Is psychology defined the same ways in Norway, Australia and Kenya? Are there core competencies that every psychologist should demonstrate? This summer, about 70 psychologists from close to 20 countries asked this question and many others to take the first steps to gather international consensus on the definition, training, and practices of professional psychologists around the world. Outcomes from the conference include the inauguration of the “International Project on Competence in Psychology” (IPCP), which will seek broad input over the next several years.

The Conference: 5th International Conference on Licensure, Certification, and Credentialing in Psychology, took place in July 2013 in Stockholm. Recognizing that there is huge variability in the regulatory systems for psychological practice across countries, as well as huge variability in the educational and training systems for professional psychology, the conference organizing committee wanted to develop a forum where psychologists could collectively move beyond their historical and systemic differences to address a fundamental question: what are the competencies that any psychologist should have?

The July conference was the fifth in a series that began in New Orleans in 1995. The earlier conferences had gathered colleagues from around the world to share information about their regulatory and definitional systems for psychology through individual presentations. The conference this time around had a different format, purpose, and outcome. The format was an invited workshop, and the outcomes were notes, ideas and discussion that will begin discussion globally to identify those competencies in psychology seen as central to the discipline.

Organized under the auspices of the Association for State and Provincial Psychology Boards (ASPPB) and the Norwegian Psychological Association (NPA), the conference followed...
months of preparation by a core organizing group and a larger international committee, coordinated by Sverre Nielsen, senior advisor of the Norwegian Psychological Association, and assisted by staff at the NPA and ASPPB.

Participants were recruited by invitations to organizations of psychology, with a goal of creating a forum where the interests and concerns of organized psychology from every continent and level of development could be represented. The attendance of participants from 17 countries was a first step in this direction. All participants were sent seminal papers as background, including a synthesis across existing models that have defined competencies at the national or regional level. The most visible among the models that already exist internationally is the EuroPsy, or European certificate, which addresses the core set of professional competences agreed on by the 35 members of the European Federation of Psychology Associations (EFPA). See www.europsy-efpa.eu for more information.

Over the two and a half days of the meeting, participants met in plenary sessions to hear the issues and goals and worked in small breakout groups to carve out areas to address and issues to tackle. They were given targeted questions to address, led by facilitators who regrouped after each session to plan next steps.

As follow-up to the conference, a work group with participants from Canada, China, Colombia, New Zealand, Norway, South Africa, the United Kingdom, and the United States will take the notes and summaries from each breakout group to develop a paper describing next steps and use them for international discussion.

APA attendees included 2013 President Donald Bersoff, Board members Nadine Kaslow and Kurt Geisinger, Executive Director for Education Cynthia Belar, and staff members Stephen Behnke, Merry Bullock, Lindsay Childress-Beatty, Nabil El-Ghoroury and Catherine Grus.

A Report on 2013 Summer Regional Conferences: ECP and SIP

Held half a world away, two major regional conferences of psychology presented strong scientific programs and addressed how psychology can engage in a world of application and relevance.

European Congress of Psychology (ECP)

The Stockholm Congress Centre was home to the 13th European Congress of Psychology, where participants from across Europe and the world met. APA President Donald Bersoff was joined at the conference by APA staff from ethics, education, international affairs, and publications, as well as many other U.S. colleagues. During the three days there were over 150 sessions of lectures, symposia, round table discussions, panel debates and close to 100 poster sessions.

During the opening ceremony, participants enjoyed culture, inspiration and celebration. Young musicians opened the session, with music for cello and piano, and closed it with the addition of a young tenor vocalist. Robert Roe, President of the European Federation of Psychologists’ Associations (EFPA), gave the opening speech, calling psychologists to recognize and address world-level challenges.

Three prizes were awarded celebrating excellence in psychology. First, the Aristotle Prize for distinguished contributions from a European psychologist was awarded to Niels Birbaumer, a psychologist at the University of Tübingen who is developing brain-computer interfaces to allow patients who are unable to control muscle movements to interact with their worlds. The Wilhelm Wundt-William James Award, which recognizes both distinguished contributions and the promotion of cooperation between Europe and North America, was awarded to Jean Pettifor, a Canadian psychologist, for her long standing and seminal work in ethics. Lastly, the Comenius Early Career Award was given to Wilhelm Hofmann, a German psychologist at the University of Chicago who studies self-regulation and consumer, health, and moral decision-making.
**Interamerican Congress of Psychology (SIP)**

The theme of the 34th Interamerican Congress of Psychology, held at the University Center of Brasilia, in Brazil’s capital city, was *Integration, Diversity, Knowledge*. The meeting, attended by over 1,800 colleagues from 36 countries, spanned three days of talks, plenaries, round tables, symposia, posters, and debates. APA President Donald Bersoff gave a plenary talk on psychologists’ ethical responsibilities to protect victims from potential violence. APA also participated in a round table meeting with ANPEPP, the Brazilian organization that joins graduate departments of psychology and also supports research work groups.

The university setting was conducive to conversation and exchange. There was an outdoor exhibit and lounge area where congress-goers could meet, talk, and learn about national and international organizations. They could also, on the last day of the conference, visit APA’s books booth, enthusiastically set up and staffed by several of the more than 60 student volunteers.

In addition to the strong scientific program that spanned all areas of psychology, the organizers made a concerted public outreach with films of question and answer with congress attendees and engagement by local agencies and clinics.Ψ

**COLPSIC 2013: Repairing the Social Fabric in Colombia**

How can psychology assist in a return to civil society and civic engagement? How can it help a population repair the wounds of 50 years of civil war? These were some of the questions that set the stage for the national psychology conference in Bogotá Colombia in September. Hosted by COLPSIC—the Colombian College of Psychologists and by ASCOFAPSI—the Colombian Council of Educational Programs, the conference provided a forum for about 1,500 Colombian colleagues and a group of international invited guests to learn, share, and plan the future.

The conference opening session, which followed a full day of workshops, began with greetings from local sponsors and a keynote talk from Saths Cooper, President of the International Union of Psychological Science, on *Forgiveness and Peace: Lessons from South Africa*. This was immediately followed by a “conversatory” with a panel of international invited guests focused on issues of local and global psychology, finding culturally appropriate interactions, and the roles of psychology in policy, law and application.

APA was represented by its 2013 President Donald Bersoff, and the Director of the Office of International Affairs, Merry Bullock, who each gave plenary talks (titled *Violence Prevention: Policies and Activities of the American Psychological Association* and *Can Psychology Really be Internationalized?*) and participated in a number of smaller group conversations. APA also met with the leaders of COLPSIC and ASCOFAPSI to discuss next steps in developing collaborative activities as part of the Memorandum of Understanding signed between APA and COLPSIC.

