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Mind the gap: Personal reflections on the mental health infrastructure of Ethiopia

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Dr. Yeshashwork Kibour is a graduate of the Howard University clinical psychology program and is currently the associate director of clinical training at Argosy University, Washington, DC. In her private practice in Washington, DC, Dr. Kibour specializes in the treatment of trauma with a diverse population. She is a steering committee member of Psychologist for Social Responsibility (PsySR) and a member of the Trauma and International Psychology divisions of APA.

After graduating from college, I wanted to do something professionally that made a real difference in the lives of people in my immediate world. At that time, this meant people from Ethiopia. So in the summer of 1994 I went to Addis Ababa, Ethiopia, after finishing my undergraduate degree in the US. I was fortunate enough to be allowed to follow the finest Ethiopian psychiatrists, social workers, occupational therapists, and physicians as they treated patients of Amanuel Psychiatric Hospital, which at the time was the only psychiatric hospital in the country. What I experienced and saw has impacted me in ways that continue to unfold as I encounter multiple facets of what it means to be a psychologist.

I will forever remember the smells of cardamom and clove that spiced piping hot tea, and of kerosene, which was used to disinfect floors. These smells permeated the air at the break of dawn on the hospital grounds. I witnessed the droves of potential patients who waited for hours in queues that did not seem to move, and that made it seem as though Ethiopia must have an excessively high rate of mental illness. In fact, the documented rate of mental illness was (and is) lower than, say, the United States. At this realization, I appreciated the indigenous ways that acted as *communal defense mechanisms* and immunized many from reaching a breaking point. Systems such as “Mehaber” (a collection of individuals with a common interest or identity that meet regularly); “Ekub” (a private communal banking system made up of a small group of people); and elaborate weddings and funeral ceremonies around which many people’s lives revolve, to name a few, serve this function.

But the largest issue, I later understood, was a profound lack of services for those who needed them.

The gap between needs and services

My education began with definitions. I struggled to understand what constitutes “need” as I grappled with the qualitative difference, in terms of the impact on family and on the community, between a young man experiencing his first psychotic break at the age of 17 and a functioning alcoholic who maintains a job and physically abuses his wife and children. I also grappled with different perspectives. On the one hand, I admired the courage embodied by patients who had to overcome multiple barriers, including stigma, to access services. On the other hand, I felt indignant about overextended hospital staff who had to resort to physical restraints with their patients, because of inadequate supply of appropriate medications, or who had to house the “criminally insane” with other patients because of lack of physical space. As I witnessed the dedication and resourcefulness of the staff who treated such needy patients with limited resources, I became determined to play some part in creating change in the overall system of mental health delivery in Ethiopia.

Fast forward to 2006, twelve years later. I am now a psychologist working in two major areas of psychology: as an associate director of clinical training with Argosy University,



Yeshashwork Kibour

and as a therapist in private practice. In the latter capacity, I work with a wide range of clients from both mainstream and immigrant communities suffering from depression, anxiety, posttraumatic stress disorder. I specialize in trauma. My work with immigrant populations affords me the honor of working with refugee and immigrant survivors of politically motivated torture, gender based violence, and human trafficking. I also work with Ethiopians suffering from various mental health issues in the Washington, DC, metropolitan area.

Continuing my mission, I, along with a handful of other Ethiopian professionals in the field of psychology and mental health in general, co-founded Ethiopian Psychological Association International (EPAI)². One of our initial projects, actualized with the help of APA's Office of International Affairs, was to send very much needed books on a range of topics in psychology to Addis Ababa University via freight.

In 2006, I returned to Ethiopia with the goal of tracking the books, as this had turned out to be a much more arduous task than any of our members anticipated, and to assess the status of the gap I observed in 1994.

Upon my arrival, I was shown that the books had arrived safely. I had the honor of conversations with the Psychology department staff, who identified major barriers to advancing the field of psychology in Ethiopia. Their expressed needs included teaching manpower, faculty training on current trends in the field of psychology, text books, access to web-based learning and other information technology to facilitate networking, research, and access to training for those located in remote areas. I was convinced that when these needs were met, there would be greater hope for generating a pool of mental health professionals skilled at providing culturally appropriate services -- to both the 17 year old experiencing his first psychotic break and those who suffer silently.

To achieve this goal, Ethiopia, like many developing countries, needs resources to capitalize on existing societal strengths. It also needs to define mental health based on what is culturally and linguistically appropriate for the contemporary setting. Given the significant value of *indigenous psychology*, it is detrimental to have such definitions imposed by an external group. What better place to have such discussions but within the parameters of a robust graduate level psychology program.

I have witnessed the parallel processes of the growth of the Addis Ababa University psychology department and a painstakingly slow and arduous uphill battle to define and deliver quality mental health services to the general population. Current projects for the AAU department of psychology include opening new masters and doctorate level

programs in Clinical and Health Psychology, and upgrading the department of psychology to an Institute of Psychology with the hope of giving it more autonomy to develop itself in various program areas. At the same time, the mental health arena continues to face multiple barriers. In fact, the World Health Organization (WHO) described mental health in Ethiopia as "one of the most disadvantaged health programs in Ethiopia, both in terms of facilities and trained manpower . . . with estimates of the average prevalence of mental disorders in Ethiopia at 15% for adults and 11% for children". There are still few facilities. Black Lion Hospital provides some psychiatric services, but Amanuel Hospital continues to be the only psychiatric hospital in the country. Amanuel Hospital provides services predominantly on an outpatient basis. Its limited inpatient treatment service is just 361 beds that are restricted to acute care (Fekadu, Desta, Alem, & Prince, 2007).



Books donated to Addis Ababa University

Barriers to Bridging the Gap

In my best understanding of the gap between need and service, the solution is at best, incredibly complex. Barriers to bridging this gap include but are not limited to the following:

- Lack of capacity, which may be the primary issue that impacts Ethiopia's ability to provide adequate mental health services to the population. With only one graduate training program in the country housed in Addis Ababa University's Psychology Department, Ethiopia does not stand a chance of meeting the need. The burden surely does not fall solely on the field of psychology. Certainly the Addis Ababa University's school of social work and psychiatry departments in both Amanuel and Black Lion Hospitals play vital roles. However, post-graduate training of physicians in psychiatry did not begin till 2003. Efforts to extend services to remote locations, including the training of psychiatric nurses as well as the integration of mental health into primary care, both viable options, fall short of addressing the need. At this point in history, all these programs combined do not graduate enough students at the graduate level yearly to even begin to meet the demand.
- Over-reliance on the medical model, which raises a pathology model for considering who needs mental health services in Ethiopia. This affects how "mental illness" and "mental health" are defined, and raises questions such as: What is the cutoff point between the "sane" and the "insane." Over-reliance on the medical model, in my opinion, creates an artificial cutoff between those presenting with obvious symptoms and those who quietly suffer. There is a general belief that only individuals in the throws of psychosis need mental health services. This is particularly damaging as it potentially thwarts the initiation and effectiveness of efforts geared toward prevention, e.g., psychosocially focused services. At present, the fates of those suffering lie primarily in the hands of psychiatrists in a



Dr. Kibour (second from left) with AU Department of Psychology faculty: Mr. Tesera, Dr. Teka (chair), and Dr. Darge (Ethiopian Psychological Association president)

country where the ratio of psychiatrists to population is 1: 6 million, according to WHO estimates. Even with waves of psychiatric nurses that expand psychosocial work to remote areas, only a very few of those that desperately need treatment have access. Therefore, simultaneously nurturing medical and alternative models (e.g., mind-body medicine, non-Western interventions) is timely for Ethiopia.

