

# Psychology International

2009 Volume 20, Number 5 Online version [www.apa.org/international/pi](http://www.apa.org/international/pi)

## CONTENTS

PSYCHOLOGY IN ACTION DEVELOPING ASSESSMENT AND INTERVENTIONS FOR VICTIMS OF PIRACY .....	1
2009-A RECAP FROM OUTGOING CIRP CHAIR JEANNE MARECEK .....	2
APA AT THE UN	
• INTERVIEW WITH FLORENCE DENMARK, APA'S MAIN REP 2001-2009 .....	3
• APA'S STUDENT INTERNS .....	4
• APA REPS MEET WITH DELEGATION FROM RUSSIA ...	5
COLLABORATE! A JOURNEY OF INTERNATIONAL ACADEMIC COLLABORATIONS, BY AYSHE UKSUL .....	6
PSYCHOLOGY AND NUTRITION: WELCOME PARTNERS IN GLOBAL CHILD DEVELOPMENT, BY MAUREEN BLACK .....	9
UNIVERSITAS PSYCHOLOGICA: A PAN AMERICAN JOURNAL OF PSYCHOLOGY, BY WILSON LOPEZ LOPEZ.....	9
IN MEMORIAM, HENRY DAVID..	10
BOOK REVIEW: THE POWER OF CIVIC ENGAGEMENT, A REVIEW OF <i>THE NEW HUMANITARIANS</i> ...	11
DIVISION 52 NEWS.. .....	13
ANNOUNCEMENTS .....	13

## Psychology in Action! Assessment and Intervention Tools for Victims of Piracy

BY MERRY BULLOCK, PHD, OFFICE OF INTERNATIONAL AFFAIRS

*APA member Michael Garfinkle, PhD is beginning a project to understand high-seas piracy and to develop guidelines for those affected by it*

We have all read the news headlines about piracy on the high seas. APA member Michael Garfinkle, PhD is doing more - he is delving into the effects of piracy on its victims in a project that is a collaboration among shippers, insurers, mental health workers, and others. The project is housed in the Seaman's Church Institute, a service organization dedicated to caring for the needs of mariners around the world.



"Piracy," says Garfinkle, "is a particularly intriguing phenomenon on many levels; being a victim of piracy or even traveling through piracy zones has important health consequences for sailors and for their families." The victims of piracy are typically on large commercial vessels that are hijacked for the ransom they bring. The crews on such vessels are held hostage during negotiations for the vessels' release that may take months to complete. And in some regards, piracy is unique among traumatic events because, victims have, in one way of looking at it, put themselves voluntarily in harm's way and voluntary return to the same context of risk, by serving as crew on vessels that travel in piracy zones. There are, of course, strong economic incentives to do this - crews on vessels that travel in risky waters

earn 2-3 times normal crew pay. "We know that being a victim of piracy is stressful and has health repercussions. But we know too little about the phenomenon -- how the stress from piracy compares to the baseline stress of being at sea, how piracy is understood and responded to within the mariner culture, how this interacts with a person's own cultural background, what kinds of interventions are important to consider within individual, family and cultural contexts, and that symptoms distress takes," adds Garfinkle.



Michael Garfinkle, PhD at the Seamen's Church Institute

To understand piracy, and to work toward the goal of developing assessment and intervention tools as part of a trained response to piracy, Garfinkle is leading the first-ever psychological study of the effects of piracy on seafarers. The project, a collaboration between the Center for Seafarers' Rights (CSR) at the Seaman's Church Institute, the New York Psychoanalytic Society & Institute, and the Mt. Sinai Disaster Psychiatry Outreach group, seeks to lead to the development of recommendations to the private and public sectors on how best to safeguard the welfare of those affected by piracy. "My plan," says Garfinkle, "is to integrate the experiences of seafarers, the interests of the maritime industry, and the knowledge base from psychology and psychiatry to develop a practical assessment and intervention package." To do this Garfinkle will interview crew who have

been victims of piracy, as well as mental health and health professionals who have intervened on ships released from captivity. He will also compare piracy survivors with a control group of seafarers longitudinally to track health effects, family effects and work effects. Garfinkle notes that it is important to take a multifaceted approach to the phenomenon, because the experience of piracy and its effect on victims and their families most likely vary widely according to seafarers' culture of origin and present community. The research, and the ultimate development of assessment and intervention tools will need to recognize that crews come from many countries, generally have lower levels of resources, and are mobile, making immediate and long-term followup especially difficult.

In December, the Seaman's Church Institute sponsored a roundtable discussion (see [www.seamenschurch.org](http://www.seamenschurch.org)) with representatives from a broad group, including trade unions, crew management companies, maritime security companies, maritime law firms, and mental health professionals. The group stressed the importance of adopting a broad program including preparation, planning, and interventions with both crew and their families. For further information see <http://www.seamenschurch.org/seamens-church-institute-news/519-preliminary-guidelines-for-the-post-piracy-care-of-seafarers>

## Letter from Jeanne Marecek, PhD Outgoing 2009 CIRP Chair

*Best wishes for the new year  
and for the new decade.*

As 2009 drew to a close, many of us sighed in relief and breathed a hope that 2010 would be better. 2009 saw CIRP – like other parts of APA – challenged by the mandate to rein in spending until the financial situation improved. We regretted bidding goodbye to staff member Amena Hassan, and welcomed Donald Knight. The fall meeting was cancelled, sending us scurrying to find other ways to complete our activities. CIRP substituted virtual meetings for the face-to-face one -- conference calls, emails, and Skype chats. A silver lining in the dark cloud was that some CIRP members had their introduction to the wonders of Internet telephony and others of us were prompted to experiment with Skype's more esoteric features.

One of the rewards of being part of CIRP is the opportunity to learn from other committee members and from the OIA staff members. In 2009, the collective expertise of the group

spanned the northern and the southern hemispheres, ranging from the Caribbean, Central America, and Latin America to sub-Saharan Africa, South Asia, Japan, and Eastern Europe. The group's scholarly and activist pursuits were equally broad, including environmental issues and climate change, science policy, human rights, development and humanitarian aid, gender-based violence and discrimination against women and girls, HIV/AIDS, immigration and racial/ethnic disparities, infant micronutrient deficiencies, and family therapy.

Many of CIRP's activities centered on locating and drawing together US psychologists engaged in international work. The Office of International Affairs initiated ROMEO (Roster of Members with Expertise Outside the US; [www.apa.org/international/governance/cirp/experts.aspx](http://www.apa.org/international/governance/cirp/experts.aspx)). The committee laid plans to build upon the network of Fulbright alumni who came together during the 2008 convention. In the fall of 2009, we embarked on an initiative to locate psychologists who have served as Peace Corps volunteers, with the goal of bringing them together at an upcoming APA convention, perhaps in conjunction with the Peace Corps' 50<sup>th</sup> anniversary.

CIRP also began to map the terrain of international projects that APA members are engaged in. Responses to CIRP's initial inquiries exceeded all our expectations. We learned of an array of projects across the globe: humanitarian, development, and peace-building efforts; foreign study programs for undergrads, graduate students, and trainees; service learning projects; and a variety of educational exchanges, research collaborations, and institutional linkages. With the realization that many US psychologists are engaged in international work, CIRP members began to imagine ways of fostering connections among those psychologists and creating avenues for them to share knowledge and resources.

The 2009 convention was held in Toronto, a venue that imparted an international flavor to the conference. Canada has had immigration policies more welcoming than those of the U.S. and nowhere is the result of this more evident than in Toronto. With half its population born outside the country, Toronto is one of the most ethnically diverse and culturally rich cities in North America. Because of my work in Sri Lanka, I know Toronto as home to a large and politically active (Sri Lankan) Tamil diaspora community – families forced into exile as a result of nearly three decades of armed warfare in their ancestral homes. Being in Toronto gave me a chance to visit the neighborhoods where Tamil families live and to learn about mental health programs tailored to their needs.

For the past five years, Florence Denmark has headed APA's team of representatives to the UN's Economic and Social Council and Department of Public Information. Under Florence's leadership, the team members have taken an active part on many of ECOSOC's committees and risen to leadership positions within them. As Florence's term of office ends, all of us on CIRP thank her for her extraordinary service. Deanna Chitayat, who is a seasoned member of the UN team and a member of CIRP, will take over as the Main Representative.

