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The

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The International Association of Applied Psychology

Covering the World of Applied Psychology



Paris, France, Home of the 2014 International Congress of Applied Psychology (ICAP)

In this issue: ICAP 2014, Paris, from the Congress President, Christine Roland-Lévy; President's Corner; articles by Susan Pick and Neville Blampied; Division News; Report on the Activities of the IAAP Representative to the UN; Division News; COMMENTARY and more!



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Editorial



—Valerie Hearn, Editor

Paris is just around the corner! There is so much to be excited about. Of course, Paris is a magnificent city. It is gorgeous, and there are unending things to look at and to do. In July, Paris will be enhanced because we will be there celebrating “the feast of psychology” that is our wonderful International Congress of Applied Psychology (ICAP). Christine Roland-Lévy is the Congress President and Claude Lévy-Leboyer, President of IAAP from 1982 to 1990 (the only female!), is the honorary President. See Claude’s personal invitation to the Paris ICAP here: <http://www.icap2014.com/a-personal-invitation-by-Claude-Levy-Leboyer/21>. The theme of the ICAP 2014 is From Crisis to Sustainable Well-Being. For registration, accommodations, the scientific program, and anything and everything you might want to know about the upcoming ICAP go to <http://www.icap2014.com/>

When you attend the Congress, you will have the opportunity to participate in a very important project. The 28th ICAP and the Consortium of French Psychology Associations (A-CIPA) have joined with Libraries Without Borders. Each Congress participant is encouraged to bring one or more books to the Congress. A gigantic pyramid of books will be created, and afterward all of the books will go to Africa to build a new library.

Our President, José Peiró, has written a very informative President’s Corner. In it, he describes many of the inner activities of IAAP that keep our Association alive and vibrant. All of these activities (task forces, elected leaders, conferences, communications, etc.) need members to accomplish their goals. IAAP needs you. If you are interested in furthering the cause, please contact our President, José Peiró at josemaria.peiro@ivie.es.

Another way that you can enjoy IAAP is to join as many as four Divisions. On the back of the front cover of each Bulletin there is a list of all of the Divisions and their presidents. To join, contact the president of the Divisions of your choice.

Quiz:

Who is Becky Owl?

Who wrote the ‘behaviorist manifesto’?

Who described the 2014 ICAP very creatively as the “feast of psychology”?

Are you an heir to John B. Watson?

What is PAPU?

Who are the individual contributors to this Bulletin?

Who is the main IAAP representative to the United Nations?

Who inspired the article written by Neville Blampied?

End of quiz.

Last, but as usual, not least, for a bright spot in your day, be sure to read COMMENTARY written by the very clever and funny Robert Morgan.

President's Corner



At the time you receive this message, 2014 will have already arrived. So let me, first of all, wish you a **Happy and Fruitful New Year**.

This year, the **28th International Congress of Applied Psychology (ICAP)** will be held in **Paris, 8–13th July**. Many attendees from around the world are already busy working on their contributions. The Scientific Committee consists of representatives from the 18 IAAP Divisions and also from the French Consortium of Psychology Associations. They are working hard and effectively to offer you a great Scientific Program, and the Committees in charge of the organization are doing their best to provide an excellent and unforgettable Congress, all under the leading role of **Prof. Christine Roland-Levy**. So, I warmly invite you to come to Paris next July for the feast of Psychology. If you have not registered yet, please do so and do not miss the most important event of Psychology this year.

The life of our Association becomes more lively and vibrant than usual during the months before the ICAPs. In fact, IAAP is organized in cycles of four years and ICAPs are the peaks where governance is renewed, and several functions of our organization are enacted and fulfilled. Let me draw your attention to some of the activities that are currently in progress or will take place during the coming months or during the Congress.

Elections: The Chair of the elections committee, **Mike Knowles**, Past-President of IAAP, has announced the call for nominations for **President-Elect**, and the election will take place by electronic voting from May 5, 2014 to June 5, 2014. Also the call for nominations for the roles of **Secretary-General** and **Treasurer** has been opened, as well as the one for candidates for the **BoD Members-at-Large**. The elections to fill these positions will be held at the next meeting of the Board of Directors (BoD) which will take place before the opening of the International Congress of Applied Psychology (ICAP) in Paris. Finally, the **IAAP Divisions** will soon circulate to their members the call for candidates to serve as **President-Elect, Secretary-General and Treasurer** of the Divisions during the period 2014–2018. All the information related to these calls is available at www.iaapsy.org.

Awards and Fellowships: Our Association presents, every four years, the **Distinguished Professional Contributions Award** and the **Distinguished Scientific Contributions Award**. In this way, IAAP gives recognition to a professional who has made outstanding contributions to the advancement of the profession of psychology internationally and to a scientist who has made a great scientific impact internationally. Moreover, IAAP elects its **Fellows** from among the distinguished psychologists who have made substantial contributions to applied psychology. This call for nominations was announced several months ago and is published on the IAAP web site <http://www.iaapsy.org/>.

IAAP Task forces: In the BOD Assembly held at Cape Town (July 2012) it was decided to install the following task forces: Task force on **strategic goals** which aims to develop potential strategic goals for IAAP for the next quadrennium (Chair: **Gary Latham**); task force on **membership**, aiming to identify new strategies to increase IAAP membership (Chair **Gerry Matthews**); task force on **Communication** aiming to perform a strategic review and analysis of IAAP communications (Chair: **Linda Steg**) and a task force on **Terms of Office, Succession, and Rejuvenation** whose goal is to formulate proposals on these issues for the positions of the Executive Committee and the Board of Directors of IAAP (Chair: **Janel Gauthier**). These task forces were installed about

one year ago and they are working to prepare their reports that will be delivered to the EC of IAAP and then submitted to the BOD. In addition, the *team representing IAAP as an NGO at the United Nations* also carried out a review and is preparing a document about the roles of IAAP at the United Nations and the IAAP strategic plans in this context for the coming years, taking into account the transitions at the UN from the Millennium Development Goals to the Sustainable Development Goals.

Cooperation with other International Associations. During the last months IAAP has continued its cooperation with several International Associations and participated in several international Congresses. IAAP contributed with invited addresses, symposia and other activities to the *13th European Congress of Psychology* (Stockholm, July, 9–12), under the auspices of the European Federation of Psychology Associations (EFPA) and to the *XXXIV Congreso Interamericano de Psicología* held in Brasilia from 15–16 July, under the auspices of the Sociedad Interamericana de Psicología (SIP). IAAP participated in the *5th International Congress on Licensure, Certification, and Credentialing of Psychologists* held at EFPA in Stockholm (July 7–9, 2013) where “**The Competence Project**” was launched with the participation of a wide range of psychology organizations. The project aims to promote the development of a global agreement on identifying the benchmark competencies that define professional psychology. IAAP along with IUPSyS support this project which may represent a relevant contribution for Applied Psychology in the international context.

All these International Associations have already submitted their contributions to the Program of the 28th ICAP. To finish this section, I will mention that IAAP participated in the 29th General Assembly of the **International Social Science Council** and the World Social Science Forum held in Montreal Canada in October 2013 where a panel on Social transformations and the digital age: Insights from applied psychology and ethics was presented.

During the *Conference of the International Council of Psychologists* held in Honolulu last August, I was awarded the Advanced International Research, Fukuhara Award. Unfortunately, it was impossible for me to be present in Honolulu at that time and the award has been recently handed to me. I want to take this public occasion to express my thanks to the **International Council of Psychologists**.

IAAP Journals. I want also to celebrate the good news received about our journals with you. *Applied Psychology: Health and Well-being*, has been included for the first time in the impact factor list of Journals of the Journal Citation Reports and its first impact factor score has come in at 1.750. It is currently in the top 20 journals ranked in the Psychology, Applied category – ranked at 19/72. Also *Applied Psychology: An International Review* has increased its Impact Factor slightly to 1.533 from the previous year and has maintained its rankings in its ISI category. I am sure you join me in congratulating the editors **Ralf Schwarzer** and **Vivien K.G. Lim** and their respective editorial teams for their excellent and dedicated work.

Before I come to the end, let me thank, on behalf of IAAP, all those who contribute to the development of our Association in its multiple functions and activities. Your contributions are invaluable and play an irreplaceable role in the life of our Association. I invite you to continue doing so and to those who still are not active, I would like to encourage your participation through the divisions and other activities, in this great reality and challenging project that is IAAP.

–José M. Peiró, President of IAAP



ICAP 8–13 July 2014 in Paris



*Christine Roland-Lévy,
Congress President*

Submissions are now closed for the coming ICAP 2014, but it is still time, and even **urgent to book a hotel** room, as Paris in July is very busy. SEND YOUR RESERVATION REQUEST NOW to SECURE YOUR HOTEL ROOM!

It is also time to **register as soon as possible**. In order to benefit from the early bird rate you need to pay **before the 15th of March**.

Of course, as an IAAP member you are entitled to a **reduced fee**. If you have colleagues who are not yet IAAP members, you should share with them that in order to be able to benefit from this reduced

fee, they need to apply now and become IAAP members for the coming year in order to benefit from this reduced fee.

