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AN INTERDISCIPLINARY ASSOCIATION

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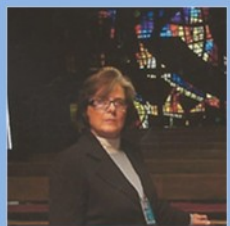
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### INTERNATIONAL UNDERSTANDING

an ICP, Inc. publication

#### Part B: International Psychologist IP 55.4 Edition



**Dr. Ann Marie O'Roark, Editor**

January 17, 2016. St. Augustine, Florida USA. Themes in the IU55.4 move from innovative interdisciplinary client services to activities that highlight the value priorities of the International Council of Psychologists, Inc., and conclude with attention to the association's constitution, the articulation of its *raison d'être*.

#### Providing Interdisciplinary Client Services; Using Assessment to Testify in Forensic Community Matters

Information from **Dr Tara Pir**, ICP, Inc. Past President, describes innovative approaches to education and counseling services offered at the Institute For Multicultural Counseling and Education Services, Inc. (IMCES). She and members of her multidisciplinary staff, **Marc Borkheim**, PhD, **George Gharibian**, PhD and **Ardalan Zamani**, Esq., presented papers on several of their studies during the 2015 annual conference. In "*Breaking the Cycle of Recidivism Among the Mentally Ill Population*," Dr. Pir discusses the purpose of IMCES research work which is designed to stop recidivism among people with mental illness. IMCES is one of the first psychological firms to design services that actively include attorneys on multidisciplinary teams offering health, mental health, as well as social services to clients, and this time including legal advocacy.

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**Dr. Ludwig Lowenstein**, former ICP Inc. president [2011-13] and an independent practitioner in England, is a faithful contributor to the IU, a semi-journal section of the International Council of Psychologists, Inc., newsletter, IP. In "*Value of Psychological Testing in Forensic Cases Before the Courts*," Lowenstein describes his special services to clients who face legal and courtroom challenges. He conducts psychological assessments of parties involved in legal actions for barristers and judges' decision making.

#### Highlighting ICP, Inc.'s Core Values: Wellbeing and Women's Challenges

**Dr. Chok Hiew**, ICP, Inc. President 2007-08, describes his rehabilitation work with the elderly and victims of natural disasters. He has promoted work merging eastern and western healing knowledge and application. Co-Author of books on qigong, the ancient Chinese healing method, he recently developed his own research backed methods and techniques. **Dr. Jennifer Boyce**, Toronto licensed psychologist, is in the early phase of a newly launched private practice providing well being and stress reduction services to individual clients. The section concludes with an excerpt from **Dr. Jan Yoder's** Denmark-Gunwald Award address. She was awarded ICP, Inc.'s feminist research and service award for her long term work as a feminist educator and researcher and raising visibility for issues related to social justice for women. She recently moved from the University of Akron to Kent State University.

#### Advancing Psychology: Comparison of Applied Services in two countries; Applying Innovative Methods

Two articles by ICP, Inc. members, both participants in an research interest group headed by Dr. Frances Culbertson that made cross cultural comparisons of stressors of professional women, present articles on "consulting psychology" as an important competency for all psychologists and as a rapidly expanding area of service.

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**Dr. A. M. O’Roark** traces the shifting focus and priorities of consulting and consultation during 100 years of efforts by the American Psychological Association to establish “who can call themselves a consulting psychologist?”

**Dr. Machiko Fukuhara**, President Elect of ICP, Inc., and chair of the 2016 annual conference, provides a cross cultural counterpoint review of the evolution and status of “consulting to organizations” in Japan. Only recently have psychologists been involved in organizational consulting, previously included by financial and business specialists. Consulting is an interdisciplinary activity slowly gaining in visibility. polarizing cultural views cloud current purpose and functionings as a 501c3 incorporation and unified, collaborative group. A committee was appointed during the Toronto 2015 Board meetings to work on collating and refining the scattered and usually ignored agreements included in the Board Rules [administrative procedures and policies]. The scientific methodology of approaching the current disarray and centrifugal-centralpedal currents in the group would be to collect all recent minutes where Board adjustments to Rules are recorded and results of membership votes on any changes in the Bylaws by the Board secretary. The Secretary’s reports are published in the newsletter. The 2015-16 Bylaws and Rules Committee includes: Dr. Robert Silverberg, chair; and three members – Dr. Florence Denmark, Dr. Tara Pir and Dr. Ann Marie O’Roark. Dr. Pir presented the technical version of bylaws adjustments to the Board in Toronto. Her material is presented here. Dr. Silverberg is preparing a review and message that will include beginning the refinement of bylaws by reviewing philosophical foundations behind governance documents.

### **A Poem; A Fictional Interview; A Letter from the Past**

One colleague said that 2016 feels like a “spooky” year. Perhaps with the reality horror film, *The Revenant*, winning so many Hollywood awards in the cinema arena, the spooky part of 2016 is out of the way and less brutal flights of fantasy and recollections can fill the rest of the new year with more optimism, humor and fresh ideas for meaningful engagement with environments and revengeful social entities. This group of writings illustrates creative flairs of ICP members.

**Dr. Ani Kalayjian**, former ICP, Inc. Treasurer, shares a poem from her ever hopeful and caring heart. **Dr. David Y.F. Ho**, President of ICP, Inc. 1989, writes a dialogue between his two “selves”: David and Y.F. He recalls intercultural exchanges during some of his many travels around

the globe. The varied incidents of misunderstandings might be a little hard to follow at times [they are taken from a larger work of fiction Dr. Ho published recently] but his genuineness is unmistakable. His effort to poke fun at himself illustrates mid-depth cultural faux pas. **Dr. Bruce Bain’s** letter is a relic from the time he was ICP Inc. president, 1998, some ten years after Dr. Ho’s term. Dr. Bain writes about his travels during his presidency and, ever the educator, gives us a glimpse into the work and “world” of ICP colleagues in far flung places.

### **Looking Forward**

This section calls attention to ICP, Inc. Bylaws, the association constitution. It is the governance document that serves as the glue that prevents the ICP melting pot membership constituency from flying apart. Unfortunately, polarizing cultural views cloud current purpose and function as a 501c3 incorporation and unified, collaborative group. A committee was appointed during the Toronto 2015 Board meetings to work on collating and refining the scattered and usually ignored agreements included in the Board Rules [administrative procedures and policies]. The scientific methodology of approaching the current disarray and centrifugal-centripetal currents in the group would be to collect all recent minutes where Board adjustments to Rules are recorded and results of membership votes on any changes in the Bylaws by the Board secretary. The Secretary’s reports are published in the newsletter.

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The issue closes with updates about the 2016 ICP, Inc. annual conference and board meetings in Yokohama, Japan, next July.

### **Appreciations / Citations**

With appreciation, we list here the articles included in INTERNATIONAL UNDERSTANDING for 2014 and 2015. Manuscripts are sent to the Editor in APA publication format. A Review Panel considers the submissions in light of the stated mission and purpose of the association and the values endorsed in policies.

Deadline Schedule times for IP 56. Part A and B are:

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IP56.1 Part A: **February 10, 2016**

IP56.2 Part A: **May 10, 2016**

IP56.2 Part B. International Understanding: **5/20/16**

IP56.3 Part A: **August 30, 2016**

IP56.4 Part A: **November 30, 2016**

IP56.4 Part B. International Understanding: **12/10/16**

With Warm Regards and Wishes for a year of Health,  
Happiness and Harmony,



Ann Marie O'Roark, PhD, ABAP  
IP Editor

## Providing Interdisciplinary Client Services



### Breaking the Cycle of Recidivism Among the Mentally Ill Population

By Tara Pir, PhD

The focus of this article is the interconnectedness of public policy and psychology with the aim of developing a bridge of connectedness rather than isolation, helping to return individuals with mental illness from the criminal justice system back into mental health care. The special problem of recidivism among those with mental illness is well documented and studied. However, the proposed strategies and interventions to address this serious problem have focused on the period of time following imprisonment.

In order to address the special needs of this vulnerable and especially challenged population, I developed a comprehensive approach to stopping recidivism that includes the following components: (i) prevention and early intervention; (ii) multidisciplinary care teams including attorneys; and (iii) culturally and linguistically appropriate service provision, practicing the principle of inclusion.

## History

In the decades since the Reagan administration closed community mental health clinics and the national mentally ill inmate population soared, the prevailing school of thought among mental health advocates was that medicating offenders upon their release from prison and connecting them with psychiatric services would ensure that they would never come into contact with the justice system again. (How To Break The Cycle Of Imprisonment For Mentally Ill American, Sam P.K. Collins, 2015.)

However, with recidivism rates among the mentally ill reaching more than 50 percent, some health experts are seeking another approach. They want to change the manner in which parole officers, judges, employers, and mental health care professionals help mentally ill ex-offenders reintegrate into their communities. (Collins, 2015.)

To get a sense of the extent of the problem of the incarceration of the mentally ill, consider that by the mid-1970s, studies in some states suggested that about 5% of



jail inmates were seriously mentally ill. A study of five California county jails reported that 6.7% of the inmates were psychotic. A study of the Denver County Jail reported that 5% of prisoners had a "functional psychosis." Such figures

contrast dramatically with studies from the 1930s that reported less than 2% of jail inmates as being seriously mentally ill. In 1973 the jail in Santa Clara County, which included San Jose, "created a special ward . . . to house just the individuals who have such a mental condition"; (Dr. E. Fuller Torrey, "Ronald Reagan's shameful legacy: Violence, the homeless, mental illness" Salon, 2013.)

Not only is there a tremendous human toll involved when mentally ill individuals are incarcerated rather than receive mental healthcare; but, from a public policy perspective, the state unwittingly ends up investing in recidivism rather than recovery. The price tag for housing, feeding and caring for a prisoner in California has climbed to almost \$64,000 annually, up from \$49,000 five years ago. Per prisoner, the state spends more than three times the amount it did 20 years ago when the population was a similar size. (Reuters US, Wed Jan 6, 2016, "California prison reforms have reduced inmate numbers, not costs" Robin Respaud.)

A well-known approach to addressing recidivism



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among this community is the establishment of Mental Health Courts. Mental health courts divert offenders with mental illness away from incarceration in return for their participation in monitored mental health treatment. Since their inception in the late 1990s, the proliferation of these problem-solving courts has out-paced the research on their effectiveness. (PsycINFO Database Record (c) 2015 APA.)

At the present time, mental health courts still represent an emerging practice, but have not yet reached the level of an evidence-based model. Existing studies of mental health courts suffer from methodological limitations, specifically, a lack of experimental design, use of non-representative samples, and assessment over short timeframes. Moreover, the inherently idiosyncratic nature of these courts and the variance in reporting of court-specific eligibility criteria make cross-article comparison more difficult. (PsycINFO Database Record (c) 2015 APA.)

Over the past decade, Mental Health Courts have spread rapidly across the United States. Research suggests that Mental Health Courts can be effective in reducing recidivism, but also demonstrates that their effectiveness varies as a function of characteristics of the participants (e.g., criminal history) and the program (e.g., coercion). Less is known regarding the extent to which process-related factors (e.g., length of participation, time between referral and receipt of services) impact effectiveness.

Overall, results provide some evidence supporting the effectiveness of Mental Health Courts. Participants had significantly fewer jail days, but not charges or convictions, relative to participants who were receiving treatment as usual (TAU). Among Mental Health Court participants, graduation from the Mental Health Court, presence of co-occurring substance use, and longer length of Mental Health Court participation were associated with greater reductions in jail days. Other process factors were unrelated to reductions in recidivism. Findings suggest that Mental Health Courts may be particularly effective for high-risk participants and that time spent in a Mental Health Court has positive effects on recidivism, regardless of graduation status. (PsycINFO Database Record (c) 2015



APA.)

Evidence-based practices (EBP) with track records of effectiveness in treating serious mental illness, co-occurring substance abuse, trauma, and motivational challenges have been utilized with some success in forensic populations (CMHS National GAINS Center, n.d.). However, recent reviews of offender-focused and jail diversion programs found that many EBPs, such as Assertive Community Treatment, may achieve symptom reduction but not decrease criminal recidivism. (Morrissey, 2007; Case, 2009; Skeem, 2009.) In fact, studies indicate that offenders with mental illness share diagnoses and treatment needs similar to those of individuals with mental illness who do not commit crimes. However, with reference to recurrent criminal behavior, offenders with mental illness share the same risk factors for offending as their non-mentally ill counterparts. (Reducing Criminal Recidivism for Justice-Involved Persons with Mental Illness, Rotter, Carr, 2013.)

Although connecting individuals with mental illness to appropriate and effective community care is clearly good in and of itself, the failure of traditional case management and clinical services to fully address criminal justice recidivism in the mentally ill offender population challenges providers to adopt and adapt best practices that may be ultimately more effective in decriminalizing persons with mental illness. These practices include Risk-Need-Responsivity (RNR)-based recidivism-focused assessment and clinically sensitive, mandated community case management, such as probation officers with specialized caseloads and mental health courts; criminal-thinking and behavior-focused structured clinical interventions; and an awareness of how to maximize the likelihood that an offender will take advantage of these interventions. Integrating these approaches with existing assessments and interventions for individuals with mental illness is also necessary and is beginning to receive attention in research, clinical, and policy forums. (Osher, 2012.)

### **The Need For Early Intervention**

By incarcerating a mentally ill individual rather than providing them with appropriate mental health care, they are not able to learn new skills and behavior toward joining the workforce. Rather, the opposite takes place, with the individual acquiring the skills and behavior of a criminal, setting them further on the road to recidivism. The critical importance of timing and, specifically, the value of a program that precedes and precludes incarceration is demonstrated in a special Mental Health Diversion program begun in 2007 in the District of Columbia Superior Court.

One study tracked mentally ill defendants in the pro

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gram and compared their re-arrest record with mentally ill defendants who were not part of the program, which involves greater court supervision and the incentive of having criminal charges dismissed. (Tillman, 2013.) Mentally ill criminal defendants who completed the program were less likely to reoffend, compared with mentally ill defendants who went through traditional criminal proceedings, according to a recent study. (Zoe Tillman, 2013. blog of legal times, an ALM Publication.)

Following arrest, defendants on pretrial release are placed under the supervision of the Pretrial Services Agency, which tries to connect mentally ill defendants with treatment and other support. Since both groups in the study—those in the diversion program and those not—were getting the same access to mental health services through the agency, the study's authors said they were better able to identify the effects of being in the diversion program. (Tillman, 2013)

The District has made some advancements in deterring mentally ill ex-offenders from prison. A [2013 study](#) of the city's mental health courts found that those proceedings positively affected the life outcomes of defendants by dropping their charges and connecting them with mental health services. For mentally ill inmates entering the system for the first time, the D.C. Department of Corrections provides mental health screenings during the intake process and secures individual counseling and prescription medication if needed.

However, Tammy Seltzer, director of the University Legal Services D.C. Jail and Prison Advocacy Project, said that those services will not suffice for mentally ill offenders and ex-offenders who need more than medication to lead a normal life.

"Based on research, medication is the least likely indicator of whether someone will commit an offense. We know that people with a serious mental illness are more likely to have their probation revoked for minor, technical infractions. It shows that we are more afraid of what's going to happen if they don't show up their appointment. We're driven by fear and that continues the cycle." (Seltzer)

Although diversion programs such as this one in D.C. have resulted in some limited success, this model does not take into consideration the additional complication that cultural and linguistic differences introduce, which can compromise an individual's ability to understand the circumstances they are in and the ability to be heard. As Heathcote Wales, a professor at Georgetown University Law Center and one of the study's lead authors observed,

"these folks have just not been treated like responsible human beings or people who are worth listening to."

