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Insights and Aspirations

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September 2015. St. Augustine, Florida. Welcome to the fifth issue of *International Understanding*, Part B of the *International Psychologist* newsletter from the International Council of Psychologists, Inc. While *IU* is not intended to be a formal scientific journal, it is intended to offer opportunity for graduate students and colleagues for whom English is a second language. The *IU* is an accessible way to have articles in print, non copyrighted yet citable on resumes and vitae and facilitates research reaching beyond a local community of psychologists.

For ICP, Inc.'s senior professionals and leaders, the *IU* is a venue for pilot testing ideas, providing early reports of research-in-progress and for longer reports on association projects and programs. Thank you to those professors, practitioners and colleagues who have encouraged students and mentees to submit manuscripts. We are always open to your own research and work that is advancing psychology as a discipline and especially work in conjunction with allied mental health professionals. In addition, we welcome visions for the future of the association.

This issue features papers from ICP, Inc.'s 2015 Toronto conference and manuscripts submitted from England

and Russia. The September *IU* articles are presented under three topical headings: Counseling, Culture and Professional Issues.

COUNSELING

"*Wellness of the Individual and Group from Multicultural Views*," is the second half of an article by **Dr. Machiko Fukuhara**, Tokyo, Japan and ICP, Inc. President Elect. In the first half, which appeared in the previous *IU*, Dr. Fukuhara described her work translating, adapting and validating C. D. Spielberger's primary measures for use in the Japanese language and culture. This part reviews concepts and work of the Japanese Association of Microcounseling (JAMC) which she founded in 1984. Pivotal principles of JAMC work are: Applications and skills: developmental/counseling/therapy; psychoeducational and wellness. Fukuhara provides evidence based support for JAMC services through studies using the Fukuhara Behavior Analyzer System (FBAS). Her conclusion emphasizes that the feeling of being listened to / "attended" showed positively across cultures.

Paul M Kohn, PhD., York University, Toronto Ontario, Canada, and colleagues **Ilona Kolis**, York U., **Stephanie A.H. Belander**, Royal Military College, Canada and **Sarah A Hill** Royal Military College, Canada, focus on empirical evidence in their paper, "*Stress, Coping and Adjustment Among Canadian Military Cadets*" supporting which coping style works best for managing stressors experienced by the cadets. The three predictors of adjustment in their study affirm their model in which "adaptive" coping skills and decreased exposure to, or severity in evaluation of daily hassles. Their results regarding hassles is in keeping with results of Spielberger's research with the *Job Stress Survey* which Fukuhara discussed in her article, Part 1.

Affirmation for the importance of supportive counseling including coping skills is reported in the third article, a brief report of a study by **Tomoko Fujitani**, Kobe University Doctoral Candidate, Japan, **Ami Kojima**, Siga

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Prefectural University, Faculty of Nursing, Kikone, Japan and **Dr. Yoshiko Kato**, Kobe University Professor, Kobe, Japan. In *"Relationship Among Sense of Coherence, Gratitude and Well-Being,"* the higher the client's Sense of Coherence the stronger the ability to maintain health under stressful conditions and to have lower levels of depression. The variable 'gratitude' was most strongly related to well-being.

The fourth article is about the dark side of parenting and describes the challenges counseling specialists often face. *"Dealing With the Problem of Suspected Poor Parenting,"* by **Ludwig F. Lowenstein, PhD.**, Southern England Psychological Services, Allington Manor, Fair Oak, Eastleigh Hampshire. **Lowenstein's** research shows the importance of teaching mildly abusive parents how to use positive reinforcement and praise when children demonstrate a glimpse of improved behavior. Collaboration between psychologists and social services agents is considered essential in order to determine the degree of risk of children in care of inadequate mothers and fathers. **Lowenstein** supports foster care placement of children in high risk of violence and provides regular courtroom testimony in such cases.

CULTURE

Two subsets of reports and an article by **Elisa Maragona, PhD.**, Institute of Higher Studies and Research, Mexico City, comprise this section:

The first papers are from the 23rd *Human Rights Summit* organized by **Dr. Sandra E.S. Neil**, the Satir Center, Melbourne, Australia, for ICP, Inc.'s 2015 Toronto conference. Summarizing the ongoing purpose of the human rights summits, **Neil** states in the 2015 summit booklet, "We are determined to make this new millennium one in which our achievement of the 20th century will be used for all people to live better and to live in peace, free of want and of war. To these ends we will work for the democratic promotion of peace, education, for endangered people and children....for the strict adherence to principles of human and cultural rights..." **Neil's** paper, *"Towards Healthy Families and Compassionate Values in Clinical Practice in Australia"* sets the stage for the several case studies she presented in Toronto about the understanding and healing wounds of past generations, which she labels "Ancestor Syndrome." She and **Dr. Lowenstein** are publishing a book together integrating some findings from her therapeutic approach into his work dealing with problems of poor parenting. Other papers from the 2015 Summit included here are:

Clinician **Dr. John Thoburn**, Seattle Pacific U., Seattle WA., writes in *"Evolving Beyond Tribalism and Terrorism"* about the "selfish gene" theory of evolution, the ethnic and immigrant blending that creates larger pools of inclusion and exclusion and the need for making the moral choice to be unselfish and inclusive.

Dr. Justina E. Aire, St. George's U., Grenada, West Indies, revisits cultural issues impacting the land of her childhood, Nigeria, in her article *"The Boko Haram Saga: An Emerging Challenge for Psychologists."* The "no books" policy of Nigeria's Northern protectorate and violent government produced a culture of women running families of children alone and of children suggestive to terrorist ideas.

Robert L. Silverberg, MD, BS, BA, FAAFP, discusses *"The Development of Tolerance"* and the importance of human beings becoming able to shift from using a family's typical defensive reactions to external change toward a tolerance approach. Extended versions of these presentations and the Fukuhara paper will be included in later IU issues, when submitted. The set of articles underscores the ongoing impact of the family's educational and training in setting the stage for tolerance of cultural and racial differences. This concept is extended to encompass schooling and teachers by studies undertaken in Spain and won top 2015 InAbsentia poster awards.

The **tenth year of ICP, Inc.'s INABSENTIA Poster Exhibit**, a display that is shown throughout each annual conference, selected three posters from SPAIN for recognition. The first place poster, as determined by a panel of ICP, Inc. members in attendance who reviewed submissions for content and for presentation, was authored by **Concepcion Mimbrero-Mallado and Ana Guil-Bozal**, Sevilla U.: *"Positioning Toward the Transformation of the Organizational Culture of Gender."* An observed inequality between men and women in organizations is found resistant to change. While verbalizing an equality ideal, internalized socially entrenched inequalities remain. Childhood education is recommended.

Two second place awards were given: **Susana Ca'mara**, Sevilla U, Spain: *The Culture Of Gender In Educational Institutions;* and, **Maria Luisa Moreno; Pedro Garrido; Concepci'on Garrido**, Sevilla U., *"Caring To Teachers Through Continuing Training."* Pictures of each award winning poster are included. The **Ca'mara** study connects to the finding in the first place award winner in that these researches are in secondary schools where early sexism biases proved to be already present. The second poster award went to the evidence that

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support and caring makes a difference in the stress levels of those instructors who are mediators of culture / attitude changes. These findings are consistent with the work reported in the counseling section papers about importance of listening, gratitude and praise.

The final paper in the Culture section is from **Elisa Margaona, PhD**, Institute of Higher Studies and Research, Mexico City, Mexico, "*Influence of Cultural Intelligence in Consulting*." **Margaona** defines Cultural Intelligence as : ".....recognizing and understanding the beliefs, values, attitudes and behaviors of a groupand to apply that knowledge toward achieving of specific goals." She is straightforward about the fact that too many consultants are "hot air moving fast." **Margaona** describes three of her consulting projects where emphasis was upon agreed upon goals and promises made. Her observations are consistent with writings by Harry Levinson, who taught that organizational diagnosis comes first, then, when knowledge of the culture is in place, relevant consultation can be proposed. **Dr. Margaona** was unable to deliver her paper in Toronto due to an accident but hopes to attend the Yokohama conference in 2016.

PROFESSIONAL

The first professional issues article is by ICP, Inc. Past President **Tara Pir, PhD**, Institute of Multicultural Counseling and Educational Services, Los Angeles, CA, "*Actualizing the Internationalization of Psychology*." **Dr. Pir** proposes an international training program with an additional component of indigenous expertise. She lays the groundwork in a review of psychology from 19th century's Wilhelm Wundt who had 190 doctoral students from at least ten countries and more recent work by contemporary psychologists [most of whom are leaders in APA and members of ICP]. She reports there are over a million psychologist worldwide with about half in the Americas: 220,000 in Latin America and 225,000 in the US. She further suggests a project to support the children involved in increasing global immigrations.

The next article is from a newcomer to international psychology communities, **Maksymenko Serhii Dmytrovyh, Doctor of Psychological Sciences, Director G.S. Kostiuk Institute of Psychology** of the National Academy of Pedagogical Sciences of Ukraine, Kyiv, Ukraine. In "*Psychological Rehabilitation of the Victims Affected by War in Ukraine*," **Dr. Dmytrovyh** describes the help line created there to address the increased need for psychological help due to the military aggression there. He notes the need for development of unified standards for psychological help given to civilians and the military.

The third article comes from students at the Peoples' Friendship University of Russia (PFUR), **Elena Chebotarevam, Irina Novikova, Alexey Novikov, Valeriia Tarkhova**, with their Fordham U. mentor, **Dr. Harold Takooshian**: "*The Peoples' Friendship Univeristy of Russia and Psi Chi: Experience and Prospects*." **Dr. Takooshian** visited PFUR as part of a six day conference celebrating the 50th anniversary of the classic obedience experiments by Stanley Milgram at Yale, and his 2013 initiation of ten graduate and undergraduate students and 14 faculty into the first Russian Chapter of Psi Chi, the international honor society for psychology. Information is given about activities of the Russian Psi Chi at PFUR, ranked in the "top 500" institutions by the annual Singapore ranking of world universities.

The final article in **IU55.2** is authored by **Dr. Elizabeth S. Bishop**, Private Practice, Ann Arbor MI, long time member of ICP, Inc. who presented this paper at the 73rd ICP, Inc. conference in Toronto. **Dr. Bishop** shares with us the myriad matters that need to be planned, organized and executed in order to close a psychological practice. This does not happen in a day or a month, but due to legal and professional requirements, it may take years. Some patient records must remain in secure custody to be accessed for the state required lengths of time in case legal testimony is required post-retirement from active client work. Similar requirements are found in most countries and can often be surprising to the psychologists who has not been informed with procedures.

We hope you enjoy reading this issue of *International Understanding* and that you gain insights about colleagues around the globe. The next IU has a few surprises in store, for example, fiction. We plan to include excerpts from a book being published by former President David Y.F.Ho of Hong Kong. Till then, don't forget to send news about your own publications, presentations and recognitions for the IP55.3. News of new members would be great.

