



Tiny Kiribati Takes Big Steps to Improve Mental Health Care

By Shetal Upadhyay and Jonathan Miller

The Republic of Kiribati (pronounced *kee-ree-bus*) is a necklace of atolls strung across a large expanse of the equatorial Pacific. Its swaying palm trees, turquoise lagoons, and friendly inhabitants inspired Robert Louis Stevenson to identify them as the isles of laughter. Upon arriving in 1999 as rural community health workers with the Peace Corps, we were taken aback by its beauty and its thriving culture. Unlike other less isolated nations in the Pacific, Kiribati culture has yet to be usurped by western trends. We found a close society based on extended family ties, unlike our nuclear families in the United States. As we spent more time in our new communities on the outer islands, we gained a deeper understanding of the people and their social interactions. The I-Kiribati (the term used for people from Kiribati) have an amazing ability to accept and include almost every person into the social group. Unfortunately, the one group not included seems to be individuals with mental illness.

As health volunteers we worked closely with the professional medical providers on the islands. This brought us into contact with people suffering from various types of mental illnesses. We noticed that these people are ostracized and poorly cared for, often wandering day and night through the villages. Belief in the power of black magic is still widespread and is a very common explanation for physical and mental illnesses. Most often, patients exhibiting psychotic behavior are restrained in a jail cell and heavily sedated. Patients who are depressed do not have an outlet to express their thoughts and feelings, resulting in a high suicide rate. Females with mental illness are often taken advantage of because of a lack of supervision, especially on the outer islands.

Continued on Page 2

Psychologists Seek Cross-National Consensus on Competency Standards

By Paul D. Nelson

International exchange in the science and applications of psychology has been widely practiced over the past 50 years through an array of international psychology organizations and meetings. Indeed, with the increasing realization of our interdependence as a global community, this commerce of information and professional exchange has assumed even greater significance during the past decade. International corporations and government structures are becoming commonplace. So too is the mobility of professionals across national, and consequently cultural, boundaries. In light of these changes, it is important that professions have the capability of assessing equivalence of competence across national and cultural backgrounds of different education systems and professional training models.

What are the universally acknowledged competencies required for the professional practice of psychology? Are there standard internationally accepted answers to the questions "What is a psychologist?" and "What does a psychologist do?"

For at least 50 years, American psychology has been episodically fascinated with, though clearly not universally enchanted by, a search for the "core curriculum" in graduate education. This idea implies that common knowledge, skills, and attitudes are

Continued on Page 6

Travel grant funds are available from APA for participants in the scientific program of the 28th Interamerican Congress of Psychology in Santiago, Chile, July 29–August 3, 2001. Page 5

CONTENTS

Mental Health on Kiribati	1
Cross-National Competency	1
Santiago Travel Grant	5
Essay: Internationalizing the Psychology Curriculum	7

PROFILES:

Chris E. Stout, PsyD, MBA	4
International Communication Association	9

International Snapshots	10
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International Meetings Calendar	11
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Kiribati, From Page 1

Treatment of individuals with mental illness is not a national priority in Kiribati, and the options here are severely inadequate. The Medical Assistant is the primary care giver on the outer islands for people with mental illness. The Medical Assistant's educational background consists of four years in nursing school, with no training in psychology. Though a limited number of psychotropic drugs are available, they are often prescribed in incorrect dosages and with little supervision. Patients who are unmanageable or whose treatment is unsuccessful are sent to the only mental hospital in the country.

This facility is located on Tarawa, the capital island, thus removing patients from their home islands and familiar surroundings. The Tarawa Mental Hospital has a maximum occupancy of only fifty patients and it is often overcrowded and understaffed. Because there were no qualified local doctors to head the hospital, a psychiatrist from China was brought to Tarawa under the auspices of the Kiribati Ministry of Health and the Peoples Republic of China. Dr. Zhang Su Xia is a volunteer, but she does not speak the local language—most patients from the outer islands only speak the local Micronesian dialect—and diagnosis is further complicated because a translator is necessary. There is a high rate of recidivism because of the insufficient maintenance of treatment patients received in the hospital. This cycle is the main cause of overcrowding and relapse of patients.

Our respective backgrounds in psychology brought these problems to our attention and gave us motivation to seek solutions. We designed a workshop for educating the Medical Assistants from the outer islands about mental health issues. After receiving funding from the World Health Organization (WHO), we began researching country-specific issues to ensure the relevance of the workshop's focus. Working with the staff at the Tarawa Mental Hospital, we developed strategies to decrease the high rate of recidivism among patients. We combined our technical skills with the staff's knowledge of their health system to avoid implementing western solutions to Kiribati problems.

The workshop's goal was to increase awareness and care of individuals with mental illness on the outer islands. This week-long training was held from September 4–8, 2000, and was the first in the country's history to open a forum discussing mental illness. Our priority was to use I-Kiribati health professionals to discuss social stigmas and counseling in culturally appropriate ways. These speakers were part of a bottom-up design that addressed local issues while integrating western diagnosis and treatment techniques. The technical sessions we presented included such topics as personality, psychotic, anxiety, depressive, and sexual disorders. Most Medical Assistants had anecdotal experience with these disorders, but were unfamiliar with the psychological classifications. Though all the Medical Assistants are proficient in English, an attempt was made to present most sessions using the I-Kiribati language. We presented this information in an interactive manner in order to stimulate participation from the audience. Role-playing and group activities were used to create an environment of cooperative learning.

These sessions sparked an animated discussion about future plans of action for Medical Assistants to treat patients on the outer islands. This led to the development of a comprehensive manual based on the sessions covered in the workshop, that is a country specific reference for diagnosis and treatment. The manual includes a chapter contributed by the mental hospital's psychiatrist on psychotropic drugs that are available in the country. The reference will facilitate diagnosis and ensure proper treatment of those patients on the outer islands. This manual is one strategy that we employed to decrease the rate of recidivism in the mental facility. Education of the community and patients' families was also discussed as a means to help increase patient support upon return from the hospital.