Community clinics have unique advantages in their ability to address the challenge of recidivism among individuals with mental illness. In contrast with other responses to the problem of recidivism among persons with mental illness, the approach I propose incorporates a multidisciplinary approach, focuses on prevention and early intervention, and takes linguistic and cultural characteristics into consideration. Also, as part of the training that I provide on an ongoing basis to staff, interns, and clinicians at IMCES, we practice the principle of inclusion.

In addition to their clinical presenting problems, many of our clients already face cultural and linguistic challenges as well as a lack of knowledge of the legal system. The addition of legal challenges, which includes dealing with the judicial system, compounds their difficulties. Often invisible and overlooked during initial assessment, are the feelings of rage associated with being considered "undesirable" or "defective" as a person with mental health challenges in the eyes of the judicial system.

Research indicates that legal aid/advocacy services included as an integral part of a multidisciplinary intervention plan are virtually nonexistent. At IMCES, we conducted a study examining the improvements of overall client psychological health recovery goals during the course of mental health treatment, when legal aid is included. The study measured the comparative mental health improvement of these two groups. The result demonstrated our desired outcome of reaching recovery goals by the group that used the multidisciplinary care plan. We practically helped our clients break through the vicious cycle of recidivism.



## Using Assessment to Testify in Forensic Community Matters



### Value of Psychological Testing in Forensic Cases Before the Courts

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#### Abstract

This article considers the role of expert witnesses be they psychiatrists, psychologists and others in carrying out forensic reports for the courts. The courts require certain ethical and objective criteria being presented. This includes psychological testing of alleged criminal offenders and those suffering from neuropsychological injuries due to accidents. Personal injury is an area where there is often a considerable degree of malingering for obvious reasons, i.e. compensation payments etc. The role of the expert witness using such tests and measurements as well as interviews with adults and children are considered as is the potential for malingering using any psychological test that exists. Much more research is required to make certain that assessments carried out are indeed objective, accurate and valid.

Psychologists, more than anyone, rely heavily on objective and projective personality testing as well as the interview. It is an area in which psychologists, especially clinical and forensic psychologists, as well as educational psychologists, are trained. This work adds substance to what is provided in the court where frequently it is objective evidence which is required for the benefit of the court rather than opinions based on interviews or other matters. In what follows we will consider psychological assessments first followed by the role of the expert witness in carrying out forensic assessments and reports for the court. This will be followed by work that psychologists do regarding alleged criminality, neuropsychology, and personal injury cases. The information discussed will be based on recent research carried out worldwide.

Some specific areas will be covered including malingering, ADHD (attention deficit and hyperactive disorder) and work with children. We will begin with basic principles involved in the use of psychological testing in cases before the courts.

#### Basic principles

Buchanan (2013) reviews expert evidence providing

psychological and psychiatric evidence in the court. He considers it a necessary requirement to act in the best interest of the person being assessed. This ultimately outweighs any duty of confidentiality to the instructing party. As pointed out by McAuliff (2009) judges depend on expert evidence from psychologists and others for the purpose of making the most appropriate decisions. Following such reports being provided to the court both psychologists and psychiatrists are sometimes asked to testify. According to Sadoff (2011) *“the proper role of the expert is to describe the relevant abilities, disabilities, symptoms and diagnostic conditions in clinical and behavioural terms, leaving to the court to weigh these observations in the context of legal concept and standards”*.

#### Psychological testing in the reports that follow for the court

Much as possible empirical evidence needs to be provided by psychologists carrying out testing and providing psychological testimony in the court (Woody, 2013). The expert witness who will be discussed later, seeks to provide clinical and statistical predictions of future behaviour for the court. Some psychologists, more than others, follow the system of Achenbach & Rescorla (2013) of providing empirically based assessments (ASEBA). Actual scores are displayed in these reports relating to age, gender and other criteria.

A large number of tests are used but some of the more common ones are the MMPI-2 in criminal cases (Barber-Rioja et al., 2009). Of particular importance in criminal offence assessment is elevation of scores in criminal defendants in certain area such as the FC scale. The relationship between the Psychopathy Checklist-Revised and the MMPI-2 was considered by Hansen et al (2013). The goal of this study was to note the relationship between Hare's four-facet model of psychopathy and the Minnesota Psychopathic Inventory-2 (MMPI-2) in a forensic sample. This consisted of 22 male prisoners from Bergen prison.

The MMPI-2 and the MMPI-2 Restructured Form was also used by Hoelzle et al. (2012) relying somewhat heavily on the validity scale in these tests. The MMPI-2 and the MMPI-2-RF validity scales appeared to be particularly well suited to assess symptom validity and the psychological status in secondary gain settings. It was noted by Sellbom et al. (2010) that the MMPI-2 was also used to detect feigned psychopathology. In the MMPI they used a structured interview of reported symptoms (SIRS). It was sought to establish whether malingering or non-

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(2012). Over-reporting litigants were compared with under-reporting.

Flutterm et al. (2013) sought to assess whether forensic early warning signs of aggression could be noted by using the Forensic Early Warning Signs of Aggression Inventory (FESAI) which could then lead to early detection plans to deal with this (EDP). Such early warning signs could prevent damage and harm being done to other individuals with whom such persons interacted. Some of the traits noted that provided information concerning early warning were those who were prone to anger, social withdrawal and those who had superficial contact and showed signs of non-aggressive antisocial behaviour.

The Rorschach test was used to good effect by Erard (2012) to provide expert testimony in the assessment of a psychological injury due to an accident. According to this research the Rorschach Performance Assessment System (R-PAS) offers an alternative to self-report methods which adds to the validity of the assessment. It also provides a useful check against exaggerated or minimised symptom presentation. It generates evidence concerning implicit traits and behavioural tendencies, and offers techniques for adjusting for abnormal response sets. Despite the criticism of others of the Rorschach test it is used in many cases as support rather than providing a single assessment based on its own findings alone.

Khadivi & Evans (2012) had a similar view as to the value of using Rorschach performance assessments. Khadivi and Evans concluded by commenting on the advantages of incorporating the use of the Rorschach test to verify self-report methods.

Another approach is the use of the Clinical and Risk Management (HCR-20) to assess violence risks. According to Jung et al (2013) researched into use of this method in order to conclude on the possibility of future violence of offenders. They sought to investigate the validity of the HCR-20 method in order to provide the necessary risk management for individuals with tendencies towards violence. The validity of the HCR-20 was also used by Vojt et al. (2013). Again to predict that likelihood of violence occurring among 109 male mentally disordered offenders in a high security forensic hospital. Their result indicated that the HCR-20 did not predict future violence regardless of setting i.e. in the community or as an in-patient. Data on violent incidents including reconviction were collected from a variety of sources. However, systematic tailoring of care and treatment plans were found to result in the reduction of violent incidents. They considered that further research was required to better understand this practice lead-

ing to violent behaviour.

Gowensmith et al. (2013) asked how reliable forensic evaluations were of legal sanity. It appears that when different clinicians evaluate the same criminal defendant's legal sanity they do not always agree. This Hawaiian study points out that its laws require multiple, independent evaluations when there is a question of "legal sanity". They examined 483 evaluation reports by psychiatrists and psychologists addressing the defendant's legal sanity in 165 criminal defendants. The reports did not however, always reach a unanimous agreement. There was however, a unanimous agreement regarding the legal sanity in only 55.1% of cases. Evaluators tended to disagree about a defendant's sanity when drugs and alcohol were involved in the offence committed. They did however, agree on the diagnosing of psychotic disorders and judges followed the majority opinion among the evaluators in 91% of cases. When judges disagreed with the outcome of the evaluations they tended to find defendants 'sane' rather than 'insane'. The authors point out that their study showed that reliability among practicing forensic evaluators into "legal sanity" was not as exact, and did not agree, as often as might be the case. The authors also recommended better and deeper training practices as being necessary to overcome these differences in the evaluation.

A structured interview of reporting symptoms, and its accuracy, was considered by Green et al. (2013). He investigated the use of the Structured Interview Reported Symptoms (SIRS). The SIRS-2 yielded an impressive specificity rate (94.3%) which was beyond the original SIRS score method of 92%.

Lander & Heilbrun (2009) considers the expanding practice of forensic mental health assessment (FMHA). He recommends the need for more detailed guidelines into use of such assessments. Five individuals are considered being helpful to indicate whether such reports are of value. These include a Judge, a Law Professor, a practicing Attorney, a Psychiatrist, and a Psychologist. There appeared to be limited consistency of these individuals with FMHA principles. There were however, significant correlations between a number of FMHA principles and a rating of report relevance and helpfulness to the court.

The value of the forensic mental health assessment was also considered by McLaughlin & Kan (2014). They studied the use of assessment tools regarding the competence of individuals to stand trial based on their mental state and the time of the alleged offence. They considered 4 instrument types used. These were the multi-scale inventories, forensic assessment and instruments used, cognitive neural psychological instruments and projective tech-



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niques. They found that projective techniques were used by investigators.

A number of investigators including Zapf & Pirelli (2012) emphasised the importance of using multiple pieces of relevant data and for these to support one another. The use of such assessments with juveniles will be discussed in another section.

### **The evaluation specifically of individuals accused of criminal activities**

The relationship between the Psychopathy Checklist-Revised and the MMPI-2 was carried out by Hansen et al. (2013). The goal was to investigate the relationship between Hare's Four Faceted Model of Psychopathy and the MMPI-2. They studied 22 male prisoners. Facet 4 of the PCL-R was the only facet that correlated statistically significantly with the scores on the psychopathy deviate scale of the MMPI-2. It has been well established that there is a relationship between psychopathy and serious criminality which includes violence. Psychologists and psychiatrists need to establish that psychopathy exists with some degree of certainty as it is a form of mental disorder (Hart & Storey, 2013). Among the assessment procedures used are diagnostic interviews, self-report questionnaires, and inventories.

Lander & Heilbrun (2009) carried out forensic mental health assessments (FMA). Their study examined the content of adult's criminal FMHA reports. As mentioned earlier they used a Judge, a law professor, a practicing lawyer, a psychiatrist and a psychologist to establish the validity of FMHA approaches. It is also vital to establish whether the alleged perpetrator of a crime is capable of standing trial or may suffer from insanity, as well as the predicted future dangerousness (Miller, 2013).

A study by Viljoen et al. (2010) surveyed 199 forensic clinicians about the practice of assessing 'violent risk' in juvenile and adult offenders. The importance of measuring the individual for psychopathy could not be underestimated. 79% of the clinicians reported using psychopathy measures in order to carry out risk assessments. Clinicians did not feel that juveniles should not be labeled psychopaths due to their ages.

It was noted by Weiss et al. (2011) that many of those evaluated suffered from intellectual disabilities. This being initially established through structured interviews and later through psychological testing using intelligence tests. Many of these individuals had co-morbid psychiatric diagnoses making it difficult to establish whether their intelligence was an important factor or the psychiatric illness.

### **Neuropsychology and the assessment of personal injuries**

Psychologists and psychiatrists are frequently involved in cases dealing with the need for neuropsychological assessments. Uncredible performances have to be carefully assessed as there may be an element of malingering involved and this then needs to be carefully scrutinised (this will be discussed later). Neuropsychological assessment is particularly important when there is evidence that the individual suffers from mild traumatic brain injury (Boone, 2013). The objective is to ascertain whether cognitive impairment has occurred as a result of an accident. Kamper & Axelrod (2014) considers it important to detect cognitive impairment and its degree in quality.

Expert witnesses trained in the use of neuropsychological tests are frequently requested to ascertain the causes and prognosis of brain injuries (Larrabee, 2012). Their expertise is essential in helping the court make decisions concerning the future of such individuals and the impact of brain dysfunction. It is important also to assess the possible contributing factors of malingering. Frequently, experts are asked to assess traumatic injury and perinatal injury. With an aging population, elderly individuals frequently need to be assessed for dementia.

Psychometric testing must be carried out to establish the validity and reliability of disorders of higher cortical functions. This must be done both in adults and in children and the elderly (Reynolds & Horton, 2012). Pediatric neuropsychology is particularly concerned with children and adolescents. Emphasis has been given to the importance of these reports referring to neuropsychological testing being clear and understandable for the general public, including juries, lawyers and judges so that appropriate judicial decision can be made. In the addition to the use of psychological tests experts frequently use structured interviews of reported symptoms (SIRS). Great care must be taken to be aware of a feigned cognitive impairment (FCI) when compared with genuine presentations (GEN-C). There is a special need to identify cognitive disorders due to dementia, amnesic disorders, or specific cognitive disorders due to traumatic brain injuries. (Rogers et al., 2009).

Sometimes it is necessary to consider who should be held responsible for tort actions, and to define negligence torts (Foote & Lareau, 2013). These investigators consider it vital to seek information from records, plaintiff interviews, collateral interviews, and psychological testing.

Boone (2013) considering the clinical practice of forensic neuropsychology emphasises the importance of obtaining adequate evidence paying special attention to assessing when the individual does not perform credibly,



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possibly due to malingering. Personality testing is of special importance in such cases, especially testing for malingering which will be discussed later. Malingering frequently occurs in some mild traumatic brain injury cases. Again, there should be an emphasis on the avoidance of 'jargon' and the end reports must be clear to the ordinary person or interpreting what has been provided in the court (Demakis, 2009). Mention has already been made earlier of the use of the Rorschach Performance Assessment System (R-PAS) by Erard (2012).

The use of legally protected test materials must be emphasised and has been studied by Kaufman (2012). It was noted that solicitors frequently seek consultation from a neuropsychological expert, using both objective testing such as the MMPI-2 with a symptom validity scale (SBS), and projective techniques. It was pointed out that courts painstakingly avoid philosophical debates to focus on justifiable issues in cases that have been appropriately assessed by competent expert witnesses be they psychologists or psychiatrists. Legal claims can only be settled effectively when there is expert opinion based on objective and projective testing in relation to traumatic brain injuries (Kaufman, 2013).

Neuropsychologists practice in both civil and criminal courts. Some experts concentrate only on civil cases (Duke et al. (2012). These experts normally receive graduate and post doctoral training in neuropsychology. Personal injuries occur and the disability which can result needs to be carefully identified and measured using well validated psychological objective and projective testing (Rogers et al. 2009). Frequently there are other aspects that need to be assessed including post-traumatic stress disorders, and cognitive disorders.

### **Principles and practice of the independent forensic expert witness**

Greenfield (2014) considers that many experts working with the courts in forensic cases achieve their goal of bridging the gap between clinical thinking and legal thinking. This results in an inability of the legal audience within the courts understanding many of the clinical and forensic psychologist's basis for their views. It is vital that expert witnesses are capable of explaining the evidence for their views and writing their clinical forensic reports for the courts (Karson & Nadkarni, 2013).

Mental health professionals appear to have three different sorts of information. There is the clinical interview, collateral information which provides useful background information, and the third area is psychological testing. It is the improper use of psychological testing that some-

times causes problems in the courts (Lareau & Ahern, 2012). McAuliff (2009) considers that psychologists attempt to testify in the court and base their evidence on clinical assessments and social framework evidence. Judges frequently fail to understand what is provided by experts and consider certain evidence inadmissible in the court. There appears to be some differences between clinical versus actuarial predictions in the assessment of individuals especially in regard to risk of violence and other serious offences occurring again. These are the contemporary issues that cause difficulties for the court when assessing the validity of forensic psychological reports (Ogloff & Douglas, 2013).

Recupero (2008) notes that forensic experts need to understand how clinical practice guidelines function in the court room, and the role they play. Courts are therefore much more cautious and show a high level of scrutiny when reports are presented by experts in the court. Scientific evidence is not always considered reliable or relevant in some of the cases being presented by experts. Of particular concern are reports by psychologists and psychiatrists based on opinions rather than objective expert evidence. There appears to be a difference between forensic reports and ordinary clinical reports. Sometimes there is a conflict of interest when experts present cases in court. This has the potential of encouraging what Reid (2011) considers misguided and even unethical behaviour, when in fact such experts should provide reports that are both honest and objective.

