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The

IAAP Bulletin

**The International Association
of Applied Psychology**



**Montreal, Canada, site of IAAP's
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June 26th to 30th, 2018.**



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Editor: Valerie Hearn, USA

Email for submissions: vhearn@comcast.net

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Editorial



*Valerie Hearn, Editor,
IAAP Bulletin*

Look at this amazingly beautiful sight. It is the Basilique Notre-Dame Montreal. You can see it in person when you attend IAAP's 29th ICAP 2018 which will occur next year (right around the corner) from June 26th to 30th in Montreal, Canada. The conference theme is "Psychology: Connecting Science to Solutions". For all information about the conference see icap2018.com.

For a list of more upcoming conferences, read DIVISION NEWS. In addition, you will find reports of conferences that have already taken place.



Basilique Notre-Dame Montreal

In the President's Corner, our President, Janel Gauthier, gives us a look at the activities that our IAAP EC and Board have accomplished over the last year or so. Most of us see IAAP in action only at our conferences, but there is a lot that our Officers and Board accomplish behind the scenes. Notable is our striking new website (<https://www.iaapsy.org>) which launched on September 1, 2017. You can become up to date on all the developments when you read Janel's column.

Something that Milt Hakel has done, that I would encourage you to do, is to write an opinion piece for the *Bulletin*. Another possibility is to submit an article reporting on an event that has already taken place like “Finding more effective responses to terrorism and its consequences in the era of globalization” which was submitted by Maria Paz Garcia-Vera, Chair of the Task Force on Terrorism, on behalf of the Task Force on Terrorism.

Judy Kuriansky, the main IAAP representative to the United Nations (UN), has, as usual, submitted a very impressive report detailing the work of our IAAP representatives to the UN. Judy and her colleagues accomplish a tremendous amount of on behalf of IAAP to improve the lives of people all over the world. Read of their accomplishments in the “The IAAP United Nations Team Report”.

Very fortunately, we have, as always, Robert Morgan’s COMMENTARY to round out this issue of the *Bulletin*. Bob’s contributions are always witty, interesting, and informative, but in my (not so) humble opinion this is one of his best. Do yourself a favor and read Bob’s edifying and funny “Actualizing Democracy.”

—Valerie Hearn, Editor, IAAP Bulletin

The President’s Corner



*Janel Gauthier,
President of IAAP*

History in the Making: Spotlights on the Recent Challenges and Achievements of IAAP

Dear IAAP Members,

I find it hard to believe that I am already in the fourth and last year of my term as President of IAAP. We all know that time passes quickly when we are busy and having fun. Still, it is a surprise when it happens to us.

Research on the perception of time is fascinating. Psychological science has shown that our “sense” of time is influenced by our motivation to do something, our attention to the task, and the emotions we feel at that time. The latest findings suggest that the old saying “time flies when you’re having fun” might really be true, but with a slight twist: time flies when you are having goal-motivated fun.

Speaking of goals, there has been no shortage of exciting goals and challenges since I assumed the office of President. The purpose of my article for this issue of the *IAAP Bulletin* is to highlight the main challenges and achievements of IAAP over the last several months.

I want you to know that those who have been elected or appointed to serve have been working hard and diligently on your behalf to help move IAAP forward and establish us as a strong international psychology organization with a high profile worldwide.

IAAP OPERATIONS CENTER

March 1, 2017, marked an historical date – the opening of IAAP’s Operations Center. It was a dream come true.

When the IAAP Board of Directors gave its unanimous approval in July 2016 to create a virtual operations/administrative center as recommended by the IAAP Strategic Planning Task Force, a

major transformation in how IAAP pursues its mission and goals got underway. Now, IAAP has a cadre of professionals working to support its mission and to achieve its goals.

It took more than several months to get there. I will spare you the details, but let me say that it was a challenging experience (requests for proposals, review of proposals, interviews, selection, negotiations of the terms of an agreement, drafting of a contract, and so on). By the way, IAAP had been considering ways to address IAAP's need for professional administrative support for many years, but no concrete actions had ever been taken for fear of regret. As psychologists, we all know that it is difficult to change old habits. It is also difficult to venture beyond zones of comfort. So, no surprise here. It is a fact of life. Fortunately, psychologists have found ways to increase comfort with risk and uncertainty. Of course, good judgment always matters. Furthermore, any bold move requires careful analysis, calculation and planning to avoid making mistakes.

The creation of the Operations Center required leadership and teamwork. I want you to know that the Executive Committee and the Board of Directors of IAAP provided strong and continuous support throughout the process. I also want you to know that our Information Technology Coordinator Milton Hakel played a key role in helping IAAP to create the Center. He spared no effort in turning a big dream into reality. He has given exceptional service and made a truly distinguished contribution to IAAP.

Now, let me tell you about the staff and the functions of the Operations Center. Both were described in the August 2017 issue of the *IAAP e-News*, but I think it is worth doing it again to highlight a few additional details.

The Manager of IAAP's Operation Center is Bruce Davis. Bruce is an account executive at Holland-Parlette Associates, a U.S. based association management firm incorporated in the State of California, with offices in San Francisco and Indianapolis, Indiana. Through Bruce, IAAP has access to a staff of 30 and 30 years of experience in supporting 22 national and international non-profit associations. Bruce has been on the staff at Holland-Parlette since 2008. He has over 10 years' experience in managing national and international non-profit organizations and currently serves as Executive Director for three client associations. He has a Bachelor's degree in Political Science and Telecommunications. He also has an extensive background in marketing, public relations and event planning for both non-profit and for-profit organizations.

Bruce is assisted in the management of IAAP's finances by Barbara Case, also on staff at Holland-Parlette. Barbara has over 20 years of experience working with non-profit and for-profit organizations and serves as Accounting Manager for nine of Holland-Parlette's client associations. A Certified QuickBooks Pro Advisor, Barbara has over 20 years' experience in utilizing QuickBooks accounting software which IAAP started to use in 2015. She previously ran her own bookkeeping company for six years.

During its four-year contract with IAAP, Holland-Parlette will provide general administrative support to the IAAP officers as well as to Divisions and their officers. Bruce and his colleagues will also manage IAAP's membership records, website, expansion of communication capabilities into social media and webinars, and operations related to finances, business meetings, congress support and publications-related activities (e.g., production of the *IAAP e-News*, circulation and/or mailing of IAAP's journals to members).

Much has already been achieved with the support of the Operations Center since its inception in March 2017. But do not take my word for it. If you read further, you will find concrete examples that speak for themselves.

IAAP WEBSITE

IAAP's new website (<https://www.iaapsy.org>) was officially launched on September 1, 2017. It was the outcome of a challenging operation. IAAP looked for months for a suitable platform to host IAAP's website and handle its membership records, but to no avail. In the end, as one could not be found, IAAP opted for a custom programming solution. In June 2017, a proposal from a marketing and communications firm was approved by the Executive Committee of IAAP, and work on the website got underway immediately. Operations Center Manager Bruce Davis and Information Technology Coordinator Milton Hakel worked closely with the firm on the design and functionality of the new site.

I invite you to visit the new website if you have not done so yet. You will see that it boasts a fresh and clean design, as well as several enhanced new features and member services.

I want you to know that the front end of the website was designed with current and prospective members in mind. It offers members easy access to IAAP information and resources, including: upcoming conferences and events; timely announcements; information about IAAP membership and journals; current IAAP policies and initiatives; division content and information; and an online membership application.

The new website also boasts an exclusive "Members Area" which offers IAAP members a customized user experience. Login is required to enter this area. Once they have logged in, members are taken to a personalized member portal, where they can take advantage of several features, including: a fully searchable member directory (search by name, country, and/or division); direct access to IAAP journals, which will not require logging into Wiley's website; archives of the *IAAP e-News*; easy online membership renewal; curated Division information (i.e., presentation of information related to a particular division), based on your membership in IAAP Divisions; link to registration for the upcoming International Congress of Applied Psychology (ICAP); and member contact information update. In order to access the member-only features of the IAAP website, members need to create a member account. Creating an account is easy. If you have not done so yet, please go to <https://iaapsy.org/members/setup/>, enter your last name and your email address, and follow the instructions. If you have any problems setting up your member account, please contact the IAAP Operations Center (operationscenter@iaapsy.org).

Website navigation is important to the success of a **website**. This why IAAP has spared no effort to improve the navigation experience for Members, Directors, and Officers upon log in, with relevant pages and links displayed on a "personal dashboard" page.

Other important features of the new website also include: built-in management of voting; iaapsy.org e-mail management and forwarding; and content management and re-use tied to social media platforms. The use of social media platforms for promoting organizations, brands and causes has increased exponentially in recent years. Campaigns of all kinds rely heavily on social media, some even exclusively. IAAP is determined to build and boost its social media presence in 2018.

Finally, you may want to know that security was a top priority in the building of the new website. All pages on the new site use "HTTPS" instead of "HTTP" as communications protocol to establish

a secure connection between yourself and the website, to ensure secure transactions for payments and to protect the privacy and integrity of the exchanged data, including personal information.

Now that the new website is live, IAAP will continue making updates to the content.

If you have any suggestions or comments regarding the new website, please share them with the IAAP Operations Center Manager (operationscenter@iaapsy.org).

IAAP MEMBERSHIP RECORDS

The Operations Center assumed full responsibility for IAAP's membership records from Wiley on July 1, 2017. Technologically, like the operation involving the rebuilding of the IAAP website, this operation was quite challenging because a suitable and readily available management software to handle IAAP's membership records could not be found. However, it was imperative that the migration from Wiley to IAAP be completed by July 1 to meet our obligations to the 2018 ICAP Organizers who rely on IAAP for verification of member status to confirm whether someone is entitled to a reduced congress registration fee. Furthermore, the migration had to be completed in time to handle new membership applications and membership renewals for 2018.

Bruce Davis and Milton Hakel worked closely to prepare the migration. To proceed on track toward the critical date, Bruce built a custom database to house all of the member data inherited from Wiley. This custom-built database is now connected to the new IAAP website and is used to provide the information for the fully searchable member directory in the exclusive "Members Area" of the website.

It may be useful to remember that the idea of transferring the IAAP membership database from Wiley to IAAP had been under discussion for quite a while because services from Wiley regarding the management of IAAP's membership data base had failed to improve since 2008 and there was no indication that they were anywhere near to meeting IAAP's expectations and needs. In 2015, Wiley had shown the Executive Committee of IAAP a video on a new membership management software package that Wiley was planning to integrate shortly into their society services offering. The software was called "iMIS 20" and was said to be "truly revolutionary". In June 2016, Wiley's Society Director, Ms. Sarah Oates, revealed to IAAP that the association management software contract for iMIS 20 had been terminated and that Wiley had no short-term or mid-term plan to upgrade its database management operations. IAAP and Wiley agreed to work together on the migration of the members records from Wiley to IAAP to ensure a smooth transition.

IAAP E-NEWS

In March 2017, working with IAAP Communications Coordinator Christina Sue-Chan and IAAP Information Technology Coordinator Milton Hakel, the Operations Center took over the responsibility of producing the monthly *IAAP e-News*.

IAAP e-News was created in 2015 to disseminate news about the current activities of IAAP. The plan was to publish one issue per month. However, it was impossible to achieve because the editing and the production of the e-News depended solely upon volunteers – IAAP e-News was edited by Christina Sue-Chan and produced by Milton Hakel. Given the means they had, they did an outstanding job. However, in the absence of any professional administrative support, there was only so much they could do.

The first issue produced with the support of the Operations Center was published in April 2017. The transformation in the design and the layout of *IAAP e-News* was such that it made you want to open the e-mail, click through the link to the news, and read it. However, there were empirical questions about the behavioural impact of those changes. How many of members would open their e-mail, click through the link to the e-News, and read it? How many more would do so after receiving one, two or three issues of the e-News?

To answer those questions, the Operations Center used Constant Contact, an online e-mail service, which provides very detailed user analytics to track the number of subscribers who open the email and click through links. The tool was used to monitor members' behavioural response to four issues: April, May, June, and July. A review of the analytics of these four issues revealed that IAAP's e-News e-mail open and click-through rates were good when compared to the industry averages:

- The average open rate for HTML e-mails is 18%, according to Constant Contact. IAAP's open rate for all four issues was found to be 45% or higher and to have slowly increased with each issue.
- The average click-through rate for HTML e-mails is 12%, according to Constant Contact. IAAP's click-through rate for all four issues was found to be above 16%, and to have jumped to almost 19% for the July issue.

Whether the trend will hold is open to anyone's guess. However, the analytics suggest that the changes made to *IAAP e-News* are having some behavioural impact and that the impact is growing. That's good news! Rest assured that IAAP will continue to do its utmost to bring you news that provides informative, valuable, interesting and relevant content. IAAP is also committed to keep it brief. According to the Nielsen Norman Group, the average person spends 51 seconds reading a newsletter.

The growing success of the *IAAP e-News* has led IAAP to reconsider the purpose of the *IAAP Bulletin*, which also aims to provide news to IAAP's general membership in addition to informative articles. The focus of the *Bulletin* on newsy items has its roots in the history of the publication. Until 2008, the *IAAP Bulletin* was referred to as the *IAAP Newsletter*. In 2008, the publication was given a new name to reflect the broadening of its content, which was no longer limited to the dissemination of news. The new name "IAAP Bulletin" appeared the first time on the cover of the publication in October 2008.

The current situation is such that there is some overlap in content between the *IAAP e-News* and the *IAAP Bulletin*. Repetition is unavoidable when the editor of each publication contacts the same people nearly at the same time, asking both for news. When this happens, another problem arises because some people began to wonder about why they are being asked to contribute again when they have just submitted something for publication to one of the editors. Still, another problem: one can run out of news. Unless one is willing to repeat and repeat, one may decide to stop responding to requests for newsy articles. If the same person is also asked to contribute to a Division newsletter, this can also add to the problem. Hence the need to address the situation in a responsible and fair manner as soon as practical.

Concerning this matter, I want you to know that there is already a plan to develop a proposal to redesign the *IAAP Bulletin* and redefine its purpose. One can expect that the new *IAAP Bulletin* will include a wide range of articles. Some of them will fall in the same categories of articles already included in the *Bulletin*. However, the odds are that the range of articles will be extended. Perhaps it will include, *without being limited to*, articles about policies, recent developments or new trends in

applied research and practice, lessons learned from experiences and practice in addressing specific problems, views or perspectives surrounding an issue, debates by several discussants on a controversial current topic. One can anticipate that there will be an attempt to capture anything that will be of interest to IAAP's general membership, that will be of relevance for the promotion and dissemination of applied psychology, and that will have little or no overlap with the *IAAP e-News*.

The current editor of *IAAP Bulletin*, Valerie Hearn, will end her term as Editor in 2018. However, she has kindly agreed to help IAAP with the renewal of the *Bulletin*. The "new" *IAAP Bulletin* will be implemented under the new Editor. However, Valerie has also kindly agreed to help with the transition. It goes without saying that the incoming Editor will be involved in the process of renewing the *IAAP Bulletin*. So will the IAAP Operations Center as it will be responsible for the production and the distribution of the *Bulletin*, which is presently published by Wiley. As to the new *IAAP Bulletin*, like the *IAAP e-News*, it will be available on line only. You will continue to receive printed copies of the *IAAP Bulletin* until the launch of its new version.

RENEWAL OF PUBLISHING AGREEMENT WITH WILEY

IAAP's journals (*Applied Psychology: An International Review* and *Applied Psychology: Health and Well-Being*) and newsletter (*The IAAP Bulletin*) are published by Wiley. The current publishing agreement with Wiley, which was signed in 2008, has a duration of 10 calendar years. As the term of the agreement began in January 2009, it follows that it will end in December 2018. The agreement includes provisions for automatic renewal for a further five years. It is a right that IAAP may exercise. However, the publishing world has changed so much over the last decade that IAAP has chosen not to exercise this right. Furthermore, it has chosen to look around to find the best possible deal for IAAP. Those decisions were made in 2016.

Since then, IAAP has met with a number of publishers interested in publishing IAAP's journals, and has received a number of proposals. The EC has been busy over the last several months reviewing and discussing those proposals. Following the review of their proposals, some publishers were invited to meet with the EC during its annual meeting at the European Congress of Psychology in Amsterdam in July 2017. Following those interviews, the EC decided to engage in further negotiations with Wiley and consider other proposals further only if negotiations with Wiley failed.

It gives me great pleasure to let you know that the negotiations with Wiley were successful and that an agreement has been reached. Soon, the EC will be considering a formal written contract for approval.

IAAP is aiming to sign the contract before the end of 2017. If signed before the end of 2017, Wiley will pay the IAAP a signing bonus upon signature. This bonus, which is a reward or an incentive for loyalty, will be substantial. Outside of the financial offer, Wiley will also continue current work on the policy initiatives, marketing and the multiyear member retention and growth plan.

The new term will run from 2019 until 2024. However, many terms of the agreement will be introduced in 2018 instead of 2019, which will result in additional revenue for IAAP in 2018. I do not wish to bother you with the details of the new publishing agreement with Wiley. Let me say, however, that all the members of the EC are pleased with it. This means that the new agreement also has the blessing of our Treasurer, Lourdes Munduate.

There are several reasons to be pleased with the new publishing agreement with Wiley. All the issues with the current agreement have been addressed in the new one. Furthermore, in comparison with the current agreement, the new one will generate a more stable annual income for IAAP, which

will facilitate budgeting and financial planning for IAAP. Finally, if the projected revenue to IAAP under the new agreement with Wiley holds true as it did for the past eight years (2009–2016), often outperforming the projections that were made, then one can expect a larger annual income for IAAP in the years to come.

It seems that Wiley also is pleased with the new publishing agreement with IAAP, which makes it a “win-win” agreement. After I communicated IAAP’s final decision to Wiley in August 2017, Wiley’s Society Director for Life, Physical, Social Sciences and Humanities (Europe), Ms. Sarah Oates, wrote: “I’m delighted that you will be renewing the contract with us. We really are proud of working with the IAAP and are very much looking forward to working with you over the next contract term.” Furthermore, Wiley’s Senior Journal Publishing Manager for Social Sciences, Ms. Rebecca Reddecliffe, wrote: “All the Wiley team are pleased to hear your decision and excited that we can put our plans into action together.”

AGREEMENTS FOR HOSTING CONFERENCES AND CONGRESSES

Speaking of agreements, I want you to know that important agreements regarding the hosting of congresses and conferences were also negotiated, drafted and signed in 2017.

• RCP 2017

As the leading sponsor of the event, IAAP was responsible for the drafting of the agreement regarding the First Southeast Asia Regional Conference of Psychology (RCP 2017). This conference will be held in Hanoi, Vietnam from November 28 until December 1, 2017. It is organized by the University of Social Sciences & Humanities (Vietnam National University, Hanoi) and the Institute of Psychology (Vietnam Academy of Social Sciences) under the auspices of the International Association of Applied Psychology with the collaboration of the



Signing of the Letter of Agreement between IAAP and the University of Social Sciences & Humanities – USSH (Vietnam National University, Hanoi) for Hosting the First Southeast Asia Regional Conference of Psychology (RCP 2017) in Hanoi, Vietnam on February 16, 2017 (seating on the front row, from the left: Prof. Janel Gauthier, President, IAAP; and Prof. Pham Quang Minh, President, USSH, and President of RCP 2017).

International Test Commission, the International Association for Cross-Cultural Psychology, the Chinese Psychological Society, and the Australian Psychological Society. Any agreement involving so many partners and stakeholders can be challenging. I am delighted to say that, thanks to the hard work and exceptional collaboration of everyone, it was achieved in record time.

The agreement for hosting the 2017 RCP was signed by the President of IAAP, Prof. Dr. Janel Gauthier, and the President of the University of Social Sciences & Humanities, Prof. Dr. Pham Quang Minh, during an official signing ceremony held at the University of Social Sciences & Humanities on Thursday 16 February 2017. In a way, this was an historical date for IAAP because it was the first time that IAAP had an agreement with an institution for hosting a regional conference. All former agreements had been made with national organizations of psychology. In Vietnam, however, there are very few national organizations of psychology. Furthermore, the existing ones have very limited resources. Hence the agreement with an academic institution instead of a national organization. This kind of arrangement can be challenging when it comes to reaching out to psychologists from everywhere in a country, let alone in a region. The good news is that it does have the potential to help build the bridges needed to facilitate the development of psychology in a country and a region. In Vietnam, for example, the North (Hanoi), the Center (Da Nang) and the South (Ho Chi Minh City) are already connecting and collaborating like never before because of the regional conference. In Southeast Asia, new connections and collaborations between countries are already emerging because of the regional conference. Those developments augur well for the conference and the future of psychology in Southeast Asia.

The President of the 2017 RCP is Prof. Dr. Pham Quang Minh, University of Social Sciences & Humanities – Vietnam National University, Hanoi (USSH – VNU); the Co-Chairs of the Organizing Committee are Prof. Nguyen Van Kim, USSH – VNU, and Assoc. Prof. La Thi Thu Thuy, Institute of Psychology – Vietnam Academy of Social Sciences (IoP – VASS); and the Secretary-General is Assoc. Prof. Le Van Hao, IoP – VASS.

