

International Understanding



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PERSPECTIVES

HUMAN RIGHTS:

Flaws, Failures & Aspirations

LEADERSHIP FOR CHANGE:

“A Work in-Progress”

Ann Marie O’Roark, PhD, Editor



International Understanding (IU) was first published in 1962-62 as a supplement to ICP’s quarterly newsletters that were begun in 1951.

The IU contained substantive articles: concept papers, scientific presentations and research studies by members. IU was re-introduced in 2009 as Part B of the International Psychologist.

International Understanding, IP58.3 Part B, is presented in three sections. Two sections include 11 papers, briefs and articles; the third presents association activity.

Human Rights Aspirations and Some Realities

Dr. Roswith Roth’s articulate and scholarly review of the definitive nature of women’s human rights includes evidence-based references to historical abuses and atrocities, perpetrated by individual, social and government entities, often, in the name of justice. Scientific objectivity and global comprehension make this remarkable document worthy of publication in a major journal and destined to be an inspiration for a new generation of psychologist-researchers.

Julian McBride pulls no punches when reviewing Behavioral Sciences at the United Nations. He notes that flaws in the system are hampering progress toward the much touted 17 Sustainability Developmental Goals and reports that suicides have increased 100% in Armenia. The positive aspect of the conference held at St. Francis University in NYC was the celebration of the outstanding long term contributions to the UN by ICP, INC members **Uwe Gielen** and **Ani Kalayjian**. Next is a brief statement by APA President Jessica Daniels

estimating that 2/3rds of sexual assault go unreported, ablate more clearly remembered than most other eyewitness events.

Mykhailo Sorochyshyn, writing for the European Network on Statelessness, presents his strong argument that “Everyone has the right to a nationality.” His research focused on the Roma population in the Ukraine, one of the first post-Soviet countries to adopt its own legislation on citizenship. Marginalization and persecution of ethnic minorities in neighboring Albania, Bosnia-Herzegovina, Kosovo and Serbia.

The two articles in this section offer summaries of two diverse areas of innovations in applied psychology, clinical and forensic. Dr. Debbie Joffe Ellis describes her experience, presentation and demonstration of Rational Emotive Behavioral Therapy, a 20th century innovation, at the tenth conference of the Japanese Microcounseling Association. The final article is by Lucy Luneva & Emily Marczak of Fordham University about innovative research areas in Forensic Psychology panel which informed graduate students. Specialists discussed a broad range of topics from false confessions to families of crime victims.

ASSOCIATION ANNOUNCEMENTS AND INFORMATION

This section provides information about the 75TH Anniversary Book, 2018 ICP, INC CONFERENCE, announcements and contact information.

**Human Rights are NonDiscriminatory:
Aspirations and Realities**



Women's Human Rights

Roswith Roth
University of Graz, Austria

“Violence against women is perhaps the most shameful human rights violation. And it is perhaps the most pervasive. It knows no boundaries of geography, culture or wealth. As long as it continues, we cannot claim to be making real progress towards equality, development and peace.”

Kofi Annan
Secretary-General of the United Nations
‘A World Free of Violence Against Women’, United Nations
Inter-Agency Global Videoconference, 8 March 1999

Women's rights are human rights. This notion is at once fundamental and revolutionary. In theory, women have never been overtly excluded from the concept of human rights. In 1945, the UN Charter afforded to women and men equal economic, social, cultural, political and civil rights. Nevertheless, because women traditionally have been relegated to the private sphere and to subordinate status in society, they have generally been excluded from recognized definitions and interpretations of human rights. As such, women and girls' experiences with human rights abuse have been virtually ignored (UNIFEM, 1999).

Women's rights are the rights and entitlements claimed for women and girls of many societies worldwide, and formed the basis to the women's rights movement in the nineteenth century and feminist movement during the 20th century. In some countries, these rights are institutionalized or supported by law, local custom, and behavior, whereas in others they may be ignored or suppressed. They differ from broader notions of human rights through claims of an inherent historical and traditional bias against the exercise of rights by women and girls, in favour of men and boys (Hosken, 1981).

Issues commonly associated with notions of women's rights include, though are not limited to, the right: to bodily integrity and autonomy; to be free from sexual violence; to have equal rights in family law; to have reproductive rights; to education; to vote; to hold public office; to enter into legal contracts; to own property; to work; to fair wages or equal pay; (Lockwood, 2006).

Violation of Women's Human Rights

Human rights violations against women are often complicated by further discrimination on the grounds of race, ethnicity, sexual identity, caste, religion, class or age. The type and prevalence of violence and discrimination that women experience are often determined by how their gender interacts with these other factors (UNIFEM, 1999).

Bodily integrity and Autonomy

Bodily integrity is the inviolability of the physical body and emphasizes the importance of personal autonomy and the self-determination of human beings over their own bodies. It considers the violation of bodily integrity as an unethical infringement, intrusive, and possibly criminal. Two key international documents protect these rights: the Universal Declaration of Human Rights and the International Covenant on Civil and Political Rights.

The Universal Declaration of Human Rights (UDHR) is a declaration adopted by the United Nations General Assembly on 10 December 1948 at the Palais de Chaillot, Paris. The Declaration arose directly from the experience of the Second World War and represents the first global expression of what many people believe to be the rights to which all human beings are inherently entitled. The full text is published by the United Nations on its website (<http://www.un.org/en/universal-declaration-human-rights/index.html>).

The International Covenant on Civil and Political

Rights (ICCPR) is a multilateral treaty adopted by the United Nations General Assembly on 16 December 1966, and in force from 23 March 1976. It commits its parties to respect the civil and political rights of individuals, including the right to life, freedom of religion, freedom of speech, freedom of assembly, electoral rights and rights to due process and a fair trial. As of April 2014, the Covenant has 74 signatories and 168 parties (https://treaties.un.org/Pages/ViewDetails.aspx?src=TREATY&mtdsg_no=IV-4&chapter=4&lang=en).

The Human Rights and Constitutional Rights project, funded by Columbia Law School, has defined four main areas of potential bodily integrity abuse by governments. These are: (1) Right to Life, (2) Slavery and Forced Labor, (3) Security of One's Person, (4) Torture and Inhumane, Cruel or Degrading Treatment or Punishment.

Though bodily integrity is (according to the capabilities approach) afforded to every human being, women are more often affected in violations of gender-based violence. These include sexual assault, unwanted pregnancy, domestic abuse, and limited access to contraception. These principles were addressed in the CCL Working Conference on Women's Rights as Human Rights (Niham, 2011). The conference defined bodily integrity as a right deserved by all women: "bodily integrity unifies women and that no woman can say that it does not apply to them."

Female genital mutilation (FGM), also known as female genital cutting and female circumcision, is the ritual removal of some or all of the external female genitalia.

UNICEF (http://www.unicef.org/media/media_90033.html) estimated in 2016 that 200 million women had undergone the procedures in 27 countries in Africa, as well as in Indonesia, Iraqi Kurdistan and Yemen, with a rate of 80–98 percent within the 15–49 age group in Djibouti, Egypt, Eritrea, Guinea, Mali, Sierra Leone, Somalia and Sudan. The practice is also found elsewhere in Asia, the Middle East, and among communities from these areas around the world (UNICEF, 2005, Roth, 2013). "The large majority of girls and women are cut by a traditional practitioner, a category which includes local specialists (cutters or *exciseuses*), traditional birth attendants and, generally, older members of the community, usually women. This is true for over 80 percent of the girls who undergo the practice in Benin, Burkina Faso, Côte d'Ivoire, Eritrea, Ethiopia, Guinea, Mali, Niger, Tanzania and Yemen. In most countries, medical personnel, including doctors, nurses and certified midwives, are not widely involved in the practice (Roth, 2013).

A 2003 study in Ghana found that in 1995 four percent said they had not undergone FGM, but in 2000 said they had, while 11 percent switched in the other direction Jackson et al., 2003). In Tanzania in 2005, 66 percent reported FGM, but a medical exam found that 73 percent had undergone it (Kloumann et al., 2005). In Sudan in 2006, a significant percentage of infibulated women and girls reported a less severe type (Elmusharaf et al., 2006).

Sexual violence

Sexual violence is any sexual act or attempt to obtain a

sexual act by violence or coercion, unwanted sexual comments or advances, acts to traffic a person or acts directed against a person's sexuality, regardless of the relationship to the victim (WHO, 2002). It occurs in times of peace and armed conflict situations, is widespread and is considered to be one of the most traumatic, pervasive, and most common human rights violations (Holmes et al., 1996; Human Security Report, 2012).

Sexual violence is a serious public health problem and has a profound short or long-term impact on physical and mental health, such as an increased risk of sexual and reproductive health problems (Holmes et al. 1996) an increased risk of suicide or HIV infection. Murder occurring either during a sexual assault or as a result of an honor killing in response to a sexual assault is also a factor of sexual violence.

Though women and girls suffer disproportionately from these aspects (WHO, 2002), sexual violence can occur to anybody at any age; it is an act of violence that can be perpetrated by parents, caregivers, acquaintances and strangers, as well as intimate partners. It is rarely a crime of passion, and is rather an aggressive act that frequently aims to express power and dominance over the victim (Sigal & Denmark, 2013).

Reproductive Rights

Reproductive rights are legal rights and freedoms relating to reproduction and reproductive health (Cook et al 1996) The World Health Organization defines reproductive rights as follows: Reproductive rights rest on the recognition of the basic right of all couples and individuals to decide freely and responsibly the number, spacing and timing of their children and to have the information and means to do so, and the right to attain the highest standard of sexual and reproductive health. They also include the right of all to make decisions concerning reproduction free of discrimination, coercion and violence (<http://who.int/reproductivehealth/en/>).

Women's reproductive rights may include some or all of the following: the right to legal and safe abortion; the right to birth control; freedom from coerced sterilization and contraception; the right to access good-quality reproductive healthcare; and the right to education and access in order to make free and informed reproductive choices (Amnesty International USA, 2007).

Reproductive rights may also include the right to receive education about sexually transmitted infections and other aspects of sexuality, and protection from practices such as female genital mutilation (FGM). (Cook et al., 1996, Freedman et al., 1993, Zavales, 1996, Sigal & Denmark, 2013, Roth, 2013).

Legal Contracts

A contract is a voluntary arrangement between two or more parties that is enforceable at law as a binding legal agreement. Contract is a branch of the law of obligations in jurisdictions of the civil law tradition.

Traditional English common law, later adopted by the American colonies discriminated against married women. The doctrine was called “coverture” or the “unity principle,” and it is best described by the great English jurist William Blackstone:

“By marriage, the husband and wife are one person in law: that is, the very being or legal existence of the woman is suspended during the marriage, or at least is incorporated and consolidated into that of the husband; under whose wing, protection, and cover, she performs everything; and is therefore called in our law-french a feme-covert . . . under the protection and influence of her husband, her baron, or lord; and her condition during her marriage is called her coverture . . .” (William Blackstone, 1765, Commentaries *442).

In the past thirty years, feminism has had an undeniable impact upon law. The number of women law students, lawyers, and judges has increased dramatically. New causes of action have been recognized, and old remedies revised, as a consequence of feminists' work. Feminist jurisprudence has influenced legal doctrine; for example, articles and books have been written on the impact of feminist theory on law school subjects, such as torts and criminal law.

Ten years ago it has been suggested that “the male bias of our society has not had important consequences for contract law.” The gendered nature of contract law's domain can be discovered by examining how women and women's concerns historically were excluded from that domain (Zaher, 2002). In the last half of the nineteenth century, the Industrial Revolution changed American society as men left to go to work away from their homes and their shops and farms. At the same time, Victorian ideals of womanhood were shaping social conventions and manners. These societal changes, as always, were reflected in the law, and although the changes altered the stated rationale for coverture, coverture itself remained firmly entrenched under new rationales (Wright, 1983).

Women were no longer regarded as the property of their baron/lord/husband. They were viewed as unique individuals but individuals who operated in a “separate sphere.” (Rifkin, 1980). Men were responsible for all public activities and relationships outside the family, and women were responsible for the household and the children and the private world of the home. Since their private sphere was thought to be inferior to the public sphere, they still functioned legally under the cover and protection of their husbands.

