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IAAP Bulletin

The International Association
of Applied Psychology



**Hanoi, Vietnam, Site of the First Southeast Asia Regional
Conference of Psychology (RCP2017) held from
November 28 to December 1, 2017.**



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Editorial



Valerie Hearn, Editor, IAAP Bulletin

We are very pleased to bring you an Issue that has articles loaded with the history of our Association. One is “My ‘Outstanding Contributions to the Advancement of Psychology Internationally’” which was written by Charles de Wolff who was Secretary General/Treasurer of the IAAP from 1980 to 1990. His article includes his development as a psychologist from his student days up until retirement. (It also includes several uses of the word “data”, always correctly used as a plural noun.)

Another article is one entitled “IAAP in the 1970s and 1980s: Leaders in our Association from across the world” from Mike Knowles, who has collected “memories and reflections” from a number of IAAP leaders who served during that time.

Division 18–History of Applied Psychology has contributed three short pieces remembering two giants in the history of psychology. The first briefly describes the contributions of Ulric Neisser who is known as the “father of cognitive psychology.” (https://www.google.de/?gfe_rd=cr&ei=8EYwWcz8Deza8AfD5pXACg#q=ulric+neisser) The second is a brief review of Neisser’s book, *Cognitive Psychology* which was published in 1967. It is a remarkable book not only because of its contents but also because it has stood the test of time and is still in use today. The third marks the centennial of the death of Franz Brentano which occurred on March 17, 2017, with a short description of some of his unique contributions to the field of psychology.



Site of the First Southeast Asia Regional Conference of Psychology (RCP2017)

In the President's Corner, our President, Janel Gauthier, has contributed a very interesting and informative article called "IAAP and the Internationalisation of Applied Psychology". In it, he describes the meanings of the words "international" and "internationalisation" and the ways in which IAAP contributes to the internationalisation of applied psychology.

There are two notable conferences coming up. The First Southeast Asia Regional Conference of Psychology (RCP2017) will be held in Hanoi, Vietnam from November 28 to December 1, 2017. The theme of RCP2017 will be "Human Well-being and Sustainable Development." More information can be found at <http://rcp2017.org.vn/en/home-page/>.

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

For information about more upcoming conferences, see Division 5's report in "Division News."

IAAP has a number of members who are representatives to the United Nations. You can follow their impressive activities here: <http://iaapsy.org/united-nations/current-reports> and in the article "Report from the IAAP United Nations (UN) Representatives" which occurs later in this Bulletin. This article talks about the UN Sustainable Development Goals, listed below together with a quote, which I've taken from <http://www.un.org/sustainabledevelopment/sustainable-development-goals/>.



1. No Poverty
2. Zero Hunger
3. Good Health and Well-being
4. Quality Education
5. Gender Equality
6. Clean Water and Sanitation
7. Affordable and Clean Energy
8. Decent Work and Economic Growth
9. Industry, Innovation and Infrastructure
10. Reduced Inequalities
11. Sustainable Cities and Communities
12. Responsible Consumption and Production
13. Climate Action
14. Life Below Water
15. Life on Land
16. Peace, Justice and Strong Institutions
17. Partnerships for the Goals

“On September 25th 2015, countries adopted a set of goals to **end poverty, protect the planet, and ensure prosperity for all** as part of a new sustainable development agenda. (Read the full text of the resolution at http://www.un.org/ga/search/view_doc.asp?symbol=A/RES/70/1&Lang=E.) Each goal has specific targets to be achieved over the next 15 years.

For the goals to be reached, everyone needs to do their part: governments, the private sector, civil society and people like you.

Do you want to get involved? You can start by telling everyone about them. We’ve also put together a list of actions (<http://www.un.org/sustainabledevelopment/takeaction/>) that you can take in your everyday life to contribute to a sustainable future.”

Last but not least we finish with Bob Morgan’s “Commentary” which is, as always, quite informative, amusing, and worthwhile.

–Valerie Hearn, Editor, IAAP Bulletin

The President’s Corner

IAAP and the Internationalisation of Applied Psychology

Dear IAAP Members,



*Janel Gauthier,
President, IAAP*

The term “international” and “internationalisation” have become commonplace in psychology. Sometimes, these terms are used interchangeably as if they were equivalent. But do they have the same meaning? If not, what is the difference? Does the difference matter? Why should we care? I have been wanting to talk to you about this topic for quite some time because it has implications for the role and mission of IAAP as an international organisation.

In this article, I discuss the meaning of the term “international” and “internationalisation” and how IAAP contributes to the internationalisation of applied psychology through its activities while striving to become more international.

DEFINING “INTERNATIONAL”

By definition, an international organisation is an organisation with an international membership, scope, or presence. A curriculum is international if it includes foreign content. A program is international if it includes students from outside the country or field trips outside the country. A person is international if he or she frequently travels across his or her national borders. The extent to which an organisation, a program, or a person is international might be quantified (for example, through demographics), but not necessarily.

IAAP has members from more than 80 countries. Its mission, as stated in Article 1 of the IAAP’s *Constitution*, is to promote the science and practice of applied psychology and to facilitate interaction and communication among applied psychologists around the world. It holds international congresses of applied psychology in various parts of the world and its journals are distributed in many countries. Given those characteristics, it is fair to say that IAAP is truly an international organisation.

DEFINING “INTERNATIONALISATION”

The term “internationalisation” refers to the process whereby something or someone (for example, an organisation, a program, a person, a discipline) becomes international or is made international or brought under international control.

Since the modern discipline of psychology emerged over the course of the nineteenth century, there have been near constant exchanges of theories, methods, practices and applications across national boundaries. These exchanges were on the personal and organisational levels. Personal interactions were frequent, as in the example of the Italian psychologist, G. C. Ferrari, who spent a year in the Paris laboratory of Alfred Binet in the late nineteenth century. Very early in the history of disciplinary psychology, there were efforts to bring psychologists together in congresses, as in the first International Congress of Psychology in Paris in 1889. Whether personal or organisational, it appears that almost from the beginning of disciplinary psychology, there has been a desire or wish that psychology be more than a local or national endeavor. Thus, many psychologists devote considerable time and energy to be “international” in outlook and practice.

Psychology aspires to become a world-wide discipline. As demonstrated in its mission statement, IAAP is committed to this goal. For this to occur, psychology must take root in many countries with each contributing to the knowledge base. This is a difficult challenge. The majority of the countries in the world is comprised of what have been called “developing countries”, which in turn represent the majority of the people in the world. Each of these “majority-world” countries has its own culture and traditions, often quite different from those found in the cultures of “developed countries” in North America and Western Europe where psychology originated. Yet, if psychology is to become truly international, it is important for the discipline to be culturally adapted or indigenized, and for psychologists from each country to make their research known and to contribute to the broader world of psychology.

Because developing countries are most numerous and represent the majority of the people in the world, their contributions to the world of psychology is important. (Adair, Kashima, Maluf, and Pandey, 2011)

According to the conceptual model developed by John Adair, a social psychologist who is Professor Emeritus at the University of Manitoba in Canada, the process whereby psychology is “internationalized” begins with the developmental experiences of individual researchers. Individuals proceed from supervised research training to thesis work, followed by independent research produced on their first academic appointment, and ultimately to research accomplishments as mature investigators. The stepwise accumulation of a critical mass of such researchers within a country shapes the national development of the discipline which cumulatively leads to the spread of psychology around the world. The latter stage is what Adair calls “internationalisation”.

As shown in Table 1, the process of “internationalisation” itself comprises three further stages of activity and development. In the first stage, publications in journals of the global psychology community and presentations at international congresses make the researcher known and bring the local discipline international visibility as a place where psychology has a presence; in the second stage, international presentations and publications bring recognition to the researcher as a representative of his/her country and their further participation in international research; in the third

stage, frequent publications abroad lead to the recognition of the national discipline as a contributor to the development of psychology as a truly international discipline. 139
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TABLE 1
Process of internationalisation of research in psychology: Stages of activity and development (adapted from Adair, 2006)

PROCESS OF INTERNATIONALISATION OF RESEARCH IN PSYCHOLOGY (adapted from Adair, 2006)

<i>Stages of activity and development</i>	<i>Description</i>
1. International presence and visibility	Publications in journals of the global psychology community and presentations at international congresses make the researcher known and bring the local discipline international visibility as a place where psychology has a presence.
2. International participation and collaboration	International presentations and publications bring recognition to the researcher as a representative of his/her country and their further participation in international research.
3. International research contributors	Frequent publications abroad lead to the recognition of the national discipline as a contributor to the development of psychology as a truly international discipline.

The ultimate goal of the internationalisation of psychology is the development of psychology as a truly international discipline, that is, one that is no longer geographically imbalanced by a disproportionate weighting of U.S. psychology compared to the rest of the world. Its attainment concludes the developmental path begun with the imported discipline and new psychologists learning how to conduct psychological research and apply the new knowledge. The seemingly marginal participant in the new discipline over time becomes a substantive contributor to an increasing international knowledge base. 141
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REQUIREMENTS FOR THE DEVELOPMENT OF PSYCHOLOGY AS A TRULY INTERNATIONAL DISCIPLINE

The development of psychology as a truly international discipline entails recognising the amazing variation in human behaviours, norms, explanation systems, conceptual structures and modes of interaction. It may be relatively easy to “internationalise” a psychology curriculum to broaden information about a wider variety of constructs, or models, or approaches, or examples of how mainstream models have not met local needs in some places, or even to describe different worldviews. But acknowledging and adopting different worldview perspectives about the meaning and value of psychology, about the definitions of constructs or about mechanisms underlying behaviour or behavioural change may be much different. To grasp the perspective of others requires respect, flexibility, humility, and openness. 150
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Self-knowledge and critical self-reflection also are vital for the development of psychology as a truly international discipline. As trained professionals and scholars living and working in different parts of 159
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the world, we all have deeply rooted assumptions, beliefs, and biases about psychology. We are not value-free and impartial. Personal values and self-interest can affect the questions we ask, how we ask those questions, what assumptions we make, our selection of methods, what we observe and what we fail to observe, and how we interpret data. Psychologists are not expected to be value-free or totally without self-interest in conducting their activities. However, they are expected to be aware of the assumptions and perspectives of their own specific history and culture, and appreciate the diversity of perspectives of the broader transnational, trans-cultural and transdisciplinary community. In addition, they are expected to understand how their own experiences, attitudes, culture, beliefs, values, individual differences, specific training, external pressures, personal needs, and historical, economic, and political contexts interact with their activities, to be open and honest about the influence of such factors, and to be as objective and unbiased as possible under the circumstances.

Further still, the development of psychology as a truly international discipline requires recognising that basic “truths” of human behaviour may rather be norms true of a specific culture, time or place. Thus, theories and best practices regarding leadership communication skills or the “givens” in conflict resolution or human resources management may be just as variable internationally as dialects or greeting styles, and just as valid as “ways of being.” In addition to intellectual pluralism, the development of psychology as a truly international discipline also requires awareness of global, historical power relations and how this has influenced “dogmatic” views of behaviour. We no longer can assume that models of behaviour or of psychological intervention developed in one place or culture will translate seamlessly to another.

Today, we live in a world that demands an understanding and appreciation of the diverse people of the world and the validity and legitimacy of their psychologies. To meet the challenge, psychologists must acknowledge and understand the historical and cultural roots of their approaches regarding ways of knowing the world (epistemology), ways of acting in the world (praxeology), and ways of constructing views of human nature (ontology). They must also be responsive to the demands for understanding diverse people and for addressing major global challenges with a full consideration and respect for cultural and national sensitivities and resources. Those are the key ingredients for ensuring the development of psychology as a truly international discipline

IMPLICATIONS FOR PSYCHOLOGY AND IAAP

This perspective on the development of psychology as a truly international discipline has implications for how psychology and IAAP might approach internationalisation. It has been suggested by Merry Bullock in 2014, who was at the time Senior Director at the APA Office of International Affairs, that “internationalising” the discipline is not just to promote international exposure or content, but to promote examination of our own and others’ cultural assumptions and how they have helped create a psychology we have assumed is universal. As she indicated in her column, this is a rather uncomfortable task to undertake because it also entails addressing how the dominance of U.S. or Western perspectives has been interpreted by others. For example, many aspects of the U.S./Western definition of psychology as a science-based discipline are not shared universally because it accepts only a limited set of theoretical constructs or explanation systems.

Different opinions come from different perspectives. The cultural context of psychology’s knowledge matters and needs to be recognized for the development of psychology as a truly

international discipline. We now know that many “universal” behavioural and personality constructs have important, culturally specific aspects. We also now know that there are indigenous belief systems which can explain and predict behaviour, and offer reliable and effective strategies for both addressing local and global issues, and for advancing psychology as a valid scientific body of knowledge and approach to inquiry. Bringing “indigenous psychologies” to “mainstream” psychology is not just a matter of exposure. It requires acknowledging that there are historical patterns of power, privilege and dominance that have marginalized voices “outside” the mainstream. It also requires promoting an inclusive, validating approach to examining other psychologies.

Such a perspective also carries implications for IAAP, which could serve as a leader in the internationalisation of applied psychology, inviting genuine conversation with others about the roles, goals and position of psychology as a science, practice and discipline.

In a way, these issues are already at the heart of IAAP’s activities. For example, IAAP has two international journals with high impact factor, *Applied Psychology: An International Review* and *Applied Psychology: Health and Well-Being*, which provide an outlet to psychologists from across the world for making their research known and bringing the indigenous psychologies international presence and visibility. IAAP also organises an international congress of applied psychology every four years, which provides an additional opportunity for bringing indigenous psychologies to mainstream psychology, and developing psychology as a truly international discipline. Further still, IAAP organises regional conferences of psychology which aim to provide an opportunity for psychologists in the region to contribute to the development of a culturally-appropriate, diverse and global psychological science and practice by sharing their research, teaching and practice with regional colleagues and with colleagues from other parts of the world. IAAP has also ‘memorandum of understanding’ partnerships with international, regional and national organisations where the goal is to promote dialogue, exchange and mutual learning.

In brief, with its broad international membership and activities, not to mention its collective knowledge and expertise, IAAP is uniquely and ideally positioned to promote the science and practice of applied psychology at the global level, and to help internationalise psychology in a way that is inclusive and respectful of the psychologies of all nations and all cultures. Each one of us can play a role in the development of psychology as a truly international discipline. But to be successful, we must be humble, curious, empathic, and move outside our own cultural lens. It may be a challenge. However, this is not a matter for complicated theorizing. It is a matter of common sense.

LOOKING FORWARD TO HEARING FROM YOU

As always, I am 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

My “Outstanding Contributions to the Advancement of Psychology Internationally”*

–Charles J. de Wolff

From 1980 to 1990 I was Secretary General/Treasurer of the IAAP (International Association of Applied Psychology). During the last meeting with the Executive Committee held in Kyoto, Japan, I was given an award by the chairman, Ed Fleishman, for “my outstanding contributions to the advancement of psychology internationally”.

In 2015, I was invited, first by Mike Knowles (past president of IAAP) and later by José Maria Peiro (also a past president of IAAP) to write this autobiographical article about my contributions to IAAP. I considered the invitation and I realised that I still had many texts of publications (books, articles, reports and lectures). I decided to accept, and I wrote an outline that I sent to Mike and José Maria.

AMSTERDAM

In retrospect, I realise that in the first part of my life there is no indication that I was going to make important international contributions.

I was born in Amsterdam in 1930. First there was the economic crisis in the thirties. My father was a teacher in primary school in the impoverished southern part of Amsterdam where many people were unemployed, and at the time there was no social security. Because of my father’s profession our family did not experience poverty.

In 1940, war broke out and the Netherlands was occupied. There were many Jews in Amsterdam who were deported, first to camps in the Netherlands and later to Germany and Poland.

In the winter of 1944–45 there was an extreme shortage of food in the western part of our country and large numbers of people were starving. During this so-called hunger winter I stayed with friends of my mother’s in the province for a few months, but I returned before Christmas.

In May 1945 we were liberated by the Canadians. People who had collaborated with the German occupiers were arrested and brought to justice. The Netherlands had to be rebuilt, a process that would take time.

We still had a colony in the Far East, called the Dutch East Indies, and after the war attempts were made to bring it under Dutch rule again. There was conscription and many Dutch soldiers were sent to the East Indies to carry out police actions. Some of my friends had to go. I was granted military service deferment because of my study, which I had started in 1947. In 1949 the governments of The Netherlands and Indonesia agreed on the transfer of sovereignty, which took place in the Royal Palace of Amsterdam. During this ceremony there were speeches of the Dutch Prime Minister, the chairman of the Indonesian delegation and the Queen among other people. I was on the square in front of the palace to see everyone arriving and leaving.

Amsterdam was a very interesting city where a lot of things happened. At the time I lived there the population consisted only of native Dutch people. It was not until the sixties before the influx of migrants started.

*I am most grateful to Johan Lummen for his support in translating this document into English.

In 1947 I started my study of psychology at Vrije University of Amsterdam. During the Second World War there were no lectures at the university, but in 1945 university education had started again. The academic programme was in line with that of the pre-war period. This implied that I had to study a lot of philosophy. The chair of theoretical psychology was held by a philosopher. Applied psychology was taught by someone who was a theologian (Waterink) but who also taught psychology and pedagogy.

At that time there were only few psychologists in the Netherlands, approximately 50. I finished my university study in 1953.

NAVY

Nine months before I was sitting next to an older gentleman in the lecture room, who introduced himself as van der Giessen. He was the head of the Selection Department of the Navy at Voorschoten, about 40 km from Amsterdam. He asked me if I wanted to come and work there. My job would be to interview applicants and do validation studies. I agreed, and so I started to work (half-time) at Voorschoten. At that time a full-time job implied six working days. Thus I went to the Selection Department three days a week. I earned f143.79 a month, which is roughly the same as €64 or \$72 at today's rates.

The navy had started a process of selection on board a ship in England in November 1944. A test battery had been taken from the English Navy. In that period the Selection Department was especially concerned with testing war volunteers.

In 1946 this Department was transferred to Voorschoten. All the work in the department was done by employees who were not psychologists. Mr. Van der Giessen had already started working for the department in England and in 1948 he was allowed to start his study of psychology. When I came to work there in 1953, there were a few officers of special services and two students with part-time jobs. To administer the tests there were also some conscript sailors and a *MARVA* sergeant (a service-woman in the Dutch Navy). About 10,000 individuals had to be tested every year (aspiring professional sailors, conscripts and aspiring officers).

At Voorschoten I found a lot of American literature. In England, Van der Giessen had been in contact with American psychologists who worked for the armed forces. There were subscriptions to "Personnel Psychology", the "Journal of Applied Psychology" and "Psychometrics", but there were also books about projects carried out by psychologists during the Second World War, including the Army Aviation Psychology Programme.

In The Hague there was a documentation centre for the Dutch forces, which received large quantities of reports from the US forces. The more I studied these reports the more I realised that my education in the Netherlands had not provided the skills that I needed to carry out my tasks for the Navy. I would have to start studying again. During my education I had had a lot of philosophy, but what I encountered at Voorschoten was completely new for me. I would have to focus on methodology in particular. During my study I had attended a course of statistics, but that was an optional subject. I had to study a book, which had not been written for psychologists but for teachers who wanted to become head teacher. I knew how to calculate correlations and standard deviations.

In December 1953 I graduated. I still had to fulfil my military service. I had been informed before that that I would receive officer training for the land forces, but the Navy arranged that I would be trained as a Naval officer. After my training period I could continue my work in the Selection Department.

January 4th 1954 I had to start my military service. It appeared that together with 15 other conscripts (mainly physicians, but also engineers) I would be trained in the training centre at Hilversum. After my military training I swore my oath of office 'in front of the troops'. The oath was administered by the commander of the training centre. After that I was placed in the Selection Department at Voorschoten, where I could continue my work.

Once a week I was Officer of the Watch. It started when the personnel that worked during the day went home and it ended in the morning. Then the military personnel stood to attention, and I reported to the First Officer for the transfer of command.

Being a naval officer was a very special experience for me. There was a special residence for officers: the long room. There you were served at the table. You travelled by train first class and in your work you had a high degree of independence. All this has a lot of impact on your self-esteem.

In October 1955 my military service ended. I subsequently oriented myself on the labour market. The Navy offered to continue my job, but now as a civil servant. The conditions of employment were favourable, and I accepted. In my new status I was still treated as an officer.

A short time afterwards the head of the Psychology Department retired and he was succeeded by Langelaar. He had worked at the Psychology Department of the land forces.

Van der Giessen made an appointment with him, for he wanted to work on his thesis. Langelaar would then deal with external contacts.

Langelaar appeared to be a networker pur sang. He knew many people and he regularly visited the Flag Officer Personnel, which resulted in commissions for psychologists. He also realised that the way in which I had fulfilled my military obligations was an excellent possibility to attract new psychologists. He approached several universities, and in this way many psychologists joined the Navy. They performed very well. In the period 1957–85 seventeen psychologists who had fulfilled their military service in the Navy wrote their theses and seven were appointed professor.

I spent many hours in Langelaar's room listening to what he told about his contacts. He also arranged things for me. He knew the headmaster of the Grammar School in The Hague. I developed a test battery for them and I advised the school about the admission of candidates for seven years. He also arranged a job for me for one day a week at the Education Inspectorate in The Hague.