A full report about the first RCP in Southeast Asia will be published in the next issue of the *IAAP Bulletin*.

• 2020 CCAP

IAAP will celebrate its 100th anniversary in 2020. I announced in the January 2017 issue of the *IAAP Bulletin* that several events will be planned for the Centennial Celebrations and held throughout the year, all culminating in December 2020 at the “Centennial Congress of Applied Psychology”.

It gives me great pleasure to announce that the 2020 Centennial Congress of Applied Psychology (CCAP 2020) will be held at the International Convention Center in Cancún, México during the second week of December 2020. It will open on December 6 (Sunday) and close on December 10 (Thursday). The Congress will be organized by the Faculty of Psychology of the National Autonomous University of Mexico (*Facultad de Psicología de la Universidad Nacional Autónoma de México* – UNAM). The Faculty of Psychology at UNAM is one of the largest and best known schools of psychology in Latin America, with a faculty of approximately 200 associate and full professors, and more than 180 lecturers.

The agreement between IAAP and UNAM for hosting the Centennial Congress was signed before several guests at the Interamerican Congress of Psychology in Mérida, Yucatán, México. The signing ceremony was held at the Hotel Fiesta Inn on July 25, 2017. President

Janel Gauthier, President-Elect Christine Roland-Lévy, Past President José María Peiró represented IAAP at the ceremony; Dr. Germán Palafox Palafox, Dean of the Faculty of Psychology, and Dr. Rolando Díaz-Loving, Professor at the same Faculty, attended the event on behalf of UNAM. Dr. Palafox is President of the CCAP and Dr. Díaz-Loving is Chair of the Scientific Committee.



The signing of the agreement for hosting the CCAP was the outcome of a process that lasted several months. The UNAM application was approved “in principle” by the Board of Directors of IAAP in December 2016, pending the results of a confirmatory congress site visit. The Cancun site visit was conducted in March 2017 by the IAAP Presidential Officers, namely Janel Gauthier (President), Christine Roland-Lévy (President-Elect), and José María Peiró (Past President). The purpose of the site visit was not only to assess “de visu” the suitability of the proposed site for hosting the Centennial Congress but also to discuss with the applicant the terms of an agreement for hosting the Congress.

In June 2017, after a careful review of all the relevant documents (i.e., the revised/updated application and proposed budget for hosting the CCAP as well as the report of the CCAP Site Visit Team), the Board of Directors concluded unanimously that the proposed site was suitable for hosting IAAP’s Centennial Congress, and that the Faculty of Psychology of UNAM had the resources, experience and support needed for organizing a highly successful and memorable event.

The terms of an agreement between IAAP and the Faculty of Psychology of UNAM for hosting the CCAP were approved unanimously by the Executive Committee of IAAP in May 2017. The drafting of the agreement in English was finalized in June 2017. However, it had to be translated into Spanish before it could be considered for approval by UNAM. The translation of such a document in another language is not straightforward, but all the issues were resolved in a way that was mutually acceptable and satisfactory.

Stay tuned for further information. The launch of the CCAP website will be announced through the *IAAP e-News*.

NEWS ABOUT THE OTHER IAAP CONGRESSES

• 2018 ICAP

Montreal's preparations for the 29th International Congress of Applied Psychology (ICAP) to be held in Montreal, Canada in 2018 are well underway. Six different committees (Visioning, Planning, Scientific Program, Communications, Finance, Sponsorship) are working on the Congress. They meet regularly by teleconference to consider and plan all aspects of the Congress, from the scientific program, accommodation options, social program options, promotional materials and sponsorship packages, press releases and other public statements.

The 2018 ICAP Organizers are working closely with IAAP. A congress site visit meeting was held in Ottawa on January 9–10, 2017. It was the second 2018 ICAP site visit meeting since the application of the Canadian Psychological Association for hosting the 2018 ICAP had been formally approved by the Board of Directors of IAAP in February 2014. The congress site visit meeting was conducted by the IAAP Presidential Officers, namely Janel Gauthier (President), Christine Roland-Lévy (President-Elect), and José María Peiró (Past President). For convenience, the site visit meeting was held in Ottawa instead of Montreal – usually, congress site visit meetings are held in the city where the ICAP will be held. Again, for convenience, another congress site visit meeting was held in Amsterdam at the European Congress of Psychology on July 11, 2017. It was a full-day meeting. All members of the IAAP Executive Committee were present. The whole day was dedicated to reviewing preparations for the 2018 ICAP with the co-presidents of the Congress (Drs David Dozois and Peter Graf), the chair of the Organizing Committee (Dr. Lisa Votta-Bleeker) and their Professional Congress Organizer (Ms. Anjali Mohan). The next congress site visit meeting will be held in Montreal in January 2018. It will be attended by the IAAP Presidential Officers, and it will be the last site visit meeting before the ICAP.

Information about the 2018 ICAP is available on the congress website (www.icap2018.com).

• 2022 ICAP

In July 2017, IAAP received the first progress report from the host of the 2022 International Congress of Applied Psychology (ICAP 2022), the Chinese Psychological Society. The agreement for hosting was signed in Yokohama in July 2016. I have just received news that our Chinese colleagues are in the process of booking the international convention center in Beijing to hold the ICAP during the last week of July 2022. The dates of the ICAP have been selected: The Congress will open on Friday July 24th and will close on Friday July 29th.

LOOKING FORWARD TO HEARING FROM YOU

As your President, I am always looking forward to hearing from you. So, if you have any questions or suggestions for me or any concerns you wish to share, please write to me. It will be a pleasure for me to respond.

Kind regards and best wishes,

Janel Gauthier, Ph.D.

President of IAAP

E-mail: janel.gauthier@psy.ulaval.ca

These Are Tough Times for Us Optimists

Milton D. Hakel, PhD

INTRODUCTORY NOTE: Here is the question that generated the brief essay below - “In your view, what is the value of psychological science and practice in the 21st Century?”

The question came from the editors of a volume commemorating the 75th anniversary of the International Council of Psychologists (ICP). ICP is committed to furthering world peace, promoting human rights, and collaborating with mental health professionals and social scientists globally.

Resources for International Psychology: 75 Years of the International Council of Psychologists will be published in December, 2017. Twenty essays addressing the future, plus more essays addressing the past and present of international psychology - organizations, teaching, research, consulting, service, study abroad, teaching abroad, funding, etc. – will appear in it. Check it out at <http://www.icpweb.org/publications>. My essay appears in this issue of the *Bulletin* because IAAP and ICP members have similar aims, and celebrating ICP’s 75 years can provide impetus for celebrating IAAP’s centennial in 2020.

For me, today’s world looks too much like the 1930s, with economic distress, rampant nationalism and ethnocentrism, and threats of economic and military conflict. Oh, yes, don’t forget about climate change, migration, rising sea levels, and increasing automation. Then too, consider instant global communication, coupled with high cynicism about political and civic affairs, all compounded by “universal omniscience” – the belief that every person’s opinion is as good as anyone else’s. Hmmm, maybe it’s worse than the 1930s. Tough times indeed. What’s a psychologist to do?



Well, first off, keep this in mind: *All evils are caused by insufficient knowledge*. David Deutsch presents this statement as the principle of optimism. He writes, “Optimism is, in the first instance, a way of explaining failure, not prophesying success. It says that there is no fundamental barrier, no law of nature or supernatural decree, preventing progress. Whenever we try to improve things and fail, it is not because the spiteful (or unfathomably benevolent) gods are thwarting us, or punishing us for trying, or because we have reached a limit on the capacity of reason to make improvements,

or because it is best that we fail, but always because we did not know enough, in time.” (David Deutsch, *The Beginning of Infinity: Explanations that Transform the World*, 2011, p. 212)

Next: *Lighten up and look at the big picture.*

Examine current world-wide levels of long and healthy living, educational attainment, and standards of living, as documented in the United Nations’ *Human Development Reports* (<http://hdr.undp.org/en/content/human-development-index-hdi>). Or better yet, see the trends illustrated in Hans Rosling’s captivating data-visualization *The Best Stats You’ve Ever Seen* (https://www.ted.com/talks/hans_rosling_shows_the_best_stats_you_ve_ever_seen/transcript?language=en).

Much remains to be done –the United Nations’ Sustainable Development Goals set out 17 challenges to be met by 2030. See them at <http://www.undp.org/content/undp/en/home/sustainable-development-goals.html>. These are soluble problems, and research will be needed to solve them. That said, as shown in the UN Human Development reports referenced above, the state of the world has never been better.

And last: *Keep researching for better explanations.*

I use the word “researching” because that is what we do to explain and improve the world. Psychologists have been refining and expanding reliable and useable knowledge for well over a century. Science in general and psychological science in particular claim neither infallibility nor finality. Yesterday’s practices and theories have been supplanted by today’s, and they will be supplanted by tomorrow’s. We have a long way to go.

Beware of universal omniscience, both as proclaimed in public media (e.g., fake news) and as asserted by expert authorities – all opinions are NOT equally good. Don’t let postmodernists and deconstructionists get you down with claims that all ideas, including scientific theories, are conjectures, nothing more than stories. David Deutsch again: “Mixing extreme cultural relativism with other forms of anti-realism, [postmodernism] regards objective truth and falsity, as well as reality and knowledge of reality, as mere conventional forms of words that stand for an idea’s being endorsed by a designated group of people such as an elite or consensus, or by a fashion or other arbitrary authority” (p. 314).

Evidence and rationality provide the basis for better opinions, both personal and scientific. So let’s get on with improving psychological science.

Division News

Division 1: Work and Organizational Psychology

Gary Latham gave an address to the Academy of Management on the IAAP’s significant contributions to the United Nations. The underlying theme was the importance of those of us in the behavioral sciences making a positive ongoing contribution to society.

Division 5: Educational, Instructional and School Psychology

In this Division, our interest is the application of psychology in educational settings. We examine how and why humans learn and achieve. We also seek to maximize the effectiveness and quality of educational interventions through the development of scientific models. This encompasses related

factors and processes such as motivation and engagement and the measurement and assessment of these. Educational, instructional and school psychology are scientific and evidence-based disciplines concerned with the development, evaluation, and application of principles and theories of human learning and achievement. As such, our discipline draws on knowledge across educational, medical, psychological, sociological and cognitive science fields.

Work by our members aims to help practitioners make effective decisions about the best instructional strategies to meet the specific needs of their diverse learners. Researchers and practitioners in our field contribute to a wide variety of specialties, such as instructional and curriculum design, organizational learning, classroom management, psycho-educational counselling, educational interventions - all aimed at achieving a better understanding of students and their learning.

Our Division serves as a central and effective platform for educational practitioners, researchers and scholars from different backgrounds and cultures to communicate and exchange their ideas and experiences in various educational, instructional and school psychology studies. It also encourages collaborations with researchers and practitioners in other Divisions of the Association – and beyond.

Currently, members in this division come from: Argentina, Australia, Austria, Belgium, Botswana, Brazil, Canada, China, Croatia, England, Finland, France, Germany, Greece, Hong Kong, India, Indonesia, Italy, Japan, Latvia, Macau, Malaysia, Malta, Mexico, Moldova, New Zealand, Nigeria, Norway, Philippines, Poland, Romania, Russian Federation, Saudi Arabia, Singapore, Spain, South Africa, Sweden, Switzerland, The Netherlands, Turkey, United Arab Emirates, Uruguay, USA.

I. DIVISION WEBSITE

The Division 5 website is accessible via, <http://www.iaapsy.org/divisions/division5>

Please take a look and do get back to us with any feedback and ideas.

II. SHOWCASING MEMBERS' RESEARCH

The IAAP White Paper Series

At the 31st International Congress of Psychology 24 – 29 July, 2016; Pacifico Yokohama, Yokohama, Japan, the IAAP Board discussed the possibility of a White Paper series on topics of relevance to the United Nations new Sustainable Development Goals: <http://www.un.org/sustainabledevelopment/sustainable-development-goals/>. Professor Gary Latham (Chair, IAAP) is leading the Advisory Committee on this and is inviting submissions for the White Paper Series. Given the Division 5's focus on educational, instructional, and school psychology, Goal 4 (Education) of the Sustainable Development Goals is considered the main one it could contribute to. In particular, Goal 4's target of "Promoting Literacy and Numeracy" has been identified as the focus of Division 5's contributions to the White Paper Series.

Experts from inside and outside Division 5's membership are thus invited to contribute. If you have an idea worth pursuing in this series, do feel free to get in touch with Professor Martin (President of Division 5, who is on the White Paper Advisory Committee) with specific ideas for "Promoting Literacy and Numeracy" (as relevant to educational, instructional, school psychology) and potential expert contributors (particularly from within the Division's membership).

III. FUTURE CONFERENCES

Next International Congress of Applied Psychology (ICAP)

International Congress of Applied Psychology in Montréal, Québec, Canada - June 26–30, 2018: <http://www.icap2018.com/>

Next International Congress of Psychology (ICP)

International Congress of Psychology 2020; Prague, Czech Republic - date and website to be confirmed.

International Psychology Conference Alerts

International Union of Psychological Science: <http://www.iupsys.net/events>

International Psychology Conference Alerts: <http://www.conferencealerts.com/topic-listing?topic=Psychology>

North America

Annual Meeting of the American Educational Research Association (AERA), April 13 to April 17 2018, in New York USA: <http://www.aera.net/Events-Meetings/Annual-Meeting>

Annual Convention of the American Psychological Association, Aug. 9–12, 2018, in San Francisco USA (<http://www.apa.org/convention/future.aspx>)

Annual Convention of the Canadian Psychological Association, joint meeting with International Congress of Applied Psychology in Montréal, Québec, Canada - June 26–30, 2018: <http://www.icap2018.com/>

Europe and UK

EARLI 2018 Conference, Geneva, Switzerland, Dates TBA (<https://www.earli.org/>)

British Psychological Society 2018 Annual Conference 2–4 May 2018, Nottingham, UK (<https://www.bps.org.uk/events/conferences/annual-conference-2018>)

Australasia

Institute for Positive Psychology in Education 9th SELF Biennial International Conference, 25–28 September 2017, Melbourne, Australia (<https://www.self2017.com/>)

Australian Psychological Society (APS) Annual Conference, 25–28 September 2018, Sydney, Australia (<https://www.psychology.org.au/conferences/#s1>)

Australian Association for Research in Education (AARE) Annual Conference, Nov 26th–30th 2017, in Canberra Australia: <http://www.aareconference.com.au/>

IV. EDUCATION-RELATED UNITED NATIONS REPORTS

UNESCO Publications <http://www.unesco.org/new/en/education/resources/online-materials/publications/>

UIL 2017 Policy Brief “Literacy and numeracy from a lifelong learning perspective” Link at http://www.unesco.org/ulis/cgi-bin/ulis.pl?catno=247094&set=00589A607E_0_438&gp=0&lin=1&ll=1

2017 Background for E-9 Ministerial Meeting on Education 2030 “Sharing, Learning, Leading” Link at http://www.unesco.org/ulis/cgi-bin/ulis.pl?catno=247125&set=00589A607E_0_438&gp=0&lin=1&ll=1

2017 Global Education Monitoring Report “How to Measure School Violence” Link at http://www.unesco.org/ulis/cgi-bin/ulis.pl?catno=246984&set=00589A607E_0_438&gp=0&lin=1&ll=1

UNESCO 2017 Report “Cracking the code: Girls’ and Women’s Education in Science, Technology, Engineering and Mathematics” Link at http://www.unesco.org/ulis/cgi-bin/ulis.pl?catno=253479&set=005990E21C_3_83&gp=0&lin=1&ll=1

UNESCO 2016 Report “Education for people and planet: creating sustainable futures for all, Global education monitoring report” Link on <http://unesdoc.unesco.org/ulis/cgi-bin/ulis.pl?catno=245752&gp=1&mode=e&lin=1>

ILO 2016 “Valuing teachers, improving their status: World Teachers’ Day” Link on <http://unesdoc.unesco.org/ulis/cgi-bin/ulis.pl?catno=245903&gp=1&mode=e&lin=1>

OECD 2015 Report on “Students, Computers, and Learning” Link at <http://www.oecd.org/publications/students-computers-and-learning-9789264239555-en.htm>

V. WHAT WORKS

Best Evidence Encyclopaedia - Johns Hopkins University source of reviews for teachers, executives, researchers, policy makers for elementary and middle school: <http://www.bestevidence.org/index.cfm>

Best Evidence Magazine: <http://www.bestevidence.org/better/index.htm>

What Works Clearinghouse Home: <http://ies.ed.gov/ncee/wwc/>

What Works Practice Guides: <http://ies.ed.gov/ncee/wwc/publications/practiceguides/>

Social Programs that Work: <http://evidencebasedprograms.org/wordpress/>

Learning Impact Fund Toolkit: <http://evidenceforlearning.org.au/the-toolkit/>

VI. PUBLIC DATABASES

UNESCO Learning Outcomes Data and Indicator Links <http://uis.unesco.org/en/topic/learning-outcomes>

Data on UN’s Sustainable Development Goal 4 (Educational quality) <http://uis.unesco.org/en/topic/sustainable-development-goal-4>

UNESCO Literacy Data and Indicator Links
<http://uis.unesco.org/en/topic/literacy>

UNESCO Educational Attainment Data and Indicator Links
<http://uis.unesco.org/en/topic/educational-attainment>

Harvard Graduate School of Education Dataset Links
<http://gseacademic.harvard.edu/~willettjo/nces.htm>

Johns Hopkins University Database and Dataset Links
<http://guides.library.jhu.edu/content.php?pid=16418&sid=114587>

American Psychological Association Dataset Links
<http://www.apa.org/research/responsible/data-links.aspx>

VII. DIVISION 5 BOARD MEMBERS 2014–2018

PRESIDENT

Andrew Martin

School of Education, University of New South Wales, Australia

email: andrew.martin@unsw.edu.au

PRESIDENT-ELECT

Fred Guay

Department des fondements et pratiques en éducation, Laval University, Quebec, Canada

email: Frederic.Guay@fse.ulaval.ca

PAST PRESIDENT

Kit-Tai Hau

Department of Educational Psychology, Chinese University of Hong Kong

email: kthau@cuhk.edu.hk

Division 8: Health Psychology

Aleksandra Luszczynska will co-lead research funded by the European Commission's Joint Programming Initiative, Healthy Diet for Healthy Life. The project will deal with evaluation of policies promoting healthy diet, physical activity, and a reduction of sedentary behaviors in 5 European countries (see <http://www.healthydietforhealthylife.eu/index.php/joint-actions/policy-evaluation>).

Rik Crutzen organised a symposium at the 31st European Health Psychology Society Conference, Padova, Italy. The symposium concerns reflections and solutions regarding the replication crisis in (health) psychology.

Barbara Mullan organised a symposium at the Australian Society of Behavioural Medicine/College of Health Psychology Conference at the Gold Coast in Australia. The symposium explored the role of habit and automaticity in developing and maintaining health behaviours.

Urte Scholz and Aleksandra Luszczynska organised a round table discussion on complex research designs in health psychology at the 31st European Health Psychology Society Conference, Padova, Italy.

Ralf Schwarzer gave a series of guest lectures in Chinese universities, Beijing, Xian, and Kaifeng.

Sample of new publications

Amrein, M. A., Rackow, P., Inauen, J., Radtke, T. & Scholz, U. (2017). The role of Compensatory Health Beliefs in eating behavior change: A mixed method study. *Appetite*, 116, 1–10.

Aoun, S., Sainsbury, K., & Mullan, B. (2017). Champion behaviour in a community obesity reduction program: Feedback from peers. *Journal of Health Psychology*, 22(2), 148–157.

Banik, A., Schwarzer, R., Pawlowska, I., Boberska M., Cieslak R., & Luszczynska, A. (2017). Women with family cancer history are at risk for poorer physical quality of life and lower self-efficacy: a longitudinal study among men and women with non-small cell lung cancer. *Health and Quality of Life Outcomes*, 15, 62. Doi: 10.1186/s12955-017-0645-5.

Crutzen, R., Peters, G.-J.Y., & Noijen, J. (2017). Using Confidence Interval-Based Estimation of Relevance to select social-cognitive determinants for behaviour change interventions. *Frontiers in Public Health*, 5, 165.

Czekierda, K., Banik, A., Park, C., & Luszczynska, A. (in press). Meaning in life and physical health: Systematic review and meta-analysis. *Health Psychology Review*. Doi: 10.1080/17437199.2017.1327325

Doyle, F., & Mullan, B. (2017). Does the CSM really provide a consistent framework for understanding of self-management? *Journal of Behavioral Medicine*, 40(2), 372–372.

Giabbanelli, P.J. & Crutzen, R. (2017). Using agent-based models to develop public policy about food behaviours: future directions and recommendations. *Computational and Mathematical Methods in Medicine*, 2017, 5742629.

Hamilton, K., Mullan, B., & Kothe, E. (Accepted 13/6/17). The mediating and moderating role of planning on mothers' decisions for early childhood dietary behaviours. *Psychology & Health*.