Below is the table of all the different rates (in Euros, VAT included at 19.6%) for attendance at what we expect to be a **great scientific event**.

	Early bird rate	Standard rate
	Before 15th March 2014	After 15th March 2014
	IAAP Members	
Category A	450 euros	550 euros
Category B	400 euros	500 euros
Category C	300 euros	350 euros
	Non IAAP Members	
Category A	600 euros	750 euros
Category B	500 euros	650 euros
Category C	350 euros	560 euros
Students (3)	200 euros	300 euros
Day registration	350 euros	400 euros
Accompanying person	80 euros	100 euros

Category A = High-income economies (GNI per capital: \$12,476 or more).

Category B = Upper-middle-income economies (GNI per capital: \$4,036 to \$12,475).

Category C = Lower-income economies (GNI per capital: less than \$4,035).

On the day of the opening, **July 8**, some **Pre-Congress Workshops**, half day or full day, are offered, for which you need to pay extra (cf. different rates which are offered on the table below).

Full day workshops	
Categories A & B	260 euros
Category C & Student	120 euros
Half-day workshops	
Categories A & B	130 euros
Category C & Student	60 euros

Congress dinner

For an extra 100 euros (walking distance from the Congress Center) registered delegates and accompanying persons may participate in an exceptional **Congress dinner** especially organized for us at the *Pavillon Dauphine*, which will be perfect for our Congress evening. Come and join us on Thursday 10 July for the most unforgettable evening you could ever dream of. Limited number of participants, please book now!



Library Project

Along with the Consortium of French Psychology Associations, A-CIPA, the 28th ICAP has taken the initiative to build a partnership with **Libraries Without Borders** to offer delegates and partners the opportunity to take concrete action during the congress by getting involved in a sustainable project.



Sharing information is the key factor for sustainable development in the social, economic and cultural environments. As psychologists, we are contributing to improve individual and collective well-being while humanity is facing various forms of crises. In this context, being able to read and to write is proving to be a true and beneficial relief.

In extreme circumstances, like in a humanitarian crisis, books definitely help victims to cope with the trauma of disaster and to rebuild themselves.

With our project, the idea is that each participant to our Congress brings one or two (or more) books (in good condition) to create a gigantic pyramid at the Congress: **ALL books will contribute to building a new library in Africa.**

Why not bring the recent books you wrote!

On behalf of IAAP, along with the Consortium of French Psychology Associations, **we really look forward to hosting you for the 28th ICAP in Paris!**

For more information go to our web page: www.icap2014.com

–**Christine Roland-Lévy**,

Congress President of the 28th ICAP 8–13 July 2014.

Division News

Division 2—Psychological Assessment and Evaluation

Application and Development of Testing in China

On the Chinese Mainland, candidates for any test are numerous because of a huge population. The number of College Entrance Examination takers has reached ten million, and the number of candidates participating in the Graduate Admission Test has increased to 1.2~1.5 million. Moreover, there are a large number of candidates for other examinations, such as the Judicial Examination, the Qualified Doctor Practitioner Examination, the Certified Public Accountant (CPA) examination, the Civil Service Examination, and even for tests for foreign candidates, such as the HSK (test of standard Chinese). Since the recovery of the College Entrance Examination in the 1970s, promotion of testing has taken place on the Chinese Mainland, through the efforts of Houcan Zhang and other pioneering psychologists. Nowadays, a psychometric committee has been established under the Chinese Psychological Society (CPS), and a branch for educational measurement and statistics has also been set up under the Chinese Educational Society (CES), with approximately 1,000 members. These professionals who are active in all kinds of fields are promoting theory and application studies in psychometrics, leading to great achievements in the theory and application of Classical Testing Theory (CTT), Item Response Theory (IRT) and Generalizability Theory (GT). Plenty of scales with conformance to psychometric rules have been widely used for different kinds of populations, and they play important roles in mental health improvement and mental disease prevention for Chinese people.

In recent years, we have investigated the application and theoretical development of psychological and educational testing by reviewing the related articles published in five distinguished Chinese journals on psychology and education, from 2000 to 2009. The application and development of testing in China are discussed in accordance with these results.

Application of Psychological and Educational Testing

A multitude of important psychological scales have been revised on the China mainland. Besides localization of foreign scales, many scales with considerably higher reliability and validity have recently been made to comply with the practical conditions and demands of domestic applications and research, such as the Irrational Belief Scale of Middle-School Students and the Computer Game Addiction Inventory for Chinese College Students. By the end of the last century, a handbook of scales for mental hygiene was published with approximately 140 scales for common use. Furthermore, about 60 psychological inventories have been translated or made to comply in sport science alone.

Testing is mainly used in four areas on the China mainland. Firstly, routine tests of ability or achievement are applied to evaluate the performance of students and teachers as well as the effect of teaching and learning. Secondly, matriculation exams and vocational qualification exams not only promote the efficiency of talent recruiting, but ensure equity in recruitment and prompt rational allocation of human resources. Thirdly, scales regarding mental health and personality are widely used in psychological counseling in order to develop intervention programs for therapy beforehand. Last but not least, academic achievement tests and psychological scales are also scientific research tools for theoretical or empirical studies in psychology and education.

According to the review study, scales are used quite extensively in psychological studies, accounting for about 15% of the total. However, they are not that common in educational studies, which only account for up to 4%. Among the applications, about 40% used the scales developed during their time-series investigations, which reflects the great need for developing new scales in various psychological studies. However, reliability and validity for these self-developed scales require further investigation and deserve more attention to the conclusions, since they lack long-term verification. The further investigation of scale properties is also beneficial for the generalization of these scales. Moreover, the inappropriate “reliability induction” is quite common when applying the scales developed by previous researchers (Jiao, Huang, Zhang, Wu, & Wang, 2010; Jiao, Zhang, Zhang, Wu, L., & Zhang, 2011; Jiao, Zhang, Wu, & Zhang, 2010). Research organizations in China have to strengthen the effort to encourage researchers to report the reliability coefficients of the samples at hand.

Development of Testing Theory and Method

Due to the expanding scale of applications for multiple tests and the rising demand for test organizing, studies on theories and methods of testing have been strongly facilitated on the China mainland. Measuring applications under the CTT framework has been popular, and some researchers have proposed certain improved methods specific to the defects of CTT. For instance, it is advised that item analysis and reliability analysis should be conducted in sub-groups of test samples, rather than in the whole sample, so as to avoid the over-rigid premises when calculating difficulty or reliability coefficients.

Widespread application and development of computer techniques and statistical measurement software have offered necessary technical support for research on measurement and statistics theory. Modern measurement theory, with moderately rapid development on the mainland, is gradually being applied to all kinds of tests. Over 500 academic theses on IRT have been published since 2001. Among those, the Computerized Adaptive Test (CAT) is a hot spot in IRT application. Many research projects have been set up on the system of CAT, such as the College English Test, which is in the experimental stage. Additionally, item banks of certain important tests are constructed on the basis of IRT, adopting the polytomous scoring and Samejima graded response model; some measurement experts make use of IRT in the test item analysis (Chen, Ding, 2011). Combinations of different measurement theories or techniques are no longer rare, such as the integration of CAT and the cognitive diagnostic model (Tang, Ding, & Yu, 2012). Recently, professors at the South China Normal University are working with the Computer adaptive test system for elementary and secondary school students; moreover, cognitive diagnostic models are used to provide further information on the structure of students' ability.

There is increasing research and applications of the generalizability theory (GT) since it was adopted on the mainland by Houcan Zhang in 1988. Searching in the China National Knowledge Infrastructure (CNKI) database alone, we found more than 130 theoretical or applied research

achievements in the last ten years. For one thing, the GT is mainly used in assessing the error of subjective evaluations, such as structured interviews, performance evaluations and vocational-technical examinations, and in improving the design of evaluations (Li, & Zhang, 2009; Xu, Zhang, & Li, 2009). For another, GT is used in analyzing the reliability and validity of a certain large-scale test (e.g. the College Entrance Examination, language test) and psychological scales (Zheng, Gu, & Zhu, 2009). Moreover, some theoretical research in this realm is responding to international conventions by degree; GT combined with IRT is being studied.

In recent years, many new statistical methods have been recommended and applied to measurement, which make the analysis and interpretation of measurement more objective, specific and effective. For example, latent class analysis has been applied in categorical data processing, the result of which is serving as the basis of further statistical analysis. For instance, we can define target groups referring to the classification, and analyze discrimination and difficulty in accordance to the differences among the sub-groups (Jiao, Zhang, Guan, & Zhang, 2010). However, compared with other fields of psychology and education, studies on testing have not received enough attention. Reviews of journals indicate that studies of testing are only 5% of psychology and educational study, and they mainly focus on scale development and IRT. Furthermore, 76% of scale studies are conducted based on CTT, and others are based on IRT or GT. Consequently, we should invest more resources in research on testing, as the basic science of psychology and education.