Equal rights and responsibilities in marriage

The Committee on the Elimination of Discrimination against Women (CEDAW) is the body of independent experts that monitors implementation of the Convention on the Elimination of All Forms of Discrimination against Women. CEDAW Committee consists of 23 experts on women's rights from around the world. Legislation should guarantee equal rights and responsibilities to women and men in marriage (see CEDAW: <http://www.ohchr.org/en/hrbodies/cedaw/pages/cedawindex.aspx>).

Typical provisions may include: Parties to a marriage

are entitled to equal rights at the time of the marriage, during the marriage and at the dissolution of the marriage. Just to mention some aspects: the same rights and responsibilities of women and men to matters relating to their children, including guardianship, wardship, trusteeship and adoption CEDAW, Art. 16(1)(d),(f). Marital property systems: Legislation should provide for a modified or partial community of property system in marriage to best protect women and widows. A list of countries using the partial community property regime is available at the following URL: <http://wbi.worldbank.org/data/exploretopics/using-property#Marital%20property%20regime>. Equal Rights in Inheritance: Legislation should prohibit discrimination against women and girls in inheritance and explicitly allow females to inherit property and land on an equal basis with males, and should include equal right to inherit all types of property. Protecting Widows and Girls' Rights in Testate Succession Legislation should guarantee to both women and men, irrespective of marital status, the capacity to make a will. Legislation should mandate that every will should provide maintenance for dependents, which includes surviving spouses. The CEDAW Committee Gen. Rec. 29 specifies that disinheritance of a surviving spouse should be clearly prohibited.

Women's and Girls' Education

Gender equality is a global priority for UNESCO and inextricably linked to its efforts to promote the right to education and support the achievement of the Sustainable Development Goals (<http://en.unesco.org/sdgs>), in particular SDG 4 (Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all) and SDG 5 (Achieve gender equality and empower all women and girls) through the Education 2030 Framework for Action (<http://www.unesco.org/new/en/education/themes/leading-the-international-agenda/education-for-all/education-2030/>). The Agenda 2030 for sustainable development contains the Global Goals and targets aim to stimulate action over the next fifteen years in the Five Ps of critical importance: People, Planet, Prosperity, Peace and Partnership. The success of these goals is driven by the education goal. The SDGs reflect the important role of education by encapsulating targets in a stand-alone goal (Goal 4).

Education is also included in goals on health, growth and employment, sustainable consumption and production, and climate change. The Incheon Declaration (<https://en.unesco.org/world-education-forum-2015/incheon-declaration>), which constitutes the commitment of the education community to Education 2030, entrusts UNESCO to lead, coordinate and be the focal point for education within the overall SDG coordination.

The Education 2030 Framework for Action outlines how to translate into practice the commitments made at Incheon at country, regional and global level and provides guidance for implementing Education 2030. Gender inequality in education affects both girls and boys, and women and men, but girls and women are still more often disadvantaged. Poverty, geographical isolation, minority status, disability, early marriage and pregnancy, gender-based violence, and traditional attitudes about the status and role of women, are among the many obstacles that stand in the way

of women's and girls' fully exercising their right to participate in, complete and benefit from education.

UNESCO is committed to promoting gender equality in and through education systems from early childhood to higher education, in formal, non-formal and informal settings and in all intervention areas from planning infrastructure to training teachers (<http://en.unesco.org/themes/women-s-and-girls-education>).

Women's right to vote

Woman's right to vote also known as **woman suffrage** is the right of women to vote in elections. Limited voting rights were gained by women in Finland, Iceland, Sweden and some western U.S. states in the late 19th century (DuBois, 1998). National and international organizations formed to coordinate efforts to gain voting rights, especially the International Woman Suffrage Alliance (1904), and also worked for equal civil rights for women (Sneider, 2010).

The right of women to vote – has been achieved at various times in countries throughout the world. In many nations, women's suffrage was granted before universal suffrage, so women and men from certain classes or races were still unable to vote. Some countries granted it to both sexes at the same time.

Though it didn't achieve nationhood until 1907, New Zealand became the first self-governing colony in the world in which all women had the right to vote in, but not stand for, parliamentary elections in 1893 (<http://www.nzhistory.net.nz/politics/womens-suffrage>), followed closely by the colony of South Australia in 1894 (which, unlike New Zealand, also allowed women to stand for Parliament). In Sweden, conditional women's suffrage was granted during the age of liberty between 1718 and 1772 (Sjögren, 2006). In Europe, the last jurisdiction to grant women the right to vote was the Swiss canton of Appenzell Innerrhoden in 1991 (women in Switzerland obtained the right to vote at federal level in 1971, and at local cantonal level between 1959 and 1991 (Smith, 2008). In Saudi Arabia women were first allowed to vote in December 2015 in the municipal elections (<http://news.nationalgeographic.com/2015/12/151212-saudi-arabia-election-women-vote/>).

Women in government

Women in government in the modern era are under-represented in most countries worldwide, in contrast to men. However, women are increasingly being politically elected to be heads of state and government. In 2016, the global participation rate of women in national-level parliaments is 22.6% (<http://www.ipu.org/wmn-e/world.htm>). A number of countries are exploring measures that may increase women's participation in government at all levels, from the local to the national. Women leaders who are currently in office as the either the head of their nation's government or the head of state (<http://www.guide2womenleaders.com/Current-Women-Leaders.htm>).

Women, as the conventional primary caretakers of children, often have a more prominent role than men in advocating for children, resulting in a "double dividend" in

terms of the benefits of women's representation (UNICEF, 2006; http://www.unicef.org/publications/index_39860.html). Female representatives not only advance women's rights, but also advance the rights of children. In national legislatures, there is a notable trend of women advancing gender and family-friendly legislation. This advocacy has been seen in countries ranging from France, Sweden and the Netherlands, to South Africa, Rwanda, and Egypt. Furthermore, a number of studies from both industrialized and developed countries indicate that women in local government tend to advance social issues.

Women face numerous obstacles in achieving representation in governance (UNICEF, 2006). Their participation has been limited by the assumption that women's proper sphere is the "private" sphere. Whereas the "public" domain is one of political authority and contestation, the "private" realm is associated with the family and the home (Basu et al., 2003). By relegating women to the private sphere, their ability to enter the political arena is curtailed.

Gender inequality within families, inequitable division of labor within households, and cultural attitudes about gender roles further subjugate women and serve to limit their representation in public life (UNICEF, 2006). Societies that are highly patriarchal often have local power structures that make it difficult for women to combat (United Nations Research Institute for Social Development, 2005). Thus, their interests are often not represented.

Pay Inequality - Women Earn Less Than Men

Equal Pay Day is a symbolic day that illustrates how far into the year a woman must work to earn the same amount made by a man in the previous year. Equal Pay Day traditionally falls on a Tuesday in April. Why a Tuesday? That's the day of the week that women's earnings equal men's earnings from the previous week.

Men are not supposed to be paid more for performing a particular job just because they are men. If a woman works the same hours, performs the same tasks, and has to meet the same goals for her employer as a man does, she is entitled to equal pay.

- When women are paid less than men - based on their gender - it is a form of gender discrimination and it is illegal.
- The following statistics show how women are often underpaid in the United States.
- Women working 41 to 44 hours per week earn 84.6% of what men earn working comparable hours.
- African American women earn only 72 cents for every dollar men earn.
- Latinas 60 cents for every dollar that men earn.
- Women who work more than 60 hours per week earn only 78.3% of what men do who work the same long hours.
- Even in jobs categories that are predominantly occupied by women (i.e. childcare), women still only make about 95% of men's wages for performing the same jobs.

Women Work Longer to Get Promoted: According to UrbanMinistry.org, "women may work longer to receive the promotions that provide access to higher pay. For example,

among school principals, women have an average of 3 years longer as teachers than men do."

What does a woman lose in earnings simply due to her gender? Close to half a million dollars over a lifetime. According to statistics provided by the White House based on U.S. Census data, in 2011 a typical 25-year-old woman working full-time all year earned \$5,000 less than a typical 25-year-old man.

The cumulative effects show the economic impact of the gender pay gap even when women continue to work full-time throughout their lives:

- In one year a woman earns \$5,000 less
- In one decade a woman earns \$34,000 less
- In a lifetime, by age 65 a woman earns \$413,000 less

According to the most recent U.S. census statistics, African American women earn just 64 cents and Latina women earn just 56 cents for every dollar earned by a Caucasian man (<http://womensissues.about.com/od/GenderDiscrimination/a/Womens-Lost-Wages-Cost-Of-The-Gender-Pay-Gap.htm>).

On average, women do not receive equal pay for doing the same jobs men do. Not only should women receive fair pay because they deserve it, but because it would be good for the U.S. economy. Consider this: 41 percent of women are their families' sole source of income and women contribute 83% of the gross national product.

Women Spend More Money Than Men, Thereby Sustaining the Economy. According to a study in part conducted by WomenCertified, a women's consumer advocacy and retail training organization, women spend \$4 trillion annually, accounting for 83% of all U.S. Consumer spending – or, an astounding two-thirds of the nation's gross national product (<http://womeninbusiness.about.com/od/challengeswomenface/a/equalpay-econo.htm>).

When it comes to the facts about women's lives, we don't need to focus on women's issues, do we? Nowadays, women and men are treated the same, right? Isn't the gender gap a myth? Don't women have equal rights already - just like men? Aren't we guaranteed equal rights in the Constitution?

The answer to every single question above is 'no.' As the following facts about women reveal, women's issues continue to matter because a huge gender gap exists in the U.S. And despite what many may think, we do not lead the world in gender equity for women. In fact, we're not even in the top ten.

Drawn from a cross-section of economic, social, and political concerns, these top 10 facts about women convey the enormity of the gap between men and women, and why focusing on women's issues and drawing attention to them is our best chance of closing the gap:

1. Women earn 78 cents for every dollar a man makes
2. Only 17% of the seats in Congress are held by women.
3. One out of every four women will experience domestic

- violence in her lifetime.
4. One out of every six women will be sexually assaulted and/or raped in her lifetime.
 5. Although 48% of law school graduates and 45% of law firm associates are female, women make up only 22% of federal-level and 26% of state-level judgeships.
 6. Even in the 10 top paying jobs for women, females earn less than men; only one career -- speech pathology -- pays the same regardless of gender.
 7. It's not any better at the top. America's top female CEOs earn, on average, 33 cents for every dollar earned by a male CEO.
 8. There's nothing in the U.S. Constitution that guarantees women the same rights as a man. Despite attempts to add an Equal Rights Amendment, there is no guarantee of equal rights for women in any legal document or any piece of legislation.
 9. Despite previous attempts to ratify a UN treaty guaranteeing the elimination of all forms of discrimination against women, the U.S. refuses to support an international bill of rights for women signed by nearly every other nation on the planet.
 10. The World Economic Forum's 2009 report on the Global Gender Gap ranked 134 countries for gender parity. The U.S. didn't even make the top 10 -- it came in at number 31 (<http://womensissues.about.com/od/feminismequalrights/a/Top10FactsAboutWomen.htm>).

Summary: State Responsibility for Women's Human Rights: Respect, Protect, Fulfill

Some justify violations of women's human rights by placing precedence on cultural values and traditions. This view, however, fails to understand that some practices and beliefs termed "culture" or "tradition" often shape women's lives in a way that subordinates them and discriminates against them. By placing limitations on the universality of the human rights of women, cultural values rooted in unequal power relations between women and men become justification for the systematic denial of civil, cultural, economic, political and social rights. Violence against women is rooted in a global culture that discriminates against women and denies them equal rights with men.

Women today earn less than men, own less property than men, and have less access to education, employment, housing and health care. This global culture of discrimination against women denies women their fundamental human rights and legitimizes the violent appropriation of women's bodies for individual gratification or political ends.

Each of the human rights treaties and the whole of the human rights framework are essential for the realization of women's full spectrum of rights (<http://www.ohchr.org/EN/ProfessionalInterest/Pages/InternationalLaw.aspx>). States have a responsibility whether abuses against women are committed by state or non-state actors, in the public or private spheres. Their obligations under international human rights law can be summarized under three categories: respect, protect and fulfill (https://www.amnestyusa.org/sites/default/files/pdfs/womens_human_rights_fact_sheet.pdf).

International law has developed the standard of due diligence as a way to measure whether a state has acted with

sufficient effort to live up to its responsibilities to uphold human rights, i.e. to respect, protect and fulfill. As a standard that has been incorporated into UN documents, due diligence is a term used to describe the minimum effort which a state must demonstrate to fulfill its responsibility to protect individuals from human rights abuses.