Muellmann, S., Bragina, I., Voelcker-Rehage, C., Rost, E., Lippke, S., Meyer, J., Schnauber, J., Wasmann, M., Toborg, M., Koppelin, F., Brand, T., Zeeb H., & Pischke, C. R. (2017). Development and evaluation of two web-based interventions for the promotion of physical activity in older adults: study protocol for a community-based controlled intervention trial. *BMC Public Health*, 17, 512. DOI: 10.1186/s12889-017-4446-x

Paech, J., & Lippke, S. (2017). Social-cognitive factors of long-term physical exercise 7 years after orthopedic treatment. *Rehabilitation Psychology*, 62(2), 89.

Peters, G.-J.Y. & Crutzen, R. (2017). Pragmatic nihilism: how a Theory of Nothing can help health psychology progress. *Health Psychology Review*, 11, 103–121.

Radtke, T., Ostergaard, M., Cooke, R., & Scholz, U. (2017). Web-based alcohol intervention: study of systematic attrition of heavy drinkers. *Journal of Medical Internet Research*, 19(6):e217.

Wienert, J., Kuhlmann, T., Fink, S., Hambrecht, R., & Lippke, S. (2017). Motivational and Volitional Correlates of Physical Activity in Participants Reporting No, Past, and Current Hypertension: Findings from a Cross-Sectional Observation Study. *International Journal of Behavioral Medicine*, 1–7.

Division 9: Economic Psychology



Division President
David Leiser
Ben Gurion University
Beer Sheva, Israel



Division President-Elect
Tomasz Zaleskiewicz
SWPS University of Social Sciences
and Humanities Wrocław, Poland



Honorary Secretary
Fabian Christandl
University of Cologne
Cologne, Germany

1. Letter from Division President – David Leiser

Dear Friends,

As the summer is coming to an end, we are gearing up for the upcoming International Congress of Applied Psychology which serves as a review of advances in applied psychology and unites several thousand psychologists from all over the world.

The 29th ICAP will be held in Montreal, Quebec in Canada from June 26–30, 2018. The ICAP offers the unique opportunity to demonstrate the societal significance of applied psychology. I therefore am turning to our members to ask for suggestions about how we might best effect this for Economic Psychology.

This will also be an opportunity to recognize the contributions of members to the field. As you know, each division has the opportunity to nominate several researchers who deserve to have their work acknowledged publicly at a plenary session of the conference. I therefore turn to you to write us with suggestions of individuals deserving of such a signal honor.

Best wishes,

David

2. New Handbook in Economic Psychology

We are happy and proud to introduce a new excellent review of different contemporary topics in economic psychology. The book has been edited by Rob Ranyard, and some of the coauthors are members of our Division 9. The handbook was published by Wiley in August 2017. Below you find some information concerning it (more info on Wiley web site: http://eu.wiley.com/WileyCDA/WileyTitle/productCd-111892634X_descCd-buy.html).

A comprehensive overview of contemporary Economic Psychology

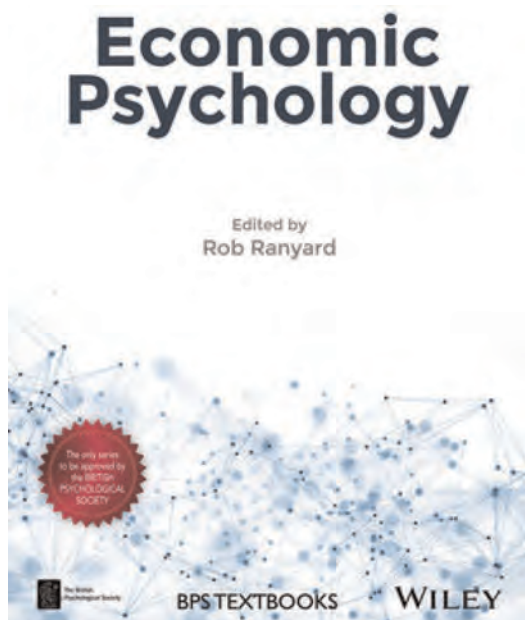
Economic Psychology presents an accessible overview of contemporary economic psychology. The science of economic mental life and behavior is increasingly relevant as people are expected to take more responsibility for their household and personal economic decisions. The text will, in addition to reviewing current knowledge on each topic presented, consider the practical and policy implications for supporting economic decision making. *Economic Psychology* examines the central aspects of adult decision making in everyday life and includes the theories of economic decision making based on risk, value and affect, and theories of intertemporal choice. The text reviews the nature and behavioral consequences of economic mental representations about such things as material possessions, money and the economy.

The editor Robert Ranyard—a noted expert on economic psychology—presents a life-span developmental approach, from childhood to old age. He also reviews the important societal issues such as charitable giving and economic sustainability. This vital resource:

- Reviews the economic psychology in everyday life including financial behaviour such as saving and tax-paying and matters such as entrepreneurial activity
- Offers an introduction to the field and traces the emergence of the discipline, from Adam Smith to George Katona and Herbert Simon
- Includes information on societal issues such as charitable giving and pro-environmental behaviour

- Considers broader perspectives on economic psychology: life-span psychological development from childhood to old age

Written for students of psychology, *Economic Psychology* reviews the most important information on contemporary economic psychology with a focus on individual and household economic decision making, ranging widely across financial matters such as borrowing and saving, and economic activities such as buying, trading, and working.



3. 2017 Conference in Economic Psychology, Rishon LeZion, Israel (September 03–06)

The 2017 annual conference of the International Association for Research in Economic Psychology was held in Rishon LeZion, Israel (September 03–06). The local organizer was Tal Shavit. Some of the Division 9 members were present in the Scientific Committee: Christine Roland-Levy, David Leiser, Tomasz Zaleskiewicz, Fabian Christandl, Agata Gasiorowska, Erich Kirchler, and Joanna Sokolowska.

The Daniel Kahneman lecture was given by **Uri Gneezy** from the University of California, San Diego and was titled “Incentives and Behavior Change”. Here is the summary of the talk:

The assumption that all incentives are created equal can lead principals to construct inefficient pay programs that ignore the meaning of the incentives to the targeted agent. The starting point of the talk is the misleading separation between material compensation and psychological affects: Traditionally economists focus on extrinsic motivation such as money, while psychologists care more about intrinsic motivation such as job satisfaction. I argue that this

separation misses an important interaction effect: The signal sent by the principal in creating the incentives determines the meaning of pay. Considering this signal and its interpretation is crucial in optimizing pay. After discussing ways in which incentives affect intrinsic motivation in either a positive or negative way, I will draw insights from behavioral economics research to demonstrate how small differences in the structure of such pay programs can change the interaction of intrinsic and extrinsic motivation, and as such greatly impact effectiveness.

Other invited talks were given by:

- **Sacha Bourgeois-Gironde**, University Paris-II, Sorbonne University, France – “How Much Cognition is required to Understand Money”
- **Wandi Bruine de Bruin**, Center for Decision Research, Leeds University Business School, UK – “Decision Making Competence across the Life Span”

The conference program covered such topics as: financial behavior, consumer behavior, judgment and decision making, heuristics and biases, financial literacy, intertemporal choice, risk, behavioral finance, happiness and well-being, trust, tax behavior, labor market etc.

4. The 29th ICAP, Montreal, Quebec, Canada from June 26–30, 2018

Division 9 will be present at the upcoming International Congress of Applied Psychology in Montreal, Canada. This will be a great opportunity to share new ideas and empirical results in different areas of economic psychology. We warmly invite you not only to participate in the congress, but also to inform us about your ideas on Division 9’s symposia. If you have plans to organize a symposium or you want to present your paper, please contact any of the Division 9 board members by email: dleiser@bgu.ac.il, tzaleskiewicz@swps.edu.pl, fabian.christandl@hs-fresenius.de.

Division 11: Political Psychology

Peace and Terrorism: Work Challenges for the Political Psychology Division

–Wilson Lopez Lopez

Pontificia Universidad Javeriana

President-elect of Division 11, Political Psychology

The division of Political Psychology has made numerous contributions to the Ibero-Latin American region in the past few months. First, it supported the Iberoamerican Congress of Political Psychology in Cali, Colombia, which was attended by over 500 participants and showcased diverse works by political psychologists from Ibero-Latin America: political violence and peace, memory and conflict, political participation, strengthening of communities and civil society, social movements and collective action, peace and reconciliation, public discourses, mass media, and other subjects.

The division is also involved with the task force on the Psychology of Terrorism established by the IAAP at the International Congress of Psychology in Yokohama, Japan. This task force is being led by Maria Paz García, from the Complutense University in Madrid, Spain, and consists also of professor James Kagaari from Kyambogo University, Uganda, and Daniel Dodgen, Director, Division for At-Risk Individuals, Behavioral Health and Community Resilience, ASPR of the US Department of Health and Human Services. This task force is organising a symposium on the subject

at the Pan-African Congress of Psychology, which will take place in Durban, South Africa. Societies everywhere experience the issues associated with terrorism, and Psychology has already offered diverse contributions focused on tending to victims of terrorism and on the explanation of how terrorism emerges, stays, and functions. There is still a lot to research and learn about this very complex international problem. With regards to this task force, we must unfortunately lament the death of our colleague Sarlito Wirawan Sarwono, who worked at the University of Indonesia and had worked exhaustively on terrorist de-radicalisation and was a member of the task force.

As president-elect of the division, I have participated in psychological research and intervention in the Colombian peace process. We edited a brochure showcasing the diversity and richness of this work, which goes beyond the clinical practice into social and political dimensions. There are so many actions and types of work that have been undertaken by psychologists: work with communities who have peacefully resisted the armed actors; with groups of victims and survivors in terms of psychosocial reparation, memory processes, emotional recovery, and collective mobilisation; accompanying former combatants to seek reintegration routes; assisting and supporting NGOs amidst combat; action without damage, which involves the acknowledgement of damage during intervention processes as well and an intent to minimise said damage; caring for caregivers, field workers and civilians; victim health (together with the Ministry of Health), and many others. Not only has this process resulted in the demobilisation of the oldest guerrilla force in the world, but it has also been a unique international experience, and through the identification of political, social, economic and legal variables of this conflict, psychologists have had to redefine their role beyond clinical attention and move towards a research agenda for the transformation of a country marked by over 50 years of war. This agenda includes topics such as forgiveness, reconciliation, peace perception, emotional recovery, justice perception, memory, the role of mass media in legitimising violence. Much of the work described has been done with communities affected by the conflict and by the weakness of the State to fulfil its protective role (women, afrocolombian communities, indigenous groups, LGBTI groups, children, young people, amongst others). Psychologists have also participated in the design, assessment, and execution of public policy which has enhanced the political dimension of the professional exercise in Colombia, within a society walking towards peace.

In the near future, we can expect growing and more complex activity on the part of the division, and we expect synergies to emerge and projects to be led from the division in the international context.

Division 12: Sport Psychology

News about the International Society of Sport Psychology (ISSP) Congress

The 14th World Congress of the ISSP was celebrated in the historical, beautiful, and hot city of Seville (Spain) 10–14 July, 2017. This was the most well attended congress in the history of ISSP with participants coming from more than 60 countries.

ISSP honored the memory of Jose Maria Cagigal, for his contribution to the field of sport. Cagigal, president of the Third ISSP congress held in Madrid in 1973, was the founder of the National Institute of Physical Education and introduced sport psychology to their curriculum. Internationally recognized for his invaluable work in sports history and education, Cagigal's memory was honored with an exhibition entitled "Sports Humanism" held from July 10 to July 14 in the Casa de la Provincia, Seville. In addition, Prof. Alberto Cei (University of San Raffaele) delivered the Jose Maria Cagigal lecture entitled "Work and legacy of a pioneer of sport psychology" which captured the impact of his work on the profession.

The congress included several interesting keynotes. For instance, the keynote of Prof. Jaume Cruz (Autonomous University of Barcelona, Spain) entitled “Fighting for an educational youth sport” reviewed the findings of several campaigns developed by their research group targeting coaches, peers and parents to optimize the experiences of children participating in sports. Prof. Justine J. Reel (University of North Carolina, Wilmington, USA) presented a review of studies relating body image concerns, weight pressures and disordered eating in her keynote “Addressing weight pressures and body image concerns among athletes around the globe: Assessment, treatment, and prevention”. Dr. Maria Kavussanu’s (University of Birmingham, UK) keynote entitled “Moral action in sport: why does it matter?” highlighted the antecedents and consequences of prosocial and antisocial behaviors in sport such as intentions for doping. Possible intervention strategies to prevent doping in sport were proposed. Prof. Martin Hagger (University of Curtin, Australia/University of Jyväskylä, Finland) presented an evaluation and critique of the contribution of psychological theories to the prediction and change of physical activity behavior in his keynote “Are psychological theories used to predict physical activity and guide physical activity behavior change interventions any good?” Dr. Gloria Balagué (University of Illinois at Chicago, USA) delivered the Ferruccio Antonelli lecture entitled “Periodization of psychological skills in sport”, presenting several models and issues related to periodization and reflections about whether there is an optimal sequence of psychological skills training. Prof. Adrian Taylor’s (University of Plymouth) keynote “Psychological interventions in sport, exercise and other contexts” included a series of intervention studies aimed to maximize the engagement in physical activity of low activity individuals based on the principles of self-determination theory. Other keynote speakers were: Dorothee Alfermann, University of Leipzig, “Investigating facilitating conditions of careers in sport”; David Tod, Liverpool John Moores University, “Did you ever let your lover see the stranger in yourself? Professional development in sport and exercise psychology”, Jennifer L. Etnier, University of North Carolina Greensboro, “Exercise Cognition: Advancing understanding through dose-response, moderators, and mechanisms”, and Yuji Yamamoto, Nagoya University, “Understanding complex human behavior from a dynamical systems perspective”. Overall, it was wonderful to see plenary speakers from different countries around the world and a high representation of female keynote speakers in line with the theme of the congress: “The integration of science and practice through multicultural bridges, gender and social equality”.

There were several symposia organized in eight sessions. IAAP Division 12 invited symposium was entitled “Emotions and psychobiosocial states in sport” with Dr. Montse Ruiz as organizer and Prof. Claudio Robazza as discussant. The symposium reported recent conceptual and methodological developments surrounding the area of emotions, emotion regulation, and self-control in the context of sports.

The four major sport psychology related organizations (i.e., AASP, FEPSAC, EFPA, and ISSP) organized a symposium presenting the requirements, application procedures and recent developments concerning certification. Guidelines including aspects related to education, training, and supervised applied practice were discussed. An important point that was raised by some of the attendants was whether all of these associations will and should consider certification and how that process differs among different organizations.

Prof. Robert Schinke was elected President of ISSP. ISSP New Managing council can be found at: http://www.issponline.org/ab_mc.asp?ms=2&sms=3. The 15th ISSP congress will be organized in Taipei, Taiwan, 2021.

News from the European Federation of Sport Psychology (FEPSAC)

Upcoming conferences

FEPSAC will host in collaboration with BASES a joint conference in Nottingham, UK, 28–29 November 2017. The deadline for the early-bird registration is 15th of September 2017.

The FEPSAC European Congress will be held in Münster, Germany, 15–20 July 2019.

Hosting Congresses

To respond to the demand of European sport psychologists to meet more frequently than every four years, it was decided to change our 4-yearly FEPSAC Congress onto a biennial one. After the forthcoming FEPSAC Congress which will be held in Münster, Germany in 2019, the following congress will then take place in 2022. Please find more info on hosting the biggest European sport psychology congress [here](#).

Hosting MC Meetings

The Managing Council (MC) of FEPSAC meets, twice a year, normally in April/May and October/November. The hosts of a MC meeting can benefit from the MC members who will contribute to seminars, workshops, conferences or other activities commensurate with their roles and expertise free of charge for the organisers. We are currently looking for MC meeting hosts for the fall of 2018 and the spring of 2019. Please find more info on hosting an MC meeting [here](#).

Certification

Given the increasing popularity of sport psychology, a main goal of the current FEPSAC MC is to establish European certification guidelines for practitioners in the field. The current status of this project was presented and discussed in a symposium during the ISSP Congress in Seville. More information can be requested at office@feapsac.com

News from the European College of Sport Science (ECSS)

At the 2017 Congress of ECSS in MetropolisRuhr, Prof. Joan Duda (University of Birmingham, UK), current President of Division 12, became the first woman President of the College (and also the first President in ECSS's 22 year history whose disciplinary background is in Sport and Exercise Psychology). In her Presidential address, she argued that the most pressing societal and public health challenges facing the Sport and Exercise Sciences (e.g., physical activity promotion, reduction of sedentary behaviours, talent development in elite sport) require multi-, inter- and indeed transdisciplinary basic and translational research. She emphasized how Sport and Exercise Psychology work has been embraced by the College (as reflected in plenary speakers, invited symposia, and winners of Young Investigator Awards) and that this contribution will continue to grow, in particular via collaborations and the holding of simultaneous meetings with other Sport/Exercise Psychology focused organisations (such as FEPSAC).

New Publications:

Aoyagi, M. W., Poczwadowski, A., & Shapiro, J. L. (Eds.). (2017). The peer guide to applied sport psychology for consultants in training. New York, NY: Routledge.

Cotterill, S. (2017). Performance psychology: Theory and practice. New York, NY: Routledge.

Cotterill, S., Weston, N., & Breslin, G. (Eds.). (2017). Sport and exercise psychology: Practitioner case studies. Oxford, UK: The British Psychological Society and John Wiley & Sons, Ltd.

Csikszentmihalyi, M., Latter, P., & Weinkauff Duranso, C. (2017). Running flow. Champaign, IL: Human Kinetics.

Karageorghis, C. (2017). Applying Music in Exercise and Sport. Champaign, IL: Human Kinetics.

Ryan, R. M. & Deci, E. L. (2017). Self-determination theory: Basic psychological needs in motivation, development and wellness. New York, NY: The Guilford Press.

Schinke, R. J., & Hackfort, D. (Eds.). (2017). Psychology in professional sports and the performing Arts: Challenges and Strategies. New York, NY: Routledge.

Taylor, J. (2018). Assessment in applied sport psychology. To be published by Human Kinetics.

Thelwell, R., Harwood, C., & Greenlees, I. (Eds.). (2017). The psychology of sports coaching: Research and practice. New York, NY: Routledge.

Forthcoming Conferences, Workshops, Professional Meetings:

5–7 October 2017, Bratislava, Slovakia. 13th ENYSSP Conference. Website: www.enyssp.com/upcoming-conference

18–21 October, Orlando, Florida, USA. 32nd Annual Conference of the Association of Applied Sport Psychology. Website: www.appliedsportpsych.org/annual-conference/

22–23 November 2017, Halmstad Sweden. Nordic Sport Science Conference. Website: www.hh.se/nordicsportscience.

28–29 November 2017, Nottingham, UK. Joint conference hosted by FEPSAC in collaboration with BASES. Deadline for early-bird registration, September 15. Website: www.basesconference.co.uk.

4–7 July 2018, Dublin, Ireland. 23rd Annual Congress of the European College of Sport Science. Website: <http://ecss-congress.eu/2018/18/index.php>

June 22–23 2018, Cleveland, Ohio, USA. 19th Annual Intensive workshop in applied sport psychology. Website: www.sportpsych.org/workshops-professionals

Montse Ruiz, Bulletin Editor, Division 12

Division 13: Traffic and Transportation Psychology

Activity Report

Each year, each Division is required to submit a report to the Board of Directors. The report covers the activities of the Division during the preceding year and describes the activities planned for the coming year.

Division President Name & Email: Lisa Dorn – l.dorn@cranfield.ac.uk

Division President-Elect Name & Email: Kazumi Renge - renge@tezukayama-u.ac.jp

Division Past President Name & Email: Gerald Matthews - gmatthew@ist.ucf.edu

Division Name: Traffic and Transportation Psychology

Year: 2017

List any successful activities/initiatives held by the Division in the previous year.

None

List any not-so-successful activities/initiatives held by the Division in the previous year and how these can be improved.

None

List any activities/initiatives the Division is considering in the coming calendar year.

Division members are preparing for the Seventh International Conference on Traffic and Transport Psychology (ICTTP2020) which will be held in Gothenburg at the Lindholmen Science Park on August 25–27, 2020. Hosts are VTI - Swedish National Road and Transport Research Institute and SAFER Vehicle and Traffic Safety Center at Chalmers. The theme will be ‘Taking the Vision Zero Initiative into a new era’.

The conference is expected to feature a strong program of keynote speakers, oral and poster presentations, workshops and symposia to provide an update on world-wide developments on Traffic and Transportation Psychology. The conference will be a global forum at which all those involved in traffic and transport psychology, human factors, cognition and behaviours, road safety research, policy, education, enforcement and injury prevention. Researchers, academics, and professionals are welcome to join us to discuss and present on the latest work being undertaken in these areas.