In conclusion, due to the increasing application and demand of testing as well as the growing academic communication, the testing methods in China are developing rapidly and applied extensively. Nonetheless, we have to make more efforts in recommending new methods in application, so as to stress the importance and influence of testing in psychological and educational studies.

—Jieting Zhang, Minqiang Zhang, Wenyi Zhang,
South China Normal University, Guangzhou China

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Division 3—Psychology and Societal Development

IAAP Division 3, Psychology and Societal Development, has a new President-Elect. Janak Pandey of India has been nominated and elected to the position. Janak has long been involved in cross cultural psychology with a focus on applied work with implications for societal development. Thus, he is certainly the ‘right’ person for the position.

From among our members, Virginia Schein recently published “Using I-O Psychology to Improve the Plight of Women in Developing Countries: A Research Agenda” in J.B. Olson-Buchanan, L.K. Bryan, & L.F. Thompson (Eds.), *Using Industrial-Organizational Psychology for the Greater Good*, New York: Routledge, 2013, pp. 465–489. An earlier publication of hers might also be of interest: “How Leaders and Companies Treat People Matters: Voices of Women Garment Assembly Workers in Nicaragua” in D.D. Warwick & J. Mueller (Eds.), *Learning From Real World Cases—Lessons in Leadership*, Oxford, UK: Rossi Smith, 2011, pp. 77–82.

I am involved in a 3-year intervention project, Positive Youth Development in Early Adolescence. The goal of the study is to promote adolescents’ positive development with regard to autonomous-related self; positive self worth; optimism; positive attribution, empathy and social competence; and peaceful intergroup attitudes and conflict resolution orientations. An extensive intervention program is being applied in public schools in Istanbul. An experimental design is used with pre-post testing and controls. The long range goal of the project is to devise a program, whose effectiveness is tested scientifically, for use within the guidance activities in primary schools, and thus to make it available for the benefit of all pupils. Beyond the theoretical importance of the findings, the adolescent training program also has the potential to create attention globally.

–Cigdem Kagitcibasi

Division 4—Environmental Psychology

Environmental psychology conference in Magdeburg

From September 22nd to 25th 2013, the 10th biennial conference on Environmental Psychology was held at the Otto-von-Guericke University in Magdeburg, Germany. The conference was organized by the Environmental Psychology Division of the university and its chair, Ellen Matthies. The main theme of the conference was ‘The role of the individual in the transformation of energy systems’. Other key themes in the symposia and posters were the built: natural environment, environmentally relevant behaviour and sustainability, environmental perception and decision making, consumer behaviour, environmental risks and stress, methods and theories in environment-behaviour research, proxemics, restoration and health. Key notes were given by Barbara Brown, Wokje Abrahamse and John Thøgersen.

On Tuesday evening many delegates came together in the Mark fortress. The former cannon ways and barrack vaults formed inspiring scenery to continue the talks of the conference. The conference was a big success, scientifically as well as socially. There were many opportunities to exchange new results, catch up with former colleagues and meet new ones.

Workshop

Susan Clayton and Patrick Devine-Wright coordinated a workshop in October, 2013 in Annapolis, Maryland on “Management and conservation of environmental resources: Psychologists as collaborators”. Attendees included Mirilia Bonnes, Amanda Carrico, Linda Steg, Paul Stern, Janet Swim, Jim Taylor, Carol Werner, and Lorraine Whitmarsh. The workshop was sponsored by the National Socio-Environmental Synthesis Center (SESYNC), which is funded by the NSF.

Early Career Award

Dr. Taciano L Milfont from the Victoria University of Wellington and the Centre for Applied Cross-Cultural Research, New Zealand, has won the biennial G.V. Goddard Early Career Award. The award was presented by the New Zealand Psychological Society in recognition of his career achievements and excellence in research and scholarship in basic psychological science. The award is named after Professor Graham V. Goddard who was Head of the Department of Psychology at the University of Otago, New Zealand. He had an international reputation for his research into behavioural neuroscience.

Division 5—Educational and School Psychology

Conferences and Meetings

SPAIN

Current Trends in Reading Research (TAELEC 2013)

25–27 September 2013

Madrid, Spain

www.taelec2013.com

BULGARIA

Education Beyond Borders

18th–20th October 2013.

Sofia, Bulgaria

education.beyond.borders@gmail.com

ITALY

The 6th edition of the “ICT for Language Learning

14–15 November 2013

Florence, (Italy)

conference@pixel-online.net

<http://conference.pixel-online.net/ICT4LL2013/index.php>

Migration and Mobility in Science: Impacts on Cultures and the Profession in Institutions of Higher Education in Europe

14–16 November 2013

Accademia Nazionale dei Lincei, Rome

<http://www.acadeuro.org/index.php?id = 346>

AUSTRALIA

Australian Association for Research in Education Annual Meeting

Adelaide, Australia

December 1–5, 2013

<http://aare2013.com.au/>

Australian Psychological Society Conference

Cairns, Queensland, Australia

8–12 October, 2013

http://www.apsconference.com.au/?utm_source=Homepage&utm_medium=Hero&utm_campaign=Conference_Register_Online

USA

ICLS 2014 (International Conference of the Learning Sciences)

June 23–27, 2014

Boulder, Colorado, USA

<http://www.isls.org/icls2014/>

American Psychological Association Annual Convention

August 7–10, 2014

Washington DC, USA

<http://www.apa.org/convention/index.aspx>

American Educational Research Association Annual Meeting

The Power of Education Research for Innovation in Practice and Policy

Philadelphia, Pennsylvania

Thursday, April 3 – Monday, April 7, 2014

<http://www.aera.net/Admin/2014AnnualMeetingTheme/tabid/14871/Default.aspx>

SWITZERLAND

4th International conference Applied Linguistics and Professional Practice (ALAPP 2014)

10–13 September 2014

Geneva, Switzerland

<http://www.unige.ch/alapp2014>

alapp2014@unige.ch

Useful Websites on Evidence-based Education

Best Evidence Website

Best Evidence Encyclopedia – 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

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

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

Doing What Works: <http://dww.ed.gov/index.cfm>

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

CASEL Guide (Social-Emotional Learning)

<http://casel.org/guide/>: The 2013 CASEL Guide identifies well-designed, evidence-based social and emotional learning programs with the potential for broad dissemination to schools across the United States. Based on CASEL's work in research and practice spanning nearly two decades, they provide a systematic framework for evaluating the quality of classroom-based social and emotional

learning (SEL) programs. In addition, the Guide shares best practices for district and school teams on how to select and implement social and emotional learning programs.

–**Prof. Andrew Martin,**
President-Elect, Division 5

Division 8—Health Psychology

The IAAP Health Psychology Division Executive Committee (EC) members participated in the 27th European Health Psychology conference (Bordeaux, France). Bruno Quintard was the Conference President. Other EC members were chairing the following symposia and roundtables: ‘Health Action Process Approach and Health Behavior’ (Ralf Schwarzer), ‘Implementation intentions, planning and behavior change: Proposals for the way forward’ (Aleksandra Luszczynska), ‘Social support and health-related behavior’ (Urte Scholz), ‘Social support and cancer: Prevention, treatment, and survivorship issues’ (Aleksandra Luszczynska), ‘Theory-guided behavior change interventions to improve physical activity levels’ (Ralf Schwarzer), and ‘Culture and health risk behaviors’ (Rik Crutzen).

Since September 1st 2013 Urte Scholz is full professor of Applied Social Psychology at the University of Zurich, Switzerland.

Rik Crutzen has become a Member of The Dutch Young Health Council Committee. The Young Health Council network consists of enthusiastic young scientists who translate scientific developments into policy options across scientific disciplines.

Recent publications of our EC members:

- Cieslak, R., Shoji, K., Luszczynska, A., Taylor, S., Rogala, A., & Benight, C.C. (2013). Secondary Trauma Self-Efficacy: Concept and Its Measurement. *Psychological Assessment*, 25, 917–928. doi:10.1037/a0032687
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–Sonia Lippke

Division 10—Psychology and Law

It is pleasure to announce that professor Colin Tredoux of the University of Cape Town in South Africa has been appointed as President-elect of Division 10. Colin will take over the presidency of the Division at the ICAP conference in Paris in July 2014. Colin is a renowned experimental cognitive psychologist who has an impressive research track record on issues such as eyewitness testimony and face recognition. Colin will also be one of the Divisional keynote speakers at the 2014 ICAP. In his paper entitled *Synthetic faces for eyewitnesses and face recognition - research and practice*, he will review recent methods of producing synthetic faces, focusing in particular on software for working with models of human faces. In his paper he will outline applications for police practice, including interactive face composite creation, and construction of artificial face lineups. Colin will argue further that face synthesis technologies have important potential benefits for research on basic processes in face recognition, and he will show how this is the case for research on face prototyping effects, adaptation phenomena, similarity effects in face recognition, and emotional facial expressions. He will contend that researchers' ability to create high quality synthetic faces can also improve the quality and representativeness of stimulus materials they use in face recognition and eyewitness research.