Women's rights and human rights are indivisible. All governments are obliged to uphold the basic human rights of each individual on an equal basis. States must recognize the unique context in which women experience human rights and violations of these rights and take all necessary steps to protect women from discrimination and abuse in both the private and public spheres.

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Roswith Roth, PhD, Univ.-Prof. at the University of Graz studied psychology and education. Her specialization is in gender psychology and clinical and health psychology, where she got a license to practice in psychotherapy (behavior and client-centered psychotherapy). She served in ICP as board member, president (2001-2002), editor of 9 proceedings of the Annual Conventions, Chair of the NGO Committee on the Family at the UN in Vienna, Member of the Committee on the Status of Women at the UN in Vienna and held positions at the University of Graz as Chair of Working Group of Gender Equality for the entire University of Graz, Vice-head of the Department of Psychology, Head of the Working Group of Health and Gender Psychology etc. As visiting professor, she stayed at the University of Little Rock, AR, USA, Hiroshima University, Japan and as Erasmus teacher at the University Padua, Italy. Her research focuses on health and gender including cross-cultural collaborations.



Behavioral Sciences at the United Nations

Julian McBride*

On March 9-10, 2018, over 100 people from as far as Alaska converged on St. Francis College in New York City for a Conference on International Psychology. This two-day conference celebrated two great anniversaries: 20 years of

*Julian McBride is a Marine Corps veteran, artist, activist, public speaker, and founder of the *Reflections of War* (ROW) Initiative, www.ROWinitiative.org. His contact is: rowinitiative@gmail.com.

Dr. Uwe Gielen's Institute for International and Cross-Cultural Psychology (IICCP), and 30 years of Dr. Ani Kalayjian's Association for Trauma Outreach and Prevention (ATOP). One invited symposium at this conference assembled five experts to examine this question: "What is the role of behavioral scientists at the United Nations?"

The first speaker in this symposium was Dr. **Leslie Popoff**, the Chairperson of Psychology Day at the UN, who described "Planning Psychology Day 2018 at the United Nations." She noted that her UN team combines interns, fellows, graduate students, and professionals. Their job is to coordinate with other NGOs attached to the United Nations and foreign diplomatic missions for collaborations on humanitarian missions. For 2018, the 11th annual Psychology Day at the United Nations was on Thursday, April 12, focused on climate change and its impact on the earth.

The next speaker was **Roxanne Moadel-Attie**, who focused on "Development of the UN Sustainability Development Goals (SDG) Expert Database." She described the challenges to create a large network of psychology experts who can consult on the 17 SDGs.

Next, **Julian McBride** spoke about the history of the United Nations and human rights. McBride noted the flaws the United Nations has constantly ignored. The UN Human Rights Council (UNHRC) and Geneva Conventions came shortly after World War II, primarily because of the Holocaust, which remains the first genocide to be universally accepted. Prior to the Holocaust, the world had a history of ignoring horrific human rights abuses, such as colonialism, slavery, chemical warfare, indiscriminate bombing, and other genocides, such as the ones faced by the Native Americans, Armenians, Greeks, and Assyrians. Even when the Human Rights Council was created, there still remained major flaws in the system. Some of those flaws in the system include historical references to the Rwandan Genocide in 1994, in which the United Nations knew a genocide was taking place, yet the only action the U.N. took was to evacuate all foreign nationals. Close to one million Tutsis were killed in the genocide. Another critical flaw includes the overwhelming power of the United Nations Security Council, which includes five permanent member nations. These nations include the United States, England, France, Russia, and China, which are all global superpowers with traumatic history of human rights violations. All five member nations are the 5 biggest exporters of military grade equipment around the world which causes most of these horrific conflicts.

The last panelist was **Sowmya Kshtria**, a fellow in the ATOP Meaningful World, who spoke about "Postgraduate fellowships for students." Kshtria also mentioned the humanitarian mission the ATOP conducted in Puerto Rico, Haiti, Armenia, and other regions. The last topic was the application process in which motivated youths and scholars can apply to the Meaningful World and the events the NGO partakes in. The panel discussant was **Dean Elaine P. Congress** of Fordham University.

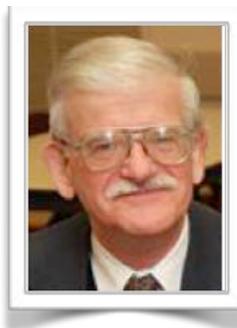
After this panel, the panelists spoke further about ATOP Meaningful World humanitarian global relief efforts. For

example, Dr. **Daria Diakanova** discussed the humanitarian relief effort in Armenia, where suicides increased by 100% since 2003 due to a crumbling economy and a national identity issue post Armenian Genocide. The Meaningful World successfully created a suicide hotline during the relief efforts, since Armenia has too few psychologists. Dr. Popoff talked about the Syrian refugees in Armenia and how Armenians consider them family. This is because of a historical reference as the Syrians were one of the few ethnic groups to help shelter the Armenians and give them sanctuary from the wrath of the Ottoman Empire. Julian presented on the Puerto Rican relief mission, which was such a success, as ATOP formed a branch of the Meaningful World in Puerto Rico, which they will verify this April. Sowmya finished off the last lecture by presenting on the humanitarian mission in Haiti and how the ATOP gave hope to the locals after a disastrous earthquake.

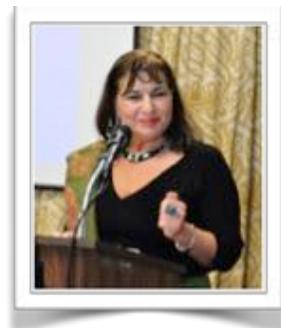
As the ATOP Meaningful World continues to go strong 30 years later, we thank those who made this organization such a beacon of light in a dark world. For details, check www.MeaningfulWorld.com.



Panelists (l to r): Dean Elaine Congress, Leslie Popoff, Roxanne Moadel-Attie, Sowmya Kshtria, Julian McBride.



Uwe Peter Gielen
ICP,INC President 1998



Ani Kalayjian
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ICP President J.L. Chin with APA President J.H. Daniel, Luncheon Keynote Speaker at ICP 76TH ANNUAL CONFERENCE.

American Psychological Association Press Release

Statement by Jessica Henderson Daniel, PhD, president of the American Psychological Association, regarding what the scientific research says about the reporting of sexual assault in light of the allegation by Christine Blasey Ford, PhD, with respect to US Supreme Court nominee Brett Kavanaugh:

“Sexual assault is likely the most under-reported crime in the United States. About two-thirds of female sexual assault victims do not report to the police, and many victims do not tell anyone. Sexual assault is a terrifying and humiliating experience. Women choose not to report for a variety of reasons — fear for their safety, being in shock, fear of not being believed, feeling embarrassed or ashamed, or expecting to be blamed.

“A lack of reporting does not mean an assault or attempted assault did not happen or is exaggerated. Research demonstrates that false claims of sexual assault are very low — between 2 and 7 percent. This tells us that far more women are assaulted and don’t report than women who make false claims.” Daniel noted that Ford’s alleged assault is reported to have occurred when she was 15 — the developmental stage of exploring and determining one’s identity, a time when many teenagers do not feel comfortable discussing any sexual issues with their parents, let alone an assault.

“While memory of past day-to-day events is often poor, research has shown that memory of traumatic events is stored

differently in the brain,” according to Daniel. “Some memories are so emotionally charged that they become frozen in time, and some particulars can be recalled in excruciating detail, as if the event just occurred, while others may be forgotten. The American Psychological Association is concerned that public statements questioning the integrity of Dr. Ford and the veracity of her allegation due to her prior lack of reporting will make it even more likely that other sexual assault victims do not report their experiences.”

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"EVERYONE HAS THE RIGHT TO A NATIONALITY"



Mykhailo Sorochyshyn
27 September 2018

European Network on Statelessness
Berol House, 25 Ashley Road, London N17 9LJ, United Kingdom
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The European Network on Statelessness is a registered Charitable Incorporated Organization in England. Charity Number 1158414.

Even though Ukraine was among the first post-Soviet countries to adopt its own legislation on citizenship, the issue of statelessness continues to be unresolved. The issue is both little-known and extremely detrimental to the wellbeing of those who find themselves without a nationality – this is especially true for members of minority groups.

Our new research published earlier this week in partnership with the European Roma Rights Centre (ERRC), European Network on Statelessness (ENS) and Institute on Statelessness and Inclusion warns that Roma in Ukraine remain caught between rising violence in the country, institutional racism, and state policy failings, and are being further marginalised by the risk of statelessness.

The main findings were presented at a launch event in Odessa attended by government ministers, UN officials, and Romani people affected by the risk of statelessness. The joint research shows how pervasive negative stereotypes against Roma make them vulnerable to the risk of statelessness in Ukraine, and how statelessness exacerbates the multiple types of discrimination faced by Romani people in the country.

Patterns of statelessness in Ukraine indicate that it most often affects specific groups of the population and that inadequate and inconsistent legislation exacerbate the problem. In general, Ukrainian legislation on citizenship is based on the principle of jus sanguinis, but those who could prove permanent residence at the time of independence in 1991, were given the possibility to acquire citizenship rights. However, those who did not have permanent residence in Ukraine as of 1991 or don’t have the documents to prove their residence, are often at risk of statelessness.

Lack of documentation is a major risk factor for statelessness among Roma. In most cases, Roma have the right to Ukrainian nationality under the Law, but without

documents, they often cannot evidence their right. Therefore, under the current national legal framework of Ukraine, a child born to undocumented parents would inherit the lack of documentation, and, as a result, (risk of) statelessness.

Furthermore, discrimination is both a cause and a consequence of statelessness amongst Roma in Ukraine. This is worsened by a lack of engagement by the Ukrainian authorities on the issue of statelessness, and indeed on the general welfare of Romani people as a national minority. In the context of rising violence against Roma by far-right organizations, the Ukrainian Government must now commit to urgent action to address the discrimination, poverty and statelessness faced by Romani people in Ukraine.

The absence of data related to both statelessness, and the Roma population, is symptomatic of the invisibility of the issue in Ukraine. Our research found few successful efforts by Ukrainian authorities to address the systemic lack of documentation to prove permanent residence that many Roma are forced to live with. Additionally, burdensome bureaucracy disproportionately disadvantages Roma due to their marginalization, and an inadequate policy framework undermines full implementation of Ukraine's international and national legal obligations to guarantee non-discrimination, birth registration, the right to nationality, the identification and protection of stateless persons, and the prevention of statelessness.

On 8 April 2013, a Presidential Decree introduced a national Strategy on the protection and integration of the Roma national minority in Ukrainian society up to 2020. The Strategy prescribes measures on the elimination of Roma statelessness. However, no direct action has been taken by the Ukrainian authorities to implement these measures to date. The issues raised in our research can only be resolved with the active participation and engagement of civil society and Roma communities.

In light of the research findings, we make two immediate recommendations to the Ukrainian Government: simplify the procedures to confirm Ukrainian citizenship, and make birth registration and documentation procedures easily accessible to all. Currently there seems to be no urgency in Ukraine to tackle prejudice and discrimination, from which many of these problems arise. Until a commitment is made to meaningfully engage with the underlying marginalization and persecution of this ethnic minority, statelessness in Ukraine will continue to be an issue that plagues Roma.

The report is part of the #RomaBelong joint initiative that aims to better understand and address Romani statelessness (and risk of statelessness) in European Union candidate and neighborhood countries in the Western Balkans (Albania, Bosnia-Herzegovina, Kosovo, Macedonia, Montenegro and Serbia), and Ukraine. The research was carried out in 2016–2017 and involved extended interviews with Roma individuals, government officials, activists, NGOs, and UN agencies.



TWO APA PRESIDENTIAL CANDIDATES EMPHASIZE INTERNATIONAL PSYCHOLOGY AND SHAPING CHANGE



Jean Lau Chin, EdD
Adelphi University, NY
CEO Services, Inc.
Past President of the
International Council of
Psychologists, Inc.

My professional journey has been a story of contrasts, analogous to that of Monkey King, a character in the 15th century Chinese epic Journey to the west. In his legendary pilgrimage, Monkey endured 81 tests to discern truth and evil. Although he could travel thousands of miles in one leap, he had to travel 16 years on foot before he could reach enlightenment.