- Stigma's insidious nature and its crippling effect must be contended with if sustainable change is sought. Fear of how one might appear to others prevents many from getting needed assistance. In my own practice, I continually fight an uphill battle with clients who find themselves unable to take advantage of *pro bono* services, largely due to the stigma associated with seeing a therapist. I am also confronted by clients for whom attending multiple sessions triggers an "I must be really crazy" response rather than the intended acknowledgement that in order for transformation to occur, a trusting relationship must be established with a therapist, which takes time. Perhaps most damaging is the all too common reason for psychotropic noncompliance that stems from a client's succumbing to pressure from friends and family, who, without any knowledge or skill to ascertain the necessity of medication, urge others to stop taking medications. A client unwilling to challenge his/her source of support, obliges and suffers the consequences. Furthermore, stigma also has the negative impact of reducing the potential pool of prospective graduate students interested in studying in mental health related fields. The dire consequences of stigma plague Ethiopia, as it does many other communities worldwide.

- Lack of widely accessible venues for scientific debate on mental health issues impacting Ethiopians, initiated and written by Ethiopian professionals in-country. There are outlets for exchange of intellectual ideas at the regional level, including conferences and journals such as: *The African Journal for the Psychological Study of Social Issues*; *African Journal of Cross-Cultural Psychology and Sport Facilitation*; *African Journal of Neurological Sciences* (owned and controlled by the Pan African Association of Neurological Sciences (PAANS)). In Ethiopia, to my knowledge, only one journal exists with the potential of creating such an avenue for psychological debate, although it has not been utilized for this to date. The *Ethiopian Journal of Health Development*, which recently celebrated its 25th year in circulation, is published three times a year by the Department of Community Health, Addis Ababa University

and is jointly sponsored by the Ethiopian Public Health Association and the Addis Ababa University. Outside of a few articles including Fekadu et al.'s 2007 article on findings from analysis of admissions to Amanuel Hospital, there were no articles on mental health topics outside of mental health issues associated with HIV/AIDS.

Closing the Gap - Steps in the Process

How do we deal with these barriers? Many individual and collective efforts are underway to enhance Ethiopia's infrastructure to address health needs including infectious disease (e.g., HIV/AIDS), maternal health, and nutritional needs of children in the horizon of yet another drought. In addition to Ethiopia's own commitment, the international community has pledged significant financial support to address this issue. For example, in 2008, the U.S. government alone provided \$455 million in assistance, \$337 million of which went for combating HIV/AIDS. In the same year, the U.S. government donated an additional \$550 million in food assistance to help the government cope with a severe drought. (<http://www.state.gov/r/pa/ei/bgn/2859.htm>). However, very little, if any, of the monies are specifically allocated for mental health services. Non-governmental organizations (NGOs) also contribute to the flow of funds, ideas, and projects to combat health gaps. For example, People to People, Inc. (P2P) is one such NGO. This group consists of a worldwide network of Ethiopian health care professionals, whose mission is to effectively develop a virtual University consisting of Ethiopians in the Diaspora and to mobilize their potential through creative programs that promote indigenous and authentic solutions to Ethiopia's challenges. P2P partners with local and international institutions to garner support for programs in Ethiopia. While there is some debate about the efficacy of foreign aid, it is undeniable that financial resources are essential. However, financial resources, unaccompanied by programs geared toward building a country's infrastructure that will allow it to address its own problems (as opposed to accepting imposed solutions that may fall outside the community's self sustaining belief systems), are futile.

As the pathways toward possible solutions evolve, so do my thoughts on how I could make an impact. My first growth spurt included understanding the importance of fostering equitable and healthy partnerships. Therefore, my efforts thus far have revolved around raising awareness and establishing such partnerships with the hopes of creating fertile ground for reaching long-term solutions. To this end, one goal of this article is to raise awareness of Ethiopia's mental health needs. Please do not hesitate to contact me if you would like to contribute to addressing those needs, establish partnerships, or create projects with the underlying goal of increasing capacity in-country. [Author's email is ykibour "at" argosy.edu].

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MEET THE 2010 CIRP CO-CHAIRS

Dr. Pamela Flattau

Pamela Flattau earned degrees in experimental psychology from the University of Leeds (BSc Hons.) and from the University of Georgia (MS and PhD) specializing in perceptual development. In 1974, the American Psychological Association and the American Association for the Advancement of Science (AAAS) selected Dr. Flattau as

the first psychologist to hold a Congressional Science Fellowship during which time she served with the US Senate Labor and Public Welfare Committee, Subcommittee on Children and Youth. Subsequently, Dr. Flattau joined the staff of the National Academy of Sciences/National Research Council (NAS/NRC), managing a wide variety of studies affecting the social and behavioral sciences, including service as the first NAS/NRC Senior Staff Officer for the U.S. National Committee for the International Union of Psychological Science (1985).

Dr. Flattau's primary professional interests include the development and effective presentation of quantitative and qualitative measures for science and technology policy, a topic which she first tackled as a Congressional Science Fellow and subsequently as a policy analyst with the Science Indicators Unit of the National Science Foundation (NSF). In December 2003, Dr. Flattau was invited to join the IDA Science and Technology Policy Institute (STPI) as the Senior Staff Member in the Social and Behavioral Sciences and Education, and in that capacity recently authored a report for the White House Office of Science and Technology Policy (OSTP) describing the long-lasting contributions of the National Defense Education Act of 1958 on talent identification and recruitment into the U.S. science and engineering workforce. Dr. Flattau currently leads an ongoing STPI project for NSF's National Science Board aimed at enhancing public access to the biennial *Science and Engineering Indicators* series (<http://www.nsf.gov/statistics/seind10/>) through the use of innovative online tools, and in that capacity has participated in the first (Palermo, 2004) and then the second (Istanbul, 2007) *World Forum on Statistics, Knowledge and Policy* sponsored by the Organization for Economic Cooperation and Development (OECD). She continues to contribute to OECD data visualization activities as a member of the International Institute for Information Design.

Dr. Guerda Nicolas

Guerda Nicolas, is a licensed clinical psychologist and Chair and Associate Professor in the Department of Education and Psychological Studies in the School of Education at the University of Miami. Dr. Nicolas obtained her doctoral degree in clinical psychology from Boston University, with pre-doctoral training at Columbia University Medical Center and postdoctoral training the New York State Psychiatric Institute/Columbia University, Department of Child Psychiatry. As a multicultural (Haitian American) and multilingual psychologist (Spanish, French, and Haitian Creole), her research is reflective of her background and interests. Dr. Nicolas' current research centers on partnering with ethnically diverse and immigrant communities to develop culturally effective mental health interventions to combat depression, address issues of racism and racial discrimination stress, enhance the racial and ethnic identity development of children and adolescents, and promote individual, family, and community well-being. In addition, she conducts research on social support networks of Caribbeans with a specific focus on Haitians. She has published several articles and book chapters and delivered numerous invited presentations at the national and international conferences in the areas of women issues, depression and intervention among Haitians, social support networks of ethnic minorities, and spirituality.



2010 Spring Meeting, Committee on International Relations in Psychology

APA LAUNCHES ONLINE RESOURCE for Disaster Response

As part of its commitment to join the international community in providing resources relevant to disaster response, APA has launched a resource titled "TransWorld Resource Network". This is a "team site" with documents and links addressing: international and disciplinary guidelines for disaster response; links to organizations involved in disaster response and disaster psychology training; research work on disaster response. The resource is a work in progress and all are invited to submit articles for inclusion.

Please see <http://www.apa.org/international/resources/disaster-clearinghouse.aspx> for further information.

Paul B. Pedersen: 2010 Recipient *Distinguished Contributions to the International Advancement of Psychology Award*

Paul Bodholt Pedersen, the recipient of the 2010 APA Award for Distinguished Contributions to the International Advancement of Psychology, is being honored for his distinguished and prolific career as a counselor educator specializing in intercultural and multicultural issues, and his significant influence on the growth and direction of multicultural counseling. He is an intercultural trainer; an organizational consultant; and a pioneering researcher in cross-cultural psychology. Broadly educated in Asian Studies, comparative religion, theology, and philosophy, as well as counseling psychology, he has worked as a researcher, teacher, and consultant in Africa, Asia, Australia, and New Zealand, and the United States.