Warm Regards and Smooth Sailing,

 PhD, ABAP

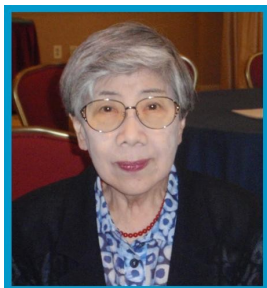
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COUNSELING

A STUDY OF MICROCOUNSELING

Part II

Machiko Fukuhara, Ph.D, Japan



Earlier, (1960-1970), I was eager to let the Japanese people know how to use and accept counseling correctly for their mental health. Since it was being recognized slowly, I seriously thought of reasons for this. I had thought that counseling methods I learned should contribute to the mental health and welfare of the

Japanese people, as well as people in other countries, and that they should be familiar with them for their own benefit. Why haven't these methods been accepted especially in Japan?

I hypothesized that since there are similarities and differences among people, counseling may be effective if working on the similarities or common parts. If it does not work it may be that differences interfere with counseling's success. These factors might be influenced by cultures of various kinds. If a person wants counseling to be accepted due to differences, she should intimately know the culture surrounding the individuals and groups. Therefore, one might have to study the culture and develop creative ways for counseling to be accepted. At the same time, the elements that are effective on the similarities should continue to be explored and studied carefully. After I developed this rationale, I called the factors of counseling that are accepted due to similarities as 'Basics of Counseling.' Also, I investigated those features that will influence it effectively. I thought of the necessity of carrying out cross-cultural studies based on the theory. In addition, I found that Allen E. Ivey wrote about basic communication skills necessary for human relationships called 'Attending Behavior' (1971). I was excited about learning about this model as it is similar to what I call 'Basics of Counseling.' It is applicable to similarities among individuals as it is commonly effective to different individuals in different cultures. I was very motivated to explore the concepts of Dr. Ivey's 'Attending Behavior,' along with the 'Basics of Counseling' which I had hypothesized earlier, from cross-cultural viewpoints.

In 1984, in consultation with Dr. Ivey, I established The Japanese Association of Microcounseling, (JAMC), formerly a study group of Microcounseling which is ac-

credited by the Science Council of Japan. It is celebrating its 30th anniversary this year.

Microcounseling* was developed by Allen E. Ivey in the beginning of 1970. The illustrated hierarchy shows that every form of communication, from the conversations to therapy, is put under the concept of Microcounseling. These skills represent the model for communication skills training. The philosophy centers on the following: respecting human rights, finding positive assets, using the skills intentionally, maintaining ethics, etc. Therefore, 'attending' to anyone is necessary for communication. Most people want to be listened to and to be understood. Furthermore, this emphasizes 'self-in-relationships' and 'individual as multicultural existence.' The listener must attend to the individual.

Applications of Microcounseling concepts and skills are referred to as:

(1) *Developmental Counseling and Therapy*

Dr. Ivey believes that human beings develop and change towards their actualization and well-being. In this theory, using J. Piaget's concept of developmental stages metaphysically, Dr. Ivey has developed the scale that is applicable for youths to adults in understanding their state of mind. In addition, he sees that there are counseling approaches that fit specific stages of one's mind. He also suggests how to use micro-skills effectively.

(2) *Psychoeducation*

Psychoeducation has been used for many years, mainly, I understand, in medical fields. However, with the background of evolution of positive psychology and philosophy of 'psychology giving away' mood, in the U.S.A., psychoeducational use has become popular in the psychology field, especially in the counseling/clinical psychology field. It is popular in educational psychology and social psychology in Japan. As I have said above, the JAMC is trying to develop it in counseling psychology, with the key concept of microcounseling. In addition, I am trying to make it applicable to Japanese people by carrying out basic training.

(3) *Study on Wellness*

Mayers (Sweeney, T.J., and Mayers, J.E., 2003) developed the Wellness model on the basis of concepts of positive psychology and self-in-relation from multicultural views. According to it, Wellness is part of the process of becoming a well-being. It consists of 5 indivisible selves (essential, creative, coping, social, and physical). The Five Factor Wellness Inventory consists of 93 items asking

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about one's state of mental health. By using this framework, counselors can help individuals find their strengths for one's actualization.

I am in the process of developing a cross-cultural study with this model. However, in the process of translation and back translation of those items, and a preliminary study with the data obtained from Japanese workers (ages 20-60), we can say, in general, that the self-concept of the Japanese, compared with their counterparts (subjects of the experiment by Dr. Mayers) seems to be different in terms of one being conscious of others as well as their environment. Also, for Japanese, the concept of ideas related to 'spirituality' seems vague and difficult to visualize.

The item analysis included ages 20-40 vs. 41-60; married vs. single; and helping professional vs. non-helping professional. They were compared by using the t-test in terms of means and standard deviation. Those 40-60 showed more concern toward the physical self. Also, a comparison of married vs. single indicated that those married showed more concern toward the physical self, especially nutrition. Single people showed interest in leisure for coping with oneself. Finally, helping professionals showed higher essential self than workers at companies. It should be noted that gender was not investigated.

*The JAMC (Japanese Association of Microcounseling) holds its annual conference and the program consists of paper sessions, lectures, and symposiums. Themes in the past dealt with were Psychoeducation, Coaching, Helping Relationships, Mental Health, Wellness, Neuroscience, etc. from the viewpoint of Microcounseling. At keynote sessions, topics such as "Wellness over the Lifespan"; Microcounseling and Coaching; Microcounseling Today and Beyond – Microcounseling and Neuroscience (by Allen & Mary Ivey); Mental Health, and Microcounseling – from the View of Wellness – mind, brain, and behavior (by Professor Kojima, PhD); Psychoeducation – Towards disasters, (by Prof. T. Noda), were covered. This year Dr. G. Backenroth from Sweden talked on Counseling/Psychotherapy with the case illustration of therapy for the deaf through CBT. Dr. J.M. Prieto was invited to another gathering and gave a talk on 'My Psychological Understanding of Haiku, Tanka, and Koan Tradition.'

This Association publishes an academic journal 'Microcounseling' at least once a year and 2 newsletters each year. Also, the JAMC is holding microskills training sessions twice a year hoping that those trained professional helpers can put the theory into practice for the welfare of the people. And, in order to facilitate the generalization of 'basic skills' we established an NPO Psychoeducation In-

stitute (non-profit organization) which will go along with the academic JAMC.

Thus, I am trying to prove that 'Basics of Counseling' will contribute to every kind of relationship in places such as the home, educational settings, social-medical settings, judicial settings, organizational settings, etc. as a key philosophy for better communication for the welfare of people. It will develop the education for Paraprofessionals as well as layman aiming for their mental health and wellness. We hope to collect feedback from this service for further study. It is hoped that this type of system will apply to problem-solving even for those abroad to improve communication and facilitate the understanding of difficult problems. The principle way of utilizing knowledge and skills is to be aware of 'similarities and differences' among the individuals. Listening, understanding and empathy is love.

With the awareness of cultural issues, I am researching how helping relationships fits into a specific culture. The following is a part of my study:

A Cross-Cultural Study-Illustration of an empirical study on counseling skills.

This is a study to examine how skills counselors use affect clients' responses during their interaction in counseling processes (Carkhuff, T. 1967; Ivey, A. 1972; Kagan, N. 1969). This author wanted to prove how using physiological measures by finding out the effectiveness of specific skills facilitate clients' responses toward a positive direction. The final goal is to find out if there are any skills, or way of using the skills, that more appropriately adhere to the different culture.

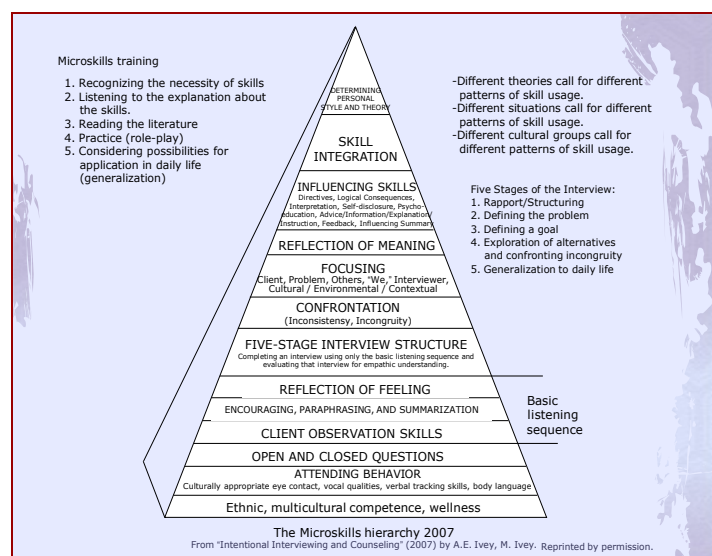
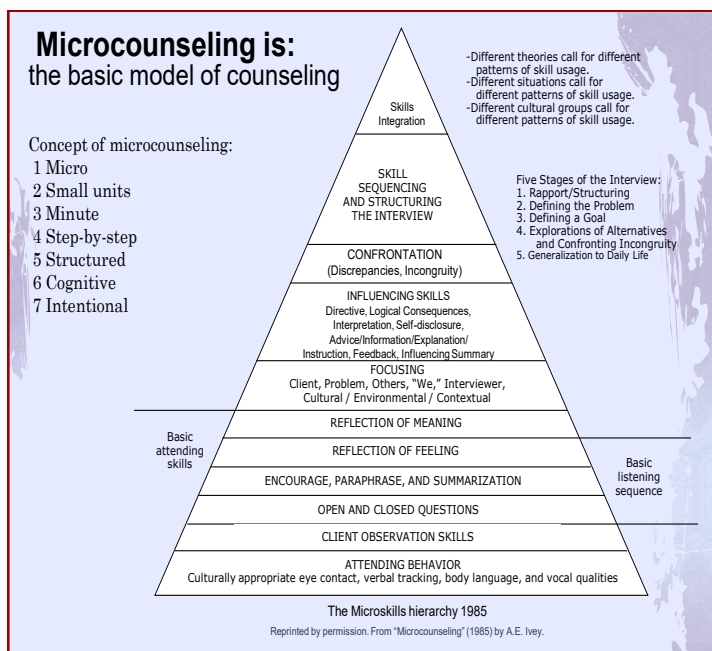
Earlier I conducted an experiment with the Fukuhara Behavior Analyzer System, to see if specific skills counselors use encourage clients to talk, and if they feel that they are being listened to. This system measures pulse and GRS of both the counselor and the client. In addition, emotions of the client are recorded by the observer by checking the observed emotion (joy, anger, happiness, sadness, etc.), categorizing and labeling it according to the key. The skills counselor used (open and closed questions) were recorded by a second observer who also categorized the emotion using the response key. Those results obtained from 36 American students and 5 Japanese students were compared. The results concluded that American students did not show any differences on responding to open-ended and closed questions. They were instead likely to respond to the content questioned showing direct emotions. On the other hand, the Japanese students responded more to closed questions than open-ended ones. Furthermore, the Japanese students responded more to impersonal questions

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(imp) than to personally (p) related questions, while the American students did not make any distinction. It is considered that the cultural personality which I mentioned above, (which I observed in the study of STAI), might be related to this result (Fukuhara, M., McPherson, R., Hamilton, R., 1998).