Further details can be provided by the key contact Henriette Wallén Warner: -henriette.wallen.warner@vti.se

Division 17 – Professional Practice

–Across the Globe

We are writing to inform you about recent activity in the Division of Professional Practice, and we invite you to join us in ensuring that issues relevant to the global practice of psychology are well represented in the IAAP. The Division continues to be active at key conferences of psychology - most recently at the European Congress of Psychology in Amsterdam (July, 2017) - presenting annual symposia focused on professional practice issues in the development of *integrated psychological service delivery* across the globe (eg. at ICAP in Melbourne, 2010; ICP, Cape Town, 2012; ECP, Stockholm, 2013; ICAP, Paris, 2014; ECP, Milan, 2015; ICP, Yokohama, 2016; the Australian Psychological Society (APS) Congress, Melbourne, also in 2016; and ECP, Amsterdam, 2017).



Psychology in Integrated Care: Division 17 symposium team at the European Congress of Psychology, Amsterdam (July, 2017) – from left to right: Diana Prescott (USA), Peter Kinderman (UK), Tor Levin-Hofgaard (Norway), James Bray (USA), Robyn Vines (Australia), Jean Grenier and Marie-Helene Chomienne (Canada)

A growing team of professionals from the USA, Canada, Norway, the UK and Australia are passionate about expanding this approach and welcome additional contributions.



Division 17 presentation at ICP in Yokohama (July, 2016)



UK presentation



Canadian presentation

ECP (July, 2017)

We plan to submit an expanded programme of symposia and papers for ICAP in Montreal (July, 2018) and invite you to contribute if you have interest, ideas and expertise in this area. We are also interested in the prevention and early detection of substance use problems using the SBIRT - screening, brief intervention and referral-to-treatment model.

Our main focus is on the need for professional psychology to best address current population health trends, public health needs and priorities across the world and to develop optimal treatment approaches and models of care in doing so. The Division is motivated to support our IAAP colleagues at the United Nations who continue to work tirelessly to raise the profile of psychology, highlighting how it can practically contribute to these priorities. The recent inclusion of “mental health and well-being” among the new sustainable development goals (superseding the earlier millennium development goals) is a significant step, not only because it complements most of the other UN goals and priorities, but also because it addresses the unmet needs of the 450 million people across the world with mental illness (Thornicroft & Patel, 2014). In addition, poorer mental health is often a precursor to reduced resilience and is frequently comorbid with physiological health and other disorders (e.g., substance abuse). It is crucial that we, as psychologists, are “in the thick of it”, working out ways of optimally dealing with these population needs in all our countries - recently exacerbated by the violent displacement of and distress amongst so many of our global citizens.

In support of this focus, the **key objectives of Division 17** are to:

1. Facilitate integration of psychological services and science into team-based health systems, particularly in primary care, where we can implement prevention and early psychological intervention for chronic medical as well as mental health conditions.
2. Transform our professional practice in the health arena from being purely a mental health profession to being a full health care profession. This includes understanding health-related behaviours, expanded focus of psychological practice to address both general and mental health conditions and the capacity to work as part of an integrated primary health care team.

3. Ensure a focus in our training programmes on integrated, team-based care, including co-location in primary and specialty health care with other professions – thereby ensuring that our next generation of psychologists are true “team players”. Research evidence suggests that professions who train together are significantly more likely to work together. Inter-Professional Learning (IPL) training models are therefore crucial in instilling this orientation.

Research indicates that integrated, multi-disciplinary primary health care enables early intervention, provides better quality of care to patients and is more cost effective. Recent research also indicates that reducing “silos” of practice across the different professions, results in better patient and community outcomes. The IAAP Division 17 is focusing on optimal models of integrated psychological service delivery and the development of international collaborations in doing so.

In addition to this specific emphasis on research into and promotion of optimal models of care, we are keen to provide information and support in relation to professional practice issues including: competency building, compliance with legislative and practice requirements, ethical and conduct guidelines and the necessity of self-care in our uniquely challenging profession. We hope to expand on these areas in the future and welcome recommendations in relation to these key priorities. It is an extremely challenging time in the global environment at present, in which a number of key leadership positions are clearly not subject to ethical and probity constraints. We need ourselves to be exemplars and role models to those we seek to assist and who need our services, so it is crucial that we are mindful of ways of remaining ethical in the work we do, looking after our own health and wellbeing, and ensuring up-to-date knowledge of key competencies in our diverse areas of practice. Our goal is to assist in this endeavour in whatever way we can.

We are currently expanding our Executive team with Dr. Diana L. Prescott (dlprescottphd@gmail.com) from the United States recently joining as Secretary of the Division – thank you Diana! – so, if you are interested in participating, we warmly welcome your input and involvement. Please send an EOI (expression of interest) to us at either of the email addresses below.



New Division 17 Secretary: Dr. Diana Prescott

Reference:

Thornicroft, G; Patel, V. (2014); “Including mental health among the new sustainable development goals”; BMJ (Clinical Research Edition), 349.g5189



James H. Bray, Ph.D.

James H. Bray, Ph.D. President: Division of Professional Practice (Div. 17)

University of Texas San Antonio, USA

Email: james.bray@utsa.edu



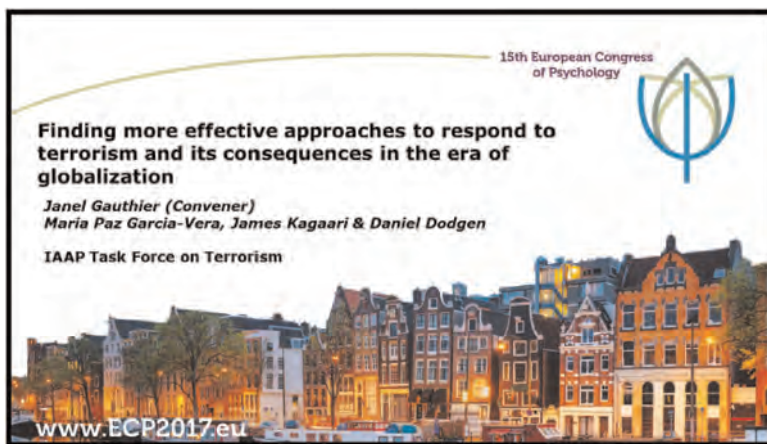
Robyn F. Vines, Ph.D.

Robyn Vines, Ph.D. President-Elect: Division of Professional Practice (Div. 17)

School of Medicine, Western Sydney University, Australia

Email: r.vines@westernsydney.edu.au

Finding Effective Approaches to Respond to Terrorism



During the 15th European Congress of Psychology, Janel Gauthier, IAAP President, presented an invited symposium entitled *Finding more effective approaches to respond to terrorism and its consequences in the era of globalization*.

Introducing the symposium, **Janel Gauthier** highlighted that, nowadays, a day hardly goes by when we do not hear of another violent terrorist attack somewhere in the world. Some are widely covered by media, but many go unnoticed. He mentioned that, according to the data of the National Consortium for the Study of Terrorism and Responses to Terrorism (2015) of the United States, during 2014, 13,463 terrorist attacks occurred worldwide, which culminated in 32,727 deaths, 34,791 injured victims, and 9,428 kidnappings, and of these attacks, 561 caused 10 or more mortalities. These data alone clearly indicate that, in recent years, terrorism has become one of the most severe and concerning problems worldwide. In July 2016, during the 31st International Congress of Psychology in Yokohama, the International Association of Applied Psychology (IAAP) created a task force to engage members of the psychology community on the issue of terrorism. Janel Gauthier explained that the purpose of this invited symposium was to provide the IAAP Task Force on Terrorism an opportunity to report on the contributions of psychological research to the understanding of terrorism and reflect on the strategies used to thwart violence and terror in the world.

As Gauthier also detailed, this Symposium brought together four representatives from the IAAP Task Force on Terrorism, four speakers from four different countries, Maria Paz Garcia-Vera, from Spain, James Kagaari, from Uganda, Daniel Dodgen, from the U.S.A., and himself, from Canada. They each addressed one of the following topics (1) the long-term consequences of terrorist attacks on the mental health of victims of terrorism; (2) the need for human resources, expertise, training, funds, equipment, mortuaries, hospital beds, and national policies to provide a better psychosocial response to terrorism; (3) the planning tools and other resources available online that can be used and modified for the needs of different nations and communities to prepare for the psychological

aftermath of a terrorist attack; and (4) the research on the psychosocial determinants of violence and terrorism in today's world and the approaches to preventing violence and promoting peace around the world. Each presenter provided an example of actions that psychology can take to move the agenda forward and help build a better world for all.

Maria Paz Garcia-Vera started her presentation, entitled *After many years: The long-term prevalence of psychological disorders in victims of terrorist attacks* (coauthored by Sara Gutierrez, Clara Gesteira, Noelia Morán, and Jesús Sanz), with a brief state-of-the-art review of research results on the psychopathological repercussions of terrorist attacks. She emphasized that previous research on this issue has focused on the consequences in the short term or in the medium term, but their true magnitude in the long term, after 5, 15, 25 years, or more, was unknown. Consequently, she showed the results of a study aimed to examine the long-term prevalence of posttraumatic stress disorder (PTSD), anxiety disorders, and depressive



disorders in victims of terrorism. In this study, The Association of Victims of Terrorism in Spain assisted in obtaining a sample of 507 adults who had suffered a terrorist attack or who were direct relatives of someone who had died or had been injured in a terrorist attack. Terrorist attacks had occurred between 6 and 39 years ago. She explained that all participants completed the Structured Clinical Interview for DSM-IV Axis I Disorders (SCID-I CV). Finally, results revealed that, after an average of 22 years since the terrorist attacks, 50.3% of victims showed a mental disorder. But as with other traumatic situations, after a terrorist attack, a great variety of diagnosable mental disorders may emerge, and they may persist even in the very long term, that is, even after a mean of 22 years since the terrorist attacks occurred. In the long term and very long term, results showed that posttraumatic stress disorder is still the most frequent mental disorder among terrorism victims. But depressive disorders and anxiety disorders (panic, GAD, specific phobias, agoraphobia) may also be very frequent. Maria Paz García-Vera concluded that, with the passage of years, the psychopathological repercussions of terrorist attacks will decrease. However, in those injured in the attacks or in relatives of the dead, they will not have decreased to the point where one could consider them “recovered”. In fact, the results emphasized the fact that, even after a mean of 22 years since the terrorist attacks occurred, it seems that the percentages of terrorism victims with PTSD, depressive disorders or anxiety disorders, are much higher than the prevalence of such disorders in the general population.

In addition, binary logistic regression analyses revealed that the time elapsed since the attack and the type of attack (massive versus non-massive) did not seem to influence the presence of disorders 22 years after terrorist attacks.

The results showed that the presence of psychological disorders is more frequent in direct victims (in comparison to relatives), in women (in comparison to men) and in younger victims (in comparison to older ones).



Consequently, Maria Paz Garcia-Vera highlighted the fact that after a terrorist attack, victims of terrorism may need psychological follow-ups and assistance in the short and medium term, but also in the long and very long term. The wide literature on resilience in human beings has led many professionals, scientists, managers, and politicians to expect natural recovery among most people. However, it can also lead to a serious danger: that adequate psychological treatments are not administered (and maintained) to people who need them.

James Kagaari, from Kyambogo University, Kampala, started his presentation entitled *Global terrorism: The twin bombings in Uganda's capital city, Kampala* by underlining that the African continent shares problems derived from global terrorism. In 2014, the African continent experienced a peak of 16,840 attacks (Institute for Economics & Peace, 2015: 37–46). However, terrorism in Africa became a reality in 1998

with the bombings of the United States embassies in Dar es Salaam (Tanzania) and Nairobi (Kenya), in which over 16 Americans and 200 Africans were killed (Nwolise, 2005). James Kagaari underlined that his presentation explained a case of the terrorist attack in Kampala, Uganda. During the FIFA cup finals in 2010, Uganda was woken up with twin bombings at two locations in the capital city, Kampala. One bombing occurred at Kabalagala-Kansanga, in a restaurant popularly known as the “Ethiopian village”, and another at Lugogo Rugby play grounds, leaving 64 dead and 70 injured.

Counseling psychologists felt an impulsive need to intervene and visited hospitals. At the National referral hospital administration-Mulago Hospital, counseling psychologists convened to answer a professional calling. Multidisciplinary teams were deployed to key hospitals in Kampala where victims had been admitted.

James Kagaari detailed how the psychosocial intervention team organized a debriefing session for Mulago Hospital emergency workers after 14 days: The psychologists organized a debriefing session on the anniversary of the critical incident for survivors, family, and media, public. Unfortunately, a follow up of the survivors from the psychosocial team remains unknown.

Daniel Dodgen, from the U.S. Department of Health and Human Services, Washington DC, U.S.A., presented *Tools for a Mental Health Response to Terrorism: Uses in the United States and in Other Nations*. He explained that, in most mass casualty events, the mental health consequences are significant and pervasive. However, planning often focuses primarily on acute medical care and law

enforcement concerns. He highlighted that in the United States, more attention has been given in recent years to planning for the mental health consequences of terrorism and other mass casualty events. During his presentation, Dodgen focused on planning tools and other resources that are available online and can be used to prepare for psychological needs in such events. Some of these tools have been used in the United States in recent events, such as the Orlando Pulse nightclub shooting. During his presentation, he suggested how these tools might be adapted for use in other nations to address psychological needs following a terrorist attack. The focus was on four tools: the Disaster Behavioral Health Concept of Operations, the Disaster Mental Health Coalition Guidance, the Community Self-Assessment for Disaster Behavioral Health Capacity, and the Rad Resilient City project (a tool for local planning for a nuclear detonation). Daniel Dodgen discussed the purpose and development of each tool by considering how the resources can be used or modified for the needs of different nations and communities.

Finally, **Janel Gauthier**, from Laval University, Quebec, Canada, presented



Globalization and terrorism: Finding more effective approaches to preventing violence and promoting peace around the world. The purpose of this presentation was to provide a brief critical overview of the psychological literature on terrorism and to reflect on approaches to preventing and defeating terrorism around the world. Violence and terrorism are profoundly changing the world we live in, affecting our effectiveness, security, and well-being. Gauthier emphasized how complex political, economic, social, and psychological factors have combined in the context of globalization to create circumstances in which many communities around the world feel threatened for their culture, beliefs, values, identities, and ways of life. Some of these communities also feel that they live in a world that sees them negatively and does not have sufficient respect for them. He also highlighted that research shows that serious threats to basic psychological needs for identity and respect can result in defensive reactions, including violent and destructive ones intended to harm others. Yet, governments continue to respond to terrorism as if it were possible to defeat terrorism with war. In this presentation, reflections based on psychological research were offered regarding what spurs violence and terrorism in today's world and how to more effectively address what has now become a global threat. Gauthier also argued that hopes for a better world for all require not only a better psychological understanding of human nature but also a renewed emphasis on the promotion of respect and social justice for persons and peoples as a foundation for peace and harmony.

At the end of the presentations, the audience participated very actively asking questions and suggesting approaches that we appreciated and that contributed to enriching the symposium.

Today as then, we continue listening to the suggestions from the audience. Therefore, anyone wanting to contribute is encouraged to get in contact with us (see contact information below). If IAAP can contribute in any way to solving the problem of terrorism, future generations of IAAP members will be proud of us. Thank you very much for your interest.

—María Paz García-Vera, Chair of the Task Force on Terrorism



In this picture, from the left to the right, participants in the symposium (with contact information):

James Kagaari (jmskagaari@gmail.com)
Daniel Dodgen (Daniel.Dodgen@HHS.Gov)
Janel Gauthier (janel.gauthier@psy.ulaval.ca)
Maria Paz Garcia-Vera (mpgvera@psi.ucm.es)

The IAAP United Nations Team Report

The team representing IAAP at the United Nations (UN) continues to be extremely active in advocating for and participating in events, conferences and connections to further the mission of IAAP to promote the contributions of applied psychology to global affairs. The inclusion of mental health and well-being in the UN 2030 Agenda for Sustainable Development, in a successful campaign including major efforts by the IAAP team in cooperation with the Mission of Palau to the UN, continues to serve as a foundation for these efforts. With mental health and well-being at the heart of the agenda and interlinked with the other SDGs, a focus is now also on decent work, education, gender equality, peaceful societies and the eradication of poverty, topics that drive the work of many IAAP members. Many events, projects and partnerships, are reported below.

The Quadrennial Report for ECOSOC

The Quadrennial Report for our important IAAP accreditation at the UN Economic and Social Council (ECOSOC) was expertly prepared by IAAP representative Mary O'Neill Berry, covering activities of the IAAP teams over the past four years. The required information included (1) the mission of IAAP; (2) our important contributions to the work of the UN, e.g., our major successful advocacy for the inclusion of mental health and well-being in the UN Agenda 2030 for Sustainable Development and advocacy efforts for psychosocial recovery from natural disasters; (3) participation in UN meetings, e.g., co-sponsorship with UN Missions in General Assembly side events reported here and in previous *IAAP Bulletins*, on issues like “Mental health and Well-being at the Heart of the Sustainable Development Goals: Concrete Means of Implementation”; (4) co-sponsorship of statements, e.g., for the Commission for Social Development (CSocD) on “The Importance of Psychosocial Empowerment in Achieving Poverty Eradication, Social Integration, and Full Employment in Decent Work” and for the Commission on the Status of Women (CSW) on “Psychological Perspectives on the Elimination and Prevention of All Forms of Violence Against Women and Girls”; (5) serving as panellists for many UN events and briefings, e.g., the International Day of Older Persons; Psychology Day at the United Nations; (6) membership in UN Committees, e.g., Ageing, Family, Sustainable Development; Narcotics; Trade development, labour and health; (6) cooperation with UN bodies, e.g., Missions, United Nations Office on Drugs and Crime (UNODC), World Health Organization (WHO), UNICEF, CoNGO; and (7) initiatives in support of the SDGs, e.g., post-disaster psychosocial support programmes (in Haiti, China, Japan), African Girls Empowerment workshops (Tanzania), trainings for/with UNICEF for child Ebola survivors’ psychosocial support (in Sierra Leone).

Activities of the New York (NYC) Team

Side event at the UN STI Forum (on Science, Technology and Innovation)

On 15–16 May, the UN held the Second Annual Forum on Science, Technology and Innovation (STI) at the UN NYC headquarters with panels discussing the principles, issues and implementation of science, technology and innovation related to sustainable development and the 2030 UN Agenda. The conference brought together a diverse range of input from experts in various fields including government, civil society, academia, the scientific community and the private sector.

IAAP was a co-sponsor of a highly successful side event on a unique topic, *“Artificial Intelligence and Technology Tools for Mental Health, Well-Being, and Resilience: Bridging the treatment gap in the cases of Syrian refugees in Lebanon, Hispanic workers in the USA and youth in humanitarian crises”* with co-sponsorship by the Mission of Iraq to the UN, the UN Major Group on Children and Youth and the NGO Committee on Sustainable Development-NY. The event was co-organized by IAAP UN representative Judy Kuriansky and Dr. Judy Otto from the Palau mission, assisted by IAAP UN youth representatives Alexandra Margevich, Joel Zinsou and Janell Lin as well as Dr. Judy’s Columbia University Teachers College students, with development support from student Huan Zhang and the former Ambassador of Iraq to the UN Hamid al-Bayati and Mr. Ghazwan Jasim of the Iraq Mission to the UN.

The event highlighted the extreme need for mental health services, given that an estimated one-in-four persons worldwide will suffer from a mental health condition during their lifetime according to WHO. Yet 75%-85% of persons in low and middle-income countries do not receive care, with the gap greater in low resource and humanitarian crisis settings.

Technology tools, including Artificial Intelligence (AI), is increasingly being used to fill this gap, albeit with both potential and limitations.

The expert panel moderated by Kuriansky explored the current state of technology development and presented creative and concrete examples of technology in action in various parts of the world, including Lebanon, China, the United States and elsewhere, with interesting demonstrations and diverse speakers typical of the team’s side events. The conference room was full, with standing room only and some people turned away by security because of overflow.



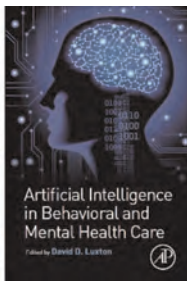
Speakers (left to right): Ms. Ruxanda Renita, UN Assistant UN Secretary-General; Thomas Gass; Dr. Judy Kuriansky; Dr. David Luxton; Ms. Julie Edgcomb; and Dr. Caleb Otto.

Speakers underscored that (1) Technologies must be embedded in a strong health system that supports holistic physical, mental, social and spiritual health; (2) Policies must address complex ethical, legal and management issues and; (3) Programmes must provide rigorous research.

At the event, moderator Kuriansky conducted a spirited conversation with “Yoda”, an early AI application, and “Alexa”, a more advanced version that provide advice for depression and referrals. She also presaged benefits and concerns of using machines instead of humans for mental health service delivery which were elaborated on in the session given her familiarity with these issues from pioneering advice through public forums on radio, television and the internet.