This workshop is an example of how a number of foreign aid agencies can combine their efforts to improve the lives of individuals with mental illness in developing countries. A pooling of resources can increase awareness in countries where mental health remains a low priority. The combined efforts of the US Peace Corps, WHO, the Kiribati Ministry of Health, the Foundation for the Peoples of the South Pacific, and the Government of the Republic of China were essential in making this workshop a success. The theme of World Health Day 2001 is ending exclusion and removing the stigma of mental illness. We hope this type of cooperation among agencies can be used as an example of how to increase understanding of mental health.

Shetal Upadhyay is a recently returned Peace Corp volunteer who served on the island of Beru in the Republic of Kiribati. In addition to the mental health workshop, she was involved in health education projects dealing with diabetes, hypertension, nutrition, HIV/AIDS, hepatitis, and water sanitation. She graduated from the University of Connecticut as a psychology major in 1998 and plans to return to school to get her Masters in the Public Health. Jonathan Miller earned his undergraduate degree in psychology at Florida State University. He served for two years in the Peace Corp on the island of Butaritari in Kiribati, and is now employed as a Research Assistant at Children's Hospital in Cincinnati. He plans to attend graduate school and pursue a career in industrial/organizational psychology.

Working with the staff at the Tarawa Mental Hospital ... we combined our technical skills with the staff's knowledge of their health system to avoid implementing western solutions to Kiribati problems.



From left to right: Dr. Arorae (Physician, Tungaru Central Hospital), Neilesh Shelat (Peace Corp Health Volunteer), Dr. Zhang Su Xia (Chief Psychiatrist, Tarawa Mental Hospital), Shetal Upadhyay, and Jonathan Miller.

Learn more about Kiribati On-Line

- *The World Fact Book* at <http://www.odci.gov/cia.publications/factbook>
- *The Britannica* at <http://www.britannica.com>
- *The Lonely Planet Guides* at <http://www.lonelyplanet.com>

INDIVIDUAL PROFILE: CHRIS E. STOUT

Chris E. Stout, PsyD, MBA, is a licensed clinical psychologist and a Senior Faculty Fellow at Northwestern University Medical School, with a joint governmental appointment as Illinois' first Chief of Psychological Services for the Department of Human Services/Office of Mental Health. He was elected President (1998–1999) of the Illinois Psychological Association and took part in the 1999 White House Conference on Mental Health.

Dr. Stout's philanthropic activities include international missions with the Flying Doctors of America to Vietnam and with War Child to Russia. He is a Peace Fellow with Witness for Peace and he has worked with Psychologists for Social Responsibility and Amnesty International. He also served as an NGO Special Representative to the United Nations. His current interests are in the multidisciplinary aspects of global psychology, diplomacy, conflict resolution, counter-terrorism, policy and legislation, outcome management systems, clinical training, risk management and practice development, technology, and battling mediocrity.

PI: Your background is in clinical psychology. How did you become interested in international psychology and policy development?

Stout: I think my “transition” from working solely as a traditional clinical psychologist (i.e., private practice, consulting, teaching, research, and writing), to something a bit less parochial, started in 1993. I gave a speech in Cairo that was pretty well received by a multidisciplinary audience. The paper focused on how psychological principles could be used as a vehicle to address global concerns such as poverty, health care and illness prevention, conflict, warfare, demilitarization and peace, economic viability, and policy development. In my conceptualizations, I used psychology as the “most common denominator” for creating change and as an integrating point of citizen and community with government along with private business. This concept evolved into a book—*The Integration of Psychological Principles in Policy Development*—published in 1994 by Praeger.

PI: How do you apply this concept globally?

Stout: I confess, I am a psychologist who has always been compelled and fascinated by global issues, diversity, and by what psychology can do to help. I conceptualize psychology as a vehicle of key tools that can have their application and value realized in a variety of ways and venues. For example, in 1998 I spoke on a theoretical concept of artificial intelligence's capacity for consciousness in a paper delivered at

the First International Congress on Models of Unconventional Computing at the University of Auckland. With its co-sponsorship by the Santa Fe Institute, I was provided with a whole new set of contacts as well as a wonderful, fine-grained exposure to complexity and systems theory.

Then, aspects of conflict resolution drew me to St. Petersburg in 1998 to present my model at the 6th Annual Conference on Conflict Resolution. This was a wonderful opportunity to meet a diverse group of thinkers and practitioners. From there, I then went to Istanbul for the International Society for the Study of Work and Organizational Values Conference. I gave a presentation on leadership with an emphasis on new ways of thinking that move away from rigid, intolerant perspectives that often have led to economic problems and subsequent violence, and was invited to author a chapter on the issues of republics in the context of my paper. Who would have thought? Thus far, I've given 15 presentations, visited 50 countries, and had my work translated into five languages, and in all such instances, I have felt very fortunate to have gained more than I feel I have given.

PI: Apart from presenting papers and speeches, what are some of your other international activities?

Stout: Multicultural understanding and involvement are key to my work, writing, and activities. I was a volunteer with the Flying Doctors of America to go on a medical mission to Vietnam. This experi-

ence taught me that active participation in international work is critical for a real understanding of others and of events. I've also served as a Delegation Leader from the Eisenhower Foundation to South Africa on medical-legal issues. And, through my developing the idea of Summits for Others, I have been an active fundraiser for international relief agencies such as Just 'Cause, (for Tanzanian AIDS orphans), Flying Doctors, and War Child.

PI: What is Summits for Others?

Stout: Summits for Others developed from my goal to climb the highest mountain on each of the seven continents—these are referred to as “The Seven Summits.” I started climbing in 1990, and so far, I have summited three—Kilimanjaro in Africa, Kosiosko in Australia, and Elbrus in Europe. Each time I plan an expedition, I fund-raise to sponsor a good cause, and donate everything I collect to the organization. The next of the Seven Summits I plan to climb is Aconcagua in South America, but I'll likely be doing some climbs in the northwestern United States before I head south.

PI: And closer to home?