Psychology in Colombia is growing rapidly in both scientific and applied areas – as the many engaged students and faculty at the conference demonstrated. From cutting edge animal research to therapeutic work with the children of villages involved in guerilla activities, to larger scale studies of people’s attitudes toward Colombia’s history, or their willingness to forgive perpetrators of violence, it was clear that this is a vibrant psychology community. Conference presentations also addressed the implications of a new law in Colombia recognizing psychologists in some specialties as health providers.Ψ

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**The deadline for paper/poster abstract proposals is December 1, 2013**

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Ψ
Lessons learned from a student conference in Colombia

By Nabil Hassan El-Ghoroury, Director, American Psychological Association of Graduate Students

In my role as the director of the American Psychological Association of Graduate Students (APAGS), I attended the IV Congreso Latinoamericano de Estudiantes de Psicología (COLAEPSI; The Fourth Congress of Latin American Students of Psychology) in Bogotá, Colombia, May 14-17, 2013. This was the second COLAEPSI congress I had attended; in October 2011 I attended the Third Congress in Quito, Ecuador. Andrea Sarmiento, the student organizer at the Universidad de San Buenaventura, Bogotá, contacted APAGS in November 2012 asking for financial support for their meeting, and APAGS was happy to donate $1000 to the event in addition to sending me as a representative to their meeting.

In attending this meeting I was able to serve as an ambassador to Latin American students. I gave a presentation titled “Opportunities and Resources: What APA Offers,” which provided a brief overview of APA as well as the resources available to the public and to APA’s members and international affiliates. In particular, the session highlighted APA products and resources: APA PsycNET, which has over 32,000 articles in Spanish in its PsycINFO database; journals and books, such as the APA Style Manual in Spanish; the APA Help Center, which has a Spanish website (www.centrodeapoyoapa.org); the APA Annual Convention; the Office of International Affairs, and the APAGS Office.

Here are a few of the lessons I learned at the meeting in Bogotá:

- **Practice your Spanish.** Most of the attendees did not speak English, so it’s important to know that if you want to really participate in a conference then you need to do your best to speak the language. I am fortunate to be fluent in Spanish, but the audience was very forgiving of my occasional (perhaps frequent) errors, and they would graciously help me out if I could not find the right word in Spanish. However, I found one session particularly difficult to follow because I did not understand one important word in the title. It was only afterwards that I learned what the word “desempeño” means in English: “performance”. Next time, I’ll download a good Spanish translation app for my phone to figure out those words while the session is going on.

- **Say cheese.** Lots of photos are taken at these conferences, and I made it a point to pose for a photo for anyone who asked me. As a speaker from the United States and as a representative of APA, I was seen as an honored guest, and many people wanted to get a snapshot.

- **Taste everything.** In Latin American culture, food is very important. When I was offered any food, I always said thank you and ate it. Most of the time it was delicious, and I was glad to have tried it. I occasionally found some things I didn’t like, but it’s always important to show your appreciation by trying the food your hosts offer.

- **Bring gifts.** At these events there are always a few key organizers, and it’s meaningful to bring them small tokens of appreciation. For this trip, I brought Spanish versions of the APA Style Manual and a few boxes of Godiva chocolates. The hosts were incredibly grateful for these gifts.

- **Enjoy the cultural event.** These congresses often have cultural activities, and COLAEPSI was no exception. Here they had a wonderful dance performance with traditional Colombian dress and routines. My favorite was a sequence where they danced a sword fight!

- **Enjoy the coffee.** Some of my favorite moments included sitting with the congress organizers at a little coffee house outside the venue. A bit of cappuccino and a little conversation go a long way in learning about different cultures and building bridges between communities.

Attending an international conference is an excellent way to practice your foreign languages, learn about different cultures, and represent the United States in another land. \(\Psi\)
Memoranda of Understanding: Doors to Increased Organizational Exchange

This summer APA signed a Memorandum of Understanding (MOU) with each of the national psychology associations of Portugal and Spain. This brings to 13 the countries that have joined APA in agreeing to find opportunities to meet, discuss, and facilitate opportunities for collaboration and mutual learning. The other countries with which APA has signed MOUs are Australia, Canada, China, Colombia, Japan, Jordan, Mexico, Norway, South Africa, Spain, and the United Kingdom.

ORDEM DOS PSICÓLOGOS PORTUGUESES (OPP)

The signing of a Memorandum of Understanding between APA and the Portuguese Order of Psychologists (OPP) took place in the Portuguese Embassy in Stockholm. OPP President Telmo Baptista and APA President Donald Bersoff signed the MOU, which was written in both English and Portuguese, at a meeting attended by Embassy personnel, APA Board members and staff, OPP officers, and guests from the Mexican Psychological Society and the International Association of Applied Psychology. The presidents exchanged comments and thoughts on future collaborations between the two associations. The signing was followed by a reception in the Embassy.

SVERIGES PSYKOLOGFÖRBUND (SPF)

APA’s signing of a Memorandum of Understanding with the Swedish Psychological Association (Sveriges Psykologförbund) took place during the European Congress of Psychology. The ceremony, held in the Exhibit Hall, was attended by APA and SPF members, officers and staff. Lars Ahlin, the SPF President, and Donald Bersoff signed the MOUs and exchanged comments to set the stage for future discussion and collaboration.

MOU PROGRAM

The MOU program serves to initiate formal contact between fellow national associations and to set the stage for the development of collaborative programs and exchange. APA maintains regular contact with MOU partners via email, through attendance at each other’s annual conferences, and through meetings at international conferences.

Some examples of ongoing activities include: discussion of joint continuing education offerings; joint participation in symposia or roundtables at international conferences; visits to association offices; sharing of guidelines, standards and other association documents; and meetings with specialty committees of leadership groups. Projects under discussion include: disaster response programs; psychology teaching materials and strategies; ethics workshops; models to promote exchange through intensive language courses for psychologists prior to national meetings; and strategies to address threats to animal researchers.

A new initiative of APA’s Committee on International Relations in Psychology (CIRP) is to stimulate discussions and development of international psychology leadership activities. CIRP invited all MOU partners to join in a conversation to assess needs and develop strategies for leadership development.
Bringing Emotionally Focused Couples Therapy to Russia

By Zoya Simakhodskaya, PhD

Dr. Simakhodskaya is a bilingual clinical psychologist and a certified supervisor in Emotionally Focused Therapy (EFT). She lives in New York City and has recently engaged in training Russian therapists in EFT.