The Inspector General was a rear admiral. There was an office with 5 officers, which was managed by a Navy Captain (Colonel Stegeman). Before I started my work there, I first had to attend a course at a Dutch consultancy firm. This course was very similar to the programme developed during the Second World War in The US, Training Within Industry. That course has helped me a lot. I am still using it when preparing lectures or presentations. At the Inspectorate I worked on very interesting projects. For example, there were major problems in training telegraph operators. The consequence was that there was a considerable lack of telegraph operators, which in its turn resulted in understaffing on board of navy vessels. Therefore the head of the department and the commander of the Navy Barracks in Amsterdam were ordered to investigate, together with me, how to improve the efficiency of the training. We managed to improve the efficiency considerably. My contribution was to identify exactly where trainees failed and also to find out if adjustments were possible.

During my time in the Navy I started publishing articles. When studying American literature I had come across the book "The American Soldier", in which the activities of social psychologists during the Second World War are described. It seemed an interesting question for the Navy why people

wanted to become naval officers. For that purpose I developed a questionnaire which was submitted to aspiring officers who were examined for officer training. This resulted in my first publication, which appeared in the Dutch Navy Journal.

However, I was especially occupied with personnel selection. Every year some 10,000 people came to Voorschoten, all of whom had to be examined psychologically. A test battery was submitted to them, which had been taken from the English Navy. Further, they were interviewed, for which purpose there were two students with part-time jobs and two naval officers. These people also took observation tests (e.g. the Wiggly block test). All this finally resulted in a report, which was submitted to the selection officer. He decided on admitting or rejecting a candidate taking into account the number of places available.

Van der Giessen had arranged that all the training results were sent to Voorschoten. He had also found a calculating machine for computing correlation coefficients. For these calculations an assistant had been engaged.

Meanwhile, I had made a thorough study of the pilot selection programme, which after the Second World War had been published in four substantial books. Thus I could start computing multiple correlation coefficients. In this way we were not only able to provide the selection officer with a report, but we could also show him a diagram in which the relations between test scores and training results became clear.

I also computed reliability coefficients for the test battery we used. It was clear these coefficients were rather low. Many test items discriminated inadequately.

Eventually it was decided to replace the (English) test battery and to set up a new one. In composing this new test battery we gratefully made use of tests from test batteries of the American forces. Finally, a factor analysis was made of the old and the new test battery. The loadings of the new battery were clearly better.

In 1957 there was a lot of concern at the Navy Department of the Ministry of Defence about the rating system of naval officers. Ratings had a significant influence on promotion and therefore also on careers. There was concern that the rating system did not properly reflect the qualities of the assessed. The Flag Officer Personnel therefore appointed a committee to investigate this problem. The committee consisted of the following members: Colonel Crommelin, commander of the Navy Recruiting Centre; Langelaar, Head of the Psychology Department; and De Wolff.

We had extensive discussions with officers of the Ministry of Defence, and we also investigated the rating system. I did extensive literature research. All this made it clear to me that here I had a good subject for a PhD thesis. During the last two years of my career in the Navy I worked on my thesis. After that I moved from the Navy to Hoogovens, a Dutch steel company. There I worked on the book for another two years.

The public defence of my thesis was held at VU University of Amsterdam on May 17th, 1963. The supervisor was Professor Waterink.

Van der Giessen obtained his PhD degree in 1957. At the same time a discussion started about clinical versus statistical. In the meantime more psychologists had come to the conclusion that they should know much more about what had happened in the United States and what was happening there. Many of those psychologists had acquired the knowledge and competence needed to become a professor. Some had already been appointed, others were appointed in the 1960s.

In 1963 the study of psychology was integrated in the new Faculty of Social Sciences. In this new faculty a lot of attention was paid to methodology and empirical research. 410
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In 1959 a NATO conference was held in Paris. French researchers were given express instructions to submit papers in French. I was also allowed to submit a paper dealing with the factor analysis of the two test batteries. For each paper there was a discussant. For my contribution this was Guilford. His books had greatly helped me to get familiar with the specialist American literature. I felt honoured that he commented on my paper. 412
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HOOGOEVENS

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Hoogovens had been founded in 1918. Unlike other steel companies it had been built at the coast. The harbour facilities were good, which ensured there were no problems in the supply of raw materials and the export of finished products to customers. Almost all steel factories were located close to ore and coal mines. The quality of raw materials there was often lower. 418
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Just after the Second World War Hoogovens was a small company, but an ambitious expansion programme was started. With the newly built installations production was considerably more efficient. This had a large impact on later developments. 422
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Hoogovens had paid a lot of attention to selection procedures. Already before the Second World War the Dutch Foundation for Psychotechnology was engaged for this purpose. Other large companies (Philips, AKZO, PTT and Staatsmijnen) had their own psychology departments. At that time, however, Hoogovens was still a small company and therefore engaging the Foundation for Psychotechnology was a good solution. It was especially white-collar workers who had to go to Utrecht. The Foundation wrote a detailed report about them (4 A4-sized pages). Blue-collar workers were not tested, but they were employed “for a trial period”. If they performed well, they could become permanent employees. 425
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After the war the number of applications increased significantly. It was decided then to open up a branch of the Foundation, so that applicants no longer had to travel to Utrecht. The psychological test could now be administered at the port city of IJmuiden. 433
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In the second half of the 1950s, Hoogovens concluded it was better to have its own psychology department. The branch of the Foundation for Psychotechnology would then become part of the Personnel Department, but in that case a new head should be appointed. It may be assumed that this was discussed with the Director of the Foundation for Psychotechnology, who at that time was a member of the Supervisory Board. 436
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In the NIP “clinical versus statistical” was the subject of controversial discussions. Here the Director of the Foundation had expressed his support for “statistical”. 441
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A short time before, van der Giessen had defended his thesis. He seemed the ideal candidate for Hoogovens, and this was the reason that Hoogovens appointed van der Giessen. His mission would be: how can I transform a department that completely works with clinical methods to a department working with statistical methods? He realised that he needed the assistance of someone who was experienced in this field. It was obvious that he thought of me, because he had seen me working for the Navy. That was the reason he asked me to come and work for Hoogovens. He could offer me favourable employment conditions. I started my work for Hoogovens in 1960. Initially it was a half-time job. The rest of the week I still worked for the Navy, so that I could finish the still ongoing projects there. On January 1st 1961 it became a fulltime job. 443
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I started with extensive introductory talks, not only with the staff of the Psychology Department but also with employees of other departments such as the Security Department. They sometimes took me into the factory, so that I also got to know the production installations.

I also got the opportunity to attend international psychology congresses. The first was in Stockholm, followed by Moscow and Ljubljana (Yugoslavia). There interesting papers were presented, and I had the opportunity to meet several American colleagues.

When I arrived, there were five psychologists in the Psychology Department, but there were also a number of psychology assistants. At the time, this was quite usual. There were far too few graduated psychologists to carry out all psychological examinations. I had already seen all this when working for the Navy. There it was officers of special services who were doing this work.

Van der Giessen had already managed to make changes in the test procedures. He opted for the GATB (a test battery developed by the US Employment Service). It was my task to use that test for validation studies. I soon discovered that that was difficult at Hoogovens. Every year there were about 2,500 applicants, but there appeared to be about 1,500 different functions. With such numbers it was no use calculating correlations between test results and work performance. There was one exception, though. Hoogovens had its own training centre. Every year aspiring trainees were tested. Here calculating correlations did make sense.

Van der Giessen also changed the reporting of the examining procedure. Every psychologist was allocated a department of the company. Whenever someone applied for a job and had to do a psychological test, it was the department psychologist who wrote the report. After that he came together with the head of the department and the department personnel officer. In such a talk the qualities of the applicant became much clearer.

But psychologists continued to use clinical methods. The incomplete sentences test in particular, but also graphology were very popular. I introduced two new tests: the Kuder Interest Test and the Gordon, a personality questionnaire. As there should be enough time to administer all tests in one day, I asked all psychologists and staff members of the psychology department to indicate which sentences they wanted to use. Thus we could create room for the Kuder and the Gordon.

Much attention was paid to the quality of the tests. A factor analysis was made of the GATB and of three other general test batteries, one of the Navy and two others that had recently been developed in the Netherlands. The GATB worked well.

The Kuder and the Gordon had to be translated. Item analysis was used to ensure the results of these tests became reliable.

Image investigation

It was only a short time after I had started my work for Hoogovens when I decided to attend an information meeting. The purpose of these meetings was to encourage people to come and work for Hoogovens. When listening, I realised that the company did not know much about why people came to such a meeting nor what made them decide to work for Hoogovens.

In Amsterdam there was an institute (The Dutch Institute for Marketing and Motivation Research) that might help us answer these questions. I had met the directors before, and after some discussion they proposed a research plan. They would start with in-depth interviews, and on the basis of the information obtained they would draw up a questionnaire that would be submitted to a large sample.

The first part of the examination consisted of the in-depth interviews. What image do people have of the ideal employer, and also, what do they think of Hoogovens as an employer? By comparing these data one can see where Hoogovens performs well and where the company is lagging behind.

The next step was drawing up a questionnaire, which was submitted to a large national sample. The questions were not only about Hoogovens; the same questions were also asked about other large companies (such as Staatsmijnen Airl, KLM Royal Dutch Airlines, AkzoNobel Chemicals Company and PTT). In this way we could compare the performance of Hoogovens with that of other large companies.

During talks other questions emerged. What do readers think of staff newsletters? Later a more systematic approach of the company image was designed: general reputation, company location, size of the company, subsidiaries, etc. and also quality of the information, importance for the economy, environmental impact, employment, profitability, and merger activity. There was cooperation with some other large companies (Unilever, AKZO, Staatsmijnen, DSM). Within Hoogovens the company management set up a special committee for this kind of investigation. The first investigation started in 1961. Until 1976, the year in which I left Hoogovens, many investigations were carried out.

Head of the Psychology Department

At the end of 1982 a member of the Board of Directors of Hoogovens became ill. He resigned and was succeeded by the head of the Personnel Department. He in turn was succeeded by van der Giessen. So a successor had to be found for van der Giessen. On January 1st 1983, I became Head of the Psychology Department. This implied considerable changes for me.

First of all there was a meeting of all heads of the different personnel departments every Friday morning. During this meeting it was mainly policy issues that were discussed. Because of my promotion I was appointed to a higher salary scale. This also implied that I participated in the management lunch in a separate restaurant where you were served at the table. There were about 200 people who could participate in the lunch. There was also another restaurant on the company site, which was mainly used by managers of production units. The discussions at the table were about all sorts of things. The result was that people got to know each other better, and if necessary they were mutually more easily approachable.

Terms of employment for blue-collar and white-collar workers

There were also larger projects. Just like many other Dutch companies Hoogovens had separate employment conditions for blue-collar and white-collar workers. The Board of Directors thought this was no longer appropriate and they decided the two had to be integrated. Working groups were set up and I became the chairman of three of them. One of these three groups had to deal with being on time and not leaving early. For that purpose blue-collar workers had to use a supervised time clock. White-collar workers had to sign an attendance list.

A few times a year white-collar workers who arrived late for work were registered. We had access to those data. Thus I could compare the costs of the time clock with those of the attendance list. The time clock appeared to be expensive, and that was the reason we advised to stop using it.

This encountered a great deal of resistance from managers of production units, who were concerned that supervisors were insufficiently able to check if blue-collar workers arrived on time. Nevertheless

attendance lists were opted for, which were hung on the wall next to the door of the manager's room. 536
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Management Development 538

Another project was Management Development. The Board of Directors set up a committee, in which both van der Giessen and I participated. This resulted in setting up the Management Development Department. For this department a Head was recruited who had acquired relevant experience elsewhere. 539
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Also a Hoogovens Management Course was initiated. Participants were young staff members of whom a lot was expected. I participated in this course. There were many meetings and sometimes members of the Board of Directors attended these meetings. 543
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Strike 546

At the end of the 1960s, there were major political changes. Many students wanted a completely different form of governance. Universities were occupied. Measures were taken to prevent students from occupying meeting rooms of the Board of Governors. 547
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Also in the business sector the climate was changing. The position of trade unions became stronger. For Hoogovens this implied that the trade unions demanded that employment conditions, also for senior staff, were only negotiated with them. These senior staff members strongly opposed this development. Therefore the Board of Directors refused to respond to this request. Subsequently the trade union organized a strike, after which the Board decided to go to court. The judge prohibited the strike. 550
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The Board of Directors realised that employment relationships had changed fundamentally. A day after the judge's decision I received a telephone call from the chairman. The Board wanted to organize an evening the week after and the chairman asked me to give an introductory presentation. That was the start of a series of meetings with managers. 556
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Merger 560

Later, at the beginning of the 1970s, Hoogovens decided to merge with the German steel company, Hoesch. Hoogovens possessed a significant proportion of shares in that company. The Board of Directors of Hoogovens realised that on the European market there would only be a place for a limited number of large companies, and it was the opinion of the Board that Hoogovens and Hoesch together might have a much stronger position. 561
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But how to merge two large companies? Again I was asked by the chairman to give an introductory presentation at a meeting about this subject. And this meeting also led to extensive talks which should contribute to shaping the merger of the two companies. 566
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Guilford 569

In 1967 Guilford's book, *The Nature of Human Intelligence*, was published. In this book he brings together the results of his long-time research into what intelligence tests measure. In his research he works with a model that looks at the type of operation, at modality and at product. This leads him to investigate 120 different combinations. In his book he describes how he makes those combinations measurable. He points out with which tests he is doing that. A number of those tests measure a form of creativity. 570
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I was fascinated. Would we be able with the help of Guilford's tests to predict which applicants would do well in creative professions? It was immediately obvious to me that within Hoogovens I would not be able to find a sufficiently large sample. However, I managed to obtain the cooperation of AKU, PTT and Philips. Then there was a psychologist at the University of Amsterdam who had done a lot of research on this subject.

At the same time Pieter Drenth, Paul Willems and I had started editing a handbook. The first version consisted of articles by authors who had been invited by the editing team. In a very elaborate article in the first handbook, Jan Elshout reports on "the construction of a test battery for creative functions". In 1971, during the IAAP congress in Liège, the working group gave a presentation about the project.

In the second edition of the handbook (for occupational and organizational psychologists) the validation phase is described in detail. Twenty-two predictors, 17 of which were from Guilford's model, and 17 criterion aspects were used. For the criterion of assessment the assessment by the manager, by the next higher manager, two colleagues and self-assessments were used. Factor analysis (of the criterion variables) identified 5 halo factors. These are factors on which only the assessments of one assessor show loadings. Halo factors do not correlate with predictors. Then there are four other factors: creativity, productivity, professional knowledge and social adjustment. Together with a biographical questionnaire the first three factors can be predicted accurately. There was a correlation with a total score of .55.

At that time there were serious economic problems, which was the reason there were fewer applicants. Moreover, I was already busy with the transition to my new job at the university. The project was no longer continued.

It had become clear, though, that it is very important to make a proper analysis of the job requirements and to use multiple assessors. Such an approach is only possible with a project group. In fact, a researcher from the university would be needed for that purpose.

Visual inspection

In that same period a completely different study was carried out. In an English journal I had read about visual inspection of glasses, which appeared to be unreliable. Hoogovens produced a lot of sheet steel and at the end of the production process the sheets were inspected. In case of an irregularity the inspector pushed a button and the sheet ended on a different pile, which implied it did not go to the intended customer.

I talked to the head of the quality department. It was decided to conduct an investigation. One of the psychologists of the Psychology Department, Jan Moraal, would be responsible. He reported on it in the handbook of 1970.

The rejected sheets could be inspected again. Two men lifted one sheet after the other and the inspector could then accept or reject the sheet. This was done by the head of the department, but I also did it and it appeared that I was just as good or bad as the inspector.

Later Jan became professor at the Technical University of Eindhoven.

UNIVERSITY OF LEIDEN

In 1967 I had been invited to become lecturer at the University of Leiden, a title with the same rights as a professor. In 1980 this title of lecturer was changed to professor. I had an appointment for one

day a week. That was beside my work as head of the Psychology Department of Hoogovens. I held my public lecture on November 28th 1967. In 1972 I became professor.

UNIVERSITY OF NIJMEGEN

In 1975 I was visited by an appointment committee of Nijmegen University. Gerard Brenninkmeijer had become chairman of the Academic Council. The committee had come to ask me if I was willing to succeed him. With that request I was confronted with the question of whether or not I wanted to continue my career at Hoogovens or to continue as a fulltime professor.

As chairman of the NIP and in the preparation for the Congress in Amsterdam I had already been involved with the academic world frequently. In my position at the University of Leiden I had already performed several stress studies.

The Committee for Increasing Productivity, part of the National Economic Development Council, had commissioned Van Vucht Tijssen to perform a study on middle management and stress. Van Vucht Tijssen in his turn had invited me to assist him in this study.

I had been dealing with stress for some time already. At the Congress in Ljubljana in 1964 there was a presentation about stress by a researcher from the Institute for Social Research (ISR) in Ann Arbor, Michigan. I was extremely impressed by his story and, when in 1970 I made a study trip to the United States, a visit to Ann Arbor was therefore high on my priority list. I met French and Caplan. They had developed a model and also a questionnaire to measure stress. Back in the Netherlands I used what I had learned there for lectures. In a very short period of time the interest in stress increased enormously. A large number of publications followed.

I accepted van Vucht Tijssen's invitation and this was the start of a very interesting project. What middle managers experienced in their work had to be examined and in context with their role set. In addition, a questionnaire had to be developed to measure stress.

At Hoogovens I had frequently worked with Anton van den Broecke and his research bureau. I suggested that he would perform the first part of the investigation. To measure stress we in Leiden could use the model of the Institute for Social Research and the questionnaire of French and Caplan. This questionnaire had to be translated and edited, for which I could recruit two assistants. Later they obtained their doctorate under my supervision (van Dijkhuizen and Reiche).

For the whole project there was a large supervisory committee under the chairmanship of Professor Daniels. The report was published in 1978.

Working on stress research clearly contributed to my decision to accept the professorship I had been offered at Nijmegen University. Stress was a social problem. Absence due to illness had increased enormously, and the number of persons on disability benefits in the Netherlands was approaching the one million mark. This increase could not be explained by medical variables. The Prime Minister even threatened to resign if the number of one million was exceeded. This explains the interest in and support for stress research. I also realized that occupational and organizational psychologists could stress their distinctive features by contributing to policy development.

When I started my work at Nijmegen University I set up the Stress Group Nijmegen. This group was engaged in many projects, such as stress among personnel officers, nurses, head masters, prison officers, police officers, etc. This resulted in many PhD theses.

Also a cooperative framework with medical colleagues of other universities was established. Furthermore, many congresses were organized, particularly in the Netherlands, but also in other countries (e.g. in Cracow, Poland).

So far I have described under the headings “Navy”, “Hoogovens”, “University of Leiden” and “University of Nijmegen” what I have done for these employers.

At the same time, however, I was engaged in all sorts of other activities, which I will describe under the heading “NIP – IAAP”. For these organisations I also did a lot of work, board work in particular, but not as an employee. My reference framework was mainly determined by colleagues.

NIP – IAAP

Membership of NIP

In 1955 I became a member of the Netherlands Institute of Psychologists (NIP). A few years later I became a member of the board of the division of industrial psychology. At the time the NIP was still very small, but it was growing quickly. And also the domain of the division of organisational psychology rapidly expanded. Therefore our board organised a study conference, a special congress to give the members the opportunity to familiarise themselves with these new developments. This was appreciated by our members very much.

Congress in Amsterdam

In 1968 the IAAP congress took place in Amsterdam. It was organized by the NIP (Netherlands Institute of Psychologists). Five years before an Organizing Committee had been appointed. The members of the committee were Henk Wijngaarden, chairman of the NIP and member of the Executive Committee of the IAAP; Jan Snijders, the Rector Magnificus of the University of Groningen and also member of the Executive Committee of the IAAP; and Charles de Wolff. As a committee we extensively discussed the planning of the congress and we also frequently talked about it with colleagues. It was already at an early stage that we decided to deviate from what was previously customary. Communication is the keyword for every congress. Participants want to be informed as accurately as possible about what is happening in their field of study.

During the preparatory phase, the Organizing Committee realised that in some respects a congress may have clear advantages compared to specialist literature, i.e. with respect to topicality, diversity and discussion. To make the most of the possibilities with respect to these aspects it was decided at an early stage already to deviate from the customary ways of organizing a congress. The congress should not mainly consist of presenting papers, but the committee wanted to reserve a large part of the time for new forms of symposiums, for working groups and for invited papers.

At Hoogovens I discussed the organisation of the congress with the head of the public relations department. He thought it was useful to engage a professional consultant. He advised me to get in touch with the Holland Organizing Centre. This agency helped us enormously with numerous organisational problems. The Organizing Committee could specifically focus on the programme now.