A study by Taylor et al. (2012) of 27 member states of the European Union (EU) shows legal differences between experts of these countries. Forensic psychiatrists were studied from Austria, Belgium, Denmark, Germany, Hungary, the Netherlands, Switzerland and the UK. The result of this study appears to indicate that a treating clinician can never be totally independent as an expert in carrying out both roles of the assessment and treatment of individuals. Taylor et al. (2012) emphasises the necessity of experts showing clarity and therefore being ethical in the manner in which they deal with the various roles vis a vis the forensic courts.

### **Specific areas of expertise in which expert witnesses function**

There are a number of areas in which expert witnesses function including when assessing malingering, dealing with children and assessing such diagnostic categories as Attention Deficit and Hyperactive Disorder (ADHD).

Reference has already been made to the possibility or the potential for malingering especially in cases of neuropsychological accidents and also in cases of criminality.

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Barber-Rioja et al. (2009) recognised this point when using the Minnesota Multiphasic Personality Inventory (MMPI-2) in the case of criminal offenders. Rogers et al. (2010) also noted the tendency towards malingering possibly interacting with confusion or insight into symptoms of a particular problem. Rogers et al. (2010) used a Structured Interview of Reported Symptoms (SIRS) and concluded that malingering is a possibility even with repeat administration. Frequently, individuals feigned psychopathology both in the use of MMPI-2-RF and other testing carried out (Selbourne et al., 2010). The author of this article recommends in such cases that specific tests be used to assess malingering rather than relying on the MMPI-2 and other tests such as Structured Interviews. Some of the useful tests to be considered are the Wildman Symptom Checklist and other specific tests geared to identifying malingering.

In the case of the assessment of children, clinical interviews are frequently used asking the child to draw figures doing something to reveal emotional experiences they may have had (Macleod et al., 2013). Alleged juvenile offenders were assessed by Spice et al. (2010) using the Risk Sophistication Treatment Inventory (RSTI) and the Structured Assessment of Violence Risk in Youth (SAVRY). 74 adolescents being considered for transfer to less secure units were assessed. Scores on the RSTI, Criminal Sophistication and Treatment Amenability Scales, were considered appropriate for sentencing decisions.

The author of this article prefers the use of the Eysenck Personality Inventory for Juniors since it has good norms by ages and sex. It also has a 'Lie score' which can be effective in identifying the possibility of malingering or the desire to deceive the result. ADHD is frequently associated with pathological behaviour in children. Kingston et al (2013) noted that assessment of ADHD frequently revealed dysfunctional anger, and impulsive aggression. The assessment result was based on self-report and observation reports of others in schools and elsewhere. Such assessments have been primarily used with adults but could possibly also be used with children and adolescents.

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## Highlighting ICP Inc.'s Core Values: Wellbeing and Women's Challenges



### Qi Gong Training in Self Care

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Qi Gong is a complementary form of Eastern medicine that has been practiced since ancient times to promote healthy aging and emotional wellbeing as well as to overcome adversities such as pain and disease (Hiew, 1998; 2006a). Researchers have long documented that Qi Gong training regulates the heart beat or rhythm, normalizes blood pressure and pulse rate as well as the enhancement of the immune system and vital organs functioning. The practice utilizes a set of meditative therapeutic exercises to enhance protective resilience and self-regulation of one's emotional and physical states. Qigong as a form of meridian therapy enables practitioners, through the letting-go action, to release and eliminate trapped stressful energy stemming from accumulated cognitive-emotional and biological stressors. They are the source of a disruption of the body's normal healthy functioning and of one's emotional equilibrium. The body's inherent self-repair response is activated to restore resilient life and blood flow and rebound back to health (Hiew, 2005a; 2006b).

Over the past decade, I have offered brief evidence based Qi Gong training that has been effective for people suffering from a wide range of problems such as emotional trauma and PTSD, refugees in war torn countries, child sexual exploitation and natural disasters such as earthquakes and tsunamis (Hiew, 2001; 2002; 2005b). Qi Gong has proven to be a very cost effective intervention for medically difficult to treat diseases such as fibromyalgia. Clinical trials have shown that after nine hours of Qigong training (by the author), together with daily Qi Gong self-practice over four weeks, fibromyalgia (characterized by chronic pain, fatigue, insomnia and depression) produced changes and benefits beyond standard medication (Lynch, et. al., 2012). In a subsequent case report, those who continued their daily practice over a 1-year period had their chronic condition completely resolved (Sawynok & Hiew, 2012).

More recently I have designed a tested system of meditative Qi Gong exercises or WHQ ([www.wisdomheartqigong.com](http://www.wisdomheartqigong.com)) for those interested in self-care. It is especially matched to populations like the elderly or those with body pain and/or limited physical ability or in poor health. A controlled study using an Indonesian sample of elderly in nursing homes found clear evidence of balanced standing, improved ability in walking, muscle strength (hand grip), positive mood, relaxation and wellbeing (Hiew 2015).

Participants can readily learn the prescribed user-friendly gentle movements, physical breathing, and detachment from negative thoughts processes. The exercises can be done standing for short periods of time and/or sitting comfortably. For the exercises to be effective, it is essential to train the person's to be skillful in shifting out of the normal ongoing mental state by sensing one's physical body and to feel and spread the radiant heart energy flowing to every part of the head, torso and limbs. In a demonstration of WHQ exercises at the 2015 Toronto ICP conference, participants after a 20 minute practice, have expressed experiencing a sense of serenity, relaxation, and evident physical and emotional wellbeing.



Training workshops normally have a duration of 12 hours over two days. After each practice session of 30-60 minutes most participants can readily feel physical changes such as elevated electromagnetic flow, warmth and tingling especially in the hands (from increased blood flow), heightened relaxation and deepened respiration. There is often a rapid relief of pain, fatigue and sleeplessness overnight and persistent practice over a few weeks. The practitioner experiences the healing process from the enhanced qi and blood flow that leads to a harmonious and coherent state of wholeness.

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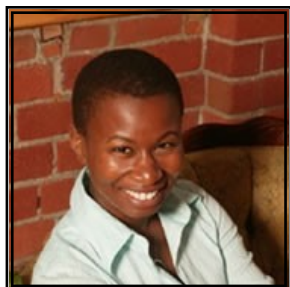
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## MINDFULNESS FOR PSYCHOLOGISTS: HEALING YOURSELF FIRST

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CANADA

Presentation notes from the ICP,  
Inc. annual convention, August 1  
-3, 2015, Toronto, Canada



## PSYCHOLOGISTS & STRESS

- To what extent do you consider that you have been under stress as a result of your job?
- 75% of psychologists said that they were moderately or very stressed
- In a survey of 155 psychologists, 1/3 experienced anxiety or depression & 40% reported episodes of exhaustion in the previous year (Cushway & Tyler, 1994)
- One out of 8 psychologists was worried about their alcohol consumption (Mahoney, 1997)

## SOURCES OF STRESS FOR PSYCHOLOGISTS

- Workload
- Client related difficulties
- Organization structure or processes
- Relationships/Conflicts with other Professionals
- Lack of resources
- Professional self-doubt (Delardo, 2008)

## PSYCHOLOGISTS' STRESS & WORK SETTING

- Practicing psychologists report more stress than research psychologists but also more positive influence from work
- Solo practitioners reported less support than either group practice or agency responders
- Psychologists in private practice were significantly less stressed and more satisfied than those working in either institutional settings
- Across all work settings men worked more hours, spent more time in therapy, and reported more negative client behaviours (Wise, Hersh, & Gibson, 2012 or cited in Wise, E., Hersh, M., & Gibson, C. 2012)

## PSYCHOLOGISTS & PERFECTIONISM

- Psychotherapists reporting burnout reported beliefs such as '*I must be totally competent, knowledgeable and able to help everyone.*'
- Psychologists with higher levels of perfectionism reported higher stress & higher levels of burnout
- Only adaptive perfectionism (e.g. setting high standards) correlated with burnout (cited in D'Souza, Egan & Rees, 2011)

## PSYCHOLOGISTS' SELF-CARE STRATEGIES

- Talking to other psychologists
- Exercise
- Talking to partner (Cushway & Tyler, 1994)
- Personal therapy
- Reducing caseload (Hirsch, 2009)
- Adjusting work-life balance (Coster & Schwevel, 1997)

A survey of 500 psychologists nationwide revealed 6 key strategies to maintaining a positive attitude and functioning well at work

- Self-awareness/Self-monitoring
- Sense of humor
- Maintain profession identity/values
- Maintain balance between personal and professional lives
- Spend time with spouse or partner
- Engage in hobbies (Ruper, P. & Kent, J., 2007)

## PSYCHOLOGISTS—MEDITATION & YOGA

- Half of psychologists reported practicing meditation or prayer (Mahoney, 1997)
- A qualitative study interviewed 12 licensed psychologists with a yoga practice a minimum of 30 minutes/week for at least 6 months (Hirsch, 2009)

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- Subjects reported that yoga (as distinct from exercise), increased awareness, decreased reactivity, & enhanced ability to be empathetic & present with clients.

## PSYCHOLOGISTS & MINDFULNESS

- Mindfulness is being fully aware of whatever is happening in the present moment, without filters or judgement
- Observing, watching, examining. You are not a judge but a scientist
- Mindfulness involves the cultivation of
  1. Intention—purposeful and conscious
  2. Attention
  3. Attitude—non-striving, acceptance, and curiosity
- [Ethical behavior is considered essential for the development of mindfulness](#) because it frees the individual from the agitation that unethical behavior produces. (Grossman, 2010)
- Traditionally, behaviours conducive to a calm mind include killing, lying, stealing, sexual misconduct & use of intoxicants
- Important to nurture an affective state of kindness, patience, tolerance, [compassion](#), acceptance, and openness

Mindfulness Based Stress Reduction for Psychologists (cited in Wise, Hersch, & Gibson, 2012)

- Positive effect on psychologists' perceived stress
- Decreased psychological distress—trait depression, anxious affect, remuneration
- Increased empathy & self-compassion
- Increased sense of spirituality and interconnectedness

Results of study on 7-week loving-kindness meditation workshop (Cohn & Fredrickson, 2010)

- Greater resilience traits
- Reduced illness symptomatology
- Improved interactions
- Mindfulness predicted greater life satisfaction & reduced depression
- [Benefits sustained 1 year later](#)

Double blind study: One group of psychotherapists were taught meditation by a Zen master for 9 weeks for 1 hour & a control group (Grepmaier, Mitterlehner, Loew, Bachler, Rother & Nickel, 2007)

- Researchers measured symptoms in patients seen by psychotherapists over the course of the study
- These were psychiatric inpatients in a hospital with the most prominent diagnoses being severe adjustment disorders, mood disorders, personality disorders, anxiety disorders, substance abuse & obsessive-compulsive disorder

Results:

- Patients of the Zen-trained therapists were more likely than patients of the non-Zen-trained therapists showed significantly better results at the T2
- Lower levels of somatization, insecurity in social contact, obsessiveness, anxiety, anger, phobic anxiety, paranoid thinking and psychoticism
- Patients better understood their own psychodynamics, and the characteristics of their difficulties, and the possibilities and goals of their development.

## MINDFULNESS EXERCISE

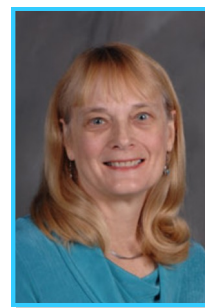
1. Lay down with your knees bent & feet flat on the ground
2. Observe your breath for 6 breaths
3. Exhale by gently contracting lower abdomen inward & upward for 6 breaths
4. Exhale using above technique for 4, 5, 8, 10 seconds, etc. to maximum comfort level for 2 breaths per interval
5. Stay at maximum for 6 breaths
6. Rest
7. Sit up and inhale freely and exhale at maximum for 6 breaths

“There is no way to peace. Peace is the way.” - Thich Naht Hahn  
##

## 2015 DENMARK-GRUNWALD FEMINIST RESEARCH AND SERVICE AWARD WINNER

### Asking “So what?” about our Scholarship: Why Values Matter When Planning, Doing, and Disseminating Research

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#### Author Note

Versions of this talk were also presented at the meetings of the Canadian Psychological Association, Ottawa, July 2015 (sponsored by the Society for Women in Psychology, SWAP) and were included in my final editorial for [Psychology of Women Quarterly](#), December 2015. [Excerpt here]

A brief history of the psychology of women begins with studies making simple gender comparisons — that is, men do this and women do that — summarized by Maccoby and Jacklin in their 1974 seminal narrative review, “The Psychology of Sex Differences.” Since then, the field has obviously burgeoned, becoming more sophisticated about how we summarize gender differences (with meta-analysis and now even metasynthesis) as well as becoming more critical about what is to be gained from difference

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thinking. With the rise of social constructionist thinking in our field has come the realization that at least some differences between women and men derive from the different social contexts in which each is socialized and in which, even as adults, each of us is immersed (Yoder & Kahn, 2003). For example, as adults, contexts shaped by forces, large as well as small and subtle (e.g., task instructions, the expectations of others, and differences in social statuses) can affect how women and men operate and are perceived by others.

In my text, I contend that being able to think critically about these gendered contexts and their impacts on us as women and men is a key skill that we should nurture in our students (Yoder, 2013). Gender matters. It, along with age and race, is a first impression that people encode about each of us, and it plays a pervasive, but often hidden, role in most, if not all, of our social interactions. This is the meta-message that underlies the first half of my textbook and course, and it lays a foundation on which we build to explore topics critical to women's and men's lives (e.g., body image, violence, close relationships, work, and mental and physical health).

Although much of this supposition about these extra-curricular teaching goals is justifiable from what we discuss in the field, as a teacher-scholar I knew I needed empirical evidence. So my co-authors and I surveyed five different Psychology of Women classes taught at three different universities by three different instructors using two different texts (Yoder et al., 2007). We conducted these surveys both at the start and then again at the end of the course. As we'd expect given prior studies of the impact of women's studies classes, students' feminist identification intensified from the start to the end of the course.

But our "So what?" question urged us to explore what drove these changes so we tapped into students' thinking about gender differences. We did this by focusing in on specific cognitive abilities (math, spatial, verbal, and memory skills), social skills (aggression, activity, empathy, and smiling), and motor skills (throwing velocity and flexibility) identified through existing meta-analyses to document gender differences. Half of these skills favored women; the other half, men. We also knew from research on stereotype accuracy that students are often accurate at picking up on gender differences that meta-analysts confirm (Hall & Carter, 1999).

We created a measure of students' endorsement of these explanations, crossing each skill with four plausible explanations focused on biology, personality, socialization, and social context. Students were presented with an

opening stem (e.g., "Men are better at math than women because..."), and then they were given four possible explanations and asked to rate how likely it was that each explanation was correct. For the math stem for example, the biological possibility stated that "Men's and boys' brains are better suited to doing math"; the personality explanation: "Men's and boys' personalities are more logical and analytic"; the socialization explanation: "More parents and teachers encourage boys in math"; and finally social context: "People don't expect women to do well in math."

Pooling data from all students together, biological and personality thinking declined from the start to the end of the semester whereas endorsement of socialization and social contextual explanations increased. Both biological and personality explanations assume that differences reside within people, representing essentialist thinking. In contrast, socialization and social contextual explanations focus on the influences of contexts external to the person, suggesting constructionist thinking. The general pattern then is that students' essentialist thinking declined whereas their constructionist thinking expanded across the course.