Coming from a working-class, Chinese American immigrant family, I too made my journey to the west. McCarthyism along with the civil rights, women's and peace movements in the '60s helped to shape me and transform my view of the world. Living in a bicultural Asian American world, confronting stereotypes about Asian women, I learned to bridge health and mental health, academia and community, practice and science, and clinical and school psychology. My own journey of contrasts has led me to innovate and advocate for constructive and generative change.

I am the first Asian American to be licensed as a psychologist in Massachusetts. I bring breadth in my experience as a clinician, academic, researcher, educator, administrator and policymaker. ...

Throughout my professional journey, I have worked to build bridges across different perspectives, serving currently as president of the International Council of Psychologists and as a Fulbright Distinguished Chair to the University of Sydney, Australia. As a practitioner, educator and administrator, I also deeply respect and engage in research, including leadership, clinical training, diversity, and women's issues, which has culminated in multiple publications and presentations, including 15 books.

Like the Monkey King, my experiences have strengthened my ability to look at things from the outside while seeking solutions on the inside, trying to resolve along

the way seemingly intractable problems through win-win strategies. Always, I advocate to meet unmet needs; serve the underserved; and champion social justice, cultural competence and inclusivity. I appreciate the intersectionality of race, culture, class and gender, but try always to find common ground within our personal and professional diversity. I listen hard to all views and values, and direct our differences toward shared goals. We are all interconnected in today's global and diverse society, and if I become your APA president, I will do all I can to help APA become a leading force – locally and globally – to find common means toward our shared ends.

Statement on Issues Facing Psychology

I run for APA president to promote Leadership for Change.1. We face a polarizing and uncertain environment as social and political forces challenge our truths and values about equity, inclusion, social justice, and human rights, and as rapid technological change challenge our ability to adapt.

2. Ongoing violence threaten us in our schools, homes, and communities — the very places where we should expect safe haven.
3. Immigration policy and practices threaten our foundations of democracy and freedom.
4. Health care reform challenge us to address disparities, access to care, and carrying the burden of rising costs.

We need the leadership to look forward and outward while living our values of inclusion, equity, ethics, social justice and human rights as we consider the critical issues before us. While most would agree to a common goal toward ethical and moral behavior and support of human rights, we often disagree about the approach to those ends. Silos, polarization, and mistrust often arise as we grapple with these issues, e.g., clinical guidelines, the role of military psychologists providing mental health services to detainees in national security settings, or the prominence of the psychologists providing mental health services to detainees in national security settings, or the prominence of the Independent Review report on the APA website. More than ever before, we must be transparent and rebuild our trust as we consider how to meet complex and diverse needs, act with integrity, and assess our ethical and moral positions in making policy.

Us to have an APA that does not silo our interests, polarize our science and our practice, but one that advocates for practitioners and scientists, early career and students, that uses our technology to do our work, communicate with one another and advance psychology. **It is time for psychologists and APA to look outward in our role as global citizens, practitioners and scientists**, to collaborate among all members to contribute to this change to create policy for the greater good while remaining true to our core values of inclusion, equity, and social justice. Our profession **demands Leadership for Change if we are to have Leadership for Good**.



Sandra L. Shullman, PhD

**Partner Executive Development Group
Managing Partner, Columbus, Ohio
Office
An International Leadership Development
and Consulting Firm**

“APA, as the largest U.S. psychology organization, can address major issues facing psychology with several key actions:

Creating a truly diverse and inclusive APA organization, where every psychologist feels welcome and welcomes others — where we treat each other respectfully through deliberation and debate. APA can help **infuse U.S. psychology with global, multicultural perspectives** to help psychology engage our rapidly changing world. We can do this by looking outside ourselves/APA and focusing strategically on significant world problems. Arguing constantly amongst ourselves limits our possibilities for impact/growth.

Engaging ECPs/students in building both the psychology workforce and the APA of the future. ECPs/students need our help to support innovative practice and science futures. APA needs their help to build a publicly responsive, impactful, transparent and collaborative organizational future to make psychology central in the digital age. APA can help find resolutions to the student debt crisis that is crippling our ECPs as they establish their careers.

Preparing and supporting practicing psychologists to thrive in the digital age. Our entire way of life is changing rapidly. Psychology has so much to offer about understanding and adapting to the emerging forms of human-technology interaction, such as artificial intelligence, robotics, data analytics and establishing ethical approaches for digital life. APA can support practitioners to successfully navigate the new digital world, so we can help the public do the same.

My campaign has focused on three key processes that will help build a successful future for psychology, psychologists and APA. The three processes are LEARN/LEAD/CHANGE. If we can LEARN from recent ethical and governance challenges as an organization, rather than presuming to go on as before, we can learn how to develop more effective processes, work better together and advocate as one APA, and create a more diverse, inclusive environment, where the voices of our members are heard loudly and clearly, many APA members want APA to LEAD by listening, engaging, and building commitment with others, internally and externally outside of our psychology community. If we do this, we can CHANGE and create a future for psychology in ways we have not yet imagined. **LEARN. LEAD. CHANGE.**

Sandra (Sandy) Shullman, PhD, is currently managing partner of the Columbus, O.H. office of the Executive Development Group, an international leadership development and consulting firm, with offices in Greensboro,

N.C., Atlanta, Columbus, O.H., and London. In this role, she directs large scale executive coaching, executive education, and development projects for national and multinational client.

Forensic Psychology Forum Fordham University

Lucy Luneva & Emily Marczak
Fordham University, New York City



Forensic experts (l to r): Melissa Leeolou, Greg Olliver, Robert Emmons, Jeffrey Deskovic, Rafael Art Javier

The specialty of forensic psychology "has seen dramatic growth in recent years" (Beavers, 1999, p, 34) in the USA and other nations, in both its number of practitioners and breadth of its topics. Certainly, forensic psychology has long and international roots that go back over 100 years across many nations--including attorney Alfred Binet in France in 1901, psychologist Wilhelm Stern in Germany in 1903, psychiatrist Sigmund Freud in Austria in 1906, and physician Hugo Munsterberg in the USA in 1908 (Takooshian & Caffrey, 2012).

On March 15, 2018, over 60 people from many schools participated in the 8th Fordham Forum on Forensic Psychology--an annual tradition since 2011. This year's forum focused on "Diverse directions in forensic psychology," with experts covering four diverse topics: training, therapists, offenders, victims.

Rafael Art Javier discussed forensic "training." Javier is past-President of the NYSPA Division of Forensic Psychology, and Professor and Director of the Forensic Psychology program at St. John's University. He encouraged students to become involved with the NYSPA Forensic Division [see note 1 below], and described how his St. John's program provides proper training for clinical psychologists, and how some clinical psychologists are retraining to become forensic evaluators.

Greg Olliver focused on "alienists," the term used for forensic psychiatrists in New York City in the 19th Century. Olliver is the Producer/Director of the branded TV documentary series that now accompanies the popular TNT show "The alienist," filmed in Budapest, Hungary [2, 3, 4]. Olliver related the facts behind the fictional TV show, including Bellevue Hospital, Hart Island, and the first NYPD policewomen.

Jeffrey Deskovic focused on "false confessions." Deskovic is the founder and President of the Jeffrey Deskovic Foundation, which works to reduce the number of innocent Americans who are imprisoned by a false confession. [5] After release from his own false imprisonment of 18 years for murder, Deskovic entered Pace Law School, and is using his multi-million dollar settlement to become an expert on interrogations, helping to release other Americans, and advise the legal system on proper procedures.

Melissa Leeolou focused on the families of "crime victims." Leeolou is a dancer, health activist, and honors graduate of Fordham University in 2016. Leeolou defined "homicide activists" as ordinary citizens who become transformed by the death of a loved one, to regain their power by becoming fierce and effective advocates for social change. She gave examples like Cindy Lightner's mother Candi (founder of Mothers Against Drunk Driving, or MADD) and Adam Walsh's father John (who founded America's Most Wanted).

The forum was welcomed by **Leonard Davidman**, past-President of the NYS Psychological Association (NYSPA), and moderated by attorney **Robert Emmons** and psychologist **Harold Takooshian**. Javier offered students applications to join his NYSPA Forensic Division, and Deskovic invited students to complete an internship with his Foundation.

This forum was hosted by the Fordham Law-Psychology seminar (launched in 1983), co-sponsored by the Manhattan Psychological Association, and NYSPA Division of Forensic Psychology. For any details, contact takoosh@aol.com.

Notes:

1. NYSPA: <http://nyspaforensicq1.pagedemo.co/>
2. Secret Weapon: www.secretweaponfilms.com/branded/
3. Budapest: www.youtube.com/watch?v=ttTnPh94AE4
4. Alienists: <https://youtu.be/oUp2aoyLyHE>
5. Deskovic: www.thejeffreyledskovicfoundationforjustice.org/

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PROMOTING THE UNITED NATIONS



Leah K. Miller†
Fordham University

“How can organizations and individuals best promote the work of the United Nations?” This question was the focus of a public forum on July 26th, 2018 at Fordham University - Lincoln Center. Fordham Adjunct Distinguished Professor, Ambassador Hamid Al-Bayati, chaired this 90-minute forum, as part of the course he developed for Fordham University, on “The UN and global leadership” (Al-Bayati, 2018). [See Note 1 below.] Over 40 students and educators heard five speakers discuss their work at the United Nations.

Ambassador Hamid Al-Bayati provided introductions and a welcome note which included commentary on President Trump’s policy concerning the United Nations. The welcome note began with a brief breakdown of the United Nations structure of bilateral and unilateral organizations. He noted the contrast between President Trump’s policy concerning the UN and former President Obama’s policy. Ambassador Al-Bayati touched on President Trump’s current reversal of President Obama’s policy which had encouraged the U.S. to take a strong stance on international peacekeeping.

Kelly J. Roberts is both Fordham’s Assistant Director of International Services and Representative to the UN, and Primary Representative to the U.N. for NAFSA: Association of International Educators. Her presentation; “How can students be involved in UN work?” was a guide directed to students interested in obtaining an internship or making connections at the UN. Her personal path in becoming involved with the UN was through her role at NASFA, which evolved into planning the annual NGO/DPI conference. Over the next five years, Roberts was able to assist Fordham University in obtaining DPI status, thus increasing student opportunities at the UN. Each year Kelly provides two students with UN badges and the role of NAFSA Youth Representatives. Both positions are currently available for the fall of 2018 semester and students are invited to apply to this opportunity. [See Note 1 below.] Roberts informed the audience of the duties and responsibilities of NAFSA Youth Representatives and touched on past events which students assisted with such as last year’s sustainable fashion conference that took place at the United Nations Headquarters. She added that there are a number of other opportunities for student who cannot make themselves available for the Youth Representative position such as: UN webcasts, DPI events and the Secretary-General’s envoy on youth.

Elaine Congress is Associate Dean and Professor at

Fordham’s Graduate school of Social Service, and representative for the International Federation of Social Workers at the UN. IFSW represents 124 countries and 3 million social workers. **Their mission is to promote human rights and social justice through education, consulting, and advocacy.** Dean Congress presented on the IFSW involvement at the UN and the connection to the Sustainable Development Goals. [Note 4 below.] As a UN representative of IFSW, Dean Congress promotes their mission through participation in the UN Committee on the Rights of Indigenous People, UN Committee on Migration, and the annual Social Work Day at the UN planning committee. Each academic year, Dean Congress has a cohort of UN Youth Representatives, who also have the opportunity to be on the annual Social Work Day at the UN planning committee. Dean Congress shared a photograph of the SDGs and invited the room to discuss their opinions on each goal and their connectedness. This led to an insightful discussion on goal relevance country by country and in the future as well as the necessity of for profit partnership to achieve the SDGs.

Roxanne Moadle-Attie, from the U.S. Census Bureau, is part of the SPSSI (Society of the Psychological Study of Social Issues) team at the UN, and serves on the UN NGO Committee on Education, Learning and Literacy. She presented on her many roles at the UN while a graduate student in social psychology at Stony Brook University. Through this position, Roxanne attended Social Work Day at the UN and was on the planning committee for Psychology Day at the UN. She also participated in parallel events for Psychology Day at the UN and went on mission visits. Roxanne deconstructed the organization of the UN and taught the student attendees about the duties of each United Nations branch including; U.N. General Assembly, Secretariat, U.N. Security Council, Economic and Social Council and International Court of Justice.