My term as CIRP's chair ended with the year's end. I'm pleased to turn over the leadership of the committee to Pam Flattau and Guerda Nicolas.



Jeanne Marecek, PhD, 2009  
CIRP Chair

## APA at the UNITED NATIONS

### APA bids farewell to its Main Representative at the UN

*Florence Denmark, PhD, served as a representative from APA to the United Nations for 9 years – as representative (2001-2004) and then as Main Representative (2005-2009). A pioneer in the psychology of women, her long service to the discipline and to APA includes a term as APA's fifth female president (1980-1981), founding member and president of Division 35, and president of Division 1. She is the recipient of countless APA awards, citations and honors, including the APA Award for Distinguished Contributions to the International Advancement of Psychology (1996), the American Psychological Foundation Gold Medal Award for Life Achievement in Psychology in the Public Interest (2004), and the Raymond Fowler Award for Outstanding Service to APA (2007). Dr. Denmark continues active involvement as Professor and mentor at Pace University.*

*In this interview, Merry Bullock, PhD, APA Office of International Affairs, and Florence Denmark discuss her tenure as one of APA's ambassadors to the UN. In December 2009, Denmark ends her tenure as APA's Main Representative to the UN.*

**OIA:** How have you seen APA's presence at the UN change over the years?

**Denmark:** APA's representation has evolved into real teamwork. When I first started, each representative would work on those issues he or she felt drawn to, under an APA umbrella. This has evolved over the years so that the group works more cohesively as a team.

One outcome of that increased cohesiveness that has spilled over to all the psychologists at the UN is Psychology Day, where we all present psychology to the UN community.

**OIA:** Tell us about Psychology Day.

**Denmark:** Psychology Day is an annual event - the next one is February 4, 2010 – that introduces UN perspectives and issues to the psychology community and that introduces the UN community of staff, diplomats and NGOs to the role that psychology plays in central UN concerns.

This has been a successful venture. It is put together by a planning group from all the psychology or psychology-related groups at the UN that meet together. We have established friendships and collegial relationships among the psychologists at



Florence Denmark, Committee on Ageing



Florence Denmark, PhD, Speaking at the United Nations

the UN.

**OIA:** What do you think has been the best accomplishment in your time at the UN?

**Denmark:** Without a doubt that APA's representatives have moved forward to leadership positions in NGO committees, gaining respect for psychology and APA within the UN community. This was not there when I came to the UN. But now we have leadership positions across many UN committees – Ageing, Mental Health, Family, HIV/AIDS. And APA was elected to the executive board of the organization that oversees NGO actions – the Council on NGOs or CoNGO.

**OIA:** What does being an NGO at the United Nations bring to psychology, and to APA?

**Denmark:** It brings firsthand awareness of the activities and issues at the UN and information for us to share with psychologists. There is so much going on at the UN and in the world stage that is not in the news. We do a lot of work on human rights – not in terms of individual cases, but in working for basic rights for children, women, mental health, aging, and the like. Also, psychology is becoming better known as a discipline through out work on Psychology Day and in committees.

People respect psychology, and ask for and use psychological expertise in those areas that touch on mental

## APA at the UNITED NATIONS

health, sustainable development, human behavior. Of course it is like anywhere – they don't run to us, knowing they need a psychologist – we need to be proactive to get heard. But when we are, there are listeners.

And it brings information and expertise to APA as well. We learn so much in the UN context and encourage a two-way communication with APA offices – mostly public interest offices – that map onto UN concerns. We disseminate APA information and we tell APA offices about questions and concerns on the UN level.

**OIA:** What advice would you give to APA as you end your tenure?

**Denmark:** More of the same! And continue the policy of engaging UN representatives for APA with a diverse set of interests to broaden our outreach. This has changed in my time – at the start we were mostly interested in women's issues and mental health; today we cover a broad range of committees that reflect the broad scope of the team's interests – still women and mental health of course, but also human rights, sustainable development, indigenous peoples, habitats, family, children, HIV/AIDS, and more.

I would also encourage APA to encourage more of its members to get involved. We encourage psychologists to come to the UN – for Psychology Day, or just for a visit (and if you come on a Thursday you could accompany a team member).

**OIA:** Dr. Denmark, You have been such a marvelous diplomat and catalyst for APA's activities at the UN. Under your tenure APA's scope and influence at the UN has grown, and you have also mentored new representatives as they have come on. You have also instituted mentoring for the next generation through the internship program. Is there anything you would like to add?

**Denmark:** Yes, it has been a great 9 years, and I have had the privilege of working with great colleagues. In addition to the professional satisfaction, I have gained immensely in social networks – contrary to the usual trend of decreasing social contacts with age, since coming to the UN I have more friends, more social invitations, and a longer greeting card list every year! It is an amazing way to meet so many people from so many different walks of life.

I thank APA for giving me this opportunity. I also want to thank (and be sure to put this in) Dr. Merry Bullock and the Office of International Affairs for its facilitation and organization. Together we have made a terrific team.

**OIA:** Thank you very much.

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*Note: The APA UN representatives will present a symposium at the 2010 Convention on "Health, Mental Health, and Human Rights in a Global Perspective", and Dr. Denmark will be the discussant.*

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## APA Interns at the UN in 2009-2010

*APA United Nations Representative Janet Sigal, PhD introduces APA's four student interns. The UN intern program, in its second year, solicits applications from full-time graduate students in the New York City area with an interest and relevant experience in international psychology issues. The 2009-2010 interns, selected from over 40 applicants, volunteer with the APA UN team approximately one day a week. They work on planning events and assisting the APA team in its NGO committee work.*

### Jane Dewey

Jane Dewey is a 4<sup>th</sup> year counseling doctoral student at Seton Hall University in New Jersey. Her research interests include: Muslim mental health in the United States, the intersection of religious identity and culture, the LGBTQ experience of religious identities, and the experience of clergy who self-identify as LGBTQ allies.

Jane's aim for clinical training has been to gain as diverse and comprehensive a training experience as possible. Her placements have included conducting psychological testing and providing therapy to adults in inpatient settings (Kings County Hospital Center in Brooklyn), providing therapy for students and participating in outreach programs (Montclair State University), and providing play therapy and testing for children in a therapeutic Head Start program in the Bronx.

Jane's serving as an intern at the UN matches her goals of promoting social justice and multicultural awareness through advocacy. Her activities as an intern have included assisting in the planning and implementation of the International Day of Older Persons and Psychology Day planning. She has attended several thought-provoking UN sessions on topics such as moving rhetoric to action, and human trafficking. She serves on two working groups: a working group on violence against children that is part of the NGO Committee on UNICEF, and a working group on the status of women.



Jane Dewey,  
UN Intern

### Nita Makhija

Nita Makhija is a second year doctoral student in Seton Hall University's Counseling Psychology Program. She completed her EdM degree at Teacher's College, Columbia University, and her BA in Psychology at Boston College. Her work and clinical experiences include her current externship at Newark Beth Israel Hospital and time at Casa Acogido in Cusco, Peru, both of which treat children and adolescents who have been sexually abused; being a case



Nita Makhija,  
UN Intern

## APA at the UNITED NATIONS

worker at the COMPASS school in Jamaica Plain, MA, a school that helps elementary and middle school students with emotional and behavioral difficulties; working with adults and children with developmental disabilities in Trinidad and Tobago; counseling children, adolescents, and their parents in a community center in New York City; and testing and research with suicidal individuals and individuals suffering from Major Depressive Disorder, Borderline Personality Disorder, and Alcohol Dependence as a research assistant at the New York State Psychiatric Center. Nita's research and clinical interests center on women and children's traumatic experiences, and trauma within immigrant and refugee communities.

Since joining the APA United Nations program, Nita has had the opportunity to attend meetings with the Mental Health, Family, and Violence Against Children committees all of which focus on the importance of advocacy for their target groups. She has also provided support to the New York NGO Committee on Ageing's International Day of the Older Persons program, spotlighting the need for activism for this population. Her experience thus far as an intern with the APA-United Nations program has been informative and enlightening, leading her to view our field in ways that are outside the scope of the traditional role of psychologists. She looks forward to continued involvement with the program and to broadening her knowledge in how psychologists can work towards providing a voice for underrepresented groups.