The other two major Division presentations will both be on ethics. In Professor Jennifer Robbennolt's paper, *Psychology, Behavioral Ethics, and Lawyers*, she will argue that like other professionals, lawyers face a constant barrage of ethical issues, whether or not they are recognized as such in the moment. Consequently complaints about attorneys' ethics are routine. Jennifer will argue that while psychologists have recently made great progress in exploring the nature of their "bounded ethicality," how *attorneys* make decisions involving ethics has not been a primary focus. Psychological research suggests that it is not only "bad apples" who make unethical decisions, but that a range of situational and psychological phenomena can lead decision makers to make decisions that violate even their own ethical standards. Jennifer will argue that attorneys are likely subject to the same difficulties of self-perception, situational and social pressure, ethical fading, faulty forecasting, and heuristic thinking that complicate the ethics of people more generally. Furthermore, the contexts

within which attorneys work, for example, the rules of professional conduct that govern them, the agency relationships in which they operate, the ethos of the adversarial system, the financial and temporal pressures of modern legal practice, their professional standing, and the influences of peers and communities of practice, may pose additional complications for attorneys' decision making. Jennifer will argue that this is also a fruitful territory for psychologists interested in gaining an even greater understanding of the psychology of ethical decision making.

In my paper, *Ethics in psychology and law*, I will in turn address the concern of some psychologists in the psycho-legal field, and external observers, that they lack ethical guidance. I start by briefly examining the development of the field and the reasons why the function of the legal system makes it inevitable psychologists will find it morally challenging to work in the psycho-legal field. I discuss how psychologists could approach the situation by considering the legal and human rights implications of what they are doing and then consider the argument that professional ethics do not apply with reference to the ethical principles of the Universal Declaration. I conclude by discussing the role that the individual morality of psychologists may play.

There will also be a range of other symposia at the 2014 ICAP on topics such as:

- Risk assessment updates and risk assessment of intellectually disabled offenders.
- Psychological court report writing for criminal matters: An International perspective.
- Assessment and treatment of deliberate fire-setting.
- Self-determination theory and offender motivation: Theory knitting.
- Forensic expert evidence: Perspectives of judges, jurors, lawyers and experts.
- Police misconduct, whistle-blowing, and leadership.
- Psychology, law and ethics.
- Testimony by children.
- Risk, need and responsivity of offenders with autism spectrum disorders.
- The role of similarity in eyewitness identification.
- New developments in research on eyewitness identification.
- Eyewitness testimonies.

Finally, please visit our Division's webpage and make recommendations about what you would like us to add to it. We are keen to make something that you find useful. I look forward to meeting those of you who I have not met previously, in person in Paris. To do this we asked the organisers to provide us with a venue to meet and I will tell you about the meeting in the next Newsletter.

—Alfred Allan

Division 13—Traffic and Transportation Psychology

The news below features a report on the Sixth International Conference in Driver Behaviour and Training (ICDBT6) held in Helsinki, as well as news of forthcoming meetings.

Sixth International Conference in Driver Behaviour and Training

The Division co-sponsored the Sixth International Conference on Driver Behaviour and Training (ICDBT6 - 2013), which took place at Helsinki University, Finland, from August 19–20, 2013. Over 150 delegates from more than 15 countries took part to debate new initiatives in the scientific inquiry of road user behaviour, education and training. Keynote addresses were delivered by Heikki Summala, Nils Petter Gregersen, Peter Chapman and David Crundall. The keynote speakers were followed by high calibre contributors from many academic institutions and road safety groups who

delivered over 80 high-quality presentations covering a range of topics in driver behaviour. Conference abstracts and presentations may be found at the conference home page: <http://www.icdbt.com/>.

The conference organisers were Lisa Dorn and Mark Sullman, Cranfield University and Heikki Summala, Helsinki University. The conference was sponsored by Unilever PLC, Shell Global Oil, AADriveTech and Mercedes Benz Driving Academy. Proceedings of the ICDBT6 conference were co-edited by Lisa Dorn and Mark Sullman and were published in August 2013 by Ashgate, as part of the Ashgate Human Factors in Road and Rail Transport series.

Sixth International Conference on Traffic and Transport Psychology

The Sixth International Conference on Traffic and Transport Psychology, jointly hosted by Queensland University of Technology (CARRS-Q) and Griffith University (School of Applied Psychology), will be held in South East Queensland, Australia in 2016. Provisional dates are 31 July–3 August 2016. Organising Committee Members are: Barry Watson (Scientific Program Committee Chair), Ian Glendon (Joint Conference Chair), Kerry Armstrong (Joint Conference Chair), Lyndel Bates (Young Scientists and Student Program Chair), Ioni Lewis (CARRS-Q), Bridie Scott-Parker (USCAR), Brenton McNally (GU), Emma Harbeck (GU), Clare Murray (CARRS-Q), Ashlea Haddow (CARRS-Q), and James Freeman (CARRS-Q).

Other forthcoming conferences on traffic and transportation psychology

1. A call for participation has been posted for the Applied Human Factors and Ergonomics International meeting, to be held in Krakow, Poland from 19–23 July, 2014 (<http://ahfe2014.org/newsletter.html>). It includes as an affiliated conference, the 2nd International Conference on Human Factors in Transportation (<http://ahfe2014.org/conferenceHFT.html>).
2. The 3rd International conference on Traffic and Transportation Engineering (ICTTE 2014) will be held in Lisbon, Portugal, from April 17–18, 2014 (<http://www.ictte.org/>). The conference is primarily for engineers, but topics including transportation safety and intelligent transportation systems may be of interest to Division members.
3. The 2014 Annual Meeting of the Human Factors and Ergonomics Society (HFES) will take place in Chicago, October 27–31, 2014. HFES has 22 Technical Groups (TGs); most presentations on traffic and transportation issues contribute to the programs of the Surface Transportation, Safety and Aerospace Systems TGs. Further details on the meeting will be posted at <https://www.hfes.org/Web/HFESMeetings/meetings.html>.

As always you may contact me at gmatthews@ist.ucf.edu if you wish to share your views on the Division, or if you have any content for the next IAAP newsletter.

–Gerald Matthews,
President, Division 13

2nd Pan-African Psychology Union Workshop

After the historic consultative workshop held in Accra, Ghana last April, a second consultative workshop to prepare for the launch of the Pan-African Psychology Union (PAPU) was held in Johannesburg, South Africa on 26 September 2013. The workshop – oriented at Southern African psychology associations – was held during the Psychological Society of South Africa's (PsySSA)

19th Annual South African Psychology Congress. Andrew Zamani, President of the Nigerian Psychological Association, who was a facilitator, declared that “The second PAPU workshop was very successful in considering the Continent’s response to this important development in psychology. We can only benefit from PAPU’s formation.” Representatives from Botswana, Namibia, South Africa, Zambia, and Zimbabwe formally endorsed PAPU.



Eastern and Central African psychology associations will participate at the final consultative workshop on November 8 in Kampala, Uganda during the East African Regional Psychology Conference. PAPU will be formally launched in Durban, South Africa during the 20th Anniversary PsySSA Congress next September.



–Saths Cooper

José M. Peiró Receives Award from ICP

The International Council of Psychologists (ICP) honored our President, José Peiró, by choosing him to receive the Fukuhara Award for Advanced International Research and Service. The award was announced at the ICP conference in Honolulu last August.

José is Professor of Work and Organizational (W&O) Psychology at the University of Valencia (1981 – present) and Director of the Research Institute of Human Resources Psychology, Organizational Development and Quality of Working life (IDOCAL). He is also Director of the Chair on Occupational Health and Enterprise sponsored by UMIVALE at the University of Valencia.

He has published about 150 articles in scientific journals on occupational stress, psychosocial risk prevention at work, absenteeism training in organizations, organizational climate, team work, and customer satisfaction in service organizations. He also has published about 30 books and monographs on the topics of his research. His work is published in the Journal of Applied Psychology, Journal of Vocational Behavior, Journal of Occupational and Organizational Psychology, Work and Stress, Applied Psychology: An International Review, Journal of Occupational Health Psychology, and the European Journal of Work and Organizational Psychology among others.

Psychologists Make the Human Capabilities Approach Operative from a Psychosocial Perspective

The Human Capabilities Approach (HCA), developed by the winner of the Nobel Prize in Economics (1998) Amartya Sen, has had enormous impact worldwide both at the policy and at the evaluation levels. It is in programming where clarity as to how to translate it into actual programs that it has not taken off with the same force.

Capabilities and functioning are facilitated through health, education, citizenship and productivity programs. Behavioral functioning is defined in terms of specific behaviors; being functioning is defined in terms of long term changes in the persons' attitudes and personal norms. As behaviors change, well-being improves and individuals understand and accept that their potential is increasingly being realized by their own decisions and actions. They apply tools to actively address situational demands which are facilitated through experiential workshops to also expand their capabilities and virtuous circles of expanded functioning, capabilities and personal agency development.

As the individual enhances her personal agency she starts impacting her context through an internally generated empowerment (intrinsic empowerment). Thus the individual gets involved in facilitating a process of responsible and freedom expanding behaviors among her peers, school, economic, political and health authorities; in fact, with her family and community at large.