Recently this author tried to carry out a quantitative experiment with three Japanese employee workers at a Japanese company. This was also to see how the interviewer's (the supervisor's) skills influenced the interviewee worker's responses. The skills of the questions, open (p and imp), closed (p and imp) were used twice repeatedly in order. The result supported the findings above, that is, subjects are likely to respond to impersonal, closed questions. To open questions they responded unexpectedly more to personal questions than to impersonal questions.

With the same experiment, I have found a high correlation (F-test) between the interviewer's skill of 'attending' and GSR and, also, pulse on the part of the interviewee respectively. The interviewees mentioned that they felt it was easier to talk even about personal questions when they were 'attended.' This might reflect that 'attending' will affect communication not only among professionals but also among many kinds of people. Further research is expected to be encouraging.



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STRESS, COPING AND ADJUSTMENT AMONG CANADIAN MILITARY CADETS

Paul M. Kohn, Canada

Ilona Kolis

Stephanie A.H. Belanger

Sarah A. Hill

Both goodness of fit theory and supporting evidence indicate that which specific coping style works best depends on characteristics of the stressors, notably their controllability (e.g. Forsythe & Compas, 1987; Conway & Terry, 1992; Ben Zur, Yagil & Oz, 2005). Accordingly, Kohn (1996) developed the concept of dispositional adaptive coping and a corresponding measure, the Personal Functioning Inventory (Kohn, O'Brien-Wood, Pickering & DeCicco, 2003). Adaptive coping is seen as comprising the combination of sound judgment as to the controllability

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ity of stressors and how best to deal with them; determination to act on one's best judgment; and emotional self-control to minimize unnecessary distress and avoid counterproductive reaction. Kohn and Filardo's data (2003) supported a model in which adaptive coping decreased both exposure to daily hassles and evaluation of their severity as well as directly affecting mental-health outcomes.

Accordingly, this study tested a path-analytic model on the effects of three variables on adjustment among military cadets. The three predictors of adjustment were hassles, negative major life events and adaptive coping style. The study dealt with four kinds of adjustment: personal/emotional, social, work (academic and military) and institutional (the military college and the military).

The model tested makes the following assumptions:

1) Adaptive coping improves personal, social and work adjustment.

2) Hassles impair personal, social, work and institutional adjustment.

3) Adaptive coping decreases and major life events increase reported hassles.

4) The errors for personal, social, work and institutional adjustment all intercorrelate positively. (This implies that these variables share the same or correlated predictors not represented in the present model.)

The participants were 119 officer cadets at Royal Military College in Canada, 93 men, 25 women and one person of undisclosed gender with a mean age of 22.14 (SD = 4.92). They responded either online or on paper to the following measures: the Personal Functioning Inventory (PFI), a measure of adaptive coping; the List of Threatening Experiences (LTE), a measure of major negative life events; the Inventory of Cadets' Recent Life Experiences (ICRLE); and the Cadets' Adjustment to Royal Military College Questionnaire (CARMCQ). The PFI (Kohn et al., 2003) and LTE (Brugha, Bebbington, Tennant & Hurry, 1985) were previously validated. The ICRLE and CARMCQ were constructed specifically for this study.

Except for the LTE, all measures showed acceptable reliability, ranging from .83 for the Work Adjustment subscale of the CARMCQ to .94 for ICRLE. (There is little reason why exposure to major life events like bereavement and criminal victimization should so intercorrelate as to make the LTE a reliable measure.)

The model showed acceptable fit to the data: Chi-square (7) = 12.328, $p = 0.09$; CFI = .991; and SRMR = .0542. Furthermore, most of the squared multiple correlations for endogenous variables were reasonably high: .32 for hassles; .63 for personal adjustment; .50 for work ad-

justment; .16 for social adjustment; and .14 for institutional adjustment.

Adaptive coping and hassles exposure seem notably important in the adjustment of cadets, personal, social, work-related and institutional. In practical terms, the implication is that selection and training should attempt to maximize adaptive coping and keep hassles exposure within reasonable limits.

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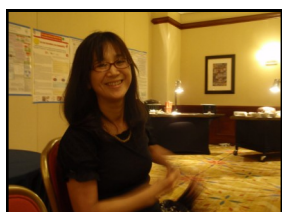
Toronto Skyline, Lake Ontario, CA

RELATIONSHIP AMONG SENSE OF COHERENCE, GRATITUDE, AND WELL-BEING

Dr. Yoshiko Kato, Japan

Tomoko Fujitani

Ami Kojima



OBJECTIVE

Sense of coherence (SOC) is being studied with increasing frequency in health-related fields. SOC is developed by social support, intelligence, positive emotions and attitudes. High SOC relates to high

levels of well-being and low levels of depression. A person with high SOC can maintain health even in stressful situations. The 2013 national survey clarified the fact that Japanese females in their twenties experience considerable stress. SOC is considered to reduce stress. To maintain health, it is necessary to further explore the factors affecting SOC. Clearly, the relationship between gratitude and SOC requires investigation.

METHOD

Participants were 208 female university students (20.05 ± 2.55 y) and answered the gratitude questionnaire-6, soc-13, life satisfaction scale, happiness scale, and the positive and negative affect schedule.

RESULTS

Gratitude related to SOC ($r = .334$). SOC related to life satisfaction ($r = .459$) and happiness ($r = .519$); it related positively with positive affect ($r = .326$) and negatively with negative affect ($r = -.547$). Thus, the relationship among gratitude, SOC, and well-being was investigated.

CONCLUSION

The positive effect of gratitude on SOC and well-being suggests that education programs fostering gratitude should be developed.



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DEALING WITH THE PROBLEM OF SUSPECTED POOR PARENTING

Ludwig F. Lowenstein Ph.D.

United Kingdom



Abstract & Summary

This article seeks to look at the problem of child abuse which although rare is serious when it occurs. There are a number of problems resulting from children who are maltreated or neglected and these are discussed through the recent research carried out. There are various types of abuse which

include physical, sexual, emotional abuse as well as neglect. The author deals with the recent research into the causes and associated features leading to child maltreatment and finally the potential remediation or rehabilitation of parents who have not carried out severe or cruel abuse of children but have erred on the mild side in this respect. Specific programmes for such rehabilitation are provided by Lowenstein (2010) in another article. Most recent studies of risk assessment, abuse and remedies come from the US, UK, Australia and Finland.

Dealing with the Problem of Suspected Poor Parenting

Introduction

In what follows we will consider the problems resulting from poor parenting and the types of child abuse or neglect. Finally, we will consider the causes and associated features leading to child maltreatment, and some remedial features in the form of prevention and treatment of abusing parents for the purpose of rehabilitation. Most studies come from the USA, UK, and Australia.

Poor parenting is a problem faced by society and of especial importance for those in the front line of making decisions to deal with it. Here are included social workers, psychologists, psychiatrists and paediatricians. Wrong decisions are costly in its effect on children and those who are responsible for decision taking. The writer frequently acts as an expert witness in child custody cases for social services.

The problems resulting

Inadequate and even poor (cruel) treatment of children is relatively rare. When it does occur it frequently has serious consequences including the death of a child (Jaffe et al., 2014). Hence early intervention is essential (Valentino

delay in cognitive skills development Rodriguez et al., 2011). This appeared to occur mostly in the low income families and large families (Ethier, & Couture et al., 2004; Bugental & Happaney, 2004). Frequently, such families rely on severe corporal punishment leading to depression and behaviour problems in children (Vanderfaellie, et al., 2013; Harper & Brown, 2006).

In the case where children have been severely maltreated such vulnerable children urgently require being removed from such parents and placed in foster homes and/or eventually adopted. It is considered imperative by Manashko & Besser et al., 2009) that this be done as soon as possible. Frequently such mothers have themselves been exposed to abuse in their own childhood Casanueva & Goldman-Fraser, 2010; Manashko & Besser et al., 2009). Many of these mothers abuse alcohol and drugs (Holmila et al., 2013; Sarkola, 2007).

Such mothers frequently complain that they find it difficult to cope with their children. About a fifth of the samples of mothers studied by Casanueva and Goldman-Fraser (2010) showed that their infants and toddlers were often crying and upset and were difficult to calm down. During the average day, about 40% of the toddlers were fussy and irritable. This was often combined with mothers' verbal aggression against their children (Moore & Pepler, 2006; Wilson et al., 2006)) and their own experience of being abused in the past and currently by a partner in the form of domestic violence (Frederico et al., 2014; Stanley & Humphries, 2014; Barth et al., 2009; Taylor et al., 2009). The tragic consequence of what occurred to baby 'P', a seventeen month old boy who died August 2007 from severe injuries, has done much to help society to focus on preventing such tragedies in the future (Garrett, 2009).

Other problems faced by parents that are associated with abusing or neglecting their children are: inadequate housing (Schellenbach et al., 2005), absent fathers (Slade, 2013), and mental illness especially in parents who suffer from schizophrenia (Abel et al., 2005). Many parents do not have social and parenting skills and suffer from stress due to a variety of disadvantages including poor health (Anderson, 2008).

Single parents are especially vulnerable especially when they are also very young (Kulkarni et al., 2010; Anderson, 2008). Many suffer from mental health issues (Giallo et al., 2015; Bournsnel, 2014; Baydar et al., 2003), poverty and low income (Brophy-Herb et al. 2013; Caley, 2012). This in combination with other disadvantages leads to supervision for the neglect of their children (Coohey, 2003).

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Unemployment of fathers is likely to lead to both stress & poverty as shown in a Finnish study (Hiilamo & Saarikallio-Torp, 2011). Maternal criminal behaviour also frequently leads to the abuse and neglect of children (Miller et al., 2013). Many often uneducated mothers especially single mothers are dependent on the welfare services (Phillips, 2006; Murphey & Braner, 2000)

Types of child abuse and neglect

Both the degree and type of child abuse and neglect varies with some consisting of non-accidental injuries caused by a mother or partner (Harvey, 2010). This is sometimes combined with the sexual abuse of children. Although more rare, mothers have also been known to sexually abuse children. Peter (2008) explored the impact of mother-daughter sexual abuse leading to severe consequences.

Causes and associated features leading to child maltreatment and neglect

There are numerous causes and associated interacting features which lead to child abuse behaviour. A number of studies have considered domestic violence (Stanley & Humphreys, 2014; McFarlane et al., 2013; Sar et al., 2011; Barth, 2009). Such violence does not merely effect the adult victim, mainly the mother, but also directly or indirectly their children who witness such behaviour. Their reaction is likely to be anxiety and feelings of insecurity. Domestic violence is also likely to undermine the relationship between children and the victims of domestic violence. This tends to be the mother (Humphreys & Mullen, 2006).