It is May 2013 and I am sitting on the plane that just took off from a Moscow airport flying back to New York. A part of me cannot believe that the events of the last six months, and in particular, the last few days, were real. Twenty-one years ago I left the former Soviet Union as a Jewish refugee, barely an adult, and starting a life I could not yet imagine. I always wanted to be a psychologist, but knew that it was not possible in my motherland. Immigrating to the United States gave me that opportunity, but I could never have foreseen that I would return many years later to teach Emotionally Focused Couples Therapy (EFT) to Russian-speaking therapists.

EFT is an empirically validated short-term treatment for couples. It was originally formulated in the early 1980s by Drs. Susan Johnson and Les Greenberg. Dr. Johnson further developed the model, which integrates attachment theory, systems theory, and experiential approach. At the time, the notion of focusing on emotion and attachment between partners in couples therapy was revolutionary. Since then, numerous research studies have been published to support the use of EFT with different populations and various problems: PTSD, depression, anxiety, parents of chronically ill children, women with histories of childhood abuse, and distressed couples struggling with stage II breast cancer. Research studies find that 70-75% of couples move from distress to recovery and approximately 90% show significant improvements (www.iceeft.com/index.php/resources/53-publications). A recently completed study showed that EFT can successfully change the security of the bond between couples, and an accompanying brain scan study suggested that with EFT, we can change the way partners’ brains respond to contact comfort and perceive threat. Emotionally Focused Therapy for couples, families and individuals, as well as training in EFT are now conducted all over the world, and the basic textbook The Practice of Emotionally Focused Therapy: Creating Connection has been translated into ten languages. In addition to several textbooks on EFT, Sue Johnson had written two books for couples: Hold Me Tight (available in 20 languages) and the upcoming, Love Sense.

After receiving my PhD in Clinical Psychology from the Graduate Center of the City University of New York, I worked for many years at the Comprehensive Psychiatric Emergency Program at New York City’s Bellevue Hospital, while at the same time learning EFT and working with couples in private practice. I often thought that there is some similarity between working with a couple and in a psychiatric emergency room: you have to manage chaos, be prepared for anything, find a way to put a puzzle together to determine what is happening, and then find a way to get to the core of the issue. Learning other models of couples or family work often left me dissatisfied: cognitive behavioral therapy and communication-building techniques would only last for a brief time, psychodynamic interpretations brought insight but no significant change, and systemic or structural interventions made sense on an intellectual level but did not touch me or the couple emotionally. Something was missing. The attachment perspective resonated with me because it “focuses the therapist on what matters, which is safe emotional engagement and responsiveness and I believe that this is what makes EFT interventions so effective” (Johnson 2006).

The EFT model not only provides the map and theory behind its interventions, it has developed a structured way of training to learn this deceptively simple model. The International Centre for Excellence in EFT (ICEEFT) in Ontario, Canada provides the oversight and continued improvements for the trainings, as well as certification of therapists around the world and research. Since being trained and becoming a Certified EFT Therapist and then Supervisor, I have lectured on EFT and have trained more therapists. My colleagues and I have developed a non-profit New York EFT Center with the mission of training EFT therapists and treating couples in the greater New York area. At the same time, I was seeing many bilingual Russian-speaking couples, and wondered whether anyone knew about this model in Russia or other eastern European countries.

Through a circuitous route involving a Russian therapist in Canada, I was introduced to Lucy Mikaelyan, a psychologist in Moscow who had taken EFT training in London and wanted to bring it to Russia. She is a senior faculty member and the director of International Development at the Center of Systemic Family Therapy (www.family-therapy.ru), a
A group of therapists gathered in the training room to watch Dr. Simakhodskaya (on screen) conduct a live EFT therapy session.
challenging situations it is worth finding a specialist who can help cope with crisis and stress. If problems arise in close relationships, people are beginning to seek psychological help and look for qualified family or couple therapists”. However, given the history of misuse of psychiatry for political reasons in the Soviet Union, there is still a long road ahead to decrease the stigma of mental illness and the fear of mental health providers.

As I sat on the plane returning to New York, I marveled at the universality of emotions and human connection. I came to Moscow a stranger and left feeling that I had known some of those people for years. It was also an incredible personal journey for me. After 21 years away from my homeland and being trained in English, I had struggled to convey the concepts of EFT accurately in Russian. However, I also realized that my fear and anxiety had less to do with my mastery of the language than it did with my identity. Would I again regress to awkward adolescent I was before I left? Would the expertise and competence I feel when I teach in English be the same in Russian? To experience such a coalescence of my two worlds was, and will continue to be, life changing. I am aware that there are many cultural nuances and differences that I will continue to learn through this process. To learn more about Dr. Simakhodskaya’s work, please visit www.cpidnyc.com.

Does Climate Change Compromise Fundamental Human Rights?

By Juneau Gary and Neal S. Rubin, APA Representatives at the UN Department of Public Information, Column Co-Editors

INTRODUCTION

Last fall, the devastating effects of Superstorm Sandy on the east coast of the United States dominated our national consciousness. As we experienced family, friends, neighbors and colleagues adjusting to “life after Sandy,” a question emerged leading to the title of this column. From Manhattan and Staten Island in New York City to small island nations around the globe, we wondered what the effects of climate change have been for Small Island Developing States (SIDS) and other vulnerable locales. Since our consultations at the United Nations (U.N.) typically involve questions of human rights, we wanted to explore the effects of climate change in the context of the basic human rights imperatives of safety, security, dignity and freedom to live one’s life in a chosen cultural and economic tradition. We asked ourselves, “Has climate change affected human behavior, altering how people live their lives and if so, have the fundamental human rights of these populations been compromised?” If this is the case, governments and institutions dedicated to protecting vulnerable populations may be charged with addressing climate change as a violation of human rights.

HUMAN RIGHTS

The Universal Declaration of Human Rights (U.N., 1948) in Article 3 states: “Everyone has the right to life, liberty and security of person”, and in Article 22: “Everyone, as a member of society, has the right to … the economic, social and cultural rights indispensable for his dignity and free development of his personality.” The Member States of the United Nations have acknowledged that as part of their solemn oath to protect fundamental human rights, that everyone has the right to live free, safe and secure lives. Moreover, a component of the freedoms associated with human dignity involves the integrity of economic, social and cultural organizations that engender the full development of the person. From a 21st Century perspective, then, how might we interpret the intent of the Universal Declaration with respect to reports regarding how climate change is affecting human security and social organizations?