Stout: I was fortunate to have served for a year with the group of psychologists from Division 9 of the APA, the Society for the Psychological Study of Social Issues (SPSSI) working at the United Nations under the skillful guidance of

Corann Okorududu, APA's Main UN Representative. SPSSI has had Non-Governmental Organizational status at the United Nations for a number of years, and this experience was a true honor as I was exposed to some remarkable psychologists and diplomats. It also lead me to have contact with like-minded professionals of other disciplines, such as the Chair of the Section on Urban Mental Health of the World Psychiatric Association, who after hearing me speak on globalization at the United Nations in New York, invited me to be a liaison to his group vis-à-vis my role with the World Economic Forum.

I confess, I am a psychologist who has always been compelled and fascinated by global issues, diversity, and by what psychology can do to help.

PI: How did you get involved with the World Economic Forum?

Stout: The World Economic Forum is an independent, non-profit global partnership of business, political, intellectual, and other leaders of society committed to improving the state of the world. I was nominated by a staff member of the Peres Institute for Peace to the World Economic Forum's Global Leaders of Tomorrow (GLT). She and I met in 1999 when I served as a Delegate at the State of the World Forum in Belfast. The GLTs are an eclectic group of individuals from all over the world, representing all types of work—from

dotcoms, to NGOs, and everything else in between. While I'm just getting up to speed with the group, I can tell it is a committed lot with remarkable desire and concomitant horsepower to help create positive change.

PI: What are some of your other projects?

Stout: I'm co-editing a book with Harvey Langholtz, PhD (from William and Mary) entitled *The Psychology of Diplomacy*, as well as working with Bill Reid, MD, MPH (a forensic psychiatrist from Texas) on a book chapter on terrorism. I'm also preparing a paper on psychology's role in dealing with terrorism, war, and the aftermath from an activist's perspective that I will present later this year at upcoming meetings in Seattle and in Santiago.

With the power of the Internet in tandem with my compulsion to accu-

with interested others, I developed and now manage five quasi-ListSrvs, which are all known as BrainTrusts. The areas in which information is broadcast include: international issues, leadership, education, technology, and healthcare. If you'd like to be included, just drop me an e-mail at cstout@ix.netcom.com requesting which one/s.)

I must say, I didn't expect these wonderful experiences and opportunities when I applied to graduate school, but I firmly believe that being open to opportunities actually helps in creating them. My experience seems to support this quasi-karmic notion. When combined with a willingness to help and share with others, a powerful formula for change can result. I urge you to create your own opportunities and exercise your ability to make a positive difference in the world. Someone once said that it is important to refuse to accept the unacceptable. I believe this is incumbent on all of us as psychologists.

**APA Block Travel Grant Program
28th Interamerican Congress of Psychology
Santiago, Chile
July 29–August 3, 2001**

The American Psychological Association has received support from the National Institute of Mental Health (NIMH) to administer a block travel grant program for US participants (citizens and residents) in the scientific program of the 28th Interamerican Congress of Psychology in Santiago, Chile, July 29–August 3, 2001. NIMH funding will be used exclusively for scholars working in areas that are central to the NIMH mission—to increase knowledge and improve research methods on mental and behavioral disorders; to generate information regarding basic biological and behavioral processes underlying these disorders and the maintenance of mental health; and to develop and improve mental health treatment and services. At least half of the awards will be granted to investigators who are either students or within eight years of receiving their doctoral degree. **The application deadline is May 31, 2001.** Applications are available from the APA Office of International Affairs, 750 First Street, NE, Washington, DC 20002, (202) 336-6025 (telephone); (202) 218-3599 (fax); international@apa.org (e-mail).

conveyed through a curriculum that defines a “psychologist.” Without such, it is argued, the public cannot differentiate psychology from any other learned discipline or profession. The core curriculum concept was considered especially appropriate for professional education and training as the foundation of knowledge and skills on which diverse areas of application can be built.

Many academic psychologists, on the other hand, have argued strongly against such a concept, the implementation of which, they advance, would infringe upon elements of innovation and freedom of inquiry so essential to higher education. As psychology has evolved toward increasing specialization of function and diversity of subject matter and methodology, there are even those who argue that the field is not a unified discipline for which there would be a core body of knowledge and skills. True to the axiom that “for every force, there is a counter-force,” the debate goes on even today.

Taking a lead from APA Past President Joseph Matarazzo’s definition of psychology as “one discipline with many applications,” we might ask what it is that differentiates these areas of application or practice and what it is that they also have in common, if anything. This set of questions is presently under consideration by the Council of Credentialing Organizations in Professional Psychology (CCOPP), a multi-organizational body of US and Canadian psychologists. This organization was formed under another name in 1996 when the American Psychological Association (APA) established its Commission for the Recognition of Specialties and Proficiencies in Professional Psychology (CRSPPP). CRSPPP was the body responsible to the APA Council of Representatives for implementing the recognition process under a set of published procedures and criteria. The idea behind the multi-organizational CCOPP was to assess the impact on the profession and the public of professional specialty and proficiency recognition in psychology.

One of the criterion domains for specialty recognition is that of the education content and sequence required for the specialty. If one were to examine the educational foundations of the different professional specialties recognized thus far (see <http://www.apa.org/crsppp>), one would find more in common than different across doctoral-level specialties. This finding is similar to results of a mid-1990s practice analysis, conducted by the Professional Examining Service for the Association of State and Provincial Psychology Boards (ASPPB), which attempted to link practice to earlier professional education and training. Clinical Psychology and Counseling Psychology were found to be most similar, with School Psychology being somewhat distinctive, and Industrial-Organizational Psychology being most different. (This conclusion was reached previously in an early 1980s task analysis study, also carried out for ASPPB by the Educational Testing Service, among the historic doctoral level specialties.)

As these developments have occurred in US and Canadian psychology over the past decade, related international developments have given emphasis to the definition of competencies in professional psychology, or applied psychology as it might be called in some countries.