The congress took place in a new congress centre, in which concentrated planning was possible and which also offered many possibilities for informal corridor chats. There were many places where one could sit down, drink something and talk to colleagues. Prior to the congress the programme book was sent to all participants, in which were described:

- A. the reviews of the symposiums 698
- B. the abstracts of the communications to be presented at the paper sessions 699
- C. the descriptions of the working groups. 700

Chairman of the NIP

A short time after the congress in Amsterdam Henk Wijngaarden invited me to succeed him as chairman of the NIP. In 1970 I became chairman. My predecessors had mainly been dealing with title protection. I did not have to do much about it anymore. Meanwhile, however, a new subject had emerged: concern about unemployment of psychologists. Large numbers of psychologists graduated from the universities. The Academic Council set up committees to better identify and assess these problems. 702-707

The committee that had to do this for psychologists, the so-called Dalmulder Committee, presented its report in 1969. The report stated that there was deep concern. 708-709

A few figures: in 1960 there were 600 psychologists, in 1970, 1600 and for 1980 it was forecasted there were 4900. It was expected that in that year there would be a surplus of 1900 psychologists. 710-712

The NIP considered it necessary to conduct further research. A government grant was applied for. The grant was awarded and the ITS (the Institute for Applied Sociology connected to the Catholic University of Nijmegen) was commissioned to conduct a study. A monitoring committee was installed, of which I became the chairman. 713-716

The study consisted of two parts. The report of part one appeared in 1975. A summary was published in the journal 'De Psycholoog' (April 1975). The ITS interviewed many psychologists. To process the obtained data, twelve categories of psychologists were looked at. It appeared that many psychologists expect their successors to be a psychologist again. In their organisation they see opportunities for an increase in the number of psychologists. The report of the second part of the study appeared a year later. On the one hand it consisted of a forecast of the development until 1975. It was based on figures concerning first-year psychology students. These figures were corrected for graduates who did not work as psychologists. 717-724

Krijnen looked at twelve categories, among which were clinical psychologists, youth care psychologists, social psychologists and work and organisational psychologists. For each of those categories he investigated how they would develop until 1980. 725-727

It was striking to me that the number of work and organisational psychologists would decline drastically and that the number of social psychologists would increase rapidly. This was in line with the trend of choosing a specialist direction at the time. After 1980, however, there was a sharp change, for it was particularly work and organisational psychology that was chosen as a specialisation then. 728-732

Again a conference of the NIP was devoted to discussing the report (May 1976, Maastricht). Four important domains were selected: 733-734

organisations; health care (including mental health care); education; research. 735

Each of these domains was discussed by a number of participants. The starting points for the discussions can be summarised in a few sentences. The number of psychologists is rising rapidly. In 1953: 200; in 1970: 2000; in 1976: 5000; in 1984: 10,000. If we want to find out where 736-738

psychologists can find a suitable position, we will have to focus especially on the question of how the profession might further develop from the current situation. 739
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It is clear that each of these domains is changing. What psychologists in these sectors are doing now is different from 10 years ago, and it will also have changed in ten years. Pressing questions in this context are: "What does this imply for university training programmes; what has to be done with respect to post-graduate training programmes; what about cooperating with other disciplines; what should be done in the area of research and development?," etc." 741
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In this way both members and the board of the NIP could discuss the policy for the years to come. 746

What do congress visitors want to achieve? 747

In the second half of the seventies of the 20th century I did a study, together with Anne-Mary Bouvy and Bernhard Wilpert, on what congress visitors try to achieve when attending a congress and to what extent congresses respond to this. 748
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First we held in-depth interviews during several international meetings. Based on these interviews we developed a questionnaire, which was tried out in a pilot study during the 21st international congress in Paris. Some 200 participants completed the questionnaire then. During the IAAP congress in Munich the new questionnaire was administered. 751
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The definitive version of the questionnaire consisted of two parts. Part A had to be filled in before the congress and part B after the congress. 755
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Results: What is paramount for participants is to obtain information about new developments, to get in touch with colleagues, and to receive new ideas for work. 757
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When turning our attention more specifically to various hopes connected with congress attendance and to evaluations after the fact, our data suggest to us that participants are successful in making contacts of some kind. However, they succeed less in finding out about new developments, getting new ideas, receiving feedback on papers, and meeting colleagues with similar interests. In other words, large meetings of the traditional kind seem to facilitate social contact on a somewhat superficial level, but they hardly encourage genuine professional, creative and collaborative relationships. 759
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The priority needs which people try to answer by attending scientific congresses seem to be embedded in the ongoing process of renewal, innovation, reorientation and adaptation to a changing environment. For this process they seek inputs in the form of new ideas and contact with relevant colleagues. Large scientific congresses will become progressively obsolete until they focus on these very needs and provide the necessary conditions for stimulation and professional discourse. These considerations must even be extended beyond the circle of participants to a given congress and should include all members of the profession even if they are not participating either because they have already 'opted out' in frustration or feel out of place, as e.g. students. 766
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Member of the Executive Committee of IAAP 774

In 1971, during the IAAP congress in Liège, I was appointed a member of the executive committee. Snijders resigned, and I succeeded him. 775
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In those days French was still the dominant language used in the IAAP. This was especially visible in the journal published by the Association. In the period until 1964 all articles were published both in French and in English. After that articles were published in one language, with a summary in the 777
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other language. It was only when the journal was going to be published by Erlbaum that it was completely written in English. 780
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The language problem was also well noticeable in meetings of the executive committee. There also two languages had to be used. Initially this happened on the spot. After someone had said something it was translated by an interpreter during the meeting. That was very unsatisfactory. The next step was that members of the executive committee who did not understand English well were separated from the rest and an interpreter behind them simultaneously whispered the translation. This did not work either. 782
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The French-speaking members protested. Someone remarked that in the constitution French was mentioned before English. Eventually a number of French-speakers left and established a new association. This turned out not to be viable. 788
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Secretary General

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In 1980 I was appointed Secretary General/Treasurer of IAAP and at the same time a new President and President-elect were appointed. Each of these three officers were given the opportunity to publish an article in the newsletter for IAAP members in which they pointed out what they wanted to focus on during their term of office. I was the last of these three officers. In that article I give an outline of my background. After that I mentioned three points that I wanted to focus on. 792
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The first point concerns the IAAP office, which has to deal with membership administration and collecting dues. Also letters have to be typed and archived. On my appointment there was hardly anything. 797
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For the bigger countries there were co-treasurers, who collected the dues and who transferred the collected money to me. There was hardly any money, but I did need support. Fortunately I was helped by my university. There was a government programme in which disabled people were subsidized if they found a job. I managed to find a qualified secretary who helped me for years. 800
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There were also remarkable incidents. The French government, for example, forbade individuals to transfer money to other countries. Therefore the French co-treasurer could not transfer the contributions he had collected to me. For me this meant that, when I had to be in Paris for something else, I visited him to receive the money in cash and took it to the Netherlands. 804
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I was very glad that in 1986 I could make an arrangement with Erlbaum. I had visited their office in the south of England when my wife and I were on holiday there. We agreed that they would publish our journal "Applied psychology, An International Review" and take care of the membership administration and the collection of dues. 808
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Having a function for the IAAP at that time implied doing a lot of unpaid work in your spare time. Employers, mostly universities, sometimes gave you the time to do so, though. 812
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The second point concerns the question of how IAAP should organize its congresses. Congresses are a "major means of communication". How could IAAP ensure that these congresses meet the needs of the participants in the most appropriate ways? In organizing the congress in Amsterdam I had many discussions with colleagues in the Netherlands and Belgium, and it was also discussed thoroughly in the Organization Committee. Together with Anne-Mary Bouvy and Bernhard Wilpert, I conducted a study on this subject (see article). During the congress in Edinburgh we organized a workshop about it. 814
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Eventually a solution was chosen in which divisions played an important role. Ed Fleishman and Claude Lévy-Leboyer had committed to supporting the initiators of a division of Organizational Psychology. They set up this division in 1978 (Bernard Bass and Pieter Drenth). They also drew up statutes.

Moreover, IAAP officers decided to be more active in organizing congresses. Four members of the organization committee of the congress in Edinburgh were IAAP officers.

The third point concerns Professional Affairs. Applied Psychology consists of two components. The first concerns improving the knowledge base, the second deals with how to use scientific knowledge for client service. How can IAAP congresses and publications provide a platform for the discussion of professional problems? It is these issues that I dealt with in many ways, both in connection with IAAP and otherwise.

I will mention a few examples here. In this article many of these points will be discussed in more detail.

1. Professionalization of personnel officers
2. Krijnen Report
3. Alec Rodger Memorial Lecture
4. Professionalization Committee IAAP
5. Editorship of the European Work and Organizational Psychologists
6. Farewell Lecture, Nijmegen

Writing an article for "Personnel Psychology"

In 1970 Hoogovens gave me an opportunity to go on a study tour to the United States. The first colleague I visited there was Rains Wallace. He had worked for the US Air Force and after that had become vice president of research of the Live Insurance Management Research Association (LIAMA). We were both particularly involved in personnel selection. Rains had asked me to visit him when I came to the United States. So I did, and I stayed at his place for two days. He inquired after my travel programme, and he came up with suggestions as to other persons I might visit. He was also prepared to introduce me. Thus I visited a travel agency the next day to adapt my travel programme. I visited LIAMA in Hartford, Connecticut, and I was very impressed by their approach. They did not use tests, because they could not guarantee they were administered in the right way. They had made an elaborate function analysis, which enabled the responsible manager to discuss all the aspects of the job requirements. This also helped the applicant.

I also visited APA in Washington, where I met my colleagues who had an executive position, ISR in Ann Arbor and the Psychology Department of General Electric.

Early in 1973 I received a letter from Rains in which he asked me to write an article for Personnel Psychology about Industrial Psychology in Europe. I immediately realized that I knew very little about Europe. But with the help of colleagues from European countries I might be able to meet his request. Rains thought this was a good idea.

It was only mere coincidence that a few weeks later Lynn Baker visited me. He was European research officer of the US army in London. He appeared to know Rains well. He offered to provide a budget for travel and accommodation expenses. With the help of Dutch colleagues I found six European colleagues who were prepared to take part in writing an article. Of these six colleagues there was only one who I had met before.

So there were seven authors:

Marian Dobrzynski – Poland

Göran Ekvall – Sweden

Heinz-Ludwig Horney – Germany

Maurice de Montmollin – France

Sylvia Shimmin – England

Enzo Spaltro – Italy

Charles de Wolff – The Netherlands

Rains and I had agreed that we would meet in Lynn Baker's office in London, in September, 1973. A few days before the agreed date I received a letter that Rains had passed away after a brief illness. That was quite a shock. Shortly afterwards I received a letter from Milt Hakel. He was the new editor of Personnel Psychology and he wanted to continue the project. Thus the authors met for the first time at Hoogovens in June 1974. Also Lynn Baker and Arthur Drucker (Chief Plans and Operations Department of the Army) were present at the meeting. Each author gave a presentation about what was happening in the field of "Industrial Psychology" in his/her country. The meeting was very successful. For almost all the participants it was the first time they met, but they got along very well. Everyone was fascinated by the subject and very interested to exchange experiences.

API provided a grant for travel expenses. For that purpose a foundation had to be set up: Foundation for the study of developments in Industrial Psychology in Europe.

Milt Hakel invited us to hold the following meeting in Columbus, Ohio. Not only did he organize this meeting but also a joint meeting with members of the Summit Group. In September 1975 our group gave a presentation during a symposium at the APA convention in Washington. This symposium was introduced by Milt Hakel, the editor of Personnel Psychology. Jay Uhlaner, Chief Psychologist of the US Army, was the discussant.

Our article was published in the summer of 1976. There was a discussion about who would be mentioned as the author. API insisted that the grant they had provided would be mentioned. But several authors were concerned that this would provoke reactions by their students and by their universities, for the US Army had a rather negative reputation at the time. Eventually it was Sylvia Shimmin and I who were mentioned as the authors.

Our group did not want to stop. We decided to write a book, which was published in 1981. For that purpose we first met in Vercorin in Switzerland, where Maurice de Montmollin had a splendid chalet, and later in the Italian Alps, where Enzo Spaltro had a chalet.

The title of the book was *Conflicts and Contradictions – Work Psychologists in Europe*. There were three editors, de Wolff, Shimmin and de Montmollin. The book consisted of four sections. The first section was edited by de Wolff and Shimmin. It is about the domain of work psychology, and it deals with the development of a profession. In section 2, also edited by de Wolff and Shimmin, each of the six authors explains how the profession develops in their own country. Section 3, "Conflicts and Contradictions – Some Typical Positions", was edited by de Montmollin. This section was mainly written by French speaking authors. Section 4 was edited by de Wolff, Shimmin and de Montmollin, and it deals with the future of work psychology. In this section eight scenarios are discussed. Reflection on these scenarios leads to some stark conclusions. The first of these is that, whether we like it or not, as work psychologists we have to operate as politicians, not only in taking initiatives to extend our spheres of influence but also in defending the domain. Claims of

professional competence cannot be substantiated scientifically but have to be agreed and negotiated in interactions with other members of the profession, outside bodies and other disciplines. 908

Setting up ENOP

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In 1979 we discovered that there was another European group which focussed on Industrial Democracy. Two of its members I knew very well: Pieter Drenth and Bernard Wilpert. We decided to meet. This happened in Cumberland Lodge in Windsor Park in 1980. A large group of industrial psychologists had been invited in order to set up a European network. The result was ENOP – the European Network of Organizational Psychologists. This new network did not have its own secretariat, but Bernard Wilpert had good connections with La Maison des Sciences de l’Homme in Paris. We wanted to make an attempt to get support from this organization. Therefore Bernard Wilpert, Claude Lévy-Leboyer and I met in Paris to prepare an application. At the end of the day we met with the director. He was prepared to organize a secretariat for us. In special cases, e.g. for eastern Europeans, he was also prepared to bear the travel and accommodation expenses. Then he also provided rooms when we held a meeting in Paris, where we came together most of the time, but we also had meetings elsewhere in Europe. The first time this happened was in Spain, in Barcelona. The second time was in Hungary, in Siofok near Lake Balaton. That was when the iron curtain was still intact. It was very fascinating to experience what eastern European colleagues thought of us western European colleagues. There was a lot of stereotyping and there were a lot of prejudices. We were the so-called rich people from the West, and they were the poor scholars from the East. 910
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For years I organized informal get-togethers for ENOP members and Summit members during international congresses. The drinks could be paid for thanks to the royalties from our book. At present ENOP is still active, and it has a newsletter. 927
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Professionalization committee NVP

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At the beginning of the 1970s the board of the NVP (the Dutch Association for Personnel Management and Organisation Development) set up a professionalization committee. I was asked to be chairman. The other members were working in training institutes, but they had mostly gained experience in personnel departments. One member, Professor Mok, had written a PhD thesis about professionalization. 931
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The reasons for establishing the committee were developments in thinking with respect to the role of personnel officers within the organisation and discussions about the function of the NVP as the prominent professional organisation. The report appeared in a special issue on Professionalization in the journal “Personnel Management”. The result was wide-spread debate. 936
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At the beginning of the 1970s, personnel officers had become a category of employees the number and influence of whom had become increasingly important, and their identity needed further specification. This involved the status of the profession as well as the domain (field of activity, tasks), role and position of the personnel officer. 940
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With respect to the status of the profession, the development of a code of professional standards and the stimulation and improvement of professional qualifications were some of the issues that were thought about. With regard to the domain, not only the traditional tasks were expected, but also change-oriented and policy-stimulating contributions in new fields such as the organisation of labour and control structure. As regards the role, a more active and a more initiating attitude was expected, in which socially specialist knowledge and skills as well as specific contributions might be presumed 944
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to be present. As regards the position there was the loyalty problem. Whose interests did the personnel officer have to represent? Those of the organisation or those of the individual? 950
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All the issues mentioned can be understood within the framework of professionalization processes. Professionalization processes occur, in Mok's words (1973, page 436) 'when professions try to control, steer or start processes of change'. 952
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The whole atmosphere was one of optimism and belief in one's own possibilities, also prompted by and based on the favourable socio-economic situation at the end of the 1960s and the beginning of the 1970s. 955
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At the beginning of the 1980s the board asked the committee to come together again. It was decided to compose a booklet. Each of the members of the committee was responsible for writing a chapter. There was no common position. The purpose of this approach was to stimulate discussion. The rapidly changing socio-economic relations were emphasised. Unemployment increased enormously (from approximately 2 to 10%). There was an alarming rise in occupational disability (13%), an increase in sick leave and a decline in economic activity. This leads to large-scale cost-cutting operations, which also requires rationalisation of and within the social function. 957
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In his thesis Dr. van Beers summarized this very well: 964

'The necessity of professionalization of personnel management only means that personnel work should be carried out in a more professional (i.e. technically well trained) way and not that the function of personnel officer should be a profession.' 965
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In this new situation there are, on the one hand, professionals who focus on management, which should pay much more attention to supply of capital and efficiency. On the other hand, if more professionalism is pursued, the reference framework is much more focussed on professional colleagues and the domain is more determined by education. 969
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The growth in the number of members of the NVP remains limited. The general message of the book is that professionalization has not been a success. 973
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The Alec Rodger Memorial Lecture 975

In 1984 I was invited to present the Alec Rodger Memorial Lecture. I delivered the lecture on November 9th. The title was "The Future of Work Psychology". In it I first gave a survey of post-war developments. 976
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Organisations operate in a turbulent environment. The number of work psychologists had grown enormously, particularly in the years preceding my presentation. And many of them do not first and foremost opt for a career at the university, but for work in which they can apply knowledge. This has far-reaching consequences for their education, but also for the role of the professional association of work psychology. 979
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How do we prepare students properly? How do we make it clear to organisations what they can expect from work psychologists? And, in conclusion, what consequences does this have for the staff policies of universities? 984
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EWOP 987

In 1991, a new journal, "The European Work and Organizational Psychologist", was published. I was the editor. The journal was the idea of the publisher, Lawrence Erlbaum. In the years preceding 988
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the publication there were consultations first with IAAP and later also with the European Association of Work and Organizational Psychology (EWOP). That was the reason that it was mentioned on the cover that the journal appeared “in association with” these two organizations.

Before publication Erlbaum placed advertisements in which this new journal was announced: “The new journal will publish articles with a European focus that provide a bridge between academics who enlarge the knowledge base of work and organizational psychology and practitioners who serve clients and apply work-psychological knowledge. Articles will be theoretical contributions, reviews, original investigations, historical contributions and discussions of professional issues, and will be of interest to researchers in the field of work and organizational psychology, work psychologists in the public and private sector and personnel managers and organizational consultants. The Book Review Section will be extensive, covering the whole field of Work Psychology, with an emphasis on European books. The journal intends to publish special issues on such subjects as: New developments in personnel selection; Work and health; and The impact of technology on work.”

The first issue of the new journal appeared in 1991. It opened with an invitation to the readers. The editorial staff, consisting of five members, starts as follows: “The creation of a new journal offers the chance to do something different, and we have undertaken this task out of a sense of excitement for the new opportunities. In what follows we try to make clear what we would like to publish; we will do all we can to facilitate such contributions. In the end, we depend on you to send us work of this kind and to referee potential contributions in ways that reflect the valuations we are about to describe. What follows is an invitation to potential contributors to help construct a truly European journal to develop thought and practice in European Work & Organizational (W&O) Psychology.”

The invitation then continues with a description of the situation the field of W&O psychology is in: “The profession of W&O psychology has grown rapidly in the past few decades. No accurate statistics are available, but our discussions with colleagues suggest that there are some 10,000–15,000 psychology students entering European universities every year. In most countries these students are required to specialize after two or three years and, during the 1980s, the percentage of students selecting W&O psychology has increased. For example, in the Netherlands, W&O psychology is now the largest of the specialities. Other regions (e.g. Scandinavia) offer a general programme in psychology. We estimate that some 200 students who have specialized in W&O psychology or who followed a general programme but who intend to work in W&O psychology, graduate per year. A rough estimate suggests that there are about 30,000 individuals in Europe who have graduated in psychology and specialized in W&O psychology. Most of these did so in the 1970s and 1980s.

W&O graduates have found employment in widely differing areas, including industrial organizations, consulting firms, and government agencies. They are engaged in a large variety of activities, such as selection, training, and ergonomics, and deal with such issues as stress and health, automation, women and work, and long-term change programmes. They work with others who have different knowledge bases and different interests. This means that the issues with which W&O psychologists work require an interdisciplinary approach, a breadth of perspective and sensitivity to differences of interest.

Many W&O graduates have a clear identity as a psychologist. Others have followed a career that has led them to other occupations, like that of personnel manager or management development specialist. W&O graduates also practice in universities and other institutes of higher education, where they do research in a wide variety of areas. They educate and train not only psychology students but engineering students, MBA students and many others.

It is for such practising psychologists that this Journal hopes to provide a voice through opportunities to discuss their insights, methodologies, understandings, and news. Further, given the interdisciplinary nature of the issues and the contexts in which we work, those who are not educated in psychology may also contribute and benefit. We do not wish only to speak to and from psychology and psychologists. We share the issues with which we deal with many others, and we will welcome contributions from engineers, economists, sociologists and the like in related fields of research and practice.

We have an editorial board, the members of which have each earned a reputation in their field. They represent diverse areas, not only in the profession, but also geographically. The composition of the board reflects the relationship it has with organizations like IAAP (International Association of Applied Psychology), the Round Table Network of representatives from different countries who worked out, over several years, the objectives and statutes for the new European Association of Work and Organizational Psychology, and ENOP (European Network of Work and Organizational Psychologists). We greatly appreciate the help we have received from these work and organizational groups.