Our next step was to link the two, exploring whether changes in difference thinking were related to changes in feminist identity. We found this connection for both personality and social context explanations. Declines in students' endorsement of personality explanations were associated with declines in non-feminist passive acceptance of the status quo and in pro-feminist increases in students' desires to immerse themselves in materials and experiences related to women. Even more pervasively, greater endorsement of social contextual explanations was associated with strengthened feminist identification across the full spectrum of identity dimensions.

But even more heartening for me as a throw-back second-wave feminist believer in the importance of making the personal political, students' endorsement of essentialist thinking was linked to beliefs about not being able to eliminate social and cognitive differences between women and men whereas constructionist thinking was linked to students' beliefs in the possibility of social changes across the full range of skills we studied. Activism is futile if one believes that something cannot be changed so I was especially delighted when what changed in students' essentialist and constructionist thinking across these courses was consistent with beliefs in the potentialities of social change. Add to this students' stronger feminist identification, and they have both the motivation and the direction to make a difference.

So far I have argued that we need to ask "So what?" when we plan and do our research, including when that

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research extends to understanding our teaching. My final piece related to asking “So what?” today has to do with dissemination. As an editor, I came to realize that part of my responsibility to *PWQ* was to disseminate the work published in it more broadly than to other scholars (although certainly impact factors remain quite influential in the world of publishing and *PWQ*’s is strong). I had the additional motivation of editing a feminist journal and hence a feminist obligation to put good research into the hands of people who might put it to good use in the service of girls and women.

But many, many more of us are scholars, not editors, so that my point today has to extend to authors who themselves can play an active role in getting their good work into the hands of people who can use it, as well as take this process a step farther by exploring what happens when their work is shared. Indeed, this is the next step that Corinne Moss-Racusin and her colleagues (took with their own research area (Moss-Racusin, Molenda, & Cramer, 2015). Prior experimental work on gender bias in STEM (science, technology, engineering, and math) fields, including research conducted by the current authors, was picked up and disseminated in three online articles which attracted 831 written comments from readers, both professional and lay. The authors in their *PWQ* paper used both thematic and quantitative analyses to explore patterns in these posted comments.

Their thematic analysis revealed 433 negative and 754 positive comments, with some postings obviously including a mix of both. These negative comments included expected sexist remarks directed to women (e.g., “In every competitive situation, with a few exceptions, the women I worked with were NOT competent, by comparison with the men”) along with occasional sexist remarks directed at men (e.g., “For an equally skilled man or woman, I would prefer the woman”). A significant proportion (41%) of these negative comments offered some justification for the readers’ bias, drawing on biological explanations (e.g., “I think one of the largest subconscious factors here is that women get pregnant”), personality and other non-biological factors (e.g., “The successful males I train simply seem to be hungrier and more willing to make the personal sacrifices required to get ahead of the competition”), and women as perpetrators of their own failings (e.g., “Women have expectations of men to be financially successful and then complain about more men at the top”).

Of all the negative comments, the ones that had to be most disturbing for the authors were from commenters who refused to accept their results. These disagreements

with the results relied on personal opinions that gender bias no longer really exists (as in “I am a scientist and most of my co-workers are as well — No gender bias at my job!”), flipped the findings by insisting that gender bias targets men, not women (as in the lament that it would be: “Harder for me to get a job at Hooters”), and critically nit-picked at the study as a way to discredit it (e.g., “Why are your y-axes not labeled?”).

On a brighter note, there were more positive than negative comments, with these positive comments clustering around two themes: agreement with the results and constructive responses that expressed gratitude for the study, reported occasional opinion change, and called for social change. The most pervasive theme expressing agreement with the results, appearing in fully 560 comments, validated the study’s evidence of the persistence of bias with commenters’ own experiences (e.g., “I am a female scientist, and even I sometimes struggle with bias against women”). Although similarly validating, another subset of agreeing comments added pessimism about possible improvement, with 74 comments like this one: “There is a bias and that will not change. At least not for a couple of decades.”

Interestingly, when the authors compared those comments from readers obviously affiliated with a STEM field with those who were not, they found no differences, suggesting that responses were similar both within and outside the STEM community. And when they could determine the gender of the commenters, the patterns were pretty predictable with more negativity expressed by men and more confirmation of the persistence of sexism expressed by women.

The reason their study made my list of “So what?” exemplars is because the authors took the effect their work had on the general public seriously, capitalizing on its dissemination in public venues to use their skills as researchers to better understand its impact. By doing so, they began to see their own research as more than another source of evidence of sexist bias in STEM fields; rather, their study’s dissemination itself became an intervention targeting prejudice-reduction. As they go on to point out in their Practice Implications section of their paper, “...many current STEM diversity initiatives rest on the theory that exposing participants to evidence of gender bias will ultimately reduce bias and enhance diversity” (Moss-Racusin et al., 2015, p. 206). However their analysis of comments about their original study calls for diverse approaches for targeting sexism in STEM that are tailored to specific audiences.

For example, comments from most women working in



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STEM areas suggest that they already are aware of the existence of persistent gender biases so that practitioners might focus less on awareness per se and more on how to translate women's awareness into effective action. Furthermore, the greater likelihood that negative reactions came from men than women highlights the need to tackle how exposure of unfairness might threaten men and male privilege, making it likely that evidence, no matter how sound, will be denied or diminished by some men. My guess is that it takes quite a bit of open-mindedness to make one's research so publically open to criticism and even more stoicism to actually read and think dispassionately about all that is said. I applaud Moss-Racusin and her co-authors (2015) for putting their passion for making a difference for women in STEM ahead of their own egos; in other words, for their courage to ask "So what?" and to learn from the answer.

It obviously is easier on the academic publish-or-perish treadmill to just "crank it out." In fact, I have one colleague who has advised doctoral students that the fastest and most likely-to-be-accepted path to publication is to create a scale: It's easy to recruit respondents and gather data online, data analyses are likely to impress reviewers because they are statistically formulaic and sophisticated, one's paper is likely to be widely cited if the scale catches on, and so on. But, "So what?" I have this nagging sense that we are being inundated by measures that will never be put to good use (Yoder, 2016b), although I certainly will acknowledge that a few scales, such as the Ambivalent Sexism Inventory (Glick & Fiske, 1996), have made important leaps toward refining and expanding our understandings of some important phenomena (such as sexism). And I certainly don't want to confine my call to asking "So what?" of any single research area nor do I want to get into finger-pointing at existing work, including those *PWQ* papers that never made it to my family's dinner table or to my students' blogs. I also don't want to patrol what does and does not find its way into print in scholarly journals based on whether or not the findings have practice implications.

I also don't want to suggest that garnering media attention should drive the publication process or our research agenda. The widely cited journal, *Science*, finds itself at the center of a media maelstrom, making the front page of *The New York Times* over a paper the journal has now retracted and about which the author has admitted to lying about some aspects (Scheiber, 2015). The newspaper article goes on to insinuate that scholars' job and funding prospects may be enhanced if their work attracts media

attention, suggesting that media visibility can trump sound scholarship in influencing the work researchers elect to pursue.

But I do want to argue that as feminist scholars and in our feminist publications, including journals, books, and texts, we do have an obligation to ask "So what?" of our research, our teaching, and the dissemination of what we do. In fact, I believe that, by adopting this imperative, we will necessarily have to be better researchers and better educators simply because we have more riding on our work than another notch in our publication belt and another batch of students making it through our classes. By putting our work out there for others to use, we have a heightened responsibility to make that work sound. So, I call on you to, every now and then, step back from what you are doing to distill it down to a few sentences in everyday language, to take it to the dinner table, and to run it by your students to gauge its meaningfulness and to help guide your time and energies toward moving forward in meaningful directions.

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## CONSULTING PSYCHOLOGY



### A CENTENNIAL: The First 100 Years of Consulting Psychology in APA 1915—2015

Ann Marie O'Roark, PhD, ABAP

My story for you today begins and ends with questions. The question that started this story was posed in the days of the “war to end all wars,” World War I, 1915, “Who can call themselves a consulting psychologist.” The story continues through the time known as the “winds of war” and World War II. The Consulting Psychology first 100 years story includes a climatic dénouement during an era of regionally contained wars, and concludes in the current time of end-

less wars and intimations of fresh questions that consulting psychologists might choose to address, along with a repri-

sal of what appear to be sustainable results of a longitudinal investment by psychologists in consulting as a critical function within the discipline.

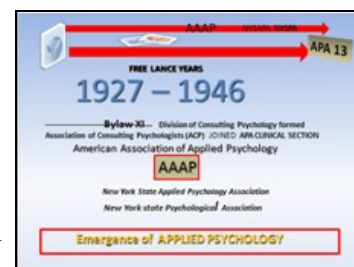
This walk-through synopsis of consulting psychology's first 100 years is divided into five sections, determined by zeitgeist and ortgeist more than even numbers of years. 1915-1927; 1927-1946; 1946-1987; 1987-2007; 2007-2016.

At the time of the first World War, when US soldiers and their families were struggling with the hardships and consequences of sending troops to Europe to engage the Kaiser's attempt to conquer and rule Europe and beyond, American newspapers began asking various “experts” and specialists in mental health for opinions about the problems being encountered. The American Psychological Association, founded in July 1892 by G. Stanley Hall at Clark University, was 23 years old when the leaders decided that there needed to be some way to assure that the public's questions and concerns were addressed by those most qualified and knowledgeable about human behavior and mental status.

The men who spearheaded the movement to identify who could announce themselves as psychological experts were the leading experts in intellectual and personality assessment. Three also served as APA presidents: Guy Montrose Whipple, who made the initial Council proposal, Lewis Terman who was a member of the Committee of Five, and James McKeen Cattell was a member of the 1920 Standing Committee on Certification. After becoming a Section of Consulting Psychology, in 1924 it became a Division. The next year, in 1925, APA incorporated.

In those years, as remains a reality today, psychologists held strong and polarized opinions about science, theory and, of course, who had the right to determine who was and who was not qualified to give “expert opinions.” As a result, in 1927, APA Bylaws were edited to eliminate Consulting Psychology as a division and as a certification group.

The years between 1927 and 1946, known as the “winds of war” era and culminated in World War II, saw the emergence of applied psychology. 1 The exiled Division of Consulting Psychology continued as a free lance group and became the Association of Consulting Psychologists (ACP). 1 They soon joined with the former APA clinical section/division and became the American Association of Applied Psychology. In this period of



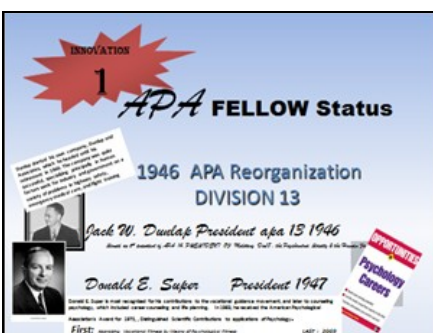
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mergers and spin offs, the AAAP helped organize a New York State Applied Psychology Association which in turn developed the New York State Psychological Association. At the end of WWII, APA reorganized and the Consulting Psychologists, AAAP, were included as Division 13.

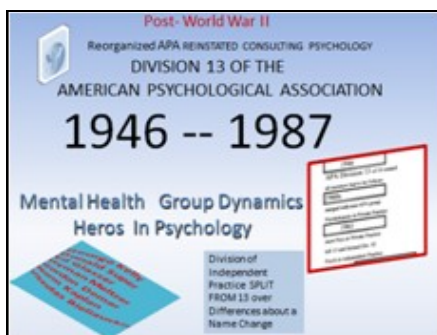
If you are attending the American Psychological Association Convention, please accept my invitation to attend the APA Division 13, now called Society of Consulting Psychology, for their Centennial symposium where John Hogan, History and Obituary Editor for the American Psychologist, will discuss these mergers and spin offs which included the development of the first ethics code for psychologists.

The post war era, including times of regionally contained "conflicts" [small wars], saw the emergence of consulting theories and techniques, especially in the areas of mental health, group dynamics, educational consulting.

The first president of the new Division, APA13, was Jack W. Dunlap (1902–1977), who also served as president of the Psychometric Society, the Human Factors Society, the Military Division and the I/O Division. Dunlap served in the military and was prominent in military research and assessment advancements. After a time



with the Psychological Corp, a computer testing and scoring organization, he started his own company, Dunlap and Associates, which he headed until his retirement in 1966. The company was quite successful, specializing principally in human factors work for industry and government on a variety of problems, including highway safety, emergency medical care, and flight training. Donald Super, whose early career was with the YMCA, also served in the military 1942-45, the US Army Air Corps. He is best recognized as President of APA 17/Counseling and APA18/Public Service. He said that "one of the great things about NVGA [National Vocational Guidance



Association] is the friendships which activity in the Association fosters...[NVGA] not only helps improve services to youth, adults, and the aging, it provides a focus for friendship."

Process consulting and organizational culture, leadership and followership, and international awareness began to flourish in the Consulting Psychology Division. After a disagreement about the name of the Division, a group split off from 13 to form the Psychologists in Independent Practice, Division 42. Several of the influential division 13 presidents and theorists of that time of fermenting and formulating were: George A. Kelly, Albert Ellis, Gordon Derner, Norman Kaplan, Ray Fowler and Vytautas Bie-lauskas. Vy, a recognized WWII hero, left Lithuania the day the Russian troops arrived, to craft a career in psychology; completing academic studies in northern Europe, moving to the US and finally serving as Chairman of the Xavier University Psychology Department 1959-78.

The fourth phase of consulting psychology as an interest group/division in APA is based on a major "paradigm" shift: From individual's in leadership roles who were recognized for their unique and outstanding contributions to the discipline of Psychology to the election of presidents some of whom were already Fellow status, but some who were not. All had a special interest in and gave attention to the development of the division, and dedicated time to activities aimed at fulfilling its purpose.

Clyde Crego, who died just two months ago, was interested in continuing education workshops being approved by APA to award CE credits, and had a glint in his eye about a midwinter event. Each one in this montage added to the strengthening of the division and movement toward achievement of the 1915 mandate to find a way for APA to determine who could call themselves a consulting psychologist.

The growth began with Goal Setting at a Board Retreat planned by Paul Lloyd and Ken Bradt. Diversity of Membership was a priority and establishing the consulting psychology knowledge base was a close second. Another critical incident was the initiation of the midwinter conference, but equally relevant to stabilizing of the group was conceptualizing the operations and constituencies of the group, which included attention to publishing knowledge





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and information about consulting psychology. The culmination and denouement moment in this story of the 100 years came in 2006, when the Education and Training Guidelines for doctoral and postdoctoral level consulting psychology, organizational consulting, were approved by APA Council as APA Policy. This seven year composition by the division E&T Committee came about after the division shifted attention from seeking APA approvals as a specialty, a proficiency or a certification agent.

The fifth phase of the first 100 years leaves important questions to be answered in the next 100 years. Since endorsement of the

E&T Guidelines for organizational consultants and achieving what was initially intended to be the first of a series of E&T guidelines for consulting done by those not fully invested in a

career in organizational consulting psychology, but more often consulting on their specialty topic, the group, by this time renamed the Society of Consulting Psychology, both expanded and contracted. More members and reducing attention to organizational –primarily businesses, industry and services – and to “coaching” approaches.

To recapitulate and consider what sustainable solutions may have been produced through the longitudinal perseverance of the group and dedication to finding a solution to a problem that was “global” for APA and arose out of global conflicts:

1. E&T Guidelines for determining who can call themselves a Consulting Psychologist [CP].
2. Beginning the Organized Collections of CP knowledge.
3. WILL THE NEXT CENTURY PRODUCE A LIBRARY OF CP THAT INCLUDES a Super's Rainbow Model and Killberg's Model of Psychoanalysis and Systems Theories, Freedman's Phoenix Model of the adjustment process in technological changes in large organizations?
4. Frameworks for Consulting Psychologists to use when diagnosing and planning interventions.
5. WILL THE NEXT CENTURY BE ABLE TO COMPILE AND CLASSIFY THE FULL RANGE OF Consulting LENSES?