UN Assistant Secretary-General Thomas Gass highlighted the importance of mental health to human well-being and the SDGs, and the uniqueness of this side event. Public health physician and mental health advocate Dr. Caleb Otto, former Ambassador of Palau to the UN, noted the importance of this event given the integration of technology, finance and capacity-building. He outlined the need for mental health services given the current treatment gap and underscored that technology tools must be embedded in a holistic health system that supports mental, physical, social and spiritual health.



AI expert Dr. David Luxton, Associate Professor in the Department of Psychiatry and Behavioral Sciences at the University of Washington and founder of Luxton Labs LLC, described examples of AI, including SimCoach, a safe place for military and their families to talk openly (www.simcoach.org), with virtual therapists counselling a Vietnam veteran with PTSD. AI will be the wave of the future in mental health,

he predicted, as virtual therapists become commonplace and technology allows better data integration, faster processing, better affective sensing and introduction of new nanotechnologies; but he urged policymakers to consider ethical and legal issues and to build systems to ensure rigorous research, credentialing and regulation.

Fascinating examples from around the world of implementation of technology tools and AI were presented. Demonstrating how Lebanon is deeply committed to achieving universal mental

health care using evidence-based approaches that respect human rights, psychiatrist Dr. Rabih El Chammay, head of Mental Health at the Ministry of Public Health in Beirut, Lebanon, via video, described the intensely collaborative process to develop Lebanon's Mental Health Strategy that incorporates AI and other technologies. Jinane Abi Ramia from American University Beirut narrated a power point via video describing the evidence-based process used to develop Khoutweh Khoutweh (Step-by-Step) which features Lebanon's own culturally competent virtual therapists.



Dr. Kuriansky showing the Lebanon Strategy booklet; Lebanon's Dr. el Chammay and Jinane Abi Ramia; virtual therapists

In the United States, a unique program is being planned to address the mental health needs among minorities, specifically largely uninsured Spanish-speaking transient farm workers. 20% of them have a mental health diagnosis, but there is an acute shortage of Spanish-speaking mental health professionals. After having used telephone-based counselling and e-consulting, Panellist Julie Edgcomb, Administrator of Ambulatory Services for Monterey County Health Department in California, described her plan to pilot AI-based texting software to deliver mental health services in Spanish "To be honest I don't know if it (AI) is going to work," she said. "But right now I have nothing. I have people who are suicidal, depressed and anxious . . . if it doesn't work, at least I will have tried."



A video of another application was shown of a "carebot" called Paro, a robotic baby harp "Therapeutic" seal equipped with affective sensing and machine learning capacities developed in Japan to provide psycho-social support, reduce stress and stimulate socialization for patients with dementia and children with learning disabilities. Costing \$5,000, Paro has been exhibited at American Psychological Association conferences.



A unique project for China is being developed by one of Kuriansky's graduate students in her "Psychology and the UN" class at Columba University Teachers College. To educate the vast population of young people with psychological stress but limited understanding of mental health, well-being and counselling, Yanmeng Zou created an innovative outreach tool via a webpage on WeChat (the Chinese equivalent of Facebook) entitled "Sleepless Society." Zou chooses topics relevant

to youth, especially addressing stress and anxiety, researches the psychology literature, and posts summaries in the Chinese language. Student Junting Yu helped her demonstrate how it works.



Applying technology tools for disaster relief was exemplified in PASSA, a participatory method of disaster risk reduction related to shelter and settlement safety, including mental health that has been piloted in the Philippines, deployed in Nepal after the 2015 earthquake, and now is being expanded to other locations.

Panellist Ruxanda Renita, representing event co-sponsors the UN Major Group for Children and Youth and Habitat for Humanity, described how PASSA inspires youth to detect hazards and creatively devise locally-appropriate solutions, using tools like smartphones and IPADs. Using such devices familiar to youth engages them to find solutions and communicate these to others.

Respondents offered enthusiastic comments. Ambassador H.E. Michael Grant, Deputy Permanent Representative of the Mission of Canada to the United Nations, noted being “spellbound by the potential” and Mr. Hassan Abbas, Counsellor of the Mission of Lebanon to the United Nations, noted an interest to learn of the initiatives in his country and to further collaborate.



Respondents (left to right) UN Deputy Ambassador of Canada Michael Grant, DESA's Astrid Hurley, and Counsellor of the Lebanon Mission to the UN Hassan Abbas

Dr. Astrid Hurley, representing the Office of Social Policy and Development of UN-DESA (the UN Department of Economic and Social Affairs), underscored that health is not just about physical health but how we think and use the cognitive abilities of our brains. She noted that technology is promising to extend access to care to those otherwise left behind and to reduce stigma. She agreed with Ambassadors Otto and Gass's emphasis on the importance of a holistic approach that cuts across the entire 2030 Agenda.

Consistent with the UN emphasis on youth, there was a strong representation of youth on the panel. Recognizing that youth will inherit the 2030 Agenda, Raksha Kandlur, another student in Kuriansky's graduate class, reported evidence that while adolescents carry a disproportionate burden of mental health issues, they are less likely than other age groups to reach out for professional help. Using more tech-based interventions can allow mental health providers to speak the language of youth, thereby making services more readily available, affordable and accessible. Adapting and tailoring technologies for specific populations (e.g. LBGT, older persons, and rural populations) as well as diverse national contexts will help ensure widespread access, leaving no one behind.

The World Conference on Disaster Risk Reduction

Major advocacy for “psychosocial resilience” was continued at the World Conference on Disaster Risk Reduction (WCDRR) held in Cancun, Mexico in May 2017. While resilience has become an increasingly commonplace word used at the UN, it refers mainly to structural resilience (e.g., buildings, codes), whereas the IAAP UN team mission is to distinguish *psychosocial* resilience, emphasizing the “people,” consistent with the UN Agenda 2030’s focus on the people. IAAP’s Kuriansky and Margevich attended the conference, made presentations, and advocated for this issue with delegations around the world. Kuriansky was also interviewed by various media representatives.



(Left) Advocating for psychosocial resilience at the World Conference for Disaster Risk Reduction and (right) presenting a workshop about psychosocial resilience at the exhibit booth for the UN Major Group for Children and Youth

Additionally, they made a presentation on the “Ignite Stage” – meant to stimulate new ideas – conducting an interactive session in the main hall and showing a video that demonstrates the missions for psychosocial recovery conducted in Haiti after major natural disasters, e.g., the 2010



Kuriansky and Margevich presenting at the WCDRR Ignite Stage about psychosocial recovery from disasters

earthquake and the 2016 Hurricane Matthew. The presentation focused on trainings for community capacity-building in Haiti and the critical importance of psychosocial resilience and mental health care in disaster risk reduction, prevention and recovery. An interactive demonstration of the training workshops was also conducted at the exhibit booth of the UN Major Group for Children and Youth (MGCY), attended by conference participants from around the world. The IAAP team has collaborated extensively with the MGCY at many UN events and conferences.

This year's WCDRR was a review of government's efforts to implement the Sendai Framework for Disaster Risk Reduction agreed upon in Sendai, Japan, two years previously that updated the Hyogo Framework for Action for the years 2015–2025. IAAP team members Kuriansky and Father Wismick Jean-Charles, along with IAAP youth representatives Joel Zinsou and Quyen Nguyen, had a major presence at that meeting in Sendai, giving presentations for the Ignite Stage about the missions for psychosocial recovery in Sendai Japan. They also participated in several sessions and workshops at the pre-conference by the UN MGCY and advocated with governments for psychosocial resilience in cooperation with Ambassador Dr. Caleb Otto of the UN Mission of Palau, that has been reported in a previous *IAAP Bulletin*. That conference was held in Sendai, Japan in March 2015 purposefully to coincide with the 4th anniversary of the tragic tsunami/earthquake. During the major sessions, a statement was made about the importance of psychosocial resilience (see: https://drive.google.com/file/d/0B4XDMMi_3LeCNi1fdHNoV-k1HazA/view?usp=sharing).



Notably, the new Special Representative of the Secretary-General for Disaster Risk Reduction in the UN Office for Disaster Risk Reduction (UNISDR), Dr. Robert Glasser, responded positively to the concept of psychosocial resilience, in discussion with IAAP's Judy Kuriansky. Glasser, who has over 20 years of experience in disaster response and fighting poverty, previously was the Secretary-General of CARE international and Assistant Director General at the Australian Agency for International Development (AusAID). He succeeded Margareta Wahlström of Sweden, who was also supportive, as evidenced by her panel participation in the IAAP co-sponsored panel in Geneva back in 2007 about psychosocial resilience in disaster risk reduction.

Importantly, the Sendai Framework includes, in paragraph 33(o), “To enhance recovery schemes to provide psychosocial support and mental health services for all people in need.” Further advocacy for psychosocial resilience will be done by the IAAP UN team, and IAAP members are eagerly invited to participate.

The European Congress of Psychology

IAAP had a presence at the European Congress on Psychology (ECP), the biennial conference of the European Federation of Psychologists' Associations (EFPA) held in July, 2017 in Amsterdam. IAAP President Janel Gauthier moderated a symposium about “*Psychology at the United Nations: Success and Next Steps in Advancing Mental Health and Well-being throughout the Global*



IAAP symposium about IAAP activities at the UN at the ECP in Amsterdam

Agenda” with presentations describing the UN team in New York by Judy Kuriansky (“Call to Action for Psychologists in Achieving Mental Health and Well-being in the Global Agenda”) and the UN team in Vienna by IAAP representative Wolfgang Beigleboeck (“IAAP at the United

Nations Office in Vienna - What IAAP Can Do to support Drug and Alcohol Treatment According to the Global Goals”), with IAAP youth representative Alexandra Margevich describing “Youth NGO representation at the UN: Advocacy and implementation of the SDGs. EFPA President Dr. Telmo Baptista gave a presentation about “European psychologists and the Sustainable Development Goals.”



Dealing with refugees is a major topic at the United Nations. On a panel at the ECP about “Psychotherapy and psychosocial support interventions with refugees,” IAAP’s Kuriansky gave a presentation on the topic of “Psychosocial Intervention during a

Medical Mission for Syrian Refugee Children in Jordan: Experiences and Lessons Learned and Importance for the People, Psychology Professionals and the International Community.” It was about a recent mission she participated in, going to Jordan to provide psychosocial support to Syrian refugees with a humanitarian aid organization, the Atlantic Humanitarian Relief. They assisted medical doctors and trained trainers to work with children. Her student from Columbia University Teachers College, Michelin Aboukasm, who went with her on that mission, gave a presentation about her experiences and lessons learned. Dr. Jessica Lambert, a psychologist from California State University, provided background on “*Trauma-focused therapy for refugees with PTSD & depression: An overview of the research,*” and Dr. Samuel Antunes from the Portuguese Association of Psychologists in Lisbon, described a unique partnership with the Red Cross, “*The Burnout Prevention Program for psychosocial technicians working on hosting and integration of refugees.*”



IAAP board meeting held at the ECP (from left to right): Divisions Coordinator Lyn Littlefield, President-Elect Dr. Christine Roland-Levy, President Dr. Janel Gauthier, Secretary-General Dr. Han Buxin, and past President Dr. José Peiro.

The American Psychological Association Conference

The American Psychological Association’s annual conference, held in its headquarters, Washington DC, August 3–6, kicked off with a welcome from the APA President, neuropsychologist Antonio E. Puente. He celebrated his Cuban roots as a unique step for diversity in APA top leadership. The new APA CEO Arthur C. Evans, Jr. was introduced and economic psychologist Daniel Kahneman was interviewed. He is the Noble-prize winner for his work on judgment and decision-making, who admitted that he rarely excuses himself based on that honor.

During the meeting, IAAP’s Kuriansky met with APA Division 52 President Craig Shealy and Stuart Carr, the newly-appointed Editor of the Division 52 journal, *International Perspectives in Psychology: Research, Practice, Consultation*, to discuss a special issue for which she would write

about the mental health and well-being and the SDGs at the United Nations. She also received the Lifetime Achievement Award from Division 46 (Media Psychology and Technology), and she gave presentations about UN-related issues at several events.

At a symposium entitled “Resiliency Workshops Can Help People Start Over After Environmental Trauma,” the train-the-trainers model of psychosocial recovery was presented. It has been applied in Haiti and in Louisiana events organized by neuropsychologist Dr. Darlyne Nemeth. Nemeth’s concept of resilience – Learning from the past, Being firmly grounded in the present, and Seeing ourselves in the future – is expounded in her new book, *Innovative Approaches to Individual and Community Resilience: From Theory to Practice*. Research about neuropsychology in trauma situations was presented by Dr. Fernando Pastrana.



Symposia at APA. Left photo: Resilience panellists (left to right): Dr. Charles Burchell, Dr. Judy Kuriansky, Dr. Darlyne Nemeth, Dr. Fernando Pastrana. Right photo, panellists on Global Approaches to Trauma Prevention and Intervention—Policy and Practice (left to right, front): Dr. Judy Kuriansky, Dr. Brigitte Khoury, Nana Apenem Dagadu (back): Dr. Gilberte Bastien, Dr. Mary Gregerson, Todd Thompson, JD, Dr. Dionne Coker-Appiah, and program organizer Dr. Mirian Ofonedu.

In another symposium entitled *Global Approach to Trauma Prevention and Intervention: Policy and Practice* – a Collaborative Program among APA Divisions 34, 35, 37, 45 and 52 – Kuriansky presented “*Models of Intervention after Trauma in Diverse Cultures in the Context of the New UN Global Agenda: From Earthquakes to Ebola.*” Professor of Beirut University Brigitte Khoury presented women refugee’s stories and the urgency for psychosocial support. Haiti native Dr. Gilberte (“Gigi”) Bastien described her experiences in the mental health response to the 2010



(Far left): Nobel Laureate Dr. Daniel Kahneman with Dr. Judy Kuriansky (middle) Philip Zimbardo; (right) Craig Shealy and Stuart Carr



APA CEO Arthur C. Evans Jr. and his family with President of EFPA, Telmo Baptista (far left), Dr. Judy (center) and Norwegian Psychological Association's Bjornhild Stovnik (right).



APA attendees from Portugal, Spain, Norway and other countries, with IAAP's Kuriansky (middle) and youth rep Janell Lin (far left) next to incoming APA President Jessica Henderson Daniel.



Members of the Society for Media Psychology and Technology (APA Div 46) which gave the Lifetime Achievement Award to Dr. Judy Kuriansky.

earthquake in Haiti and with the Carter Center psychosocial intervention during the Ebola epidemic. Dr. Mary Gregersen explained her Media First Response (MFR) training, an evidence-informed skills set for effective mass media risk communication during disasters and crises, with a testimonial from Todd Thompson, JD, from the Leavenworth County (Kansas) Attorney's Office who has been through the training.

The World Congress of Psychotherapy

At the opening roundtable session of the World Congress of Psychotherapy (WCP) meeting in Paris, France, on July 24, 2017, eminent psychotherapists addressed the topic of *"Peace, Empathy, and Psychotherapy."* They included Croatian psychiatrist Norman Sartorius, former director of the



At the WCP Congress, IAAP's Kuriansky and Margevich with board member from China Mingyi Qian and incoming board member Xiaoming Jia.

World Health Organization's Division of Mental Health and former president of the World Psychiatric Association and WCP President, and Alfred Pritz, founder of the Freud Institutes in Vienna and Paris. IAAP's Judy Kuriansky, the main UN representative, gave a presentation about "*Mental Health and Well-Being, Advances at the United Nations and Events Impacting Psychotherapy.*" She referred to the important declaration made at the 2014 ICAP (International Congress of Applied Psychology) in Paris, France, chaired by IAAP President-Elect Christine Roland-Levy, about the importance of mental health and well-being that became part of the IAAP UN team advocacy for the UN Agenda 2030 for Sustainable Development. Other presentations by Kuriansky were on Recovery and Resilience from Trauma: the Case of Haiti and other Natural Disasters and on How Eastern Practices Embrace the World and Connect to Achieving the United Nations Agenda. Additionally, IAAP youth representative Alexandra Margevich elaborated about the sustainable model used in the train-the-trainers program in Haiti and presented a poster depicting "Providing Psychosocial Support in a Culture Doubly Devastated by Natural Disasters," a project with IAAP's Kuriansky, Father Wismick Jean-Charles, and Russell Daisey.

Conference at the UN on "The World Day of Cultural Diversity for Dialogue and Development"

A panel on 22 May was co-sponsored by IAAP with the Missions of Jamaica and Ethiopia to the UN, and the Give Them a Hand Foundation to commemorate the World Day of Cultural Diversity for Dialogue and Development, declared by UN General Assembly resolution 57/249. This event was an opportunity to deepen the understanding of the value of cultural diversity and to advance the goals of the UNESCO Convention on the Protection and Promotion of the Diversity of Cultural Expressions adopted in October 2005 that augmented the Universal Declaration on Cultural Diversity originally adopted in November, 2001 to promote creative industries, cultural entrepreneurship and artists. Given that 2017 is the year of Sustainable Tourism for Development, the conference theme was "Local Culture as a Driver for Economic Growth," combining culture, tourism and the promotion of local business. The first panel, moderated by Editor-in-Chief of Black Star News, Milton Allimadi, included speakers Deputy Permanent Representative of the Mission of Ethiopia to the UN, H.E. Ambassador Mahlet Haiku Guadey; Director of the UNESCO Liaison Office in New York, Ms. Marie Paule Roudil; human rights lawyer Jenifer Rajkumar, Director of Immigration Affairs and Special Counsel in the Office of New York State Governor Andrew L. Cuomo; and Hanifa D. Mezoui, PhD, Senior Advisor, Humanitarian Affairs and Civil Society of the United Nations Alliance of Civilizations. The second panel, moderated by IAAP's Judy Kuriansky presented examples of culture and arts, including a unique concept of country style community tourism, "Villages as Businesses," pioneered by Mrs. Diana McIntyre-Pike from Jamaica, whereby villages can become important hubs of economic growth within the tourism sector. Other speakers were the Senior Officer of the UNWTO liaison office in New York, Mr. Sarbuland Khan, ProjectArts Grace McDonald who talked about arts education, and HRH Princess Dr. Nisreen El Hashemite, Executive Director of the Royal Academy of Science International Trust (and granddaughter of King Hussein, the first King of Iraq and founder of the Modern State of Iraq). She described her Science program for girls. Italian artist Grimanesa Amores showed her unique art using light to reflect culture which is exhibited around the world, and Mine Anlar of World of Travel Management presented the unique features of the country of Turkey.



Speakers at the celebration of the UN of World Day of Cultural Diversity

Anti-Bullying Event

The increase in the incidence of bullying throughout the world, with its deleterious impact on youth, has garnered attention at the UN. IAAP co-sponsored a side event on 31 May at the UN Church Center, organized by the NGO Committee on Sustainable Development-New York, chaired by Margo LaZaro and moderated by IAAP's Judy Kuriansky (an Honorary Advisor), with a keynote address by the Deputy Ambassador of Mexico to the UN, H.E. Mr. Juan Sandoval-Mendiolea. He gave an erudite overview of the bullying problem and his country's commitment to addressing the issue. The opening address was given by the Special Representative of the UN Secretary-General on Violence Against Children, Ms. Marta Santos Pais. A Declaration of Appreciation was presented to Mrs. Salwa "Sally" Shatila Kader, Founder and President of the International Federation for Peace and Sustainable Development. Impassioned presentations about their personal experiences were made by panelists, including Bruce Knotts, Director of the Unitarian Universalist Association and Chair of the NGO/DPI Executive Committee, about being bullied for his sexual preference, and by several youth, including student Fatma Ismail who was taunted about wearing a hijab; teen pop star Meredith O'Connor, Anti-Bullying Icon Celebrity Youth Activist for UN Women's Planet 5050, who was teased about being tall (yet eventually got a modeling contract); and singer-songwriter Sophia Angelica who debuted her new anti-bullying music video. Lisa Picker came from St. Louis to tell her story about being the mother of her 18-year old son Liam who was bullied, became depressed and took his own life. A recording was played of the original musical composition of Liam performed by international Japanese pianist Gohei Nishikawa, whose bonding with the family, along with Liam's plight and his mothers' commitment to help prevent similar tragedies, brought tears to many attendees' eyes. To join the NGOCSD-NY Anti-Bullying Alliance, contact NGOCSDU@gmail.com.



Panelists at the anti-bullying event sponsored by the NGO Committee on Sustainable Development-NY.

Vietnam Celebration at the United Nations

IAAP will have a presence at the First Southeast Asia Regional Conference of Psychology (RCP2017) to be held in Hanoi, Vietnam, from November 28 to December 1, 2017, hosted by the University of Social Sciences and Humanities/Vietnam National University (USSH/VNU) and the Institute of Psychology/Vietnam Academy of Social Sciences (IoP/VASS). Given the theme “Human Well-being and Sustainable Development,” IAAP’s Kuriansky will give a presentation about the UN team activities. Significantly, she was invited to the private celebration at the UN for the 40th anniversary of Vietnam’s membership in the UN. The celebration featured addresses by the Prime Minister Nguyễn Xuân Phúc, Deputy Prime Minister H.E. Mr. Phạm Bình Minh, Vietnam’s UN Ambassador H.E. Nguyen Phuong Nga, UN Secretary-General António Guterres, and the President of the UN General Assembly Peter Thomson of Fiji. Vietnam’s role in peacekeeping and in development was acknowledged.