In conclusion, we would like to ask you to help us shape and broaden the editorial policy by the contributions you send.”

In the four years I was editor, many articles were published. They were written by psychologists only. It was the Editorial Board and the editors in particular who contributed a lot. A major part appeared in special sections. In 1994 two special sections were published. The first dealt with Human Resources Management in Western Organisations, which included an article about Japanese Manufacturing Techniques. At the time there was a lot of discussion about that subject and one frantically tried to find out how to achieve improvements.

The second special, which was about the future of Work and Organisational Psychology, was edited by myself and John Hurley. It starts with an introduction: The Changing Nature of the Profession of Work and Organizational Psychology.

In this introduction we point out that there are two paramount questions. The first one is “what is the Domain of the profession?” The second one has to do with how a profession is developing. It is clear that the profession is faced with difficult problems, and that there is need for discussions. We need to identify our strong points and our weaknesses. We need to set out a programme to be accomplished in the next decade.

This introduction is followed by three articles.

The first article deals with Complexities and Choices, a study performed by de Wolff and Shimmin. They report on the opinions of key figures about seven future scenarios. Work and organisational psychologists are confronted with demanding tasks. With respect to these tasks questions were first asked about the period of the 1980s and then again about the 1990s. There is a significant difference between the answers of 1981 and those of 1991. Those of 1981 show a lot of uncertainty and dejection. The answers of 1991 show more optimism. At that time employment had clearly increased (with the exception of psychologists working at universities). There was a lot more competition, though, in other disciplines, particularly for graduates from management studies.

The second article was written by de Wolff and Hurley: “The Changing Nature of the profession of Work and Organizational Psychology: Overview of a Panel Discussion Study in Six European

Countries in Western and Northern Europe.” This study took place in six European countries in Western and Northern Europe. The panel members were psychologists who were key figures in their countries. 077
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The points of discussion were: 080

- the strengths and weaknesses of W/O psychologists 081
- their education and training 082
- post-doctoral training and development 083
- employment opportunities 084
- the role of the professional organisation 085
- relationships with other disciplines 086

The conclusion was that W/O psychologists often apply for positions where they have to compete with graduates from other disciplines. They have some strong points, particularly methodological skills, but compared to some of their competitors they lack a good business standpoint. In their work they have to co-operate with a diversity of others, such as managers, engineers, and computer specialists. Although, in general, psychology graduates do relatively well in organisations, there is concern among panel members about the narrowness of education and training programmes. Nevertheless panel members are rather positive about employment opportunities for WO psychologists in this wider domain, because of the higher degree of specialization involved in psychology. 087
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Panel members identified a yawning gap between university courses and the work of practitioners. This in itself is not new, and there have been complaints in the past. However, it seems that the gap is becoming somewhat larger. There is nowadays less exchange of positions between university staff and business organisational staff. Applicants for senior positions in universities now have to provide a solid publication list and this is often quite difficult to build up while working in business organisations. The primary work of university staff is research and lecturing and from such a position one gets inevitably less experience in consultancy and less exposure to the day-to-day problems of organisations. Hence, nowadays most graduates in WO psychology have a career either in the universities or in business organisations, but very rarely in both. 096
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In this situation, practitioners become concerned about how one should familiarize students with the business environment. It is interesting to hear that some panel members suggest involving practitioners in the design and delivery of training programmes. Such co-operation might not lead only to better trained professionals but also to a better relationship between scientists and practitioners in research activities. 106
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The last article is entitled “The Teaching of Work and Organisational Psychology in Europe – towards the development of a reference model”. It was written by the following prominent ENOP members: Robert A. Roe, Pol Coetsier, Claude Levy Leboyer, José M. Peiró and Bernhard Wilpert. They co-operated a great deal with the European Association of Work and Organisational Psychologists. There appeared to be great differences between countries and universities. The aim of the study was to achieve harmonisation and to stimulate course innovation. 111
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In 1995 a new editor was appointed, Peter Herriot. He stayed three years. Peter was succeeded by Fred Zijlstra. 118
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The European Association felt an increasing need for a journal of its own. With the co-operation of ENOP, the members of which were often also prominent members of IAAP, this wish of EAWOP was fulfilled. EWOP is now the official journal of EAWOP.

European Associations

In 1991 the European Association of Work and Organizational Psychologists (EAWOP) was established during the 5th congress in Rouen. The number of members increased rapidly: 250 in 1991, 1600 in 1996. Besides, there were professional associations that established an Association. It was obvious they looked at the journal of the Association, the European Work and Organizational Psychologist. In 1995 this journal became the official journal of the Association.

The 6th congress took place in Alicante. It was the first congress that was officially organized by EAWOP. There were symposiums, thematic sessions and workshops. To make the presentations accessible to a large audience it was decided to publish abstracts in the European Work and Organizational Psychologist (Vol. 2/issue 3/1992).

Looking at the articles that appeared in the journal in the period I was the editor, it is striking that it only concerned publications by work and organizational psychologists. Many of these psychologists had a relationship with IAAP. This was due to the composition of the editorial staff, which consisted of many colleagues with extensive networks. In the period of four years I was the editor, 8 special issues appeared and many articles.

In the meantime a new development was taking place. Europe was in a process of political integration and many psychologists felt the need for a European journal. The idea was also to organize European congresses, which would be operating alongside those of IAAP and IUPsyS. They would especially focus on European researchers and practitioners.

EUROPEAN INTEGRATION

In 1951 the process of European integration began. The activities started in 1952 and since then have continuously expanded. Also in 1951 the European Coal and Steel Community (ECSC) was established by six countries (the Paris Convention). These countries considered it sensible to regulate the control of heavy industry under a supranational authority. One of the tasks of ECSC was to finance research. I remember that, when I worked for Hoogovens, I went to Luxemburg a number of times to talk about research.

In 1957 the European Economic Community (EEC) was established. European integration has a long history. Europe plays a significant role with regard to trade, security and foreign relations, among other things.

Psychological Associations have also changed enormously. This was made clear by the President of APA during the celebration of the Association's 125th anniversary.

APA was founded in 1892, and at the time it had 31 members. In 2017 there were 117,675 members. Every year more than 100,000 persons take their Bachelor examination. They mainly find employment as practitioners. There is large diversification.

Although the developments in Europe show remarkable similarities with those in the United States, there are also clear differences. Where the United States has a population of 325 million, the European Union has 508 million. So Europe has a significantly higher number of citizens, but it also

has to deal with more member states, each with its own legislation. APA has its own vast administrative structure which can carry out a wide range of activities.

In the 1970s chairmen of European Associations came together and they agreed to do this regularly. An Executive Committee was formed and more and more associations were taking part. This resulted in founding the European Federation of Psychologists' Associations (EFPA) in Germany in 1981. During a meeting in Amsterdam in 1982 the articles of the association were discussed. On December 3rd 1984, EFPA was registered in Luxemburg. In the 1980s and 1990s the growth trend continued. There was a clear need for a central office. In 1997 a head office was opened in Brussels and in 1998 a director was appointed. The member associations of EFPA currently have more than 300,000 members all together.

The psychologists working in the field of work and organizational psychology set up a separate association: the European Association of Work and Organizational Psychology (EAWOP). This took place in Rouen on March 25th 1991 by 14 associations from 9 different countries. Also this association grew rapidly: when organising the first congress in 1983 there were 250 participants, in 2009 1,600.

Psychology in Europe has grown rapidly. There are now more than 300,000 European psychologists.

OFFERING SUPPORT

Psychology developed rapidly. Universities in Asia and Africa had difficulty in finding scientific staff members who were able to keep pace with the developments in the West. They sent their staff members to universities in the West for further training.

I had only been in Nijmegen for a short time when a programme was launched to give scientific staff members of Indonesian universities the opportunity to write a PhD thesis. They could first come to the Netherlands. The public defence of the thesis took place in Indonesia. I supervised four staff members, two from the University of Jakarta and two from the University of Bandung. My wife was born in Indonesia, and she often accompanied me when I visited my PhD students.

When in 1990 the Berlin Wall had fallen, it soon became clear that many Eastern European countries would join the European Union. A programme was started then – Tempus – to give universities in Eastern European countries the opportunity to familiarise themselves with the developments of psychology in Western Europe. I got involved in the programme for work and organisational psychology at the University of Cracow.

For that purpose an advisory committee was set up, made up of professors from the Netherlands, England and Spain: de Wolff from Nijmegen, Schaufeli from Utrecht, Peiro from Valencia and Cox from Nottingham. The project lasted from 1990 to 1993. We visited Cracow, but staff members from Cracow were also given the opportunity to visit Western Europe. We also organised a congress about stress in Cracow, which resulted in foreigners coming to Cracow.

RETIREMENT

On February 3rd 1995, immediately after I had finished my term as editor, I delivered my farewell lecture. I would have liked to continue my work, but the Minister required professors to retire as

soon as they had become 65 years old. I was still allowed to do some work, however, and that is what I have done wholeheartedly. 200
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The farewell lecture dealt with the developments within my discipline since the start in the 1920s/ 1930s. Since that time major changes have taken place and work and organisational psychologists constantly expressed their views on them. Also career developments have been very different. When I delivered my lecture I had worked for almost 42 years, and in that period I was always fully involved in the discussions. In fact, my lecture was a plea for a forum function. Only in underlying discussions can we shape our field of psychology, so that it continues to be able to deal with new challenges. 202
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After my official retirement in January 1995, I was engaged in many projects. A few months later the Dean asked me if I was willing to become deputy professor of the Department of Orthopedagogics. The head of this department had become ill and was no longer able to carry out his management duties. I accepted the invitation, and I had extensive talks with the remaining professors and with other people in key positions. Also a number of appointments still had to be arranged. After half a year everything was back on track again. 209
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After I had retired I still kept working on the handbook. The first versions had been published in 1970 and 1973, although they had not yet been presented as handbooks. The editorial board consisted of Drenth, Willems and de Wolff. In those versions Dutch colleagues were asked to write a chapter about a subject selected by the editors. All the authors were Dutch and the two books were published in Dutch. 215
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In the first half of the 1980s the “Handbook of Work and Organizational Psychology” edited by Drenth, Willems and de Wolff appeared. It first appeared in Dutch, but it was subsequently translated into English. It was the first comprehensive book in this field on European soil, and the handbook found a widespread market. 220
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For the second handbook the editorial board consisted of Drenth, Thierry and de Wolff (in 1984 Prof. Willems had died). Most contributions were written by Dutch authors, but there were also quite a few authors from various other European countries. 224
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It was already at an early stage that the editors agreed to meet together with their partners at the house of one of them once a year. It is remarkable how in the course of the years the conversation was changing. More and more time was spent on talking about health problems of the editors. 227
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Educational Visitation

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During the period 2000 to 2002 I was a member of the Educational Visitation Committee for the study of Psychology. The programme had been developed by the Association of Universities in the Netherlands (VSNU) in 1988. The first round of visitations took place in the period 1988 until 1992. A second round took place between 1994 and 1999 and a third round between 2000 and 2005. About 130 university studies were involved. 231
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The VSNU had drawn up a detailed protocol for the visitations. Visitations focussed on quality assurance and improvement, but they were also meant for universities to give account. The committee was supposed to indicate which items had to be improved. These items of improvement were worked out in detail. 236
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I was a member of the committee for the study of psychology, which had to visit nine universities for an educational assessment. This committee reported its findings in November 2001. 240
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The committee noted that in 1982 the study programme had been shortened, as a result of which a number of course units such as philosophy and sociology had been strongly reduced or had even disappeared. Yet a lot of attention was paid to practical classes and internships, in spite of the fact that they are time-consuming.

Psychology had grown very strongly. In 1940 there were less than 50 psychologists. Now, in 2001, there were approximately 30,000. What is striking is that there is a clear shift towards practical functions. In 1972, 32% of the psychologists worked at a university. Now, at the beginning of the 21st century this was less than 5%.

In this third round of visitations, universities had become more dependent on external financing sources. More than in the past, universities took their own decisions with respect to organization and mission.

It was the responsibility of the Committee:

- a. to assess the various aspects of quality such as targets, structure and content of the programme; relationship with the professional field;
- b. to give advice; a negative assessment implied that the committee considered improvement necessary. The advice was explained to the university in a management letter.
- c. to compare, which should also imply comparison with similar studies abroad.
- d. to inform; the public report informed the outside world on the quality of the studies. This was worked out in the report in many ways.

NWO

I also did a lot of board work for NWO. NWO is the Netherlands Organization for Scientific Research, a council to stimulate and fund scientific research. Every year NWO invests more than 650 million Euros in research and researchers, instruments and equipment and in institutes. One of the functions I performed in that organization was chairman of the Board of Behavioural Sciences. But for a number of years I was also chairman of the VICI committee, which had to assess research proposals of senior researchers in behavioural sciences.

In 1996 an application for a priority programme “Psychological Fatigue at Work” by Meijman, Schaufeli, Swaen and van Dijk was granted. The amount to be granted was three million Euros. With this money 40 projects were carried out. The investigation was coordinated by a cross-cutting committee (the applicants supplemented by myself on behalf of NWO).

Several times I was invited, both by the Executive Board of the university and by the Faculty Board, to participate in a committee to clear up a certain problem.

I also received requests from a hospital and from a Youth Care Institution to join the Supervisory Board and from a school for pre-university education to become chairman of the Supervisory Board.

My last board meeting was in December 2012.

IAAP in the 1970s and 1980s: Leaders in our Association from across the world

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With the celebration of the centenary of IAAP's founding only several years away it is timely to wonder what sort of organization the Association has been at different stages of its rich history and how this has changed from one period to another. Thus the purpose of the present account is to gather as many personal memories and reflections as possible from the leading figures in IAAP during two specific decades, the 1970s and 1980s, with a view to capturing something of the essence of this era.

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The background to the project is that institutional knowledge of IAAP prior to 1990 is scanty. The main source of authority is the seminal article by Carpintero y Herrero (2002) which, in describing the origins of applied psychology in its social and cultural context, provides precious insights into the matrix out of which IAAP was founded. While this is invaluable in its own right what is desperately lacking is documentation from the 70 years from 1920 to 1990 from which other aspects of IAAP's history can be determined and preserved. Because no person who had a senior position in IAAP before 1970 is still with us, however, it is these two decades of the 70s and 80s remain the last with which personal communication is possible.

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In one sense the first cast in this direction has already been made with the introduction of the Presidential Reminiscences which have been published in the *Bulletin*, commencing with those of Ed Fleishman and Claude Lévy-Leboyer, both in 2010. With their respective elections in 1974 and 1982, fundamental changes in the way the Association worked were introduced and these were instrumental in shaping the kind of culture we enjoy today. Hence the present article aims to supplement these with the recollections of those who were leading lights as members of the Executive Committee (EC) [as the current Board of Directors was then known] during the courses of the Fleishman and Lévy-Leboyer Presidencies.

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Methodology

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Although it would be safe to state that the number of those who ideally should be included in this endeavour would be sizeable, after an exhaustive search over several years it has only been possible to reach nine members of all those comprising the several ECs spanning this period of two decades. Sad to say, many of the latter are no longer with us, some who are could not remember, and others simply could not be contacted owing to changes of email or postal addresses and their like. On a happier note the project provided an unanticipated pleasure which was the delight in re-establishing long-lost personal contact, in some cases of up to a quarter of a century.

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Those so contacted were Karl-Erik Wärmeryd (Sweden), Ron Taft (Australia), Charles de Wolff (the Netherlands), Peter Merenda (USA), Pieter Drenth (the Netherlands), Joe Matarazzo (USA), Ype Poortinga (The Netherlands) and Robert Morgan (USA).

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The questions posed were put along the lines of when and how they first get drawn into IAAP and its congresses, when did they become members of the EC and who nominated them, when they became familiar with the EC, who some of the key figures were who were active either in influencing policy making or being involved in its implementation. It is their recollections which form the substance of the present article and with their publication in the *Bulletin* their contributions to the course of IAAP's development will be available in perpetuity.

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Personal Accounts***Karl-Erik Wärneryd***

My contact with the IAAP began in 1961 when I was invited to participate in a symposium on motivation research (with George Katona) at the Copenhagen Congress. My older colleague Gunnar Westerlund, at the Stockholm School of Economics, was a long-time member of the Executive Committee. Before the Amsterdam Congress of 1968 where I was to have a presentation, Gunnar asked me whether I would be interested in joining the Executive Committee. The proposal was supported by another member, Professor Torsten Husén so I was elected in 1968. It meant some useful contacts and acquaintances.

Gunnar and I later proposed a few candidates who had participated and made presentations at meetings: Professors Gunnar Borg, Guje Sevòn, and Gunn Johansson, all of them with good international networks.

Ron Taft

The first time I heard of IAAP was in 1950 when a man called David Katz (from Sweden) spoke to the American Psychological Association Convention appealing to the audience to attend the IAAP Congress in Gotenburg in 1951, but it was not until the Amsterdam Congress in 1968 that circumstances permitted me to attend my first of these major events.

It was through Ali Landauer that I was elected onto the Executive Committee although I am not sure through what means Ali got onto the Committee. He obviously had a connection through his Austrian or Hungarian background, probably in the 1950s. Ali's specialty was Experimental Psychology (perception) and his link with Applied Psychology was indirect. I succeeded him on the Committee in 1982.

When I first attended IAAP congresses I was impressed by the European air of formality there compared with American or Australian conferences.

Regarding personalities, I am a bit hazy. In the 1970s Carmi Harari from New York was pushing very hard for a sub-committee of IAAP to be formed on Peace and Disarmament. I admired Viteles for his work and regard him as one of the giants in Vocational Psychology. Claude Lévy-Leboyer and I had talks about IAAP and IUPsyS (International Union of Psychological Science) relationships. I knew Harry Triandis pretty well. He was an engineer before he took up Psychology and then turned to Social and Cross Cultural Psychology.

Charles de Wolff (Charles' complete reflections appear elsewhere in the present issue of the *Bulletin*.)

It was during the late 1950s and early 1960s that I started attending the international congresses of IUPsyS and IAAP and began to meet many colleagues.

From there I became a member of a small committee to organize the 1968 IAAP Congress in Amsterdam, and in 1971 I became a member of the IAAP Executive Committee at the Congress in Liege.

In 1980 I was appointed as IAAP Secretary-Treasurer and served until 1990.

Peter Merenda

When I was elected the first president of the then new Division of Psychological Assessment (Division 2) in 1982, I became an Associate Member of the EC until 1986. Then, at the 1986

Congress in Jerusalem Ed Fleishman and Bernice Bass nominated me to become a full member - a post that I held until 2002. 360
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During my 16 years on the EC I nominated three of my international collaborators to join me on the Committee. They were: Jose Ferreira Marques (Portugal), Jitendra Mohan (India), and D.C. (Pino) Fumai (Italy). In none of these cases was any of the "Power of Political Persuasion" - PPP - at work. It was only in the case of Pino that any question arose regarding qualification. It was by Enzo Spaltro (Italy) whom I had known very well since my first Fulbright year in Italy in 1967–68. He asked whether Pino could speak and understand the English language well enough to qualify for membership. I answered by telling Enzo that Pino knew English as well as he did! 362
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Further, many of the foreign EC members with whom I had had a professional or personal relationship in the 1992 list of members of the EC deserve to be mentioned; they were all outstanding international psychologists in their respective countries. They were: Yehudy Amir (Israel), Rocio Fernandez-Ballesteros (Spain), Pieter Drenth (the Netherlands), Jose Ferreira Marques (Portugal), Ype Poortinga (the Netherlands), and Enzo Spaltro (Italy). Also, please note that at the end of my 1992 piece in the IAAP Directory I added the names of my former great international psychology colleagues: Iraj Ayman, Jean Besson, Luigi Meschieri, Durganand Sinha and Ronald Taft. 369
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Pieter Drenth 376

My first conference was 1964 in Ljubljana (there I shared a room with Fred Fiedler for a couple of nights, since Hotel Lev had mixed up its administration). It was there also the first time I extensively exchanged ideas with Bernie Bass, whom I had met in 1960 in the US at an APA meeting. I did not attend the 1960 IAAP meeting since I spent that year in the US. Since 1964 I did not miss one of the four-year congresses of IAAP until 2004, I believe. 377
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As I said, I spent 1960–1961 in the USA, and attended the 1961 APA meeting in New York. During that year I spoke to (made) many friends. To recall a few names: Ed Henry, Bernard Bass, Harry Triandis, Ed Fleishman, Ed Hollander, Chris Argyris, Robert Blake, Fred Fiedler, Patricia Smith, Chris Hulin, Ed Lawler, Frank Landy, Stan Seashore, Ray Katzell, Jo Weisz, Thomas Harrell, Arny Tannenbaum (you will recognise the old-timers), and many others. Most of them encouraged me to attend international meetings, besides APA. At the time we had primarily IUPsyS and IAAP. So I followed this up at the first opportunity after my return to Amsterdam; Ljubljana 1964. 382
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In 1982 I became President of Division 1. From the beginning of the creation of the Divisions it was a rule that the Presidents of Divisions were *qualitate qua* members of the Board. After my *q.q.* membership in 1986, I was nominated and elected as a regular member of the Board. As far as I can remember it lasted until 2002. 389
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How people became nominated for the Executive Committee I do not remember, and I do not remember rules or criteria. I thought it was mostly on the basis of co-optation, or preferences of the existing EC members. The only rule was that the organizer of the next conference was a member of the EC, I think. President, Secretary General and Treasurer were proposed to the EC and elected by voting. 393
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Since 2000 I was President of the European Association of National Academies of Sciences and Humanities (ALLEA) and could not spend more time to go to the international psychology meetings. As President of ALLEA I was of course deeply involved in European policy making in sciences and could try to promote the interests of social sciences in general and psychology in particular where necessary and possible. Probably that was one of the reasons to honour me with the 398
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‘Award for distinguished scientific contributions to the international advancement of applied psychology’ in 2006 in Athens (followed by my acceptance speech “Psychology: is it applied enough?” [published in *Applied Psychology: An International Review*, 2008, 57, 524–540]).