Harold Takooshian, Professor of Psychology and Urban Studies at Fordham University, noted how the failure of the League of Nations (1919-1930) led to global suffering, then a second attempt with the creation of the United Nations in 1945. But how successful is the UN? To save time for later discussion, Takooshian abbreviated his message, and simply screened the 3-minute trailer for the 2009 film, "U.N. Me." [Note 4 below.] The film is a critique of the UN in which the filmmaker tours locations where the UN intervened. Many of the locations include UN missions that were unsuccessful such as the “oil for food” program in Iraq and a shooting in Côte d’Ivoire, during which UN soldiers opened fire on unarmed demonstrators. After the screening, Takooshian invited comments. Ambassador Al-Bayati noted, “If we undermine the UN, what is our alternative? If we try to build a similar organization, it will take forever.”

The forum concluded with Professor Takooshian presenting Ambassador Hamid Al-Bayati with an award for generously teaching his United Nations course for three summers. Students and educators mingled for over 45 minutes after the forum, to continue conversations around the SDGs and the role of student Youth Representatives at the United Nations.

† Leah K. Miller, MSW is a recent graduate of Fordham University’s Graduate school of Social Service where she concentrated on Clinical Social Work and Community-Based Leadership.

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Notes:

1. Course: www.fordham.edu/download/downloads/id/8104/orgl_2800_united_nations_hamid_2017_flyer.pdf
2. Roberts: <https://fordhamimpactinitiative.wordpress.com/call-for-new-youth-reps/>
3. SDGs: <https://sustainabledevelopment.un.org/sdgs>
4. Film: <https://www.youtube.com/watch?v=FlzDt5NPYfi>



WHAT ARE OPPORTUNITIES FOR YOUTH AT THE UNITED NATIONS?

Stephen D’Antonio‡
Fordham University



"How can young people and students become more involved in the work of the United Nations?"

On June 21, 2018, over 30 educators and students in New York City participated in a United Nations forum on this question. This public forum was hosted by the new Committee on Education, Learning, and Literacy (CELL), which was launched in 2017 by the UN Conference of Non-Governmental Organizations (CoNGO) to promote international education.

This 90-minute forum was welcomed by CELL President George Platsis of Toronto. It was organized and chaired by Dr. Roxanne Moadel-Attie, and featured two expert speakers.

Harold Takooshian, a Professor of Psychology and Urban Studies at Fordham University, focused on

"Internships at the UN." Takooshian noted that since the UN was launched in 1945, there has been a mutual attraction between the UN and talented young people who want to be involved in its mission. But how? Takooshian outlined several answers.

1. UN headquarters. People can go directly to the Career/Intern portal of the UN Headquarters in New York, Geneva, or Vienna. [See Note 1 below.] But these openings are typically few, limited to graduate students, and highly competitive. In 2008, APA published a guide to alternative ways to find a UN internship (Takooshian & Campano, 2008), going through all three separate parts of the UN: (a) Non-Governmental Organizations (NGOs), (b) UN agencies, and (c) Governments.

2. NGOs. Students can find and affiliate with one of the 3,000 NGOs that are registered with the UN, about 18 of these in psychology (Takooshian & Shahinian, 2008, Ober, 2016), most of them in the UN Coalition of Psychology Organizations. [2] The challenge is to get one of the six UN badges that each NGO is allocated, as a photo ID to enter UN premises. To encourage youth participation, the UN now requires that two of these six badges must go to "youth," ages 18-32.

3. Agencies. To implement its plans, the UN has about 20 large agencies scattered across the globe. [3] These deal with specific issues like health (WHO), work (ILO), finance (IMF), Education (UNESCO). These well-funded agencies naturally rely on interns, and post their openings. For example, one agency in New York which welcomes student interns at all levels is UNICEF, the UN International Children's Emergency Fund. [4]

4. Governments. Most of the 193 governments within the UN General Assembly have a permanent mission in New York which may welcome multi-lingual interns to work with the UN. An updated list of these missions appears on-line. [5]

5. Network. To find internships, students are wise to network with youth and other organizations, like Friendship Ambassadors Foundation. [6] Students should also look into their own university, since over 20 U.S. universities now have a connection with the UN, like Fordham University (Roberts, 2014). [7] Students are wise to find and join their local chapter of the United Nations Association (UNA), which typically offers free memberships to students interested in promoting the UN (Quijada, 2015). [8]

Between all these diverse routes, Takooshian feels that a determined student can likely find a fine spot with the UN that will offer them what they seek--academic credit, work experience, networking opportunities, and an international perspective.

The second speaker in this forum was Klevisa Kovaci, with the Friendship Ambassadors Foundation (FAF). [9] This FAF was formed in 1973, it has "transformed young people's lives," by fostering youth action for sustainable development in developing countries--such as eliminating world hunger, improved education, clean water in third world countries,

‡ Stephen D'Antonio is an undergraduate student studying at Fordham University in New York City.

green and sufficient energy, and many more. Through its annual summer Youth Assembly, FAF has become one of the leading youth organizations in the world. Youth leadership is lacking, therefore FAF hopes to change that, by bringing in younger people to the United Nations. FAF empowers people through global education; one way they do this is through service trips to countries like Ecuador. Their Youth Assembly gathers 1000+ people to work in many different sectors (water, business, etc.). One thing in common between kids who are accepted to the program is they all have the potential to become change makers. There are now over 15,000 FAF alumni; in total, these alumni have conducted over one thousand youth led projects that have impacted over forty thousand people globally. In order to become a member of the Friendship Ambassador's an applicant must be between the ages of 16-28. FAF believes this is the perfect age range that allows young, opportunistic and exciting applicants to change the world through their sustainable development program.

The main theme in these two presentations was opportunity through the United Nations to become involved in world-wide projects like the service trips offered by Friendship Ambassadors Foundation. These service trips and internships focus on sustainable development, a common issue discussed in the United Nations, about how to best help developing countries continue to prosper and cultivate. With so many different opportunities to change the world through UN agencies, UN Missions, and NGO's such as the Friendship Ambassador's Foundation, it is increasingly easier for college students to get involved and positively impact the world. Although competition for these internships can be fierce, there are plenty of platforms and paths to landing these competitive internships. With an internship associated to the United Nations, the social networking and experience will make virtually any career choice possible.

The complete messages by Takooshian and Klovaci were posted on-line by CELL's webmaster Jerry Price. [10,11].

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Notes:

1. UN Careers: <https://careers.un.org/lbw/Home.aspx>
2. Coalition: <https://psychologycoalitionun.org/>
3. Agencies: www.un.org/en/sections/about-un/funds-programmes-specialized-agencies-and-others/

4. UNICEF: www.unicef.org/about/employment/index_internship.html
5. Missions: [https://protocol.un.org/dgacm/pls/sit e.nsf/files/BB307/\\$FILE/bb307.pdf](https://protocol.un.org/dgacm/pls/sit e.nsf/files/BB307/$FILE/bb307.pdf)
6. Network: <http://faf.org/main/>
7. Universities: <https://fordhamimpactinitiative.wordpress.com/>
8. UNA: www.unanyc.org/
9. FAF: <http://faf.org/main/#>
10. Takooshian: www.facebook.com/509152306140376/videos/786594125062858/
11. Klovaci: www.facebook.com/509152306140376/videos/786606181728319/

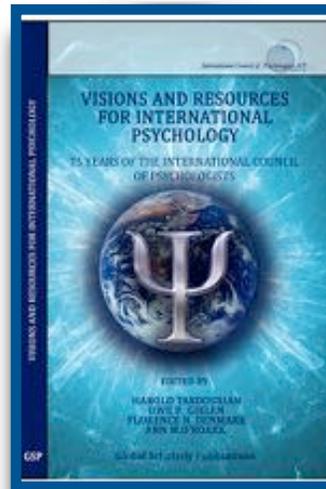
Calling All International Psychologists!

Book Review

Visions and resources for international psychology: 75 years of the International Council of Psychologists

Takooshian, H., Gielen, U.P., Denmark, F.L., & O'Roark, A. M. (Eds.).

(2018). New York, NY: Global Scholarly Publications
www.gsp-books.org
 331 pp. \$40. ISBN: 978-1-4338-1259-0



by Elaine P. Congress, MA, DSW

Visions and Resources for International Psychology: 75 years of the International Council of Psychologists provides extensive information and resources to psychologists, students, and those from other fields who are interested in learning more about this important area of behavioral science. To begin with the book is authored by four giants in the field of psychology, Drs. Harold Takooshian, Uwe Gielen, Florence Denmark, and Ann O'Roark. Between them they have several hundred publications and held leadership positions in many major psychological organizations.

Takooshian, Gielen, Denmark and O'Roark come from four different colleges. Not only have they influenced and helped to grow psychology as an important academic, research, and clinical area of behavioral science, but also in the course of their long careers influenced and help guide the careers of many students from psychology and other related fields.

Unlike the typical academic book in which each chapter is at least 15 pages, this book adapts the structure of short chapters that range from three to five pages. This format seems most appropriate for two reasons. First, these authors are committed to the principle that there are many who can share knowledge about international psychology and a shorter chapter format promotes this perspective. The second justification for this approach is that a shorter, more

focused chapter format is more in keeping with current methods of reading and learning. Not only does the book look at the history of psychology and current issues but also the book is very future oriented by modeling a teaching method that is increasingly used to convey information to 21st century learners.

The book is divided into three main sections 1. History of International Council of Psychologists (ICP), 2. Resources for International Psychology and 3. Visions on International Psychology. This is the 75-anniversary year of the International Council of Psychologists so it is most fitting that the history of this important psychology organizations is made known. Too often knowledge about the origins of organizations is lost as members move on to other areas. Learning about the origins of an organization helps us understand more about the mission and current focus. Ann O’Roark describes the history of ICP from its beginnings in 1941 by a group of women psychologists who wanted to volunteer their services as psychologists to help with the war effort. Over the years the membership and mission were expanded to include psychologists from all nations (1946) and men (1951), then became interdisciplinary (2011). This section also gives a summary report of the recent 2016-2017 anniversary year conference which enables the reader to learn about the multiple research interests of ICP members. And chapters that look at the international focus of ICP are also included.

But this book is much more than the recounting of the history of ICP. Those interested in a more detailed history might want to look at the published ancillary volume *Footprints and visions: A history of the first international psychology association established by women* written by Ann Marie O’Roark. In the book *Visions and resources for international psychology: 75 years of the International Council of Psychologists* one of the most informative sections is the second section which is entitled *Resources for Psychologists*, but could be expanded to be called *Major issues for Psychologists: Research, Debates, and Resources*.

The many resources listed for psychologists such as names and links to different psychology organizations (Bullock and Ober), as well as international research (Simon) are very useful. As education of the next generation of psychologists is so important a major focus of this section is on students. Rich and Gielen begin this student focus by a chapter on how psychology curriculum could have more of an international focus, followed by chapters on study abroad options, mental health diagnosis, and technology. These chapters have included important, timely resources both for students just entering the field and professionals.

One of the most interesting and relevant aspects of this section is the focus on some of the controversial issues in psychology. An important issue which a number of chapters address is that much of psychology research is conducted and published by Western authors. **It is ironic that in a content about cross cultural psychology that proposes to consider cultural issues across the world is primarily only studied by Western psychologists using Western research methods.** Hu and Walton in their chapter on diagnosis assessment discuss this in the context of ICD 10 and raise the important point about

how applicable is it to people from different cultures. While there are some psychologists that ICD10 should be the universal assessment tool for identifying psychopathology, others suggest that each culture may have different, although overlapping mental disorders. The authors discuss ways in which cultural diagnosis is addressed through a special section of ICD 10 and plans to address cross cultural issues in the forthcoming ICD 11. The discussion about ICD with a cultural lens seems most appropriate in a book on cross cultural psychology.

The final chapter in this second section on Resources looks at future trends on global online learning and the way in which online teaching and learning with technology has changed traditional ways of teaching and learning. Instruction is no longer primarily in one direction whereby teachers lecture students, but now teachers’ roles are often to provide new resources and create the environment in which students can pose questions based on these resources and learn from each other. This chapter serves as the perfect segway to the final section on *Visions of International Psychology*.

The third section of this book on visions reads like the “who’s who of psychologists”, as it features those who have contributed widely through their research and leadership to advance the study of psychology. Psychology is seen as having an important role in addressing some of the key problems in the world such as terrorism, climate change, human rights and violations. Some see that international psychology organizations are key in maintaining and promoting psychology and applaud the fact that international organizations are now much more diverse than previously. (see page 288) Thus is encouraging as a major concern has been that international psychology might be almost a misnomer if research is only written and applies to those from Western English speaking countries (US, Canada, Europe) .