Social workers here need to provide active support for the mother in order to improve the child relationship with that mother. This is often carried out in refuges, the mother and children having left the home. Sometimes, but not always, mothers deny access to the father of their children fearing, without cause in some cases, physical, sexual and other abuse taking place (Heiliger, 2003). It must be said however, that sometimes the implacable hostility of the mother towards the father leads to unnecessary contact disputes (Lowenstein, 2007). Another reason or cause of abuse is the background of parents and their own experiences with their own parents in childhood (Casanuevo & Goldman-Fraser, 2010; Downs & Capshaw, 2006). Many have themselves suffered a variety of abuse. This includes their own parents abusing them as well as abusing drugs and alcohol associated with depression (Scaife, 2008; Kovalesky, 2001).

Treatment and remediation of abusing parents for purposes of rehabilitation

The treatment of abusing parents can sometimes be effective, providing such abuse is moderate rather than severe. Much also depends on the capacity of parents to accept responsibility for their actions and benefit from the necessary home visits by social workers (MacFarlane et al., 2013; Sar et al., 2010) and therapy in order to alter the way they think and behave. Children with ADHD are especially at risk and parents need to be helped to deal effectively rather than punitively with such children. Failure to do this is likely to lead to such children developing conduct disorder in later life and perhaps even leading to criminality.

Parents (both mothers and fathers) with their own personality problems, such as depression (Lee et al., 2012; Manuel, 2012), are also likely to find it difficult to deal with ADHD children. The result can be child neglect and a lack of safety for the child (Lougher, 2009). They need to be trained if possible to develop positive parenting skills (Lowenstein, 2015) in order to deal with such difficult youngsters. When parents have such psychological problems and this is combined with substance abusing and/or criminality parental rehabilitation becomes problematic (Chronis & Lahey, 2007; Kovalesky, 2001).

Physically abusive mothers need to be helped to interact effectively and positively with their children. There is the need to use positive reinforcement and praise whenever there appears to be a glimmer of compliant or improved behaviour. Physically abusive mothers tend to respond negatively to children but never positively when they are showing signs of improvement. Such parents need to learn, via the therapy received, how to best deal with their children (Borrego & Timmer et al., 2004). Such mothers require a considerable degree of social support and monitoring of their behaviour (Bishop and Leadbeater, 1999), after children have been returned to them on a trial basis. The step by step process of returning of such children needs to be based on success attained via therapy (Lowenstein, 2015).

Recent research has focused on risk factors (Rittner, 2002) and how they can be prevented by timely intervention (Polinsky et al., 2010). Parenting stress is associated with negative parental practices (Anderson, 2008). Such parents require a combination of developing social-parenting skills and may also need therapy (Barth, 2009). Berard & Smith (2008) have developed a parenting curriculum involving the learning of parenting skills. The result demonstrates an improvement in the parents who participated. All round maternal support is required (Brophy-

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Herb et al., 2013).

Child protection services (CPS) need to determine the degree of risk of children who may be in the care of inadequate mothers and fathers (De Panfilis & Zuravin, 2001). Regular unannounced home visits are necessary (Murphy & Braner, 2000; Fraser et al., 2000). Both fathers and mothers need to be assessed especially parents who may be suffering from learning difficulties (Jones, 2013) and parents who may be a danger to their children (Krane & Davies, 2000).

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BOOK CORNER



New Book Information

Pathfinders in International Psychology

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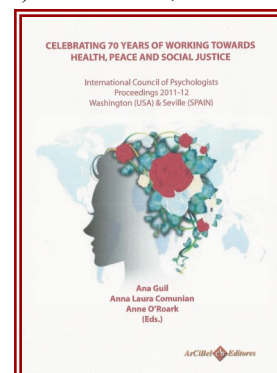
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CULTURE

Abstracts from the ICP, Inc. 73rd annual conference were taken from the colloquium presented by Dr. Sandra E. S. Neil, the 23rd program sponsored by the ICP International Relations and Human Rights Interest Group: The Endangered People and Children Human Rights World Summit.

Towards Healthy Families and Compassionate Values in a Clinical Practice in Australia



By Dr. Sandra E.S. Neil, PhD, MA,
BEd, BA, FAPS
Australia

The strength and power of a country depends squarely on the quantity and quality of good men and women in it. In Australia there is a cultural tendency towards equality, but this is achieved by rejecting the “tall poppy” to reduce status; and by glorifying the underdog to increase status. As each overpowers the other, a web of truth and lies involving both sides ensues. In families, there is a precarious balance because peace within the family, between families, and amongst family members is overturned. This occurs when the natural cooperation is superseded by competition. An antidote to unhealthy competition, aggression, violence, and war is to recognize that the family is a microcosm of the world. Therefore the world is strengthened, by strengthening families. What can we do as therapists and family psychologists do understand and heal the wounds of past generations? How we can learn to triumph over past tragedies? Also, for our future generations, how can we understand unconscious and conscious patterns in families so that our grandchildren and great grandchildren can live with compassion and love in their hearts?

Evolving Beyond Tribalism and Terrorism: New Wine Requires New Wineskins

By Professor John Thoburn Ph.D., A.B.P.P., USA

The presentation will speak to tribalism and terrorism from an evolutionary psychology perspective and will make an appeal for a moral approach to differentness.

From the perspective of the selfish gene theory, tribalism arises out of an innate primatical pressure to get one's DNA into the next generation, requiring the husbanding of resources and the development of a sense of territoriality. Territoriality refers to a sense of ownership over resources including land/food and mating pools. Ownership implies a sense of inclusiveness and exclusiveness; those in one's gene pool group are included in matters of territory and those outside one's gene pool are excluded. Globally, the world has become more homogeneous racially, ethnically and linguistically, but this has only created larger pools of inclusion and exclusion. The world has divided itself into East versus West, Judeo-Christian versus Muslim, English speaking versus non-English speaking, etc. Terrorism is a sophisticated form of patrolling and guarding territory and simply works in the service of tribalism.

Curbing tribalism and terrorism will require movement away from the pressure of the selfish gene toward a moral humanism, where decisions on inclusion and exclusion are based not on evolutionary constraints, but on moral choice. Unlike any other primate, humans have the ability to make moral choices including the choice to be unselfish and inclusive.

The Development of Tolerance

By Dr. Robert L Silverberg M.D., BS, BA, FAAFP
Australia

Human beings, like all primates, generally react to external change through defensive behaviours. This is because, as Satir alluded to, in defensive coping, the familiar is more powerful than the new, even if the new would be more advantageous.

Tolerance is a recognition and respect for beliefs and practices that are new to the person. This does not require participation in these beliefs and practices. Tolerance for difference is a developmental marker of a universally human ability which generates reverence, recognition and positive reception of alternative styles of human individual, cultural, and societal existence.

Causes of intolerance include prejudicial thinking and social bias, lack of education, anxiety about the unfamiliar, fear of change, stress, and projection of blame. Tolerance is promoted by correcting the above conditions by familial, cultural, and societal influence. Policy changes by

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governments are both a cause and result of changes within families and individuals. The universal experience of being human recognized that human beings, obviously dissimilar in their appearance, social and political circumstances, language, actions and beliefs allows for awareness of human rights, celebration of diversity, and equality of personhood.

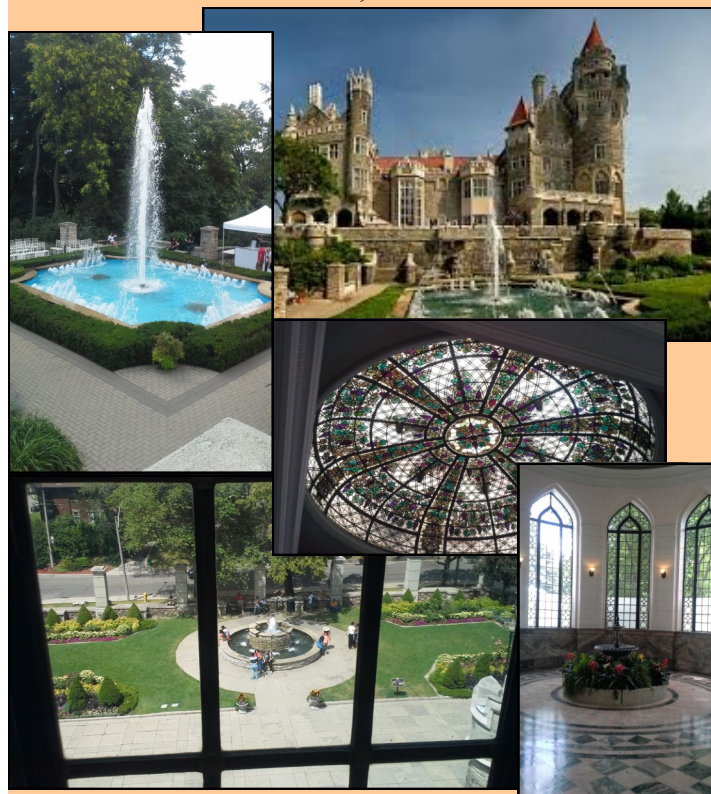
The Boko Haram Saga: An emerging challenge for Psychologists

By Professor Justina E. Aire, St George's University,
Grenada, West Indies

The colonization and Balkanization of Africa created arbitrary national boundaries, separated linguistic groups and/or combined disparate groups. The British colonial power created both the Northern and Southern Protectorates of Nigeria. The animist South was largely converted to Christianity and western education, while the Northern protectorate, mainly Islamic, accepted mainly Arabic and Islamic education. The disparate territories were later, in 1914, amalgamated to form the modern Nigeria. This sowed the seed of social, religious and political upheaval and instability that have lingered and bedeviled the country. The age-old struggle for political power between the north and the south has led to unorthodox political machinations and methods of obtaining power. Thus, desperate politicians recruit political thugs from the large number of uneducated and unemployed adolescents and young adults, who abound, especially in the north. These unfortunate young men become ready tools in the hands of political extremists. It is speculated that this, partly, led to the formation of Boko Haram (No Western Education) with global terrorist groups, such as Al Qaeda, ISIS, etc., providing them financial assistance and materials. Boko Haram has thus metamorphosed into its present virulent form. Women and children, indeed everyone caught in this onslaught become potential victims of Learned Helplessness; a challenge to Psychologists and The Endangered People and Human Rights. Culturally relevant and universally acceptable suggestions for action were proffered and discussed.