Joe Matarazzo

I was elected onto the Executive Committee in 1986. I had not been too active in any governance before I was elected President-Elect of APA in 1986 following my serving as the so-called architect of the Division of Health Psychology a couple of years earlier. This, plus my 1977–1978 presidency of the International Council of Psychologists must have garnered me some international visibility and thus election to IAAP.

Also, when the IAAP Divisions were being formed, I recall resisting considerable pressure that I become the first president of the Division of Psychological Assessment. My belief is that professional visibility is the reason some people are elected to offices in professional associations even as a more potent force than is manoeuvring by those who are merely politically ambitious. Likewise the offer that I be the President of the 1998 IAAP Congress in San Francisco came both as a surprise and as a generous offer.

The persons who impressed me the most as influential leaders in IAAP were (1) Claude whose fierce love of and devotion to the association were ever clear; (2) Fleishman, Triandis and Spielberger who also were equally devoted, competent and internationally visible.

Ype Poortinga

I applied for EC membership because Pieter Drenth suggested this to me. I felt honored, did apply and was elected. At the time, I had already been President of the International Test Commission (ITC, which crumbled after I stepped out in 1978; ITC was re-established almost from scratch by Ron Hambleton) and I had been Secretary General of the International Association for Cross-Cultural Psychology (1980–1986). As a cross-cultural psychologist I had an interest in international cooperation and in internationalizing psychology. As far as I can see Pieter and Charles de Wolff (who later suggested that he had a finger in this) probably thought that I was a suitable candidate, but this was never discussed.

From 1986 until 2002 I was a member of what was then called the Executive Committee. I was the convenor of the Task Force on Less Developed Countries (1994–1996) and a member of the Finance Committee (1990–2002). As Charles de Wolff and later Rie (Rita) Claes were frugal, and as particularly Charles had the ideal that the running costs of the Association should be paid from accumulated savings, checking the books was not an ardent task.

The Task Force on Less Developed Countries produced a report that in my memory still stands as a good piece of work. I worked with J. B. P. (Jai) Sinha on these issues, among other things trying to replace the term “less developed” countries by “low income” countries.

In 1996 during the International Council of Psychologists meeting in Montreal I initiated a motion with IUPsyS as well as IAAP expressing that these two bodies should explore how they could possibly merge. This motion was carried by a large majority in both associations. We had just gone through a period with the two Presidents of the associations not seeing much eye to eye, and in both the IAAP Executive Committee meeting and the IUPsyS General Assembly there were strong sentiments in favor of the motion. However, the motion was never carried out, as neither the Officers of IUPsyS nor of IAAP were in favor. I still think that the motion had merit and that it should be

taken up again. However, I also have to conclude that the most important thing (in my mind) that I tried to do for international psychology came to nothing. Having said this, there is some consolation in so far as the cooperation between IAAP and IUPsyS became distinctly better after 1996.

Robert Morgan

In about 1981, as an IAAP member and a visiting professor in Canada, I approached IAAP President Ed Fleishman about adding Applied Gerontology as one of the first wave of IAAP divisions. He was very encouraging and, beyond that, facilitated rapid review by the association leadership and governance groups. By 1982 we were approved as Division 7. Ed's requirement of me was that I commit to being the first division president and stay with it long enough to see it grow and thrive. I served two terms for this, with Ed's parallel initiative toward strengthening the new divisions including the inclusion of division members on the Executive Committee.

I served on the EC from 1982–2006, with the first eight years based on my role as a Division President. The Division has thrived since then under the guidance of very talented psychologists like Frances Culbertson and Florence Denmark and many others. Ed's unremitting facilitation was instrumental in this. Now, staying for so long on the EC, 24 years, was also due to the catalytic collaboration of so many international colleagues but one person specifically stands out for me. That was Charles Spielberger, eventually an IAAP President and always a very good friend. Although I do have a long and lucky history of viewing the leadership skills of some very distinguished individuals from Martin Luther King Jr. to Rollo May and others, my greatest learning opportunities over the years came from working with Charles. With unremitting good will, endless energy, and astonishingly effective diplomacy, he was able to build key international coalitions of psychologists for us on a truly global scale. The United Nations could have learned much from his example.

I know I am leaving out so many outstanding colleagues here, but that is really the point: it was the people on the EC, leaders in our discipline from across the world that kept me involved all those years with IAAP governance. The goal of the organization was genuinely reflected in the creative collaboration of its members. Now, in all fairness, there also were many obstacles and different opinions to navigate. The saying "If there are two of these people in the room then there will be at least three opposing opinions" has some validity for our group. Nor were we free of the regional or local divisiveness we had that came from divisions of a different kind. Yet these in the end more often enriched the discussions and success of the EC, undoubtedly due to the superb interpersonal skills of so many psychologist diplomats. I will always value those years with our friends on the EC, enhanced by the reality that we have lost so many of them already.

Comment

Apart from the sheer appeal of the colourfully descriptive remarks made by these authors, perhaps the biggest impression that reading the above accounts makes is just how broadly based IAAP's leadership was. Besides the two self-evident Presidential positions of Ed Fleishman and Claude Lévy-Leboyer, the mantle included not only those listed above but also a wide range of others.

Although the actual group would be even wider, the ones cited included Gunnar Borg, Guje Sevòn, and Gunn Johansson (all from Sweden), Ali Landauer (Australia), Bernie Bass (USA), Jose Ferreira Marques (Portugal), Enzo Spaltro, D.C. (Pino) Fumai and Luigi Meschieri (all from Italy), Yehudy Amir (Israel), Rocio Fernandez-Ballesteros (Spain), Iradj Ayman (Iran), Jean Besson (Canada), and Durganand Sinha, J. B. P. (Jai) Sinha and Jitendra Mohan (all from India). As has been testified, all were outstanding international psychologists in their respective countries.

What is also apparent is the huge role that the congresses play in attracting members to IAAP initially. This power of attraction has previously been referred to in the earlier *Bulletin Reminiscences* of Claude Lévy-Leboyer (Gotenburg 1951) and Ed Fleishman (Rome 1958) and has again been similarly mentioned by Charles de Wolff (Rome 1958), Karl-Erik Wärneryd (Copenhagen 1961), Pieter Drenth (Ljubljana 1964) and Ron Taft (Amsterdam 1968). By approximately a decade afterwards on average they would be elected onto the EC.

What is clear, too, is that IAAP's Officers themselves, Morris Viteles, Gunnar Westerlund, Ed Fleishman, Claude Lévy-Leboyer, Charles de Wolff and Harry Triandis were active in bringing key figures in international applied psychology onto the EC. The same can be said for the then currently serving members on the EC. This is known for certain about Ron Taft, Bernie Bass, Charles Spielberger and Pieter Drenth, but actually the list is bound to be much more extensive than this. It may even be possible that George Katona, Torsten Husén and David Katz were members of the EC in much earlier times although the likelihood of this being confirmed one way or the other at this stage is remote.

Also of note is that, while the criteria for recommendation and selection for the EC have never been standardised and could vary widely, of those cited above one stands out as a common denominator. This is proven performance. This, in turn, has tended to come from four main directions, organizing one of IAAP's congresses, initiating the founding of one of IAAP's Divisions, having a senior position in another international psychological association or being of high standing in a national association or society.

Finally, in bringing these wonderful accounts to their conclusion, it is a pleasure on behalf of IAAP to express the appreciation of every reader to each of the authors. They have given us the privilege of looking into and being part of the world of the Association in the 1970s and 1980s, the very one created by their efforts and energies. Their recollections have enriched our knowledge of this phase of the Association's history and made it possible for this information and their insights to be preserved forever. The alternative would have a big loss and a grave mistake.

Mike Knowles,

Former IAAP President

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- Fleishman, E. A. (2010). Presidential Reminiscences by Ed Fleishman, *IAAP Bulletin*, 22, 2–3, 5–11.
- Lévy-Leboyer, Claude (2010). Presidential Reminiscences by Claude Lévy-Leboyer, *IAAP Bulletin*, 22, 4, 3–6.

Division News

Division 1—Work and Organizational Psychology

In April, President of Division 1, Gary Latham represented the President of IAAP, Janel Gauthier at the United Nations' Psychology Day. It was organized by Division 1 member Walter Reichman. Speakers addressed: Promoting Well-Being in the 21st Century: Psychological Contributions for Social, Economic, and Environmental Challenges.

In May, Gary Latham and President-Elect Barbara Kozusznik attended the European Association of Work and Organizational Psychology's biennial conference in Dublin. Barbara chaired a session on the value of "local communities of work and organizational" psychologists meeting on a regular basis. Gary chaired a session on IAAPs impact on policy at the UN. The two speakers were Drs. Lise Saari (SIOP) and Isbel McWha-Hermann (Division 1). In addition, Gary participated in a symposium consisting of journal editors. Gary is the editor of *Organizational Dynamics*.

President-Elect Barbara Kozusznik is currently putting the finishing touches on a "Manifesto for Work and Organizational Psychologists".

(For more information about Division 1 including newsletters, go to <http://iaapsy.org/divisions/division1>. –Ed.)

Division 2—Psychological Assessment and Evaluation

(For information about Division 2, go to <http://iaapsy.org/divisions/division2>. –Ed.)

Division 3—Psychology and Societal Development

(For information about Division 3, go to <http://iaapsy.org/divisions/division3>. –Ed.)

Division 4—Environmental Psychology

PROPOSALS WELCOME FOR THE 2019 INTERNATIONAL CONFERENCE ON ENVIRONMENTAL PSYCHOLOGY (ICEP).

The Executive Committee (EC) of the Division of Environmental Psychology of the International Association of Applied Psychology (IAAP) would now like to hear from research groups that are interested in organising an ICEP somewhere in Europe in 2019. Please express your interest **by May 31, 2017** by e-mailing sabine.pahl@plymouth.ac.uk. Electronic proposals should be submitted **by August 15, 2017** to Sabine Pahl, Division Secretary, at sabine.pahl@plymouth.ac.uk, using guidelines we will send to you. Informal inquiries may first be directed to any of the members of the Division 4 EC, who in addition to Sabine Pahl include Linda Steg (Past president; e.m.steg@rug.nl), Wes Schultz (President; w Schultz@csusm.edu), and Terry Hartig (President-elect; terry.hartig@ibf.uu.se).

The proposal should contain information:

- the date of the conference
- the profile of the organising institute and its reasons for hosting the conference
- a proposed conference theme
- a statement on the academic standing and reputation of the host institute
- previous experiences in hosting conferences
- a budget which clarifies how to ensure the economic viability of the conference
- accessibility and affordability and hotel capacity of the location
- attractiveness of the location
- the ability to attract an audience, usually of 300–400 people
- the availability of enough assistants (as students or junior researchers) during the conference
- the creation of a well-organised conference webpage, maintained and updated on a regular basis.
- the establishment of a Local Organising Committee (LOC).

Affordability of the conference for the participants will be an important consideration. Applications will be evaluated by the Division 4 EC. After consultation with eventual proposers via email and

skype, the EC will make a final decision in time to announce the 2019 ICEP at the conclusion of the 2017 ICEP on September 1. 570
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(1) UNILEVER Best Paper Award and Best Dissertation Award 2015 572

The Unilever best paper award, 2015 573

We are happy to announce that the Best paper award 2015 of the IAAP Division 4 (Environmental Psychology) has been awarded to **Julia Steinhorst** for her paper co-authored with Klöckner, C. A., and Matthies, E. (2015): Saving electricity—For the money or the environment? Risks of limiting pro-environmental spillover when using monetary framing. *Journal of Environmental Psychology*, 43, 125–135. 574
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We recognised two **runners-up** because this year, the award committee had a hard time deciding on the winner of the best paper award. These are, in no particular order, **Elizabeth Marcheschi** for the paper Marcheschi, E., Johansson, M., Brunt, D., Hansson, L., & Laike, T. (2015). Quality of life and place attachment among people with severe mental illness. *Journal of Environmental Psychology*, 41, 145–154 and **Yang Zhang** for the paper Zhang, Y., van Dijk, T., Tang, J., & Berg, A. E. (2015). Green space attachment and health: A comparative study in two urban neighborhoods. *International Journal of Environmental Research and Public Health*, 12(11), 14342–14363. Finally, a **special mention** goes to **Karen Hamann** for the paper Hamann, K. R., Reese, G., Seewald, D., & Loeschinger, D. C. (2015). Affixing the theory of normative conduct (to your mailbox): Injunctive and descriptive norms as predictors of anti-ads sticker use. *Journal of Environmental Psychology*, 44, 1–9. 579
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The Unilever Best Dissertation Award 2015 590

This year, it was also difficult to pick one winner for the best dissertation award. Whereas most dissertations were of high quality, each had specific strengths and weaknesses. There were big differences in the methods applied and topics of investigation, which made it hard to compare the dissertations with each other. For this reason, the committee decided to pick two winners – Elizabeth Marcheschi and Danny Taufik – who will share the Best dissertation award 2015 of the IAAP division 4 (Environmental Psychology). Both Elizabeth Marcheschi and Danny Taufik will receive an official certificate, a free one-year membership to IAAP, and 375 euros (minus taxes) provided by Unilever. 591
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Elizabeth Marcheschi (2015). The housing environment of people with severe mental illness. Lund University, Sweden 598
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Danny Taufik (2015). “Can you feel it?” The role of feelings in explaining pro-environmental behaviour. University of Groningen, the Netherlands. 600
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These winners will be officially announced and prizes awarded at ICEP 2017 (see next item). 602

(2) ICEP International Conference of Environmental Psychology 2017 603



International Conference
of Environmental Psychology

THEORIES OF CHANGE AND SOCIAL INNOVATION
IN TRANSITIONS TOWARDS SUSTAINABILITY



IAAP
INTERNATIONAL ASSOCIATION
OF APPLIED PSYCHOLOGY
DIVISION OF
ENVIRONMENTAL PSYCHOLOGY

Finally, we hope to welcome you in A Coruña (Spain), August 30–31 and September 1, 2017. Please note that the early-bird registration deadline for the International Conference on Environmental Psychology: “*Theories of change and social innovation in transitions towards sustainability*” has now passed, but please follow the updates here (<http://www.icep2017.org/>.) and note that registration at the normal rate is still available.

We are pleased to announce a total of 354 contributions:

- 31 sessions with 170 presentations.
- 23 symposia with 140 presentations.
- 44 posters.

On behalf of

Prof. Ricardo García Mira

Steering Committee

People Environment Research Group · Department of Psychology. University of A Coruña (Spain)

(For more information about Division 4, go to <http://iaapsy.org/divisions/division4>. –Ed.)

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 counseling, 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 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. 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 Latham or Professor Martin (President of Division 5, who is also on the White Paper Advisory Committee) with ideas for specific topics (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 Convention of the American Psychological Association, Aug. 3–6, 2017, in Washington, D.C., USA (<http://www.apa.org/convention/>)

Annual Convention of the Canadian Psychological Association, June 8–10, 2017; Toronto Ontario, Canada (<http://www.cpa.ca/Convention/>)

Europe and UK

Biennial EARLI Conference, Tampere, Finland, 29 August – 2 September, 2017 (<http://www.earli2017.org/>)

British Psychological Society 2017 Annual Conference 3–5 May 2017, Brighton, UK (<https://www.bps.org.uk/events/conferences/annual-conference-2017>)

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>)

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 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>

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	717
UNESCO Educational Attainment Data and Indicator Links http://uis.unesco.org/en/topic/educational-attainment	718 719
Harvard Graduate School of Education Dataset Links http://gseacademic.harvard.edu/~willetjo/nces.htm	720 721
Johns Hopkins University Database and Dataset Links http://guides.library.jhu.edu/content.php?pid=16418&sid=114587	722 723
American Psychological Association Dataset Links http://www.apa.org/research/responsible/data-links.aspx	724 725
VII. DIVISION 5 BOARD MEMBERS 2014–2018	726
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PAST PRESIDENT	735
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(For more information about Division 5, go to http://iaapsy.org/divisions/division5 . –Ed.)	739 740 741
Division 6—Clinical and Community Psychology	742
How could I increase my participation in psychology in the future?	743
Challenges and options for participation in Divisions 6 and 15 of the <i>International Association of Applied Psychology</i>	744 745
This document summarizes the content of the conference that took place at Complutense University of Madrid during the XI Students National Congress that took part on April 3–5, 2017, with the collaboration of nine Spanish universities. This conference was presented by IAAP Division 6 Web Editors - Pedro Altungy, Rocío Fausor, Clara Gesteira and Noelia Morán – with the main goal of promoting the International Association of Applied Psychology (IAAP) among the students.	746 747 748 749 750 751



IAAAP Division 6 web editors. From left to right: Pedro Altungy, Rodío Fausor, Noelia Morán and Clara Gesteira

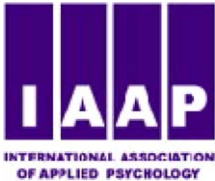
The editors of the IAAP Division 6 website were invited to this conference to show the students the importance that psychology associations have when **putting into practice the advances in research, promoting psychology research** and methodological improvements, **spreading psychological knowledge** through congresses, reviews, newsletters and establishing very tough **ethical, educational and behavioral standards**.

First of all, we gave a general explanation about the importance of psychological associations. In that sense, we highlighted the idea that psychology associations can give useful information to psychology students that are about to finish their grade, and who frequently get lost when considering the professional paths that spread before them. Psychology Associations give relevant information about the state-of-the-art of the profession all around the world, thus allowing the creation of a professional network. They even give information about professional institutions that could give us support in our daily practices or in the decisions we have to take.

Moreover, during the communication we also mentioned the importance of creating students' divisions in all the current associations, where the tomorrow's professionals could make active contributions to the promotion and diffusion of psychology. Hence, both divisions may help students to make contact with professionals of different specialties all around the world, and, therefore, could be a perfect platform through which to make visible their demands. Those demands are mainly related to the improvement of educational programs of training and programs which take into account the application of scientific and professional developments.

Secondly, we introduced the **International Association of Applied Psychology (IAAP)** as the oldest international association of psychologists. We explained that, founded in 1920, it nowadays has more than 1,500 members from more than 80 countries. We also presented its main purpose, which is succinctly stated in **Article 1** of its Constitution: “. . .to promote the science and practice of applied psychology and to facilitate interaction and communication about applied psychology around the world”. (<http://iaapsy.org/about-iaap>)

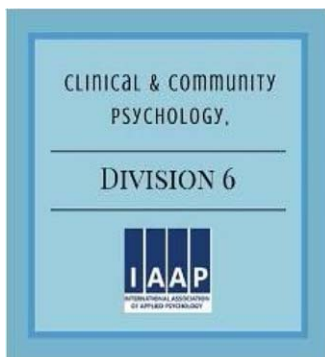
This introduction was followed by the presentation of the different divisions that make up IAAP and that could be of exceptional interest for the assistants, either today, while they are still students, or in the future as professionals.



In that way, it was explained that IAAP consists of 18 divisions, which represent the main areas in psychology. A summary of these is given in the table below.

IAAP DIVISIONS

- | | |
|---|---|
| - Div 1, Work and Organizational Psychology | - Div 10, Psychology and Law |
| - Div 2, Psychological Assessment and Evaluation | - Div 11, Political Psychology |
| - Div 3, Psychology and Societal Development | - Div 12, Sport Psychology |
| - Div 4, Environmental Psychology | - Div 13, Traffic and Transportation Psychology |
| - Div 5, Educational, Instructional and School Psychology | - Div 14, Applied Cognitive Psychology |
| - Div 6, Clinical and Community Psychology | - Div 15, Psychology Students |
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Afterwards, we showed Division 6's labour. As its own name indicates, Division 6 is focused on two principal areas: **Clinical and Community Psychology**. Within the **Clinical Psychology** area, the main objectives and strategies are: *understanding, preventing, diagnosing and treating psychological, cognitive, emotional, developmental, behavioural and family problems in children, adolescents and adults*. At the same time, we explained that the **Community Psychology** area interests are *building competencies, behavioural changes and agency in individuals, communities and societies, thereby enhancing the quality of life at all three levels*. Summarising, we emphasised in the general philosophy of the

division, which precisely is to connect professionals of different places, with special attention to those countries which usually do not have the opportunity of spreading their psychological knowledge, but which have very valuable initiatives in the psychology field. 798
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We explained to the assistants that, in order to achieve those objectives, we are working on the development of a website which intends to show experts' opinions about different topics through interviews, articles or clinical cases, as well as to share resources so that every professional can make use of them in their clinical practice. In spite of all the information of Division 6 that is reflected in the webpage and also in the two newsletters that are edited every year, general information about our different activities was detailed to students as follows: 801
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EXPERTS ACROSS THE WORLD 807

In this section, there is free access to some articles and interviews that present the experiences and professional challenges of different experts from diverse countries. For instance, students can read the interviews of experts such as professor Sylvia Marotta-Walters, James Shultz, Zelde Espiden and Daniel OLeary. 808
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Read an interview with Professor Sylvia Marotta-Walters about Complex Trauma

Complex trauma does not currently exist as a diagnostic category in the DSM system though it is in the ICD. It is a term that is used to encompass chronic or long term

trauma that develops over a period of time and/or at an early stage of life, rather than a single extreme exposure. It is also called developmental or attachment-related trauma. Historically it evolved from what was called DESNOS, or disorders of extreme stress not otherwise specified. Read more...