Dr. Pedersen is Professor Emeritus in the Department of Counseling and Human Services in the School of Education at Syracuse University (1996-present). He previously held academic positions at the University of Alabama at Birmingham, Syracuse University, the East-West Center, and the University of Minnesota, and served as faculty or visiting fellow at Harvard University, University of Hawaii, and the University of Pittsburgh - Semester at Sea.

Pedersen is a fellow in Divisions 9 (Society for the Psychological Study of Social Issues), 17 (Society of Counseling Psychology), 45 (Society for the Psychological Study of Ethnic Minority Issues), and 52 (International Psychology) of the American Psychological Association (APA).

Dr. Pedersen's educational experiences include an A.A. degree from Grand View Junior College in 1956, a B.A. in 1958 from the University of Minnesota in History and Philosophy; an M.A. in 1959 in American Studies from the University of Minnesota; an M.Th. from the Lutheran School of Theology in Chicago in 1962; an M.S. in Counseling and Student Personnel Psychology from the University of Minnesota in 1966; and a Ph.D. in Asian Studies (including examining fields of Counseling, Cultural History, Comparative Religion, and Political Theory) at Claremont Graduate School in 1968.

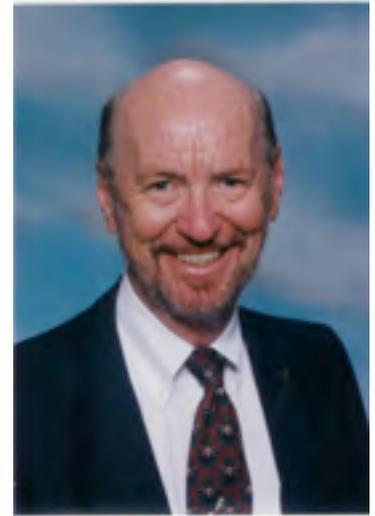
He has had substantial career experience in a variety of international settings including: teaching at an Indonesian university in Medan, Sumatra (1962-1965); teaching in the University of Malaya and doing research in Malaysia (1969-1971); full time study of Mandarin in Taiwan (1999-2000); Foreign Student Advisor/Counselor in the International Student Advisor's Office of the University of Minnesota (1971-1978); External Examiner at three universities in Malaysia; Numerous consulting experiences in Asia, Australia, Africa, South America and Europe; and a Senior Fulbright award teaching at National Taiwan University (1999-2000).

Dr. Pedersen has authored or edited 45 books, 100 articles, 82 chapters, and 22 monographs on aspects of multicultural/cross cultural counseling and international communication. His body of work includes such classic

books as: *Counseling Across Cultures* (a textbook in its sixth edition, with Draguns, Lonner and Trimble), *Critical Incidents in International Counseling* (with Arthur), *Handbook for Developing Multicultural Awareness* (with Ishiyama, fourth edition), *Preventing Prejudice* (with Ponterotto and Utsey, second edition), *Understanding Multicultural Malaysia* (with Abdullah), *Progress in Asian Social Psychology: Conceptual and Empirical Contributions* (with Yang, Hwang, and Daibo), *Counseling Refugees: A Psychosocial Approach to Innovative Multicultural Interventions* (with Bemak and Cheung), *Handbook for Developing Multicultural Awareness* (third edition), *Hidden Messages in Culture-Centered Counseling: A Triad Training Model*, *Constructive Conflict Management: Asian and Pacific Cases* (with Iandt), *Five Stages of Culture Shock: Critical Incidents Around the World*, *Culture Centered Counseling Skills* (with Ivey), *Mental Health Services: The Cross-Cultural Context* (with Marsella and Sartorius), and many others.

Pedersen's research activities include translation and administration of a 500 item multi-scaled inventory in Indonesia, Malaysia and Singapore; survey research on Malaysian student attitudes for the Japanese newspaper Yomuri Shimbum; Co-Director of Research for a 10 day intercultural communication laboratory for 60 Japanese/ U.S. intercultural communication experts at Nihonmatsu, Japan funded by the Lily Foundation; re-entry research among LASPAU students from Brasil; Director of Research on Sex-role Stereotypes in Higher Education on an HEW grant; Director of a 3 year NIMH mental health training program; two National Science Foundation travel grants to present papers at the Pacific Science Association meetings in New Zealand and the Philippines; National Science Foundation 6 year grant to study the re-entry adjustment of engineers returning to Taiwan after study abroad; National Institute of Education grant to develop a measure of cross-cultural counseling skill; State of New York Department of Social Services grant to develop mental health training materials on unaccompanied refugee minors; a two year Harvard Institute for International Development project in Indonesia to evaluate and up-grade training at Bank Rakyat Training Centers; a National Association of Foreign Student Affairs grant for a research conference in November, 1992 on the Reentry of ASEAN and Pacific Island Students; an Asian Foundation grant to Co-organize a conference in Penang, Malaysia on constructive conflict management in a cultural context.

Dr. Pedersen's consultancies have included work in over a dozen countries with public and private organizations. Consulting has included an average of ten or more training seminars a year on aspects of intercultural communication or mental health. Clients include: The American



Paul Pedersen

Psychological Association, American Educational Research Association; American Association for Counseling and Development; University of Miami; Social Actions at Kadena, Clark and Young-son Air Force Bases; Center for Applied Linguistics; Berkley Industries; The World Bank; Pan American Airlines; Northwest Airlines; EXXON Malaysia; American Field Service; The Dialogue Congress of Alpbach; The University of Guam; Harvard University; Pace University; American Association for the Advancement of Science; Fordham University; The National University of Malaysia; the Australian Ministry of Foreign Affairs; the Agency for International Development; The Altbach Foundation; The Pacific Science Association; Stanford University; City University of New York; U.S. Department of Health and Human Services; Professional Seminar Consultants; National Institute of Health, Health and Human Services; Australian Ministry of Cultural Affairs. Australian Immigration Office and Harvard Institute for International Development and Bank Rakyat (People's Bank) Indonesia; National Taiwan University; Vaal Triangle Techniken; The Asia Foundation; a grant from the Deutscher Akademischer Austauschdierrst, and the International Institutes for Conflict Management,

Australia; University of Malaysia at Sabah, Harvard Medical School, National Research Council of Taiwan and Academia Sinica, Taiwan.

Finally, Dr. Pedersen has provided leadership on international issues to a large number of professional associations including: three years as President of the 1,800 member Society for Intercultural Education Training and Research (SIETAR); Senior Editor Multicultural Aspects of Counseling (MAC) Series, Sage Publications; Advising Editor for Education and for Psychology, Greenwood Press book series; Board Member of "The Micronesian Institute" Headquartered in Washington D.C.; External Examiner for Universiti Putra Malaysia, University Kebangsaan, and Universiti Malaysia Sabah in Psychology; Senior Fulbright Scholar teaching at National Taiwan University (1999-2000); invited to give a Master Lecture, American Psychological Association, Los Angeles (August, 1994); Senior Fellow at the East West Center (1975-1976, 1978-1981); and election to the Committee for International Relations in Psychology (CIRP), American Psychological Association (2001-2003).

The Psychological Society of South Africa Issues Statement Calling for Uganda to Abandon "Anti-Homosexuality Bill 2009"

Invites Mental Health Professionals Around the World to Endorse

On February 25, 2010, the Psychological Society of South Africa (PsySSA) issued a statement to the Ugandan people and their leadership offering a science-based assessment of the proposed "Anti-Homosexuality Bill of 2009" and calling upon them to abandon or defeat it. Noting that, "...it is good practice that legislation is based not on unsubstantiated opinion, but rather on recognized research findings," the statement concludes that, "The scientific fields devoted to mental health and well-being, including psychiatry, psychology and sociology, do not consider homosexual orientation to be a disorder, but rather view it as a naturally occurring variation of normal human sexuality".