All of the editors of this book offer up their vision. Denmark stresses the important role of international psychological organizations now and in the future, while O’Roark speaks about establishing linkages between national and international psychological organizations. Moving beyond the importance of psychology organizations, Gielen addresses the need to link psychology to other fields in order to maximize its impact, as well as the importance of focusing on world problems such as climate change. The fourth editor Takooshian considers the importance of connecting psychologists and psychology organizations with the United Nations so that psychology can have a greater impact on world policies, but offers a cautionary note about challenges in combining the role of scientist with that of advocate.

In conclusion *Visions and Resources for International Psychology* makes a major contribution to psychology literature. While initially one might view this book as only a history of ICP, the reader quickly learns how well the past, present and future of international psychology is presented through the voices of the most acclaimed psychologists in the field. **Because this book is so informative as well as interesting, *Visions and Resources for International Psychologists* is an asset for any psychologist or**

psychologist in training to have readily available on their book shelves.

Review author:



Dr. Elaine Congress

Is Professor and Associate Dean at Fordham University Graduate School of Social Service in New York City.



suicide prevention. In 2015, he served as an expert witness for the Nunavut coroner's inquest into the high rates of suicide in Nunavut, Canada and his recommendations were all adopted by the jury and integrated into the Nunavut suicide prevention strategy. He consulted on the National Inuit Suicide Prevention Strategy (2016) and the Saskatchewan Sovereign First Nations Suicide Prevention Strategy in Canada. Since 2011, he has been Vice-Chairperson of the Trustees of Befrienders Worldwide, an NGO of mostly volunteer-based suicide prevention helplines in over 40 countries, where he works to increase international communications and the adoption of best practice models. He has been the President of the organizational committees for several important international events, including the World Congresses of the International Association for Suicide Prevention, co-sponsored by the WHO, in Montreal in 1993 and in 2015. He is the recipient of many national and international grant funding totalling several millions of dollars for his work in the area of health, social sciences, and culture.

**Honoring ICP 2018
AWARD
RECIPIENTS
2018 Fukuhara
Advanced
International
Research and Service
Award**



DR. BRIAN MISHARA, CANADA

The Fukuhara Award is given to a senior or mid-career level psychologist with distinguished contributions to international psychology in research & service.

Dr. Brian Mishara is Professor of Psychology and Director of the Centre for Research and Intervention, Ethical Issues and End of Life Practices at the Université du Québec à Montréal. He is an international figure in the field of suicide and euthanasia, and has received several awards, including a Special Award for significant contribution to the World Community in Suicide Prevention from the Dharma Drum Humanities & Social Improvement Foundation with the endorsement of President Ma of Taiwan.

Dr. Mishara has published 12 books in English and French, 55 book chapters, and 122 articles in peer-reviewed journals. He has worked internationally in various capacities in the field of suicide prevention. From 2005 to 2009 he served as the President of the International Association for Suicide Prevention, an NGO in official relations with the WHO. He helped establish and conducted the initial training for the first helpline in Uganda and in Lebanon, conducted training and consults with the first helpline and suicide prevention organization ("Sourir de Reda") in Morocco, and conducted training and workshops in countries including Somaliland (first suicide training in that country), India, Tanzania, Taiwan and Guyana. In Guyana, he worked with the former health minister to develop local capacity in

Dr. Mishara's current research interests include the determination of best practices for suicide prevention using new technologies [see the book: Mishara, B. L. & Kerkhof, A. (2013) *Suicide Prevention and New Technologies: Evidence Based Practice*], decriminalization of suicide in the 25 countries where attempted suicide is illegal and the additional 20 countries whose Islamic laws call for punishing suicide attempters (see Mishara & Weisstub, 2016). He is also working in Nunavut on a long term lay community follow-up research project to reduce repeated suicide attempts; the project is funded by the Canadian Institute of Health Research as part of the Global Alliance on Chronic Diseases. His work in Nunavut is of critical importance to the Indigenous Inuit people who live in the arctic regions in Canada and are addressing high suicide rates which are related to their colonization by the government of Canada. Dr. Mishara was recently appointed Principal Investigator for the Mental Health Commission of Canada demonstration programs Roots of Hope, to develop and test evidence-based best practices in suicide prevention across Canada.

The 2018 Fukuhara Award committee consists of award chair Dr. Ann Marie O'Roark (USA), Dr. Consuelo Barreda-Hanson (Australia), Dr. Anna Laura Comunian (Italy), Dr. Dennis Trent (United Kingdom), and Dr. Paul Lloyd. Please address inquiries regarding the award to the award chair, Dr. Ann Marie O'Roark (annoroark@bellsouth.net) Background article by Dr. Josephine Tan on behalf of Dr. O'Roark.





**2018 Frances Mullen
Award
Distinguished
Contribution to
International
Psychology**

DR. MACHIKO FUKUHARA, JAPAN

The Frances Mullen Award is presented to honor an ICP member with a long & distinguished history of research &/or applied contributions in one or more international areas.

We are pleased to announce that Dr. Machiko Fukuhara is the recipient of the 2018 Frances Mullen Distinguished Contribution to International Psychology Award. She is an Honorary Professor with the Tokiwa University in Mito City in Japan, the Director of the Japanese Association of Microcounseling which is accredited by the Science Council of Japan, and the Director of Psychoeducation Institute in Japan. She collaborated with an ICP Past President, Charles D. Spielberger, on state-trait measures of anxiety, anger, curiosity, and depression. She is currently the Past President of the ICP.

Dr. Fukuhara has been a member of ICP since 1964. Her contributions to the ICP are varied and impressive and include being an Area Chair (1976-1983), Director-at-Large (1984-1987), Treasurer (1990-1993), and the ICP President in 2016-2017, among others. She was a key organizer for the 1990 ICP conference in Tokyo and the 2016 ICP conference in Yokohama. She established an ICP, Inc. Award Fund through which the Fukuhara Advanced International Psychology Research and Service Award is supported. In 2017, she established the ICP Early Career Professional/Student Conference Travel Award and the ICP Conference Workshop for ECP and students whose first language is not English that are funded through a generous donation from Tokiwa University. Both of these recent awards are designed to support the research activities, training, and professional development of early psychologists and students from economically-challenged regions of the world, who have to travel a far distance to attend ICP conferences, and/or whose first language is not English. Dr. Fukuhara has also served two terms on the Board of Directors with the International Association of Applied Psychology (IAAP) and was made an IAAP Fellow in 2014 in recognition of her contributions to applied psychology.

In summary, Dr. Fukuhara has been instrumental in developing counseling psychology in Japan. She also has been a very strong advocate of international psychology as seen in her work with the ICP and IAAP. She also is one of the leaders who are actively nurturing future generations of international psychologists. Her leadership in creating the two most recent ICP awards in 2017 is a rare example of formal initiative to empower and offer research and training opportunities to psychology students and early career

professionals from all over the globe, including those from distant and economically challenged parts of the world.

Please address inquiries regarding the award to the award chair, Dr. Anna Laura Comunian at annalaura.comunian@unipd.it. Other members of the award committee are Dr. Ann Marie O’Roark and Dr. Josephine Tan. Submitted by Dr. Anna Laura Comunian, Emeritus, University of Padua, Italy.



**2018 Denmark-Gunvald
Award**

DR. CARMEN POULIN, CANADA

The Denmark-Gunvald Award for Feminist Research and Service is presented to honor a psychologist with a history of research and service that directly benefits the health, promotion and well-being of women in the world.

Dr. Carmen Poulin is Associate Dean in the Faculty of Arts at the University of New Brunswick and professor of Psychology and Gender and Women Studies. Dr. Poulin’s expertise lies in the areas of women in non- traditional fields, sexual minorities, resilience throughout the aging process, and women’s role in the history of Psychology.

Dr. Poulin has distinguished herself by her research on the everyday life of women and marginalized individuals. She has focused on coping strategies that women use to improve their lives. She has studied female firefighters, experiences of lesbians in the Canadian military, researched housing issues for single mothers, for aging people and experience of women giving birth.

Dr. Poulin is especially suited to receive an award from the International Council of Psychologists due to her research collaborations and comparative research with colleagues in other countries. She has published “Getting Prescriptions in Taiwan Health Care System” and “Implicit and Explicit Gender Division in Long Term Care; A comparison between Taiwan and Canada” (2016), both with C. Chen and L. Gouliquer. She has also collaborated with C. R. Silva and L. Gouliquer on: “What do Brazilian and Canadian elders have to say?”

The award committee consisted of Janet Sigal, Ph.D., Josephine Tan, Ph.D., and Donna Goetz, Ph.D., (chair). Submitted by Donna Goetz, Ph.D., Professor Emerita Elmhurst College, Elmhurst, IL USA.





**SUKEMUNE - BAIN
AWARD**
**Encouragement of
Early Career Research**

**DR. ANUSHA KASSAN, U. CALGARY,
CANADA**

The Seisoh Sukemune (Japan) /Bruce Bain (Canada) Encouragement of Early Career Research Award recognizes outstanding early career contributions to scholarly endeavors addressing psychological issues of a universal or multinational significance.

Dr. Anusha Kassan is the winner of the Seisoh Sukemune /Bruce Bain Encouragement of Early Career Research Award in 2018. Dr. Kassan is a registered psychologist and an assistant professor in Counseling Psychology at the University of Calgary. She is also the Chair of the Section on Counseling Psychology of the Canadian Psychological Association. Dr. Kassan completed her graduate studies at McGill University and pre-doctoral internship in professional psychology at the University of California, Irvine Counseling Center. Her program of study is influenced by her own bi-cultural identity and informed by an overarching social justice lens. She is presently conducting research with different newcomer groups (e.g., youth, same-sex binational couples, women) as well as research in the area of counseling training and supervision.

All the members of the selection panel unanimously considered that Dr. Kassan has an impressive research track record and her research work has been very solid and interesting. Dr. Kassan's expertise is in multicultural counseling, which is an important topic in today's multiracial societies. Her case study provides the process analysis depth and a rich source for guidance to achieve counseling goals. All the members thus commended that Dr. Kassan's research projects have a significant multinational contribution to enhancing the quality of human life.

In this year, the selection panel of the Seisoh Sukemune/Bruce Bain Encouragement of Early Career Research Award consists of Prof. Cecilia Cheng (chair) and two members, namely Prof. Chok Hiew, retired Professor of Health Psychology at the University of New Brunswick, an experienced member who has been serving in the same selection panel over the past years; as well as Dr. Angela Leung, Associate Professor at the Singapore Management University, who was the recipient of the Seisoh Sukemune/ Bruce Bain Encouragement of Early Career Research Award in 2013. This award is designed to encourage research that systematically addresses the psychological dimensions affecting the quality of human life, and to enhance and reinforce the mission and goals of ICP.

For the purpose of this award, "research" is broadly defined to include all paradigms of scholarly endeavor,

such as laboratory experiments, field experiments, field studies, correlation and evaluation studies, historical studies and case histories. Submitted by Dr. Cecilia Cheng, U. Hong Kong.

**2018 ICP Early Career/Student Conference
Travel Grants**

2018 Conference Travel Grants were made possible by a University of Tokiwa, Japan, contribution in honor of ICP's 75 conference, held in Yokohama in 2016. Financial support is provided to early career research psychologists from economically challenged countries. The aim of the grant is to enhance and strengthen links for future collaboration, build research capacity in developing economic countries and enhance the early researchers' and psychologists career opportunities.



Dr. Tushar Sing



Mr. Tesmegen Feyissa

This year, the award is presented to two deserving candidates, **Dr. Tushar Singh** from India, and **Mr. Tesmegen Feyissa Bedane** from Ethiopia.

Dr. Tushar Singh is an Assistant Professor in Department of Psychology, Banaras Hindu University, Uttar Pradesh, India. His research interest lies in the area of Applied Social Psychology. He has published more than a dozen of research papers and book chapters in national and international journals. He had held responsible research positions in various international and national research projects. Besides his excellence in research, he has extensive teaching experience of more than 10 years as well. He has also served as the member of the Executive Council of National Academy of Psychology (NAOP) for the duration 2014-17 and is currently holding a position of treasurer of NAOP for the next biennial years. He is the recipient of several prestigious awards and fellowships such as ARTS, "Emergent Psychologist" to name the few. His work on "Exploring the Effects of Excessive Internet Use on Young Adults" led him to win this award and we are looking forward to his presentation. With his enriching work on social psychology and its global significance, we appreciate his commendable scientific contribution in spite of economic constraints.