In 1995, the ASPPB sponsored the 1st International Congress on Licensure, Certification, and Credentialing of Psychologists in New Orleans. I was invited to give an address on trends in the accreditation of professional education and training programs in psychology, and their implication for licensure, certification, and credentialing of psychologists on an international level. In that address, I encouraged participants to think more about competency constructs and less about particular curricula in assessing the preparation of professional psychologists or gauging the equivalence of their education and training across national boundaries. Challenging as it may be to articulate and assess competency constructs, I believed it to be more meaningful to the public and ultimately more reliable a process for determining equivalence of professional prepa-

ration across national and cultural boundaries than a comparison of academic degrees and curriculum transcripts.

The difficulty in translating equivalent education outcomes through academic curricula alone has certainly been an important discovery for those of us from the United States, Canada, and Mexico who have been meeting annually for nearly a decade to identify similarities and differences among our countries in the education and training of professional psychologists. This meeting, which we call the Trilateral Forum, was organized initially as an opportunity for professional exchange about education, licensure, and credentialing of psychologists, with particular reference to the North America Free Trade Act treaty. It has, however, become a rich learning experience about psychology as a profession in our respective countries, and about the cultural and historical shaping of education systems that are related thereto. At this year’s meeting, it will make sense to discuss developments in our countries related to the definition of professional competencies, rather than curricula, because we now have an established understanding of the education similarities and differences among our countries.

The 2nd International Congress on Licensure, Certification, and Credentialing of Psychologists took place last summer in Oslo, this time co-sponsored by the Norwegian Psychological Association and the ASPPB. Here we learned of independent efforts in Canada, the United Kingdom, and the European Union to define competencies of professional practice in psychology. At the session describing the European Union’s “Leonardo Project” (an initiative of the European Federation of Professional Psychologists Associations), British psychologist Ingrid Lunt noted that “the project aims to facilitate mobility of psychologists across member states through the creation of a common framework, to develop new models of professional training based on competencies and underpinning knowledge, and to make more transparent systems for mutual recognition.”

Lunt also commented in another session on the movement within the United Kingdom to define the qualification of psychologists in terms of competencies, and on a pilot British Psychological Society project to define occupational standards for psychologists in various domains of practice. Canada also is engaged in a major effort to develop a framework for conceptualizing and demonstrating competencies of professional psychologists. It too is driven by the need to facilitate mutual recognition and mobility of psychologists, in this case, under the Canadian Agreement of Internal Trade. Information about this development can be found on the Canadian Psychological Association's web site (<http://www.cpa.ca>).

In the United States, the National Association of Schools and Programs in Professional Psychology more than

a decade ago developed and endorsed a set of competencies expected of graduates of its member schools, most of which were awarding the professional PsyD degree in psychology. More recently, the APA Committee on Accreditation developed and implemented an outcomes assessment system for accrediting programs in professional psychology, described briefly earlier in this article, as competency-based in its conceptualization. And within the past year, the Association of Psychology Postdoctoral and Internship Centers announced plans for a working conference in 2002 to define the competencies expected of professional psychologists, based on the experience of those responsible for the internship and postdoctoral residency training of psychologists in health service provider areas of the profession.

With these developments, the profession of psychology's search for consensus on competency constructs is in keeping with trends in other professions on a global, multi-national basis. Within the United States, at least, a major force in facilitating the movement of professions in this direction globally is the Center for Quality Assurance in International Education, under the executive leadership of Marjorie Peace Lenn. Information about the Center's publications and sponsored conferences is available at its website (<http://www.cqaie.org>).

Paul D. Nelson, PhD, is the Deputy Executive Director and Director of Graduate Education and Training in the Education Directorate of the American Psychological Association.

Internationalizing the Psychology Curriculum

Anthony J. Marsella

If psychology is to survive and grow as a profession and academic discipline, it is essential that it be responsive to the changing world in which we live. Unlike the world of the last few decades, today's world requires psychology to acknowledge the global context of our times, including the increased interdependency of our individual and collective lives. Today, events and forces in distant lands and cultures—once considered inconsequential and unimportant—have a daily impact upon our lives. Under these circumstances, psychology needs both to reconsider its training and research priorities, assumptions, methods, and ethics with a new vision, vigor, and commitment, and to respond to the emerging international challenges of overpopulation, poverty, environmental desecration, cultural disintegration, ethno-political warfare, and urbanization.

Clearly, our response to these challenges as individuals and societies will shape the nature, quality, and meaning of life in the coming century. And our response as psychologists will shape the definition, identity, growth, and survival of our profession and discipline. The key to psychology's response resides in its willingness to internationalize the curriculum so that psychologists—especially those from North America and Northern Europe—can develop the new competencies necessary to meet the challenges of our times.

Internationalizing the psychology curriculum will be no easy matter. The biggest impediment may well be the ethnocentricity of western academic and professional psychologists, many of whom seem to have little awareness of or sympathy for altering a psychology curriculum

that both reflects and supports their personal values, epistemologies, praxiologies, and training cultures. Indeed, there appears to be a reluctance among many of these psychologists to accept a very basic truth—that western psychology is rooted in an ideology of individualism, rationality, and empiricism that has little resonance in many of the more than 5000 cultures found in today's world. Further, little of western psychology's energies are being given to resolving the problems facing the vast array of the world's people.

It is a fact that more than 85 percent of the world's six billion people are from non-western ethnic and cultural traditions. While the many contributions of western psychology toward understanding and resolving psychosocial problems must be acknowledged, admired, and respected, it is now clear that greater effort must be

Continued on Page 8

made also to recognize that there are many non-western psychologies that reflect the cultural experiences and contexts of other people beyond those discussed and presented as “truths” in western textbooks and research studies.

Yet we continue in psychology to proceed without making the training changes necessary to improve the accuracy and validity of our coursework, oblivious to the consequences of our actions. Our own power and position has blinded us to the limitations and faults of our knowledge. We pass off as science data that has little validity for most of the world’s population. We speak confidently of clinical diagnostic, assessment, and therapeutic procedures that lack relevance and may well result in victimization of our clients because of minimal cultural and international equivalencies. How can this be? How can our own western scientific orientation, which is supposedly committed to constant inquiry, doubt, and toleration of uncertainty, result in such widespread insensitivity to its assumptions, methods, applications, and conclusions?