The statement notes that while the bill and its proponents claim among its primary objectives is, "...to protect the children and youths of Uganda...", there is no credible evidence the measures called for in the bill would achieve that outcome, and would instead "result in profound physical and psychological harms to the already vulnerable lesbian, gay and bisexual youth in the very population the legislation claims to protect." The statement further notes that, "Research and clinical practice demonstrate that homosexual people have an overall potential to contribute to society similar to that of heterosexual people and that they pose no greater risk to children than do heterosexual people."

PsySSA spokesperson and representative to the International Network on Lesbian, Gay and Bisexual Concerns and Transgender Issues in Psychology, Prof Juan Nel, said "Given the outpouring of international condemnation of the bill on largely human rights, health

care and faith based grounds, it was important that an analysis based on research and clinical practice from the fields of mental health also be offered examining the core arguments being used to justify the legislation. The bottom line is that while the rhetoric being used to promote this bill may make for emotionally powerful politics, it has no basis in what is actually known about the nature of sexual orientation and homosexual people. What's more, based on what we know about discrimination and its consequences, the bill is in fact quite ill-advised and dangerous. That is why the Psychological Society of South Africa is releasing this statement and why we are calling on other organizations and professionals dedicated to mental health and well-being – from around the world, but particularly here in Africa – to join us by endorsing the statement."

The full statement can also be found online at: www.psyssa.com. For those wishing to endorse the statement, it includes addresses for the President of Uganda and the Speaker of Parliament.

PsySSA has been a member of the International Network on Lesbian, Gay and Bisexual Concerns and Transgender Issues in Psychology since April 2007. For more information about the International Network see <http://www.apa.org/pi/lgbt/resources/international.aspx>



Tribute to Henry P. David 1923-2009



Henry P. David
Photo by Sandy Kavalier

Henry P. David, psychologist, mentor, and friend to countless colleagues around the world, died December 31, 2009. He was a long-time member of APA, and had worked extensively with the association on domestic and international issues.

The memorial service for Henry David, held at the end of January, 2010, was attended by a large number of family, friends and colleagues, many of whom spoke of Henry and what he meant to them. After the service, many remarked on their special relation to Henry, and

marvelled that Henry was a special mentor, friend and colleague to so many - young and old, spread in all corners of the world. The following capture some special words about Henry P. David, psychologist, philanthropist, mentor, and friend, whose care and work touched the lives of many millions around the world.

An obituary for Henry P. David, by Donald Freedheim, will appear in a fall issue of the American Psychologist. -- Ed.

Citation Distinguished Contributions to the International Advancement of Psychology:

In 1992 David was the recipient of the APA award for Distinguished Contributions to the International Advancement of Psychology. The citation for that award captures some of the ways Henry made such a lasting impact on the field:

"At 14 years of age and without his parents, Henry P. David fled Nazi Germany and came to the United States. He interrupted his college studies to serve in the U. S. Army Air



Henry David receiving the APA Award for Distinguished Contributions to the International Advancement of Psychology from Donald Freedheim. Photo by David Hathcox

Force, where he became a jeep driver for Otto Klineberg, the first recipient of this APA award. Their association was a strong influence on Henry's career path. As founder of the Transnational Family Research Institute, he has developed research and fostered studies on mental health and population issues throughout Europe, Asia, and Latin America. His work is represented in 14 books and over 300 scientific papers that he has edited or co-authored. He has mentored dozens of educators and psychologists around the world who have been inspired by his wisdom and commitment to the improvement of family life. His persistent yet compassionate leadership skills have steered him to the helm of many organizations, including the International Council of Psychologists, the Division on Population and Environmental Psychology, and the APA Committee on International Relations in Psychology. Henry P. David's continuing dedication to the interactions of psychology with mental health and population concerns around the globe represents the finest ideals of our Association."

Citation APF Gold Medal Award for Life Achievement in Psychology in the Public Interest

In 2001 David was awarded one of the highest awards in psychology, the American Psychological Foundation Gold Metal award.

"For his many leadership roles and international research contributions in the areas of population, women's issues, and mental health. Described as 'a brilliant scholar with practical ideas,'¹ Henry P. David's pioneering research on reproductive behavior has had worldwide impact, helping to strengthen women's rights, improve access to modern methods of fertility regulation, and encourage responsible parenthood. In addition to prolific research contributions, he has facilitated interactions of psychology with mental health and population concerns in the United States and abroad. In doing so, he has bridged disciplines and geographical boundaries, creating lasting global networks of psychologists devoted to using their knowledge and skills in the service of the public interest."

Tribute from Irina Todorova, PhD, President, European Health Psychology Society

Henry David had a very warm place in his heart for his colleagues in Eastern Europe. He supported our activities and strivings to develop psychology in benefit of the people, as a science and practice that contributes to ameliorating the impact of the transitional period of social change. His own work on psychological aspects of reproductive health in the region, with implications for reproductive, health and human rights, has been an inspiration and example for many. Henry David's belief in me and my colleagues, while grounded in the realities of difficult social and historical circumstances, was a true motivation for many years. His kind, calm and wise stance in our conversations sparked optimism and energy, though never losing sight of the

complexities of life and our work in psychology. He so authentically rejoiced in our successes, expressed pride and understanding; and as authentically stood with us in acknowledging the difficulties and injustices. Most importantly, any interaction with Henry was full with richness of experiences, memories and reflections, and made me appreciate the deep meaningfulness of life and work. I will remember his smile, his unwavering support and the knowledge that I can depend on a wise reflection from him at any time, and mainly, the vibrancy that he added to relationships, personal and professional interactions.

Tribute from Ann Marie O’Roark, PhD, ABAP, President International Council of Psychologists

Henry David is admired and remembered by ICP members as the first man to serve as association president. Henry served two years as ICP President, 1967-1969, following a year as President Elect in 1966. ICP was 25 years old when he integrated the top leadership ranks, a historically noteworthy and unique professional innovation. Across the years, other American men, also outstanding psychologists, followed in his footsteps. Over the years, Henry was generous with gentle encouragement and financial contributions in periods of economic downturns for ICP.

In later years, Henry David’s face always lit up when he saw a fellow ICP member, and with his lovely wife Tema at his side he crossed busy streets and crowded social gatherings to give personal greetings and inquire about events in the life of the association and common friends. He epitomized the wise saying of *thinking globally and acting locally*, and demonstrated with grace the ICP cornerstone value for inclusiveness and person-to-person connections. When ICP meets in Chicago this summer, we will share our sadness at losing him and strive to enable ICP to live up to his trademark signature “Be Well.”

Tribute from Maan A. Bari Qasem Saleh, Associate Professor, Department of Behavioral Sciences, Faculty of Medicine, University of Aden

Henry David - An International Friend and Godfather

I got to know Dr. Henry David almost a decade ago when he came to Yemen as participant and co-organizer of the international symposium on Behavioral Sciences, and Millennium Challenge in March 2000. I greeted and met him at the airport of Sana’a, with his wife Tema and with Dr. Eggen Prodi and his wife.

I was fascinated with these personalities coming from the overseas, and braving the fatigue of travel of more than 20 flight hours, and this at an already mature age. They expressed a great dedication, commitment, and love for the behavioral sciences, and their desire to share this passion with their colleagues around the world was admirable. We participated in symposium sessions, ate together, and went out in tourist visits. He got to know members of my family, my daughters and my mother, who, until his last message kept a special place in his heart. He sent frequent wishes for

the safety and well-being of my family and I equally reciprocated these feelings.

Since our initial meeting years ago, we had not lost contact, despite the age difference

between us of more than forty years. I had participated with him in the publication of a book on the outcome of the Symposium papers specifically aimed at reproductive health and family planning in Yemen. This book was released jointly in December 2000, and was an experience that embodied the development and improvement in the convergence of our efforts, as those of our colleagues in achieving global professional standards in our specialization.