CLIMATE CHANGE AND SMALL ISLAND NATIONS

In speaking to the General Assembly on September 29, 2008, Mr. Ahmed Khaleel of the Maldives, chair of the delegation of Small Island Developing States (SIDS), stated that the very existence of his nation was threatened by climate change. He asserted that global warming was not only a challenge to development, but also posed challenges to an array of human rights and security issues. He outlined an inverse relationship in which island states suffer the most from the consequences of climate change but contribute the least to climate change as measured by their relative global energy and water consumption, by their greenhouse emissions levels, and by their carbon footprint (U.N., 2008a).

Earlier in February 2008, representatives of SIDS testified before the General Assembly that they were already experiencing sea-level rise, increasingly severe hurricanes, extreme weather events, drought, coral bleaching and declining fish stocks (U.N., 2008b). Angus Friday of Grenada reported that for over twenty years, small island states had been emphasizing that coastal
zones were rapidly eroding and hurricanes were increasing in their ferocity and destructiveness. During that session of the General Assembly, over 40 speakers emphasized looking beyond climatic and scientific consequences and recommended a focus on the human toll of climate change (U.N., 2008b). How is the way of life, the quality of family relationships, the organization of communities and societies affected by climate change? Here are some possible scenarios:

- What of the fisherman who would lose his livelihood as increasing ocean temperatures destroy coral reefs, decimate local fish stocks, and destroy the eco-structure and aquatic food chain?
- What of the farmer unable to feed his family as a rise in drought and soil erosion causes an alarming decline in food production?
- What of the bonds of family, community and perhaps nations that could be broken as storms become more intense and frequent, as sea levels rise, and as piracy proliferates? Could people lose their homes and communities, be forced to eco-migrate and over time, perhaps even lose their island nations as they knew them (U.N., 2008a; Jasparro & Taylor, 2008)?

Two years later in the fall 2010 at a General Assembly meeting, Mr. Spencer, Prime Minister of Antigua and Barbuda, stated, “It is unquestionable that our actions alone cannot save us. The global community must act” (U.N. News Centre, 2010). Then, in February 2013, of this year Mr. deBrum, a Minister from the Marshall Islands, testified before the U.N. Security Council regarding the risk to the existence of his country. He described the severe flooding resulting from rising tides that led to water rationing because the drinking water was contaminated by flooding salt water. Referring to their water supply, he stated, “It became unsuitable for human consumption, and dangerous to our staple food and citrus” (U.N., 2013). He emphasized that the threat to existence was not in the future but was already happening.

SUPERSTORM SANDY

It is not only island nations that are being impacted by climate change. In the eastern United States in October 2012, the storm surge from Superstorm Sandy was 11 feet high at the tip of Manhattan Island in New York City. Huge pumps in the subway system pushed out 18 million gallons per day but could not keep pace with the rising water. It cost $5 Billion to repair the subway system. Seventeen deaths were reported on Staten Island (a brief ferry ride from Manhattan); there were devastating fires in Brooklyn (connected to Manhattan by the Brooklyn Bridge); and downtown Hoboken, N.J. (overlooking Manhattan and the Hudson River) flooded. New York City’s Mayor Bloomberg proposed flood barriers that will cost between $10 and $20 Billion. It is predicted by the year 2100, that the sea may rise by 5 feet in the mid-Atlantic region, not including the expected effects of the increase in the number and intensity of storms (Fischetti, 2013).

PROMOTING BEHAVIOR CHANGE AND PROTECTING HUMAN RIGHTS

Psychologists have studied methods to engender behavior change in relation to the factors that contribute to global warming and that compromise the human rights of citizens. Yet, psychological research, principles, and interventions may be under-appreciated for their contributions to limiting climate change. Until recently, what has been missing from the climate change debate has been how psychological strategies might motivate changes in human behaviors, which contribute to global warming (Swim et al., 2011).

Psychologists at the U.N. have begun to assert leadership for the inclusion of psychologically sophisticated language into UN policy statements, accords, resolutions, and other documents that advocate for limiting climate change. They do this by identifying psychological research, education models, and intervention strategies intended to change the behavior of governments, communities/clans/tribes, households, and individuals (Swim et al., 2011). Specifically, psychology non-governmental organizations (NGOs) such as the APA, International Council of Psychologists (ICP), International Association of Applied Psychology (IAAP), and Society for the Study of Psychological Issues (SPSSI) as well as individual psychologists who are employed by the U.N. or its affiliates (e.g., UNICEF), participate in UN-sponsored activities and conferences addressing climate change, and they broaden discussions to include the psychology of changing human behaviors. For instance, Susan Nolan, an APA NGO representative serving with other representatives on the NGO Committee on Sustainable Development has been active in raising awareness among U.N. staff, civil society, and other NGOs about psychology’s contributions to addressing behavior which may limit climate change (Nolan, 2009).

Psychology organizations such as the APA also have a role to play in limiting global climate change. Collectively, APA’s leadership, journals, divisions, NGO representatives at the UN, and general membership have acted to limit global climate change. For instance, APA’s Resolution on Affirming Psychologists’ Role in Addressing Global Climate Change (n.d.) supports psychologists’ involvement in research, education, and interventions that (1) improve the understanding of the effects of global climate change and (2) contribute to the adaptation initiatives that pair human behaviors and environmental consequences. Additionally, in 2011, the American Psychologist (Psychology, 2011) featured a special issue on addressing global climate change which served as an update of APA’s Task Force on the Interface between Psychology and Global Climate Change (2009).
A review of the special issue of the *American Psychologist* and other psychology literature reveals a growing body of psychology-related and interdisciplinary research about climate change. In order to effect change, the literature suggests targeting at the levels of government policy, community initiatives/programs, and household/individual activities, using culturally sensitive consultation and intervention strategies. Swim et al. (2011) assert psychology’s roles in limiting climate change: (1) describe and explain the human causes of climate change; (2) describe and explain the human consequences; and (3) articulate how people’s experiences with changing climatic conditions might impact their change in behavior if their experiences are direct (i.e., displaced by Superstorm Sandy) or indirect (i.e., watch news reports about severe droughts on other continents).

**CONCLUSION**

Overall then, to our question regarding whether climate change compromises the fundamental human rights of people residing in vulnerable locales, we answer “yes”. It impinges on the rights of safety, security and the inherent dignity for the freedom to pursue one’s way of life. Through research and advocacy, the discipline of psychology is in the process of formulating intervention strategies for solutions for global climate change and in the process, psychology is supporting human rights.