The process has the individual herself as the starting point, thus making ownership of programs more likely to take place and well-being more likely to be sustainable. Personal agency and intrinsic empowerment are both processes and states.

Traditionally, economists and philosophers have dealt with Human Development from this perspective. For psychologists, namely social, educational and developmental psychologists, making this approach operative would seem to be almost a natural course to take. The Yo quiero Yo puedo (I want to I can) programs, led by a group of psychologists in Mexico, in fact make the HCA operative through the FrEE (Framework for Enabling Intrinsic Empowerment) and its strategy for implementation, Programming for Choice (Pick and Sirkin, 2010).

The more that 40 Yo quiero yo puedo programs (Pick and Givaudan, 1996) take people's expressed needs as their point of departure, work in small groups (15 to 30 people) and have a common base of facilitating the following tools:

1. Life skills (eg. Informed autonomous decision making, empathy, analytic thought, and assertive communication).
2. Knowledge (eg. Why and how to boil water, contraceptive use, usefulness of vegetable consumption, importance of classroom participation, the how and why of saving money).
3. Analysis of social norms (eg. Do I agree with gender violence? Is it OK to ask questions in the classroom? What is my opinion regarding a poor person opening a checking account?).
4. Reduction of psychosocial barriers (eg. Shame, guilt, fear, resentment and prejudices).

The vision is preventative starting from birth (in fact, from pregnancy) until old age, with specific contents and educational and promotional materials for each age group and need.

Psychologists have the theoretical and methodological tools to advance social and economic development from a human development base. This is an example that shows that it can be done... what would it take for more of us to do this kind of job and not only watch how other disciplines do the job?

--Susan Pick, Faculty of Psychology, National University of Mexico (UNAM) and Yo quiero Yo puedo (IMIFAP)

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Psychology as the behaviorist views it – A centenary appreciation

This article had its origins in a joke that backfired on me. When in September 2013 the *IAAP Bulletin* Editor sent out an email soliciting contributions, she said that they were for "the January, 1914 Bulletin". Tongue firmly in cheek, I replied that I would be happy to write about the important article on behaviorism published last year (i.e., in 1913) in the *Psychological Review* by Professor John Watson, and would confidently predict that in a hundred years, all psychologists would be behaviorists. Seemingly still not noticing the mistake about the year, the Editor responded with such enthusiasm that I felt obliged to write a version of the article! This is it.

At the time he wrote *Psychology as the behaviorist views it* (Watson, 1913), John B. Watson was 35 years old and in the middle of his 12 year tenure as Professor of Psychology at Johns Hopkins University in Baltimore, Maryland. His was a quintessential American success story. Born into a poor white family in rural South Carolina, abandoned by his father from age 13, Watson managed to get a degree from an undistinguished local college and worked for a time as a school teacher. Somewhat fortuitously, he then was accepted as a student by the University of Chicago and completed his PhD in 1903, having shifted from Philosophy to Psychology, because, as he claimed later in life, *he couldn't understand anything that Dewey*¹ [the eminent philosopher] *said* (Boakes, 1984; Buckley, 1989; Cohen, 1979).

His rapid rise in the ranks of academic psychology was due to his capacity for extremely hard work and his notable abilities as an experimenter (Boakes, 1984). In 1913 he was largely known for his research into sensation and perception in non-human animals (rats and monkeys) and his fieldwork studying bird behavior, which foreshadowed the later science of ethology. In addition to being a full professor at Johns Hopkins he was Editor of the important journal *Psychological Review*, and had been nominated for the presidency of the American Psychological Association (APA), a role he assumed in 1914-15. Columbia University in New York City invited him to present a series of lectures in February and March 1913, and it was the first of these, given on 26th February to an audience of several hundred, on which his *Psychological Review* article was largely based. (Buckley, 1989; Cohen, 1979).

The opening paragraph of his article is stunning in the boldness and clarity of his vision for psychology. Psychology was to be objective and experimental, a branch of natural science, and would study the behavior of both humans and non-human animals. Rather than being concerned with consciousness as its primary focus and introspection as its primary method, its theoretical goal was the prediction and control of behavior (Watson, 1913). The rest of the article is largely an expansion and defense of these propositions.

Viewed as a call for methodological reform in psychology, Watson's speech and article might well be the most successful such appeal ever uttered. Psychological theories and methods did not become behavioral overnight, but by the 1930's the article was being referred to as the *behaviorist manifesto* (Samelson, 1994), and 100 years later, Tonneau (2013) could write:

Although scientific psychologists differ widely in terms of their ontological views and proposed subject matter, one methodological principle has commanded broad agreement: Psychological explanations are to be evaluated by examining behavior. This methodological behaviorism (a result in part of Watson's 1913 manifesto) ... constitutes common ground for comparing different theories (p 23, emphasis in original).

There are several reasons for the success of Watson's proposal for reform. The first, and probably the most important, was that he was expressing views that, in some measure, were held by many of his younger academic contemporaries, who collectively wanted psychology to be less like philosophy and more like biology. They were profoundly dissatisfied by introspection as a method and consciousness as a subject, and keen to find and use more objective methods that delivered more certain knowledge (Boakes, 1984). It is in the nature of things that ideas held by the young, if maintained, are likely to dominate a field as time goes on, and so it was for psychology from 1913.

Furthermore, if introspection was to be abandoned as a method, what were the options for its replacement? Psychophysical and psychophysiological methods were familiar to Watson and his

contemporaries, but their wholesale adoption as a replacement for introspection threatened to jeopardize the recently hard-won independence of psychology from philosophy to a new subservience to physiology (O'Donnell, 1985). Watson himself was worried that he was seen as a physiologist rather than a psychologist (Boakes, 1984). Viewed thus, the turn to behavior seems inevitable and the enduring success of methodological behaviorism explicable. It is also notable that the cognitive revolution of the 1960s and 1970s (Baars, 1986) which repudiated theoretical behaviorism did not seriously suggest removing from the corpus of psychological knowledge everything learned about non-conscious processes since 1913! Watson may have been on the side of the angels after all, rather than the false prophet he was often depicted as having been.

A second reason for the success of Watson's revolution was that Watson himself ultimately became a most effective promoter and popularizer of his ideas, notably in a series of books and popular-press articles he published in the 1920s and 1930s, after his forced departure from academia (Logue, 1994). Logue (1994) proposes that a successful scientific revolution needs *an agent ... who is loud and extreme... Watson certainly supplied those characteristics* (p121). Unfortunately, as time wore on, Watson's rhetoric became more extreme and his claims less and less well-founded on research. Nevertheless, Watson's ardent promotion of behaviorism had an impact on intellectuals generally, who came to see behaviorism as identified with being scientific, and it was this acceptance of behaviorism more widely in intellectual life that forced psychologists to take it seriously (Burnham, 1994).

The aspect of Watson's 1913 article that most struck me when I first read it, and strikes me again now, is the optimism that Watson displayed about the potential for an applied psychology to develop if psychology would only become behavioral. While this prospect pleased some of his contemporaries, it displeased others. Tichener, for example, the most senior champion of introspection in America, was outraged at the prospect of giving psychology the *stamp of technology* (quoted in Buckley, 1989, p 80). But Watson was perfectly clear – he wanted *a psychology which concerns itself with human life* (Watson, 1913, p170), and he was confident that behaviorism would deliver:

If psychology would follow the plan I suggest, the educator, the physician, the jurist, and the business man (sic) could utilize our data in a practical way, as soon as we are able, experimentally, to obtain them (Watson, 1913, p 168).

This aspiration addressed the third of the challenges that O'Donnell (1985) saw psychology facing in the period up to World War I, namely, demonstrating that psychology was sufficiently useful to warrant institutional, social, and economic support for its teachers, researchers, and graduates. Others had seen the need for applied psychology and advocated for it, but the zeitgeist was not necessarily favorable. Lightner Witmer's attempt a decade or more previously to inspire APA to take an interest in applied psychology had not met with much success (McRenyolds, 1997; Reisman, 1991), and Witmer was largely left to his own devices as he established his clinic, developed his training program, and finally (in 1907) defined the new field of *clinical psychology*² (Witmer, 1907/1966). The heirs of Watson and Witmer now are the great company of behavioral and cognitive-behavioral therapists (McRenyolds, 1997) at work in the world.

The year 1913 was not only a watershed year for psychology; it was a watershed year for Watson. From that time on the nature of his research changed, and was no longer largely concerned with (non-human) animal behavior. Instead, his interests turned to humans (Cohen, 1979; Buckley,

1989). The arc of Watson's academic and research career was to be badly disrupted in the next years, first by World War 1 and then by the scandal that led, in 1920, to his leaving academic life for the business of advertising (Boakes, 1984; Buckley, 1994). But the work he did in this time, first in the notorious "Little Albert" studies of emotional development in children (Watson & Rayner, 1920; see also Beck, Levinson, & Irons, 2009; & Harris, 2011), and then in the research with "Little Peter" (Jones, 1924, 1974) where he and Jones anticipated many of the techniques for the treatment of phobic anxiety developed twenty-five and more years later by Wolpe (desensitization) and Bandura (vicarious learning) went some small way to demonstrating the promise of behaviorism to deliver such a science.