In the process of manuscript revision, Dr. Henry was flexible in understanding the local needs for privacy in a Yemeni context, and at the same time, demonstrated detailed and professional standards. From him, I learned patience, accuracy, honesty, and loyalty to friends. He also taught me the importance of the promotion of science, and its lofty values of helping humanity. Henry David was a man for challenge and an excellent representative and ambassador of psychology. He struggled to build communication and make up for what soured politics between people regardless of their gender, religion, identity, or their country's policies. This was a challenge during a time of war and conflict, despite the end of the Cold War and the emergence of a new war on terrorism that exacerbated the complexity of societies and religious of the world.

However, Dr. Henry David remained a special case, and showed a distinct and personal form of high humanitarianism, as he was able to see the world from a sensitive and transparent eye that captured the essence of others and their goodness. His greatest lesson was to show that humanity could grow and develop through friendship, understanding, and gratitude.

The feelings of friendship and intimate appreciation of where they do not allow you only to obedience, admiration and fascination to Dr. Henry.

Despite all the fear, anxiety, hesitation and uncertainty that has spread in the world in the last years, Dr. Henry David gave me inspiration to accept the invitation to visit the



Henry and Tema David, 2009



Maan A. Bari, Henry David, Merry Bullock - APA Convention 2007

United States of America in March of 2001. During that ten-day visit I attended a workshop on reproductive health in Washington and was most privileged to visit the American Psychological Association specially arranged by and with Dr. Henry. Since 1998, I'd dreamed of attending the APA convention and this was achieved in 2007, where I participated in the APA's 115th Conference in San Francisco under the auspices of a Fulbright Scholarship at the State University of Arizona.

On the eve of the new year, Dr. Henry silently and softly passed away in such a manner as the one he used to live his life, discreetly and modestly. I will keep his messages of support in my email as a memory of our friendship. The last message I received from him was on December 30th, the day before his farewell. He was full of fatherly concern about the current situation in Yemen, but still radiated hope and sent wishes of peace.

Grief has gripped my heart for the grandest and best friend I knew at a time in my professional career when it was most appreciated. I will keep him in my memory as an immortal and irreplaceable loss.

Links to further reading:

http://www.tfri.org/TFRI.org/Henry_David.html
(Biography and tribute to Henry David, Transnational Family Institute)

Remembering Henry David, by Donald Freedheim - APA Division 52 Newsletter http://www.internationalpsychology.net/newsletter/IPB_Spring_2010_4_27_10.pdf, p. 40

Washington Post Obituary: <http://www.washingtonpost.com/wp-dyn/content/article/2010/01/14/AR2010011404581.html>

Best Practices for Defending the Human Rights of Scientists

TRAINING FOR SCIENTIFIC SOCIETIES - REPORT BY PAMELA FLATTAU

On January 21, the Scholars at Risk (SAR) Network conducted a training session at the Headquarters of the American Association for the Advancement of Science (AAAS) in Washington DC to prepare scientific societies and associations to respond to alleged human rights violations against scientists. SAR promotes academic freedom and defends the human rights of scholars and their communities worldwide by providing temporary academic positions to those scholars "seeking to escape dangerous conditions and to continue their important work. In return, scholars contribute to their host campuses through teaching, research, lectures and other activities." <http://scholarsatrisk.nyu.edu/About-Us/Mission.php> APA OIA Director Merry Bullock and APA CIRP co-chair Pamela Flattau attended the workshop along with representatives from a wide range of professional societies.

Using case studies, the highly interactive workshop focused on "best practices" by which scientific organizations can respond to the situations of scientists laboring under such restrictive conditions as: (1) censorship; (2) research interference; (3) restrictions on dissemination of findings (e.g., patent and copyright violations) (4) mobility (e.g., visas); (5) personal welfare; and (6) government interference (e.g., requests for information that is not in the public domain).



SCHOLARS AT RISK

N E T W O R K

Hosted by  NEW YORK UNIVERSITY

The workshop was made possible by the AAAS Science and Human Rights Coalition, a network of scientific membership organizations that "recognizes a role for science and scientists in efforts to realize human rights." The aim of the Coalition is to facilitate communication and partnerships on human rights within and across the scientific community, and between the scientific and human rights communities. The American Psychological Association is an active member of that coalition. On January 22 the Coalition marked its first anniversary, spending a considerable portion of the meeting to discuss a [joint initiative](#) to realize the human right to "the benefits of scientific progress" (Article 15, International Covenant on Economic, Social and Cultural Rights).

For further information about the work of the Coalition, see the article that appeared in *Science Magazine* in February 2010: <http://www.sciencemag.org/cgi/content/full/327/5969/1097>

Psychology at the UNITED NATIONS

Psychology Day 2010: Psychology and Diplomacy: Negotiating for Peace and Human Rights

REPORTED BY MERRY BULLOCK, PHD



The 2010 Psychology Day at the United Nations almost didn't happen. Plans were set, speakers engaged, but the UN rooms for hosting the event evaporated at the last moment, sending the multi-organization planning committee into fast gear to secure a new venue. However, despite room and date changes and challenges in publicizing the event at short notice, the ballroom at the Millennium Hotel in New York was full, and the program was dynamic, giving the 150+ attendees much to learn and contemplate from speakers addressing psychology and diplomacy.

The program (see also www.apa.org/international/united-nations/psych-day.aspx) began with opening remarks from Florence Denmark, former APA representative to the UN, and currently Main Representative for the International Council of Psychologists. She sketched for the audience the lineup of speakers and opportunities for interaction and conversation.

The speakers addressed different aspects of psychology and negotiation. Harvey Langholtz, Fellow at the United



Judy Kuriansky, Riet Kroeze

National Institute for Training and Research, spoke on *The Psychology of Peacekeeping*, stating that this was a propitious time for psychology to show its utility in the peacekeeping process. Riet Kroeze (Medair Netherlands) and Judy Kuriansky (Main Representative for IAAP) described issues that arise during post-disaster interventions. Daniel Shapiro, Harvard Negotiation Project, spoke of his extensive experience in advising nations and peacekeeping missions, and raised a cogent model of the dimensions that evoke emotions surrounding negotiations. The last two speakers, Johnston Barkat, UN Ombudsman and Karen Sealey, Special Advisor to the Pan American Health Organization (PAHO), discussed community rebuilding within the UN community and beyond, with special reference to Haiti.

Chair of the sessions included representatives from APA and the International Association for Applied Psychology (IAAP). Psychology Day is planned by a committee with representation from each of the psychology organizations represented at the UN.

Following the full afternoon participants met for a cocktail reception at a local restaurant.



Harvey Langholtz



Daniel Shapiro



Johnston Barkat



Karen Sealey

APA International Conference Registration Grant

The APA Office of International Affairs sponsors a grant that covers the early bird registration fee (up to \$400) for psychology conferences held outside of the U.S. and Canada. The next deadline to apply is June 1, 2010.

For more information, visit: <http://www.apa.org/about/awards/international-conference-grant.aspx>

Psychology Morning: Psychologist Philip Zimbardo addresses the UN

BY HAROLD TAKOOSHIAN AND FLORENCE DENMARK,
REPRESENTATIVES AT THE UNITED NATIONS

On March 4, 2010, 60 students and faculty from as far as Emporia, Kansas visited *Psychology morning at the United Nations*, to hear the first major address at the UN by Philip Zimbardo, Stanford University. In the intimate, one-hour session, Dr. Zimbardo offered an inspiring message on “*A psychology of liberation.*”



Photo by Harold Takooshian

The research-based address focused on the ancient Biblical theme of Lucifer's fall, and how psychology could help us to, as Zimbardo put it, “overcome evil with good.” The UN address also launched Zimbardo's bold new project, described at www.HeroicImagination.org. The entire text of Dr. Zimbardo's address will appear in the next of

International Psychology Bulletin, published by the APA Division of International Psychology (Division 52).