The second recipient is **Mr. Tesmegen Feyissa Bedane**, who is a Ph.D. scholar in the department of Applied Developmental Psychology at Addis Ababa University, Ethiopia. He is merely not a scholar at his university; he is serving as a lecturer and higher diploma program leader as well. Prior to this, he had also served for six years at Major General Hayelom Araya Military

Academy as an instructor of military psychology and the counselor of the center. In view of his service and the varied research work on diversity and equity, we, as a committee acknowledges his work entitled “*The Subjective Well-being of Children under Child Labor at Shiro Meda Weaving Center*” with this award at the ICP conference 2018. As a researcher, this work is of tremendous research capacity in developing economic countries.

Award Chair: Dr. Swati Bajpai, PhD (*Clinical Neuropsychology*); *Department of Geriatric Medicine, All India Institute of Medical Sciences, New Delhi, India*

Award Committee: Dr. Jean Lau Chin, ED.D., ABPP; *2018 Past-Chair, Council Leadership Team, APA President, International Council of Psychologists; Professor, Adelphi University; Visiting Professor and Fulbright Scholar at University of Sydney, Australia; Dr. Natalie Porter, PhD, APA Council Representative by Division 35: Society for the Psychology of Women of the American Psychological Association (APA); President Elect- International Council of Psychologists; Professor Emerita CSPP/Alliant International University, and Dr. Merry Bullock, PhD, APA Division 52 President-Elect; ICP Secretary-General; Ahimsa International, Colorado.*

**2018 IN ABSENTIA
POSTER COMPETITION
Dayan-O’Roark Award**

**Montréal, Canada, June
23-25**



**Chair Anna Laura Comunian, Emeritus,
University of Padua, Italy, ICP Past President**

The judges of the poster competition included Dr. Michael Vesner of Lakehead University and Dr Josephine Tan.

First place:

Title: Addressing Health Injustices for North American Youth in Foster Care

Authors: Kyla Brophy, McGill University; Skourtes Stephanie, Portland State University; Eva Moore, University of British Columbia

The Health Navigator Program (HNP) was a pilot health mentor intervention program for youth with connections to the British Columbia Ministry for Children and Family Development (MCFD), referred to as “independent youth” as they are independent of traditional familial care, commonly referred to as “youth in foster care.” Research on youth who have been in foster care has revealed their vulnerability to mental illness, trauma, substance abuse, and homelessness, exacerbated by institutionalized prejudice and discrimination. The HNP specifically was designed to improve the health care experiences of youth in care. “Health” was defined as including the mental, physical, and social elements that

constitute human development. The HNP took place at two youth serving organizations in Vancouver, Canada. Independent youth were paired with five second-year medical student volunteers who served as health navigators for a minimum of three months. Medical students received on-going training and education on youth mentorship, youth development and resiliency, the foster care system, and adolescent health. They supported independent youth in establishing health related goals, and provided information, advocacy, and mentorship in coping with daily life challenges. Qualitative methods were used to assess the effectiveness of the HNP. Findings emphasized the importance of consistent contact with a caring adult, as well as facilitating access to services that are appropriate for youths’ multiple intersecting identities (e.g. indigenous health services; queer-friendly services). On a systemic level, the HNP provided previously absent learning opportunities for medical students on social justice issues. This project provides insight into effective, low-cost interventions to support vulnerable populations, with global implications for wider application and learning.

Second place:

Title: Challenges and opportunities faced by Brazilian parents raising children abroad

Author: Lais Granemann, Department of Psychology University of Brasilia, Brasilia, Brazil

According to the International Organization for Migration (IOM), there are over 1.5 million Brazilian emigrants. There is still a lack of studies with this population, especially on the topic of parenting. In this study, we collected qualitative data from 1,306 Brazilian-born fathers and mothers living abroad with their children. These participants were in 51 different countries across four continents. They varied in age, number of countries lived, languages spoken, number of children and their ages, number of hours per week that they spend with their children, educational and economic level. A self-explanatory online survey was built including two open questions. Parents were invited to list the opportunities and challenges they faced in raising their children abroad. Data were analyzed and categorized using the method of content analysis. The author concluded that there are common challenges and opportunities experienced by Brazilian parents in various foreign countries. The most frequent categories related to challenges were the absence of family members nearby to help with the children, difficulty in mastering the local language, lack of children’s exposure to the native language, and discrimination. The most frequent categories related to opportunities were security, children’s access to education and leisure, children’s multilingualism, and access to good health care. The findings provide insights for professionals providing pre-departure training for migrants such as business expatriates, international students, scholars, diplomats, humanitarian aid workers, military personnel and missionaries who are moving abroad with their families. They can also be a valuable contribution to the work of counsellors and mental health professionals working with this population.

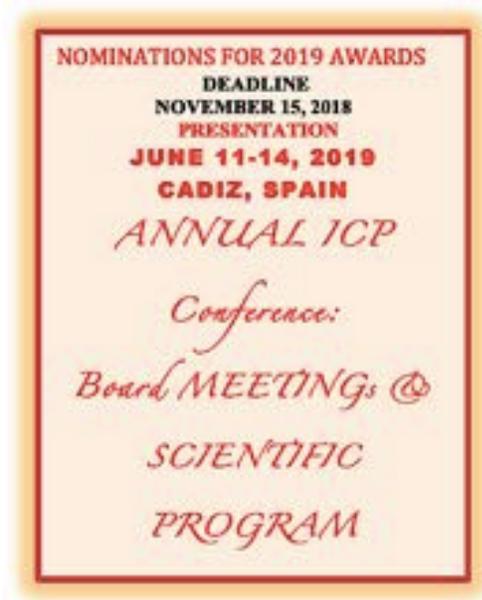
The titles of the other InAbsentia posters presented:

Psychodrama and Gender in Women's Prison in Spain: Imprisoned Souls. Malena Rubistein, Universidad de Sevilla.

Asian Pioneering Women Psychologist. Qianyi Shi & Patricia Romero, Universidad De Sevilla.

Some Contributions of Pioneering Women Psychologist to Gender Equity. Ioanna Tsotsou & Ana Guil, Universidad de Sevilla.

Florence Denmark was celebrated as a young pioneering women psychologist. All the best congratulations to Florence from ICPinc Members!



ICP, INC. MEMBER RECEIVES EARLY CAREER IMPACT AWARD FROM FEDERATION OF ASSOCIATIONS IN BEHAVIORAL & BRAIN SCIENCES (FABBS)*



Genomary Krigbaum-Pérez, MA, PsyD, BCB, LP
ICP, INC. Newsletter Associate Editor

**FABBS is a coalition of scientific societies that share an interest in advancing the sciences of mind, brain, and behavior. They communicate the importance and contributions of basic and applied research in these areas to policy makers and the public. The*

following award announcement was published in their newsletter earlier in 2018.

Individualized Medicine With No Side Effects

We live in an age of personalization, and medicine is increasingly part of that trend. Recent advances in genetic research have allowed medications to be tailored to a person's DNA profile, for example. But another form of 'individualized medicine' has been around far longer: biofeedback, a therapeutic intervention in which patients are trained to recognize and modify their biorhythms. Using electronic monitoring, biofeedback practitioners help patients become aware of patterns in their brain waves, heart rate, breathing, muscle tension, or other physiological responses, and train them to modulate those patterns. Biofeedback has flown under the radar of many clinicians and patients, but it is becoming more common and accepted, thanks in part to growing studies on its effectiveness by researchers like psychologist **Genomary Krigbaum**. Krigbaum, who practices and studies biofeedback for a range of conditions from pain management to Attention Deficit Hyperactivity Disorder (ADHD) to insomnia, is motivated by the results biofeedback can have in improving patients' health and quality of life.

Typically, treatment begins with a clinician attaching electrodes to the patient that gather and send information to an electronic monitor. A computerized algorithm turns that information into output the patient can see or hear in the form of an audible tone, visual chart or graphics, or other metrics. The clinician then usually helps the patient learn strategies that can help change the physiological response, such as deep breathing or tensing and relaxing muscles. Sometimes the patient simply listens to an audible tone timed to approximate the desired biorhythm. As patients go through this process, they can watch or hear the feedback to see if their physiological response is changing, for example if their heart rate or pulse is slowing down. Through this process, the clinician trains the patient to achieve (or get closer to) a 'normal' pattern, which can be determined by the standard or normed level for other patients undergoing that specific treatment or by the patient's personal 'best' point of performance (or the point at which he believes to be his best).

Krigbaum's work has been influential, in part, because of her emphasis on individualizing that process. Typically, clinicians try to get patients to reach a level determined by the mean of the overall population. **But Krigbaum points out "everybody has a different baseline" and the baseline for one person might be different than the mean of the population.** It shouldn't always be the goal to get patients to the population average, she says. To make biofeedback more individualized, for example, she has used inferential statistics to analyze how patients progress over the course of their treatment, in terms of both their physiological responses and the symptoms they experience. By triangulating those metrics, the clinical picture of change can sometimes be more meaningful, especially for the patient's well-being, than relying strictly on endpoint comparisons of the patient and the population average.

Krigbaum believes clinicians and the health community are becoming more open to biofeedback interventions, which have few, if any, side effects or complications. In addition to her research and clinical work, she consults with physicians and mental health clinicians and trains medical students and future psychologists. Much of her teaching focuses on viewing patients as individuals and understanding how their unique physiology, experiences, and circumstances influence their conditions and effectiveness of treatments. She advocates for a multicultural perspective on diagnosis and treatment, recognizing that, for example, different cultures have different conceptions of pain or beliefs about what is appropriate to tell a doctor. Additionally, patients' social and environmental circumstances can influence their symptoms and ability to stick to treatment regimens. For example, Krigbaum explains, chronic stress can have a serious impact on immune functioning, diabetes, and other medical problems, but clinicians do not always ask about patients' social circumstances. "We traditionally train them to aim for an objectivity that could be construed as 'detachment,' but then they often won't see the full picture of what is going on. I aim to teach them about social ecosystems" so that they don't misdiagnose a problem or overlook a cause. She adds that a lot of clinicians tend to seek immediate certainty, but the answers can sometimes be found by exploring ambiguity. Examining patients' unique experiences is critical, she says, because "in the middle of subjectivity, there is always objectivity."

Remembering Albert Ellis, PhD

A Letter from Debbie Joffe Ellis, PhD



Dear ICP Friends and Colleagues,

Albert Ellis PhD passed on July 24th, 2007. The years have flown by, and I wonder what he might think if he were still alive. I think it is highly likely that he would enjoy the remarkable progress of neuro-physiological research and findings, and the continuing embrace of the cognitive approach in psychotherapy (he heralded in the cognitive revolution in psychotherapy in the 1950's).

I suspect that journalists would be clamoring to hear his views, on a regular basis, about the current state of our country and the world - and his responses would be sharp, rational, direct, and interspersed with his fine and piercing wit! He might regret that some of the people who, in his lifetime, championed the REBT approach are in recent years merging their work with a more general CBT approach, for as much as he immensely respected CBT and the outstanding research associated with it, it does not, as much as REBT does, emphasize the humanistic and philosophical elements seen in REBT: such as the importance of choosing to experience greater unconditional acceptance, tolerance and gratitude - most especially during times of challenge.

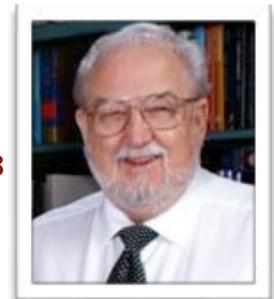
Nonetheless, there are many fine practitioners and teachers out there keeping the flames of REBT alive, as I strive to do with joy and gratitude. And the numerous books and articles written by Albert Ellis continue to help countless numbers of people, directly and indirectly, to suffer less emotional misery and to experience greater happiness in life. Remembering you with great love Wondrous Al.