Vietnam was notably a major supporter of the campaign to include mental health and well-being in the SDGs, with then-Deputy Ambassador Đỗ Hùng Việt providing a leadership role in the advocacy strategy. Also, Ambassador H.E. Nguyen Phuong Nga has supported IAAP co-sponsored activities, including as a panelist at the gala celebration of the International Day of Happiness last year organized by Kuriansky with the Mission of Sao Tomé and Príncipe to the UN.



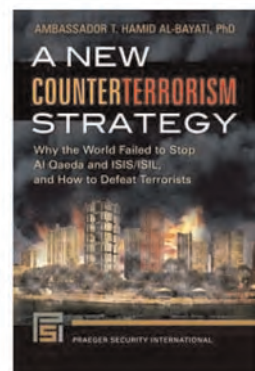
At the celebration of the 40th anniversary of Vietnam's membership to the UN, (left) the Prime Minister of Vietnam Nguyễn Xuân Phúc with IAAP's Judy Kuriansky, and (right) high-level speakers

Counterterrorism

The UN is focused on the issue of countering terrorism. A public forum about terrorism co-sponsored by IAAP was held at Fordham University on 1 August, entitled “*How can the USA best deter world terrorism by better understanding and reducing ‘radicalization’ of ‘home-grown’ terrorists?*” Organized by Fordham professor Harold Takooshian, the event featured former UN Ambassador of Iraq Hamid Al-Bayati, whose new book, “*A New Counterterrorism Strategy: Why the World Failed to Stop Al Qaeda and ISIS/ISIL, and How to Defeat Terrorists*” will be released in September as part of Kuriansky’s Praeger Publisher’s series on Practical and Applied Psychology. The strategy includes references to the importance of understanding the psychology of terrorists, and of combatting the public fear they purposefully attempt to incite. Panelists included Karen Lynne Kennedy Mahmoud from the United Nations’ Secretariat Iraq desk and IAAP’s Kuriansky who spoke about how to counteract the psychological impact of terrorism.



Forum on counterterrorism





In the context of the amount of crises worldwide, the Ambassador of France to the UN François Delattre, gave his perspective at an event in NY on 14 June about how the United Nations can respond effectively to global challenges today of terrorism and climate change; the value of engaging all nations; and the intensive focus of France on these issues. He identified cyberterrorism as a particular threat. The event was sponsored by the Columbia University Club of New York, the Columbia University Club Foundation, the United Nations Association of New York and the Penn Club of New York.

Connection with France Mission

Connections are being forged with the Mission of France to the UN, e.g., a meeting with Second Counselor Samer Melki and attaché of human rights and humanitarian affairs Emiline Lallau. It was organized by journalist and magazine editor, Alizé Utteryn, who had been co-moderator of the IAAP co-sponsored day-long celebration of the International Day of Happiness, previously reported in an *IAAP Bulletin*. IAAP's Judy Kuriansky and Russell Daisey and youth representative Alexandra Margevich enlisted France's support of the importance of wellbeing in the SDGs.



Meeting at the Mission of France to the UN with IAAP UN representatives

Initiatives by IAAP representatives

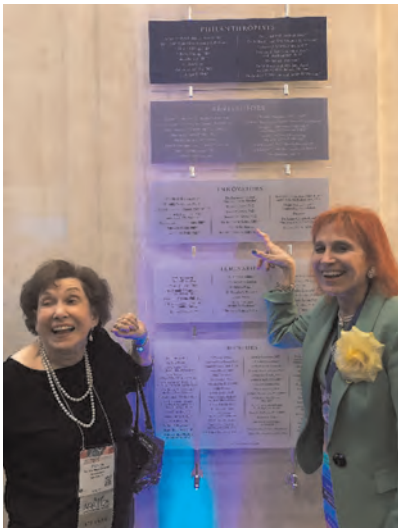
* Mary O'Neill Berry. IAAP's Mary O'Neill Berry participated in a forum about a global living wage held at Fordham University in New York City, addressing "*Does increasing a nation's minimum wage reduce or increase poverty?*" Surprisingly little solid research addresses this important question, at a time when billions of "working poor" families struggle to survive, as others grow wealthier.



At the forum on a Global Living Wage at Fordham University (left to right) IAAP's Mary O'Neill Berry, Dr. Leonard Davidman, Professor Stuart C. Carr, Dr. Sharon Brennan, Dr. Harold Takooshian

Keynote speaker, Professor **Stuart C. Carr**, of Massey University in Auckland, New Zealand, presented data from his Project GLOW (Global Living Organizational Wage) that has members research “hubs” across many nations studying several of the United Nations’ 17 Sustainable Development Goals (SDGs). Carr collaborates on global research with the Society for Industrial-Organizational Psychology (SIOP). The experienced discussants, besides Berry who also represents SIOP (the Society for Industrial and Organizational Psychology) and the Global Organisation for Humanitarian Work Psychology (GOHWP), were Leonard Davidman of Local 1189, past-President of the NYS Psychological Association, and Sharon Brennan, Past President of the NYS Division of OCW (Occupational, Work, Consulting Psychology) who raised issues about the challenge of sharing behavioural data with UN and governmental decision-makers, legislation to cap the compensation of CEOs, and the validity of research on the noted website, <http://www.procon.org/>. Chaired by the I-O Psychology Professor Harold Takooshian, the forum was hosted by the Organizational Leadership Program of Fordham University in cooperation with the Manhattan Psychological Association, Local 1189, SPSSI-NY, Psychology Coalition of

NGOs accredited at the UN (PCUN), and NYSPA Division of OCW Psychology. For more information, see: www.massey.ac.nz/massey/learning/departments/school-ofpsychology/research/project-glow/project-glow_home.cfm and video at: <https://youtu.be/zbZafHgqumo>.



* IAAP representative Florence Denmark finished a successful term as president of the Psychology Coalition of NGOs accredited at the UN (PCUN). She also serves as the UN NGO chair for the International Council of Psychologists (ICP) that celebrated 75 years as a pioneering professional association. She helped welcome IAAP President Janel Gauthier as the keynote speaker for the ICP Convention on 29 July held at Pace University in New York City. Denmark was also honoured at the commemoration of the American Psychological Foundation’s capital campaign to raise funds to support student research, held at APA headquarters on August 4, 2017, in Washington DC during the APA annual

meeting. IAAP's Judy Kuriansky was similarly honoured as "Innovators". The campaign is called "Transforming the Future"; Denmark serves on the Campaign Leadership Cabinet.

* Grace Charrier, along with Judy Kuriansky, attended the launch event at UN headquarters in NYC of the UN Commission on the Status of Women (CSW) – a two-week event held every March – on the topic of "Changing World of Work: Gender Parity in the Workplace." High-level officials on the panel were the UN Secretary-General H.E. António Guterres, the Deputy Secretary-General, Dr. Amina J. Mohammed, and the Permanent Representative of the Mission of Iceland to the UN. In a very major announcement, the SG committed to full parity in the UN, meaning that positions would be filled by women in equal parity to men, an announcement met with audible acknowledgement by the large assemblage.

* IAAP representative Father Wismick Jean-Charles participated in the panel on resilience at the American Psychological Association, as part of Judy Kuriansky's presentation about disaster relief in Haiti. Father Wismick is moving from Haiti to Rome to take up residence in the Vatican, having been elected and approved by the Pope as part of a newly formed team of his Catholic religious order, the Montfort Missionaries, consisting of a General from Brazil and four General Assistants from Italy, France, India and Haiti, who will supervise priests and brothers in 34 countries. Many reports have been in previous *IAAP Bulletins* of his work in Haiti, his founding of a Center for Spirituality and Mental Health (CESSA), convening annual conferences, and providing, with IAAP's Judy Kuriansky, psychosocial workshops to survivors after the disasters in Haiti. The most recent of these was a mission to the south of Haiti to serve the communities after Hurricane Matthew in October 2016, during which they, with IAAP youth representative Alexandra Margevich, trained students and community workers to help children cope using a sustainable train-the-trainers model.

* New York team youth representatives

Joel C. Zinsou edited and associate produced many videos that were produced by Judy Kuriansky and shown at various important events and conferences. These included videos for the meetings of WHO on World Health Day on Depression: Let's Talk, a video about the psychosocial projects in Haiti for the World Conference on Disaster Risk Reduction in Cancun; and a video greeting for the opening ceremony of the conference for the Psychotherapy Professionals League (PPL) in Novosibirsk, Russia, on "Will, Emotion and Reason: Health and Pathology in the Contemporary World," and a video about "Pathfinders in International Psychology: From Western Intellectual Ancestry to Global practice" about the book edited by Dr. Uwe Gielen and Dr. Grant Rich. Joel completed his first year of graduate studies in the I/O program at Baruch College.

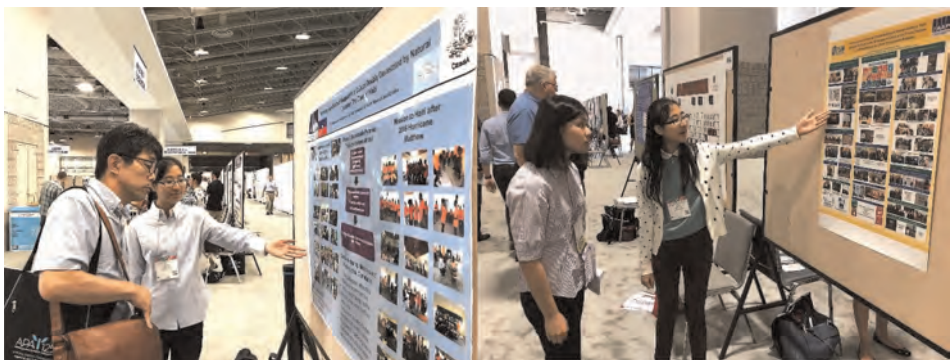
Alexandra Margevich received her PhD in Experimental Social Psychology from the Graduate School-Newark, Rutgers, The State University of New Jersey, in May 2017. Her dissertation was on the topic of "*The role of personal control motivation in the processing and categorization of racially and gender ambiguous faces.*" She assisted IAAP's Judy Kuriansky deliver oral and poster presentations advocating for the importance of psychosocial support in post-disaster interventions and for the cross-cutting importance of mental health and well-being for achieving the UN's 2030 Sustainable Development Goals at four conferences, as described above, including: (1) World Disaster Risk Reduction Conference (WDRRC), Cancun, Mexico (22–26 May); (2) European Congress of Psychology (ECP), Amsterdam, The Netherlands (11–14 July); (3) World Congress for Psychotherapy (WCP), Paris, France (24–28 July), (4) American Psychological Association (APA), Washington

DC, US (3–5 August). During the WDRRC (mentioned above), she assisted Kuriansky in delivering two interactive presentations (IGNITE Stage and the UNMGCY Market Booth) in which they demonstrated examples of the resiliency-building techniques they delivered to community members in the south of Haiti following Hurricane Matthew’s devastation. This work was also presented in poster format at ECP, WCP and APA. Additionally, during symposia at ECP and WCP, Dr. Margevich discussed her experiences as a NGO Youth Representative at the United Nations and the important role of psychologists in motivating governments to make mental health and well-being a priority for sustainable development.



IAAP youth representative Alexandra Margevich discussing her poster about “Providing Psychosocial Support in a Culture Doubly Devastated by Natural Disaster: The case of Haiti” with IAAP’s Vienna UN representative Wolfgang Beiglboeck at ECP in Amsterdam and at WCP in Paris

Janell Lin served as an IAAP intern during the summer of 2017 as part of the Smith College Praxis program, where students get an opportunity to learn under Smith alumnae. She assisted IAAP’s Judy Kuriansky in presentations at the APA and CWBC conferences described above. During these events, she also presented the posters on behalf of IAAP youth representatives Joel Zinsou about “Action and Advocacy by Psychologists for Mental Health and Well-being in the SDGs at the United Nations,” and for Alexandra Margevich about “Providing Psychosocial Support in a Culture Doubly Devastated by Natural Disaster: The case of Haiti.”



IAAP intern Janell Lin presenting posters at APA

Conference on Well-Being in Sint Maarten/St. Martin

Given the new acknowledgement of well-being, and about youth, at the UN, the IAAP team submitted a presentation for the Caribbean Well-being Conference, on the theme, Best Practices in Promoting Student Wellness: Bringing the child, family, school and community together. The conference, mainly geared for teachers, was held August 8–9 at the beautiful campus of the University of St. Martin, with co-sponsorship of the Student Support Services Division of the Ministry of Education, Culture, Youth & Sports, the St. Maarten Youth Council Association, in collaboration with St. John's University. Psychologist Dr. Mark Terjersen, Associate Professor and Director of Graduate Programs in School Psychology at St. John's (and former President of APA's International Division), has been to the island many times, with his students, to collaborate on educational programs. About 300 teachers, educators, counsellors from the Caribbean and the United States and some local government representatives participated in sessions about ADHD, bullying, mindfulness, and social-emotional learning.



Left to right: Dr. Judy Kuriansky with Conference Chair Olga Mussington, Manager of Student Support Services Division, and with Jorien Wuite, Secretary General, in the Ministry of Education, Culture, Youth & Sports, Government of Sint Maarten.

Kuriansky led interactive sessions on *Resilience and Empowerment of Youth: Workshops for Teachers, Counsellors and Parents*, teaching psychosocial techniques that are healing, fun, and meaningful to build youth self-esteem and interpersonal connection. While the techniques can be implemented simply in many educational and community settings, they are founded on solid psychological principles. The participants resonated with the saying, “Believe it. Conceive It. Achieve it,” that reflects brain theory.

Given that many adolescents in the Caribbean have fathers living away from home, Dr. Andrea Francis presented a session about *Missing Dad - Healing Grief in Adolescents with Nonresident fathers*. It described children's grief, leading to self-injury, suicidal ideation, anxiety, and poor academic performance and effective interventions for clinicians, counsellors and youth workers to support affected youth.



Workshop on the unique model for students' well-being and resilience.

Another partnership: Mobilizing African Diaspora Action

IAAP is a co-sponsor of the project Mobilizing African Diaspora Action (MADA) which will take place in the Fall 2018, to promote culture and entrepreneurship throughout the Africa diaspora worldwide. The expo will consist of a conference and exposition for business exchange and promotion, and cultural presentations. Partners include the United African Congress, the Give Them a Hand Foundation (who have partnered with IAAP in several events including for Ebola and the World Day of Cultural Diversity (in this report) as well as the Africa Center, a major center for African culture and community cohesion being built in Harlem in NYC.



Participants and partners in the Mobilizing African Diaspora Action expo meeting at the Africa Center in NYC.

Another Event with UN connections



The UN SDG 16 focuses on peaceful societies. In that context and given current political affairs, Kuriansky executive produced an off-Broadway play set against the background of the Spanish conquering – and destroying- the indigenous Taíno peoples of Puerto Rico, with a “West Side Story”-like theme. The play’s powerful messages were opposed to xenophobia and promoted tolerance, cultural respect and peaceful co-existence. UN Ambassadors and IAAP partners attended the off-Broadway musical “Temple of the Souls” executive produced by IAAP’s Kuriansky (left of poster), with (from right) UN Ambassador of Belize Lois Young, UN Ambassador of Belgium Marc Pecsteen, Former UN Ambassador of Iraq Hamid al-Bayati, the Children of Panzi’s Cathleen de Kerchove, Euneeq Kebreau and IAAP event co-sponsors Sidique Wai from the United African Congress and wife. Also attending (not shown) were UN Assistant Secretary-General Thomas Gass, Hana Al Hashimi from the UAE Mission, and UNISDR Liaison Officer Elina Palm.

The Geneva IAAP team

In Hong Kong, Raymond and Lichia Saner participated in the deliberation of the principles and standards for Public-Private Partnerships (PPPs). This international forum was organised by the United Nations Economic Commission for Europe (UNECE). The team was able to make contributions in keeping these standards in line with the principles and spirit of the SDGs. They also organised and served as moderator and discussant, for a UN Library Talk on the 23 May on the topic of “SDG 3 and Senior Citizens: ensuring healthy lives and promoting well-being for all at all ages.” It highlighted the ageing issue given that the median age of world population continues to increase. This raises questions: How do we create inclusive societies that provide the environment to adequately support and benefit from ageing populations? And, how can we ensure that senior citizens can continue to contribute actively to our societies? The panel consisted of experts in public

health, psychology, public policy and urban governance. The program announcement can be found at: [http://www.unog.ch/unog/website/library.nsf/\(httpLibraryTalksByYear_en\)/D9C858827DBA6A35C12581140025F854?OpenDocument&year=2017&navunid=A3609D61BE9ADE32C125792500519C47](http://www.unog.ch/unog/website/library.nsf/(httpLibraryTalksByYear_en)/D9C858827DBA6A35C12581140025F854?OpenDocument&year=2017&navunid=A3609D61BE9ADE32C125792500519C47).

The Vienna IAAP team

Due to the accreditation of two more colleagues to the IAAP Vienna team headed by Dr. Wolfgang Beiglboeck, namely, Drs. Eva Hofmann and Belinda Mikosz, the IAAP Vienna team has expanded to three members. The representatives in Vienna are now able to participate in more events. They are active in meetings of the Committee on Narcotic Drugs, the Committee on Sustainable Development, and the situation of women, introducing psychological approaches into respective discussions at the Vienna UN center. Importantly, first contact was made with the United Nations Industrial Development Organization (UNIDO), whose section on Trade, Investment and Innovation invited the team to conduct an awareness session for its staff; Eva Hofmann gave a speech on “How Applied Psychology can support UNIDO’s goals”.

The main focus for this year is the organization of an event on the refugee situation in Europe at the United Nations Office in Vienna on 12 October 2017. The meeting will be organized by the Viennese team under the guidance of Wolfgang Beiglboeck in his capacity as Vice-President in Vienna of the Conference of NGOs (CoNGO). IAAP is also on the board. The event will bring together Ambassadors to the UN, e.g., the Ambassador of Iceland, UN entities (e.g., IOM, UNIS) and NGOs. Significantly, three psychologists will give speeches on migration and examples of best practices. More information can be obtained from Wolfgang Beiglboeck. (beiglboeck@go.or.at)

Participate with the IAAPUN team on Social Media and in the Bulletin

Visit the IAAP webpage section on the United Nations to see many more reports about activities of the UN team and important meetings. Some of the reports have been written by Dr. Judy’s students in her class about “Psychology and the United Nations.” If you have a UN-related story, send it to us for consideration for inclusion (email: IAAPUNTeam@gmail.com). Also, follow the UN team on Facebook at “Iaap UN” and on twitter [@IAAPUN](https://twitter.com/IAAPUN).

COMMENTARY

Actualizing Democracy



Robert F. Morgan

My wife Becky and I are very close. This bond came to mind when she advised me to try acupuncture. I looked for acupuncture on my internal priorities list but, despite being a recognized valid and valuable technique, it was nowhere to be found. Maybe unfairly, I always thought that part of its success might have been motivated by a desire to not be stuck with needles anymore. So, I thought: what if she tried it herself and then we looked for improvement measures in me? In this way, my concept of Vicarious Acupuncture was born. (Still waiting for the research to come since my wife so far has decisively declined this invitation to move science forward.)

I found Vicarious Acupuncture as a concept to be very congruent with a contemporary quantum entanglement perspective. This can be far too simply described as: what is done to one of two separate elements occurs equally to the other, with or without any apparent connection and independent of distance.

Second order of vicarious effects in psychology have long been well documented, even if these effects are unexplained, explained, or assumed. Some early examples: Shapiro (1970) demonstrated that the sensitivity training of nurses improved outcomes for their patients. Brandt (1973) found that doing play therapy interventions with parents helped their parenting skills and raised their children's self-concept. This can also apply to the generation of democracy in a system. Chaos theory tells us that even the smallest intervention can have dramatic and systemic consequences, good or bad. Causality is not always clear and is often displaced.



But first to definition.

Defining Democracy

“A rose by any other name won’t know the difference.” (Slattery, 2005)

Eugene Jacobson (1964) defined democracy as *“those most directly affected by a decision, make that decision”*. Far from the simplistic concept of “majority rules”, Jacobson brought his focus to a just, fair, and specific impact, one that might be considered developmental maturity or psychological health. And it is, in a very good way, contagious.

Of course, democracy is not a panacea. While creating a very healthy psychological atmosphere, some human applications would not work well. A felon about to be sentenced for a violent crime will most directly be impacted by that decision, but that decision is better left to the judge. Nor could a military function be a complete democracy when it is fundamentally designed to be hierarchical. A toddler heading for a hazardous crossing:



Definitely needs a parent to intervene.



Still, democracy in most other cases is usually the most successful and peaceful way for decisions to be made. And it should be encouraged. National movements toward this all across the globe should be actualized.

Being Inductive

Every community has its own collective personality. Rigid adherence to predetermined expectations may be misleading at best. Gathering data first, combing the literature, observing carefully and

systematically can provide a more inductive approach to a better outcome. Democracy is change that is by its nature inductive, in hierarchical systems it operates from the bottom up.