Watson must, therefore, be listed high among the pantheon of heroes of applied psychology, and IAAP should celebrate a century of psychology profoundly influenced by behaviorism. Were he to return to see psychology as it has developed since his Columbia talk, Watson might be amazed by the breadth and scope of the science and the diversity and power of its applications, but I do not think he would be surprised. And he would be pleased by, and justifiably proud of, what his idea – behaviorism – has achieved for good.

--Neville M Blampied, President, IAAP Division 6,
University of Canterbury, Christchurch, New Zealand.

Notes

1. John Dewey, somewhat ironically, was one of those who responded favourably to Watson's (1913) position, although with some reservations. He described himself as a "well-wisher" of behaviorism but was worried that it was completely asocial (Buckley, 1989, p 78).
2. I have never been able to find any definite links between Witmer and Watson. Although Witmer was considerably senior to Watson in academic tenure it seems inconceivable that they did not know of each other. Both were members of APA. Witmer was associated throughout his career with the University of Pennsylvania, located in Philadelphia, only a relatively short train ride away from Baltimore, and a city through which Watson would have passed on his way to New York. If Watson knew of Witmer's pioneering work in both child clinical psychology and vocational guidance, it is odd that he did not cite it as an example of precisely what he was advocating. If any reader knows more about any connection between these two historical giants of our discipline I would be grateful to learn about it.

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IAAP at the United Nations: Report of the Representatives

Edited by Judy Kuriansky, IAAP Main UN Representative

IAAP Advancing Psychology in Global Issues at the UN

IAAP representatives to the United Nations continue to represent IAAP actively at the three UN headquarters: New York City, Geneva and Vienna. Recent important activities are reported in this section. The team members have ongoing roles as chairs and board members of committees, speakers on panels, participants in briefings, and advocates at high-level commissions on the role of psychology in global issues. The new direction of IAAP's advocacy is towards the post-2015 agenda, when the UN Millennium Development Goals formally come to an end; all levels of UN agencies are currently involved in drafting the Sustainable Development Goals. The team welcomes participation, contributions and cooperation with IAAP divisions and members, and will present a workshop about this at the upcoming ICAP2014 in Paris.

Report about IAAP side event on Migration at the 2013 United Nations Commission on Population and Development

A side event entitled “Vulnerabilities of Children in International Migration: Human Rights and Psychosocial Perspectives” was organized by IAAP UN Representative Martin Butler for the 46th Meeting of the Commission on Population and Development which addressed “New Trends in Migration: Demographic Aspects.” The event was held at the United Nations headquarters in New York City on 23 April 2013.



From left to right: Panelists: Steve Coupeau, Maria Pia Belloni and Yvonne Rafferty; moderator IAAP member Corann Okorodudu; IAAP UN rep Judy Kuriansky; PCUN treasurer Peter Walker

Susan Bissell, Chief of Child Protection, Programme Division, UNICEF, presented about “Children on the Move: Safe Mobility, Better Lives.” She noted that children are often left behind when their parents seek employment opportunities. These children are affected psychologically, and some might even go off to look for their parents. There are 220 million children in Southeast Asia who do not have birth certificates. Areas of origin, transit, and destination should be in sync in order to protect these children. Border patrol and other amateurs should not be left to handle child cases. The best interests of each child should be considered both individually and in the family context.

Steve Coupeau, president of NYIHA Media, spoke about how to integrate children of immigrants. In his presentation, entitled “Population Movement and Equitable Social Integration in Latin America and the Caribbean,” he noted trends in Haiti, the Dominican Republic and Brazil. A new trend is that migration from Haiti now tends to go to Brazil, rather than to the Dominican Republic as was common in the past. This is partly because Haitians experience less hostility and racism in Brazil where they can obtain humanitarian visas and thus receive residency, education, employment and healthcare. In addition, Afro-Brazilians are beginning to assert their status in Brazil. The Brazilian government needs to acknowledge migrants. Another trend is that families, rather than individuals, migrate more.

Psychology professor and SPSSI UN representative Yvonne Rafferty presented on “The Psychological Impact of Trafficking on Children.” Child trafficking, a global shame, is likened to modern-day slavery, with sex slavery as the biggest subset. There are problems with defining “trafficking” and “child.” There is also a difference between trafficking, which involves physical, sexual, and psychological abuse, and migration. Children are often intimidated and threatened about leaving and threats are also made to their families. Trafficked children have suffered direct physical injury, drug and alcohol abuse, and sexually transmitted infections. Post-Traumatic Stress Disorder is found in 26% of trafficked children, and depression is found in 100%, with 47% having attempted suicide. Children should be educated on “safe migration.” Overall, children are empowered when they have access to education.

The topic of Maria Pia Belloni of the World Association of Early Childhood Education was “Migrant Children in Detention in Europe: Psychosocial Issues: Problems and Solutions.” She pointed out the criminology of migration, whereby migrants may not know the language where they have been detained and thus are unaware of their rights or why they have been detained. In Europe, 600,000 men, women, and children are detained for no crime, just migration. Cells are often overcrowded, frequently with criminals present. Without documentation, children might be treated unfairly. When parents are detained, children are often ferried from place to place. Some parents have no access to food that may meet the nutritional needs of their children. Some children of the detained are just released onto the streets, actions which have lifelong effects. Alternatives and solutions include schools and group homes for children. Detention is usually a minimum of six months; but no child should be detained for more than three days, or six days in some cases. They may be released to refugee centers with their families. If a family member poses a threat, that person may be detained, but not the rest of the family.

– Submitted by Martin Butler, IAAP UN representative, with gratitude to intern Alishia Kliza, rapporteur for the Psychology Coalition at the UN.

Disability and Development: Report on the UN General Assembly High-level Meeting

The General Assembly High-level Meeting on Disability and Development was held 23 September 2013 at the United Nations Headquarters, New York. The overall purpose of the meeting was to confirm commitment of the international community to promote the full and effective participation of persons with disabilities in all aspects of society and development. There are 1 billion people living with disabilities worldwide. The phrase “nothing about us without us” – referring to persons with disabilities – was the predominate theme. The outcome document ensures the equal enjoyment of universal human rights and fundamental freedoms by persons with disabilities.

The meeting opened with statements from Secretary General Ban Ki-moon, President of the General Assembly Ambassador John W. Ashe, UN Messenger of Peace Stevie Wonder, Chair of the European Disability Forum Mr. Yannis Vardakastanis, and the Chair of the Committee on the Rights of Persons with Disabilities Ms. Maria Cisternas Reyes. The Secretary General stated, “Disability is part of the human condition. Everyone will be impaired at some point in their lives.” He continued by highlighting the social exclusion persons with disabilities face as they are “denied access to education, employment, healthcare and social support systems.” He concluded his remarks by pointing out that “We are here to make sure all members of the human family have a chance to lead their lives fully.” Mr. Vardakastanis mentioned that nowhere in the MDGs are persons with disabilities addressed, while Maria Reyes noted, “There are over 1 billion people with

disabilities worldwide, twenty percent of the poorest people in the world are persons with disabilities.” Stevie Wonder stated, “I am a man of hopes and dreams. We can create a world where persons with disabilities face no limits.” The world-famous singer-songwriter also emphasized the importance of “technology for the blind, and we must make it more available to every single blind person all over the world.” Two roundtables followed the opening plenary.

Both roundtables were held in the General Assembly hall, in the North Lawn Building. Access to this building was restricted to High Level Heads of State, with the proceedings streamed to Civil Society convened in the conference building. The first roundtable, attended by 54 countries, focused on international and regional cooperation and partnerships for disability. Among the speakers was Secretary of State of the United States, John Kerry. He emphasized that “We must leave no one behind, including those with disabilities. We are stronger when every one of our citizens gets to live up to their full potential.” The speakers from other countries (not all countries in attendance spoke) echoed Mr. Kerry’s sentiments and stressed the need for partnerships at an international level. The afternoon roundtable, attended by 59 countries, discussed the post-2015 development agenda and inclusive development for persons with disabilities. Delegates from Austria, Croatia, Finland and others called for “a just and inclusive world.” The Israeli delegate noted that “The composer Beethoven was deaf when he composed his greatest symphony. People with disabilities can make immeasurable contributions to society when given opportunities and support.” Delegates from other countries echoed that, “The purpose of the existence of the State is to create a level playing field where all have the same opportunities and rights.”

A closing plenary followed, summarizing participants’ statements, all of which will be posted on the UN website.

– Submitted by Janice Bloch, IAAP Professional Affiliate and Co-chair Advocacy Committee, Psychology Coalition at the UN

Participation and Leadership of the IAAP UN Team in the Development and Accomplishments of the Psychology Coalition at the UN

IAAP team members are very actively involved in the newly formed Psychology Coalition at the United Nations (PCUN). PCUN has made outstanding achievements in its first year, under the capable leadership of IAAP member and main UN representative for the Society for the Psychological Study of Social Issues, Corann Okorodudu. The current elected chair is IAAP’s Judy Kuriansky. Other active IAAP UN team members include Mary O’Neill Berry and Janice Bloch serving as Advocacy co-Chairs, Walter Reichmann on the Finance Committee, and Mahroo Moshari on the Programming Committee.