Thank you forever, Al...for you. **Dr. Debbie Joffe Ellis**

*Psychologist, Writer, Presenter Website: www.debbiejoffeellis.com
Adjunct Professor of Psychology Department of Clinical and Counseling Psychology Teachers College,
Columbia University Dr. Debbie Joffe Ellis was born and raised in Melbourne, Australia. A licensed psychologist (Australia) licensed mental health counselor (New York), and adjunct professor at Columbia University New York City, presenter and writer: she is affiliated with several major psychological associations and societies, including membership in the Australian Psychological Society, and international affiliate membership in the American Psychological Association. For years Dr. Ellis worked with her husband, renowned pioneer of modern cognitive therapies: Dr Albert Ellis, developer of Rational Emotive Behavior Therapy (REBT).*



Dr. J Harold Ellens 16 July 1932 - 13 April 2018



Dr. Ellens, psychologist and theologian, was the founding editor of the Journal of Psychology and Christianity and also the Executive Director of the Christian Association for Psychological Studies International from 1974 to 1989. He was one of the key figures in psychological biblical criticism and served as Chair of the Psychology and Biblical Studies Section of the Society of Biblical Literature.

Ellens Received Multiple Educational Degrees

- PhD in Second Temple Judaism and Christian Origins, Department of Near Eastern Studies, University of Michigan, 2009.
- PhD, Psychology of Human Communications, Wayne

- State University, 1970.
- Master's degree in Second Temple Judaism and Christian Origins, NES, University of Michigan, 2002.
- Master's degree in New Testament and Christian Origins, Princeton Theological Seminary, 1965.
- Master's degree in Divinity in Theology and Biblical Studies, Calvin Theological Seminary, 1986.
- Bachelor of Divinity Degree in Theology and Biblical Studies, Calvin Theological Seminary, 1956.
- Bachelor of Arts Degree in Philosophy and Classics, Calvin College, 1953.
- **Military graduate of the Army Chaplain Staff College**, of the Command and General Staff College, of the Industrial College of the Armed Forces, of the Army Special Warfare School (Civil Affairs), of the US Army War College, and of the National Defense University.

Ellens was an ordained Christian minister (ordained 24 June 1956) and maintained a private practice in psychotherapy which began in 1965.[2] As a psychotherapist, he was licensed in the State of Michigan and was certified by the National Board for Certified Counselors. Ellens published more than 160 professional journal articles and served as author, co-author, or editor of 181 books

We have 20 rooms blocked for ICP2019 from June 11 to 14, single (85€), or double (105€), including taxes and breakfast.
Contact: Sara Montes, sara@hotelfrancia.com

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Members: News of Publications, Presentations...

PRESIDENT ELECT ANA GUIL-BOZAL INVITES ICP MEMBERS TO CADIZ, SPAIN

Ana Guil-Bozal earned her PhD in Social Psychology and is Full Professor of the Faculty of Psychology, University of Seville, Spain. She teaches courses in doctoral and master's programs and seminars on gender issues, both in her university and in Latin American countries.

“My commitment to the ICP began in one of the regional meetings organized by Dr. Anna Laura Comunian at the University of Padova, Italy, in 1992. Since then, I have tried to attend regularly, presenting the results of my research, in all the annual meetings that my academic and family obligations have allowed me. I especially remember the conferences of Lisbon 1994, Banff 1996, Padova 1997, Winchester 2001, Jinan 2004, Iguazú 2005, Kos 2006, San Diego 2007, Saint Petersburg 2008, Washington 2011, Sevilla 2012, Paris 2014 and New York 2017, in which I have always had the pleasure of meeting wonderful professionals.”

Ana Guil-Bozal PhD - c/ Camilo José Cela, s/n, 41018-Sevilla Tlf. despacho 954 557703 / secretaria 954 557710, Fax: 954 557711, email: anaguil@us.es



*THE LOCAL COMMITTEE WILL CONSIST OF A SMALL GROUP OF FACULTY PHD IN PSYCHOLOGY FROM THE UNIVERSITY OF SEVILLE AND UNIVERSITY OF CÁDIZ.
Ana Guil-Bozal [holding fan in photo].*

Calls for 2019 Award Nominations – International Council of Psychologists (ICP)

The mission of the ICP is to advance the science and practice of psychology and support the use of psychological knowledge to promote social health and justice, and to contribute to world peace, global wellness, and international professional development, networking and mentoring.

ICP welcomes nominations and self-nominations for prestigious international awards that honor international research and service!

Please click on the weblinks below for detailed information. Deadlines Nov 15.

Fukuhara Advanced International Research and Service

Purpose: to recognize senior or mid-career level psychologist with distinguished contributions to international psychology in research and service. Nominees do not need to be ICP members.

Deadline: November 15, 2018

Link: <https://icpweb.org/awards/icp-awards-information/fukuhara-award.html>

Denmark-Gunvald Award for Feminist Research and Service

Purpose: to honor a psychologist who has a history of research and service that directly benefits the health, promotion and well-being of women in the world. Nominees do not need to be ICP members.

Deadline: November 15, 2018

Link: <http://icpweb.org/awards/icp-awards-information/denmark-gunvald-award.html>

Frances Mullen Distinguished Contribution to International Psychology Award

Purpose: to honor a member of the ICP who has a long and distinguished history of research or applied contributions to one or more international areas.

Deadline: November 15, 2018

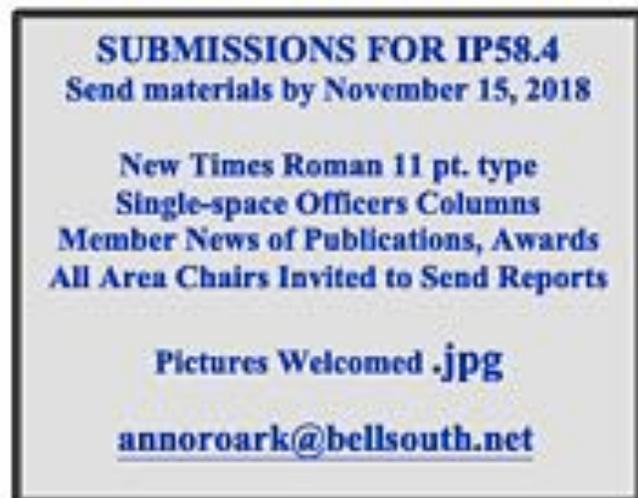
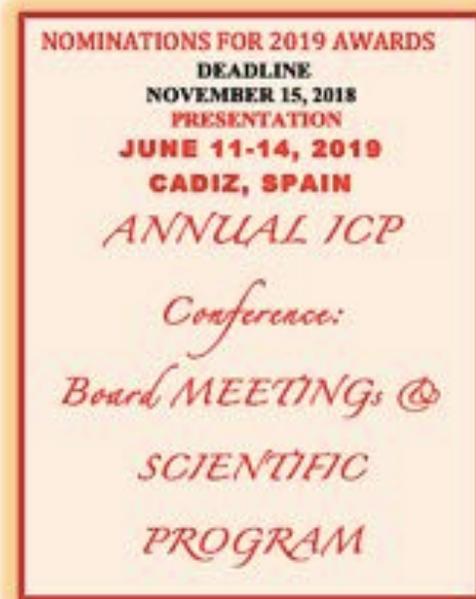
Link: <http://icpweb.org/awards/icp-awards-information/frances-mullen-award.html>

Seisoh Sukemune/Bruce Bain Encouragement of Early Career Research Award

Purpose: to recognize outstanding early career contributions to scholarly endeavors addressing psychological issues of a universal or multinational significance. Nominees do not need to be ICP members.

Deadline: November 15, 2018

Link: <http://icpweb.org/awards/icp-awards-information/sukemune-bain-award.html>



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A STUDENT AFFILIATE is a graduate student or full-time undergraduate student actively working toward a degree or certificate in psychology or in an area of study involving major emphasis on psychological aspects of a related field of study.

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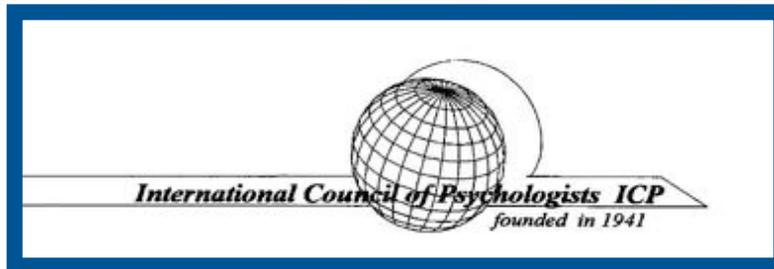
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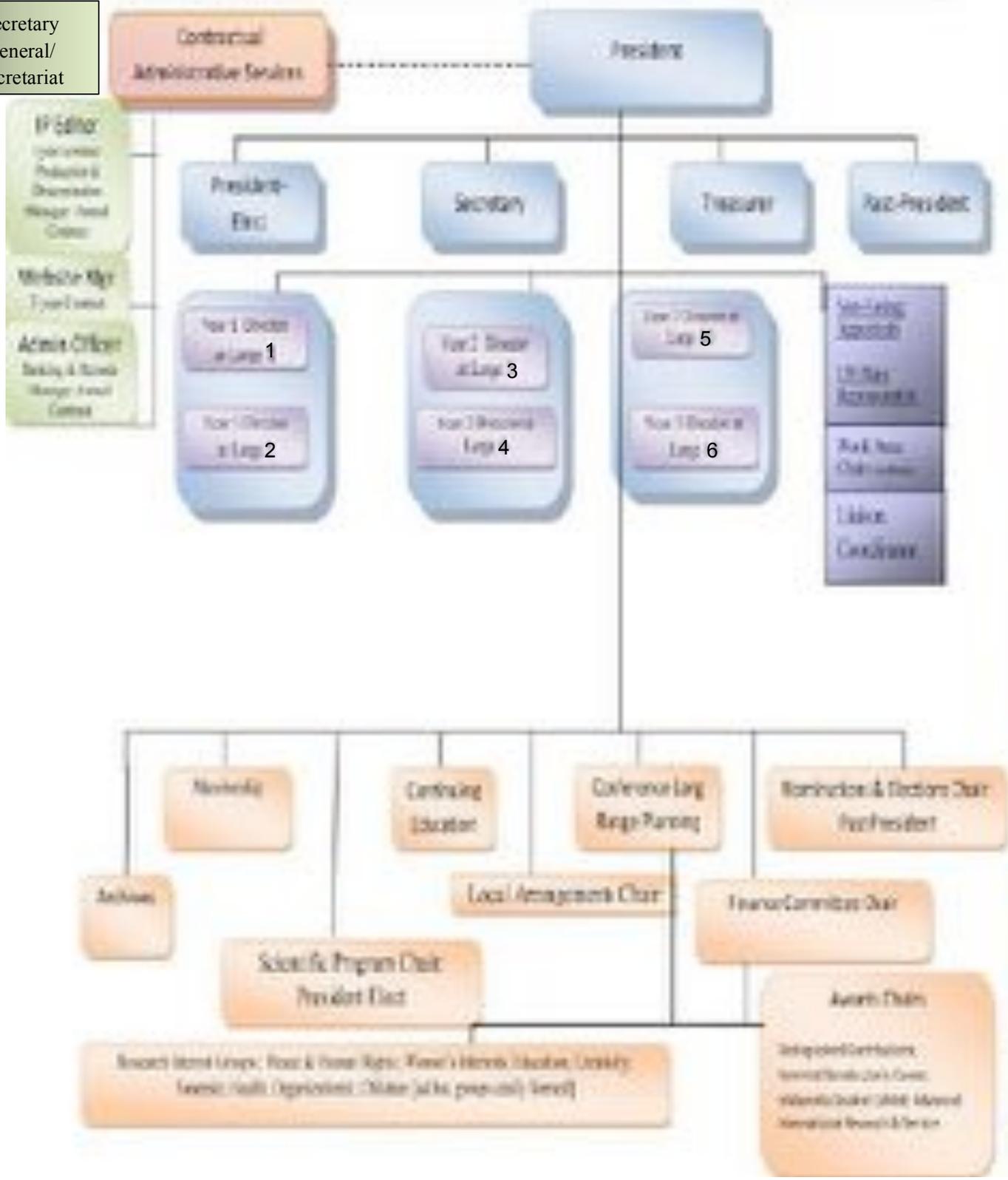
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E-mail: annalaura.comunian@unipd.it

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E-mail: dgoetz@elmhurst.edu

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Cecilia Cheng, PhD
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In Absentia Graduate Student ICP Conference Poster Exhibit Award
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E-mail: annalaura.comunian@unipd.it

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Member News of Publications, Awards
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Pictures Welcomed .jpg

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