Zimbardo's talk at the UN was over 12 months in the making, since February 2009, when he kindly agreed to speak at the United Nations the same day he was to give the keynote address for the international program of the 2010 Eastern Psychological Association meetings in Brooklyn, NY. It turned out to be a major challenge to secure a firm room for this event, for two reasons: (a) the UN building has begun a major reconstruction for a projected period of eight years, 2009-2017. (b) By UN protocol for room reservations, an NGO that reserved a room for many months could be pre-empted even the last day if any UN diplomats need that room. Indeed, this same challenge faced the third annual Psychology Day at the United Nations one month earlier, on February 4, 2010. Fortunately, people in several institutions (noted below) cooperated to arrange travel and a firm room that made this remarkable *Psychology Morning* a reality.

Following his address, Dr. Zimbardo was given a personal tour of the UN building by Ambassador Anthony DeLuca, the only licensed psychologist holding Ambassador status at the UN. All of the 60 APA and other psychology representatives at the UN have a badge to enter the UN building, but some sensitive areas (such as the Security Council chamber) are accessible only with a diplomat's badge.

Several colleagues collaborated with APA to make *Psychology Morning* possible. These included EPA officers Arnold Glass, Sherry Serdikoff, Kurt Salzinger, CoNGO (Conference of NGOs) staff Vivian Penders and Anita Thomas, Velda Dhanoolal of the UN Church Center, and a dozen individuals who kindly helped with the day's logistics.

Later the evening after Psychology Day, 800 students and professionals filled the Grand Ballroom of the Brooklyn NY Marriott to hear Dr. Zimbardo's riveting two-hour EPA keynote address expanding on his UN message, to start the three days of EPA meetings.

APA HOSTS Psychologists at the Commission on the Status of Women Meetings

APA's team hosted several psychologists and their students from the surrounding region to attend the 20120 meetings of the Commission on the Status of Women. Visitors attended meetings of the Commission and side events, such as APA's Panel Women's Health and Mental Health in Times of Crisis: War, Natural Disasters, Epidemics - a side event with an international panel discussing how large scale disruptions affect the mental health of women and families.

For more information on APA's activities at the UN see www.apa.org/international/un

EFPSA - An Introduction

BY PRIIT TINITS, PRESIDENT

Have you ever heard of EFPSA? No? Very well then, this is going to change now!

This hard to pronounce name stands for the European Federation of Psychology Student's Associations (www.efpsa.org). It consists of students' organizations from 25 European countries and represents approximately 250,000 psychology students. It is run on a voluntary basis by and for students. Its mission is to represent the needs and interests of European psychology students, to promote scientific cooperation and cultural exchange between them.

It was founded in 1987 in Portugal at the first Congress of International Psychology Students, which a predecessor of current EFPSA congresses. Since then EFPSA has evolved with the aim to fulfill various kinds of students' needs. It offers development of students in the academic field through participating in the EFPSA annual European psychology students' congress, publishing in a peer reviewed Journal of European Psychology Students, or attending the EFPSA European Summer School. Students can also gain information on opportunities of organizing exchanges and studies in foreign courses through Study Abroad service and join the Travel Network, where they can host or visit psychology students all over Europe.

EFPSA is run every day by around 60 people - the Executive Board and the National Representatives. The National Representatives are the link between EFPSA and national organizations, and also form the General Assembly of EFPSA. The Executive Board runs all the EFPSA services.



EFPSA Executive Board and National Representatives 2009-2010

Both bodies are supervised by a seven-member Board of Management.

Upcoming EFPSA events include the annual EFPSA Congress, taking place in the Netherlands in April 2010, with the topic 'Free Your Mind'. Another major event is the EFPSA European Summer School, taking place in Bulgaria in July 2010 on Social Cognition. Apart from those highlights, there are other events going on and opportunities to catch. If you want to find out about them, visit our website www.efpsa.org or write to the Secretary General at secretary@efpsa.org



EFPSA Board of Management

APA Convention Registration Award for International Affiliates

APA International Affiliates and Members living outside of the U.S. and Canada are eligible to apply for the Convention Registration Award. This award covers the registration fee at the APA annual convention.

All are invited to apply. Preference will be given according to the following criteria:

- 1st author presentation at the APA convention;
- Affiliate from a low income or a restricted currency country;
- Have not attended an APA convention in the past 2 years.

For more information, visit: <http://www.apa.org/about/awards/convention-registration-grants.aspx>.

Division 52 Update

DANNY WEDDING, PRESIDENT



Division 52 held its midwinter Board meeting in Brooklyn, New York March 6-7, in conjunction with the annual Eastern Psychological Association (EPA) convention. This venue allowed numerous Division members to present papers on international topics at the EPA meeting. The Division has adopted an informal policy of holding board meetings in conjunction with EPA every other year; alternate year meetings will be held during other regional conferences (in addition to the annual meeting held each year at the APA convention). We have tentatively made plans to hold the 2011 midwinter meeting during the Southeastern Psychological Association convention in Jacksonville, Florida.

One of the most important products associated with the Division of International Psychology is the *International Psychology Bulletin*. Senel Poyrazli, PhD, a psychologist teaching at Pennsylvania State University-Harrisburg, has done an admiral job with the *Bulletin* during the five years she served as editor, and a deeply grateful Division presented Senel with a medal commemorating her service at the Board dinner Saturday night. Senel is being replaced as editor by Grant Rich, PhD, a psychologist who trained at the University of Chicago and who is currently teaching at the University of Alaska Southeast—Juneau. We are very grateful that Grant has been able and willing to take on this new responsibility. The search committee that recruited Grant was made up of Senel Poyrazli, Harold Takooshian and Richard Velayo. Articles and information for the *International Psychology*

Bulletin should be submitted to Dr. Rich at OptimalEx@aol.com.

The Division reviewed and approved a comment drafted by Gloria Grenwald on the importance of internationalizing the undergraduate curriculum that will be submitted as a possible change to the proposed *Principles for Quality Undergraduate Education in Psychology*. The Division's Curriculum and Training Committee continues to explore the possibility of developing an undergraduate introductory psychology textbook with an international orientation.

The Board congratulated several members who had recently published new books with international themes, including Rivka Meir, Wade Pickren, Uwe Gielen, Judy Kuriensky and Danny Wedding. The Board also commended the excellent work of Rivka Meir who has aggressively, enthusiastically and successfully recruited new members for the Division.



Fellows Chair Harold Takooshian reported that the Division's four nominees as new Fellows of APA were approved by the Association; we are pleased to welcome Fred Bemak, Sharon Horne, Senel Poyrazli, and Neal Rubin as the newest Division 52 Fellows.

Janet Sigal is the 2010 Program Chair for Division 52, and she received 19 symposia proposals: 14 of there were accepted. We had 74 posters submitted, and 58 of these were accepted for presentation at the 2010 San Diego convention.

The Board discussed a bill being debated in Uganda that would broaden the criminalization of homosexuality and require the death penalty for anyone convicted of repeated homosexual acts, who is HIV-positive or who engages in same sex acts with minors. Division 52 joined other associations and organizations in formally protesting this proposed policy (*see article this newsletter - ED*).

The Division is especially excited about the development of a new journal for the Division: *International Perspectives in Psychology: Research, Practice, Consultation*. The initial journal mission statement follows:

"International Perspectives in Psychology: Research, Practice, & Consultation is committed to publishing conceptual models, methodologies, and research findings to help study and understand human behavior and experiences around the globe from a

psychological perspective. It publishes intervention strategies that use psychological science to improve the lives of people around the world. The journal promotes the use of psychological science that is contextually informed, culturally inclusive, and dedicated to serving the public interest.