The PCUN advocacy campaign: An important PCUN activity is advocacy with UN member states, UN agency leaders and other high-level stakeholders, about the contributions psychology can make to their agendas, and particularly to issues like well-being, disaster recovery, violence against women and human rights, as well as the post-2015 agenda. Psychology organizations are encouraged to participate in this project.

For example, at the recent European Congress of Psychology, Dr. Judy spoke with members of the Nordic Psychological Associations about collaboration in approaching local officials to determine issues of importance to include in the strategy for approaching UN officials. This will benefit all partners, by involving psychology representatives in their local and national governments as well as in the UN system.

The campaign was conceived and adopted at a Strategy Development Meeting of the PCUN held on 23 May 2013 at Nigeria House. Judy Kuriansky introduced the UN Ambassador of Iraq, Dr. Hamid Al-Bayati, whom she invited to address the group given that his remarks related highly to psychology when they both spoke on the panel at the UN on the International Day of Happiness this past March 20th. Ambassador Al-Bayati played an important role in spearheading the Resolution for the International Day of Happiness (initiated by the Royal Government of Bhutan), which set an important precedent for the concept of “well-being” included in the UN agenda. Happiness is an important measure of the development of nations, he said, and achieving happiness embodies all goals of the UN. In answering the oft-posed question, “What is happiness?” he noted that a lot of rich people are unhappy and poor people are happy. He also told a story of a blind man who was happy with his life because he claimed to “see” no limits.



Left to right: IAAP UN team members Dr. Mary Berry and Judy Kuriansky, UN Ambassador of Iraq Al-Bayati, IAAP member Corann Okorodudu



PCUN members and Ambassador Al-Bayati at the strategy meeting

In a moving personal part of his presentation, Ambassador Al-Bayati talked about his mother as his hero: a mother of twelve children who saw many of her family members killed in Iraq and who supported him even when he was imprisoned for activism speaking out against despotism. His current book is, *“From Dictatorship to Democracy: An Insider’s Account of the Iraqi Opposition to Saddam.”*

The Ambassador highly approved of, and offered ongoing support for, the global awareness campaign about happiness. He recommended approaching all UN Ambassadors and high-level officials, requesting a meeting, and offering to work with them in whatever capacity would be helpful, including about happiness/well-being, quoting the UN Resolution on happiness as well as a broad range of psychological research and services. Follow-ups and persistence, he said, are important.

A list of important target contacts has been drawn up and PCUN member volunteers have signed up to make these approaches. Template letters to go to individuals and organizations who would like to partner in the project have been developed. IAAP members are encouraged to participate and to send suggestions about their divisions or other related organizations that can cooperate in this advocacy campaign, to DrJudyK@aol.com.

Other Activities of IAAP team members

IAAP UN team members Walter Reichman and Mary O’Neill Berry and former IAAP UN intern Megan C. Lytle had a chapter entitled “Violence Against Women in the Workplace,” published in a new book edited by Janet A. Sigal and IAAP UN rep Florence L. Denmark, entitled, “Violence Against Girls and Women: International Perspectives, Volume II: In Adulthood, Midlife, and Older Age.” (pages 103–119). Judy Kuriansky made several presentations about IAAP’s work at the UN at international meetings, including: (1) at the *European Congress of Psychology* in Stockholm, Sweden in July 2013; (2) at the *European Congress of Psychotherapy* in Moscow Russia also in July 2013, on “Psychotherapy in Emergencies and Disaster” and on “Psychotherapy on Television”; (3) at the *American Psychological Association* in Honolulu Hawaii in August about “Psychological Advocacy at the United Nations: Issues and Procedures”; and (4) at the *First Ladies Forum: Building Bridges for Peace and Health Disability* at the General Assembly 68th session side event September 24th organized by the UNESCO Center for Peace, on “Programs for Advancing the UN MDGs by First Ladies and Partners.” She also was invited to the launch of the second *World Happiness Report* at the Earth Institute, as a follow-up to her involvement in the well-being movement at the UN. IAAP UN team member Florence Denmark received the well-deserved Elizabeth Hurlock Beckman Award, recognizing her accomplishments as an educator to inspire transformational work in the community, at a ceremony November 9, 2013, at The Carter Center in Atlanta, Georgia.

Call for Papers

Special Issue of the Review of Behavioral Economics Shedding Light on the Shadow of the Economy Research Methods in Studies on Tax Behavior

**Guest Editors: Eva Hofmann, Erich Kirchler, Christoph Kogler
University of Vienna, Austria**

On behalf of the *Review of Behavioral Economics* (<http://www.nowpublishers.com/journals/ReviewofBehavioralEconomics/>) we invite colleagues to submit their work to a special issue on research methods applied in social scientific studies of tax behavior. We are especially interested in papers that present classical and novel methods and that consider the strengths and limitations of research methods. This may include quantitative and qualitative methods applied in law, history, macro-economics, micro-economics, neuro-science, sociology, anthropology, psychology, etc. Examples could be topics such as: Tax compliance in the laboratory, field experiments, focus groups, narratives, and simulations.

Disciplines and Research

We welcome papers from a variety of disciplines engaged in tax behavior research. Approaches may include, but are not limited to, theoretical analyses and empirical studies. In any case, papers should be appropriate for the *Review of Behavioral Economics* audience, largely, economists and psychologists and other social scientists.

Submissions

Manuscripts should be prepared according to the guidelines outlined on the website of the *Review of Behavioral Economics* (https://editorialexpress.com/cgi-bin/e-editor/e-submit_v12.cgi?dbase=rbe). Manuscripts should be submitted by *January 31, 2014* through that website. Authors should indicate that their manuscript should be considered for the “Special Issue Shedding Light on the Shadow of the Economy: Research Methods in Studies on Tax Behavior”.

Reviewing process

The reviewing process will go through Morris Altman, editor of the *Review of Behavioral Economics*. The guest editors will supply three to four names of potential referees for each paper; the editor-in-chief selects two from the list, plus a third referee. Referee reports will be sent to the editor, and he requests a revision or rejects a submission. Guest editors will be consulted and will introduce the accepted paper in the journal. We expect the special issue to be published in the second half of 2015.

–**Erich Kirchler**

Commentary

A Mystery Even to This Day

She is of Cherokee/Choctaw and Irish descent. Known as Becky Owl, she grew up in the Great Smoky Mountains of North Carolina within the American Indian tribal nation of the Eastern Band Cherokee. As a young woman there she worked in a Cherokee Museum as a guide for the many national and international tourists that visited, most in good weather months. They at times asked questions for which she had no matching answers. In that case she had learned to say in a quiet confidential whisper: *“That is a mystery even to this day.”*

I always thought this to be a far more impressive answer than *“I don’t know”* or *“research is in progress”* or *“it’s a complex, inconclusive, and contradictory matter”* or *“here are some citations”* or *“you can find it online”* or *“read my book”* or *“I’ll tell you later (8 ball response)”* or *“excuse me- nature calls”*. Becky’s response is a form of reframing. As we know, reframing is an essential intervention, useful in exchanges from psychotherapy to international progress.

When I was doing my internship at Hawaii State Hospital, the volunteer teacher and I put together an adolescent day program for the 30 teenagers hospitalized there at the time. In a mental health treatment facility focusing primarily on 1000 adults, there was a genuine need for daytime activities. Since the only full time hospital staffer was me, these 30 patients, aged 11–18, would necessarily need to develop a therapeutic community quickly.

We set out three tables for our first meeting, each with 10 chairs. I told the children that each of the three tables would become an activity group to meet daily with each other. Ten children sat down at a table immediately while the rest watched. These it turned out were high functioning adolescents misplaced in the hospital. They very soon were enrolled in a nearby public school during the day, sleeping in their ward at night.

Next: after a few minutes went by, a teen named Bobby marched to table two and sat down at its head, beckoning imperiously to his selection of standing patients to join him. When all seats were full at his table, he let them know he was in charge. All had to dress as he did and follow his orders. He would take care of them.

The remaining ten patients had the most severe issues and never did sit at the remaining table- in this they defined themselves as the third activity group. As the weeks went by, it became clear that as children in this dysfunctional group 3 improved, they moved up to Bobby’s group number 2. In his group there was always room for more since once anybody found the courage to disobey him, he exiled them, and these exiles then moved to the most high functioning group, number one. Group one always had room for more since its members were regularly being discharged back into the community. This highest level might have best been described by psychologist Eugene Jacobson in his definition of democracy: when those most directly impacted by a decision make that decision.

This three table progression was clearly a developmental sequence, both for patients, typically for all children, and as a metaphor for international maturity. Once infants have a sense of themselves and their environment they move to attach themselves to a strong parental leader or authority; the next developmental step is to individuate and internalize their own sense of self and responsibility as they relate to authority, a healthy personal reframing.