### Cidna Valentin

Cidna Valentin is a third year doctoral student in the Clinical Psychology PhD Subprogram at the Graduate Center and City College of the City University of New York. While in her current program, Cidna had the honor of being a fellow at the Colin Powell Center for Policy Studies at City College. Originally from West Philadelphia, PA, Cidna first pursued a master's degree in Clinical Psychology at Teachers' College, Columbia University after completing her undergraduate degree at Hampton College in Virginia.



Cidna Valentin,  
UN Intern

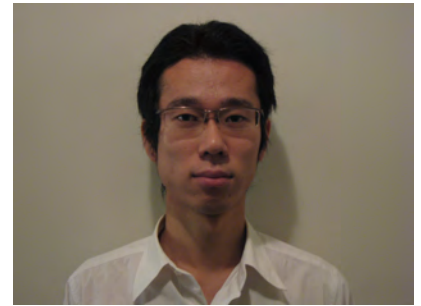
With a strong interest in psychological HIV research, Cidna has held various positions at the HIV Center for Clinical and Behavioral Studies at the New York

State Psychiatric Institute and the Mailman School of Public Health at Columbia University. For her dissertation, Cidna plans to investigate the psychological effects of HIV and specifically the impact of trauma and chronic stress on women of color living with HIV/AIDS.

As an APA UN intern, Cidna looks forward to integrating her research interests in health disparities with her growing knowledge about international policy development. Cidna has been involved in activities of many NGO Committees, including the NGO Committee on HIV/AIDS, the NGO HIV subcommittee on affordable drugs, the NGO Committee on Mental Health, and the NGO Committee on the Family.

### Yuki Shigemoto

Yuki Shigemoto is the Special Projects Technology Intern for the 2009-2010 year. Yuki received his BA in Social Work from Rikkyo University in Japan. He is currently pursuing his Master's degree in Clinical Psychology at Penn State University in Harrisburg, PA. His research interests include disasters, PTSD, and posttraumatic growth after adversity. He has presented at several national conferences.



Yuki Shigemoto, UN Intern

Yuki plans to start a blog for the working groups of the NGO Committee on the Family and for the Violence Against Children Working Group of the NGO Committee on UNICEF. He also plans to develop a list serve for the APA UN team and digital instructional materials.

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*The APA UN NGO team will solicit applications for APA interns for 2010-2011 in February, 2010 with a Call for Applications. They welcome applications from all graduate students in the New York City area who are interested.*

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## APA UN Representatives Meet with Delegation from Russia

In November, 2009 APA's NGO representatives and interns met with a delegation of US and Russian psychologists, lawyers, judges and child welfare workers from Psov, Russia. Organized in collaboration with APA's Law and Psychology Division member John Chapman, the Russian delegation explored issues in juvenile justice at the state and international levels.

The APA team provided an overview of APA's work at the United Nations and discussed conditions and issues in the Russian juvenile system.



Florence Denmark speaking with members of the Psov delegation of juvenile experts.

# COLLABORATE!

## A Journey of International Academic Collaborations

AYSE K. USKUL, PHD, UNIVERSITY OF ESSEX

*Ayşe K. Uskul, PhD is Assistant Professor of Psychology at the University of Essex, UK. Her research interests focus on implications of cultural variation in the conceptions of the self, social relations, and social cognition.*

My academic journey started in Istanbul, Turkey, when I enrolled in the Department of Psychology at Bogazici University as an undergraduate student. It was a journey in its truest sense as it felt that I was constantly on the move during my postgraduate training years: I lived in Amsterdam, Toronto, and Ann Arbor, Michigan. Along the way I have learned from and worked with wonderful people including Gun Semin, Michaela Hynie, Richard Lalonde, Daphna Oyserman, Norbert Schwarz, Richard Nisbett, Shinobu Kitayama, Ruti Mayo, and Johannes Keller. What is most exciting to me in academic work is to come up with puzzling research questions and to find ways of answering them. In my experience, best ideas and ways of testing them have come out of sharing thoughts with other researchers and collaborating with them on research projects. In this piece I want to share with you the two most recent collaborations I have developed.

The first one was initiated at the University Michigan, Ann Arbor, where I was holding a postdoctoral fellowship funded by the Social Science and Humanities Research Council of Canada. In addition to working with my main advisor Daphna Oyserman, I was also attending meetings of the Culture and Cognition Lab led by Shinobu Kitayama and Richard Nisbett. Inspired by earlier work on culture and cognition (e.g., Berry, 1965; Nisbett, Peng, Choi, & Norenzayan, 2001) and in search for a clear-cut test of some cultural predictions in the area of cognition, I suggested testing some of the research questions in fishing, herding, and farming communities in the Eastern Black Sea region of Turkey. Conducting field research in this region seemed most promising because it would allow us to examine cognitive mechanisms in communities that belong to the



Ayşe Uskul, PhD and Susan Cross, PhD, Iowa State University

same national, geographic, ethnic, and linguistic region and yet vary in the degree of social interdependence among community members. As predicted, we found that members of farming and fishing communities, which emphasize harmonious social interdependence, exhibited greater tendencies to attend to the field as a whole and perceive relationships



between the focal object and the field than members of herding communities, which emphasize social interdependence to a lesser degree (Uskul, Kitayama, & Nisbett, 2008). My collaboration with Shinobu Kitayama in this project opened up other opportunities. Later when I moved to the University of Essex (UK) for my first academic position, we collaborated on a project researching the roots of contemporary American ethos in relation to Western cultural heritage and a history of voluntary settlement (Kitayama, Park, Sevincer, Karasawa, & Uskul, 2009). We plan to continue our collaborative work which in the short term includes working on a review paper.

The seeds of the second collaboration were planted at an annual meeting of the Society of Personality and Social Psychology. Having been inspired by her work on relational self, I corresponded with Susan Cross at Iowa State University to ask her if we could meet to discuss research ideas. I had been thinking about 'honor' as a relational construct as experienced in the Turkish cultural setting and was interested in her views on this topic from a relational self perspective. An initial breakfast conversation in New Orleans was followed up by emails, phone calls and meetings at other conferences which finally resulted in a grant application based on our ideas regarding the cultural construction of honor in Turkey and the Midwestern U.S. For the last 2 years, we have collaborated on 6 studies funded by the National Science Foundation Social Psychology Program Section to research the construct of honor in these cultural settings. We are currently working on papers reporting on the findings obtained in this joint project which we hope will help contribute to understanding how honor can be experienced in varying forms in different cultural words.

My international collaborations involved meetings at many interesting places. In the summer of 2006 Shinobu Kitayama visited Istanbul where we met to discuss future projects. We sat on terraces sipping ouzo with a stunning view of the Bosphorus and in tea houses drinking tea to talk about research (and later did research on tea farmers in the Black Sea region). In the spring of 2009 Susan Cross spent some time in Istanbul as part of her sabbatical where we met to discuss our papers and future studies. Some of our meetings were held while having brunch in tulip gardens, others in fish restaurants. I have no idea whether there is a correlation between research creativity and enjoying one's

drinks and food, but in my case I have definitely benefited from it.

I believe that collaborations are especially enlightening when it comes to comparative cultural psychological research. I have come to realize that collaborators not only bring their research expertise into research projects, but also their personal views on different regions that are the subject of investigation. I find it personally and academically challenging and enriching to debate the meaning of psychological differences and similarities between cultural groups as they unfold in collaborative projects. I experience the benefits and challenges of being an insider and outsider, but the experience gets only richer with having collaborators who are insiders and outsiders themselves.

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Advice for students beginning collaborative work:

- Consider starting your first collaborations with colleagues who have worked in international collaborative projects
- Never underestimate the amount of effort required to understand the possibilities and limitations of different research sites
- Remember it takes time and patience to establish common ground -- in setting up the logistics of doing your research, in agreeing on concepts and methods, in sharing accountability, responsibility and authorship, in establishing reliable modes of communication.

### ATTENDING AN INTERNATIONAL CONFERENCE IN 2010?

Apply for an APA - international registration conference grant

Grants to support conference registration fees up to \$400.