As we look forward as a profession, psychologists might consider becoming conversant with research concepts and language used by other disciplines that address limiting climate change. In doing so, interdisciplinary consultation and collaboration will extend the collective efforts of all disciplines to limit climate change through research, education, and culturally sensitive interventions, especially regarding human behavior and personal choice. Ψ

**REFERENCES**


**ABOUT THE CO-AUTHORS**

Juneau Gary, PsyD (APA main representative to DPI) is a Professor in the Department of Counselor Education at Kean University in New Jersey. Neal S. Rubin, PhD, ABPP (APA representative to DPI) is a Professor at the Illinois School of Professional Psychology of Argosy University in Chicago. Both are APA NGO Representatives to the United Nations Department of Public Information and are co-editors of this column.
Meet APA’s 2013-2014 Student Interns at the United Nations

Five graduate student interns will join APA’s NGO representatives at the United Nations for the 2013-2014 term: Jane Berkman, Charlotte Cesana, Cora Hui, Alla Prokhovnik, and Isabel Unanue. They will focus on supporting the work of the APA UN team by working side-by-side with the representatives on projects initiated by UN NGO Committees that focus on child rights, families, elimination of racism and other forms of xenophobia, sustainability, HIV/AIDS prevention, protection of vulnerable girls and LGBT rights, using psychological science and practice. Intern recruitment for the 2014-2015 year will begin in March 2014.

JANE BERKMAN, Fordham University

Jane Berkman is currently a third year doctoral student in Counseling Psychology at Fordham University. Jane spent most of her childhood in southern Arizona and has lived and worked in a variety of settings across the United States which have shaped her commitment to working for social justice and improving mental health disparities. She earned bachelor’s degrees in psychology and women’s studies at Northern Arizona University and a master’s degree in counseling from Wake Forest University. Jane was honored to work with Native American women and children at a domestic violence shelter in northern Arizona, with at-risk teens in rural North Carolina, and continues to provide crisis intervention to the diverse population of New York City on the crisis hotline. This year, she will further her clinical training working at the Adolescent Health Center at Mount Sinai Hospital. Recently, Jane’s research has investigated risk factors for LGBTQ individuals and the impact of microaggressions. She is thrilled to be joining the APA UN team this year and hopes that the experience will further expand her worldview and impact as an advocate and mental health professional.

CHARLOTTE CESANA, Teacher’s College, Columbia University

Charlotte Cesana is currently pursuing a Master of Arts in Psychology in Education degree in the Clinical Psychology program at Columbia University. She previously earned a Bachelor of Arts in Intensive Psychology from the University of California, Santa Cruz. As an undergraduate, Charlotte developed an interest in women's rights, which led her to become a domestic violence advocate at a nonprofit. As an intern, she provided psychosocial education and crisis intervention to women from various ethnicities and socioeconomic backgrounds. She was also a member of a research lab which looked at young women's self-objectification and sense of personal agency. Over the years, Charlotte has had the chance to develop a global perspective on human behavior and mental health. She was born in France, where she travels regularly and hopes to work in the near future. She also studied abroad in Japan as an undergraduate, and took classes on Japanese language and culture. In 2011, she volunteered in Cusco, Peru at an NGO called Aldea Yanapay, where she helped the psychologist evaluate children for familial and developmental challenges. Charlotte speaks Spanish, French, and English fluently. She is greatly looking forward to her role as an intern at the APA-UN organization. She believes in the importance of developing cross-cultural understandings through psychology, eradicating stigma from mental illness, and fighting against gender based violence.

CORA HUI, John Jay College, City University of New York

Cora Hui is a second year student in the Psychology and Law doctoral program at John Jay College, Graduate Center (CUNY). She is originally from Hong Kong and has lived and studied in Canada (Vancouver, Toronto) and the United Kingdom (Cambridge) prior moving to New York. She obtained her Hons BA in Criminology and Psychology from the University of Toronto and MPhil in Criminology from the University of Cambridge. Cora’s broad area of interest is in cross-cultural psychology. She began to develop an interest in this field while she was conducting research on the obstacles Chinese immigrants in Canada faced when applying for jobs. The exposure informed her of the dire need to conduct more research in cross-cultural psychology, as most of the participants believed that the Western counseling strategies did not help them. She is currently interested in differential conceptions of safety, fear, and violence across cultures, different means of violence against women, and miscarriage of justice across different systems. She knew she wanted to contribute to the APA UN team in any way she could after learning about the theme for the 6th Annual Psychology Day at the UN: Psychology and Violence in the Global Context: Antecedents, Consequences, and Prevention. The valuable opportunity of working as an intern with the APA UN team would enable her to learn about many topics in the cross-cultural psychology field in a global professional setting.

ALLA PROKHOVNIK, Fairleigh Dickinson University

Alla Prokhovnik is currently a fourth year student in Fairleigh Dickinson University’s Clinical Psychology PhD program, where her main research focus has been on perception of emotions, as well as perception of intimate partner violence. She received her BA in Psychology from CUNY Hunter College where she was also a part of the United Nations Student Association, an organization geared towards educating students on the workings of the United Nations. Alla’s undergraduate honors thesis focused on individuals’ experience of religious discrimination and their self-presentation on social media websites such as Facebook. Her main
Division 52 Highpoints at the 2013 APA Annual Convention

By Mercedes A. McCormick, 2013 Division 52 President

Division 52—APA’s Division of International Psychology—was engaged in numerous events, symposiums, poster sessions, and hospitality suite activities during the APA Convention in August. Holding this year’s convention in Hawaii gave Division 52 a terrific opportunity to connect with psychologists from the East and West regions of our global world who are interested in international psychology. New personal and professional connections were initiated. These relationships were developed on similar research interests, sharing of global teaching strategies and the implications of intervention techniques to improve adolescent mental health issues, reduce family violence and abuse against women.

Division 52’s main initiative of 2013 is to build bridges with like-minded partners in our global world. This initiative was welcomed by Psi Chi International Honor Society, the Korean Network of Psychologists, and the Taiwanese Psychologists Associations. Each organization held a networking event as part of the Division 52 Hospitality Suite Program.

Importantly, the Korean Psychologists Network (KPN) is a network of Korean and Korean American psychologists (or anyone who is interested in KPN) in counseling psychology or in mental health related fields. KPN aims to help members to connect with one another in order to share support and validation of their unique issues and challenges as well as the opportunity to collaborate. For more information about KPN, contact Jinhee Kang at jkang@umbc.edu and go to the website www.facebook.com/pages/Korean-Psychologist-Network/168405583246409. For information about the Taiwanese Psychology Association, see http://taiwanpsy.wordpress.com.