6. Overcoming the stigma of working with a “psychologist-shrink” by putting on the COACHING CLOAK-with shoulder-pads.
7. WILL THE NEXT CENTURY FIGURE OUT HOW TO SORT OUT THE KINDS OF COACHING BEST DONE BY GREYHAIRS, BY FRESH PHDS, BY TRANSITIONERS?
8. Beginnings of strategies for consulting in diverse cultures, countries, populations.
9. WILL CP BEGIN TO DEVELOP THE CONCEPTS OF HOW TO AND WHEN TO INTRODUCE VARIOUS INTERVENTIONS INTO A PARTICULAR GROUP IN A PARTICULAR PLACE?

“Mission Accomplished” and New Business Quests

**2007 -- 2016**

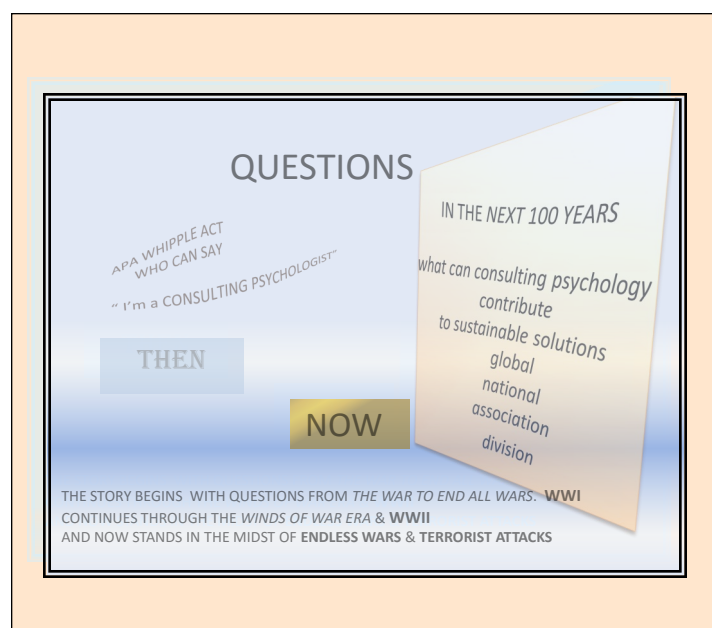
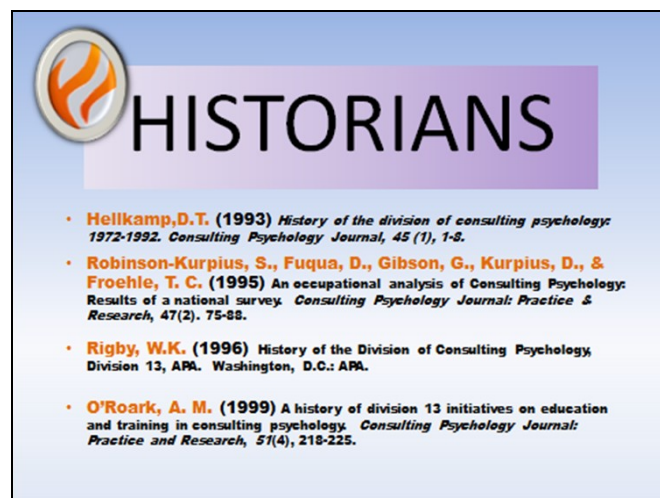
**EXPANDING AND CONTRACTING  
MAINLINING MIDWINTER CONFERENCES**

Establishing An APF Foundation “Financial Base”

Leveraging The Coaching Concept & Business Services

Initiating A Long Envisioned Book Series On Consulting

Celebrating The Longitudinal Perseverance Of Apa13







**Congratulations from Japan on  
APA's 100<sup>th</sup> Year of Defining  
Consulting Psychology and  
75<sup>th</sup> Anniversary of ICP, Inc.**

Machiko Fukuhara, PhD., President, MicroCounseling Institute of Japan, Tokyo, Japan; ICP, Inc. President-Elect

I feel honored to be able to participate in this celebration symposium.

Consultation has played an important role for human beings. People need to live with others, asking for any help when needed.

1. I understand that the Consulting Psychology Division (Div.13) in APA was established early about the same time with the divisions for Clinical Psychology, School Psychology and Counseling Psychology. Consultation played an important role in those professional helping relationships. Before those helping-professionals were introduced in Japan, around the middle of 20<sup>th</sup> century, consultation (sodan in Japanese) by laymen done mainly at working places played helping roles to employees for their problems at work or even for their personal problems. Later the function of consultation systems in the business world became familiar among people as a sort of Guidance which helped them handle finances, manage the organization, etc. Those consultants were not necessarily professional personnel in terms of carrying psychology-based services.
2. Along with the introduction of professional psychology in helping such as, Counseling, School Psychology, etc., psychological services came to be recognized in Japan, especially in educational settings. And consultations to, for instance, teachers at schools, were carried by counselors and/or clinical psychologists. (At present the Industrial Counseling Association is offering certificates after some training, and psychologists play roles for training.)
3. Since the beginning of the 21<sup>st</sup> century, consideration for the mental health of the individuals and groups has been strongly voiced for their wellness. Caring for one from this viewpoint might not be done by only one professional or institution. Consultation or supervision is needed by counselors for their satisfactory works:

Individuals, wherever they live, are multicultural beings. Being included in this idea, as a recent trend in Japan, are the various areas of helping professions, such as doctors, nurses, nutrients, occupational therapists, counselors, psychologists, etc. who are encouraged to work cooperatively in the respective institute and/or community to support different kinds of individuals for their wellness. Those professions consult with each other within this kind of cooperative linkage. One example, is caring for the old. In Japan, the number of elders has increased (in a few years one forth of the population will be over 65 years old ), and in the near future, they could be taken care of through this system in the community.

4. ICP, Inc., with its long history, has contributed to human beings for keeping up with human rights and being sensitive to the needs of the times. It is amazing that it continues to hold an annual conference every year since its establishment in 1941. And seeing the theme of each conference, you will see how we are sensitive to the trend of the times and how we have challenged helping individuals for their mental health and well being.
5. One individual cannot live alone. One has to be strong to support him/her self, of course, but he/she needs social support in order to meet the challenges to "quality of life." Roles of consultation will become more important there.
6. It is an honor for us, the Japanese members, to work for the 75<sup>th</sup> Conference in Yokohama which will be held in conjunction with ICP2016, the Congress. It has been 26 years since our 48<sup>th</sup> Conference was held in Tokyo. People all over the world are facing challenges from disasters of many kinds, wars, etc. but we have to live with these things and go forward towards wellness for people and for the world. Even after many years of desiring this change for all human beings, the challenges to the rights of human beings all over the world have not changed. Let us work on our common issues and do whatever we can.

We, Local Arrangement Committee, Drs. Katou, Nagy-Tanaka and myself, representing the Japanese, are welcoming you. We look forward to seeing you here. We are hoping to set many opportunities when our members will talk together in person which is one of the traditions of the ICP, Inc.

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### History of Psychological Associations related to Counseling/Clinical Certificate

(1/2)

| Name of Association  | Year of foundation | Year of Certificate started |
|--|--------------------|-----------------------------|
| The Japanese Psychological Association   | 1927               | 1990                        |
| The Japanese Association of Applied Psychology   | 1931               | 1995                        |
| The Japanese Association of Student Counseling   | 1955               | 2002                        |
| The Japanese Association of Educational Psychology   | 1959               | 1997**                      |
| The Japanese Association of Clinical Psychology  | 1964               |                             |
| * Counseling Psychology was introduced to Japan 1951 – 1953 with the Educational Reformation                   |                    |                             |
| The Japanese Association of Counseling Science   | 1967               | 1986                        |
| The Association of Japanese Clinical Psychology  | 1982               |                             |
| * Board of Certificate (joined by 30 related Associations) started to offer License for Clinical Psychologists |                    |                             |

1988\*\*

\* significant event related to counseling development and certificate  
\*\* a minimum education requires Master - level.

### History of Psychological Associations related to Counseling/Clinical Certificate

(2/2)

| Name of Association  | Year of foundation | Year of Certificate started |
|--|--------------------|-----------------------------|
| The Japanese Association of Educational Psychology                   | 1959               | 2001                        |
| The Japanese Association for the Study of Developmental Psychology   | 1988               | 2001                        |
| The Japan Association for Personality Psychology                     | 1992               | 2001                        |
| Japan Society for Research on Emotion                                | 1992               | 2001                        |
| The Japanese Association for the Study of Developmental Psychology   | 1988               | 2002                        |
| The Japanese Academy of Learning Disabilities                        | 1992               | 2002                        |
| The Japanese Association for the Study of Developmental Disabilities | 1996               | 2002                        |
| The Japanese Association of Health Psychology                        | 1988               | 1997                        |
| The Association of Industrial Counseling                             | 1996               |                             |

} collaborative certificate

## Dimensions of Globalization Among Urban Indian Youth

Sonia Suchday, Ph.D.  
Richard Velayo, Ph.D.



India is a fast-globalizing economy where young people make up 65% of the population. Globalization has brought with it rapid and inequitable development and has impacted on the lives of young people, particularly emerging adults. The current study evaluated the dimensions along which globalization impacted young people.



Young college students from Mumbai (n=56) provided written descriptions of how globalization has changed their lives – and impacted on families and society. Content analysis of participants written responses by three independent raters provided a series of themes regarding the impact of globalization. Additional participants (n=211,

42 males, age=18.65 years) responded to each theme on a Likert scale “never”, “sometimes”, “often”, “always” as a part of a larger study on globalization and health.

Factor analysis of the responses yielded four factors with eigenvalues >1 and high internal reliabilities. Sociocultural changes (alpha=.95) – described growth in egalitarian values, adoption of western popular culture - music & clothing; increased unhealthy behaviors (alpha=.84) included items that described acceptance of smoking, drinking and use of “vulgar” language; materialism (alpha=.61) described less time for family; and deterioration of traditional values (alpha=.70) defined less respect for age, traditions.

Clearly, globalization has positive and negative effects including exposure to multiple cultures and growth of egalitarianism. Aspects of globalization such as increased smoking and drinking may be associated with health consequences for individuals and societies, and may conflict with traditional values (e.g., spiritual growth versus materialism).

These many aspects of globalization need to be explored to define their impact on health and well-being.



## BOOK REVIEW

(Publisher note: Part of this review was published in IP 55.4, December 2015.)

### **The MultiGradeMultiLevel-Methodology and its Global Significance: Ladders of Learning - Scientific Horizons - Teacher Education** (Theory and Practice of School Pedagogics Book 34)

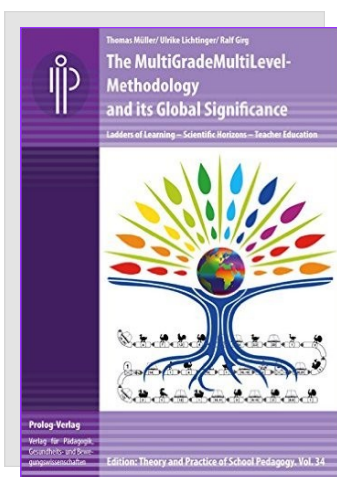
Authors: Müller, Thomas, Ulrike Lichtinger & Ralf Girg (2015)

Publisher: Prolog-Verlag Immenhausen, 266 pages

What if children loved going to school? What if they enjoyed learning according to their lives and interests? What if their learning processes were supported in a way that they corresponded to their abilities and needs? What if they learned in their own rhythm and pace? What if teachers were able to support such learning through an individualized arrangement of learning materials and showed an attitude of appreciation? What if schools were maintained mostly by the students themselves and were surrounded by flowering gardens full of herbs and vegetables and fruit? If schools taught students how to live their lives in a sustainable way? Is that utopian? A non-existent paradise of learning? Does that sound like an exclusively perfect world that can only be found in upper class schools and would never be affordable for anybody else?

Thomas Müller, Ulrike Lichtinger and Ralf Girg of the universities of Regensburg and Würzburg describe such a learning and teaching culture, that has been practiced for thirty years in rural South India at Rishi Valley, in the state of Andhra Pradesh. The authors convey vividly an exemplary modern, inclusive, community-based and environmentally sustainable school culture, we, in many places in the so-called western world, are far away from. Each child there, so the book plausibly emphasizes, is respected in its uniqueness. And it is encouraged and educated to cooperate responsibly with a sense for the whole community. At the same time the children show high learning performances.

The Rishi Valley approach has been developed by



Padmanabha Rao, Anumula Rama and their team since the 1980s, inspired by the ideas of the philosopher Jiddu Krishnamurti (1895 – 1986). The so-called MultiGrade-MultiLevel-methodology (MGML) has won many national and international prizes for education, sustainability and social entrepreneurship. Today this approach can be found in more than 250,000 primary schools in India and in more than 10,000,000 children benefit from it. It has also been spreading out to many countries in the world and is thereby one of most innovative and effective developments in school education worldwide.

The authors of the book, who - for many years - have been cooperating with their Indian partners at Rishi Valley, step by step reveal the secrets of this success to the reader. Their book of 200 pages is deeply exciting because it reminds the reader of his own educational ideals.

The secret of the MGML-Methodology evidently can be found in the individualized student centered learning in mixed age groups with the help of highly structured pathways, the so-called “ladders of learning”, through prepared material collections, and accompanied by teachers, whose interactions are inspired by deep appreciation and mindfulness.

In the last part of the book the authors give examples of successful adaptations in German and international primary, secondary, higher and special needs education. Thomas Müller, Ulrike Lichtinger and Ralf Girg themselves have been using and evaluating this approach in their own teachings at the educational faculties in Regensburg and Würzburg for a decade now.

Both the methodology and the attitude may serve as models for a truly modern education, because individual differences and needs in learning speed are globally becoming more and more acknowledged. The MGML-approach allows for teaching formats that take these differences into account and at the same time foster children's ability to support each other in learning groups. This book is an inspiration to all who want to strengthen schools as spaces of learning and teaching that truly meet the needs and challenges of the 21<sup>st</sup> century.

#### *Reviewer:*

Nils Altner, PhD, researches, teaches and publishes on education, mindfulness, health and personal development at the University of Wurtzburg.

##



## A Poem; A Fictional Interview; A Letter from the Past

### *The Autumn Leaves*

Dr. Ani Kalayjian

The autumn leaves are around me, I step on them carefully,  
I cannot help it, as they are fallen all around me.  
Of course, its autumn, I convince myself...  
Perhaps that's why they call it the Fall,  
As so many leaves fall all around ...

I am scared to walk...to crush the leaves...  
Like I'm crushing the fragile heart of Mother Nature...  
When I step on the leaves I see you coming alive...  
I hear the soft crying sound of the leaf  
and I feel you in my soul even more deeply...

Then I see a resilient rose...  
In spite of all the harsh winds,  
one determined rose has made it through...  
I think of you once again and I wonder...  
Are you that resilient rose I see?

I feel your gentle spirit like a halo around me,  
then I see you once again in the petals  
of the one strong and resilient rose...

I am now passing through the streets of New York,  
Here is a child crying for Mom,  
You come alive in my mind once again...  
as I wonder if you are too crying for unity?

Do you feel lost while searching?  
Are you tired and resting by a tree?  
Or are you transformed to a red rose?  
An aromatic and resilient rose,  
amongst the thousands of the fallen leaves...

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### Life as a Playful Journey: Intercultural Encounters



**David Y.F. Ho, PhD**

ICP, Inc. President 1989-90  
Program Chair 1988: "East-West Dialogue: The Role of Psychologists in Promoting Health and Well Being."