Read an interview with Professor James Shultz about Trauma Signature Analysis.

Trauma signature (TSIG) analysis is an evidence-based method that examines the interrelationship between population exposure to a disaster, extreme event, or complex emergency and the interconnected physical and

psychological consequences for the purpose of providing timely, actionable guidance for effective mental health and psychosocial support (MHPSS) that is organically tailored and targeted to the defining features of the event (Shultz & Neria 2013). Read more...



Important Challenges Facing Clinical Psychology, an interview with Doctor Specialist in Psychiatry Zelde Espinel (Colombia), 2013.

During my social service year ("año rural") I was one of 2 community physicians based in Puerto Nariño, in Amazonas,

Colombia's most southerly department (state). Puerto Nariño is



Important Challenges Facing Clinical Psychology, an interview with Professor Dan O'Leary, 2012.

Having treatments accepted by insurance companies and having reasonable reimbursement rates for providers. In the US males do not enter psychology as they used

to because they do not see that they can make a very good living/salary with insurance rates often being low per hour. Having providers actually use empirically supported treatments. Having researchers collaborate more with clinicians to develop and refine treatments that will be in fact used in the field by the clinician. Read more...

TASK FORCE ON TERRORISM

Consecutively, we informed the students about one of the more recent activities of Division 6, which is the Task Force on Terrorism. These latest years, Division 6 started this thrilling project along with other IAAP members. The main goal is to conduct a review of UN documents which lead to the identification and development of meaningful and realistic opportunities for IUPsyS (International Union of Psychological Sciences), as well as to collaborate with the United Nations, its Commissions, related Agencies and other constituencies.



In the picture, the members of executive committee of IAAP Task Force on Terrorism. From left to right: Prof. Wilson López, Prof. Sarlito W. Sarwano, Prof. María-Paz García-Vera (president of IAAP Div 6) and Prof. J Kagaari.

WORKING GROUPS

Taking into account the main interest of Division 6, students were informed that in the Division website they could find information about the work developed by other essential organizations where some of the Division 6 members have an active role, such as: IUPsyS (International Union of Psychological Sciences), EFPA (European Federation of Psychologists' Associations), Nordic Psychological Association's Cooperational Committee, Finnish Psychological Association. . .

CONNECTING MEMBERS: SURVEY



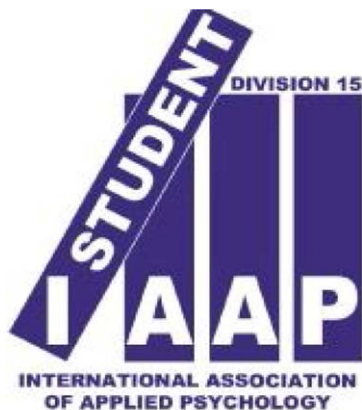
Students got information about this section of “connecting members”. Because our organization has more than four hundred members worldwide, the first aim of this website is our active connection, in order to know where our colleagues are working. Thus, it will be easy to know which topics are being developed in Clinical and Applied Community Psychology, their diverse functions and different areas of expertise, and the world centers where psychological interventions and research are being carried out. Therefore, we requested all the members to complete a specific questionnaire for building a database

which, in the future, will allow us to give feedback to our members about who in the Division works in a close field, their areas of expertise, and the psychological centers where they are working. We

consider that this information will be useful for supporting our members in many professional situations (when preparing a professional trip, when needing collaboration for developing some research programs in any part of the world. . .).

SHARING RESOURCES

Finally, Division 6 keeps in mind how important the resources for the daily practice in clinical psychology are. Therefore, as part of one of its principal goals, it has a section where different resources are shared, such as psychological questionnaires and their interpretation sheets, or information about coming scientific congresses.



Additionally, we introduced the main activities of Division 15 (Students' Division), as requested by its Executive Committee and, more specifically, by its president Luminita Patras.

Thus, we explained that *Division 15 is a strong community of Applied Psychology Students (undergraduate, masters and PhD students), independent of their specialization. It has a platform meant to offer the space and tools for sharing knowledge and experience, debating, and support and promotion of each other's work.*

Especially interesting for the assistants was to know the mission of the division, which is promoting and supporting a network of Applied Psychology students who share a common interest in international development, teaching, trends, applications, and research in applied psychology. Division 15 is committed to principles of collaboration, responsibility and open participation.

COMMUNITY DEVELOPMENT

Division 15 aims to develop an enthusiastic international network of motivated, scientifically up-to-date and global-minded members. We communicated to the students that Division 15 supports a global social, scientific and practitioners' network within IAAP and its divisions. They also carry out the promotion of activities targeted at psychology students (current and potential members) in order to make them conscious of the IAAP as an excellent platform for international applied psychology. Division 15 looks over activities which aim to generate visibility for IAAP and feelings of belonging for its members. Finally, they coordinate, participate and organise events that promote knowledge and experience sharing among its members.

Finally, we presented the different work groups of the division:

LIAISON

Focused on local and international student associations, federations, universities. . . This section tries to build bridges and relationships with public and private bodies interested in applied psychology.

COMMUNICATION

We present this section where Division 15 broadcasts its news, activities, to share with its members through the Website and IAAP Forum, but also through Social Networks. Students can find Division 15 on Facebook, LinkedIn, and Twitter. The aim of the division is to keep in touch with its members, providing them information. They are also in charge of the IAAP Students' Newsletter, which is sent to all the members, and the promotional material (for example, the Division 15 Flyer). Division 15 is currently planning on creating a scientific student journal, where every student can share their work.

UNITED NATIONS SUPPORT

We also highlighted the effort that Division 15 does to support and promote IAAP representatives at the UN and their activities through their website and social media. Division 15 actively promotes UN actions that are intended to promote psychology, as, for example, Psychology Day.

IAAP STUDENT AMBASSADORS

Finally, we talked about a new program of Division 15, which intends to promote applied psychology and the IAAP in different ways (participating in local events, organizing local meetings and events, attracting new members, etc.). This program also looks to promoting psychology worldwide (creating a calendar of events in the region; promoting certain trends, personality, particularity from their area.



The graphic features the IAAP logo on the left, a world map with colorful human icons in the center, and the XI Congreso Nacional logo on the right. Below the map is a purple banner with the word 'ASIA' in large letters, the text 'CALL FOR AMBASSADORS', and social media contact information for @iaap15student and @IAAP_Division6.

At the end of the conference, we devoted some time to answer the variety of questions that students, who were particularly interested, asked. Finally, we provided information on the means of contact with Divisions 6 and 15.

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JOIN US!



(For more information about Division 6, go to <http://iaapsy.org/divisions/division6>.—Ed.)

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Division 7—Applied Gerontology

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(For information about Division 7, go to <http://iaapsy.org/divisions/division7>.—Ed.)

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Division 8—Health Psychology

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Professor Sonia Lippke received a grant for writing the concept and the contents for an eCoach on “Welcome Culture and Diversity Management” with a German health insurance (Techniker Krankenkasse). This eCoach aims at helping migrating employees to acculturate better, mobilize social support and increase well-being as well as to prevent stress, illness and disability by means of mHealth technology.

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The ASBHM/CHP 2017 Conference Hosted by the Australasian Society for Behavioural Health and Medicine (ASBHM) and APS College of Health Psychologists (CHP) will take place from 13–15 July 2017 at Crowne Plaza Surfers Paradise, Gold Coast, Australia. Associate Professor Barbara Mullan will be presenting a workshop entitled “Making healthy choices easier by making them automatic: Building good habits”.

Professor Aleksandra Luszczynska delivered a keynote at the 11th National Conference of Polish Health Psychology. Her talk dealt with the challenges related to bridging the gap between health psychology research and practice.

Professor Urte Scholz was awarded an EHPS (European Health Psychology Society) fellowship. A Fellowship is in recognition of an exceptional contribution and is regarded as an honour. To date, only 33 health psychologists from around the world have been awarded this distinguished status.

Associate Professor Barbara Mullan presented to the Community Cancer Forum in Perth WA on the 23rd of March on Quality of Life in Cancer Survivors.

Sample of new publications

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

Black, N., Mullan, B., & Sharpe, L. (In Press). Predicting Heavy Episodic Drinking using an extended Temporal Self-Regulation Theory. *Addictive Behaviors*.

Cihlar, V., & Lippke, S. (2017). Physical activity behavior and competing activities: interrelations in 55-to-70-year-old Germans. *Journal of Aging and Physical Activity*. DOI: 10.1123/japa.2016-0211

Crutzen, R., Cyr, D., Taylor, S.E., Lim, E., & Ruiter, R.A.C. (2017). Self-reevaluation and anticipated regret did not change attitude, nor perceived distance in an online context. *Frontiers in Psychology*, 7, 2038.

Duan, Y. P., Wienert, J., Hu, C., Si, G. Y., & Lippke, S. (2017). Web-based intervention for physical activity and fruit and vegetable intake among Chinese university students: A randomized controlled trial. *J Med Internet Res*, 19(4):e106.

Forberger, S., Bammann, K., Bauer, J., Boll, S., Bolte, G., Brand, T., Hein, A., Koppelin, F., Lippke, S., Meyer, J., Pischke, C. R., Voelcker-Rehage, C., & Zeeb H. (2017). How to tackle key challenges in the promotion of physical activity among older adults (65+): The AEQUIPA network approach. *Int J Environ Res Public Health*, 14(4), E379. doi: 10.3390/ijerph14040379.

Geller, K., Lippke, S., & Nigg, C.R. (2017). Future directions of multiple behavior change research. *J Behav Med*, 40, 194. doi:10.1007/s10865-016-9809-8

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.

Keller, J., Wiedemann, A.U., Hohl, D.H., Scholz, U., Burkert, S., Schrader, M. & Knoll, N. (2017). Predictors of dyadic planning: Perspectives of prostate cancer survivors and their partners. *British Journal of Health Psychology*, 22, 42–59. doi:10.1111/bjhp.12216

Knoll, N., Hohl, D. H., Keller, J., Schuez, N., Luszczynska, A., & Burkert, S. (2017). Effects of dyadic planning on physical activity in couples: A randomized controlled trial. *Health Psychology*, 36, 8–20. doi: 10.1037/hea0000423

Lüscher, J., & Scholz, U. (2017). Does social support predict smoking abstinence in dual-smoker couples? Evidence from a dyadic approach. *Anxiety, Stress, & Coping*, 30, 273–281 DOI: 10.1080/10615806.2016.1270448

Milton, A., Mullan, B., & Hunt, C. (In Press). An evaluation of communication barriers and facilitators at the time of a mental health diagnosis: a survey of health professional practices. *Social Psychiatry and Psychiatric Epidemiology*.

Mullan, B., Ntoumanis, N., Thøgersen-Ntoumanis, C., & Lipp, O. (In Press). It's a bit more complicated than that": A broader perspective on determinants of obesity. *Behavioral and Brain Sciences*.

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.

Schulz, H., Zacher, H., & Lippke, S. (2017). The importance of team health climate for health-related outcomes of white-collar workers. *Frontiers in Psychology*, section Organizational Psychology, 8, 74. | <https://doi.org/10.3389/fpsyg.2017.00074>

Zarychta, K., Mullan, B., Kruk, M., & Luszczynska, A. (2017). A vicious cycle among cognitions and behaviors enhancing risk for eating disorders. *BMC Psychiatry*, 17, 154. Doi:10.1186/s12888-017-1328-9

(For more information about Division 8, go to <http://iaapsy.org/divisions/division8>. –Ed.)

Division 9—Economic Psychology

News from Division 9 (Economic Psychology) May 2017

Division President – David Leiser, BEN GURION UNIVERSITY OF THE NEGEV, Israel, dleiser@bgu.ac.il

Division President-Elect – Tomasz Zaleskiewicz, SWPS UNIVERSITY OF SOCIAL SCIENCES AND HUMANITIES, Poland, tzaleskiewicz@swps.edu.pl

Division Secretary – Fabian Christandl, FRESenius UNIVERSITY OF APPLIED SCIENCES, Germany, fabian.christandl@hs-fresenius.de

1. Letter from Division President – David Leiser

Dear Friends,

This is springtime in the Northern Hemisphere, and many initiatives are taking place all over the world. In this brief note, I wish to give one instance where I was present: Last week I attended a roundtable in Jerusalem, organized by the Israel Center for Democracy, a well-regarded NGO. Around the table were representatives from Academic Centers around the country, both economists and psychologists, from various parts of the Administration (Finance Ministry, Ministry for Environment, Labor Ministries and the Prime Minister's Office), along with various NGOs. All were convened to discuss how best to implement insights from economic psychology and behavioral economics in the functioning of the governmental branches. Inevitably, there was some talk about

nudges and the like, but most of it was devoted to practicalities: how to make sure that implementation of ideas is done wisely, and effectively. 987
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I definitely feel that in Israel, Applied Psychology is very real and in demand. This newsletter presents several other examples of our members' activity. Please write to us to share what's happening at your end. 989
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The next IAREP Annual Conference will be held in Israel (September, 2017). The local organizers are Prof. Tal Shavit and Prof. David Leiser. All Division 9 members are warmly invited. More info can be found on the conference website <http://www.iarep2017.colman.ac.il>. 992
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2. Upcoming workshops 995

“Workshop on the Future of Ownership”, 7th-8th July 2017, WU Vienna. 996

Organizing Team: Professor Bernadette Kamleitner, WU Vienna; Associate Professor Stephan Dickert, Queen Mary University of London; Associate Professor Monika Koller, WU Vienna; Professor Joann Peck, University of Wisconsin-Madison. 997
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Workshop Topic, Aim and Scope 2000

Ownership is a concept that is fundamentally linked to almost all transactions in our society. Every economic transaction also involves transfer of ownership. It is therefore no surprise that a plethora of disciplines have investigated the phenomenon, its psychological underpinnings, and its consequences. Topics covered range from endowment effects to psychological ownership in employment contexts and feelings of ownership instigated by marketing measures. What unites these different streams of literature is that they converge on the pivotal role of ownership in shaping behavior. 2001
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The workshop aims to provide researchers with different backgrounds a platform to discuss the concepts of (psychological) ownership. We thereby instigate a broader discourse on the phenomenon of (psychological) ownership, its antecedents as well as its consequences. The goal is to jointly move towards a much-needed unified theory of ownership and to shape the future of ownership research. Thus, presentations and discussions will revolve around the multi-faceted aspects of ownership, including the economic, legal, and psychological underpinnings of goods that we like to call “our own”. 2008
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3. Upcoming conferences 2015

The 2017 conference of the International Association for Research in Economic Psychology will be held in Rishon LeZion, Israel (September 03–06). Local organizer: Tal Shavit. 2016
2017

Daniel Kahneman lecture: Uri Gneezy, University of California San Diego. 2018

More information on the conference web site: <http://www.iarep2017.colman.ac.il> 2019

4. Journal Special Issues 2020

Journal of Economic Psychology 2021

Last special issue published: “Food consumption behavior: Economic and psychological perspectives” 2022

Edited by: Jayson L. Lusk, Marco Perugini 2023

<http://www.sciencedirect.com/science/journal/01674870/55> 2024

Upcoming special issue: “Understanding Behaviour in Contests: Views from Economics, Psychology and Biology”.

Contests in which agents exert costly efforts while competing over the distribution of scarce resources have a wide range of applications: for instance R&D races, promotions, political campaigns, war, civil conflicts, mating and sports. Economics, Psychology and Biology all have their rich histories of analyzing contest behaviour in various environments. While the ground being explored is common, each discipline has its own approach and focus.

We invite contributions to a special issue on “Understanding Behaviour in Contests: Views from Economics, Psychology and Biology”. The goal of this special issue is to bring together current research streams on contest behaviour from economics, psychology and evolutionary biology in a single interdisciplinary outlet. We are interested in theoretical, experimental and empirical contributions that focus (but not exclusively) on contests.

Manuscripts should be prepared according to the guidelines outlined on the website of the Journal of Economic Psychology (<http://www.journals.elsevier.com/journal-of-economic-psychology/>). Manuscripts should be submitted by May 21, 2017 through that website.

Journal of Behavioral and Experimental Economics

Last special issue published: “Experiments in Charitable Giving”, Edited by Michael Price, John List and Anya Samek. <http://www.sciencedirect.com/science/journal/22148043/66>

Division 10—Psychology and Law

(For information on Division 10, go to <http://iaapsy.org/divisions/division10>. –Ed.)

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.

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 in the task force on Psychology of Terrorism established by the IAAP in 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 to terrorism, and Psychology has already offered diverse contributions focused on tending to victims of terrorism or 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 the 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 as 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 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 vulnerated 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, and have therefore 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

(For information on Division 12, go to <http://iaapsy.org/divisions/division12> –Ed.)

Division 13—Traffic and Transportation Psychology

(For information on Division 13, go to <http://iaapsy.org/divisions/division13> –Ed.)

Division 14—Applied Cognitive Psychology

(For information on Division 14, go to <http://iaapsy.org/divisions/division14> –Ed.)

Division 15—Psychology Students

(This article also appears under Division 6 as it is about both divisions. –Ed.)

How could I increase my participation in psychology in the future?

Challenges and options for participation in Divisions 6 and 15 of the *International Association of Applied Psychology*

This document summarizes the content of the conference that took place at Complutense University of Madrid during the XI Students National Congress that took part on April 3–5, 2017, with the collaboration of nine Spanish universities. This conference was presented by IAAP Division 6 Web

Editors - Pedro Altungy, Rocío Fausor, Clara Gesteira and Noelia Morán – with the main goal of promoting the **International Association of Applied Psychology (IAAP)** among the students.



IAAAP Division 6 web editors. From left to right: Pedro Altungy, Rocío Fausor, Noelia Morán and Clara Gesteira

The editors of the IAAP Division 6 website were invited to this conference to show the students the importance that psychology associations have when **putting into practice the advances in research, promoting psychology research** and methodological improvements, **spreading psychological knowledge** through congresses, reviews, newsletters and establishing very tough **ethical, educational and behavioral standards**.

First of all, we gave a general explanation about the importance of psychological associations. In that sense, we highlighted the idea that psychology associations can give useful information to psychology students that are about to finish their grade, and who frequently get lost when considering the professional paths that spread before them. Psychology Associations give relevant information about the state-of-the-art of the profession all around the world, thus allowing the creation of a professional network. They even give information about professional institutions that could give us support in our daily practices or in the decisions we have to take.

Moreover, during the communication we also mentioned the importance of creating students' divisions in all the current associations, where the tomorrow's professionals could make active contributions to the promotion and diffusion of psychology. Hence, both divisions may help students to make contact with professionals of different specialties all around the world, and, therefore, could be a perfect platform through which to make visible their demands. Those demands

are mainly related to the improvement of educational programs of training and programs which take into account the application of scientific and professional developments.

Secondly, we introduced the **International Association of Applied Psychology (IAAP)** as the oldest international association of psychologists. We explained that, founded in 1920, it nowadays has more than 1.500 members from more than 80 countries. We also presented its main purpose, which is succinctly stated in **Article 1** of its Constitution: “. . .to promote the science and practice of applied psychology and to facilitate interaction and communication about applied psychology around the world”. (<http://iaapsy.org/about-iaap>)

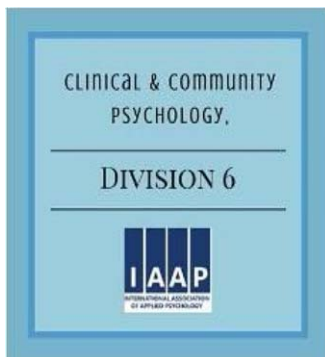
This introduction was followed by the presentation of the different divisions that make up IAAP and that could be of exceptional interest for the assistants, either today, while they are still students, or in the future as professionals.



In that way, it was explained that IAAP is consists of 18 divisions, which represent the main areas in psychology. A summary of these is given in the table below.

IAAP DIVISIONS

- | | |
|--|--|
| - <i>Div 1, Work and Organizational Psychology</i> | - <i>Div 10, Psychology and Law</i> |
| - <i>Div 2, Psychological Assessment and Evaluation</i> | - <i>Div 11, Political Psychology</i> |
| - <i>Div 3, Psychology and Societal Development</i> | - <i>Div 12, Sport Psychology</i> |
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During my social service year ("año rural") I was one of 2 community physicians based in Puerto Nariño, in Amazonas, Colombia's most southerly department (state). Puerto Nariño is



Important Challenges Facing Clinical Psychology, an interview with Professor Dan O'Leary, 2012.