For me, the main answer to this question is that we have failed to use the concept of culture in much of our training and research activities. Culture is a critical determinant of human behavior. This means that our curriculum—virtually every course we teach—needs to consider this variable. The consideration cannot be incidental or passing. Rather, the extensive research that highlights and documents critical cultural variations needs to be integrated with material that is relevant to western cultural experiences. In doing this, western psychology would be taking a giant step toward increasing its own validity and toward assisting in the resolution of many of the challenges facing the world.

I see internationalizing the psychology curriculum as a potent first step toward resolving the global challenges because so many of these are rooted within political ideologies and economic systems that are culturally and nationally contextualized and generated. I propose that internationalizing the psychology curriculum begin with a recognition of the

competencies that are needed by psychologists to function validly in today’s world. The things we do as psychologists—teaching, conceptualizing, researching, consulting, assessing, evaluating, intervening, preventing—must be considered within the range of levels in which we can demonstrate our competencies and participate in international and cultural activity arenas. We can be aware of cultural differences, share knowledge of these differences, consult across cultures, or actively participate in bringing about cultural changes. Each step in this progression requires greater cultural and international competency, and perhaps, formal certification. The interesting fact is that even as we speak of educating our students, it is also necessary to educate our faculty. Cultural awareness training and formal academic coursework are a critical part of continuing education.

I would like to see our new psychology curriculum incorporate greater attention to indigenous psychologies of such great cultural traditions as China, Islam, India, and Native Americans. In addition, I would encourage the teaching of post-modernism, feminist theory, and social constructivism because they point out the biases and abuses of entrenched power. I would also like to see a psychology training that refrains from self-righteous claims of objectivity and acknowledges openly its subjectivity, and with it a commitment to social interest, diversity, social justice, and internationalism.

Even as we internationalize the psychology curriculum, it will be important for us to learn new skills in conflict resolution, peace building, and community development. I would like to challenge the clinical training programs that dominate psychology’s numbers as a profession and to begin to train students to resolve problems of global proportion. While training in clinical practice directed toward the healing of individual minds is obviously important, psychology needs to evidence an increased commitment to healing nations, cultures, communities, and regions.

In brief, I call upon psychologists throughout the world to exchange views

and actual positions, to learn the challenges facing our world, and, in the process, to create a new professional and global consciousness that can advance our field, resolve problems, and restore dignity. It is within our capability to do so. It is our responsibility to do so. I am reminded here of the words of Vaclav Havel who wrote (in 1987):

"For the real question is whether the 'brighter future' is really always so distant. What if, on the contrary, it has been there for a long time already, and only our blindness and weakness has prevented us from seeing it around us and within us, and kept us from developing it."

Anthony J. Marsella, PhD, DHC, is Professor of Psychology and Director of the Disaster Management, Humanitarian Assistance, and International Peacekeeping Program at the University of Hawaii. In 1999, the University of Copenhagen awarded him an honorary doctorate—Doctoris Honoris Causas—for his contributions to international understanding. The complete text of the essay is published in the Winter 2000 issue of the International Psychology Reporter, the APA Division 52 newsletter. Dr. Marsella will present an invited address on internationalizing clinical and counselling psychology curricula at the 2001 APA Convention in San Francisco. His e-mail address is marsella@hawaii.edu.

ORGANIZATION PROFILE: INTERNATIONAL COMMUNICATION ASSOCIATION

By Michael Haley



The International Communication Association (ICA) was established in 1950 to provide a forum for academicians and other professionals to exchange research information and dialogue on communication topics. Two-thirds of the Association's members teach and conduct research in colleges, universities, and schools around the world. Other members work in government, the media, communication technology, business, law, medicine, and other professions. The membership of ICA comprises scholars from over 60 countries. This wide professional and geographic distribution of the membership is the ICA's basic strength. Membership in the Association provides worldwide opportunities to network with colleagues who share teaching and research interests.

ICA has one major annual conference. This is the premier event for scholarly exchange among ICA members and interested others. This year's conference will take place May 24-28 in Washington, DC. The theme of the meeting is "Communication Research Matters," focusing on the connections of communication research, policy, and practice. During the four-and-a-half day conference, more than 1700 scholars and students will attend over 300 oral presentations and 200 poster presentations. ICA's 2002 conference will be in Seoul, Korea, July 15-19. November 1, 2001, is the deadline for the meeting call for papers. The Association also holds smaller, topic-specific conferences, such as a two-day meeting on issues related to communication and the digital divide that ICA is cosponsoring this fall with the International Association for Media and Communication Research.

The International Communication Association publishes three professional refereed journals: *Journal of Communication*, *Human Communication Research*,

and *Communication Theory*. The *Journal of Communication* publishes articles and book reviews that examine a broad range of issues in communication theory, as well as research that considers the role and impact of public and mediated communication. *Human Communication Research* concentrates on empirical work in areas that advance the understanding of the human symbolic process, with a strong emphasis on theory-driven research, the development of new theoretical models of communication, and the development of innovative methods for observing and measuring communication behavior. *Communication Theory* focuses on theory as the central subject where theory has an object of its explanation, an explanatory form, a method to relate evidence to claim, characteristic explanations within a scope of performance, and a consequence of value.

ICA also publishes the *Communication Yearbook*, an annual volume that presents state-of-the-art literature reviews and articles providing comprehensive syntheses of the literature. The purpose of the reviews is to familiarize scholars with the major theoretical trends and findings of the research being summarized. Reviews traditionally focus on recently published narrative or meta-analytic articles.

The *ICA Newsletter* keeps the membership informed on important developments in the field of communication, as well as announcements, calls for papers, and job listings.

ICA members have access to 17 divisions and special interest groups that represent the principal areas of concern in the communication field. These are: information systems; interpersonal communication; mass communication; organizational communication; intercultural and development communication; political communication; instructional and developmental communication; health communication; philosophy of communication; communication and technology; popular communication; public relations; feminist scholarship; communication law and policy; language and social interaction; visual communication; and gay, lesbian, and bisexual studies. Some divisions and interest groups publish newsletters, hold

preconference workshops, give awards, and plan other activities for their members.