CASA LOMA Toronto, Canada



INABSENTIA GRADUATE STUDENT POSTERS: DAYAN-O'ROARK-BARRERA HANSEN-COMUNIAN AWARD WINNERS

Anna Laura Comunian, Italy



The 2015 Exhibit, which was the tenth year of this exhibit, had 7 posters on display for the duration of the conference. Unfortunately, posters from Italy never arrived at the hotel. The remaining posters were judged by a panel of members: Bob Clark, Betty Bishop, Bob Silverberg and Ann Marie O'Roark.

Certificates of appreciation were given to both posters presented by Canadian graduate students who were in attendance, and were therefore, not InAbsentia. Going forward, we'll need to revive the poster category for attending students.

Every year, we award a first and two second place honors for the top three posters, per the judges. Students get a one year membership in ICP, Inc, a certificate of achievement and a small stipend from the award sponsors.

FIRST PLACE



Positioning towards the transformation of the organizational culture of gender

Concepción Mimbbrero-Mallado & Ana Guil-Bozal
Investigation Research Group "Género y Sociedad del Conocimiento"
Sevilla University



INTRODUCTION

Discrimination against women has been, and remains, historical object of sociopolitical and scientific discussion. In the workplace, women's contributions warn of the importance of implementing gender mainstreaming in organizations in order to overcome existing inequalities between the sexes (Addabbo, & Rodríguez Galvez, 2013; Galvez, 2013; Bonder, 2012; Galvez & Modroño, 2011; Reverter, 2008, 2011). However, to implement the strategy of gender mainstreaming, it is necessary that members who make up the organizations are committed and sensitized related to equality between women men values. In addition, they are trained to apply a gender perspective to their work routines. In this sense, this approach represents a change in the organizational culture of gender. Mimbbrero (2013) applies the theory of Castells (1995) on cultural identities, to classify three types of positions facing the implementation of gender mainstreaming in organizations: legitimizing, resistance and project.

OBJECTIVE

The aim of the research was to identify the three types of cultural positions (legitimizing, resistance and project) members of a City council of Seville-Spain, who wanted to implement gender mainstreaming.

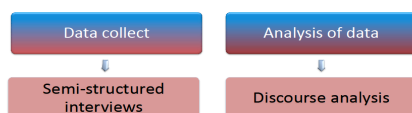
SAMPLE

They involved a total of 27 people of a Seville City Council Spain.

16 women and 11 men

METHOD

Qualitative Methodology



RESULT

Positioning resistance

"inequality between women and men is already outdated"



Uncooperative attitude and observe a positive climate between women and men in the organization. Accept that inequality between men and women is only of biological origin. They have a negative attitude towards the implementation of gender mainstreaming in the organization. Block change processes involving the application of this approach. No offer proposals to develop measures to promote equality between women and men

Positioning Legitimizing

"In the future ... if my wife is better because I have more care"



Position very close to the resistance positioning. They see no need to take action because they do not see gender imbalances in the organization. They have a great ability to answer correctly socially, denying or justifying from an essentialist position gender differences. Block the process of change towards equality but subtly, trying to look sensitized and committed people in these values.

Positioning project

"must be educated in equality since childhood"



Observed a negative climate between women and men in the organization, and gender imbalances. Believe gender imbalances have a cultural origin. They have internalized social values and gender equality. Propose measures to address the phenomenon of inequality in the organization.

SOME CONCLUSIONS

The results lead us to believe that it is essential to know the perception of people that make up the organization with regard to equal opportunities between women and men.

The endurance and legitimizing positions do not contribute to the transformation of the organizational culture necessary to implement gender mainstreaming. It is important to detect these attitudes, especially legitimizing because they are invisible. In this sense, it would be desirable to develop a strategy to combat blockages of these people to the organizational change that involves applying gender mainstreaming. People who have a positioning project are real agents of change. It is essential to know if you have some knowledge gaps to apply a gender perspective in the organization of face to solve.

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Mimbbrero, C. (2013). *Nuevo modelo diagnóstico de la Cultura de género en la administración local y en el tercer sector de acción local*. Universidad de Sevilla. Tesis Doctoral no publicada.

SECOND PLACE



International Council of Psychologists ICP

74th ANNUAL CONVENTION
Toronto, Canada - August, 3-5, 2015



THE CULTURE OF GENDER IN EDUCATIONAL INSTITUTIONS.

Susana Cámara Marín

Investigation Research Group "Género y Sociedad del Conocimiento"

Seville University

Justification of research

The study of sexism in educational context has a huge importance because of its consequences result in an unequal education which involves inequity in personal and social development opportunities for girls and boys. Compulsory education is a competence of the State that, as the Constitution says, has to guarantee "the full development of a human personality" (art. 27, Spanish Constitution). We see how the educational context acts as a vehicle which spread and extend the unequal condition between women and men in our society. However, the responsibility than the educational context be a place that guarantee equity, is much higher than any other because of its compulsory character in an important period of personality development. This extremely complex situation doesn't have an unique and objective solution based on patriarchal culture. For this reason, we aim to analyse the aspects that build the Gender Culture in educational institution.

Research Investigation. Phase I.

OBJECTIVE: Analyse the culture of gender in secondary school using as a theoretical and methological model the *Doing Gender*.

Socio-cultural level General context in spanish society, analysis of legislation, traditions and customs related to education.	Relational level Roles of different member in the educational context and their practices.
Personal level Emocional, behavior and cognitive' gender stereotypes.	Resources level Financial and human resources.

Information source: own compilation based on *Doing Gender* Model.

SAMPLE: Two secondary schools from Madrid and Seville

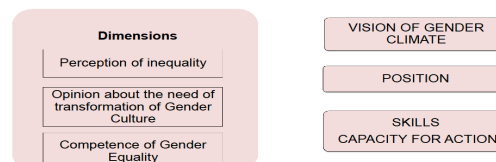
- 16 schoolgirls and 13 schoolboys (4º ESO)
- 3 member of management team (2 men and 1 woman)
- 2 teachers (woman and man)

SOME CONCLUSIONS:

Relational level Objective 1º: study the interaction between teacher, management team and students 1) The students show sexist stereotypes when interacting with their peer group, but they don't show this kind of stereotypes with teacher (women or men). 2) We can't see a clear relation about the interaction between teacher (men and women) and students. Objective 2º: Teacher and management team perception about gender gap in management area and representation of women 1) They affirm that there are more men than women in management area. For them, the reason of this is that this kind of jobs involves to invest personal time which is more difficult for women. Objective 3º: Teacher and Management team Educational practices in order to prevent and eradicate sexism 1) They agree in the importance of include gender perspective in education. 2) They agree that normally they don't have time to work this matters in the class. Objective 4º: Students practices in election of representatives 1) More of the girls and boy choose their representatives without distinguishing between girls and boys, but the 31,3% of girls prefer to choose girls and the 30,0% of boys prefer to choose boys.
Personal Level Objective 1º: Hostile and ambivalent sexism dimension in students 1) Boys show more stereotype position than girls and against them. Also boys are close to hostile sexism dimension 2) Girls seems to have assumption the stereotypical role that society awarded them 3) In some items they have similar positions, but they don't agree in 5 of the 10 items about ambivalent sexism and in 2 of hostile sexism. Objective 2º: hostile and ambivalent sexism dimension in students 1) We couldn't get any conclusion as the sample always answer with desirable responses.
Resources Level Objective 1º: Human and financial resources 1) They have human resources and they have the support of some institutions specialized in gender matters but they don't have specific training in this area 2) They don't have an own budget to work this area

Research Investigation. Phase II.

OBJECTIVE : Analyse the culture of gender in secondary school using as a theoretical and methological model proposed by Concepción Mimbreno (2014).

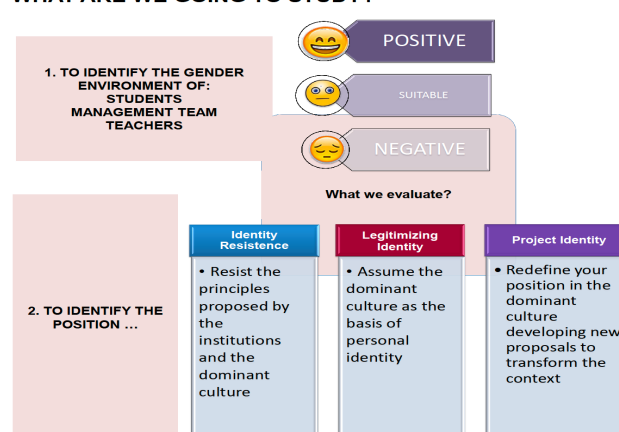


Información source: Mimbreno Mayobre, Concepción (2014). Nuevo Modelo Diagnóstico de la Cultura de Género en la Administración Local y en el Tercer Sector de Acción Social. (Trés de doctorado no publicada). Universidad de Sevilla, España.

SAMPLE : Seven secondary schools from Madrid and Seville

- 364 students (4º ESO)
- 164 participants (member of management team and teachers).

WHAT ARE WE GOING TO STUDY?



Información source: Mimbreno Mayobre, Concepción (2014). Nuevo Modelo Diagnóstico de la Cultura de Género en la Administración Local y en el Tercer Sector de Acción Social. (Trés de doctorado no publicada). Universidad de Sevilla, España.

SECOND PLACE—#2



CARING FOR TEACHERS THROUGH LIFE LONG LEARNING

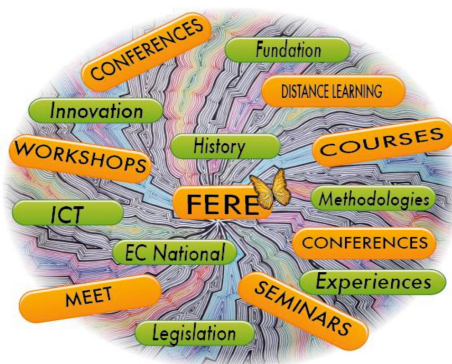
M^a Luisa Moreno / Pedro Garrido / Concepción Garrido

Universidad San Pablo CEU Andalucía / Colegio San José SSCC / Universidad de Sevilla



The important social function that teachers carry out requires continuous recycling which will help them to face the constant challenges that society presents to them and also, to endure the stress that this implies. Hence the importance of looking after those who teach, who in turn will look after the future generations. Because it is precisely within this flow of inter-generation care that education acquires its deepest sense. Our work presents the first steps of a project on teacher training throughout a decade in religious private schools in Andalusia.

The results obtained confirm that the personnel from the different educational centers feel warmly backed up by the support received. They consider this training fundamental for their work, because these activities not only motivate them and make them feel more integrated and more enthusiastic about cooperating with their colleagues, but it also makes them aware of the fact that with this initiative, they are contributing to innovation and to the improvement of educational quality.



The Spanish Federation of Religious Educators in Andalusia, in coordination with the National Federation, cares for teachers through Life Long Learning with the aim of maximizing the teaching-learning processes, using new methodologies, adapting to new legislation, introducing new information technologies in classrooms etc. To do this they plan different didactic resources – workshops, courses, conferences, seminars, meetings..... with a view to adapting to the passing of time.