Having treatments accepted by insurance companies and having reasonable reimbursement rates for providers. In the US males do not enter psychology as they used to because they do not see that they can make a very good living/salary with insurance rates often being low per hour. Having providers actually use empirically supported treatments. Having researchers collaborate more with clinicians to develop and refine treatments that will be in fact used in the field by the clinician. Read more...

TASK FORCE ON TERRORISM

Consecutively, we informed the students about one of the more recent activities of Division 6, which is the Task Force on Terrorism. These latest years, Division 6 started this thrilling project along with other IAAP members. The main goal is to conduct a review of UN documents which lead to the identification and development of meaningful and realistic opportunities for IUPsyS (International Union of Psychological Sciences), as well as to collaborate with the United Nations, its Commissions, related Agencies and other constituencies.



in the picture, the members of executive committee of IAAP Task Force on Terrorism. From left to right: Prof. Wilson López, Prof. Sarlito W. Sarwano, Prof. María-Paz García-Vera (president of IAAP Div 6) and Prof. J Kagaari.

WORKING GROUPS

Taking into account the main interest of Division 6, students were informed that in the Division website they could find information about the work developed by other essential organizations where some of the Division 6 members have an active role, such as: IUPsyS (International Union of Psychological Sciences), EFPA (European Federation of Psychologists' Associations), Nordic Psychological Association's Cooperational Committee, Finnish Psychological Association. . .

CONNECTING MEMBERS: SURVEY

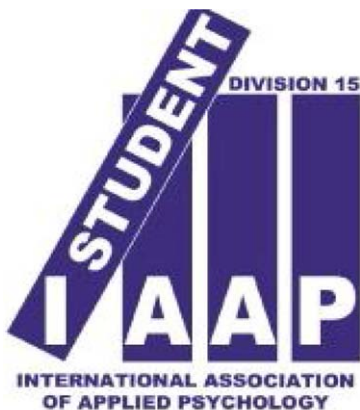


Students got information about this section of “connecting members”. Because our organization has more than four hundred members worldwide, the first aim of this website is our active connection, in order to know where our colleagues are working. Thus, it will be easy to know which topics are being developed in Clinical and Applied Community Psychology, their diverse functions and different areas of expertise, and the world centers where psychological interventions and research are being carried out. Therefore, we requested all the members

to complete a specific questionnaire for building a database which, in the future, will allow us to give feedback to our members about who in the Division works in a close field, their areas of expertise, and the psychological centers where they are working. We consider that this information will be useful for supporting our members in many professional situations (when preparing a professional trip, when needing collaboration for developing some research programs in any part of the world. . .).

SHARING RESOURCES

Finally, Division 6 keeps in mind how important the resources for the daily practice in clinical psychology are. Therefore, as part of one of its principal goals, it has a section where different resources are shared, such as psychological questionnaires and their interpretation sheets, or information about coming scientific congresses.



Additionally, we introduced the main activities of Division 15 (Students' Division), as requested by its Executive Committee and, more specifically, by its president Luminita Patras.

Thus, we explained that *Division 15 is a strong community of Applied Psychology Students* (undergraduate, masters and PhD students), independent of their specialization. It has a platform meant to offer the space and tools for sharing knowledge and experience, debating, and support and promotion of each other's work.

Especially interesting for the assistants was to know the mission of the division, which is promoting and supporting a network of Applied Psychology students who share a common interest in international development, teaching, trends, applications, and research in applied psychology. Division 15 is committed to principles of collaboration, responsibility and open participation.

COMMUNITY DEVELOPMENT

Division 15 aims to develop an enthusiastic international network of motivated, scientifically up-to-date and global-minded members. We communicated to the students that Division 15 supports a

global social, scientific and practitioners' network within IAAP and its divisions. They also carry out the promotion of activities targeted at psychology students (current and potential members) in order to make them conscious of the IAAP as an excellent platform for international applied psychology. Division 15 looks over activities which aim to generate visibility for IAAP and feelings of belonging for its members. Finally, they coordinate, participate and organise events that promote knowledge and experience sharing among its members.

Finally, we presented the different work groups of the division:

LIAISON

Focused on local and international student associations, federations, universities. . . This section tries to build bridges and relationships with public and private bodies interested in applied psychology.

COMMUNICATION

We present this section where Division 15 broadcasts its news, activities, to share with its members through the Website and IAAP Forum, but also through Social Networks. Students can find Division 15 on Facebook, LinkedIn, and Twitter. The aim of the division is to keep in touch with its members, providing them information. They are also in charge of the IAAP Students' Newsletter, which is sent to all the members, and the promotional material (for example, the Division 15 Flyer). Division 15 is currently planning on creating a scientific student journal, where every student can share their work.

UNITED NATIONS SUPPORT

We also highlighted the effort that Division 15 does to support and promote IAAP representatives at the UN and their activities through their website and social media. Division 15 actively promotes UN actions that are intended to promote psychology, as, for example, Psychology Day.

IAAP STUDENT AMBASSADORS

Finally, we talked about a new program of Division 15, which intends to promote applied psychology and the IAAP in different ways (participating in local events, organizing local meetings and events, attracting new members, etc.). This program also looks to promoting psychology worldwide (creating a calendar of events in the region; promoting certain trends, personality, particularity from their area.



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At the end of the conference, we devoted some time to answer the variety of questions that students, who were particularly interested, asked. Finally, we provided information on the means of contact with Divisions 6 and 15.

JOIN US!

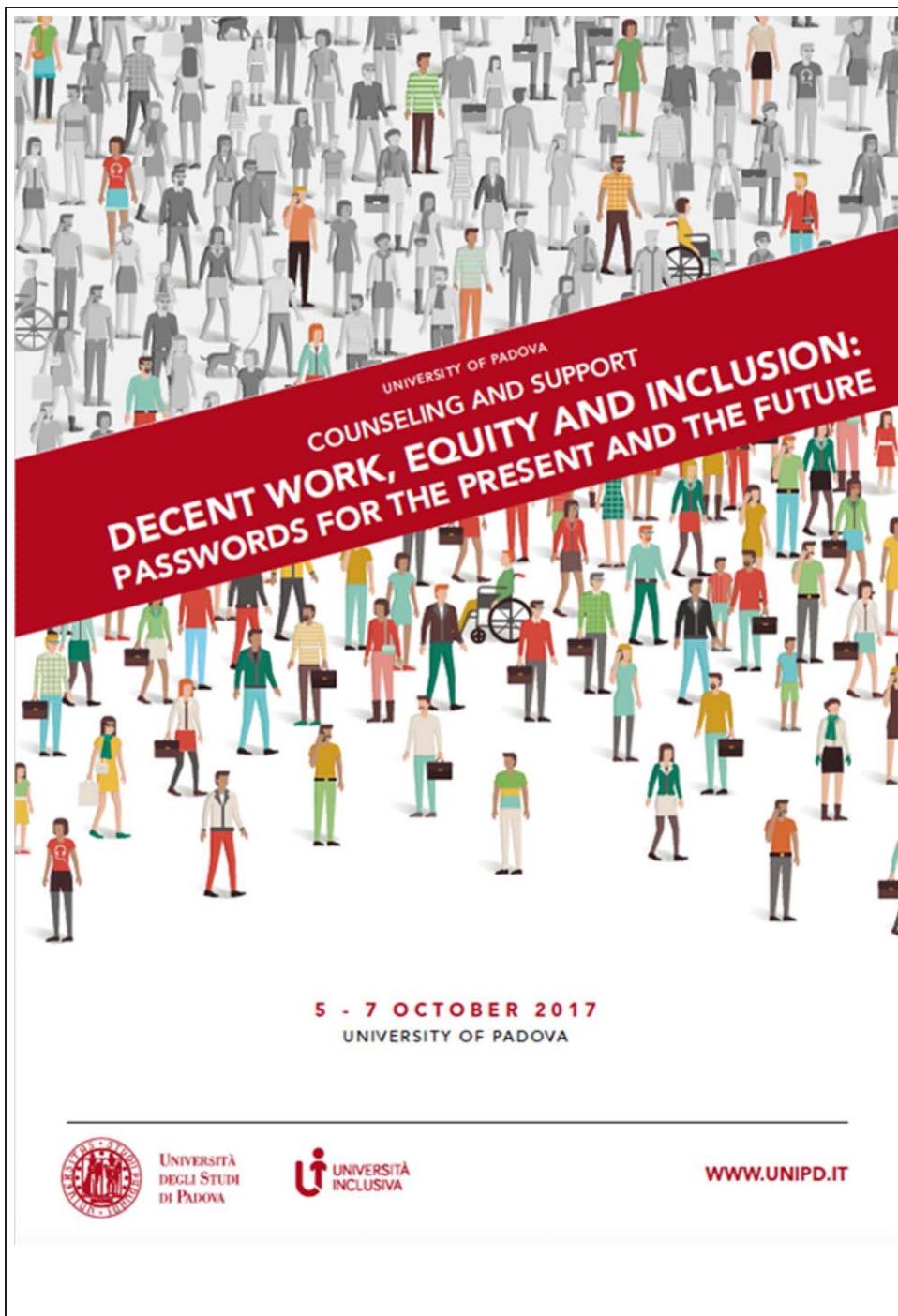


(For more information about Division 15, go to <http://iaapsy.org/divisions/division15>. –Ed.)

Division 16—Counseling Psychology

International Conference: *Counseling and Support, Decent work, Equity and Inclusion: Passwords for the Present and the Future*

University of Padova, October 5–7, 2017, Padova, Italy



UNIVERSITY OF PADOVA
**DECENT WORK, EQUITY AND INCLUSION:
PASSWORDS FOR THE PRESENT AND THE FUTURE**

5 - 7 OCTOBER 2017
UNIVERSITY OF PADOVA



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The Italian Society of Vocational Guidance (SIO), the European Society for Vocational Designing and Career Counseling (ESVDC), the Network for Innovation in Career Guidance and Counselling in Europe (NICE), the International Social Economy Network (Res-Int), the Coordination of Triveneto Universities for Inclusion (UNI3V), the Larios Laboratory and the Center for Disability and Inclusion of the University of Padova with the scientific support of the IAAP Counseling Division 16 and the Society of Vocational Psychology (SVP), announce the International Conference, *Counseling and Support 'Decent work, Equity and Inclusion: Passwords for the Present and the Future'* that will be held at the University of Padova, Italy on October 5–7, 2017.

The conference aims at stimulating international, multi- and inter-disciplinary debate and discussion on the theoretical and methodological approaches, resources, instruments, applications and professions that could help to review the current ways of promoting welfare and inclusion and envision the systems of education and training, labor, guidance and inclusion needed in the future. Attention will focus on: changes currently underway in the world of work and their consequences for the inclusion of everybody in the educational, labor and social systems and for the vision of an ethical and social economy; the 'ethical and social' economy, the supports to give access to a decent job for all, and the experiences many social enterprises daily strive to include the most vulnerable in the world of work; innovative solutions from research and from the application of the sciences of choice and professional planning, counseling, education and training, and coaching, in helping individuals, organizations and communities cope with the challenges of the near future.

A Manifesto for Inclusion

Scholars and professionals working in the contexts of counseling, career guidance and counseling, economics, vocational education and training, and those who are interested in cooperation and solidarity, are invited to pool their efforts for a Manifesto on Inclusion which will be shared during the International Conference.

For participating in drafting the Manifesto for Inclusion click link below: Manifesto for Inclusion form.

The deadline for abstract submission was May 31st 2017. For registration and more information please visit <http://www.unipd.it/counseling-and-support2017/en>.

(To see more information and the current and past newsletters of Division 16, go to <http://iaapsy.org/divisions/div-16-counseling/newsletters>. –Ed.)

Division 17—Professional Practice

Professional Practice Across the Globe

The primary purpose for establishing the Division of Professional Practice (Division 17) was to ensure that issues relevant to the practice of psychology are well represented in the Association, in addition to the strong scientific and research interests which often predominate in professional associations of psychology across the world (Knowles, 2015). Since that time, the Division has been active at many international conferences of psychology, with symposia and papers representing practice issues presented at ICAP in Melbourne, 2010; ICP–Capetown: 2012; ECP–Stockholm,

2013; ICAP–Paris, 2014; ECP–Milan, 2015; ICP–Yokohama, 2016; and the Australian Psychological Society (APS) Congress—Melbourne, 2016.

The focus of the current leadership is on the need for professional psychology to address current population health statistics/trends and public health priorities across the world. The Division is motivated to support our colleagues at the United Nations who have worked tirelessly to raise the profile of psychology, highlighting how it can practically contribute to the dilemmas in health and wellbeing that the world currently faces.

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

1. Transform our professional practice in the health arena from a mental health profession to a full health care profession. This includes understanding health-related behaviours and the expanded focus of psychological practice to address both general and mental health conditions.
2. Facilitate integration of psychological services and science into team-based health systems and particularly into primary care, where we can facilitate prevention and early psychological intervention for chronic medical and mental health conditions.
3. Impact our training programmes to ensure a focus on integrated, team-based care, including co-location in primary and specialty health care with other professions. Research evidence suggests that professions who train together are significantly more likely to work together.

The IAAP Division 17 is continuing to present international symposia to facilitate the support and growth of an integrated psychological service delivery. These objectives have been well represented and received at multiple conferences (outlined above) with symposia presented on behalf of Division 17 on “*Primary Care Psychology: an International Perspective*,” most recently, in Yokohama: (ICP, 2016) and Melbourne (Australian Psychological Society Congress, 2016). Our next effort will be at in Amsterdam at the European Congress of Psychology where we will have an international symposium on primary care psychology with representatives from Australia, Canada, Norway, United Kingdom, and the United States of America. In addition, Dr. Bray will present his team’s work on integrating substance use screening and brief intervention into health care systems.

Research indicates that integrated, multi-disciplinary primary health care facilitates 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 (Bray, 2010).

We are currently expanding our Executive Team with a view to focusing on these and other key areas relevant to Professional Practice in Psychology. We would like to have volunteers to fill the following positions: President-elect, Secretary, and Member at Large. We warmly welcome your input and involvement. Please send your Expression of Interest to us at either of the email addresses below.

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(For more information about Division 17, go to <http://iaapsy.org/divisions/division17>.—Ed.)

Division 18—History of Applied Psychology

Ulric Neisser (1928 – 2012) and Cognitive Psychology

—Richard Mababu, Universidad a Distancia de Madrid, Spain

Ulric Neisser’s “Cognitive Psychology”, which appeared in 1967, has now turned fifty.

The name of Ulric Neisser is associated with cognitive psychology not only for his relevant contributions but also for putting the term “cognitive psychology” into common use in general. Cognition is involved in each activity. Most human behavior requires mental processes; so that, in Neisser’s own words, “every psychological phenomenon is a cognitive phenomenon”. Cognitive psychology is today a scientific discipline that studies the mind as an information processor, and it tries to build up cognitive models about the experience that takes place in an individual’s mind that includes mainly perception, language, memory, consciousness, attention, and thinking processes. Cognitive psychology merged from the Cognitive Revolution that began in the mid-1950s when researchers in different fields of sciences developed theories and approaches of mind based on complex representation processes and computational procedures and models (Norbert Wiener, 1948, Edward Tolman, 1948, George Miller, 1956, Noam Chomsky, 1959, Jerome Bruner, 1960). The objective of that Cognitive Revolution as an intellectual movement was to build collectively the field now covered by cognitive sciences.

Although many scholars contributed to the Cognitive Psychology development, the name of Ulrich Gustav Neisser “Dick” (Kiel, Germany, 1928 - New York, USA, 2012) excels above all. The publication of his book *Cognitive Psychology* in 1967 marked the official beginning of the cognitive psychology which brings together research and knowledge from different sub-disciplines or fields such as attention, perception, memory and knowledge. But, his book was not a mere effort to bring together distinct areas of research into a coherent and solid approach

of psychology. He proposed new approaches and methods of behavior analysis and explanation through mental processes.

Cognitive psychology symbolizes the mature effort and contribution of Neisser as a scientist who developed approaches for the development of psychology as science. Widely known as the father of cognitive psychology, Ulric Neisser was born in Kiel (Germany) in 1928. His family immigrated to the United States of America in 1933 when he was young. After getting a degree from Harvard (in 1950) and a Master's degree from Swarthmore College, he obtained this doctorate in psychology from Harvard in 1956. Since then he began an abundant and flourishing academic career doing teaching and conducting research at Brandeis University, Cornell University and Emory University. He was aged 83 years old when he died in 2012 of complications from Parkinson's disease.

Neisser made significant contributions to mental issues by describing how the mind processes information, and works; he presented evolutionary approaches. He defined cognition as all processes by which sensory input is transformed, reduced, elaborated, stored, recovered and used. He defended the independence of cognitive psychology from other disciplines such as psychoanalysis, behaviorism and physiology, developmental psychology, social psychology, personality psychology, abnormal psychology, etc. However, he maintained that all those disciplines are complementary and applications of cognitive psychology. According to Gardner (1985), Ulric Neisser put forth a highly constructive view of human activity and his book (*Cognitive Psychology*) has become the central core of cognitive theories and has given birth to modern cognitive sciences.

Until 1950, psychology was dominated by behaviorism, not only in the theoretical but also in the practical field. Psychologists were concerned primarily with stimulus-response issues, learning and associations. Cognitive psychology brought some new approaches to individual behavior, and its contribution is based on two main issues: (a) human cognition can be fully approached by the scientific method in order to identify and understood the individual components of mental processes; (b) internal mental processes can be revealed in terms of rules and algorithms in information processing models (Costall & Still, 1987). The cognitive approaches introduce a general two-stage view of object recognition by describing the input object in terms of relatively primitive features and by matching this object description to stored mental representations in terms of information-processing. In this context, Ulrich Neisser (1964) used a computer model of pattern recognition to conduct empirical studies and he provided dramatic evidence that an object could be matched to multiple visual memories in parallel. As he wrote, "psychology . . . is a science concerned with the interdependence among certain events than with their physical nature" (1967,7).

His groundbreaking book entitled *Cognitive Psychology* (1967) advanced a new way of approaching the human mind. In this publication, he summarized and gave a new development in the field of cognitive psychology which is centered on the study of mental processes such as memory, perception, attention, language use, problem solving, creativity, and thinking capacity. He demonstrated that internal thought process could be studied and measured by using computer support models. His structured his book as follows: In the introduction (part I), Neisser provided a scientific paradigm that he identified as "cognitive Psychology". In his revolutionary manifesto, he provided the way of framing the problems of mind processes and he also showed how to approach them through fundamental cognitive processes. According to him, mind is not neutral nor passive toward information, but it is always selecting, recoding and reformulating the received data, to reorganize them and to obtain the needed meaning on which action will be based. By writing this book, Neisser aimed to analyze a new way of understanding what psychology is.

In the second part of the book, he analyzed the Visual cognition centering his writing on Iconic Storage and Verbal Coding; Pattern Recognition; Focal Attention and Figural Synthesis; Words as Visual Patterns; and Visual Memory. Neisser dedicated the third part of the book to Auditory Cognition in which he exposed the notions of Speech Perception; Echoic Memory and Auditory Attention; Active Verbal Memory; and Sentences. The fourth part of the book is focused on the Higher Mental Processes in which he analyses a Cognitive Approach to Memory and Thought. His very essential problem was formulated in these simple words: “how the mind works” (1967,8)

Neisser’s book summarized a relevant number of common methods and ideas that are likely to constitute the basis of our understanding of mind in the foreseeable future. His thoughts and contributions enlarge the perspective of psychologists and researchers interested in the study of mind processes, its laws and measurement. Whoever the father of this current of thought was, was also one of his first critics. In his book *Cognition and Reality*, published in 1976, he criticized cognitive psychologists that based their researches on overly artificial laboratory situations with little or no relevance for the solution of practical problems and for the comprehension of human behavior in its natural environment. He warned researchers on excessive use of laboratory settings for tasks of cognitive psychology. Neisser defends experiments on perception in natural settings; this is what he called its “ecological validity”.

Ulric Neisser was one of the great contributors to the development of modern psychology. He will be remembered as a generous scientist, a good colleague and mentor, with clarity of ideas and language, and with an elegant writing style. During his career, Neisser was honored with a long list of awards (Guggenheim, Sloan fellowships, and multiple honorary doctorates). The scientific community must not forget neither his person nor his legacy and contributions to the development of psychology.

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–Review by Rebeca Puche-Navarro Ph.D

Commemorations and anniversaries make us nostalgic; however, they also allow us to look back and have a more objective vision (as far as possible) about our own history.

This year, 2017, we celebrate 50 years of the publication of *Cognitive Psychology* by Ulrich Neisser. For American Psychology (that is to say Anglo-Saxon), this book represents a paradigmatic and revolutionary change. In the introduction of the Classic Edition (2014), Ira Hyman, but also many other authors (Sternberg, 1976 among others) classify it as such. Without focusing on the criticism of behavioral psychology, Neisser brings together the different approaches in psychology that existed isolated, at that time, to formulate a cognitive proposal. The behaviorism explanations based on the relation of stimulus-response are therefore left behind. Definitely, one of major contributions of Neisser and the cognitive revolution is that from that moment on, 'mentalism' sprung back to life.