ICA's current president, Joseph N. Cappella of the Annenberg School for Communication at the University of Pennsylvania, is focusing on a number of issues of importance to the Association. A major effort is placing the ICA journals on-line in a searchable format that can enhance the research of ICA's scholar members. Dr. Cappella is also committed to increasing the international focus of the Association, by expanding the representation of non-US members on the board and by exploring a possible new journal that would present comparative research across nations and cultures. He is also considering the development of a journal that emphasizes public policy research and communication. And, Dr. Cappella is deeply committed to enhancing the experience of graduate students, by supporting ICA activities that help underwrite student travel and conference participation and by encouraging the scholarly mentorship of the Association's student members who are engaged in communication research.

Through its divisions and interest groups, its publications, public information efforts, and annual conferences, and its relations with other associations around the world, the International Communications Association promotes the systematic study of communication theories, processes, and skills. ICA strives to provide increased visibility for the field of communication and communication research throughout the world and to interact with communication associations worldwide. For further information about all ICA activities, readers are encouraged to visit the ICA website at <http://www.icahdq.org>.

Michael Haley, PhD, CAE, is Executive Director of the International Communication Association and can be reached at mhaley@icahdq.org.

CIRP Seeks Multi-Lingual Volunteers for APA Convention. The Committee on International Relations in Psychology (CIRP) is seeking multi-lingual volunteers who are willing to be on call for international visitors at the APA Convention in San Francisco, California from August 24–28, 2001. While most international Convention participants have a fairly solid command of English, there are always some who would like occasional help with translations or just the opportunity to take a break from English to speak their native languages. If you speak more than one language, are planning to attend the Convention, and are willing to volunteer your time, please contact CIRP through the APA Office of International Affairs, 750 First Street, NE, Washington, DC 20002; 202-336-6024 (telephone); 202-218-3599 (fax); international@apa.org (e-mail).

2001–2002 Postdoctoral Position is Available at Ethnic Conflict and Conflict Resolution Center. With a grant from the Mellon Foundation, the Center for the Study of Ethnic Conflict and Conflict Resolution at the University of Washington, will run a Sawyer Seminar on ethnic conflict in the modern world. Recent PhDs in any social science who are specialists in this area are encouraged to apply. Responsibilities will include helping conduct and teach the seminar. Salary will be approximately \$30,000. **The deadline for application is May 15, 2001.** Write to Prof. Daniel Chirot or Prof. Resat Kaasaba, Henry M. Jackson School of International Studies, Box 353650, University of Washington, Seattle, WA 98195, USA.

US Civilian Research and Development Foundation (CRDF) Announces New Cooperative Grants Program. The CRDF is sponsoring a program to supply one to two-year support to joint teams of former Soviet Union (FSU) and US scientists in any area of civilian research and development, including behavioral and biomedical sciences. Each proposal must be jointly submitted by one US co-investigator and one FSU co-investigator, who must be a citizen or permanently reside in: Armenia, Azerbaijan, Georgia, Kazakhstan, Kyrgyzstan, Moldova, Russia, Tajikistan, Turkmenistan, Ukraine, or Uzbekistan. At least 80 per cent of the funds awarded to each project will be used for project-related expenses of the FSU team. **The proposal deadline is May 18, 2001.** Contact the US Civilian Research and Development Foundation for the Independent States of the Former Soviet Union, 1800 North Kent St., Suite 1106, Arlington, VA 22209, USA. (703) 526-9720 (telephone); (703) 526-9721 (fax); cgp@crdf.org (e-mail); <http://www.crdf.org> (website).

International Council of Psychologists Award Encourages Early Career Research. The International Council of Psychologists (ICP) Award for Research in International Psychology recognizes outstanding early career contributions to scholarly endeavors addressing psychological issues of a universal or multinational significance affecting the quality of human life. The recipient must be a psychologist. Candidates should submit a paper to Prof. Seisoh Sukemune, Chair of the ICP Research Awards Committee **by May 15, 2001.** For detailed information on the submission procedure, contact: Seisoh Sukemune, Prof., PhD, Graduate School of Clinical Education, Mukogawa Women's University, 6-46 Ikebiraki-cho, Nishinomiya 663-8558, Japan. 81 798 45 9911 (telephone); 81 798 45 3353 (fax); seisohok@mwu.mukogawa-u.ac.jp (e-mail).

International Program Promotes Increased Participation of Women in International Research Projects. The Women's International Science Collaboration (WISC) Program provides grants to individual US scientists who plan to establish new research partnerships with their colleagues in Central and Eastern Europe and in the former Soviet Union. The grant, which is administered by the American Association for the Advancement of Science (AAAS), will provide up to \$4,000 for travel and living support for a US woman scientist, and when appropriate, an additional grant of \$4,000 to her US female or male co-principal investigator. The program is funded by the National Science Foundation (NSF) and only fields funded by the NSF—including non-clinically oriented psychology—are eligible. Scientists who have their PhDs or equivalent research experience may apply. Applicants must be US citizens or permanent residents in the US. **Application deadlines are July 15, 2001, and January 15, 2002.** Contact: Karen Grill, American Association for the Advancement of Science, International Directorate, Program on Europe and Central Asia, 1200 New York Ave., NW, 7th Floor, Washington, DC 20005. (202) 326-7027 (telephone); (202) 289-4858 (fax); kgrill@aaas.org (e-mail); <http://www.aaas.org/international/eca/wisc.shtml> (website).

Join APA as an International Affiliate. Psychologists living outside the United States and Canada may join the American Psychological Association (APA) as International Affiliates. Affiliates can attend meetings of the APA, subscribe to its journals, or purchase publications at the same reduced rates charged to Members. Affiliates receive *Monitor on Psychology* and *Psychology International* at no charge. The annual International Affiliate fee is \$27, or \$20 for Affiliates from transitional or developing countries. To apply, contact The American Psychological Association, Membership Department, 750 First Street, NE, Washington, DC 20002, USA; (202) 336-5580 (telephone); (202) 336-5568 (fax); membership@apa.org (e-mail); or apply on-line (at <http://www.apa.org/members>).