Now applying a good theory is very practical. But even these theories can be modified in unexpectedly helpful ways when those most directly affected provide feedback. How about an example from education?

Example from Education

I thought I made a mistake, but I was wrong.

Building on the decades of work by pioneers like A.S. Neill (Neill 1978; Neill & Lamb 1995, Reich 1981) and Jonathon Kozol (1967, 1985, 2006), Dr. Thomas Toy and I evaluated a 3 month program in which high school children tutored grade school children, one-to-one a few hours each week during study hall. While the grade school children learned twice as much as their controls, the high school tutors learned three times as much as *their* controls.

We recommended an Educational Cooperative model where each child briefly tutored a younger one on a regular basis each week (Morgan & Toy, 1970). Such a model substitutes generational collaboration for antagonism, not only between children but between the teen age tutors and their teachers. The threat of their being embarrassed by not being able to explain what they were teaching to the younger children was reduced since the tutors now chose to learn the material to 100% mastery before they tried to teach it. We predicted that, in addition to enhanced test scores, bullying would decline and disciplinary problems for tutors would decrease. This occurred but was not really noticed by most of the high school teachers.

When I prevailed on Tom Toy, my graduate student at the time, to do the extra work of evaluating the tutors as well as the outcome measures for the younger students they tutored, it was because of my pre-existing theory. I believed that this antagonistic gap between adolescent students and their teachers would be far less combative once these adolescents experienced the role of teacher themselves. In this way they would begin to see their teachers as masters of the very educational skills they too needed to succeed in their mission. To test this hypothesis, I predicted the tutors would also improve, possibly even more than those they tutored. When this occurred, to the surprise of many, I considered my theory validated.

I met with the adult teachers and shared the study results, suggesting they use an Educational Cooperative Model (Morgan, 2012). In this model the child's learning was enhanced by teaching younger children one-on-one, at least a few hours each week. My role identification theory led me to suggest the children should even get a small paycheck, just like an adult teacher, and even be on a first name basis with their adult teachers. This did not go over well. One teacher proclaimed that he had as a child sat in the very classroom he was teaching in now. Instead now that he was the teacher and not the student, he demanded to be called by his formal name. If not, he would feel he had made no progress, that he would lose control or dominance over the children in his class. I pointed out that he was much bigger than the children in his classroom now. No luck. The teachers wanted the gap to continue.

At this point I added a key component to the study, one I have urged adding to every one of my 121 supervised doctoral dissertations since. Post-study participant feedback. We decided to meet with the participants directly affected by the study, the adolescent tutors, to discuss why their improvement had surpassed the children they had taught.

Tom Toy and I met with them as a group, shared the study results, and asked them for comment. The feedback was not what I expected. They had a better explanation than my role identification theory.

In the United States, the mass production group-in-a-classroom education model prevails almost completely over individualized instruction. The scale chosen to measure success is a letter grade and percent score approach. In that, a perfect score would be 100%. A, B, C, D, F are the usual letters used with A the highest, and F the failing grade. In Singapore and many other British-style systems, letter grades give way to “Distinction” (70%) or “High Distinction” (80%), also based on a percentage where 100% is a perfect score. In the USA system, typically 90% success earns the A, 80% the B, 70% the C, 60% the D (barely passing), and 0–59% an F or failing grade. (Other countries can have far different interpretations of percentage; more about that later.)

Our cohort of tutors pointed out that even if they had earned grades of A through all their years of school, they had earned them with a 90% or so, leaving a mastery gap of up to 10% in every course. Those getting B or C grades had content gaps of up to 30%. Over the years, these gaps of missed learning accumulated. But then, in our study, they had no desire as a tutor to be embarrassed by any mistakes made in front of the younger children they taught. So they learned 100% of what they were about to teach before they taught it. In this way, they had discovered the mastery method of learning by teaching and it immediately enhanced their performance in their own classroom courses.

Their learning by teaching theory was far more valid than my own role identification one. It identified learning by teaching as a key education intervention. As good teachers know for themselves. Sharing this technique with students is a great next step.

Also clear was that, whenever possible, it is always important to share a study’s results with participants to get their feedback. This is not only respectful and just, but often essential to understanding the results. And it actualizes democracy.

The Keller mastery method (Morgan & Toy 1974; Sherman 1974) built on this model over the years, primarily in higher education. Today’s educational milieu could benefit by a fresh look at the Educational Cooperative method in which teaching is a primary method for learning.

The Singapore Disruption

You recall that in Singapore and many British systems, success is measured by “Distinction” (70%) or “High Distinction” (80%), based on a percentage where 100% is a perfect score. As a Visiting Professor at an Australian university campus in Singapore, faculty were actually handed a written notice by the CEO that mandated not more than 5–10% of students in any class receive “distinction” or “high distinction” grades. Psychology doctoral programs in the USA instead typically mandate that students achieving anything less than a grade of 80% (B) can be dropped from the program. At my Singapore campus though, everything at 80% or above was *high* distinction.

Rather than doing a grading curve, I just told the students that their grade would be whatever they earned (0–100%). Further, I would do all in my power to assist them to learn all of the material needed to master the course (Mastery Learning). Since students in the Honours and clinical psychology programs were already highly selected for motivation/ability/knowledge, most did well. By USA graduate standards, there would have been some grade distribution: As and Bs mostly. But by that university’s standards, when all or nearly all the students achieved scores of mastery of at least 70% of the course material, I naturally awarded them their “distinction” grades. This, it turned out, was apparently a social embarrassment to the university administration. Even in my one

undergraduate Honours class, of 23 students, only one failed the course, while all the rest did very well. In a ‘distinguished’ or ‘high distinguished’ way. In many countries that would be expected, possibly celebrated, but then and there it led to much fury and consternation.

Once grades were in, the faculty member in charge of the Honours program sat in my office with tears of rage running down her cheeks. She said I had used up the 5% of high distinction grades allotted to her program in a single class. I realized then that, from her point of view, it was like I had arrived early to her picnic and eaten all the food.

Then came the administrative response to my Honours and clinical psychology students receiving non-curved grades. There was a review, all the way by technology from the Australian main campus. In this proceeding, the demand was for me to justify why my grades were not in line with other faculty. An official proclaimed that “it could only be grade inflation.” Although comparison across different courses in different countries with different instructors with varying students in each class was not logical, my own students were objectively graded on a wide variety of written and performance standards in each class. They were, actually, some of the best motivated and educated students I have ever taught anywhere. They had earned their grades.

The pre-determined curve was an abusive application of theory. I had instead chosen a more inductive approach, one dependent on the performance of those most directly impacted.

In the exchange with the perturbed administrators, I wondered if my teaching experience (50 years then) might have made a difference. Instead, I then asked them what level of mastery would they accept for their personal doctor? Would he or she be considered proficient (“distinction”) and safe if they had only learned 70% of what a physician should know? I suggested we should have our clinical psychology graduates do their best to reach 100%, or as close as they can get, and not feel smug about the graduation of clinical students with only 70% of the essential knowledge or skills required for treating patients successfully.

Despite their administration, some of my Australian faculty counterparts expressed interest in this mastery learning, seeing that it had promise to enhance our ultimate professional mission of service to our patients.

In its purest form, mastery learning steps away from a fixed time frame of academic quarters or terms: students do not move onto the next step until they reach complete (100%) demonstrated understanding



of the step they are on. Some finish faster, some need more time. At their university, a modified version might just ditch the forced curve and attempt as close to mastery as possible in the time allowed, as I had done. One could also drop grades entirely and just use credit/no credit with a narrative (often done at some University of California campuses and many other university systems in the world).

When they were in elementary school, my daughters were once both put in a “Gifted Class” for high IQ children. Unfortunately they forgot to hire a gifted teacher to run the class.

The non-gifted teacher immediately instituted a curved grading system yielding hierarchical grades

by the end of the first term. A student with an IQ of 130 would fail the class if there were other students with an IQ of 140+. Some very bright and motivated students had their first failure experience in school despite excellent work, work just not as excellent as their competitors. A few lost interest in school. My own children did well, but another very bright child dropped out and never went back.

In rare occasions, I've never had difficulty, as faculty or administration, in providing a failing grade or facilitating departure of a student who, despite every reasonable opportunity, earned this outcome. Mostly though, I have had the pleasure of seeing substantial learning take place with the right set and setting. I do suspect the grading curve approach may well be one major component in reducing many a university's retention. If followed, it elevates the self-worth of the top 5–10% while diminishing that of the remaining majority. This outcome fits only when the destructive goal is perpetuating the hierarchical antithesis to actualizing democracy.

Education at its best requires a cooperative cohort to develop. Not a cutthroat competition reducing learning levels all around to create superior and inferior status hierarchies. But actualizing democratic alternatives is not universally popular. And, so there and then my Visiting Professorship came to an end.

Other Examples from Adult Literacy and Rehabilitation

Such a principle was also practiced effectively in Martin Luther King's Adult Literacy programs in Chicago, the only federally funded programs given directly to a Civil Rights organization. Here the tutors providing one-to-one instruction, a key success component too long ignored in the mass production education model, and had the prior experience of graduating from the program, no longer illiterate. As part of their teaching role, they wrote their own community-friendly curriculum (Hoehn & Woolman, 1969). I was a psychologist brought in to evaluate its success. This was defined as 6th grade level literacy and holding a subsequent job. I was delighted to see more than 98% success. A competing program run by the mayor had less than 10% success.

(Note: Woolman also used his technique to move integrated childhood education forward. He used his focus on individual tutoring along with meaningful locally-generated content (Lazar *et al.*, 1982, Consortium of Longitudinal Studies, 1983). Not only was this "**Operational Context Training**" used to effect in Dr. King's adult literacy programs, but it was actually an impetus for desegregating public schools in the Southern USA. Woolman would allow use of his technique, the one achieving Grade 6 Reading Level in a few months, *only* for grades K-6 schools that accepted African-American children. The fear to compete engendered in segregationist school boards by these African-American children, aged 5–11, who now read extremely well, was sufficient for them to open up their school system to children of all colors. Of course, recent educational dogma focusing entirely on mass education techniques has eclipsed this approach and consigned individual instruction to isolated special education. In fact, if re-awakened, it could be faster, cheaper, and transform the community in a generation.)

Our education is on the cheap and profoundly under-funded. Consequently, the individual is lost in favor of group education. But entire communities can have their survival skills upgraded by more effective education of their children, both as to content and learning to learn, critical thinking and comprehension of the culture.

Illiteracy is a major and often overlooked causative feeder for our prison system. Educational transformation is cheaper.

Yet even prison can be transformational given these principles. Hans Toch's years of work on inmate governance and humanistic corrections (Toch 1980, 1995, 1997, 2017) presents a valuable educational cooperative model employing therapeutic community empowerment in a highly challenging setting. The most powerful post-prison community success of this model that I have found has definitely been the self-reliant entrepreneurial Delancey Street Foundation, where ex-convicts live together, run businesses and move to self-sufficiency, even building their own housing.

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Vignette: The *DELANCEY STREET FOUNDATION*

Dr. Mimi Silbert is the founder and President of the *Delancey Street Foundation* headquartered in San Francisco, California. As a matter of fact, for over 25 years, *Delancey Street*, considered the nation's leading self-help residential education center for former substance abusers and ex-convicts has transformed the lives of over 11,000 graduates into productive members of the community.

At slightly under five feet tall, Silbert slays her challenges head on. She does this by implementing the principle of helping others help themselves. *Delancey Street* was named after the section of New York where immigrants assembled at the turn of the century.

Silbert, a criminologist and psychologist, modeled *Delancey Street* after her own extended family in an immigrant neighborhood of Boston. In 1971, Silbert along with John Maher, a former felon, started the program for ex-cons with a \$1,000 loan from a loan shark. They started small with only four drug addicts as residents. Today there are about 1,000 residents located throughout the country.

There are now five facilities including locations at their San Francisco headquarters, Los Angeles, New Mexico, New York, and North Carolina. Dr. Mimi Silbert explained:

"Our population ranges in age from 18 to 68; approximately 1/4 are women; 1/3 African-American, 1/3 Hispanic, and 1/3 Anglo. The average resident has been a hard-core drug addict for ten years, and has been in prison four times. Approximately seventy (70%) come from the courts, and about thirty percent (30%) have been homeless prior to entering Delancey Street.

Despite the violent and criminal backgrounds of our residents, there has never been one arrest in the 25 years we have operated, and gang members once sworn to kill one another, are now living in integrated dorms and working together cooperatively and non-violently.

Although the average resident is functionally illiterate and unskilled when entering Delancey Street, all residents receive a high school equivalency and are trained in three different marketable job skills before graduating. The minimum stay at Delancey Street is two years; the average stay is four years. During that time, residents learn not only academic and vocational skills, but also the interpersonal, social survival skills, along with the attitudes, values, the sense of responsibility, and self-reliance necessary to live in the mainstream of society drug-free, successfully, and legitimately.

Over 11,000 men and women have graduated into society as taxpaying citizens leading successful lives, including lawyers, truck drivers, sales people, the various medical professions, realtors, mechanics, contractors, and even a member of the San Francisco Board of Supervisors, the President of the San Francisco Housing Commission, a deputy coroner, and a deputy sheriff.

We have accomplished this at no cost to the taxpayer or the client. One of the most unique features of Delancey Street is that we have never accepted any government funds, nor do we have any staff. The entire organization is run by its residents in the process of changing their lives. The foundation

supports itself primarily through a number of training schools which provide vocational skills to all the residents, and which also generate the Foundation's income through pooling the monies earned. Training schools include a Moving and Trucking School, a Restaurant and Catering Service, a Print and Copy Shop, Retail and Wholesale Sales, Paratransit Services, Advertising Specialties Sales, Christmas Tree Sales and Decorating, and an Automotive Service Center, among others.

In 1990, the residents built from the ground up their very own block, sometimes referred to as the Embarcadero Triangle along the breathtaking San Francisco Bay waterfront. The monstrous task, a 325,000-square-foot, four-story building was built at about half the cost of the current \$30 million appraisal. Everyone worked together with pride. Over 300 formerly unemployed drug addicts, homeless people and ex-felons build their very own 177 unit Mediterranean-style masterpiece.

The Delancey Street Foundation testifies to what can be accomplished when the disadvantaged of society are afforded opportunity. Delancey Street has been featured on 60 Minutes, 20/20, the Oprah Winfrey Prime Time Special, PARADE Magazine, People Magazine, and Time Magazine to name only a few. The Delancey Street principle is that ordinary people can transform extraordinary – even impossible – dreams into reality by pooling their resources, supporting one another, and living lives of purpose and integrity.” (Bickford, 2002)

Violence Prevention and Interviews from Inductive Cohorts

I just received and read the most recent (2017) book from Hans Toch: *Violent Men: An Inquiry into the Psychology of Violence, 25th Anniversary Edition*. This is an intervention book. Nothing in print can illustrate better how applied psychology can turn inductive data into democratic interventions.

Professor Toch wrote a jacket quote for me once. It was for my *Iatrogenics Handbook: A Critical Look at Research & Practice in Helping Professions* (Morgan 2005). This was a collaborative book that explored ways people can be hurt by health or educational professionals in the process of being helped, and how to prevent this. ('Iatrogenic' is a term sometimes boiled down to "the doctor's mistakes", now a top mortality cause.) With a concise and witty scalpel, the final line of the Toch quote was for me the most memorable: "*If the shoe fits, it will hurt*".

This new book of his may at a distance well be mistaken for a simple reprint of his original from 25 years ago, possibly with a new preface. Not at all. New sections and authors are added. I liked the risk assessment one, among others. This edition kept the original 1992 essence well but, in adding fresh material, it explodes into the current era with a mixture of new insights, useful contemporary applications, and compelling evidence on how prophetic the original book turned out to be. And 25 years of even more experience for the author didn't hurt. Brilliance becomes wisdom. Humor still brightens the reading, also illuminating the reader.

See. Hans could have said all those words in my last paragraph so much more concisely.

Hmm. I can try. Great read. Well worth the time in our finite life. Choices must be made and this book was a really good one.

How's that?

In considering his book, I am reminded of the two best interview questions I have experienced in my own more than half a century as a psychologist. At least the two that come to mind.

(1) At the onset of the 1970s, a group of McGill University psychiatrists moved from Montreal to run the McGill University department of psychiatry and its clinic in so innovative a manner that it

would be considered progressive even today. They had a successful rehabilitation program focused from the beginning on career/job development for their patients. Since I was finishing a stretch as a Visiting Professor elsewhere in Canada, I was intrigued when they asked me to come give a talk. On arrival, they told me that they were considering an offer for me to join them. So now it was a job interview. One of them would sit in on my talk. The rest would be busy during that time contacting my references, but ones from a very special list. This list would be based on the question: "*Of the people you have worked for, which ones would give you the worst reference?*" Amused and fascinated, I fully complied. I had already been out in the field long enough to earn a few such antagonistic folks. After my talk, which apparently they liked, they asked me to join them. As to the calls to the hostile referees, they concluded: "*What they hate about you is exactly what we are looking for.*"

Reading the newest Toch contribution, his successful pursuit of this challenging subject while surmounting obstacles along the way, is exactly what we have been looking for.

(2) Also in the mists of the past, I was invited to audition as a consultant to a San Diego therapeutic community program for patients diagnosed with schizophrenia. This too was a very innovative and successful program. Employing what we now know to call 'Tochian' participatory methodology, the inhabitants had a strong say in the way they were treated. This included a pass or fail interview with me before I could become their consultant. After introductions all around, I was only asked one question: "*What do you do that gets you in the most trouble?*" I just opened my mouth to learn what would come out and it was "*My sense of humor.*" They liked that. Agreed that was often their downfall too. I passed the test.

Professor Toch's work always has had this key ingredient. An essential unrelenting sense of humor. Also, you learn something new and useful in every chapter.

Actualizing Democracy in Clinical Psychology

Psychotherapy includes active listening, behavioral pattern recognition, ethical and legal context, compassionate empathy, inductive detective collaboration, diagnostic experience, follow up consumer feedback, and interventions including intuitive humor and advocacy that actualizes democracy. The last has implications for international applied psychologists as it is explored here.

A Tale of Two Clinics

Some universities compete primarily and excessively with another one nearby. In my pre-doctoral training years at Michigan State University, for example, I learned that its competing institution, the University of Michigan, would loan its bound dissertations to any other university *except* Michigan State. This was a rivalry that went beyond football. The rationale (rationalization) was that the driving distance was too close to justify loans, although closer institutions had no such problem.

In the state of Alaska, two major public universities had such rivalry. To attempt a bridge across this divide, the leaders of the system funded a joint program to train much needed community-clinical psychologists. The University of Alaska program brought faculty from the Anchorage and Fairbanks campuses together to train the first cohorts of what looked to be an exciting program. Faculty teleconferences were held regularly in real time with split screen technology. (Today I would want virtual reality capacity.) Student cohorts were brought together as often as the forbidding geography and climate allowed. Indigenous healers, one a psychologist, were consultants and co-faculty. There was a strong research granted base and ongoing separate Clinical and Community practicum experiences.

I was brought in to the Fairbanks campus to teach and supervise the new training clinic.

Time to actualize democracy in the training?

The clinic had six meeting rooms, a record room, a reception desk, and my office. White noise machines were outside each meeting room door to maintain auditory confidence. An indigenous ceremony graced the clinic on opening day. There were six interns, all excellent and mature graduate students, every one dedicated to the community.

One, an indigenous Native Alaskan, candidly said she did not anticipate liking individual psychotherapy in the clinic but would do it as well as she could so she might return to her community with the PhD credential and better help them. (She did her best, which was superb, and in the end decided she loved clinical work because “*I was honored to hear their stories*” and she did help them make their next stories better.)

I assigned each intern to a specific room, with a request that they decorate it in a way that would enhance their work, create a safe and comfortable environment for their community clients, and express their own personality. This they did, creatively and effectively. Each room had a strong but comfortable setting, one individualized to the choices of the intern. To better prepare for their eventual post-graduate career doing this sort of work, we had business cards made for each of them. Every week I did individual supervision of cases with each intern based in part on the video-taped sessions with a camera in every room. We also did a group supervision and another group meeting to share decisions on clinic function. Each client filled out a very brief evaluation after each session (satisfaction: yes or no, and a space for comment) and as a follow-up after conclusion of their intern experience. Based on this, the clients were very happy with the service and seemed to resolve their issues to lasting satisfaction. The Fairbanks clinical faculty were happy with the clinic and the Fairbanks campus students were pleased to tell the Anchorage campus students how pleased they were with their experience.

Which may have contributed to some problems.

There were two program heads with equal authority, one at each campus. My program leader arranged a touring visit to my clinic for his Anchorage counterpart, and for me to make a subsequent visit to her clinic there.

The Anchorage campus program head was met with the traditional great welcome and, following a meal with faculty, she began the clinic tour. As we went through each aspect and met each smiling intern, her demeanor soured. She was polite but clearly unhappy. No concerns were expressed, even after my request for criticism. This I didn’t understand until my later visit to her campus.