THE SPANISH FEDERATION OF RELIGIOUS EDUCATORS in ANDALUSIA, cares for teachers through lifelong learning using various forms of training in order to adapt to the flow of the times

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MEMBERSHIP MEETING 2015

Toronto, Canada

At the annual convention and board meetings, when all the sessions are completed, all the board meetings concluded, and all the meals shared, there is a special meeting held that gives the outgoing president an opportunity to address the members, answer questions and make the award presentations.

Here are some of the photos of the presentations made by outgoing president Tara Pir, including the presentation of the ICP, Inc. flag to the incoming president, Dr. Janet Sigal.



DR. MERRY BULLOCK



DR. ANN O'ROARK



JOSHUA WRIGHT,



FLAG PRESENTATION

CULTURAL INTELLIGENCE AND PERSONALITY INFLUENCE ON GLOBAL DECISION MAKING

Elisa Margaona, Mexico

Abstract:

The global industries expansion requires an increase in the thinking capacity and creativity of its leaders, to be able to excel the strategies of competitors and to be able to compete in the global market and to master new technologies. Also, it is necessary to be able to interpret market signs to decide between its contradictions and transform them in organizational decisions with adequate behavior mechanisms, capable of interpreting the international complexity and its meanings. (Riveline, 1991; Van Muijen, etc.1999).

Some theories mention that it is the responsibility of organizational psychology to provide the tools required to define the different propositions to approach this matter. Neves (2000) suggests ideas based on a conceptual basis and an analysis of the symbolic characteristics of each organization and its strong characteristics, including previous historical facts that can be studied with qualitative and quantitative methods.

Cultural intelligence:

Several authors have studied the complexity of developing a decision making directive criterion. The relationship between the directive organizational functions with cognitive and cultural elements have been analyzed in the past and continue to be of interest since the expansion of the industry requires an increase in the thinking capacity and creativity of leaders to be able to master competitors and the constant change of new technologies. (Haslam S.A, Reicher S., Platow M. (2010); Barlett and Ghoshall, 1989; Hedberg and Johnson, 1978; Hooijberg. R.Quinn,R..E. (1992); Thomas and Gioia, 1991; Huff, 1990).

Leaders were forced to include science in their operations and sophisticated and expensive equipment. Little by little, only the companies that have incorporated those new procedures have survived. The process may be similar to that lived in past centuries when electricity, printing machines, telephones, etc., were introduced in the business. "Empirical management" has evolved in parallel with the scientifically and technological control (Burke, 2008. p.27-48). The issue of CHANGE is based in acceptance, but always present is the fear of change, both individually and at group level, since it requires transition from something familiar to the unknown, with risky implications (Clarke, 2002. p. 86-88).

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In this context, the leaders, as always, occupy the central place in any organization and the attitude towards people is a valuable asset. In a global economy, where industries travel all over the world particularly the leaders, one of the assets is to be able to understand the motivations, the thinking processes and the cognitive potential of the individuals they are leading. Another potential that is required in the modern leader is the Cultural Intelligence. The theory of Cultural Intelligence (CQ), within management and organizational psychology, points out that understanding the impact of an individual's cultural background on their behavior is essential for effective business and it makes possible to measure the individual's ability to engage successfully in his environment or social setting.

CQ has been gaining acceptance and helps to implement strategies to improve cultural perception and to distinguish behaviours driven by culture from those specific to an individual, suggesting that allowing appreciation of the difference of the impact of culture in the intelligence helps in the design of training material, improves communications and web designs, guiding responses and helping to obtain better results in business practices. (Cultural Intelligence: Individual Interactions Across Cultures, P. Christopher Earley, Soon Ang. Stanford Business Books.)

Some theories mention that it is the responsibility of **organizational psychology** to provide the tools required to define the different propositions to approach this matter. Neves (2000) suggests ideas based on a conceptual basis and an analysis of the symbolic characteristics of each organization and its strong characteristics, including previous historical facts that can be studied with qualitative and quantitative methods. We have had the opportunity to study cultural influence in different countries with industry leaders (Margaona, 2012) finding the tools that could be used to define problems related to the personality of leaders and factors that had an influence in the working behavior.

Results.

For a period of several years, a research was made with the same method and tools, including companies of six Latin American countries (Margaona, 2012). *Quality Service Questionnaires* were applied by specialists and were approached from a data-based perspective. The possible solutions were discussed with the executives and we worked with the client to implement the procedures to obtain positive results from the solutions. In all cases, it was necessary the change of leadership. The information obtained was the base for:

- A change in the method for the selection of leaders
- Incentives were given to supervisors with a high performance and a positive attitude
- Programs to improve productivity were implemented
- Special training was designed for individuals who were not performing correctly
- A leadership program was established based in attitude of supervisors.

Discussion.

In the present global economy, it is necessary to adapt to the culture not only of the countries but also of each company. It is important to introduce in international operations the concept of Cultural Intelligence (CQ) within the management, enabling personnel to be able understand the impact of an individual's cultural background on their behavior.

Current trend is to use cultural intelligence in pre-employment assessments. A scale has been created to measure an individual's CQ. Dr. Soon Ang worked with Linn Van Dyne to validate the Cultural Intelligence Scale and Dr. David Livermore has written several books on the matter. Further research is necessary and it is an open field for organizational psychology. After thousands of interviews, we have found that a new generation of potential leaders is emerging in developing countries. Gone are the slackers, disloyal upstarts. Some of the characteristics of these new leaders are:

- They are independent, view themselves as free agents and the employers as clients.
- They base their future and their security from options, rather than commitment within the hierarchy of a corporation.
- They believe that success will be obtained from mobility, rather than stability. They like to move from one job to another, considering this as the basis of learning and obtaining valuable experience.
- They are techno-literate and study to handle more than one language.
- They look for flexible work schedules, particularly feminine workers.
- After one or two "good jobs" and two "bad jobs", they think about starting their own business. This has increased the cost of the investment in recruiting and training personnel in the companies because of the turn-over.

Success of any type is the result of the inclusion of the suggestions extracted from the staff involved in the lmentation phase, so that they embrace the changes as being

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their own and when the people involved can say “we did it ourselves”. To be able to achieve that group feeling it is necessary that the person who is in charge of changes is “one of the crowd”, a person who knows the culture and who has been able to incorporate the good of all the countries where he has studied or worked, but who remains truthful to the place he is working at present.

Companies have to re-think and re-cast their organizations to attract and retain their work force. New leaders are emerging just like economies of the countries they live in and are undergoing the most profound changes in three centuries.

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DID YOU KNOW . . .

The United Nations celebrated its 70th birthday in 2015 ~

The International Council of Psychologists, Inc. celebrated its 74th birthday in 2015 ~

The Canadian Psychology Association celebrated its 76th birthday in 2015 ~

The Australian Psychological Society will celebrate its 50th year in 2016 ~

The Japanese Psychological Association was founded in 1927—88 years ago ~

The American Psychological Association was formed in 1892—123 years ago ~

MARK YOUR CALENDAR!

The 75th birthday of the International Council of Psychologists, Inc will be celebrated in Yokohama, Japan in 2016! (Make plans to be there for the 74th Annual Convention)



PROFESSIONAL

ACTUALIZING THE INTERNATIONALIZATION OF PSYCHOLOGY

Tara Pir, USA



We are living in a transformative and evolutionary period in the history of human life. As we are experiencing the world getting smaller, migration from one part of the world to another becomes more common and possible. Electronic connectivity has facilitated a great deal of universality and unity to promote shared knowledge and expertise in many domains,

including in our profession. To take advantage of this evolution and revolution opportunity, I propose the development of a meaningful high standard (i.e., APA-style) international clinical training program with the additional component of uniquely significant indigenous expertise.

This is a remarkable time of revolution and evolution in the history of the International Council of Psychologists (ICP). This development presents opportunities for transformed collaborations and partnerships that did not exist in the past. ICP has been a pioneer in the past and can be a pioneer again for facilitating a unique collaboration among mental health professionals and social scientists, globally.

Toward that end, I propose a futuristic plan of promoting the development of a meaningful high standard international clinical training program to be available for emerging professionals on a global level. This creates opportunities for our affiliate members, such as universities and clinics/training sites that are involved in clinical training to participate. The aim of this development is to provide cross-cultural training, professional development, and practice. This also actually leads to identifying indigenous interventions and culturally diverse practices. The important outcome is developing transferable skills and expertise to be available internationally. This will create an excellent opportunity for connecting theory with practice.

THE INTERNATIONALIZATION OF PSYCHOLOGY

Historically, psychology has had an international dimension from the beginning in the late 19th century. For example, Wilhelm Wundt, one of the founding figures in modern psychology supervised approximately 190 doc-

toral students from at least ten countries and the First International Congress of Physiological Psychology in 1889, in Paris, included more than 200 participants from 20 countries (David and Buchanan, 2003). For the most part though, since psychology developed first in Europe and soon after in the United States, it remained predominantly western until the mid-twentieth century. It also became increasingly monocultural, monolingual, and ethnocentric

in character (David and Buchanan). More recently, of course, there has been a growing awareness that western psychology needs to take a broader, more global and inclusive view. For example, Division 52, the American Psychological Association's International Psychology Division was established in 1997. Division 52's purpose includes furthering the development and advancement of international relations

among psychologists.

Psychology has developed internationally over the past few decades. It is estimated that there are over a million psychologists worldwide. (Stevens and Gielen; 2007) This estimate takes into consideration local definitions of what it means to be a professional psychologist. Many countries require a Masters degree or Diploma in psychology, whereas some only require a Bachelor's degree along with a supervised period of practice leading to a licensing examination. (Stevens and Gielen).

Included in the global estimate are over 320,000 psychologists in Europe, at least 220,000 in Latin America, and 225,000 in the United States. Psychology has also expanded in East and Southeast Asia and is increasingly visible in other countries such as Turkey, Egypt, Jordan, and Iran (Ahmed & Gielen, 1998; Baker, 2012; Stevens & Wedding, 2004).

Psychology has expanded in developed, affluent, urbanized, and in individualistic countries and cultures, such as The Netherlands, Switzerland, Israel, Germany, USA, Indonesia, Austria, and Argentina (Leung & Zhang, 1995; O'Gorman, Shum, Halford, & Ogilvie, 2012). In more rural and often more collectivistic regions of the world the treatment of physical health problems, whether by indigenous healers or modern healthcare workers continues to take precedence over the treatment of mental health problems (Leung & Zhang, et al).



Wilhelm Wundt

Con't. from page 23

a distinctive role among other organizations that share a commitment to international psychology, such as the International Union of Psychology Science (IUPsyS), International Association of Applied Psychology (IAAP), International Association of Cross-Cultural Psychology (IACCP), European Federation of Psychologists' Associations (EFPA), and Sociedad Interamericana de Psicologia (SIP). Through our connections with affiliate organizations, we are in a position to create partnerships to provide international cross-cultural training opportunities to emerging professionals globally. This is an exceptional opportunity for all of these organizations to form meaningful collaborative strategies in our shared commitment of advancing our profession of psychology.