The world's problems are imbedded in economic, environmental, political, and social contexts. *International Perspectives in Psychology* incorporates empirical findings from education, medicine, political science, public health, psychology, sociology, gender and ethnic studies, and related disciplines. The journal addresses international and global issues, including inter-group relations, disaster response, societal and national development, environmental conservation, emigration and immigration, education, social and workplace environments, policy and decision making, leadership, health care, and the experiences and needs of disadvantaged groups."

In summary, the Division of International Psychology continues to thrive. It is a robust division built around the commitment of a core group of highly dedicated Board members and Committee chairs. It is a genuine honor to serve as President of the Division for 2010.

International Book Review: Selected Review from



Exporting Multiple Intelligences

REVIEWED BY NORMAN ABELES

A review of *Multiple Intelligences Around the World* by Jie-Qi Chen, Seana Moran, and Howard Gardner (Eds.) San Francisco, CA: Jossey-Bass, 2009. 409 pp. ISBN 978-0-7879-9760-1. \$30.00 Reprinted with permission from PsycCRITIQUES December 23, 2009, Vol. 54, Release 51, Article 14 1554-0138 © 2009, American Psychological Association

In their book *Multiple Intelligences Around the World*, editors Jie-Qi Chen, Seana Moran, and Howard Gardner provide an in-depth understanding of the multiple intelligences (MI) theory by examining its application and adaptation across cultures; this approach "offer[s] a unique opportunity to gain insights about the ways in which cultural contexts can shape educational practice" (p. 2). MI practitioners from countries in Asia and the Pacific area, Europe, South America, and the United States share their experiences implementing MI theory. The book is organized by these regions, with an introductory overview section (chapters by Howard Gardner and by Thomas Armstrong) and a concluding section titled Synthesis, Reflection, and Projection.

In the book's opening chapter, "Birth and the Spreading of a 'Meme,'" Gardner, the father of MI theory, recalls how he came to develop the concept of multiple intelligences and reflects on its history and spread. He describes MI theory as a meme, a unit of meaning that has spread not only in the United States but around the world over the past 25 years.

Initially it spread around educational circles . . . [b]ut soon it ventured abroad, and it became an item of discussion and application not only in schools, but in homes, in museums and theme parks, places of worship, the workplace, and the playground. (p. 8)

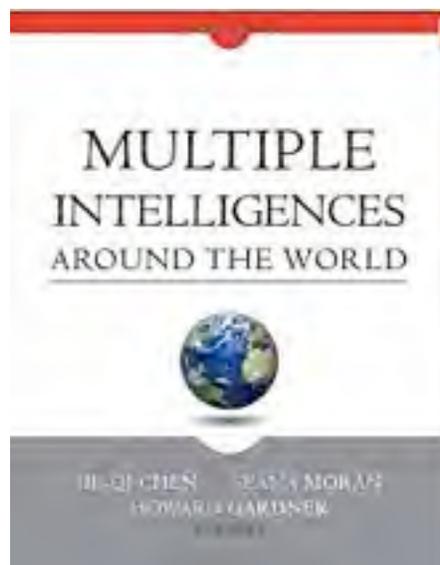
Gardner (1983) formally introduced the idea of multiple intelligences in his first book on the subject, *Frames of Mind*.

Gardner was not convinced that intelligence is a single entity that could be measured adequately by intelligence tests. In contrast, he believed that human beings could excel in a range of ways. Gardner suggested that intelligence fits eight criteria, which he considers to be original and vital to MI theory (p. 5):

1. Potential isolation by brain damage;
2. The existence of idiots savants, prodigies, and other exceptional individuals with jagged cognitive profiles;

3. An identifiable core set of operations;
4. A distinctive developmental trajectory, culminating in expert performances;
5. An evolutionary history and evolutionary plausibility;
6. Support from experimental psychological tasks;
7. Evidence from psychometric findings; and
8. Susceptibility to encoding in a symbol system.

Initially Gardner identified seven forms of intelligence. The first two, linguistic and logical-mathematical, include the skills that intelligence tests traditionally measure. The five other forms are musical, spatial, bodily kinesthetic, interpersonal, and intrapersonal. For each of these forms of intelligence, Gardner proposed a person whom he considered an exemplar; for example, Martha Graham, the creator of modern dance, exemplified the ability to use one's body. Sigmund Freud was selected to represent intrapersonal ability designed to understand one's self. Gandhi was picked to represent the understanding of others (social intelligence). The traditional intelligences were represented by the poet T. S. Eliot, who exemplified speech and language aptitudes, and Albert Einstein, who exemplified logical-mathematical intelligence. Much later, Gardner added an eighth intelligence, naturalist intelligence, exemplified by Charles Darwin.



Gardner did not insist that all individuals show strengths in every area but argued that each person would have a unique pattern of intelligences. In response to some misconceptions that arose

concerning multiple intelligences, Gardner recalls cautioning educators that human beings are not born with a finite amount of intelligence, which would limit their functioning, but that we all have potentials across the intellectual spectrum. It is motivation, skill of teaching, and resources available that develop these potentials (p. 7).

Many educators are convinced that Gardner's ideas will have a sustained and lasting impact on educational curricula. Indeed, MI theory is widely used in preschool and in higher education as well as in institutions that provide vocational and adult programs. Smith (2008) has suggested that Gardner's theory of multiple intelligences provides a broad vision of education and encourages programmatic flexibility rather than rigidity. Further, Gardner implies a moral context wherein people will want to live. Benefits of

applying the theory to school learning can include the use of portfolios, interdisciplinary projects, and student-designed topical learning projects, as well as internships and apprenticeships, all of which can broaden the horizons of learners.

In Part Five, which looks at MI theory in the United States, Vincent Rizzo, director of the Howard Gardner School for Discovery in Scranton, Pennsylvania, explains that MI presents a more hopeful view of students' abilities in demonstrating their mastery of subject matter. Furthermore, MI makes us ask whether teaching practices are in the best interests of students (p. 343).

Rizzo discusses the topic of assessment and argues that MI supports the use of assessments other than psychometric tests. Thus, portfolios, projects, and other forms of synthesis provide learners a more balanced and accurate means for demonstrating knowledge. Rizzo notes that the faculty members teaching in MI programs are expected to develop their own portfolios, just as students are. These portfolios, he says, allow the development of more than one intelligence in a concurrent manner.

In Part Two, the Asia and Pacific areas, Jie-Qi Chen discusses the use of MI theory in China, noting that MI in China is a family-based enterprise. In addition, several hundred thousand teachers have completed MI training at international conferences. Chen considers it noteworthy that MI theory has taken hold in China because MI is a Western theory and does not directly address Chinese educational concerns.

However, MI theory is consistent with educational thought and philosophy in China because it calls on diverse points of view and reinforces a pluralistic perspective that is ingrained within Chinese culture. Furthermore, intelligence is viewed as a product of the family rather than as a quality that resides solely within the individual, that is, it is considered a shared attribute. Since the culture values harmony, MI provides a vehicle for its preservation.

Chen also emphasizes that it is important to recognize both strengths and weaknesses in order to provide a more balanced view of the child's learning potential. MI effectiveness is realized through this understanding of strengths and weaknesses. In addition, China focuses on collective education, and improvement of the collective is achieved through the sharing of goals and values rather than through individual development.

In Part Four, on South America, Barrera and León-Agusti describe the start of a school for disadvantaged children in Colombia. In this setting, MI theory is relevant because it emphasizes the importance of both intra- and interpersonal intelligences. They point out, for example, that their students had many more problems than did students in other schools in solving textbook problems when they were required to learn the concepts of addition and subtraction. However, their students performed much better when confronted with practical problems such as buying rice and bread and bringing home the correct change. The authors also argue that MI theory has been helpful in improving social interactions among the students and within the students' families and the community.