My wife and I arrived but nobody was there to meet us. We took a taxi to the campus but the head of the program was busy and said we should go to visit the clinic on our own. So we did.

In Anchorage it was a top down hierarchical approach. The psychology doctoral students were on the bottom of this ladder. The clinic there belonged to another program and the doctoral students were sandwiched in as openings occurred. The supervision was done by a central monitor but individual supervision of cases was unsatisfying said the students we spoke with. The rooms were identical and Spartan. No business cards. No client evaluation opportunity or follow-up. Despite this, they did use the same progressive technology that we did in Fairbanks, albeit in their own way.



The doctoral students available said their program head was unhappy with the “coddling” I was giving to the Fairbanks students. Some had asked to transfer to our Fairbanks clinic practicum as they liked our model much better. But these requests were denied.

Looking for something positive, I asked how their community practicum was going. They liked this experience, but here too there was a fundamental distinction in perspective between campuses. The community practicum in Fairbanks defined community as indigenous native people. In Anchorage, the community practicum was mostly defined as local organizations, businesses, and government entities. This all counted as advocacy and was undoubtedly a useful experience. But not quite what our Fairbanks faculty, me included, thought of as Alaska’s greatest community opportunity and need.

When it came time for me to leave, a cohort of doctoral students from both campuses petitioned the program to keep me on permanently. The petition was taken under advisement but, nearly a decade later, it is still apparently being studied. The intern students we stayed in touch with did graduate, and went on to have successful careers as psychologists, most staying in Alaska. They continued our practice of treating their own clients and students with respect. Short term or long term, we can only provide educational oases in time, transient but beneficial while they last. And again, actualizing democracy in hierarchical systems is not always welcome. To say the least.

Three years later I developed a similar clinical psychology practicum for interns in a Singapore clinic. It too was much appreciated by their community clients.

(Note: When I used to conduct site visits at community Clinics, if they had no client evaluation feedback in place, I would do a telephone survey of past clients. Typical satisfaction percentage averaged about 60%. Then when I convinced them to give clients a written feedback opportunity, subsequent year telephone survey satisfaction jumped to an average of about 90%. Just asking people if they are satisfied increases satisfaction. Businesses have become aware of this and successful ones routinely ask their customers for feedback. Having a say in what affects us directly, even post hoc, is actualized democracy.)

Grant Funded Program Vignette: San Francisco

Dr. Leonard Elkind and I designed a National Institute of Mental Health (NIMH) Children's Mental Health five-year program for doctors in the National Medical Association (NMA) wanting to intervene in a profoundly depressed, traumatized and dysfunctional San Francisco African-American community, one identified as having the greatest need in the entire state of California. The single-parent mothers of these children, hired as full time staff, divided their time into three parts: 1-learning to teach the best international learning enhancement techniques we could find, 2-teaching these techniques to their own children, and 3-training other community parents in their newly acquired methods. To actualize democracy, the mental health professional who supervised these teaching moms would only receive a new annual contract with a positive vote of the majority of these supervisees. In addition to this empowerment model, it was our hope that the learning of the children would be so accelerated that their decision-making could surface: they might run their own program by the 10th year of operation. NIMH did fund this empowerment program (Morgan & Elkind, 1972).

Then again, on receipt, the physician hired by the NMA doctors to direct it diverted the funds into his own specialty: services for adult ambulatory schizophrenics. And in this unexpected way the needs of many adults in the community were enhanced. The needs of the children and their single mothers were not. Still, this model for actualized democracy remains available to those in any country willing to try it.

Election Systems That Actualize Democracy

(1) Vote Ranking

The American Psychological Association initiated a vote transfer system for elections. With multiple candidates, the one receiving the fewest votes is dropped and those who voted for that candidate have their second choice vote counted. This continues until a single candidate is left and that person wins. This method allows voters to rank their choices, allowing more of their decisions to count. In contrast, systems requiring a single non-ranked vote may elect a poor candidate most voters don't want by splitting their votes among several excellent candidates. Priority ranking votes can be the future in any actualized democracy.

(Note: One of the two first free-standing professional schools of psychology campuses began in San Francisco in 1971. Its 13 founding core faculty gathered to elect a representative by paper ballot. Although we had just met, it became clear that these psychologist pioneers were natural leaders. So much so that I suggested any traditional vote procedure might wind up undecided or unimpressive since my colleagues would likely just vote for themselves. After laughing agreement, I was challenged to recommend an alternative. I said it might be better to vote for two candidates instead of one, a first and second choice. In this way anybody or everybody who wanted to vote for themselves could do exactly that, and we still would have enough second choices to get a majority. This we did. Sure enough, each of us had received at least one vote. Possibly because I had suggested this ad hoc voting system, most put my name down as a second choice, giving me the majority. This is how I became a Dean in my first of four years at the California School of Professional Psychology. Democracy works in mysterious ways.)

(2) Belling the Cat

When I joined the faculty at a Pacific Rim university, they were profoundly and justifiably unhappy with their President. These faculty were generally quite gifted and articulate but rightly concerned

about losing their jobs in any direct confrontation with this administrator. So it was that I was asked by the faculty union to do the formal evaluation. With my faculty team, we chose not to pinpoint the President alone. Instead we evaluated all the top administrators, including Vice Presidents and Deans. Again, the “Should this person be continued in their position” question was asked. With one exception, the administration received varying levels of majority confidence (although the comments were not universally friendly). The exception of course was the unpopular President, an outcome that had a vast majority (90%+ as I recall) wanting this President to resign. Which he refused to do.

Eventually the university’s accreditation body intervened at our request. This led to the resignation of the President and the formation of a Faculty Senate. There I continued my charge with a faculty team that conducted an annual evaluation of the administration, Deans through President. Again it was not over-complicated. There were no hard-to-interpret nine-point scales. Every faculty member had the written opportunity to recommend or not recommend the continuation of their top supervisors. The yes/no recommendation was again coupled with an opportunity to comment. These results were tabulated and shared with faculty and all the administrative supervisors. Nearly all of them were recommended to continue although comments for improvement were more balanced this time between applause and criticism. Faculty morale rose even higher. The annual evaluation system became embedded in the Senate bylaws.

I did note that the Board of Directors did an annual evaluation of the President. The Board Chair liked my idea of using the evaluation from faculty as a key component of their assessment, further agreeing that annual continuation should be contingent on a majority vote of confidence from faculty.

(Note: When it came time to elect faculty to their Senate, they were voted for in their respective schools within the university. This led to some concern over partisanship. I suggested that we divide the total number of faculty by the number of Senators to be elected and use that number for a petition process. If, for example, the number resulting from the division was 25, then a Senator would be elected automatically with a petition signed by any 25 faculty, local or not. But no faculty member could sign more than one petition. I really liked this transparent process idea. Nobody else seemed to. Never mind.)

In earlier decades, going a rung lower on academic hierarchy, I joined the movement leaders in the service of having students in higher education evaluate their instructors at the close of each course, today a common event. This proved harder to do with teachers of children in public schools. I did enjoy suggesting to teachers of five year old children that they let their students give *them* a letter grade in each report card. Little applause from teachers for this.

As an administrator in many different capacities, I always had the people I supervise do an annual evaluation of me (stay or go, with comment) in addition to the one-to-one mutual supervision feedback most organizations now require. This is still not a universally used procedure.

At the very beginning of that time I was a Dean at the California School of Professional Psychology, San Francisco. I initiated a process where the students evaluated everybody who worked there, receptionist to CEO (stay or go, with comment) and the results were distributed to everybody on campus. I always promised I would step down as a supervisor if I did not have the confidence of the majority of my supervisees. I then had this done by students for their faculty instructor in each course (satisfied or not, with comment).

This was met with resistance from some senior faculty (*"If my students don't like my teaching, should I just shoot myself?"*) said one; I said *"That or just improve the teaching- your choice."*) Again all results were tabulated, typed and distributed with no screening. And here I found a limit.

One student in one of my classes put in his evaluation: *"Morgan's teaching is fine but the class would go a lot better if Gene had a giant cork put in his mouth."* Gene's actual full name was used. A former professional football player, Gene was quite vocal in class. He read the part of the evaluation about himself in our class for the first time. Well, he took it well for a few seconds, smiled, then turned red in the face and moved fast against the student he knew had written this. I barely prevented violence in the classroom. After that, evaluators were warned that comments about other students would be removed, although anything about the teacher or administrative staff would remain. That worked much better. Pure democracies may at times require some focus.

In a recent year, I was invited to give a talk at a private Louisiana university. The state had recently changed the requirement for their endowed Chairs for Distinguished Professors. The recipients now, immediately, had to be demonstrably distinguished by publication and experience. The university had up to this time been using these positions to hire new PhD graduates, who then taught the courses no other faculty wanted to teach. Now they had some interest in my coming there to work as well as to speak, lest they lose the funding for the endowed Chair.

Before I could give my talk, I was scheduled for a two-day marathon, early morning to late evening, of meetings with all levels of university inhabitants. The students were interested and interesting as ever, the staff engaged, and the President, a man with impressive business and legal experience, cordial. The faculty, though, were unhappy. The new President was liked well enough, but not his actions. These generally moved decision-making away from faculty. Decisions that directly impacted their work were now made by a variety of administrative levels. While this was congruent with the state's political leadership philosophy, it did strike the faculty as a substantial shift from their prior, more progressive role, one providing a sense of ownership in the organization, a somewhat actualized democracy.

By the end of the second day, I was exhausted. But it was time for my talk and the room was full. Faculty, staff, administration, students; every seat filled. I had planned to talk about educational group interventions in a state hospital, in the Peace Corps, in prisons. But as I stood to begin, I decided to talk about actualizing democracy, with abundant faculty examples. The faculty and staff seemed fascinated, administrators appalled. By the time I was done, I had a feeling my welcome from administration had evaporated. The message waiting on my phone when I returned to my home state that night confirmed this.

(Note: For international perspective, my talk had included some linguistic examples of cultural double entendre. The biggest laugh came when I shared that the word "lawyer" in Canada's Nova Scotia and parts of the British Empire is pronounced "liar". I suspect not all were equally amused.)

(3) Time release impact

In an earlier decade, I had interviewed at another Louisiana university, this time a well-known public one. The position was that of Department Chair in a large psychology department. Their major interest was in gaining accreditation for their doctoral program, something I have done many times over the years. I gave a talk and met with the faculty. Following an hour of questions and conversation, they shared that I was the last of three candidates being interviewed. Then their Dean would receive their rankings and recommendations of the candidates. I asked "Who would make the actual hiring

decision?” Apparently nobody had asked that there before and the faculty response was surprised enthusiasm. I was told that this was an important question. I agreed. Discussion ensued. I left my very friendly welcome from the faculty to meet with the Dean. He was primarily interested in a successful accreditation effort and suggested that my past success in this made my hiring something I should plan on. My wife and I were given plenty of time to look at housing and imagine a life there.

Once we were home, the days and weeks went by without a decision. I now and then called their hiring office but was told to be patient as the position was still unfilled and I was still a top candidate. Months went by and the seasons changed. Same response.

A year later I took another job, leaving the Louisiana mystery unsolved.

Then, much later, we by chance met some of the same Louisiana faculty at a dinner. Mystery solved. Turned out that the faculty had wanted to take no chances and just sent the Dean one name, mine, and not the three candidate names the Dean had expected. The Dean let them know that he thought I would be fine for the position, but he found their approach to be insubordinate, to him a more important issue. The Dean demanded that the faculty recommend all three candidates to him as the hiring decision was his alone to make. The faculty said they were unanimous in their choice and the decision should be theirs. The Dean said he would approve no decision until the faculty recommended all three candidates. The faculty declined. Impasse. The position remained unfilled.



Eventually the faculty relocated in large numbers to another university where their hiring and other decisions directly affecting them returned.

(Note: I have been told I have “time-release humor” meaning it takes a while to get it, but the time-release impact of certain questions and discussions suggests we need some patience in assessing change. I have also been enjoying doing some 40+ year follow ups with former psychotherapy clients. Valuable lifespan feedback.)

(4) Rights are Recognized

My first year of teaching was at a Catholic University, Saint Bonaventure University, where a new university President was installed, inaugurated, or anointed, complete with overwhelming ceremony. In his meeting with all university faculty, he said, as a gesture of good will, he would grant the faculty those new academic decision rights they had been demanding in the past. Scattered applause. Then there was silence. At last a priest from the philosophy department arose and said: *“Thank you Father President. But I do have a correction. Rights are not **granted**. They are **acknowledged**.”* This has always stayed with me.

(Note: The philosophy faculty there were quite brilliant. The theology faculty were seen as less shiny. The theology department Chair, a past president of the university, was sent to me so I could assist him to get his first publication. I suggested he just write down those original thoughts that occurred to him over his teaching year and then I would help him get some published. He mused for a moment and then said *"I have never had an original thought in my life, and I do not expect to have one."* I thanked him for his honesty. No publication ensued. Still, now I have at least put his words into print at last.)



(5) Benign Noncompliance

In a Canadian public university in Nova Scotia, I was a young new faculty member. As such, I was awarded with huge classes. One, my social psychology class, had more students than the assigned room could hold. That first day I asked the class, standing room only, for ideas on where we might find a larger (and better) room to reconvene. The best idea was to meet in the spacious gathering room of the student center. There we moved. The chairs were comfortable, non-fluorescent lighting and acoustics excellent, and all we had to do was sign up for the time and dates we needed it. I particularly liked, despite the large number of people, that we sat in such a circled way that there was direct communication between every person there.

A few days later I got an official note from the head of the Faculty Senate. I was ordered to return to my assigned classroom and request Senate permission to move to the new space *before* actually going there.

Now, some Faculty Senates are not really allowed to make the most important decisions affecting them. They instead are just permitted to regulate other faculty through Senate-generated bureaucratic barriers: they are geared to say no, not often yes. In any case, they have no authority to enforce their own significant choices as faculty members. This was my first experience with such a body.

Still in our excellent but unapproved new space, at our next meeting I shared the note with my class. Since we were studying social psychology, I told the class we would just not respond to the note, keep meeting where we were, and see what happens. I diagrammed the Senate and its decision-making process. The class was enthusiastic. I suppose it was congruent with their young adult rebellion phase (it was the late 1960s), and my own age at 29 was not much past theirs. In all fairness though, I would probably do the same now.

As the weeks went by, I received more notes, plus an intense conversation with my supervising department head and dean. Still we continued on in our nice new space, an update at the opening of each class meeting. The end of the semester still found us ensconced in that comfortable room. We had added water and chocolates for each student, a practice I have maintained since. We had studied human behavior in context. We had studied systems theory and organizational process. We all learned.

In this instance, those most directly affected by the decision of room choice were the students and their teacher. The Faculty Senate was a level removed. Actualized democracy did not favor the faculty senators that time.



(6) Relating to Other Species

Humane and just treatment follows from developed empathy. I could cite here the important work of Milgram and Zimbardo on the disastrous consequences for individuals who think they have no responsibility for their actions or no perceived power to determine their fate. Or, one could look at the growth of individual decision-making as a developmental process: the older the child, the more self-impacting decisions. Hence, lack of self-impacting decisions for adults invites regression or impairment. But, being classically trained in the psychology from the middle of the last century, I will give an example from a rat study.

As an undergraduate student at Michigan State University, one of my part-time jobs was to run each of 40 water-deprived male and female white rats, night after night, in a study. Well, here is our abstract:

“Forty water-deprived albino rats ran a straight alley with differently textured and colored start box, runway, and goal box (GB) for 35 acquisition trials and were then extinguished to criterion. After random assignment to four conditions, Ss received three trials of 30 sec exposure to either regular GB with reward (Group LRA-1), novel GB with reward (Group LRA-2), regular GB without reward (Group C-1), or hold box without reward (Group C-2). Three test extinction trials in initial runway followed. All acquisition, extinction, treatment, and test trials were given one per day. Control group speeds did not differ significantly at any test trial. LRA-1 group medians exceeded controls at all test trials on both starting and running speeds, significantly so only on the former. LRA-2 group medians were slower than controls on test trial 1, but not on later test trials, and significantly so only for running speed.”
(Barch, A.M, Ratner, S.C., & Morgan, R.F., 1965)

Each rat was different in how long they took to leave the start box and get their drink. Many just froze for what seemed to be a very long time to me (I was 19). Stanley Ratner, my major professor, had always said that reading all one could find about an animal was always prerequisite to working with them. So I read about rats. Therein was my solution. Rats avoid being in curved structures. So I cut a curved metal semicircle in the back of the start box. This helped a lot. All rats moved out and forward with no more freezing. I could finish in time to study or enjoy the evening.

This study went on each night for two months. As you might imagine, or not, I got to know these put-upon animals as individuals. Females were more anxious and liked to try to nibble on my hands. Males were more calm but meant business when they tried to bite. Eventually they relaxed with me, learning that I was, usually, a Pavlovian prelude to their drink.

Now, months to us are years to rats so the study was a very long time for them. Spending their life in cages was bad enough but males were kept grouped in their own compound and females were grouped together in another. They could smell, see, and hear each other but the sexes never met. Nor were they given enough water, as prescribed by the study, or any excess food.

Finally, the study concluded. It was on a Friday. I asked a staffer what would happen to the rats. He said somebody would come and kill them on Monday morning. Either with chloroform or throwing them against a wall to break their necks. I wondered why they couldn't be kept alive to be used in another study. I was told they were no longer “naïve”, which meant this study's graduate rodents, impacted by their experience in the first research, forever changed apparently, wouldn't do in another second different study. Well, here was by definition a captive group of beings, I concede non-human ones, with no say over their lives or the demise thereof. An existential challenge for sure.

Rats have an intelligence not substantially different from dogs or cats. They can be pets although by adulthood that long scaled tail discourages ownership. Or so I found (another story). I had a fantasy about harnessing enough rodents to a wagon, like little horses, so I could be transported in this unique way across campus to my classes. But neither time (nor reason) would allow this.

So, I got a very large holding cage, filled it with lots of food, water, and toys. Then I emptied all 20 males and all 20 females into it. Turned off the lights. Left them undisturbed by humans for the week end.



Sunday evening I came by and found them sleeping, many of them coupled in each other's arms. Others sprawled exhausted over little mountains of food or toys. What a party it must have been.

With me was another student who had a large farm nearby. He took the large rat-filled cage, put it in his car, and drove off to release them in the tall grass of fields on his acreage. He did warn me that his farm had dogs, cats, and falcons. But at least they had a chance there, much better than if we kept them in the cages where they had spent their life so far.

Monday came and went without their mass execution.

Rats are not people. Not the other way around either. Usually.

Nor could they tell me what their decisions would be about the things in their life affecting them most directly. But, considering their weekend party and subsequent freedom, I think I made a good guess.

(7) Other

Voting: Clearly today, democracy in elections must be geared to a fair and honest procedure. Is there a role for modern technology?



Will DNA matching eventually have a role in accurate and open voter registration? Will virtual reality (VR) bring together decision makers at great distances from each other for discussion and voting in a virtual meeting room? (Much international classroom education done in this way is possible with VR. Already happening in business.)

On the dark side, there was the election for governor on a Pacific Island. It turned out that the only election vote tally computer, housed in their only university, suffered a suspicious power outage the evening after voting was complete. Once the vote was counted the next day, the outcome was the opposite of exit polling. I believe it was Stalin who was quoted as saying that he completely supported democratic elections so long as he counted the votes. An honest count is more important than ever today. In national or local elections, we should have paper ballots that allow for recounts, access to all those who qualify to vote, and removal of restrictions that inhibit voting access. All are essential.

Acknowledging individuals: For example, Joe, the head of maintenance at Hawaii State Hospital, supervised more than 300 people, and each was recognized by him on their birthday. He did the same when he moved on to run a Leper Colony on Molokai.

Another example: I found this useful for Head Start teachers to carefully observe, evaluate, and recognize each child on their birthday (with un-birthdays for those born on a day Head Start was not in session.) All democracy begins with respected and acknowledged individuals.



Being accurate: I still treasure a photo of actress Rita Moreno on her 70th birthday (unable to locate in time for this article). I had just congratulated her on that special day, adding that the most riveting and emotional performance I had ever seen on the Broadway stage in New York was her performance in West Side Story. The photo shows her shock at what turned out to be my ignorant statement since it turned out that it was her rival Chita Rivera that I had heard on stage in 1957. Rita had only been in the movie. So acknowledgement good, accuracy better. Sorry Rita.

In sum:

Are we getting lost in the dark woods of un-actualized oppression that we see throughout today's international experiences? Or is there a path forward for our human family?



In my contacts with elders in the last stage of their life, ongoing review of their lifespan experience usually occurs. (Something apparent in my own writing as you have seen.) Author Alex Haley once noted that “*the death of an elder is like the burning of a library.*”

In this life review process, regrets are much more often about actions *not* taken than any that were. Opportunities missed. Knowing this in advance is important.

Actualizing democracy is one of those actions best not to be missed. The path is just ahead if we take it.



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