See <http://www.apa.org/about/awards/international-conference-grant.aspx> -- next deadline March 1, 2010

## Psychology and Nutrition: Welcome Partners in Global Child Development

BY MAUREEN BLACK, PHD

*Maureen Black, PhD is the John A. Scholl MD & Mary Louise Scholl MD Professor of Pediatrics at the University of Maryland School of Medicine and a member of APA's Committee on International Relations in Psychology (CIRP)*

Almost 90% of the world's children under 5 years of age live in developing countries.

Undernutrition is a major problem that begins early in life with high rates of low-birth-weight (approximately 25% in some Asian and African countries) and contributes to the death of almost 10 million children annually. Appalling as

these figures are, recent evidence has shown that over 200 million children under 5 years of age in developing countries are not reaching their developmental potential, largely due to chronic undernutrition and the lack of early learning opportunities. Without adequate preparation for school, millions of young children are at risk for poor academic performance and behavioral problems, potentially resulting in poor economic productivity and increased risk for psychopathology – conditions that undermine the well-being of adults and ultimately jeopardize the human capital of families and entire societies.

Adequate nutrition, beginning in the prenatal period (probably earlier) and extending through childhood is essential for children's health and development. Advances in developmental neuroscience have documented not only the impacts that nutritional deficiencies can have on brain structure, functioning, and behavior, but also the impacts (positive and negative) that environmental interactions and opportunities can have. Consequently, our understanding of how nutrition is related to children's development now extends beyond calories and proteins to include the essential roles that micronutrients have on brain development and functioning, and ultimately on children's cognitive and socio-emotional development. Collaborations between psychologists and nutritionists have strengthened and models linking nutrition and child development now routinely include specific micronutrients (e.g., iron) along with considerations of caregiver sensitivity and family and environmental conditions. We have learned that children require both healthy nutrition and an interactive, responsive social environment to facilitate early development.

For example, studies conducted in developing countries have shown that children of mothers with depressive disorders are



Photo from [www.childrenschristianreliefmission.org](http://www.childrenschristianreliefmission.org)

at increased risk for poor growth and delays in cognitive development and exploratory behavior. Depression, recognized as a principal source of disability throughout the world, has been associated with micronutrient deficiencies, including iron, zinc, polyunsaturated fatty acids (PUFAs), and vitamins B-6, B-12, C, D, and E. In March 2009, the *American Journal on Clinical Nutrition*, published a special issue, entitled Maternal and Child Mental Health: Role of Nutrition, edited by a psychologist (MMB) and a nutritionist (Usha Ramakrishnan, PhD).

There are now two international, interdisciplinary groups of academic and program professionals (including psychologists) to focus attention on how scientific findings about early child development can influence global policies. In 2007, the Global Child Development group ([www.globalchilddevelopment.org](http://www.globalchilddevelopment.org)) published a 3-paper series in *The Lancet* on global child development, including estimates of the prevalence of the children not reaching their developmental potential, primary risk factors, and evidence regarding intervention programs in developing countries. In the past two years, the group has published papers in nutritional, psychological, educational, pediatric, and public health journals documenting the critical link between nutrition, caregiver sensitivity, learning opportunities, and early child development. The group is in the process of preparing a follow-up to *The Lancet* series, highlighting additional risk and mitigating factors related to early child development and recent changes in global intervention programs and policies.

In 2009, the Responsive Feeding and Care for Growth and Development Consortium (<http://medschool.umaryland.edu/feeding>) was formed to focus on how caregiver-child interactions are related to the development of healthy eating patterns. The concept of



Responsive Feeding and Care for Growth and Development Consortium, University of Maryland

responsive feeding has origins in Baumrind's theory of parenting styles, as applied to caregiver-child interactions during feeding. Although the provision of healthy, micronutrient-rich food is essential, children's growth is also influenced by responsive feeding, defined by the context in which feeding occurs, the interaction between the caregiver and child (particularly in response to food refusals), and the promotion of children's autonomy. These concepts have been applied to situations where children experience aberrant growth – both undernutrition and overweight. In

both situations, principles of responsive feeding, parenting and early child development, together with nutrient intake, play primary roles in facilitating healthy mealtime behavior and growth.

The link between psychology and nutrition has been strengthened scientifically during the past decade. It forms the basis for program and policy recommendations that integrate nutritional and early learning interventions to promote children's growth and health. For example, the International Union of Nutritional Sciences featured a symposium on Nutrition and Cognitive Development at their November 2009 meeting in Bangkok, chaired by a psychologist (the author, Maureen Black) and nutritionist (Saskia Osendarp, PhD) and attended by Princess Maha Chakri Sirindhorn of Thailand. International agencies, such as UNICEF, the World Health Organization, and the World Bank are focusing on innovative strategies to promote children's early growth and development – a welcome opportunity for psychologists.

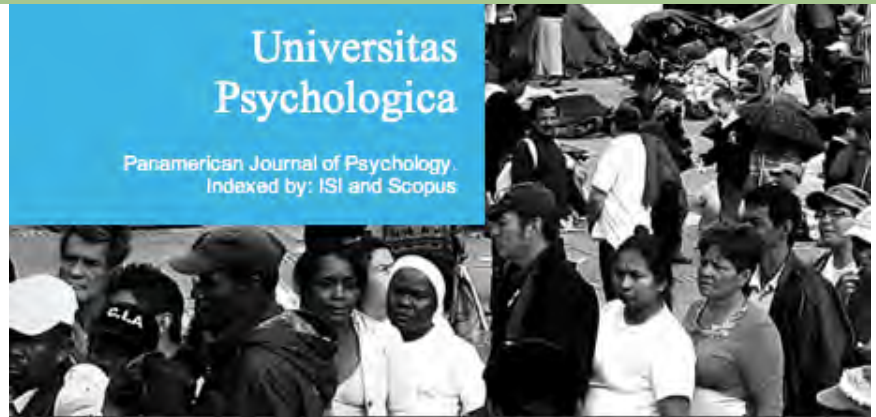
Working with colleagues from nutrition and other disciplines, psychologists have opportunities to develop and evaluate integrated strategies to promote early child development and to prevent undernutrition and overweight – conditions that can have long-lasting effects on the health and well-being of children throughout the world.

For additional information or to join the listservs associated with Global Child Development Group or the Responsive Feeding and Care for Growth and Development Consortium, please contact Maureen Black, [mblack@peds.umaryland.edu](mailto:mblack@peds.umaryland.edu).

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# Universitas Psychologica: Pan American Journal of Psychology - A proposal for Scientific Communication: Challenges of Visibility and Social Appropriation of Knowledge



WILSON LÓPEZ LÓPEZ, LUIS MANUEL SILVA,  
PONTIFICIA UNIVERSIDAD JAVERIANA,  
BOGOTÁ, COLOMBIA

A persistent issue for psychology is bridging the gap between academic and lay understanding of the discipline and its literature and concerns. Modern information and communication technologies are increasingly being used to bridge this gap.

*Universitas Psychologica: Pan American Journal of Psychology*, an academically based psychology journal, is moving in this direction by exploring how electronic communications strategies can reach broad and diverse audiences. In this direction, the journal has developed a website (<http://www.javeriana.edu.co/universitaspsychologica>) that integrates several communication channels and that attempts to appeal to diverse audiences of researchers, writers, editors, reviewers and the lay public. The journal is committed to open-access in its offerings.

Researchers may find high-quality articles, and can submit their articles through the Open Journal Systems (<http://pjk.sfu.ca/ojs>) platform. This system lets researchers track the status of the peer-review and editing processes. The editorial staff is able to assign reviewers, to follow the reviewing process and to notify authors of their decisions online, and reviewers can write their evaluations online. Readers can watch the journal's visibility in real time through the web's visible statistics and Psicoredalyc's [the Psychology section of the Redalyc Mexican open-access database] download statistics (<http://redalyc.uaemex.mx/portales/areas/indices/psicologia/IndexPsicologia.jsp>). These statistics currently show the places in the world where visitors have logged on, and soon will be able to provide access to readers to citations generated by articles published in our journal. There is also a RSS-feed system that provides news about the journal.

In just nine years, the journal has been selected for a coverage by more than 40 databases all around the world, including the Social Science Citation Index (ISI-SSCI), Journal of Citation Reports (ISI-JCR), Scopus, Index Copernicus, American Psychological Association PsycINFO, SCieLO, Redalyc, and Pepsic references databases.

The journal also reaches out to non-academic youth and student communities with modern communications tools.