Abridged excerpt from "[Enlightened or Mad? A Psychologist Glimpses in Mystical Magnanimity](#)"

Publisher: Dignity Press in 2014.

The excerpt, as do other parts of the book, takes the form of an imaginary interview, in actuality, an internal dialogue between my two selves: David and YF, different but complementary.

**David** is my Western-educated self, analytic, informed, and thoughtful. He sees things from different perspectives, Eastern and Western. He puts things in context and spells out their implications. He functions as a detached observer, summarizing periodically and giving feedback to YF. He tempers YF's extremist proclivities and keeps him on track. Occasionally, he functions as a therapist for YF. He acts as a catalyst, challenging YF to go deeper or to clarify issues, thus pushing the interview forward.

**YF** is my Chinese self, born and raised in Hong Kong. He derives knowledge from firsthand experiences, including those of "madness." His mind is complexity itself, critical, incisive, and self-reflective. Characteristically direct, he minces no words. He is intense in both action and thought, single-minded in the pursuit of his goals. He has a low threshold for enthusiasm and is almost incapable of doing things halfway.

**David:** A spiritual quest does not have to be a journey of solemn, staid drudgery, but of dedication intermingled with playfulness. You were born in the Year of the Rabbit, according to the Chinese zodiac.

What do rabbits do? They leap about and frolic in merriment. So naturally life to you is a gamble. One of my episodes of madness took place in a luxurious setting, on board the Queen Victoria and land excursions around the



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Mediterranean. The experiences I gained could fill a travelogue. They illustrate our worldviews as a world citizen. They serve to redirect attention from abnormality to the rich diversity of normality, in which madness may be embedded. More important, they demonstrate that spiritual journeys can indeed be playful.

**YF:** Life on board the Queen Victoria was anything but boring. One day, the captain broadcasted an announcement about security measures against terrorism, while crew members went around checking for hidden bombs. The announcement went something like this:

*We take terrorist threats seriously.... So take note and report to the authorities if you see someone who looks suspicious, or if you see someone who does not look suspicious but has been seen in the company of people, among some of whom might have been seen together with someone who does look suspicious.*

Upon hearing this, I blurted out, "Ridiculous!" Whereupon, an Englishman nearby was sufficiently amused to initiate conversation with me. I introduced myself as "Double-Oh-Seven"; he introduced himself as "Double-Oh-Six." Thus, both of us were working for Her Majesty's government, in search of potential terrorists on board.

Later, he introduced me to his wife. I ran into her over breakfast one morning but failed to recognize her. She was visibly peeved. I thought to myself, "Now you know what it's like not to be recognized by people who ought to have recognized you. I have had plenty of experiences of not being recognized, intentionally or unintentionally, by Westerners."

**David:** Ah, don't all Orientals look alike?

**YF:** Mentally settled a moment later, I took corrective action and went over to the table where she and her husband were sitting. I said to her husband, "007 reporting to 006." I then asked his wife not to take to heart behaviors natural to secret agents that probably look unnatural to normal people. This seemed to placate her. The English couple were curious about my occupation.

I said, "You mean besides being a secret Agent? You may ask me any question, to which I am bound to give a truthful answer. You have five guesses."

I did give truthful answers, but with nuances calculated to mislead. I talked about various occupations with authority, coupled with counter questions to suggest that I knew a lot more than I actually did.

**David:** This comes naturally to you after years of teaching practice: The art of teaching is not to conceal the teacher's

ignorance, or to show his knowledge, but to demonstrate how knowledge may be generated through dialogue.

**YF:** The Englishman came close but missed the target. Finally, I told the couple that I was a professor of psychology.

His wife professed disbelief. She asked in a sarcastic tone, "You have a certificate to prove it?" She then took another good look at me and noticed the Gucci shoes I was wearing. "Ah, I believe you. Those expensive shoes befit a professor."

At that moment, I didn't know whether I was amused or vexed. I have seldom bought expensive items for myself. I bought the Gucci shoes so I could dance, not to impress people.

**David:** Apparently, the Chinese saying "Respect the person's attire, before respecting the person" is not confined to Chinese people. Such great regard for worldly concerns is symptomatic of spiritual emptiness. Sadly, to many, materialistic pursuits offer more attraction than spiritual quests.

**YF:** Nonetheless, I was very pleased to have met the English couple. Both thought that English was my mother tongue! For the first time in my life, I passed the test of being a native speaker. Nothing made me happier.

Another linguistic encounter was a surprise. After talking with a hairstylist for a while, I asked her what her native tongue was.

She replied, "English."

This answer instantly embarrassed me, for having possibly embarrassed her. Fortunately, she wasn't. She explained that, being Scottish, she was used to not being understood by the English. It took me a while to get used to her accent. I still remember the way she pronounced *but*, which sounded very strange to my ears. Accent was certainly no barrier to communication. I sensed that there was something troubling her.

After discovering that I was a psychologist, she wanted to talk with me about that something. We had a heart-to-heart talk for about thirty minutes and got to the bottom of it. It turned out that she was concerned about her relationship with her boyfriend's mother, who she felt was rather possessive of her son.

**David:** So the classic antipathy between mothers-in-law and daughters-in-law is not unique to the Chinese.

**YF:** I felt gratified that we had both transcended our backgrounds. Indeed, kindred souls countenance no linguistic or cultural barriers to communication.

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Displayed inside the ship's gallery were photographs of passengers dressed in utmost elegance. A Chinese couple was looking at some of the photographs, and the lady aimed her camera at one. A staff member dashed in front of the couple and bawled out a pointed threat with an Australian accent: "These photos are copyrighted. If I see you doing this again, I'm going to confiscate your camera."

**David:** Typical Western active-aggressiveness!

**YF:** She had a build that dwarfed the Chinese lady. Standing nearby, I could imagine how the Chinese woman reacted, and I approached her to see if I could help. She explained that she didn't really intend to take a photograph of the photograph on display. I said that I would talk with the staff member concerned. In a typical Chinese fashion, she said, "Never mind."

I saw an opportunity to be an agent of intercultural understanding in action. In a typically atypical Chinese fashion, I approached the staff member and relayed to her what the Chinese lady said.

The staff member explained: "You know, some people actually steal photographs from the gallery. We have to protect our copyrights."

I replied, "I understand. However, the couple feel offended. You could have explained to them in a nicer way."

She then went over to the couple and apologized for her ill manners. Later, I talked to some Chinese passengers about the incident.

One reacted: "I'll intentionally take photographs of photographs in the gallery, just to vex them."

I thought to myself: Typical Chinese passive-aggressiveness! I was witness and intervener to numerous similar incidents of intercultural strain during the entire cruise. Neither Eastern nor Western I had found myself but a supracultural agent of understanding.

**David:** So you treated the Queen Victoria as a perfect place for conducting field research on intercultural communication, organizational behavior, customer relations, and so forth.

**YF:** Too busy enjoying myself, I did nothing by design. Still, a generalization forced its way into my scientific consciousness: There was an inverse relation between status and friendliness or pleasantness among the staff.

The high-status staff were typically European and fluent speakers of English. Some displayed condescending attitudes toward passengers who didn't speak English.

The low-status staff came from the Philippines, India, or other third-world countries. Some had substandard pro-

ficiency in English. One waiter asked, for instance, "Are you all right?"

**David:** When what he meant was, "Is the food all right?"

**YF:** I discovered to my amazement, however, that those who came from Mauritius were articulate in multiple languages, although they had completed only secondary education. This would put Hong Kong to shame.

I found out that the low-status staff were not as well paid as one would imagine. This meant that I had paid less for the cruise on their account. Almost without exception, they were helpful and friendly. To repay them in a small measure, I would hoard chocolates given only to passengers and redistribute them among the staff. They showed grateful delight, far beyond the chocolates' value.

**David:** Without loving actions in the concrete, talks of universal love in the abstract sound hollow.

**YF:** Part of the cruise involved land excursions in Egypt and Italy. I visited the world renowned Library of Alexandria, where I saw groups of Egyptian schoolchildren on tour with their teachers. Like schoolchildren elsewhere, they were fun-loving, noisy, and not as attentive as demanded. Their teachers, mostly men, watched over them like hawks over chickens. They had no hesitation in delivering a hefty blow to the head of a child whom they considered to be out of line.

I followed the children around for a while. Occasionally, I caught their attention by making funny faces to reflect how scary the teachers were. They were greatly amused.

**David:** You had to be cautious, for nothing would infuriate teachers, in Egypt or elsewhere, more than someone who succeeded in distracting students from the crutch of their authority.

**YF:** In Italy, I saw an entirely different pattern of teacher-student relationships. Groups of schoolchildren were led by their teachers around to tour galleries and museums. The children were jovial and showed no fear of their teachers. I saw students and teachers joking around together, enjoying each other's company.

**David:** All your life, you have had a special interest in the socialization of children in different cultures. Here was socialization observed in person. You have often said: The destiny of a nation is conditioned by the manner in which its children are socialized. Remember, even as a child, you thought that traditional Chinese upbringing "produces enslaved nations."

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**YF:** I saw busloads of tourists on their way to the Egyptian Museum in Cairo. Most of them seemed to show more interest in Egypt's antiquity than in its modern history, more fascination with dead mummies than with the living. Few showed understanding of, let alone empathy toward, life outside the museum.

I noticed, however, that the squalid conditions under which teeming masses of people lived did not seem to have taken the spirit out of them. Everywhere I went, people responded cheerfully to gestures of goodwill. I asked someone to write down on a piece of paper the equivalent of "Greetings, and thank you for your help" in Egyptian Arabic. All I had to do was to show it to people around when I got lost (sometimes in pretense) and they would come to my aid.

**David:** That piece of paper is a passport to pleasant and meaningful intercultural interactions. Serendipitous encounters tend to be the most interesting when you travel in another country.

**YF:** Inside the museum, I took a special interest in the death mask of King Tutankhamun, particularly the hieroglyphics inscribed on it.

A young Egyptian woman appeared unexpectedly and asked, "Would you like some help?" It turned out she was a university student majoring in history. She could read the hieroglyphics, which she translated into English for my benefit! She then took my hand and gave me a personal guided tour around the museum. Pointing to a statue of a cat, she explained that it was crying with tears because it wanted another "man." Perplexed, I endeavored to discover the mystery behind such feline desire. It then dawned on me that she meant "meal."

Her name was Amany. Her stature was as diminutive as her charm was immense. Her head was covered with a hijab, which did nothing to conceal her facial expressiveness. Her large, enchanting eyes, like a pair of black pearls, would move even the most unmovable Bodhisattva. She taught me to write my name in hieroglyphics, and I showed her how to write hers in Chinese.

When it was time to depart, I took out a banknote of twenty euros and gave it to her. She asked me to write my Chinese name on it, which I did.

"I will treasure this for the rest of my life," she said. At that moment, I felt what began as a casual contact had turned into a communion between two ancient civilizations, of which we were ambassadors.

**David:** A woman in a Muslim country taking initiative to approach a man in public? And taking his hand to go

around? This defies the stereotype of heterosexual relations in Muslim societies.

**YF:** I remember my visit years ago to Mindanao State University in the Autonomous Region in Muslim Mindanao of the Philippines. On the way there, my travel companion, a Christian, warned me repeatedly: "Don't ever touch any woman, not even accidentally. Otherwise, dire consequences will follow!"

However, Amany showed no unease and must have felt that her behavior was perfectly acceptable. As a matter of fact, nobody around paid much attention to our interaction. She provided a living demonstration of how misleading stereotypes can be.

**David:** The Muslim world is not monolithic. It is far more heterogeneous than is acknowledged by most outsiders.

**YF:** More fundamentally, my past encounters in diverse cultures give me little or no reason to be surprised: Everywhere, women governed by strict codes of conduct will, nonetheless, find ways to express their humanity.

**David:** Manuals in the form of do's and don'ts written for tourists often perform a disservice: They reinforce common ethnic or cultural stereotypes and put tourists too much on guard. Now you have published many scholarly papers on transcultural psychology. Are you guided by your extensive knowledge of how people from different cultures interact when you travel to foreign lands?

**YF:** Having traveled around the world three times, I can say that attitude matters much more than academic knowledge. People all over the world appreciate gestures of good will. Ultimately, I have only one basic principle: Be yourself, whether you are living in your own country or traveling abroad.

**David:** Are you saying, in effect, that there is no distinction to be made between traveling as a tourist for pleasure and traveling as a pilgrim for spiritual fulfillment? If so, you have taken a radical stance, in conformity with your identity as a world citizen.

But "be yourself" also means being occasionally mad. Did you scare anyone around the Mediterranean?

**YF:** Being myself, I was playful. Not surprisingly, my playfulness was amplified by a measure of madness. Significantly, none of the people I interacted with thought I was mad. So, it is possible to control or conceal my madness during episodes.



## A LETTER FROM THE PAST

From: Bruce.Bain@ (Bruce Bain)

Subject: 1998

Dear friends,

On New Year's Eve '97, at the midnight minute, Bruce and Agnes were on a dance floor, on a ship, in the Straits of Malacca, hugging and kissing, doing all those wonderfully silly things one does at the auspicious hour. Set civilization stamps out primitive ritual?

We were on sabbatical, Agnes for the first time, Bruce for the umpteenth time, and the start of a long shared dream of traveling together around the world. Joining us on the cruise from Singapore to Puket was Parisian friend Marlene Dolitsky, and her son Dexter—a child, who, at his best, is a great and endearing boy, and in other times, well, Golding must have had the other times in mind when he wrote *Lord of the Flies*. The best will win out, we're sure.

Puket was sad: so much natural beauty, so much human potential being wasted, so many young Thai girls and boys in the sex trade, catering mostly to drunken Germans, Japanese, and Australians. The Asian economic meltdown has hit Thailand so hard that this business is the only recourse for so many. When and by what means does this sickness end?

While on a cruise, we met three ladies from Singapore, and the mom of two of them, and became good friends. This is interesting, because some years ago, at Versailles, we met three other young ladies from Malta, and became enduring friends. What is it Jung said about synchronicity and serendipity? Jung seems intuitively right and empirically wrong about many things. Agnes appreciates his mystical insights. Bruce is less sure. But who can argue with Jung and Agnes?

January and February were spent mostly in Singapore, visiting profs at the National Institute of Education. It was a productive time. Bruce completed a number of manuscripts, and Agnes wrote some and met many informed people in the Singaporean school psychology fields. Singapore has good feng shui for Bruce and Agnes.

Side trips were made to Malacca, a handsome, sedate, and historic place; and to Bali, which has the most and unpleasant hawkers we ever encountered. Mahathir, the Malaysian President and self-appointed Messiah, was (and is still) railing against foreigners (which seemed to be anyone who disagrees with him), and Suharto, the Indonesian President and self-appointed Messiah (since replaced by

his deputy Messiah Habibi) was (and still is) railing against foreigners (which seemed to be ethnic Chinese, and anyone who disagrees with him/them). Singapore was/is a calm island sea. One holds otherwise, but suspects contrarily that the storm is not over.

A short family-and-friends visit to Hong Kong rounded out the Asian part of the sabbatical. One of the essays Bruce wrote is, *The renaissance of psychology in Hong Kong*, which is now published in the bulletin of the Hong Kong Psychological Society, 1997, 38/39, pp 149/162. On a slow night, over a sherry or two or three you may wish to read it.

Then, it was on to South Africa, Johannesburg, visiting professors at Rand Afrikaans University, for the month of March. Jacobus and Susann Kok greeted us and treated us like long-lost cousins — a feeling that was spontaneously mutual. RAU colleagues were equally effusive in their concern for our well-being. During the week, Bruce was busy writing and occasionally lecturing; and Agnes was busy writing and visiting schools around Johannesburg. The weekends were something else.