International Meetings Calendar

May 1–6, 2001

World Conference for Systemic Management Vienna, Austria. Contact: Dirk Dose, Conference Manager, ISCT World Conference Office, Lange Gasse 65, Vienna, 1080, Austria. Telephone: 43-1-409-55-66-66; Fax: 43-1-409-55-66-99
E-mail: worldconference@isct.net
Webpage: <http://www.isct.net>

May 10–20, 2001

9th Annual International Conference on Conflict Resolution (ICR): “Sharing Tools for Personal/Global Harmony” St. Petersburg, Russia. Contact: Steve Olweean, Director, Common Bond Institute, 12170 S. Pine Ayr Drive, Climax, MI, 49034 USA
Tel/Fax: 616-665-9393
E-mail: solweean@aol.com
Website: <http://ahpweb.org/cbi>

May 16–19, 2001

10th European Congress on Work and Organizational Psychology: “Globalization—Opportunities and Threats” Prague, Czech Republic. Contact: Czech Association of Work and Organization Psychologists (CAPPO), Mikulandská 7, 113 61 Praha 1, Czech Republic. Telephone: 420 2 24 91 90 35; Fax: 420 2 24 91 90 35
E-mail: capa@solc.anet.cz
Website: http://www.geocities.com/CAPA_cz

May 17–19, 2001

International Conference of Applied Psychology “EU-Psi-RO 2001” Sinaia, Romania. Contact: Scientific Committee, Tibiscus University, Romania, RO-1900 Timisoara, Dalei 1A, Room 407, Timisoara, Romania
E-mail: eupsiro@tibiscus.ro

May 23–26, 2001

1st Latin American Congress on Psychology and Health Veracruz, Mexico. Contact: Instituto de Investigaciones Psicológicas, Km 3.5 Carretera Xalapa-Las Trancas, Apartado Postal No. 478, 91190 Xalapa, Veracruz, Mexico
E-mail: alapsa2001@invest.uv.mx
Website: <http://iip.invest.uv.mx/~alapsa2001>

May 23–26, 2001

CONPSI 2001–2nd North-Northeast Regional Congress of Psychology: “Psicologia e Realidad Brasileira” Salvador-Bahia, Brazil
Contact: conpsi@ufba.br (e-mail)
Website: <http://www.ufba.br/~conpsi>

May 23–26, 2001

7th European Conference on Traumatic Stress Edinburgh, Scotland. Contact: Cheryl Goff, Meeting Makers, Jordanhill Campus, 76 Southbrae Drive, Glasgow, G13 1PP, UK
Telephone: 44 141 434 1500;
Fax: 44 141 434 1519
E-mail: ecots@meetingmakers.co.uk
Website: <http://www.ecots.org.uk>

May 28–June 2, 2001

10th World Congress of Sports Psychology Skiathos Island, Greece. Contact: 10th World Congress of Sports Psychology, Democritus University of Thrace, Department of Physical Education, 69100 Komotini, Greece.
E-mail: sportpsy@phyed.duth.gr
Website: <http://users.duth.gr/sportpsy> or <http://www.phyed.duth.gr/sportpsy>

May 30–2 June, 2001

Millennium World Conference of the International Association for Counselling: “Families in Transition – Counselling in Transition – Meeting the Challenges Ahead” Mumbai Lonavla, India. Contact: IAC–TISS Conference 2001 Secretariat
Prof. Lina Kashyap, PhD, Head, Dept of Family and Child Welfare, Tata Institute of Social Sciences, Deonar, Mumbai 400-088, India. Telephone: 91-22-556-32 90; Fax: 91-22-556 29 12
E-mail: linakash@tiss.edu
Website: <http://www.educ.sfu.ca/iac>

June 13–16, 2001

Feelings and Emotions: The Amsterdam Symposium Amsterdam, Netherlands. Contact: Emotion Symposium Secretariat, Dept. of Psychology, Amsterdam University, 15 Roetersstraat, 1018 WB, Amsterdam, Netherlands.
E-mail: veldhuis@psy.uva.nl
Website: <http://www.psy.uva.nl/emotions>

June 18–22, 2001

3rd Moscow Workshop on the History of Psychology: Condition and Perspectives for Development Moscow, Russia. Contact: Yuri Oleinik, Moscow Academy of Humanities and Social Sciences, ul. Yunosti 5/1, Moscow 111395, Russia.
Telephone: (095) 3746720; Fax: (095) 3746932

June 20–24, 2001

6th International Conference for Health and Human Rights Cavtat, Croatia. Contact: International Society for Health and Human Rights (ISHRR), Urtegata 50, 0187 Oslo, Norway. Telephone: 47 22 68 22 20; Fax: 47 22 57 00 88
E-mail: ishhr@online.no
Website: <http://www.ishhr-conf-2001.org>

June 21–23, 2001

62nd Annual Convention of the Canadian Psychological Association Ste-Foy, Quebec, Canada. Contact: Canadian Psychological Association, 151 Slater Street, #205, Ottawa, Ontario, Canada K1P 5H3
Telephone: 613-237-2144 ext.23 or 1-888-472-0657 (toll free); Fax: 613-237-1674
Website: <http://www.cpa.ca/ste-foy>

June 21–24, 2001

33rd Annual Meeting: CHEIRON, the International Society for the History of Behavioral and Social Sciences Bloomington, Indiana, USA. Contact: CHEIRON Program Chair, Marlene Shore, Department of History, 2140 Vari Hall, York University, 4700 Keele Street, Toronto, Ontario, Canada M3J 1P3. Telephone: 1-(416) 736-5123; Fax: 1-(416) 736-5836
E-mail: mshore@yorku.ca
Website: <http://www.yorku.ca/dept/psych/orgs/cheiron/cheiron.htm>

July 1–6, 2001

17th Congress of the International Association of Gerontology Vancouver, Canada
Contact: Congress Secretariat, Gerontology Research Centre, Simon Fraser University at Harbour Centre, 2800-515 West Hastings Street, Vancouver, British Columbia, Canada V6B 5K3. Telephone: 604-268-7972; Fax: 604-291-5066
E-mail: iag_congress@sfu.ca