These include a YouTube news channel (<http://www.youtube.com/UniversitasPsych>) that allows the journal to post interviews with authors, to provide short videos detailing research, and to link to open-access videos on topics related to Psychology. The journal also has a Facebook profile (<http://www.facebook.com/#/group.php?gid=34631618744>), with close to a thousand members to date, and a Twitter account (<http://twitter.com/UniversitasPsyc>) for those who want to follow a permanent news feed generated by the Journal.

The web has also a blog (<http://universitaspsychologica.blogspot.com/>), which enables a user-friendly and informal presentation of the published articles. These tools are oriented toward addressing the challenges of bridging the gap and increasing visibility among researchers and non-academic communities.

*Universitas Psychologica: Panamerican Journal of Psychology* has a bilingual (English-Spanish) web. Articles can be submitted and published in either language, with an increasing proportion of English language articles.

The journal staff's goal is to gain a wider coverage that transcends regional borders, and to maintain the journal with one of the highest quality ratings. We understand the difficulty in the goal of increased visibility. Coverage by ISI-JCR and Scopus began only a couple of years ago, and we still have to earn the recognition of researchers all around the world. We want this recognition to be based on quality, not only of the content of the published articles, but of a thorough peer-review process. Our goal is not just to achieve visits, but also citations. This is a complex and long-term process involving qualification and recognition learning processes on the part of researchers and editors in the region and beyond. As part of the journal's outreach, the editor's office leads numerous national and international editor's meetings.

To move toward the goal of visibility in the region, and internationally, the journal invites researchers from all over the world to visit its web pages and to use the journal's



articles as a source. Some examples of topics and articles from recent issues include:

• **Implicit Attitudes using the Implicit Attitude Test (IAT):**

Neto, F. (2009). Implicit and explicit attitudes among students. *Universitas Psychologica*, 8, 849-857. <http://revistas.javeriana.edu.co/index.php/revPsycho/article/download/628/389>

• **Cybermedia:** Yus, F. (2008). Alterations of Relevance in Cyber-media. *Universitas Psychologica*, 7, 629-642. <http://revistas.javeriana.edu.co/index.php/revPsycho/article/download/382/262>

• **“Digital Natives”:** Cabra, F. & Marciales, G. P. (2009). Mitos, realidades y preguntas de investigación sobre los ‘nativos digitales’: una revisión [Myths, Facts and Research on ‘Digital Natives’: A Review]. *Universitas Psychologica*, 8, 323-338. <http://revistas.javeriana.edu.co/index.php/revPsycho/article/download/476/355>

• **Gifted students:** García-Cepero, M., & McCoach, D. (2009). Educators’ Implicit Theories of Intelligence and Beliefs about the Identification of Gifted Students. *Universitas Psychologica*, 8(2), 295-310. <http://revistas.javeriana.edu.co/index.php/revPsycho/article/view/475/337>

• **Social and Political Psychology:** Borja Orozco, H., Barreto, I., Sabucedo, J., & López López, W. (2009). Construcción del discurso deslegitimador del adversario: gobierno y paramilitarismo en Colombia [Building a Discourse to Delegitimize the Opponent: Government and Paramilitarism in Colombia]. *Universitas Psychologica*, 7(2), 571-583. <http://revistas.javeriana.edu.co/index.php/revPsycho/article/view/571>

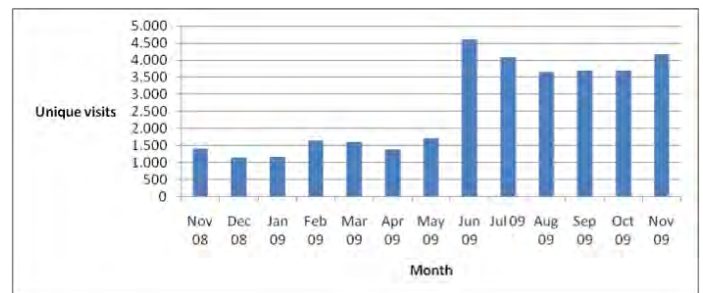
• **Clinical Psychology:** Caycedo Espinel, C., Ballesteros de Valderrama, B., & Novoa Gómez, M. (2007). Análisis de un protocolo de formulación de caso clínico desde las categorías de bienestar psicológico. *Universitas Psychologica*, 7(1), 231-250. <http://revistas.javeriana.edu.co/index.php/revPsycho/article/view/211>

• **Statistics and Methodology:** Martínez García, J. A. & Martínez Caro, L. (2009). Discriminant Validity as a Criterion for Assessing Scales: Theory or Statistics?. *Universitas Psychologica*, 8, 27-36.

• **Homosexuality:** Annicchiarico, I. D. (2008). Psicobiología de la homosexualidad masculina: hallazgos recientes [Psychobiology of Male Homosexuality: Recent Findings]. *Universitas Psychologica*, 8, 429-446. <http://revistas.javeriana.edu.co/index.php/revPsycho/article/download/482/341>



SCImago journal Ranking information for Universitas Psychologica



Unique visitors to the journal website November 2008 -- November 2009

Wilson López Lopez. Email: [lopezw@javeriana.edu.co](mailto:lopezw@javeriana.edu.co). Editor *Universitas Psychologica: Pan American Journal of Psychology*. Pontificia Universidad Javeriana, Carrera 5 # 39-00 Edificio Manuel Briceño piso 2. Bogota-Colombia

**Henry David, PhD - In Memoriam**

Henry David, PhD, distinguished psychologist and avid supporter of international collaboration, research and policy development, died December 31, 2009. He had congestive heart failure. Please send comments and notes celebrating this remarkable psychologist’s life, work and friendships to be included in the next issue of *Psychology International*. Send comments to [international@apa.org](mailto:international@apa.org) by February 15, 2010



# International Book Review: Selected Review from

## PsycCRITIQUES

CONTEMPORARY PSYCHOLOGY: APA REVIEW OF BOOKS

American Psychological Association

### The Power of Civic Engagement

A review of

#### The New Humanitarians: Inspiration, Innovations, and Blueprints for Visionaries

by Chris E. Stout (Ed.), Westport, CT: Praeger Publishers, 2009

##### Volume 1. Changing Global Health Inequities

308 pp. ISBN 978-0-275-99770-0

##### Volume 2. Changing Education and Relief

271 pp. ISBN 978-0-275-99772-4

##### Volume 3. Changing Sustainable Development and Social Justice

322 pp. ISBN 978-0-275-99774-8  
ISBN 978-0-275-99768-7. \$300.00, set

REVIEWED BY

THERESA A. THORKILDSEN, PHD

There is a widespread assumption, as well as growing evidence, that social environments play a key role in individuals' willingness to accept the responsibilities of democratic citizenship and participate in civic life (Perrin, 2005; Wyatt, Katz, & Kim, 2000). This message is made with compelling force throughout the three volumes of *The New Humanitarians: Inspiration, Innovations, and Blueprints for Visionaries*, a collection of organizational profiles reflecting a diverse range of civic commitments.

*The New Humanitarians* chronicles the birth and development of 41 different civic organizations that collectively address causes in most parts of the world. Some initiatives have flourished, and others seem to be struggling, but there is much to be learned as chapter authors speculate on why their organizations have evolved into these current forms. After commenting on the breadth of ideas conveyed across the various chapters and describing the structures used to bring continuity to this diversity, I will end this review by describing some of my favorite lessons.

#### Room for Everyone

Whereas many books published by psychologists are written by and designed for academics, *The New Humanitarians* includes the voices of people from many walks of life who collaborate in the service of specific causes. The ambitious subtitle, *Inspiration, Innovations, and Blueprints for Visionaries*, illustrates the editor's intent to offer advice to like-minded individuals who hope to start a new organization or join an existing one. Volume titles emphasize the fact that all the contributors share a commitment to change: *Changing Global Health Inequities*, *Changing Education and Relief*, and *Changing Sustainable Development and Social Justice*. Looking beyond the covers, one can see that each chapter focuses on a specific cause, and the authors describe an organization for

addressing the corresponding issues that arise. Despite structural commonalities, the chapters place differing emphasis on various aspects of an organization and its history. Many chapters offer a balanced account of how the various organizations got started, who was and is involved, how the resulting structures emerged, and some of the organizational goals and future plans; yet others lack such balance.