THE NEED

The need has never been greater for psychologists throughout the world to become proficient in providing services cross-culturally. One reason for this need is the prevalence of displaced populations around the world. Needless to say, this is the direct result of the poor choice of countries attempting to resolve conflicts through war.

Through no fault of their own, individuals, families, and children often not by choice but by force, flee their homes to find their way in another country.

There are, of course, other causes of migration and



"Unaccompanied Minor Immigrants"

the accompanying need for culturally informed services. Consider the plight of children who come into the United States from other countries without an adult guardian. Unaccompanied minors have been immigrating into California in such numbers as to be recognized as an immigration crisis (Los Angeles County Department of Mental Health, Mental Health Services for Unaccompanied Minors, April 02, 2015). They leave their home countries for multiple, interrelated reasons, such as to 1) rejoin family already in the United States, 2) escape abusive family relationships, 3) escape violence or persecution in their home countries, 4) find work to support their families in their home countries, and/or 5) were brought into the United States by human trafficking rings (Office of Refugee Resettlement).



This immigration reached a peak in June of 2014, when 10,622 unaccompanied minors were detained while crossing the

border into the United States (ORR). The Office of Refugee Resettlement has reported that on average, 6,700 unaccompanied children arrived in the United States annually between 2003 and 2011. Since 2012, the number drastically increased. The first wave in 2012 doubled the number of children to 13,625 unaccompanied minors arriving into the country. By October 2014, over 52,000 unaccompanied minors had crossed the United States border. These children came from Central American Countries; specifically, Guatemala 37%, Honduras 30% and El Salvador 26% (ORR).

This group has been uniquely traumatized on multiple levels. First, they have been traumatized in their home country, which is the main reason for their fleeing in search of freedom or comfort. In the end, however, they face unknown factors and uncertain conditions. From a humanistic and human rights perspective, any individual has the right to leave any country, including his own, and return to his country at any time. (The Universal Declaration of Human Rights (UDHR), adopted by the United Nations General Assembly on 10 December 1948).

On the basis of human rights, any child in their process of development needs the familiar face we call "parents/caregivers," a comfort zone we call "home," and a caring neighborhood, as well as engaging teachers and school.

The separation from a protective environment and the hazardous journey make them especially vulnerable to the further trauma of becoming victims of human trafficking, exploitation, and abuse (LADMH).

THE OPPORTUNITY / MY PROPOSAL

My organization, IMCES, will be engaged to provide culturally sensitive and linguistically appropriate services to the unaccompanied minor population from Central American countries mentioned above. I promoted and initiated the following process during my term as ICP President: I proposed that ICP, along with affiliate organizations, form a collaborative structure to share the mission of advancing our profession through international clinical training for emerging professionals on a global level. Those affiliate organization members who are engaged in academic training, such as universities, and community

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clinics that provide clinical training, are especially encouraged to be involved in this process. This way we can have many clinical training programs like IMCES around the world to promote the internationalization of psychology and produce professional health care providers who have the transferable capacity to interchangeably engage in serving the “moving target” population. ICP’s role would be to facilitate connections and engagement, a role it has promoted for many years.

The opportunity of being exposed to another culture provides a broadening of perspective that benefits the individual professional, their clients, and the international community of professionals at large. The cultural competency and sensitivity that an exchange program intern would gain is a capability that would be applicable in other situations and relationships throughout their career. Additionally, the academic advantage of learning about other approaches and indigenous practices encourages a healthy appreciation for different perspectives and an invaluable multicultural outlook.

In addition to an international clinical training program, I would like to see ICP providing international continuing education (CE) credit. ICP has initiated the idea and I would like to promote the further development and structure to implement this very much-needed service. It is important to note that the idea of receiving (CE) credit for participating in international conferences is currently being considered in California.

I am positively optimistic, encouraged, and motivated to promote the development and implementation of these two ideas in the very near future.



Photo credits:

“Unaccompanied Minor Immigrants” from France24.com
 “US border crisis: The children are refugees, not immigrants” A US Border Patrol officer oversees a group of women and children who crossed the border from Mexico. Public Domain. <https://www.google.com/search?q=public+domain+pictures+of+unaccompanied+minor+immigrants&biw=1536&bih=745&tbm=isch&tbo=u&source=univ&sa=X&ei=E1UsVdf7Ac72oASosICoAQ&ved=0CB0QsAQ&dpr=1>

“Unaccompanied Immigrant Children” from R&R: reflections and remarks on society and culture, “Child refugees versus Child Illegal Immigrants” Public Domain. <http://thomsonconsultingservicesllc.com/2014/07/11/child-refugees-versus-child-illegal-immigrants/>

ISSUES IN CLOSING A PSYCHOLOGY PRACTICE

Elizabeth S. Bishop, USA

Based on personal experience, this paper summarizes points to consider in closing a small psychology practice or clinic after over 23 years of practice. There are psychological, legal, financial, clinical, and ethical issues which must be addressed. The process is likely to take close to a year or more to complete. Various guidelines and references are available, but there is much less information about closing a practice than about opening and establishing a new private practice. This is a real concern since many of the psychologists who got into private practice in the late 1970s and 1980s are reaching retirement age or will do so in the next five to ten years.

One of the most important issues for most psychologists is the timing of retirement. Usually, in private practice, one can set the date of retirement and gradually move to doing less clinical work. For example, I retired at the end of 2014 but ceased taking on new psychotherapy clients in the summer of 2013. This allowed clients up to 18 months to finish therapy, and I only had one client whom I needed to transfer in late 2014. I kept busy with assessment work, both for Social Security Disability and medical and educational referrals for neuropsychological evaluations. Beginning in the summer of 2014 I ceased seeing clients and concentrated on the many details involved in closing the practice and selling the building where the practice had functioned for 20 years. About a year before retirement, I also started thinking of how I wanted to spend my time once retired. I joined a couple of new organizations, took on a long-term commitment as historian for my church, made some long-range travel plans, and looked at ways to continue involvement with psychology after I closed the practice. This has included providing supervision and serving on the insurance committee for my state psychological association.

It is helpful to have a timeline and list of tasks which need to be accomplished. One of the first decisions is the question of trying to sell the practice. Eventually most psychologists end up closing their practices rather than attempting to sell them. There are major questions about valuation of a practice and the market of potential buyers is limited. It seems that most psychologists entering private practice would rather start out on their own instead of buying an existing practice which may be over-priced. Issues about the building or office space need to be considered. There may be a question of selling the building which involves issues like an appraisal, listing with a com

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mercial realtor, showing of the building, and zoning and inspection matters. If the office is leased, it is important to look at termination of the lease and when this can best be accomplished. There are likely to be related questions of the disposition of office furniture, computers, play therapy toys, and psychological and neuropsychological tests depending on the scope of the practice. Items may be sold, donated to charities, or given to other psychologists.

Future plans of colleagues and employees need to be considered along with the needs of clients. Clients need some way to contact the practice following the closure. We chose to do this by putting the office phone number on a cell phone monitored by one of the psychologists in the practice. This has been quite successful in terms of former clients seeking information and records, and we plan to continue it for at least two years after our closing date. Referral sources including insurance companies, attorneys, physicians, schools, courts, and various agencies need to be informed, preferably both verbally and in writing, of the closing and given contact information they can use in the future. Any remaining clients need to be helped with transferring to other therapists or clinics.

There are a number of financial issues to consider. The remaining client accounts need to be collected, if possible, and the records stored along with other client records. This will be discussed more shortly. Utilities (electric, phone, heat, water) and lawn and snow-removal services need to be notified of the closing date. If an answering service and/or an alarm company have been used those services will need to be cancelled. Malpractice insurance needs to be informed and a "tail" purchased if this is not included with the policy. Of course, if the psychologist is continuing to do any clinical work malpractice insurance needs to be continued along with licensure. Carriers for office insurance, Workman's Comp, unemployment insurance, and health insurance need to be notified and refunds may need to be requested. Address changes need to be done with the post office and anyone concerned. Once all final bills have been paid and accounts reconciled, bank accounts need to be closed. Final tax payments need to be made at the Federal, state, and local levels. All financial records need to be maintained in accordance with appropriate laws and guidelines (often specified by the Internal Revenue Service).

One of the major legal issues deals with record retention. Depending on state and Federal laws and professional guidelines (i.e. American Psychological Association) records will need to be kept for a period of 7 to 10 years and then destroyed in compliance with HIPPA regulations. Slightly different time frames may apply for the records of

clients who were minors when seen. Records can be stored in a secure but accessible storage location which meets HIPPA requirements. It is important that they can be accessed as needed since there will be occasional requests for old reports and records. The psychologist needs either a "professional will" or a record retention agreement with one or more colleagues to make sure access and security of records is maintained in event of the death or disability of the psychologist. Any required legal notices about the closing of the practice need to be done as required by state laws. If the practice has been incorporated, it will be necessary to dissolve the corporation in accordance with the applicable state laws. This may take a number of months after the practice has ceased functioning.

There are various useful resources for psychologists who are considering or are in the process of closing a private practice. These include the American Psychological Association (especially the Practice Directorate), state psychological associations and their list serves, books and articles in professional journals, and occasional CE workshops either live or online. Consultations with professional peers may be very helpful, both in terms of the practical issues and in terms of retirement planning. It is also very important to consult with relevant legal and financial professionals about the closing of the practice and about retirement issues for the psychologist concerned. Finally, it is important to approach the whole process with a certain sense of adventure and a positive attitude.



PSYCHOLOGICAL REHABILITATION OF THE VICTIMS AFFECTED BY WAR IN UKRAINE

Serhii Dmytrovych Maksymenko, Ukraine

Problem: The last year has soared actuality of psychological help because of military aggression that our country is experiencing. Ukrainian psychologists faced this suddenly and without the specialized training, psychological rehabilitation programs. During practice, it became clear that in Ukraine we have special social, mental, and psychological specifics that need to be differentiated and taken into account.

Methods: That's why as the leading methodology of practical assistance the genetic approach was chosen, which postulates genetic-modeling method (L.Vyhotskyy-S.Maksymenko) as a means of knowledge and proecting of the development of individual in the special conditions of life.

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By G.S.Kostiyk Institute of Psychology, in March 2014, was created the Crisis Center of medical and psychological assistance, and its work was organized in the following areas:

- 1) practical psychological assistance to victims of crisis traumatic events;
- 2) scientific-methodical and practical psychological assistance to the Armed Forces of Ukraine in organization of rehabilitation work with victims;
- 3) teaching the psychologists and volunteers known and latest psychotherapeutic rehabilitation technologies, including the use of Transcendental Meditation.

Results: The hot line "Helpline" was created with volunteers being on duty around the clock. Since February 2014, 840 consultations were provided, and service "hotline" took 4680 calls. The assistance was given to 987 re-settled families.

