Director, Box 6904 Davidson College, Davidson, NC 28035-6904; Email: [ruault@davidson.edu](mailto:ruault@ davidson.edu).

Call for Proposals: Margret M. and Paul B. Baltes International Conference on Aging 2010/11

[The Margret M. and Paul B. Baltes Foundation](#) seeks scientific conference proposals on the theme of aging, covering the disciplines central to Margret M. and Paul B. Baltes' work in psychology, gerontology, and behavioral sciences.

The successful applicant (university, research institution) will receive a lump sum of 35,000 EURO (about \$50,000) to be spent on the conference according to the conference grant policy of the National Science Foundation. Preference will be given to applicants whose team composition and/or conference program includes both German and US-based scholars. The organizers will be fully responsible for all conference matters.

Proposals will be evaluated by the board of the Margret M. and Paul B. Baltes Foundation: Ursula M. Staudinger, Boris B. Baltes, Christine Windbichler, and Ulman Lindenberger.

Electronic submissions, to baltesfoundation@jacobs-university.de, are due no later than November 30, 2009. The successful applicant will be notified by January 15, 2010.

For additional information and submission instructions contact the Margret M. and Paul B. Baltes Foundation at baltesfoundation@jacobs-university.de or visit www.baltes-foundation.de.

Applications are now being accepted for the 2010-2011 IREX Individual Advanced Research Opportunities Program

The International Research and Exchanges Board (IREX) sponsors a broad range of fellowship opportunities for students, senior scholars, and professionals. The Individual Advanced Research Opportunities Program (IARO) provides support to perform policy relevant field research, in the countries of Eastern Europe and Eurasia. In addition to engaging in research in the region, the IARO fellowship affords scholars the opportunity to increase their understanding of critical, policy relevant issues, develop and sustain international networks, and collaborate with foreign scholars on topics vital to both the academic and policy-making communities.

Applications and all supporting documents for 2010-2011 IARO Fellowship will **only** be accepted through the online application system found at:

http://www.irex.org/programs/us_scholars/uss_info.asp

Applications must be completed and submitted (including all required supporting documents) by **November 17, 2009**.

Masters Students, Pre-doctoral Students, Postdoctoral Students, and Professionals with advanced degrees are eligible for the IARO Fellowship

IARO Fellowships cover the cost of international airfare, a living/housing stipend, visa support, travel insurance, and access to the resources available at any of our 25 area field offices.

Questions may be addressed to the IARO Program Staff at iaro@irex.org or by telephone at 202-628-8188

Countries Eligible for Research:

Albania, Armenia, Azerbaijan, Belarus, Bosnia and Herzegovina, Bulgaria, Croatia, Czech Republic, Estonia, Georgia, Hungary, Kazakhstan, Kosovo, Kyrgyzstan, Latvia, Lithuania, Macedonia, Moldova, Montenegro, Poland, Romania, Russia, Serbia, Slovakia, Slovenia, Tajikistan, Turkmenistan, Ukraine, and Uzbekistan.

International Union of Psychological Science (IUPsyS) calls for nominations for Deputy Secretary-General

The International Union of Psychological Science (IUPsyS) calls for nominations for the position of Deputy Secretary-General for a 2-year appointment 2010-2012.

The Deputy Secretary-General of the Union (2010-12) will work with the Secretary-General, Treasurer and Executive Officer to carry out the principle administrative functions of the Union and to assist in representing the Union to National Members, Affiliates and External Organizations. The Deputy Secretary-General is a voting member of the Executive Committee and *ex officio* nonvoting member of the Union's Assembly.

The primary duties will be to work with the Secretary-General with executive and representational responsibilities. Particular tasks include participating in the preparation of the Executive Committee and the Assembly, attending inter-organizational meetings, representing the Union in national and international contexts, and participating in strategic planning and implementation. The Deputy Secretary-General will deputize for the Secretary-General when necessary, and will serve in liaison functions with external organizations.

The Deputy Secretary-General position requires a time commitment of at least one day per week. The DS-G should possess demonstrated executive and administrative skills in organizing and implementing programs, and policy-related experience, preferably in multiple international contexts. The DS-G must have excellent English writing skills. It is also desirable that the DS-G have access to institutional support in their usual work setting. The Officers of the Union receive a small budgetary allocation to defray costs associated with their duties.

The Officers of the Union function optimally as a virtual team, working in close collaboration with the Executive Committee. Patience, a sense of humor, and sound judgment are essential assets.

Nominations are due by April 1, 2010, and are to be submitted to Professor Rainer K. Silbereisen, President of the Union at sii@uni-jena.de. Nominations materials include a nominations form, a CV, endorsement from an IUPsyS National Member, and two recommendation letters (see www.iupsys.org/announcements/dsg-nom.html).

The Executive Committee will make a recommendation for DS-G to the 2010 Assembly for ratification. The next Deputy Secretary-General's 2-year term will commence at the conclusion of the 2010 Assembly and conclude at the end of the International Congress of Psychology in 2012.

This call and further information, including a nominations form, nominations instructions, and a description of the Office of Secretary-General) may be found at www.iupsys.org/announcements/dsg-nom.html

SRCD Call for Applications for Jacobs Foundation Travel Awards

The Society for Research in Child Development (SRCD) announces a program of travel awards for young investigators to allow them to visit the labs of more senior scholars in fields relevant to their research interests. SRCD anticipates making 6-10 awards between \$1000 and \$2500. Applicants must be SRCD members and must submit their materials by November 30, 2009, to info@srcd.org. This e-mail address is being protected from spam bots, you need JavaScript enabled to view it.

Full Call for Applications: http://www.srcd.org/index.php?option=com_content&task=view&id=359&Itemid=255

Conferences and Meetings

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

Did You Know?

PsycINFO Database nearing 3 Million Records

Did you know that the APA database, PsycINFO, provides systematic coverage of the psychological literature, covers more than 2,400 journals? Of those journals covered—

- almost 400 (or 17%) publish in a language other than English; 29 languages are represented.
- more than 1,500 (or 63%) are published outside of the United States
- more than 200 (nearly 10%) are published outside of North America and Western Europe.

The complete list of journals covered by PsycINFO is available at <http://www.apa.org/psycinfo/covlist.html>, and the list is updated regularly.

PsycINFO staff review journals for potential coverage on a regular basis. The selection criteria are shown at <http://www.apa.org/psycinfo/publishers/journals.html>. PsycINFO is a bibliographic database that covers peer-reviewed journals, professional books, and dissertations. As of September 2009, the database contains nearly 2.8 million records dating back as early as the early 1600s. Psychology has been covered systematically since the late 19th century. Each week PsycINFO is updated with several thousand records.

Psychology International is a publication of the APA Office of International Affairs.

Please visit <http://www.apa.org/international> or email the office at international@apa.org