As part of the 2013 APA Convention programming, Division 52 hosted a symposium titled “Building Bridges Between Division 52 and Psi Chi to Promote Student Excellence and Leadership.” This symposium’s purpose was to advance the ideas and endeavors announced in the 2012 APA Convention symposium “Building Bridges between Division 52 and Psi Chi International.” Symposium speakers shared their experiences in a variety of topics, including “Using the Internet to build bridges to enhance student involvement in international psychology” by H. Takooshian (Fordham University); “Innovative approaches to conducting international research with students” by J. Young (2013 President of Psi Chi, the International Honor Society in Psychology, CUNY-Hunter University, NYC); “Division 52’s Student Committee's history, role, and lessons learned for Psi Chi International Chapters Membership” by L. Reid Marks (Div. 52 Student Committee Co-chair, Purdue University); “Thinking globally, acting locally: Building bridges Italian style” by B. Carducci (Div. 52 Clearinghouse Chair, Indiana University Southeast); and “Psi Chi debuts in South Africa-Summer 2012” by M. Zlokovich (Executive Director of Psi Chi International Advisory Board) and M. Lavooy (2013 President-Elect of Psi Chi International; Florida Institute of Technology).

ISABEL UNANUE, Teacher’s College, Columbia University

Isabel Unanue is currently completing a Master's degree in Clinical Psychology at Columbia University. There, she is serving as a research assistant for the Spirituality and Mind-Body Institute and Global Mental Health Laboratory. Isabel gained an undergraduate degree in Psychology from Yale University in 2009 and a Master's in Public Health from the Universitat Pompeu Fabra in Barcelona in 2011. Last year, she solidified her interests in the intersection between psychology and public health when she served as Psychosocial Fellow for Gardens for Health, an NGO based in Rwanda dedicated to diminishing child malnutrition. She developed a psychoeducation program for mothers of malnourished children and provided psychosocial support for staff members. Isabel’s research interests primarily lie in spiritual pathways towards wellness, developing mental health programs for underserved populations, and the impact of emotional intelligence programs.

Division 52 opened its schedule of hospitality programming to host the Korean and Taiwanese Psychology Associations. This was the first time these organizations attended APA and Division 52’s events. Both organizations stated their appreciation that Division 52 hosted these collaborative opportunities. This networking allowed Asian psychologists to present their views on important issues confronting their membership in the field of international psychology. Each organization's theme concerned building a stronger network of psychologists and enhancing communication among membership. As a result, several members of the organizations plan to become involved in Division 52 as international affiliates and to build mentoring relationships with the Division’s Board members.

There, she is serving as a research assistant for the Spirituality and Mind-Body Institute and Global Mental Health Laboratory. Isabel gained an undergraduate degree in Psychology from Yale University in 2009 and a Master's in Public Health from the Universitat Pompeu Fabra in Barcelona in 2011. Last year, she solidified her interests in the intersection between psychology and public health when she served as Psychosocial Fellow for Gardens for Health, an NGO based in Rwanda dedicated to diminishing child malnutrition. She developed a psychoeducation program for mothers of malnourished children and provided psychosocial support for staff members. Isabel’s research interests primarily lie in spiritual pathways towards wellness, developing mental health programs for underserved populations, and the impact of emotional intelligence programs.

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Speakers engaged in dialogues about partnering with Division 52 through their professional international psychology experiences. Representatives from Psi Chi International mentioned at the time of the symposium that it has opened chapters in eleven countries around the globe. They also mentioned that the organization looks forward to fostering APA Division 52’s mission to chapters around the globe.

In conclusion, Division 52 continues to build bridges with other interested partners. Two interested collaborators are APA Division 39 (Psychoanalysis) in regard to global treatment practices, and the Interamerican Society of Psychology. For more information, contact Division 52 at www.div52.org.

PsycCRITIQUES
CONTemporary Psychology: APa Review of BOOKS

International Book Review: Selected Review from PsycCRITIQUES

The book review reprinted here is courtesy of PsycCRITIQUES editor Danny Wedding. PsycCRITIQUES is an online journal that provides reviews of books, monographs, films, and other productions in psychology stretching back to 1956. Readers can also access selected reviews and discuss books important to the science and profession of psychology by visiting the PsycCRITIQUES blog at psycritiqueshblog.apa.org. For more information see www.apa.org/psychrites. If you are interested in reviewing, please contact editor Danny Wedding at dwedding@alliant.edu.

Beyond WEIRD: Psychology and Traditional Cultures

A review of

The World Until Yesterday: What Can We Learn from Traditional Societies?

By Jared Diamond

ISBN 978-0-670-02481-0. $36.00

Reviewed by Judith L. Gibbons and Katelyn E. Poelker

It has become de rigueur to point out that most psychological research is conducted with a narrow range of participants and that those participants are WEIRD (Western, Educated, Industrialized, Rich, and Democratic). Coined by Henrich, Heine, and Norenzayan (2010), the term WEIRD exposes the thin slice of humanity and human behavior that forms the basis for most psychological knowledge and theories.

In a lively and engaging book, Jared Diamond acquaints us with the other 90 percent of humanity, particularly those who live in traditional, nonindustrialized societies. Diamond’s book is organized into five parts with 11 chapters along with a prologue and epilogue. The book covers a wide range of issues, including conflict resolution, warfare, child rearing, treatment of the aging, avoiding danger, religion, language, and eating habits. Its apparent purpose is to educate Westerners about the merits of many traditional practices. The author, a geographer who has spent a great deal of time in New Guinea, achieves that purpose.

In a poignant and compelling account, he describes a tragic accident (in New Guinea) in which a child was killed by a car. Although the car’s driver was clearly not at fault, traditional practices dictate that he make amends. Through intermediaries, the driver arranged for a “compensation ceremony” in which he said he is sorry, transferred material goods, and expressed respect for the grieving family. Formal legal procedures were pursued in parallel by state authorities, but those required two and one half years, five separate court dates, and a final hearing in which the charges were dismissed because the police did not appear.

Thus, the traditional process that resulted in a peaceful and harmonious resolution contrasts sharply with the prolonged and acrimonious state intervention that failed to give closure to the aggrieved family. This example provides a snapshot of Diamond’s primary message—that modern Western industrialized cultures could learn a great deal from their traditional nonindustrialized counterparts.

As developmental psychologists, we chose to look more closely at developmental issues, especially the chapter “Bringing Up Children.” Do current anthropological (e.g., Lancy, 2008) and psychological studies support the author’s claims? Would adoption of traditional practices be adaptive and feasible in contemporary industrialized societies? Long-term on-demand nursing of infants may be Diamond’s golden argument. Not only is breast-feeding widespread in traditional societies, but in the modern Western world it confers small, but significant, advantages for children’s cognitive development (Kramer, et al., 2008; Petryk, Harris, & Jongbloed, 2007).
A second valuable recommendation made by Diamond is that children be raised bilingual or multilingual to whatever extent possible. The evidence in favor of bilingualism is strong; it is consistently associated with enhanced cognitive functioning, with the largest effect sizes demonstrated for abstract thinking, attention, and problem solving (Adesope, Lavin, Thompson, & Ungerleider, 2010). The advantages derived from close physical contact between mothers and babies, achieved, for example, through carrying infants upright and facing outward (rather than in a stroller or facing the mother’s body), are less well established but may be correlated with advanced motor development (Adolph, Karasik, & Tamis-Lemonda, 2010).