Oh: a specific personal reframing example?: I took the two higher functioning activity groups on a day trip to the city. All were quiet and extremely well behaved (atypical for non-hospitalized

adolescents). At one store though, a patient named Eileen asked a clerk if she could try on a dress. The clerk refused, saying that she was afraid Eileen would try to steal it. Eileen considered this and before I could intervene said *"Watch it! I'm psychotic!"* The clerk looked to me and I nodded affirmatively but smiled. Eileen got to try on the dress. One of us bought it for her.

We see reframing in diagnostic stories:

"My whole body is a source of great pain! Here, look, wherever I touch myself, the pain is intense." After a brief examination her doctor announced *"Once we repair that broken finger, you'll be fine."*

"I turned 80 years old last month and have developed a rare ailment. Time I told a doctor about it. I have a gastric problem. I release gas every few minutes and all the time. I'm doing it now. But nobody knows because it is without sound or smell. Still, I know I'm doing it and I want your help." The doctor provided a prescription and set a return appointment for a week later. At the return meeting: *"Doctor! What was in those pills? Now the smell has returned. It's embarrassing."* The doctor smiles: *"Now we have fixed your sinus problem, let's see what we can do about your hearing."*

-Arthur Conan Doyle was said to model his fictitious Sherlock Holmes after his own real life medical school supervisor: Dr. Joseph Bell of the University of Edinburgh. Doctor Bell was well known to chide his interns and residents to be more perceptive. One intervention attributed to him (and repeated at medical schools around the world for some generations thereafter): *"Now you must use all your senses to properly diagnose the patient, and this goes beyond sight or smell to taste. Here in my hand is a beaker of a patient's urine. I dip my finger inside and then, yes, I place my finger in my mouth: a sugary taste for example can indicate diabetes. Now each of you do exactly as I have; pass the beaker around. There. Everybody done? Now, it would seem that none of you followed my direction. Had you looked closely, you would have perceived that the finger I dipped in the urine was not the same finger I placed in my mouth. You observed but did not perceive."*

We see reframing in delicate transitional or cultural circumstances:

-A much despised dictator was finally deposed and died shortly thereafter. At the close of his state funeral, the high priest called upon the newly elected democratic leaders to come forward and speak well of the departed ruler. No one came forward. The priest glowered, bellowing: *"Nobody can leave this sacred hall until at least one of you steps forward and says something positive about our deceased leader."* Silence. Finally, the oldest among the group walked slowly from the rear of the room, ascended the stage, took the microphone, and, following a pause, said simply: *"His brother was worse."*

-On my first day as a Dean at the California campus of a freestanding school of professional psychology, I sat quietly under an old and beautiful tree, one in an inner courtyard that offices and classrooms looked down on. When I re-entered, I was summoned to the office of the Provost. *"Are you taking drugs?"* he asked. *"Not even an aspirin"* I answered. *"Why?"* *"You were seen sitting next to a tree doing nothing for an hour. We thought you might be stoned. What were you doing?"* *"It's called thinking"* I answered.

-In Thailand we sat in the first few rows of the movie theater as we usually do in our home country. Halfway through the movie, somebody came up and whispered to me that the front rows were reserved for the royal family. But seeing as the movie was not yet done, he said I could stay so long as I either sit up straight as a royal guest might or slouch further down as a clue-less foreigner

might. From this I may have learned: In Singapore, during the Chinese cultural celebration of the Hungry Ghosts, the front rows for an outdoor performance were covered by an unusual haze. I asked what would happen if I sat there and was told that these seats were reserved for the ancestral ghosts who were obviously there to enjoy the performance. I moved on. (In Thailand and other countries observing these annual ancestral visits, money is burned so the ghost can spend it in their afterlife; pragmatic Singaporeans participating in this ceremony burn non-currency paper knowing that the ghosts should appreciate the thrift as well as the intention.)

-African-American psychologist Ermon Hogan was in the District of Columbia to work with me on evaluating the success of a federally funded grant awarded to Dr. Martin Luther King's Southern Christian Leadership Conference (SCLC). We decided to discuss our plans over dinner at an expensive Washington restaurant. The grant supported a very effective adult literacy program in Chicago, following earlier support for learning the effects, in Prince Edward County, Virginia, of what happened to thousands of children after four years of closed public schools (formal education or its lack turned out to profoundly impact measured intelligence; critical periods of learning were identified). The Prince Edward County project led to a reading instruction method by Myron Woolman so powerful that it fit Adult Learning as well. This conversation lasted nearly an hour. We then realized that our waitress had cheerfully waited on every table but ours during that time.

All the other diners as well as the wait staff were white and we were inter-racial patrons. This was a time when apartheid laws prohibited inter-racial marriage. I got up and walked the waitress to our table. Confronted with a very angry Dr. Hogan, the waitress manifested some body language often associated with lies. She said: *"I am a little slow today and I probably should apologize. My entire family died yesterday in, um, a car crash. And, um, my doctor said I should work today to get my mind off it. So you need to be patient."* Dr. Hogan considered this and then said with quiet intensity: *"The last surviving member of your family will be gone if you don't take our order right now."* She took the order.

Instead of food, the owner of the restaurant came to our table. Loud enough to be heard by the patrons at other tables, he defended the waitress, saying she was only trying to protect the restaurant's reputation by not serving us. He insisted that had we not been 'provoking' her by being inter-racial we would have been better served. After all, he addressed all the patrons listening, everybody knew that his restaurant had the best food in the region. I got up to be better heard in the room since it was my turn.

"While we do not agree with your views, there is that rumor that your food saved a life." Now he was intrigued and asked for an explanation. *"There's a handicap called synesthesia in which one sense takes the place of another. This can be the basis of creativity at its best (or dyslexia if suppressed) but for one of your customers, it threatened his survival."* I paused. Swelling with pride, he insisted I continue. I did. *"This poor man had developed synesthesia recently focused on smell. All food, no matter how well prepared, smelled to him as though it were already digested-much like fecal matter. Conversely, stepping into a fully used public bathroom generated succulent smells that made him ravenous. Consequently he could not manage to eat anything nourishing and his weight was shedding to life-threatening level. The poor man was desperate. But then he found your restaurant and, thanks to you, he ate well here and lived. Dr. Hogan and I, having normal smell and taste, will move on."* He looked puzzled long enough for us to leave. Psychologist Lee vanDen Daele later called this reframing "time-release humor".

-Dalton Vernon was a retired Canadian admiral who had taken a workshop with Carl Rogers and become a PhD psychologist. His blend of these different worlds was unique. I met him when I was

a young professor at a Nova Scotia university. Dalton was our department chair. A kinder more welcoming supervisor would be hard to find. Everyone liked Dalton. Except when the admiral emerged. One Saturday for example he summoned us to a 7 AM department meeting. I suppose my own passive aggressiveness manifested when I showed up in robe and slippers with members of my household serving me breakfast during the meeting (Dalton thought it just fine and smiled throughout- but he had his meeting.)

Then there were the mandatory marathon groups. All three of us junior faculty were ordered to lead a marathon sensitivity group of psychology students at their home- Friday through Sunday. Mandated sensitivity- only Dalton could have thought this up. So we complied. One of my colleagues, another American, made his group an exhausting confrontational group (pre-cursor to assertiveness or “insensitivity” groups as his students called them). Mine followed the Howard Gudeman existential here-and-now group process for the whole required nonstop marathon. Until the last evening. I noted that by then we had become a close social unit and with high uplifting energy but that in such groups nothing constructive was ever done with that energy. Since we were using an existential approach, I challenged them to do something creatively positive with this energy for the remaining hours that night. Existential therapists listen mindfully at least as well as other therapists. Yet included is a follow-up expectation flowing from understanding a problem to actually doing something to resolve it. The healing was not all internal readjustment- acting on the environment was a responsibility as well. So the students in the group took off into the night for their final hours while I went to bed.

In the morning, a sunny Monday, I walked into the campus. At that time and place the university had just moved from being a fundamentalist Baptist private institution (dancing and movies were often considered sinful) to being a member of Canada’s national public universities. However, the buildings remained a quiet gray. The administration and faculty were expected to reflect this modest exterior. But not this morning.

The gray-painted wood psychology building was overflowing with bright day-glow colours and tie-dye patterns. Spray painted advice like “*Celibacy can be cured*” appeared here and there. A crowd stood in front taking it all in. One of my senior colleagues, ordinarily a relaxed and fairly liberal man, raced home and returned shortly in his church suit and tie. By the end of the day the building had once again been repainted by the university to a uniform gray. Of course the psychology enrollment doubled within the month. When asked how this spray painting came about, we kept our silence. So, there in Wolfville, Nova Scotia, it is a mystery even to this day.

Dalton Vernon went on to found one of the most prominent regional psychology associations in Canada. Becky Owl became Becky Owl Morgan when she married me 20 years ago. Why she did so, and seems still happy doing so, is also a mystery even to this day.



Becky Owl Morgan and Bob Morgan

–Robert F. Morgan

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