One weekend, the Koks took us to their farm near Witburg for a weekend of sightseeing, food, drink and chat with a cast of engaging friends. Another weekends they took us to Margate, a country cottage town on the Indian Ocean, south of Durban, where we walked on the beach, visited an alligator farm, and eats like Epicureans. The third weekend we went to Kruger National Park, one of the world's great sites: lions, elephants, zebras, baboons, all manner of birds, hippos, giraffes, one leopard; the only big game animal we did not see was the rhinoceros.

The fourth and final weekend was a trip to Cape Town by train, and back by plane. Cape Town is truly spectacular: Table Top Mountain, Cape of Good Hope, a dramatic harbor, Robben Island, long sweeping beaches, fascinating houses clinging to mountainsides, and food worthy of the gods. South Africa possesses some of the most dramatic scenery in the world. Every turn in the road or twist of the train seemed to bring with it another breathtaking scene. We used up eighteen rolls of film in South Africa alone!

The magic moment of our South African sojourn was an evening visit to Pretoria, with the Koks of course, to see/experience the opera *Rigoletto*, one of our favorites, followed by a visit to a planetarium, on a farm east of Pretoria, operated by a group of fellow amateur astrophysicists (stargazers to the uninitiated; Peeping Toms to the cruel). To our surprise, like the earthly Agnes, the celestial Agnes is a twin! Joan seems right on, again. Nine months later we still talk about it and likely will for the rest of our

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lives. It was evident that South Africa is having serious civil, political, and economic problems. It was also evident that, if people like the Koks and others with a similar moral compass are given a chance to help guide the future, South Africa will find a harmonious path to the promised land.

The promised land of Israel was our next stop. A Canadian proverb has it that Canadians have roots in two cities, Paris and their own; and in two nations, Israel and their own. It was like stepping into part of our collective past to actually see the Galilee, the Jordan River, the hills of Judea, Caesaria, the Dead Sea, Masada, and of course, Jerusalem. And Passover and Easter in the holy land as well!

The first week we stayed with old friends, Roberta and Noach Milgram, who live near Tel Aviv. They took us on a grand tour of Israel, from the church of the Beatitudes on the shores of the Galilee, to the source of the Jordan River which, surprisingly, is freezing cold, to Vad Mordecai.

The next two weeks were centered in Jerusalem, guests of Bruce's former student and loving friend, Sam Hazanovitz, and his new scriptwriter wife, Hadas.

No sooner had we settled in than the four of us were off to Istanbul to see the sights: the Topaki Palace, the Blue Mosque, the Golden Horn, Asian and Western Istanbul, the Grand Bazaar. Istanbul is a surprisingly easy place to get around. The airport is a nightmare. But the Turks on the street are helpful. We left wanting to see more, and promising ourselves that one day we will return.

Back in Jerusalem, we visited all the historical sites in the old city: the Western Wall, the Church of the Holy Sepulchre, the El Aksa Mosque and the Mosque of the Golden Dome, the Way of the Cross, and scores of churches and synagogues. Bruce "prayed" at the Western Wall. He solemnly uttered "quaequumque vera" and "Lotto 649." "Whatsoever be true" likely will be, but Bruce is yet to win the lotto.

In the old city we found that Judaism, Christianity, Islam have a strong common root: ripping off the tourist. We're not sure why this surprised us. We've seen "holy places" of all denominations and scores of sites around the world; yet, we were. We seemed uncontrollably to hold a higher standard for this holy place and for the others — Jerusalem does that one.

We also felt sorry for believers of a gentle spirit for whom the old city must be a disappointment. The good Jew, Christian, or Muslim must be appalled by all the crass larceny. But if one can hold one's nose about the vulgar commercialism surrounding the holy sites, and if one can

ignore the intolerant few of all three faiths, the Old City is a wondrous place. Our own philosophy of life is to carry Jerusalem around in our hearts. But the geo-political-physical Old City of Jerusalem captures the imagination directly.

Avi and Sara Habinski, friends from Edmonton, ex-patriot Israelis, on sabbatical in Israel, took us to Masada, the Dead Sea, and scores of fascinating places that only the seem to know. The pictures of us covered with Dead Sea mud is a sight worthy of Punch Banff and Jasper overwhelm with their eternal beauty. Harris puts one in touch with romance and, in a sardonic way, reason. But Israel is alive with some indefinable essence. And the falafel is great! Again Jung would understand.

Before going to Israel we knew of the protracted turmoil — who doesn't? But we worry because we know and love some of its potential victims.

From Israel we went to New York, one of our favorite places, for a couple of weeks of theater, sightseeing, shopping, visiting friends Selma Sapir and Kate Greene, and just winding down (or is it up) before getting back home, and back to work. Bruce, back to supervising graduate students, teaching large classes, researching and writing; and, Agnes, back to the schools and problem learners. Agnes has the more difficult job.

In July, Bruce went on his own to the International Council of Psychologists convention in Melbourne, where, after three sometimes-tumultuous years at the "high table" he stepped down as Past President. ICP is one of Bruce's passions, it's not up there with opera or food or hockey, but a passion nonetheless. Unlike most psychology associations, this one has real feeling and caring if sometimes erratic people in it. The feeling and caring make it worthwhile.

After Melbourne, back to Singapore to help out the National Institute of Education with their new applied psychology program. And then back home sweet home to be greeted by a nephew, Paul, and his new bride, Rebecca, and Paul's mom, Margaret, Agnes' sister, visiting from Adelaide. We took them to (where else) to Jasper and Banff — our holy places. We had a family reunion, with family arriving from Adelaide, Houston, Vancouver, to celebrate Agnes' mother's eightieth birthday, a moving event for a grand lady.

Politics in Canada was normal in nineteen ninety-eight. The federal government governed by not governing. The provincial governments governed by appealing to the federal government to government, according to each province is provincial agenda. The provincial election in



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Québec produced characteristic Canadian answers: the Parti Québécois (the separatist party) won 43% of the popular vote, and won 78 seats; the Liberal Party (the non-separatist party) won 47% of the popular vote and won 32 seats; the other small parties (Marxist-Leninists, Action Québec, The Rhinoceros, The Green Party, etc.) won 10% of the popular vote and 1 seat (for Action Québec.) And again the United Nations voted character as the most desirable country in the world in which to live. Are we missing something?

On the health front, Agnes is, as always, in good shape. Bruce, well, good health is not part of Bruce's karma.

His MS has reached a favorable remission point (score one for Bruce) such that, after seventeen years, he was taken off of steroids. But, as we found out, withdrawal from prolonged steroid use is something like withdrawal from alcoholism. It did odd things to Bruce's mind (such as it is) and body (such as it is). May to September was the worst: dizziness, disorientation, weight gain, heart palpitations, reflux, and wild and erratic mood swings. All this was to be expected Bruce was told by his neurologists. But between expectation and reality were many anxious moments. The withdrawal screaming-meemies seem to be over, we hope. Though now Bruce has tinnitus symptoms!

The nineteen ninety-eight New Year's Eve will be less spectacular than nineteen ninety-seven's. We are off to a warm family new year in damp and chilly Vancouver, where, at the midnight minute, we will drink a heartfelt toast — to each of you.

In ending the '98 year-end tour d'horizon, we would like to share a poem that captures our evolving sense of ourselves at this stage of our lives:

A Prince said, "A painted rice cake does not satisfy hunger."

A Buddha replied, "There are a few who have even seen this 'painting of a rice cake' and none of them has thoroughly understood it.

"The paints for painting rice cakes are the same as those used for painting mountains and waters. If you say the paintings are not real, then the material phenomena world is not real, the Dharma is not real.

"Unsurpassed enlightenment is a painting. The entire phenomenal universe and the empty sky are nothing but a painting.

"Since this is so, there is no remedy for satisfying hunger other than a painted rice cake. Without painted hunger you never become a true person."

May there be a painted rice cake in your New Year.  
Be well, Bruce and Agnes, and Suki

## Looking Forward

The following suggestions made by Past President Tara Pir during her By Laws review were presented to the ICP, Inc. Board of Directors at the 2015 Annual Board Meeting in Toronto, Canada on August 3, 2015. Member comments welcome. Email Dr. Florence Denmark at: [fdemark@pace.edu](mailto:fdemark@pace.edu) and copy Dr. Ann Marie O'Roark at: [annoroark@bellsouth.net](mailto:annoroark@bellsouth.net). Thank you.

### ARTICLE 1. CERTIFICATE OF INCORPORATION CONNECTICUT CERTIFICATE OF INCORPORATION

1.1 The name of the corporation is the International Council of Psychologists, Inc.

Proposed name change to "International Council of Psychologists & Allied Professionals." (TP)

1.2 The duration of said corporation is unlimited.

1.3 The International Council of Psychologists, Inc. is a nonprofit corporation, governed by the bylaws, organized exclusively for educational and scientific purposes. Its purpose is to advance psychology and the application of its scientific findings throughout the world.

1.4 The Board of Directors consists of the Officers and Directors-at-Large of the Board of Directors, elected in accordance with the Bylaws.

1.5 The officers are the President, President-Elect, Past President, Secretary, and Treasurer, all of whom are elected from Members of the International Council of Psychologists, Inc. in accordance with the Bylaws.

1.6 A meeting of the Board of Directors and a general membership meeting both will occur ~~at the International Council of Psychologists, Inc. Convention site~~ annually (TP). The Board of Directors may hold additional meetings as needed either in a single location or via electronic means.

1.7 No part of the Council's income is distributed to its members, directors, or officers, and the Council shall not have to issue shares of stock or pay dividends.

1.8 Upon the dissolution or other termination of the Council, the Board of Directors will select another organization dedicated to educational or scientific purposes in the field of psychology, to which to

transfer such assets as remain after the payment of  
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all liabilities.

## ARTICLE 2. MEMBERSHIP

2.1 ~~Types of Membership~~. There are two ~~classes~~ ~~categories~~ of membership: ~~Individual and Organizational~~. ~~Individual Members include Allied Members and Student Affiliates.~~ (TP)

2.2 Members are ~~health~~, mental health professionals, ~~and~~ social scientists, ~~and others from diverse helping professions (e.g., attorneys, physicians, chiropractors) from both traditional and nontraditional practices~~ (TP) who (a) hold or are eligible to hold membership in their discipline related national professional association, and (b) have been actively engaged for a period of not less than two years, prior to application for membership, in professional work or study that advances the science and practice of psychology and supports the use of psychological, ~~health, and other helping professional~~ (TP) knowledge to promote social health and justice globally.

~~This is consistent with the ICP Mission.~~

2.3 Student Affiliates are graduate students enrolled in an academic program leading to an advanced degree in psychology or in an allied ~~mental health helping~~ profession or social science.

2.3.5 Organizational Members are academic and other service organizations that share the mission of ICP. Member organizations and ICP make a commitment to mutually promote the mission of the respective organizations in their networking contexts, inclusive of web-sites, conventions, conferences, etc. Each organization would identify a Liaison to represent the organizational member at ICP and provide status reports on an annual basis of their activities. (TP)

2.4 Privileges and Benefits of Members.

Full Members in good standing, ~~inclusive of allied members~~, (TP) are entitled to:

2.4.1 Vote in all member elections and on all propositions submitted to the membership

2.4.2 Receive regularly issued publications free of charge; receive discounts on other publications or on registration fees as may be established by the Board

2.4.3 Hold elective or appointive office, and receive other privileges granted by the Board or

specified in the Bylaws.

2.4.4 Student Affiliates receive all the privileges of Members, except the rights to ~~vote and~~ hold elective office.

2.5 Applications for Membership. ~~Each~~ must be submitted with first year dues and are reviewed by the Membership Committee for recommendation to the Board of Directors for membership status approval.

2.6 ~~Resignation, Termination and Reinstatement of Membership~~. Termination of membership occurs under the following conditions: (1) for non-payment of dues; (2) for unethical practice or unprofessional behavior, or conduct reflecting unfavorably upon the association or scientific psychology.

2.7 Reinstatement of a former member whose resignation had previously been accepted, or who has been terminated, is considered by the membership Committee. Upon receipt of the reinstatement request, submission of a new application for membership and the payment of dues, the Membership Committee shall act upon the request.

2.8 Members may not act as a representative or agent of the International Council of Psychologists, Inc. without specific, written authorization by the President or as specified in these Bylaws.

## ARTICLE 3. EXECUTIVE COMMITTEE & BOARD OF DIRECTORS

3.1 The Board of Directors consists of five Officers comprising the Executive Committee and ~~6~~ ~~six~~ (TP) Directors-at-Large. The President, President-Elect, Past-President, Secretary and Treasurer comprise the Executive Committee of the association.

3.2 The President is the executive-in-charge of management and leadership of the association and has just completed an elected term as President-Elect. Following the Presidential ~~year term~~, this officer serves as Past President in the next term. (The term is presently two years. There is a motion before the Board to change this to a one-year term.) (TP)

3.3 The Secretary and Treasurer are elected for terms of three years. The Secretary and Treasurer are elected in different years so their terms are overlapping but not identical years. ~~The Secretary and Treasurer can serve consecutive terms.~~

3.4 Board members are elected annually from a slate of candidates who have agreed to be nomi-

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3.5 **Two** Directors-at-Large of the Board are elected each year to serve three-year terms.

3.6 Board members are installed during the outgoing Board meeting that follows their election. They serve until successors are duly elected and installed, or are replaced by appointment by the President after being absent for two consecutive board meetings.

### 3.7 Board Meetings

3.7.1 It is mandatory that elected Officers of the Board of ICP attend two annual Board Meetings, either in person or electronically. The Outgoing Board session is scheduled for a day and a half prior to the opening of the convention. Board Members are required to correspond, communicate, and respond to email on an ongoing basis.

3.7.2 Both the Outgoing Board session and the Incoming Board session may or may not be scheduled to occur in conjunction with our annual Convention (TP), as determined by the Board of Directors. The Incoming Board session is scheduled following the outgoing Board and Membership Meeting, but within the convention period. The Incoming Board session is scheduled following the outgoing Board and the Membership Meeting, but within the convention period. When business before the Incoming Board is completed, the Board adjourns sine die.

3.8 **Additional Special** meetings of the Board may be called at any time at the discretion of the President with the concurrence of at least **four two** (TP) members of the Board Directors. Formal notice of a Special Meeting **must** states its purpose and only business related to that purpose should be transacted at that Special Meeting.

3.9 Open Board Meetings. Members of ICP are encouraged to attend Board Meetings as observers. Observers do not speak except upon specific invitation of the President. Meetings are to be held in rooms of a size to accommodate observers.

3.10 Quorum. Decisions at meetings of the Board are made by majority vote of the Directors present and voting. No policy or action can be approved that could endanger ICP's status as a : Non-profit 501(c)3 educational organization recognized by the Internal Revenue Service of the United States of America.

3.11 The Executive Committee of the Board consists of the five elected officers. They are responsible for conducting the business of the association between regular Board meetings.

3.12 Each officer prepares an Annual Report to the Board in advance of the Annual Board Meeting in time for inclusion in the Annual Board Agenda Book.

3.13 The Board of Directors amends Board Rules as needed, submits changes in bylaws, incorporation, or policies for membership vote, assures conduct of Board and Membership meetings in accord with Robert's Rules of Order, and ensures that AP&P procedures and rules are followed by officers, committees, agents, delegates, and staff except that, where there is a conflict between either Robert's Rules of Order or AP&P procedures and ICP's Bylaws, the latter will control. (TP)

3.14 The Board reviews, amends, and approves the annual operating budget presented by the Treasurer for the coming calendar year.