Another common assertion in today’s world is that “it takes a village.” Diamond presents examples of traditional hunter-gatherer societies in which children are cared for during much of the day by someone other than the mother. In a more academic book, Hrdy (2009) claimed that humans are by nature cooperative breeders; she argued that the presence of “allo-mothers,” often grandmothers or older sisters, promotes the well-being and even the survival of children. Modern societies do boast some allo-mothers, including nannies, schoolteachers, babysitters, godparents, and grandparents, but those child caregivers often play a less extensive role than their counterparts in traditional societies.

According to Diamond, multiple caregivers may foster the development of children’s social and cognitive skills. In part, because attachment theory in developmental psychology has focused on the importance of a single sensitive caregiver, the impact of multiple caregivers in early childhood development is not well understood. Research on multiple caregivers in contemporary Western nations is still in its infancy, and evidence for the effects on children’s social and cognitive skills is still being developed (Howes & Speiker, 2008).

Other child-rearing customs that are culturally variable include allowing children freedom to explore even when they may face physical risks and encouraging children to fashion their own toys rather than play with manufactured toys. Although these practices may foster autonomy, creativity, ingenuity, and imagination, many parents would see the costs and risks as outweighing the gains.

Some of Diamond’s child-rearing recommendations have the advantage that they can be implemented by individual parents. Those include raising children bilingually and carrying babies close to the body. Others would require wholesale changes in society and are less feasible. Breastfeeding on demand is challenging in a world in which most women work outside the home, many in settings where infants would not be welcome. Allo-parenting is difficult to implement where grandmothers live far away and older sisters are busy attending school.

Diamond acknowledges that not all traditional practices are beneficial. Infanticide, murder or neglect of the aging, and chronic warfare are widespread among hunter-gatherers. Along a continuum of cruel to loving treatment of the elderly, Diamond would place the contemporary Western world closer to the cruelty pole. But a quote from Hill (cited in Hrdy, 2009, p. 270) suggests that we are not all that close to the cruel end of the continuum: A traditional Ache man, in describing how he would dispatch older women, said, “I would step on them . . . . I didn’t wait until they were completely dead to bury them. When they were still moving I would [break their back and necks].”

The World Until Yesterday: What Can We Learn From Traditional Societies? should be required reading for all psychologists, especially for those not conversant with the cross-cultural and anthropological literature on the range of human behavior. Most readers will want to seek out the original reports on which it is based. This outstanding contribution by Jared Diamond is certain to spark lively debate about which traditional practices are worthy of consideration for contemporary Western societies.

REFERENCES


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Understanding Social Psychology Across Cultures: Engaging with Others in a Changing World

Edited by Peter B. Smith, Ronald Fischer, Vivian L. Vignoles, Michael Harris Bond

“Understanding Social Psychology Across Cultures Second Edition starts by asking why social psychology needs a cross-cultural perspective. It then examines cultural differences and their origins, before addressing traditional social psychological themes cross-culturally, for example group processes, self and identity, intergroup relations. Themes of contemporary relevance including migration, ethnic conflict and climate change are also covered. This textbook is appropriate for students of social and cross-cultural psychology. It will also interest practitioners wanting to understand the impact of culture on their fields of work, such as international relations, social policy, health promotion, ethnic relations and international business.” ~ from the Sage website.

Global Mental Health: Principles and Practices

Edited by Vikram Patel, Harry Minas, Alex Cohen, Martin Prince

“Global health is an area for study, research and practice that places a priority on improving health and achieving equity in health for all people worldwide. Global mental health is the application of these principles to the domain of mental ill-health. The scope of the book is to cover two major aspects of the field: its scientific foundations and its practice and opens with an original account charting the history of the field from antiquity to its most recent developments. The language and content is geared towards a wide audience of practitioners and students of global mental health, including those who do not have any previous training in a clinical mental health specialty. This textbook, edited by four of the field's most widely acknowledged champions, with 20 chapters authored by over 30 global leaders of the field from diverse institutions and countries, is aimed to be the definitive text of this dynamic new discipline.” ~ from the Oxford University Press website

Toward a Socially Responsible Psychology for a Global Era

Edited By Elena Mustakova-Possardt, Mikhail Lyubansky, Michael Basseches, and Julie Oxenberg

“Toward a Socially Responsible Psychology for a Global Era describes the changes necessary to address the systemic problems affecting an increasingly distressed world. This path-breaking resource challenges readers to rethink the basic and implicit assumptions of psychology, reframing the field in terms of its responsibility as a healing science and force for social justice, and elucidates the context that makes this paradigm shift so necessary. Contributors analyze not only central issues shaping the field, but a practical framework for a redefined discipline, with concepts such as socially responsible inquiry and clinical practice, and strategies for working with like-minded communities and institutions toward key objectives, among them: achieving a sustainable future; developing a clinical practice suited to a global community; attaining global consciousness in the context of societal health; overcoming racism, sexism, and poverty; healing the causes of human suffering and environmental harm; conceptualizing and actualizing justice restoratively; and achieving a psychology of nonviolence.” ~ from the Springer website.

APA Handbook of Multicultural Psychology

Edited by Frederick T. L. Leong

“Consistent with the goals for the APA Handbooks in Psychology series, the purpose of the two-volume APA Handbook of Multicultural Psychology is to present the best science and best practice within this subfield of psychology. The first volume covers theory and research in the foundational areas of psychology as it pertains to multicultural issues. The second volume covers applications and training. In addition to providing a historical context for the field, the Handbook provides a state-of-the-art review across the major domains of psychology from a multicultural perspective.” ~ from the APA Books website.
Call for Applications: APA Office of International Affairs Grants

Division International Activities Grant (DIAG) Program

APA's Committee on International Relations in Psychology (CIRP) is accepting proposals for its Division International Activities Grant (DIAG) Program. Consistent with its strategic priorities, CIRP will provide support for division initiated programs aimed at fostering internationalization and international members outreach. The expectation is that these grants will serve as seed funding for the development of sustained international initiatives. Proposals must be submitted by at least one division of APA and may be submitted jointly by two or more divisions. The project must be completed within 12 months of receipt of funding. The proposed budget should not exceed $500 for a one-year period. For more information, see www.apa.org/about/awards/international-diag.aspx. The deadline for submissions is March 1, 2014.