The received data are reflected in the manual "Psychological help to victims of crisis traumatic events."

Conclusions: Due to the large representation of psychological associations in Ukraine, lack of practical experience adequate to requirements of the situation among most psychologists, perspective is the development of unified standards of psychological help to civilians and militants.

The Peoples' Friendship University of Russia and Psi Chi: Experience and Prospects

Elena Chebotareva, Irina Novikova, Alexey Novikov, Valeriia Tarkhova, Harold Takooshian

Peoples' Friendship University of Russia

Abstract.

Since 1955, the Peoples' Friendship University of Russia has grown into a uniquely multicultural university, with students from 140 nations. On 11 October 2013, PFUR became the first school in mainland Europe to form a chapter of Psi Chi, the International Honor Society for Psychology. This report describes this unusual, multicultural institution, the origin and current status of its international Psi Chi chapter, and related activities through 2015.

In February of 2015, the Peoples' Friendship University of Russia (PFUR) celebrated 55 years since its founding. Since 1965, the PFUR has grown into a leading institution among the 1,188 institutions of higher education in Russia. PFUR is the only university in the world to unite

every year students from 145-150 countries. The University has a multi-profile structure of faculties and majors, typical for classical universities of the world. Over 77,000 PFUR alumni work in 170 countries, among them more than 5,500 holders of PhD and doctoral degrees. Specialists are prepared in 62 majors and lines of study. More than 29,000 graduate and postgraduate students from 140 countries are currently studying at the university, representing more than 450 nations and nationalities of the world. Information about the PFUR is available online: <http://www.rudn.ru/en/?pagec=3>

The mission of PFUR is to unite the people of different nationalities, races and religious beliefs with the help of knowledge, and also to educate the youth capable to work in any country of the world successfully and to show their creative abilities in the conditions of the interrelation of civilizations and the variety of the modern society (<http://www.rudn.ru/en/?pagec=636>).

Since 2010 the representatives of the PFUR Social and Differential Psychology Department cooperated with the American Psychological Association's Divisions of International Psychology and Social Issues.

In November of 2010 Professor Harold Takooshian first visited the PFUR, as part of a six-day international conference devoted to 50th anniversary of the classic obedience experiments by Stanley Milgram at Yale. He had a full day of workshops in the PFUR, including a film and presentation on Psi Chi, the International Honor Society for Psychology, and the debut in Russia of two classic films by Stanley Milgram, "Conformity and Obedience" and "Human aggression" (Voronov & Takooshian, 2011). On behalf of the American Psychology Association, Takooshian kindly invited the PFUR Social and Differential Psychology Department research team to participate in the



Psi Chi at PFUR 2013

annual Eastern Psychological Association (EPA) meetings. Thus, in 2011, 2012, 2013 and 2014, PFUR researchers participated in the EPA meetings in Cam-

bridge, Pittsburgh, New York and Boston, to present their research findings on ethnic characteristics and personality traits, cross-cultural communication and adaptation (Novikova, Chebotareva, Novikov, 2012; Takooshian,

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2011, 2012). These studies are mainly based on a holistic and functional approach to analysis of personality and behavior, developed by PFUR Professor Alexander Krupnov (Krupnov, Novikova, Kozhukhova, 2013). This approach provides the opportunity to explore not only separate aspects of some phenomenon, but whole systems, taking into account the hierarchy and interaction of their components. PFUR scientists also conducted a series of studies on problems of intercultural adaptation of international students from

Asia, Africa, South America, the Middle East, and the former Soviet countries (Chebotareva, 2011).

During visits to the U.S., PFUR researchers met many American psychologists, including Psi Chi leaders from the central office and many chapters, and Psi Chi International Ambassadors (Takooshian, 2013). And as a result, the first Russian Chapter of the International Honor Society for Psychology was installed at the PFUR on 11 October 2013. The opening ceremony was a key part of PFUR's "Festival of Science" and gathered over 100 students and faculty members. Takooshian returned to Russia to serve as the Installation Officer. Underneath a large photo with the watchful eyes of beloved Ruth Cousins (the Executive Officer of Psi Chi from 1964-1991) and Carol Tracey (Executive Officer of Psi Beta), Takooshian conducted the official rituals and handed membership cards and certificates to 24 new members of Psi Chi – 10 graduate and undergraduate students and 14 faculty members. Since then members of the first Russian Psi Chi chapter at PFUR have been actively participating in several international events. That same week of October, 2013, PFUR was ranked among the "top 500" institutions by the annual Singapore ranking of world universities.

On October, 27, 2013 (just 16 days after October 11), the School of Higher Economics (HSE, Moscow) partnered with the assistance of the Russian Psi Chi Chapter, hosted the First Moscow Conference on Behavioral Research. This conference included 14 scientific presentations on diverse topics, made by 22 students from five schools: HSE-Moscow, Peoples' Friendship University (PFUR), Moscow State University, State Academic University for the Humanities, and HSE-St. Petersburg. Also two Skype conferences took place during this event - with the New York City Conference at Saint Francis College and researchers from HSE-St. Petersburg. All presenters received a free one-year membership in the Association for Psychological Science (APS) and a Certificate of Recognition from Psi Chi.

In March 2014 Russian Psi Chi members attended the

Annual EPA Conference in Boston, USA, where they made scientific presentations on diverse psychological topics. It was a great opportunity to present the Russian Chapter, meet other Psi Chi members, and establish contacts with the colleagues from the USA. And before the conference PFUR students and faculty members had the pleasure to visit



PFUR group in front of John Harvard 2014 with Uwe Gielen (far left)

Harvard University, and listen to a fascinating lecture about the history of John Harvard's university by Harvard alumnus Uwe Gielen.

Cooperation of American and Russian PFUR psychologists now continues, including joint publications in the scientific journal *Bulletin of the PFUR, Series "Psychology and Pedagogics"* (Takooshian, Novikova, Chebotareva, 2014). On the 55th anniversary of PFUR, a psychologist's research team for the first time took part in the Annual Convention of the APS at New York on May of 2015.

Also the first APS regional teaching workshop in Russia *Improving the Psychology Teaching Techniques* took place on April 20, 2015 at the department of psychology of the National Research University "Higher School of Economics" (HSE NRU), Moscow (<http://social.hse.ru/psy/announcements/147021240.html>).

In this APS workshop, 14 Russian experts in the field of teaching and popularization of psychology shared their



PFUR group at first APS regional workshop in Russia, April 2015

with the help of a mini-grant from the APS (www.psychologicalscience.org) and thanks to the cooperation with the Psi Chi Russian chapter in the PFUR

ter, meet other Psi Chi members, and establish contacts with the colleagues from the USA. And before the conference PFUR students and faculty members had the pleasure to visit

experiences, suggestions, ideas and discussed them with each other and with 33 other participants (teachers, graduate students, students). The workshop was successfully conducted

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(<http://vk.com/public59276139>), as well as with the Society for the Psychological Study of Social Issues (SPSSI) – the Russian group www.spssi.org/moscow.

The mission of Psi Chi is to produce a well-educated, ethical, and socially responsible member committed to contributing to the science and profession of psychology and to society in general. That's why being a Psi Chi member shows true quality of psychological education and students' researches (<http://www.psichi.org>). The members of the first Russian Psi Chi Chapter at PFUR try to live up to these high standards: last year our students graduated with honors and got their bachelor and master degrees in Psychology; our fellow members continue to work on their dissertations and some of them started to build their careers in different fields of psychology. We believe that Psi Chi Chapter at PFUR can attract new students and stimulate their scientific and professional interest in psychology. And our Chapter has already gained new members recently.

The installation of Psi Chi Chapter in PFUR opens great new prospects for international scientific cooperation for Russian students and faculties, who can be a model chapter to other schools, and do everything to expand the glorious Psi Chi tradition in the largest nation on earth (Chebotareva, Novikova, Novikov, 2014).



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Note: At PFUR, Professors **Elena Chebotareva, PhD**, **Irina Novikova, PhD**, **Alexey Novikov, PhD**, are on the faculty; **Valeriia Tarkhova** is the student President of Psi Chi, and **Harold Takooshian** is a Psi Chi International Ambassador from Fordham University. Address any inquiries on this report to Professor Novikova at novikova_ia@pfur.ru. [Chebotarevy@yandex.ru, novikova_ia@pfur.ru, novikov_al@pfur.ru, [valeuria.tarkhova@gmail.com](mailto:vale-ria.tarkhova@gmail.com), takoosh@aol.com]



The first Moscow conference on Behavioral Research
October 27, 2013

International Council of Psychologists (ICP Inc.) 74th Annual Conference 22-25 July 2016, Yokohama, Japan

Conference Theme: Psychology for World Equality, Access and Well-Being

Conference date

The 74th Annual Conference of the International Council of Psychologists (ICP Inc.) will be held on 22-25 July, 2016, in Yokohama, Japan. Don't miss this excellent opportunity to share ideas and to engage in face-to-face discussions with fellow colleagues! Since the Asian Congress of Health Psychology (ACHP) and the International Congress of Psychology (ICP2016) will be held at the same place during and after our meeting, respectively, there will be ample opportunities to meet psychologist colleagues from all over the world.

Conference venue

Pacifico Yokohama is one of the most distinguished convention centers in Japan. It is located in the waterfront of Yokohama Bay and consists of a Conference Center, an Exhibition Hall, a hotel and the National Convention Center of Yokohama. The buildings, modeled after a yacht sail and a shell, are impressive from both the sea and land sides.



Registration fees include admission to all scientific sessions, reception, tea breaks and conference material. For accompanying person, registration fees include admission to the reception.

Program

July 22: Outgoing board meeting

July 23: Registration

AM: Presidential address, invited address, keynote address, academic sessions, inabsentia and student posters

Lunch: Lunch with summer kimono (yukata) wearing experience

PM: Academic sessions, inabsentia & grad student poster exhibition

Evening: Reception with koto (Japanese harp) and shakuhachi (bamboo flute) performance, origami (Japanese paper folding) and calligraphy demonstration and experience

July 24

AM: Invited lectures (award winners), human rights summit, academic sessions, inabsentia & grad student poster exhibition

PM: Invited address, invited symposium, interest groups meetings, conversation hour, academic sessions, in-absentia poster exhibition

July 25: Incoming board meeting

Important dates

Dec. 1, 2015: Deadline for abstract submission (send to Dr. Machiko Fukuhara, Japan)

June 1, 2016: Deadline for payment of regular registration fees

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Ann O'Roark, Editor

ICP REMINDERS . . .

2016 dues are due by January 1, 2016! Easy to do at the website—just go to www.icpweb.org and click on the MEMBERSHIP tab at the top! From there, just fill in your dues amount and payment type. Thank you.

It's not too soon to think about serving on the ICP board in 2016! Terms now one year! Contact Past-President Tara Pir via email if you are interested.

Email: TaraPirImces@msn.com