3.15 The Board receives and approves Convention proposals [sites, dates, hotel, budget projections,]

3.16 The Board reviews proposals for regional meetings, inter-convention workshops, other area chair meetings, and authorizes the President to appoint ad hoc ad hoc committees as deemed necessary. The Board may establish or eliminate ad hoc committees as necessary. (TP)

3.17 The President is Chief Executive Officer and Chairman of the Board for the International Council of Psychologists, Inc.

3.18 The President Elect [PE] assumes duties of President in the event of the latter's absence, resignation, or inability to perform the duties of office.

3.19 The Past President [PP] manages the Nomination and Election (N&E) process.

3.20 The Secretary is responsible for the preparation of all minutes of Board meetings, Executive Committee meetings/issues dialogues/votes, and Annual Membership Business Meetings. As required by federal and state incorporation regulations, the Secretary signs or cosigns official correspondence, resolutions and documents with the President or other designated agents of the association.

3.21 The Treasurer has primary fiduciary responsibility for ICP financial operations, presents accounting reports and operating budgets to the Board, reviews conference Convention (TP)

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budgets and manages reserve funds.

3.22 The Board of Directors functions in conformity with the Certificate of Incorporation, the Bylaws, Board Rules, and ~~Council~~ ICP(TP) Policies.

3.23 The responsibilities of Board as a whole include: monitoring and oversight of the work of ~~ICP-the Council(TP)~~; determining general policies, making and amending rules for the conduct of governance meetings, procedures established for ICP Council(TP) programs and activities, and procedures established to guide officers, committees, agents, delegates, and staff; and for submission of an annual report to the President and Board.

3.24 The Board reviews and approves the association's annual operating budget, investments, and annual accounting reports, IRS reports, and convention hosting proposals and budgets.

3.25 Each Board member keeps a current record of procedures and a compilation of the papers of the office, which are transferred to the successor in the role.

~~3.26 The Board may establish or eliminate ad hoc committees as necessary. (moved to 3.16.) (TP)~~

#### ARTICLE 4. CENTRAL OFFICE OR SECRETARIAT

4.1 The Board may establish a central office or Secretariat to support the mission of the association by supporting elected Board members and appointed leaders in the conduct of their duties.

4.2 A central office may serve as the clearing house for communications and information exchange.

4.3 The manager of the central office is responsible directly to the ~~President~~ Executive Committee. (TP).

#### ARTICLE 5. STANDING COMMITTEES AND WORKGROUPS

5.1 The Standing Committees of ICP are: Archives; Area Chairs; Continuing Education; Finance Committee; ~~Conference Convention (TP)~~ Long Range Planning Committee; Nominations & Elections, and United Nations Committee. Standing committee chairs are appointed by the President to three year renewable terms and presented for Board approval at the Incoming Board meeting.

~~8.2 10.5.2 (TP)~~ Working Groups and Task Forces include Professional Concerns; Liaisons; Bylaws; and Policies and Procedures Updating.

#### ARTICLE 6. CONVENTIONS AND MEETINGS

6.1 A convention is held annually, unless ~~prevented by natural disaster, war, or decision of decided by the Board. ICP Conventions may not be limited to an annual convention. Through collaboration and sponsorship with organizational members from many parts of the world, ICP may conduct as many regional Conventions (TP) throughout the year in order to create opportunities for our world members to attend one or as many as they choose. (TP)~~

6.2 The annual convention may include some or all of the following: Board Meetings; a Membership Business Meeting; a Scientific Program, professional development and Continuing Education.

6.3 The annual convention schedule is developed under the leadership of a Convention Arrangements and Program Chair, appointed by the President-Elect, who chairs the Annual ~~Conference~~ Convention (TP) Working Group with the support of the Local Arrangements Chair and ~~Conference~~ Convention (TP) Long-Range Planning Committee.

6.4 Annual Convention, Regional and Ancillary or Embedded program proposals are presented to the President, Long Range ~~Conference~~ Convention (TP) Planning Chair, and Treasurer for review and authorizations.

#### ARTICLE 7. FISCAL YEAR, DUES, AND DONATIONS

7.1 The ICP fiscal year is the calendar year.

7.2 Annual dues are determined and approved by the Board and solicited on a calendar year basis.

7.3 Donations or contributions are accepted, recognized and acknowledged with the non-profit laws and rules.

#### ARTICLE 8. COMMUNICATIONS AND PUBLICATIONS

8.1 The International Psychologist (IP) is the official newsletter for ~~the Council~~ ICP. (TP)

8.2 The IP newsletter is disseminated ~~quarterly three times a year~~ with supplements as authorized by the President.

8.3 The ICP Journal [WORLD PSYCHOLOGY], Membership Directory & Leaders Guide are prepared, published and disseminated as authorized by the Board

8.4 ICP's Annual Convention Proceedings are published as feasible.



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8.5 ICPweb.org is the official internet website for ~~the Council ICP~~.

8.6 ICP will develop a LISTSERV and email addresses associated with ICP's website. (See my motion.) (TP)

## ARTICLE 9. AMENDMENTS

9.1 The ~~Council ICP (TP)~~ Board of Directors may submit for membership vote amendments to the Bylaws that are consistent with ~~ICP's the Council's~~ Certificate of Incorporation, ~~which are and (TP)~~ deemed necessary for the efficient management of the affairs of ~~the Council ICP~~.

9.2 Adoption of amendments is determined by a majority vote ~~of those members voting~~.

9.3 Amendments to the Bylaws may be proposed by any member of the ~~Council~~ Board of Directors.

9.4 Votes of the membership are conducted under confidentiality conditions and may be executed through either print or electronic means.

9.5 Proposed changes to Certificate of Incorporation or Federal Tax Exemption status are reviewed and approved by the certifying agencies prior to submission for membership voting.

\* \* \* \* \*

### Notes on changes:

1. Recommended deletions are identified by strike-out (Example).
2. Recommended additions are identified by red type (Example).
3. Paragraph 2.1. there is repetition
4. Paragraph 2.2. is self explanatory
5. Paragraph 2.4 the word Full is redundant
6. Paragraph 2.5 Correction of plurality. By deleting 'each' and combining the two statements it reads easier.
7. Paragraph 2.6 This is redundant as it goes on to explain each category independently.
8. Paragraph 3.1 **Nine** has been changed to **six** as it is believed that for the current size of ICP six is sufficient. Additionally it has the advantage of making decisions easier and in less time along with alleviating the need to find so many willing to serve as board members. With the current size of ICP having one board member for every ten or so people is viewed as unwieldy and unnecessary.
9. Paragraph 3.2 Since the President Elect is by definition the next president, stating that the term follows the term of President Elect is viewed as redundant.
10. Paragraph 3.3 While it is nice to have the Secretary and Treasurer re-elected, past history would suggest that consecutive terms is not only advisable but

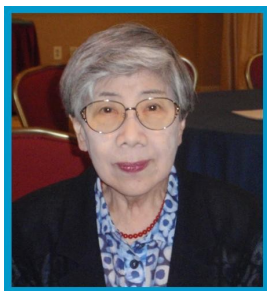
practical.

11. Paragraph 3.5 by electing two each year instead of four there will be a natural attrition from the current level to the recommended level over the next years with everyone currently in position able to finish their term of office.
12. Paragraph 3.8 Additional changed to 'Special' to conform to the rest of the paragraph.
13. Paragraph 3.8 the addition of must requires inclusion of purpose and the deletion of the 's' is to match plurality.
14. Paragraph 5.2 Numbers were changed to maintain continuity as it appears those paragraphs were copied over from another source. The insertion of 'include' is stylistic in that it helps the paragraph read easier.
15. Paragraph 6.1 Since the Board will ultimately make the decision, and since a Board Meeting does not really qualify for a conference, "prevented by natural disaster, war, or decision of" is replaced with "decided by".
16. Paragraph 8.2 It is recommended that the IP come out three times a year as it is already in the by-laws that supplements can be made. Also, there is historically difficulty in getting articles or meeting deadlines for the IP.
17. Paragraph 9.2 The addition of, "of those members voting" precludes the argument that a decision was made by few if only a few choose to vote.
18. Paragraph 9.3 The term "Council" is redundant.
19. Paragraph 9.4 The 'ity' deleted, as confidential is an adverb describing the conditions
20. The AP&P are generally contained within the current by-laws. Since the by-laws state that all decisions are made by the Board or the President, the manner in which those decisions are made will generally be determined at that time by the President or Board respectively. When ICP was larger and more people were involved in the decision process, there was a need for the AP&P. A perusal of the AP&P would suggest that most of the contents are either repeating the by-laws or are common sense. Additionally, each major sub-committee answers to the Board so decisions made within those committees are overseen by the Board and any discrepancy or alteration in form can be discussed and determined or corrected at that time. Finally, those currently active in ICP have demonstrated a strong commitment to the organization and it is unlikely that they would attempt to function in a way inconsistent with the goals or interests of ICP. Therefore it is recommended that the AP&P be retired and the organization function on a less structured basis.

# #



## UPDATES REGARDING THE 2016 74th ICP, INC. ANNUAL CONFERENCE and BOARD MEETING



**MACHIKO FUKUHARA,**  
PhD, JAPAN  
Local Area Chair, Scientific Chair,  
President-Elect

Since I wrote the P-E Column for IP55.4, one month has already passed. At the beginning of this New Year, I pray for peace in the world and for all peoples' well-being.

The 74<sup>th</sup> annual conference, ICP, Inc., Yokohama, is coming closer. With the LAC, I am working very hard on the preparation so that it will be an exciting and informative event for all of the participants. A draft of the entire program for the Conference has just been completed.

We are receiving Proposals for Presentations for symposia and papers. Together with those of the invited speakers, we have many responses from people who wish to contribute to the sessions. The diversity of their academic interests tells us that our Association's philosophy of multicultural and interdisciplinary approach to human beings is resulting in a wide interest among our participants.

I wish to thank those who have applied and I am encouraged by your interest in our Association. We still encourage your participation in the Workshop (during the afternoon of the 22<sup>nd</sup>), and the Conversation Hour (on the afternoon of the 25<sup>th</sup>). These sessions are planned especially for early career scholars and practitioners, including those from both underdeveloped and developed countries. We would like to encourage an exchange of scholarly discussions and friendship on an international level. This is one of the features of this Conference. We welcome you!

Blessings to you for your well-being,  
Machiko Fukuhara, Ph.D.  
P-E and Chair, Local Arrangement Committee

(For more information, please contact the Tokyo Office, ICP, Inc. at [icpinc.tky-office16@nifty.com](mailto:icpinc.tky-office16@nifty.com)). Also, we encourage you to apply for Poster and Inabsentia Poster presentations, (For these, please contact one of the following [annoroark@bellsouth.net](mailto:annoroark@bellsouth.net) or [annalaura.comunian@uipd.it](mailto:annalaura.comunian@uipd.it)).

## HOW TO REGISTER FOR THE JAPAN CONFERENCE(S) & HOTEL

Those attending **both** ICP2016 and ICP, Inc. are allowed to pay ONE registration fee to cover both. [Registration rates will vary with registration period. Also, check exchange rates at time of payment for accurate conversion values.]

To register, open the [ICP2016](http://www.icp2016.jp/) home page [The ICP2016 website address is: <http://www.icp2016.jp/>] and complete your Registration. THEN, *email your ICP, Inc. registration form* to Ms. Nancy Quatrano, for participation in our conference. [Nancy@OnTargetWords.com](mailto:Nancy@OnTargetWords.com). The form is on our website. Click on DOWNLOAD REGISTRATION FORM under the Membership tab.

You can enjoy the entire program and social events (July 24-29) planned by the Congress (ICP2016). In addition, ICP, Inc. will have 2 rooms (for July 23-24) independent from ICP2016.

**Those attending only the ICP, Inc. Conference** (July 22-25) can participate in the cultural tours ICP2016 has planned by contacting Japan Tourist Bureau (JTB) at their venue desk and by paying the necessary fees.

Both ICP2016 and ICP, Inc. participants can book accommodations by contacting hotels contracted by JTB for reduced prices. They are listed at **the ICP2016 home page**. (You can open the ICP2016 Homepage and choose a hotel of your choice listed there.) <http://www.icp2016.jp/accommodation.html> You must make your own hotel arrangements.

Please do that as quickly as possible. The deadline is June 1, but rooms may sell out before that date.

We hope to see you there for this very exciting time!

Machiko Fukuhara, Ph.D.  
P-E and Chair, Local Arrangement Committee

### ~CORRECTION~

In the International Understanding 55.2, the order of presenters was incorrect for one of the abstracts presented. Here is the correct information for that article:

2015: *Relationship Among Sense of Coherence, Gratitude and Well-Being*, Tomoko Fujitani, Ami Kojima, Dr. Yoshiko Kato

73rd Annual ICP, Inc. Conference, Toronto, Canada, Aug 1-3, 2015

## NEW: PLEASE NOTE SPECIAL ARRANGEMENTS

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

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

#### *Conference date*

The 74<sup>th</sup> 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! The International Congress of Psychology (ICP2016) will be held at the same place during and after our meeting, so 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.

#### *Conference registration special*

**SPECIAL ARRANGEMENTS HAVE BEEN MADE FOR ATTENDANCE AT BOTH OF THESE CONFERENCES!** If you will be attending both events, you will only pay **ONE FEE** for the two conferences. That must be done at the [ICP2016](#) (Congress) website where you will indicate that you are attending both ICP2016 and ICP, Inc. Then notify Nancy Quatrano by email that you will be attending the 74<sup>th</sup> ICP, Inc. conference and send her your registration form, but do NOT pay any additional fee. **ALL HOTEL ARRANGEMENTS MUST BE MADE BY THE ATTENDEE.**

IF you are attending **ONLY** the 74<sup>th</sup> ICP, Inc. conference, you will complete your registration form and then you'll need to pay the appropriate fee at the ICP, Inc. website via the button provided there. That link is: [ICPWEB.ORG](#)



| Country category   | A    | B & C |
|--|------|-------|
| Membership category  | US\$ | US\$  |
| Full member  | 300  | 200   |
| Allied professionals – non member                                  | 350  | 350   |
| Student  |      |       |
| Member   | 100  | 100   |
| Non-member   | 130  | 130   |
| Accompanying person  | 150  | 150   |
| After June 1, 2016<br>(including On-site registration) Add \$50.00 |      |       |

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

#### DEADLINES TO REMEMBER:

JANUARY 15, 2016 – SCIENTIFIC PROPOSALS ARE DUE

JUNE 1, 2016 – REGULAR REGISTRATION FEES ARE DUE

FOR MORE INFORMATION, EMAIL: [ICPINC.TKY-OFFICE16@NIFTY.COM](mailto:ICPINC.TKY-OFFICE16@NIFTY.COM)



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Please visit the website for ICP, Inc. information and conference updates at [ICPWEB.ORG](http://ICPWEB.ORG)

Email address: [ICPINCUN@Gmail.com](mailto:ICPINCUN@Gmail.com)



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### ICP REMINDERS . . .

**2016 dues are LATE after January 30, 2016! The fee for paying late is \$15 extra. Why not pay them now?**

Easy to do at the website—just go to [www.icpweb.org](http://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.

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ICP, Inc NEEDS YOU for the ICP board in 2016! Contact Past-President Tara Pir via email if you are interested. Email: [TaraPirImces@msn.com](mailto:TaraPirImces@msn.com)

### CALL FOR MANUSCRIPTS

Please submit manuscripts using APA style, MS Word, 11 pt. Times New Roman to the Editor at [annoroark@bellsouth.net](mailto:annoroark@bellsouth.net). The *IU* is published two to four times yearly, according to the number of manuscripts received. *IU* submissions are screened for style and professional content. Submissions may be returned for revisions as needed. We invite your participation.

*Ann O'Roark, Editor*