July 1–6, 2001

VII European Congress of Psychology London, United Kingdom. Contact: VII European Congress of Psychology Secretariat, ICM Conference Associates, 4 Cavendish Square, London W1M 0BX, United Kingdom. Telephone: 44 (0) 207 499 0900; Fax: 44 (0) 207 629 3233
E-mail: ecop2001@bps.com
Website: <http://www.bps.org.uk/ecop/home.htm>

July 6, 2001

3rd Annual Convention of the International Society of Clinical Psychology London, United Kingdom. Contact: Gloria Gottsegen, PhD, President, 22777 Meridiana Drive, Boca Raton, FL 33433, USA. Telephone: 561-393-1266; Fax: 561-393-2823
E-mail: ggottsegen@aol.com
Website: <http://www.tamu-commerce.edu/orgs/ISCP/website.html>

July 7–11, 2001

International Association for Cross-Cultural Psychology (IACCP) Regional Congress Winchester, Great Britain. Contact: Dr. Paul Redford, IACCP-UK 2001
Department of Psychology, King Alfred College, Winchester S022 4NR, UK
E-mail: IACCP2001@wkac.ac.uk
Website: <http://www.wkac.ac.uk/psychology/IACCP>

Continued on Page 12

An extensive list of international meetings can be found in the *International Journal of Psychology* available at many libraries or at <http://www.iupsys.org> (IUPsyS Homepage). In addition, your reference librarian should be able to help direct you to other specialized meetings.

July 8–12, 2001

59th Annual Convention of the International Council of Psychologists
Winchester, Great Britain. Contact: Ernest S. Fried, PhD, Secretary-General ICP
62 Pierrpont Street, Suite 1E, Brooklyn, NY 11201-2452. Telephone: 718-852-5217; Fax: 718-852-7124
E-mail: fried@prodigy.net
Website: <http://www.geocities.com/icpsych/icp.htm> or <http://homepages.uc.edu/~griesiws/convent.htm>

July 12–14, 2001

14th Annual Conference of UK Women's Studies Network: "Gender and Culture—Leisure, Consumption, and Women's Everyday Lives" Cheltenham, United Kingdom. Contact: Heather Sheridan, WSN Conference Administrator, Leisure and Sport Research Unit, Faculty of Environment and Leisure, Cheltenham and Gloucester College of Higher Education, Swindon road, Cheltenham, GL50 4AZ, UK. Telephone: 44 (0) 1242 544073; Fax: 44 (0) 1242 543283
E-mail: hsheridan@chelt.ac.uk

July 15–18, 2001

International Society of Political Psychology 24th Annual Scientific Meeting: "Cultures of Violence, Cultures of Peace" Cuernavaca, Mexico. Contact: Tamra Pearson d'Estree, Program Co-Chair, Institute for Conflict Analysis and Research
George Mason University, MSN 403, Fairfax, VA 22030. Telephone: 703-993-1364; Fax: 703-993-1302
E-mail: tdestree@gmu.edu

July 15–20, 2001

2nd Annual Couples Therapy Training Workshop for Therapists Cervera, Spain. Contact: Rita F. Resnik and Robert W. Resnik, Gestalt Associates Training Los Angeles
1460 7th Street, Suite 300, Santa Monica, CA 90401 USA. Telephone: 310-451-9434; Fax: 310-319-1663
E-mail: SweetRita@aol.com or bobresnick@aol.com
Website: <http://www.GATLA.org>

July 16–21, 2001

21st Organization Development World Congress Vienna, Austria. Contact: Donald Cole, President, The Organization Development Institute, 11234 Walnut Ridge Road, Chesterland, OH 44026-1299. Telephone: 440-729-7419; Fax: 440-729-9319
E-mail: DonWCole@aol.com
Website: <http://www.members.aol.com/odinst>

July 17–19, 2001

2nd International Seminar on Violence and Adolescence Jerusalem, Israel. Contact: ISAS International Seminars, PO Box 34001, Jerusalem 91340, Israel. Telephone: 972-2-6520574; Fax: 972-2-6520558
E-mail: confer@isas.co.il

July 17–21, 2001

World Congress of Behavioral and Cognitive Therapies Vancouver, British Columbia, Canada. Contact: Mary Jane Eimer, CAE, Executive Director, Association for Advancement of Behavior Therapy (AABT)
Contact: mjeimer@aabt.org (e-mail)

July 22–27, 2001

World Assembly for Mental Health 2001–26th Biennial Congress of the World Federation for Mental Health Vancouver, British Columbia, Canada. Contact: Congress Secretariat, Venue West Conference Services, Ltd., #645 – 375 Water Street, Vancouver, BC, Canada V6B 5C6. Telephone: (604) 681-5226; Fax: (604) 681-2503
E-mail: wamh2001@venuewest.com
Website: <http://www.venuewest.com/wamh2001>

July 22–August 3, 2001

30th Annual Gestalt Therapy European Summer Residential Training Program Cervera, Spain. Contact: Rita F. Resnik and Robert W. Resnik, Gestalt Associates Training Los Angeles, 1460 7th Street, Suite 300, Santa Monica, CA 90401 USA. Telephone: 310-451-9434; Fax: 310-319-1663
E-mail: SweetRita@aol.com or bobresnick@aol.com
Website: <http://www.GATLA.org>

July 26–27, 2001

3rd Iberoamerican Congress on Psychological Evaluation Buenos Aires, Argentina. Contact: Faculty of Humanities and Social Sciences, University of Palermo, Mario Bravo 1259, CP C1175ABW, Buenos Aires, Argentina. Telephone: 54-11-1180; Fax: 54-11-4963-1560

July 29–August 3, 2001

28th Interamerican Congress of Psychology Santiago, Chile. Contact: Congress SIP 2001, Casilla 216V correo 21, Santiago, Chile. Fax: 56-2-209-61-52
E-mail: inscripcion@sip2001.org
Website: <http://www.sip2001.org>

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