Chapters such as those by Arole and Arole, Phalen and Bartrum, Scott, and the students of Loyola University of Chicago focus on the individuals who started or currently lead the organization, highlighting specific leadership characteristics or the personal identity changes that have emerged from their civic engagement. These narratives often convey some of the personal sacrifices that individuals experience as they take seriously the cause they are struggling to address.

A second group of chapters, which includes as those by Bartrum, Fisher, Saul, and Stout, outline the structural features of organization in great detail and help readers see how and why a strong civic organization functions like a business. A third group of chapters focuses most heavily on justifying the authors' civic commitments. Chapter titles such as "Unite for Sight" and "Room to Read" seem to entice readers to join these civic enterprises.

Similarly, the civic organizers who represent the various causes report diverse reasons for doing so. Some report being invigorated by interdisciplinary activities or were ready to change careers. Others endeavored to test their identities by meeting people whose lives and experiences could challenge their personal assumptions. These organizers were a mixture of volunteers and paid employees, and worked independently or as part of an existing civic organization.

Chapters by members of award-winning organizations such as Amnesty International, Search for Common Ground, and Southern Poverty Law Center are situated alongside those representing organizations that are less known. This variability, coupled with the fact that some chapters are written by active members of the civic organization they represent and others are written by a narrator, can keep readers attentive to the lessons that might be learned across chapters. Quotes from people who are being served as well as those who are doing service strengthen the message that multiple voices learn from one another in multiple ways.

#### Uniqueness in a Common Structure

It is difficult to determine exactly who might benefit from reading these chapters, largely because they vary in how much detail is captured. Writers were clearly asked to think about a common structure but took full advantage of the freedom to emphasize each section according to their interests. Chapters differ in how well authors introduce the cause around which each civic organization was initiated,

but the fact that most chapters start with such a description helps readers see why each organization exists.

The considerable variability across chapters begins after causes are introduced. Some chapters are heavily grounded in the history of the organization, whereas others offer a brief time line alerting readers only to how particular structures evolved. The most compelling chapters offer details on the qualities of the various partnerships that were formed as well as case studies of who has benefitted as a result of organizational activities, but, again, some chapters seem to stop at this point. Chapters that offer lessons for readers who are interested in putting their own visions into practice are those that also include elaborate descriptions of an organizational mission, activities, and funding experiences along with the overall lessons learned and future plans.

Two chapters, one by Fisher and another by Hayward, focus heavily on funding dilemmas, but most chapters have something to say about this issue. After reading all three volumes, I came away chanting the salient message “no mission without a margin” and am ready to accept all 13 of the principles of social entrepreneurship reported by Marks and Collin Marks (Vol. 3, pp. 208–209). Nevertheless, it is probably the cumulative effect of reading all the chapters that adds clarity to the funding metaphor and to such principles that maximize civic engagement across social networks.

#### High Points in a Dynamic Experience

Like the authors, I assume that civic engagement is inherently dialogical and dynamic. I can empathize with the frustration in trying to capture what is essentially an ongoing process into a text that might have meaning even if, as they must, the organizational details change before a chapter is published. During the time I was reading these three volumes, I had the privilege of meeting or listening to mayors of 30 different cities located outside the United States, including Antanas Mockus, former Mayor of Bogotá, long enough to hear other views on how well the civic organizations represented in the chapters were received by community members.

Through a series of documentaries such as *Beyond Belief* (Murphy, 2006) or books such as *Three Cups of Tea* (Mortenson & Relin, 2006) it is possible to understand some of these innovations in greater depth or to discover new innovations that are not represented in the organizational chapters of *The New Humanitarians*. The editor anticipated this dynamism to some degree by asking chapter authors to create an organizational snapshot that names the organization, its mission, founders, and directors as well as the electronic and physical addresses where interested readers might learn more. These details do not eliminate the problem but at least allow readers to solicit new information as quickly as organizational leaders are able to document and disseminate it.

Left without such a solution, readers should view my assessments of the books’ high points with the same limitations in mind. My experience with these organizations, three of which I have supported or will continue to support in some very small way (Amnesty International, Invisible Conflicts, and Southern Poverty Law

Center), changes often as I become more aware of their mission or am enticed into specific activities.

Although I agree with the editor’s point that more conversations between distinct civic organizations are needed, I found the three books filled with outstanding examples of what researchers sometimes call intergroup dialogue (Dessel & Rogge, 2008). By merely situating chapters with similar themes alongside one another, the editor has helped readers see different agendas and responses to common causes. Such reading is inherently dialogical, even if the authors themselves have not actually spoken to one another or followed the work of like-minded organizations.

I have been currently fascinated with how individuals assert their agendas and whether they respect the interests of people who may not share their beliefs. For this reason, I was most solidly gripped by the chapters focusing on various forms of political action and conflict resolution. Despite some of the authors’ claims to the contrary, it seems as though all the civic organizations included in this collection have some sort of political agenda, even if that agenda is to remain as unbiased or uninvolved in government activities as possible.

Nevertheless, Caldwell, Fitzduff, Lubetzky, and Wien, in four different chapters, illustrate how individuals in very different parts of the world have been able to put aside very real and painful differences long enough to create positive change in their respective communities. The students of Loyola University of Chicago add youthful vigor as they report jumping into a freezing lake to earn enough money for a schoolroom in another part of the world and to send classmates to Uganda to meet the families they supported. For anyone in doubt of the violent realities that are faced by people in some parts of the world, Duncan, Zissman, and Savaiano open with a compelling narrative that makes the heart jump, and Fabri, Joyce, Black, and González include powerful poetry alongside the formal credentials of their civic organizers. Phillips highlights a compelling need to offer such warring parties time to talk with one another and to genuinely listen until at least some commonalities emerge. These and the many details of lives in progress that pepper the chapters take readers well beyond the idea that civic engagement inevitably involves extraordinary acts by a few enterprising people.

I did find myself wondering why so many of the authors implicitly or explicitly endorse the propositions that bigger is better or that for some organizations to win, others must lose. Nevertheless, I found comfort in the idea that civic discourse is sustained by win–win messages rather than by win–lose messages (Marks and Collin Marks, Vol. 3, p. 191). I liked the reminder that change agents need precontact experiences and guided reflection to ensure that they are joining a particular group for mutually beneficial reasons and that such reflection is essential before any sort of cross-community dialogue can foster effective resolutions to conflict (Vol. 2, p. 26). Similarly, I enjoyed being reminded of Buckminster Fuller’s idea that change will not happen by fighting existing reality but by building a new model to render unjust realities obsolete.

Many of the chapters highlight various ways in which people and organizations can be resistant to change; these

are met by some organizers with bitterness and others with the kind of energy that is needed to move people and institutions beyond the fear that power will be lost or identities trampled upon. I also saw much support for the proposition that we should understand differences, but act on commonalities (Vol. 3, p. 198). Many of the chapters ended with descriptions of future plans for the organization. I might simply add that each organization might be strengthened if organizers would find at least one similar organization with overlapping interests and goals from which to learn at least one lesson.

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PsycCRITIQUES November 18, 2009, Vol. 54, Release 46, Article 1

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## Division 52 News

DANNY WEDDING, PHD, PRESIDENT DIVISION 52

The leaders of Division 52 are busy preparing for their midwinter meeting to be held in Brooklyn, March 6-7 in conjunction with the Eastern Psychological Association convention, which meets March 4-7. The meeting will be held at the Brooklyn Marriott Hotel. The keynote speaker for the EPA International Program is Stanford Professor Phil Zimbardo.



Incoming President Danny Wedding is currently selecting committee chairs for 2010 and welcomes nominations and self-nominations from interested members. A list of Division 52 committees can be found at <http://internationalpsychology.net/about/committee.cfm>

The Division continues to work with APA to expand its Speaker's Network. A free PDF listing and more details are available at [www.apa.org/about/division.html](http://www.apa.org/about/division.html).

We were pleased to note the recent selection of Melba Vasquez as APA President-Elect. Melba is a new Division 52 Fellow. Other new Fellows include Bernard Beins, Hector Betancourt, William Buskist, John Cacioppo, Wayne Camara, Bernardo Carducci, Joseph Juhasz, Kenneth Keith, Neil Lutsky, Rivka Bertisch Meir, John Norcross, John Romano, Michael Rumsey, and Toshiaka Sasao. Anyone interested in becoming a Fellow of Division 52 should consult Harold Takooshian.