Regarding school disciplinary procedures, Barrera and León-Agusti's program gives students more voice in determining disciplinary procedures. Whenever transgressions occur, students have to develop appropriate sanctions that must be written down, taken home, and signed by parents. In this way the parents are informed and can comment on the agreements reached. This is part of what the authors call a *discipline for empowerment*, which allows students to act as agents of their change and growth.

These brief examples from *Multiple Intelligences Around the World* provide a sense of the range of educational efforts that apply MI theory. In the final section, Synthesis, Reflection, and Projection, contributors explore the argument for multiple intelligences from a cultural perspective. Discussion centers on interactions among intelligences within individuals, among individuals, and among intelligences across cultures.

The editors have provided excellent materials to illustrate the impact of MI theory around the world. Critics of MI theory include those who look for evidence-based data to support theoretical formulations. They ask whether the theory is testable and measurable and whether the multiple intelligences proposed by Gardner (1999) are a combination of talents and correlates of general intelligence. However, this edited book is not designed to answer evidence-based questions. One reason given why Gardner has not pursued the testing of his theory is that it could lead to labeling and stigmatization (Smith, 2008).

So where does that leave us? In my judgment, the collection of materials presented in *Multiple Intelligences Around the World* concerning education and multiple intelligences around the world is challenging and shows the impact of the theory. For those who believe that psychometric approaches for the measurement of intelligence are entirely too rigid, this book will be most helpful. Further, to the extent that curricula around the world have recognized the importance of individual differences, flexibility, and interdisciplinary content, Chen, Moran, and Gardner's book provides ample examples. From this perspective, their book should be required reading for all parents, educators, and students.

References

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- Gardner, H. (1999). *Intelligence reframed. Multiple intelligences for the 21st century*. New York, NY: Basic Books.
- Smith, M. (2008). *Howard Gardner, multiple intelligences, and education*. Retrieved from <http://www.infed.org/thinkers/gardner.htm>

Call for Nominations for APA International Awards

The Committee on International Relations in Psychology (CIRP) is seeking nominations for two APA International Awards, the International Humanitarian Award which recognizes extraordinary humanitarian services by psychologists, including professional and volunteer work conducted primarily in the field, and the Award for Distinguished Contributions to the International Advancement of Psychology, given to an individual who has made sustained and enduring contributions to international cooperation and the advancement of knowledge in psychology.

For information on eligibility and how to apply visit: <http://www.apa.org/about/awards/international-humanitarian.aspx> (Humanitarian Award) and <http://www.apa.org/about/awards/international-advancement.aspx> (Distinguished Contributions Award)

The deadline to apply for both awards is June 1, 2010.

ANNOUNCEMENTS *see www.apa.org/international/*

New PhD in International Health : Scholarships Available for Students from Developing Countries

A new 3-year PhD program "International Health" will start in October 2010 at the Center for International Health, Ludwig-Maximilian-University (CIHLMU) in Munich, Germany. A limited number of scholarships for outstanding applicants from developing countries are available. The application deadline is May, 9th 2010.

Please note that applicants have to bring their own research projects. Applicant projects need to be described in the application.

For further information please visit: http://www.international-health.uni-muenchen.de/module_2/index.html

Beyond Rationality II, July 7-9, 2010

The University of Mississippi's Center for Intelligence and Security Studies (CISS) and the London School of Economics' Centre for Philosophy of Natural and Social Science (CNSS) invite you to attend the second Beyond Rationality Workshop, to be held on the campus of The University of Mississippi.

The Beyond Rationality Workshop series aims to explore of the meaning of ideas related to rationality in discussions of contemporary problems such as economic decisions, the recruitment of jihadists, terrorism, the banking crisis, risk assessment, conflict resolution, and the climate change debate.

Workshop amenities include:

- No registration fee
- Complimentary Wine and Cheese Reception Wednesday evening
- Lunch provided Thursday and Friday
- Optional Banquet Thursday (\$35 per person and cash bar)
- Tours of scenic Oxford, Mississippi landmarks
- Complimentary ground transportation to and from the Memphis International Airport and the University of Mississippi

For more information and to register, visit the Beyond Rationality II website at: www.olemiss.edu/ciss/BeyondRationality2010 Space is limited; those interested in attending should register early.

Corann Okorodudu Global Women's Advocacy Award Deadline: June 1, 2010

The Global and International Issues Committee of the Society for the Psychology of Women (Division 35 of APA) seeks nominations for the Corann Okorodudu Global Women's Advocacy Award, named for the founder of the Committee who has worked internationally through NGOs and the UN to advocate for the mental health rights of women.

This award seeks to honor junior or senior psychologists who have worked to advocate for women's mental health around the globe.

The award will be presented at the 2010 APA Convention during the Division 35 Awards Ceremony on Saturday, August 14.

The nomination should include a cover letter describing the nominee's track record of advocacy for women internationally and an updated CV. Letters of reference are optional.

Please send nominations to Lillian Comas-Diaz at lilliancomasdiaz@gmail.com

Call for Papers for *Communiqué* Special Section On Indigenous People Deadline June 12, 2010

The *Communiqué* is the semi-annual electronic news journal of the American Psychological Association's Office of Ethnic Minority Affairs (OEMA). The August 2010 issue will feature a special section on Indigenous People: Promoting Psychological Healing and Well-being. We seek papers from psychologists that address 2 or more of the following issues: (a) the history and culture of an indigenous culture; (b) the contemporary challenges faced by that culture and related effects on mental illness and well-being; (c) traditional indigenous perspectives on mental illness, mental health and/or other "special" populations (e.g., lesbian/gay/bisexual, elders, persons with disabilities, etc.); (d) contemporary culture-specific practices (i.e., those that are responsive to traditional beliefs and practices) for the treatment and/or promotion of well-being of persons with mental illness or other "special" populations; and, (e) related implications for psychological research, training and practice.

Consistent with the *Communiqué's* format as a news journal, articles should be relatively brief (500 – 1000 words) and accompanied by a 2 or 3 sentence bio-sketch and electronic photo of each author. Examples of the style and tone of previous *Communiqué* special sections can be examined at

<http://www.apa.org/pi/oema/resources/communique/index.aspx>

Please inform OEMA, as soon as possible, of your interest in preparing an article by emailing Bertha Holliday, PhD (bholliday@apa.org) or Alberto Figueroa-García, MBA (afigueroa@apa.org).

Completed articles along with author bio-sketches and electronic photos must be received by OEMA by June 7, 2010.

Wilhelm Wundt-William James Award

The American Psychological Foundation's (APF) Wilhelm Wundt – William James Award is given at the biennial European Congress of Psychology. The award, which recognizes psychologists who have made distinguished contributions to the science and profession of psychology and to the promotion of effective cooperation between Europe and North America, is made possible by a gift to APF from Raymond Fowler, PhD.

Nominations should include:

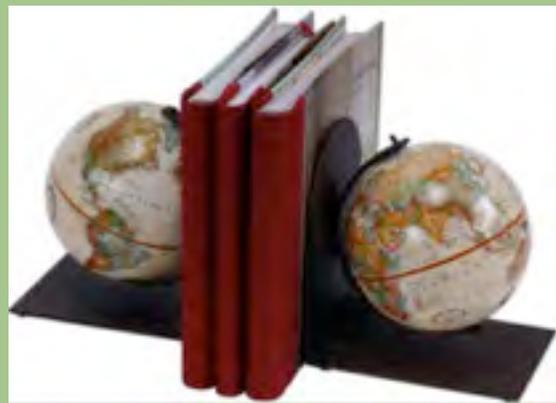
- A letter of nomination detailing the contributions made to European and North American psychology;
- A current CV; and
- Up to four (4) supporting letters

The deadline to submit nominations is December 15, 2010. For more information, visit <http://www.apa.org/apf/funding/wundt.aspx>. The next award will be presented at the 12th European Congress of Psychology in Istanbul, Turkey, July 2011.

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