Small Grants for Program Development of National Psychology Associations

The APA Office of International Affairs is accepting applications for its Small Grants for Program Development of National Psychology Associations. The goal of this award is to contribute to the development of psychology around the globe by providing funds to support the growth and development of national psychology associations to either: (1) support or partially support an educational or training program organized under the auspices of the national psychology organization; or (2) support directly the growth or development of the national psychology organization. Typical awards range from $500 to $1,500. For more information, see www.apa.org/about/awards/cirp-small-grants.aspx. The deadline for applications is March 1, 2014.

International Scientific Meeting Support Award

The APA Office of International Affairs is accepting applications for funding for scientific meetings that foster the exchange of knowledge among psychologists across the world. This fund typically provides grants of $500-$1000 in support of international scientific meetings. Funds may be used for the following activities associated with meetings: scientific meeting organizing expenses; scholarships for travel and/or registration for targeted groups; support for special events associated with the meeting; social or cultural events associated with the meeting; or planning activities in years leading up to the conference. Organizations of psychology are eligible to apply, and will be prioritized by organizations that: have collaborative relationships with APA; are holding socially significant and relevant events; are in transitional and developing countries; have U.S. members; have events attended by U.S. citizens; celebrate events attended by 500 or more people; or are holding new or one-occasion events that are socially relevant. For more information, see www.apa.org/about/awards/sci-mtg.aspx. The deadline for applications is March 1, 2014.

APF Henry P. David Grants for Research and International Travel

The American Psychological Foundation's Henry P. David Grants for Research and International Travel in Human Reproductive Behavior and Population Studies support young professionals with a demonstrated interest in behavioral aspects of human reproductive behavior or an area related to population concerns. Applicants must be graduate students conducting dissertation research or early career researchers with no more than seven years postgraduate experience. The fun sponsors two grants: 1) The Research Grant provides up to $1,500 for support of ongoing research in behavioral aspects of population studies or human reproductive behavior; and 2) The Travel Grant provides up to $1,500 to support travel related to research on human reproductive behavior and population studies or attendance at an international or regional congress. Applicants may apply for one or both grants. For more information, please visit www.apa.org/apf/funding/david.aspx. The deadline for applications is February 15, 2014.

APF Frances M. Culbertson Travel Grant

The American Psychological Foundation is accepting applications for the Frances M. Culbertson Travel Grant. This grant supports women from developing countries (as defined by The World Bank) who are in the early stages of their careers by providing travel funds to attend international or regional conferences in psychology. The grant provides reimbursement for registration and travel expenses up to $1,500. Recipients of the grant also receive a two-year affiliate membership in the American Psychological Association. Preference is given for attendance at the International Council of Psychologists’ Annual Conference; the International Congress of Applied Psychology; and the International Congress of Psychology. Participation in the conference program is not required. For more information on this award, please visit www.apa.org/apf/funding/culbertson.aspx. The deadline for applications is February 15, 2014.
Award for Early Career Contributions to Cross-Cultural Psychology

The International Association for Cross-Cultural Psychology (IACCP) has established an award for Early Career Contributions to Cross-Cultural Psychology in order to honor researchers at an early stage of their careers for their contributions to knowledge generation, dissemination and application for cross-cultural psychology—primarily through research, but also through teaching of cross-cultural psychology and service to the field. The award consists of a certificate and $1,500 grant to contribute to the cost of attendance at the IACCP Congress and a waiver of the registration fee; acknowledgement of the recipient’s contribution to cross-cultural psychology in a forum of IACCP; participation in a plenary presentation at the IACCP Congress; and an invitation for guest participation in a summer program with opportunities to interact with other early career researchers and PhD students. Eligible nominees are IACCP members who have received their doctorate no more than 10 years prior to the application due date. For instructions on how to apply, please contact Kwok Leung at mkkleung@cityu.edu.hk. The deadline for nominations is November 15, 2013.

2014-2015 International Fellowship for U.S. Scholars and Professionals: Individual Advanced Research Opportunities Program (IARO)

IREX is pleased to announce that applications are now being accepted for the 2014-2015 Individual Advanced Research Opportunities Program (IARO). The IARO program provides U.S. scholars and professionals the opportunity to conduct policy-relevant research in Eastern Europe and Eurasia. Researchers are able to increase their understanding of current regional issues, transnational crime and corruption, and directly contribute to the formation of U.S. public policy by conducting research on topics vital to the academic and policymaking communities. The fellowship provides international airfare, a living/housing stipend, visa support, emergency evacuation insurance, logistical support and, in many countries, field office support. Applicants must be U.S. citizens and either Master's students, pre-doctoral students, postdoctoral scholars, or professionals with advanced degrees. Topics of interest may include counterterrorism, cyber security, cross-regional issues, transnational crime and corruption, and religious minorities. Countries eligible for research include: Albania, Armenia, Azerbaijan, Belarus, Bosnia and Herzegovina, Bulgaria, Croatia, Czech Republic, Estonia, Georgia, Hungary, Kazakhstan, Kosovo, Kyrgyzstan, Latvia, Lithuania, Macedonia, Moldova, Montenegro, Poland, Romania, Russia, Serbia, Slovakia, Slovenia, Tajikistan, Turkmenistan, Ukraine, and Uzbekistan. For more information, email iaro@irex.org. The deadline for applications is November 25, 2013.

The Karolinska Institutet Center of Neurodevelopmental Disorders (KIND) Seeks Psychologists to participate in an expert survey

The Karolinska Institutet Center of Neurodevelopmental Disorders (KIND) in Sweden seeks health professionals in psychology for a worldwide expert survey that will be conducted as part of a larger project to develop ICF Core Sets for Attention Deficit Hyperactivity Disorder (ADHD) and Autism Spectrum Disorder (ASD). ICF (The International Classification of Functioning, Disability and Health) was developed by the World Health Organization (WHO) to provide a comprehensive, universally accepted framework for the description of health-related functioning. ICF Core Sets are subgroups of ICF categories that are selected to capture those aspects of functioning that are most likely to be affected by specific health conditions. The objective of the expert survey will be to explore the experts’ perspective on challenges and problems that patients with ADHD and ASD typically face in their daily lives. To be eligible for the survey, psychologists must 1) have at least 5 years of experience in the treatment of individuals with ADHD or ASD; and 2) speak English fluently. For more information, please contact Soheil Mahdi at soheil.mahdi@stud.ki.se.

The 2nd Caribbean Regional Conference of Psychology (CRCP2014)