Senel Poyrazli is stepping down as Editor of the Division's *International Psychology Bulletin*. Senel has done a superb job as editor, and the Division deeply appreciates her good work. She will be succeeded by Grant Rich, PhD., a colleague with broad experience as a licensed social worker, massage therapist, and who received his PhD in developmental psychology at the University of Chicago in 2001. The Division is also working with APA to select an

editor for the Division's new journal, *International Perspectives in Psychology: Research, Practice, & Consultation*.

The Division is actively soliciting donations. Anyone interested in making a charitable bequest or other planned gift to the Division of International Psychology, contact Michael Stevens at (309) 438-5700 or at [mjstevens@ilstu.edu](mailto:mjstevens@ilstu.edu) or Lisa Straus at (202) 336-5843 or at [estraus@apa.org](mailto:estraus@apa.org).

## Announcements

### 2010-2011 FELLOWSHIP OPPORTUNITY – IREX SHORT-TERM TRAVEL GRANTS PROGRAM

The International Research & Exchanges Board (IREX) is pleased to announce that applications are now being accepted for the 2010-2011 Short-Term Travel Grants (STG) Program. STG provides fellowships to US scholars and professionals to engage in up to eight weeks of overseas research on contemporary political, economic, historical, or cultural developments relevant to US foreign policy.

Postdoctoral Scholars and Professionals with advanced degrees are eligible to apply for the STG Program. Funding covers travel, housing and living expenses, and logistical support

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.

Completed applications are due no later than 5:00 p.m. EST on February 2, 2010. The STG application is available online at: [http://www.irex.org/programs/us\\_scholars/](http://www.irex.org/programs/us_scholars/)

[uss.info.asp](http://uss.info.asp). Address questions to the STG Program Staff at [stg@irex.org](mailto:stg@irex.org) or by telephone at +1-202-628-8188.

STG is funded by the United States Department of State Title VIII Program.

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## CALL FOR PAPERS - INTERNATIONAL JOURNAL OF CONFLICT AND VIOLENCE SPECIAL ISSUE

A special issue on *Prejudices and discrimination between groups – comparative perspectives* aims to bring together comparative analyses of cross-national research on prejudices and discrimination. The issue will focus on prejudices and discrimination, but other phenomena of intergroup differentiation linked to prejudice and discrimination are relevant as well. The scope can range from small to large scale comparisons between cultures or nations. Additionally, papers on intervention, prevention and policy making across cultures are welcome. Research representing a range of approaches is welcomed, including theoretical and empirical studies, studies informed by interdisciplinary perspectives, and studies that implement quantitative or qualitative techniques.

Researchers from all countries and continents are encouraged to contribute. The editors encourage especially researchers from Asia, Africa, South America and/or Eastern Europe. The deadline to submit a 2–page abstract is February, 15, 2010. Further guidelines are publicized at: [www.ijcv.org](http://www.ijcv.org)

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## CALL FOR APPLICATIONS: INTERNATIONAL SCIENTIFIC MEETING SUPPORT FUND

The APA Committee on International Relations in Psychology (CIRP) invites applications for funds to foster the exchange of knowledge among psychologists across the world.

### Description

The International Scientific Meeting Support Fund can be used to support and of the following: scientific meeting organizing expenses (e.g., printing, postage, supplies); scholarships for travel and/or registration for targeted groups (e.g., students, special speakers, presenters from a transitional or a developing country); support for special events associated with a scientific meeting (e.g., historical exhibits); and social or cultural events associated with a meeting.

### Eligibility and Funding Priorities

Organizations of psychology are eligible to apply. Need will be considered in selecting recipients and in determining the amount of support. In addition, priority will be given in the following order:

- international or multicultural organizations that have standing (for five or more years) collaborative relationships with APA

- other international organizations, including emerging organizations, that are holding meetings judged to be socially significant or with lasting effects on the development of the discipline
- other international organizations and organizations in transitional and developing countries
- other multicultural organizations that have US members
- organizations whose events are attended by US citizens
- organizations that celebrate events attended by 500 or more people
- new or one-occasion events that are greatly socially relevant

Preference will be shown for not-for-profit organizations..  
How to Apply: Please see <http://www.apa.org/about/awards/sci-mtg.aspx>.

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## CALL FOR NOMINATIONS - APA COMMITTEE ON INTERNATIONAL RELATIONS IN PSYCHOLOGY (CIRP)

The APA Committee on International Relations in Psychology is the governance group that oversees APA's international activities and policy, and that works collaboratively with the Office of International Affairs to support international scholarship, research, exchange and collaboration.

CIRP seeks APA members to be nominated to serve 2011-2013. CIRP seeks nominees who are concerned with, knowledgeable about, and familiar with international issues related to psychology. Expertise and experience in international research, practice, service, education, and policy are desired. The Committee seeks to maintain a diverse membership in terms of ethnic, linguistic, and geographical representation.

CIRP encourages the advancement of psychological knowledge that is relevant to international affairs, the application of that knowledge to the formulation of APA policy in international affairs, and the dissemination of psychological knowledge to policy makers, advocates, and service providers in the global arena. Committee members support CIRP's mission to:

- Encourage the international exchange of psychological ideas and information;
- Support programs of international exchange and collaboration of psychologists at all levels of academic and professional training;
- Promote inclusion of an international perspective in the teaching of psychology at all educational levels and increased knowledge of and sensitivity to cultural and linguistic variance at all levels of academic and professional training;
- Initiate and maintain communication with international and regional organizations of psychologists and other national societies of psychology outside the US; and
- Within the international context, apply psychological knowledge to the alleviation of psychosocial suffering caused by natural and man-made disasters, armed conflict, or by abuses of human rights.

Ongoing activities include:

- Providing support and oversight for APA's United Nations NGO representatives;
- Providing oversight for annual international awards programs administered by APA, APF, and the Office of International Affairs; and
- Sponsoring substantive and non-substantive programming at APA's annual Convention

CIRP members serve a three-year term and are required to attend two committee meetings each year in Washington, DC – with expenses reimbursed by APA. CIRP members are also encouraged to attend all of CIRP's Convention programs, international award presentations, and international social events at Convention (attendance at Convention is at the members' expense). Members participate in periodic conference calls and e-mail communication, work on committee priorities between meetings, provide consultation to APA's Office of International Affairs. Members are also encouraged to initiate and lead committee projects.

Please send nominations consisting of a name, contact information, and a vitae or other descriptions of the nominee's experience to [international@apa.org](mailto:international@apa.org) with the subject CIRP Nomination 2010.

## CALL FOR APPLICATIONS: 2010 INTERNATIONAL FACULTY DEVELOPMENT SEMINARS

The Council on International Educational Exchange (CIEE) is offering 20 International Faculty Development Seminars (IFDS) in 23 countries for summer 2010. IFDS are interdisciplinary academic programs designed for college and university faculty and administrators. The seminars consist of one to two intensive weeks of lectures by local faculty and experts from prestigious institutions, site visits that illuminate ideas explored in those lectures, and opportunities for lively discussions with international colleagues. The theme-based seminars are an opportunity for U.S. faculty to explore contemporary issues around the world and bring new knowledge and skills back to their classrooms and their campuses.

Program details can be found on the IFDS website: [www.ciee.org/ifds](http://www.ciee.org/ifds).

2010 seminars offered:

### Africa

- Botswana & South Africa- Contemporary Regional Issues in Botswana and South Africa
- Ghana- Challenges of a Developing Nation
- Morocco & Spain- Exploring the Coexistence and Challenges of Neighboring Cultures

### ASIA-Oceania

- China (Shanghai)- Economic Development and Urban Transformation
- Japan- An Interdisciplinary Look at Contemporary Japan
- Korea- Understanding Contemporary Korea

- Thailand- Human Rights in Thailand: Military Coups, Social Movements, and Rule of Law
- Tibet- Religion, Ecology, and Identity in Tibet
- Australia- Climate Change: The Reefs and Waterways of Australia

### Europe

- France- Religious Diversity in France: Jews and Muslims, Anti-Semitism and Islamophobia
- Ireland- After the Celtic Tiger: The Politics and Sociology of Ireland
- Italy- Crossing Borders: Contemporary Italy and its Mediterranean Neighbors
- Russia- Social and Political Challenges of the New Russia

### Latin America

- Chile & Argentina- Challenges and Possibilities for Recent Latin American Democracies
- Mexico- Contemporary Creative Mexico
- Nicaragua- Revolution and Neoliberal Reform in Nicaragua
- Peru- A Fusion of Identities: Exploring Peru's Complex Past, Present, and Future

### Middle East

- Jordan & Jerusalem- Middle East Conflict and Cooperation
- Jordan- Middle Eastern Women: Tradition, Development, and Change
- Turkey- Identity, Community, and Culture in Contemporary Turkey

## APPLY NOW FOR APA REGISTRATION GRANTS FOR 2010 INTERNATIONAL CONFERENCES

The Office of International Affairs awards grants to cover or partially cover conference registration fees up to \$400 at international psychology conferences held outside the US and Canada. APA and APAGS members are eligible to apply. Preference will be given to those meeting the following criteria:

- Early career psychologist or graduate student;
- Participation in the conference program (e.g., author, symposium chair, roundtable moderator, poster);
- Have not attended an international conference in 2008 or 2009

How to Apply: Please see <http://www.apa.org/about/awards/international-conference-grant.aspx> for forms and instructions. Applications must include an application form, information about conference participation, conference registration fees and receipt if available, and a letter from the applicant's Department Chair or analogous supervisor indicating need and other sources of support for travel.

Rolling deadlines: March 1, 2010; June 1, 2010; December 1, 2010.

## THE MARK R. ROSENZWEIG GRADUATE STUDENT SUPPORT FUND

*The Mark R. Rosenzweig Graduate Student Support Fund* has been established in memory of their father by the children of Mark R. Rosenzweig.

### Mark R. Rosenzweig

A prolific researcher, writer and internationalist, Rosenzweig collaborated with some of the greatest minds in neuropsychology at Harvard University, UC Berkeley, and the Louis Pasteur University in Strasbourg, France. Rosenzweig was deeply involved in the international teaching of psychology, and he served as president of the International Union of Psychological Science from 1988-92. In 1998, Rosenzweig won the American Psychological Association's Award for Distinguished Contributions to the International Advancement of Psychology Award.

### The Fund

In recognition of their father's achievements and his desire to assist students, his children Anne, Suzanne and Philip established *The Mark R. Rosenzweig Graduate Student Support Fund* to continue his legacy. Recipients of the fund shall be high-achieving graduate students enrolled in the Department of Psychology at the University of California, Berkeley, with a preference for students working in the field of biological psychology.

### Contribute to Rosenzweig's Legacy and Your Gift Will Be Matched

The goal is to establish an endowed fellowship at \$500,000. To achieve this, Anne, Suzanne and Philip have agreed to match your gifts. As a result of a UC Berkeley matching program offered by the Chancellor for endowed student support, their gifts to this new fund will also be matched. Thus, every dollar contributed will be matched by two dollars.

Please see <https://givetocal.berkeley.edu/egiving/index.cfm?Org=Psychology&Fund=FN7245000> for further information.

## CALL FOR NOMINATIONS - IUPsyS 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.

### Duties of the Deputy Secretary-General

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* non-voting 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. See <http://www.am.org/iupsys/announcements/dsg-nom.html> for further information.

### Nominations Procedure

Nominations are due by close of business, April 1, 2010, and are to be submitted to Professor Rainer Silbereisen, President of the Union at [sii@uni-jena.de](mailto:sii@uni-jena.de). Nominations materials include a nominations form, a CV, endorsement from an IUPsyS National Member, and recommendations from two individuals.

Please see [www.iupsys.org/announcements/dsg-nom.html](http://www.iupsys.org/announcements/dsg-nom.html) for further information.

## APA SEEKS NOMINATIONS FOR 2011 INTERNATIONAL AWARDS

The deadline is June 1, 2010

The Office of International Affairs is seeking nominations for the association's 2011 international awards, the APA Award for Distinguished Contributions to the International Advancement of Psychology, and the APA International Humanitarian Award.

Awardees receive an honorarium of \$1,000, the opportunity to present an invited address at APA's 2011 Annual Convention in Washington, DC, August 4-7, 2011, a waiver of convention registration fees, and reimbursement of up to \$1,500 in expenses related to attendance at convention.

### International Humanitarian Award

The APA International Humanitarian Award recognizes extraordinary humanitarian service and activism by a psychologist or a team of psychologists, including professional and/or volunteer work conducted primarily in the field with underserved populations.

Nominees need not be APA members. Recipients are individual psychologists or teams of psychologists working under the aegis of local, national and international organizations that provide psychosocial and humanitarian services. Applications will be screened by APA's Committee on International Relations in Psychology, which will make recommendations to APA's Board of Directors for its designation of the awardee. See <http://www.apa.org/about/awards/international-humanitarian.aspx> for further information and nominations instructions.

### Distinguished Contributions to the International Advancement of Psychology

The APA Award for Distinguished Contributions to the International Advancement of Psychology recognizes distinguished and enduring lifetime contributions to the international cooperation and advancement of knowledge in psychology. Candidates may be from any country.

See <http://www.apa.org/about/awards/international-advancement.aspx> for further information and nominations instructions.

## CALL FOR PAPERS - INTERNATIONAL JOURNAL OF DISABILITY AND EDUCATION (IJDE) Special Issue

The *International Journal of Disability, Development and Education* (IJDE) is seeking manuscripts for a Special Issue on *Learning Disabilities: Causes, Consequences and Responses*. Areas of particular interest to this special issue include: studies of specific influences on children's capacity to learn and develop; research on general and differential developmental aspects of learning disabilities; studies of the similarities and differences between children with a particular learning disability in a specific academic domain or with learning disabilities in more than one domain; research on the emotional-motivational side-effects of learning disabilities; studies of social relationships and the social status of students with LD in classrooms as well as in peer groups; examinations of innovative interventions that have resulted in promoting the pro-social behaviors and learning skills of students in different age groups within the inclusive classroom; and research on new technologies for enhancing academic skills and/or in home settings. All submissions must relate clearly to the theme of this Special Issue.

### Guidelines for submissions:

Submission deadline for abstracts: January 31, 2010; Submission deadline for articles: March 31, 2010. Abstracts should have no more than 150-200 words and develop one or more of the themes discussed in this "Call for Manuscripts". Upon review of the abstracts received, the Guest Editors will solicit articles from particular individuals. Each article should be between 5,000-7,000 words, word-processed in English, and conform to guidelines of the 6th Edition of the Publication Manual of the American Psychological Association (2010).

For further details about this special issue call for papers visit: [www.tandf.co.uk/journals/cfp/cjdcfp2.pdf](http://www.tandf.co.uk/journals/cfp/cjdcfp2.pdf).

For more information about the International Journal of Disability Development and Education including full style guidelines go to [www.tandf.co.uk/journals/IJDE](http://www.tandf.co.uk/journals/IJDE).

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## 2010 Psychology Day at the UN

The 2010 Psychology Day at the United Nations will take place February 4, 2010 at the Millenium Hotel, New York City, 1:00 pm - 5:00 Pm. See <http://www.apa.org/international/united-nations/psych-day.aspx> for the program and further details

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## APA website relaunched December 2009 - [www.apa.org](http://www.apa.org)

### Features on the international site:

- About CIRP: [www.apa.org/international/governance/cirp/index.aspx](http://www.apa.org/international/governance/cirp/index.aspx)
- Directories of national and international organizations: [www.apa.org/international/directories/index.aspx](http://www.apa.org/international/directories/index.aspx)
- Links for internationalizing the curriculum [www.apa.org/international/resources/education.aspx](http://www.apa.org/international/resources/education.aspx)
- Frequently asked questions about international mobility [www.apa.org/international/resources/faq-us.aspx](http://www.apa.org/international/resources/faq-us.aspx)
- Networks and Databases [www.apa.org/international/resources/networks/index.aspx](http://www.apa.org/international/resources/networks/index.aspx)
- Newsletters and Online journals [www.apa.org/international/resources/news/index.aspx](http://www.apa.org/international/resources/news/index.aspx)
- Psychology Resources in Spanish

*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](mailto:international@apa.org)

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