One of the links in this fundamental change is presented in his book where he combines information processing with constructivist processing, to explain the way the mind works. Neisser incorporates the old cognitive problems such as language, attention, perception and problem solving, which had always been part of psychology, into a new conceptual platform. "The activity of the cognitive system results in-and is integrated with-the activity of muscles and glands that we call "behaviour." It is also partially—very partially—reflected in those private experiences of seeing, hearing, imagining, and thinking to which verbal descriptions never do full justice" (Neisser, 2014, p3).

Personally, I am very struck by Neisser's methodological standpoint that was innovative at the time. It is summarized at the beginning of the book's introduction with this sentence: "Beauty is NOT in the eye of the beholder (...) the world of experience is produced by the man who experiences it" (Neisser, 2014, p3). We cannot mention Neisser without acknowledging that he was fundamental in the proposal of studying the mind.

We are still asking ourselves "how the mind works." But in addition, the computer analogy as a way to study the mind or the so-called computer metaphor meant a significant advance, even though it seems to us today, that analogy is very primitive, and better yet, worn down. The truth is that, at that time, it played a role to get closer and understand the study of the functioning of the mind. Just check some points: (1) Stored information of previous constructive mental (or overt) actions. (2) The primary process as a multiple activity, somewhat analogous to parallel processing in computers, its functions are similar to those of the pre-attentive processes in vision (*Cognitive Approach to Memory and Thought* 288, 289).

For many university professors, Neisser's *Cognitive Psychology* is still a main reference textbook. This shows that, as we say colloquially, it is well-aged. This is especially remarkable in a discipline, such as ours, where very few texts resist the relentless passage of time.

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ON FRANZ BRENTANO'S CENTENIAL

–Helio Carpintero, Academy of Psychology of Spain.

On March 17, 2017, the centennial of the death of Franz Brentano, one of the greatest psychology theorists of modern times, took place. He died in Zurich, Switzerland, at the age of 79, after a life dedicated to knowledge in search of the ultimate evidence on man and the world.

After studying in Munich, Würzburg, Berlin and Münster, he became a philosopher, deeply interested in philosophical and psychological questions. He also became a Catholic priest (1864) and from 1874 to 1895 he taught as a professor at the University of Vienna. He was an integral person, and some years later, when the Catholic Church established the dogma on papal infallibility, at the Vatican Council, he strongly opposed such a doctrine; eventually he resigned from his priestly condition in 1879. As a consequence, he had to give up his Austrian citizenship and lost his professorship, and he was only allowed to teach as a 'Privatdozent', although enormously appreciated by his students who were deeply influenced by his doctrines. Among these students, the names of Edmund Husserl, the founder of phenomenology, as well as those of Thomas Masaryk, Christian von Ehrenfels, Alexius Meinong, and even Sigmund Freud, cannot be passed over in silence.

Brentano's name is strongly linked to the renewal of the interest in Aristotelian thought in the Nineteenth century and also the reconsideration of ethical and valuation theory. At the same time, he paved the way for a new view on psychology that became a rigorous alternative to the one proposed by Wilhelm Wundt.

Brentano found unacceptable the plurality of psychological doctrines which existed in his days, and he tried to propose a unified view that would be based on effective scientific grounds. Instead of 'psychologies', 'we try to substitute them with a unique psychology', he wrote in the opening pages of this masterpiece, *Psychology from an empirical standpoint*, that appeared in 1874, the same year as another contemporary masterpiece, Wundt's *Principles of physiological psychology*.

His first step was to try to define the object psychology was taking into consideration. Such an object would of necessity not be a substance, but a phenomenon, as knowledge is forced to work with phenomena, the 'objects as a known object', that appear to a subject or knower, and are characterized by certain traits or qualities that allow us to define them. Psychology had to start as a science with a definition of its object. And it was undoubtedly a science that was dealing with a very definite type of phenomena, the so called 'psychic one'.

One of Brentano's essential achievements lies in this precise question: What is a psychic phenomenon, the true subject matter of psychological science? His answer is, as it is well known, that a 'psychic phenomenon' cannot be characterized by its content – a sound, a tone, a colour, a shape. . . – but by its essential relation or connection with a subject or knower that is knowing it. The 'psychic phenomenon' is, according to this, an act of a certain 'object' appearing to a certain 'knower'. Then, while the latter is open-to and directed-toward a phenomenal object, this one is placed 'in front of the knowing subject', influencing and orienting him.

The basic element in such an act is the relationship that binds subject and object, and essentially consists in the 'direction', or 'intention', that the knower is experiencing or maintaining in itself, an intention that 'opens himself toward the object that is being known through this act'. As Brentano wrote, "the discriminating peculiarity of all psychic phenomena is their *intentional inexistence*, their relation to something as an object". (*Psychology*. . . , bk II, ch.1, sec.9).

Instead of this type of phenomenon that consists of a relationship, the rest of the phenomena that are considered by other sciences are the content data experienced through the psychological acts. These are examined and considered as 'things', or contents that are now analyzed without any reference to the knower to which they are presenting themselves. They may be seen as something that is psychic, not psychic; they are described and analyzed in search of their complex structure and the laws that govern their interactions. But, in a certain sense, they are taken by themselves, without reference to

those peculiar acts that had taken place in a mind open to these ‘worldly objects or entities’ with which our knowledge deals and works.

In so doing, Brentano discovers consciousness as a man’s precise structure that allows him to find himself in front of the rest of the world, related to it, open to it, connected with it, facing an endless variety of changing contents that form the whole experience of an individual life.

Once the basic unit of psychical life was defined, his next step was to classify the varieties of conscious acts not in terms of content qualities or objective peculiarities, but in terms of the diverse types of ‘intentionality’, or in other words, the types of acts through which the subject is related to the multiplicity of objects appearing before him. This means that he tried to establish an adequate classification of psychic acts or phenomena, according to the way the subject was experiencing his objects.

It is well known that for Brentano, only three different classes of psychic acts could be differentiated one from another: “the acts of *ideating* (sensing, imagining), the acts of *judging* (like acknowledging, rejecting, perceiving, and recalling) and the psychic phenomena of *loving* and *hating* (like feeling, wishing, resolving, intending, desiring)” (Boring, *History of experimental psychology*, 1950, chap.17). The content of the act, in the first case, is only barely present, and the subject restrains himself from affirming or denying anything; in judging acts, the subject affirms or denies something about the content that appears; in the last case, the subject is experiencing something as positive or negative, as valuable, precious, or hateful, detestable, or unacceptable. . . But all these phenomena are not substances, nor things existing by themselves; as Edward Titchener rightly remarked, “we may use substantives if we will and may speak of sensation and idea, memory and imagination, opinion, doubt, judgement, joy and sorrow, desire and aversion, intention and resolution, but we must always bear in mind that the psychical phenomenon is active, is a sensing or a doubting or a recalling or a willing” (Titchener, *Systematic psychology. Prolegomena*, 1929/1972, introd.). In a simple word, psychic phenomena are actions, processes that must be expressed through *-ing* verbal forms, and are not substantial, durable, permanent things. Psychic reality, as William James would characterize two decades later, “*goes on*, and it forms a fluid process, the ‘current of thought’, “*states of mind succeed each other*” (James, *Psychology. Briefer course*, chap. 11).

This ‘active view’ of mental life largely influenced various ways of thinking, such as the phenomenological one developed by E. Husserl, or the dynamic system of Sigmund Freud. But, above all, this view largely insisted on seeing all psychic processes as a relationship including certain objects with their correlative subject, or a certain objective pole with another subjective one. Nothing in psychology should be acceptable if there isn’t in it at any time, a subject intentionally referred to a certain content, or the other way round, a content lived or experienced by a subject.

And this has been, and continuous to be, an essential lesson for the applied psychologist. He is not operating with ‘things’ but with ‘operations’ or ‘processes’ that are going on continuously. Nothing is good or bad, desirable or detestable but for a certain subject whose ‘intentions’ or referring acts are to be explored and determined; and no mind is an unchanging substance. Mind is but a system of ‘intentions’ with which a subject judges and evaluates the ‘world’ before it, and this is just the reality the psychologist is dealing with, and he has to determine how to operate upon it.

The psychologist, as Carl Rogers wrote, has to ‘center upon the client’, but this means that he has to imagine, or to try to conceive how this ‘stream of consciousness’ that he is dealing with progresses. On these grounds, he needs to utilise an hermeneutic methodology, that will consider the other person as a continuously moving existence, always distended along the timeline.

Only after a detailed reconstruction of the ‘hypothetical stream of consciousness’ of the ‘other one’, as Max Meyer said, will be carried out, or, in other words, only after the psychologist would have deeply imagined or fantasized this unique person he wants to help and change in certain ways and until certain degrees, his intervention would proceed on solid ground and hopefully might succeed. In such cases, the psychologist is really dealing with a real person, as William Stern demanded, and is carrying on a truly personalized intervention.

Brentano’s psychology should be a permanent influence upon scientists and professionals dealing with psychic phenomena. His views contain plenty of suggestions which are valid today. This centennial occasion has to be utilized to review his ideas and theories that would enrich our ways of thought.

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CALL FOR NOMINATIONS FOR THE 2018 DISTINGUISHED PROFESSIONAL CONTRIBUTIONS AWARD

Established in 1982, the IAAP Distinguished Professional Contributions Award recognizes “outstanding contributions to the international advancement of the practice of psychology”. It is given to a candidate who has developed, refined, and implemented practices, procedures, and methods that have had a major, demonstrable international impact on the practice of psychology or policy interventions in more than one country.

Current practice is to confer two professional awards at each IAAP congress.

The awards are presented at the Opening Ceremony of an IAAP congress and are accompanied by a citation. The awardees are invited to present their work at the Congress.

Previous recipients of the IAAP Professional Contributions Award are: Gunner Westerland, 1982; Rudolf Amthauer, 1982; Ed Fleishman, 1986; Claude Lévy-Leboyer, 1986; Charles de Wolff, 1990; Yehuda Amir, 1990; Jyuji Misumi, 1994; José Maria Prieto, 1998; John Adair, 2002; Rocío Fernandez-Ballesteros, 2006; Susan Pick, 2006; Judy Kuriansky, 2010; Zhang Kan, 2010; Saths Cooper, 2014; and Ingrid Lunt, 2014.

Who may be nominated

Any individual whose professional contributions to the practice of psychology or policy interventions have had a major international impact. Only members of IAAP in good standing may be nominated for the award.

Who may be nominators

Nominators must be either Full Members or Fellow Members in good standing of the IAAP.

Nomination process

Each nomination should include:

- a) A letter of nomination of no more than 500 words describing the nature of the nominee's professional contributions to the practice of psychology or intervention policy, and the international influence of the nominee's contributions on the practice of psychology or intervention policy.
- b) An up-to-date short biography or abridged vita (max. 2 pages) plus a list of the most important publications and/or relevant merits (max. 2 pages).
- c) A minimum of three and a maximum of five letters of support written by IAAP members and other psychologists or institutions supporting the nomination. The letters of support should be drawn from at least three different institutions, with no more than one coming from the nominee's home institution.

The letter of nomination and the letters of support should present specific evidence to substantiate the international impact of the nominee's contributions to the practice of psychology or intervention policy (e.g., invited colloquia, invited addresses or workshops at international congresses, joint international programs, adoption of the practice, procedure, or method of the nominee in other countries, international stature of the nominee as a practitioner vis-à-vis other prominent practitioners in the field of applied psychology, extent to which the nominee has internationally disseminated information about his or her methods, procedures, and practices through presentations, workshops, publications in a variety of outlets, and so forth).

Nominations should be emailed (in PDF format) to awards@iappsy.org and cc to jose.m.peiro@uv.es.

To be considered, nominations must be received by **December the 1st 2017**.

Nominators of award winners will be responsible for preparing a 100-word award citation.

Awards Committee: The Awards Committee consists of the Past Presidents of IAAP and is chaired by the current Past President.

CALL FOR NOMINATIONS FOR THE 2018 DISTINGUISHED SCIENTIFIC CONTRIBUTIONS AWARD

Established in 1994, the IAAP Distinguished Scientific Contributions Award recognizes “demonstrated international scientific impact”. It is given to a candidate who has made distinguished scientific contributions to the field of applied psychology that have resulted in a better understanding of a psychological phenomenon and new or improved applications of psychological knowledge in more than one country.

Current practice is to confer two scientific awards at each IAAP congress.

The awards are presented at the Opening Ceremony of an IAAP congress and are accompanied by a citation. The awardees are invited to present their work at the Congress.

Previous recipients of the IAAP scientific Award are: Donald Super (posthumously), 1994; Gunnar Borg, 1998; Cigdem Kagitçibasi, 1998; Miriam Erez, 2002; Fred Fiedler, 2002; Pieter Drenth, 2006; Edwin Hollander, 2006; Nigel Nicholson, 2010; Ralf Schwarzer, 2010; Fanny Cheung, 2014; and Charles Spielberger (posthumously), 2014.

Who may be nominated

Any individual working in the field of applied psychology whose research has had a major international impact. Only members of IAAP in good standing may be nominated for the award.

Who may be nominators

Nominators must be either Full Members or Fellow Members in good standing of the IAAP.

Nomination Process

Each nomination should include:

- a) A letter of nomination of no more than 500 words describing the nature of the nominee’s scientific contributions to applied psychology, and the international influence of the nominee’s research on applications of psychological knowledge.
- b) An up-to-date short biography or abridged vita (max. 2 pages) plus a list of the most important publications and/or relevant merits (max. 2 pages).
- c) A minimum of three and a maximum of five letters of support written by IAAP members and other psychologists or institutions supporting the nomination. The letters of support should be drawn from at least three different institutions, with no more than one coming from the nominee’s home institution.

The letter of nomination and the letters of support should present specific evidence to substantiate the international impact of the nominee’s scientific contributions to applied psychology (e.g., invited colloquia, invited addresses at international congresses, citations in widely read journals, joint research programs, specific uses of the nominee’s findings by researchers and practitioners in other countries).

Nominations should be emailed (in PDF format) to awards@iappsy.org and cc to jose.m.peiro@uv.es

To be considered, nominations must be received by **December the 1st 2017**.

Nominators of award winners will be responsible for preparing a 100-word award citation.

Awards Committee: The Awards Committee consists of the Past Presidents of IAAP and is chaired by the current Past President.



2018 ELECTION OF FELLOWS OF THE INTERNATIONAL ASSOCIATION OF APPLIED PSYCHOLOGY

Call for Nominations

The Fellow membership category is defined in the *Section 4.03* of the Constitution as follows:

“A Fellow shall be a distinguished psychologist who has made substantial contributions to applied psychology. Candidates for Fellow status must be qualified for Full Member status in IAAP and must have at least five years of professional experience. A Fellow is also a Full Member and pays the same dues as other Full Members unless the Board of Directors directs otherwise”.

For a listing of those of who have already been elected Fellows, whether or not in good standing, go to: <http://www.iaapsy.org/membership/fellows>

Individuals elected to IAAP Fellow status will be presented with their Fellowship Certificate at the Closing Ceremony of the IAAP Congress.

Who may be nominated

As defined in the Constitution, a nominee should be a distinguished psychologist who has made substantial contributions to applied psychology.

Candidates for Fellow status must be qualified for Full Member status in IAAP and must have at least five years of academic or professional experience (as stated in *Section 4.02* of the version of the *Constitution* ratified by the Board of Directors in Yokohama in July 2016, “Full Members of the Association shall be psychologists who are eligible for membership in their national or regional psychological organizations”).

Who may be nominators

Potential Fellows may be nominated by any of the following:

- a) Any member of the Board of Officers (i.e., any member of the Executive Committee);
- b) The President of a Division on behalf of the Division;
- c) Any member of the Board of Directors; or
- d) Any Full Member or Fellow Member of the Association in good standing (as stated in *Section 1.3* of the version of the *Rules of Procedure* ratified in Cape Town in July 2012, “IAAP members in good standing are those who appear in the database of members updated by the end of December last year and the database of members of the present year”).

Nomination process

These are the steps in nominating someone for Fellow:

- a) The Nominator contacts the potential nominee to determine his or her interest.
- b) If the Nominee consents, the nominee sends a letter confirming his/her consent and an updated and abridged curriculum vitae to the nominator (no more than two pages).
- c) The Nominator contacts those who are willing to write letters of support.
- d) The Nominator submits a letter of nomination (no more than 300 words), the Nominee’s letter of consent and an abridged curriculum vitae, and a minimum of two letters of support (and no more than five) to the Chair of the Committee on Fellows. It will be noted that one of the letters of support must be from a member of IAAP in good standing. Nominators can find out whether or not an individual is a member of IAAP in good standing by consulting the online membership directory available on the IAAP website (www.iaapsy.org) where they will also find the email address to contact the IAAP member or by contacting IAAP Operations Manager Bruce Davis at bdavis@hp-assoc.com

Nomination packets should be emailed (in PDF format) to fellows@iaapsy.org.

To be considered, nominations must be received by January 15, 2018.

Composition and role of the Committee on Fellows

The committee is comprised of a chair who is the most immediate Past President of IAAP and four members who must be Fellows in good standing of IAAP. Members of the committee are nominated by Fellows in good standing of IAAP. Self-nominations are accepted. If the call for nominations to serve on the committee yield more nominations than needed to fill the number vacancies on the committee, IAAP Fellows in good standing will be asked to vote on them. If the call for nominations yield fewer nominations than needed, the additional members of the committee will be appointed by the Chair of the Committee in consultation with the President.

Each member of the committee is appointed for a term that overlaps with two IAAP congresses (i.e., 2 ICAPs) and that is not renewable. The terms of the committee members are staggered so as to allow the renewal of half of the committee membership at the end of each ICAP (it will be noted that the implementation of this rule will require for the 2018 election of Fellows that two members be appointed for a term ending at the end of the 2018 ICAP and two members for a term ending at the end of the 2022 ICAP).

The role of the committee is to:

- a) Review each nomination and decide to recommend or not to recommend to the Board of Directors that the nominee be elected Fellow.
- b) Forward the names of the nominees recommended for election for Fellow status to the Executive Committee for ratification.
- c) Once ratified, inform the Board of Directors and provide a listing of newly elected Fellows.
- d) Inform the nominator and the nominee about whether or not the nominee was elected to IAAP Fellow status.

News from India

– Professor Emeritus Jitendra Mohan, INDIA

The second International Conference of the INDIAN ACADEMY OF HEALTH PSYCHOLOGY was held from 16th to 18th of December 2016 in INDIA.

Professor Emeritus Jitendra Mohan was awarded the Life Time Achievement Award. It was presented by Professor Anand Kumar, President of the Academy for “Professor Mohan’s leadership in applied psychology, very significant contributions to the field of Health Psychology and for his pioneering research work in the field of Cardiac Psychology.”

Professor Jitendra Mohan also delivered the keynote address called “Health Psychology: Expanding Horizons.”

More than two hundred Psychologists attended the conference which was held at Gautam Budhha Univeristy, Greater Noida, INDIA.

A National Seminar on Advances in Applied Sport Psychology was organized under the patronage of Principal B.C. Josan, D.A.V. College, Chandigarh INDIA from 18th to 19th March 2017, under the aegis of the Sport Psychology Association of India. Professor Jitendra Mohan, the Founding President of the Sport Psychology Association of India delivered the Inaugural Keynote Address on “Emerging Contours of Excellence in Sport Psychology”, under the chairmanship of Advisor Principal H.R.Gandhar, a well-known scientist and administrator.

Dr.Amendra Mann was the organizing Director and Dr.Shruti Shourie the Secretary of the Conference, which was attended by more than two hundred delegates from all over India.

Among other distinguished experts, Professor D.K.Dureha, Vice-Chancellor of LNPIE INDIA and the current President of the Sport Psychology Association of India, was the chief guest during the closing ceremony of the Seminar.

Professor N.S.Mann, Professor Meena Sehgal, Professor Parvinder Singh and Professor Gurmeet Singh were among the main resource persons during this National Seminar.

Professor Jitendra Mohan delivered a special keynote address on Positive Psychology and Spirituality and Health at the **National Seminar on Positive Psychology** held at Amity Institute of Psychology and Allied Sciences, Noida on March 21, 2017. Professor Dr.W.Selvamurthy, Professor

Dr. Balwinder Shukla and Dr. Binny Sareen and many distinguished professors were the resource persons. The event, in which more than 200 practitioners, researchers, teachers and students participated was organized by Professor Abha Singh, Dean of Faculty and Director, Amity Institute of Psychology and Allied Sciences, at Amity University, Noida, INDIA.

The First Southern Social Science Congress was held from 23rd to 25th March 2017, at the Institute of Public Enterprise, Osmania University, Hyderabad, Telengana, INDIA.

Professor Sukhdeo Thorat, Chairman of ICSSR; Professor R.L. Hangloo, Vice-Chancellor, Allahabad University; Dr. Mohan Das Mandhar, NEPAL; Dr. Sultan Hafeez Rahman, BANGLADESH; Professor Emeritus Jitendra Mohan, INDIA; Dr. Samar Verma IDRC; Professor Kalpana Kannibaran, INDIA; Professor Meena Sehgal and Dr. K.S. Ratnakar were some of the distinguished resource persons.

Professor R.K. Mishra, Director of NIE, Hyderabad was the Director of the conference on Social Science: New Paradigms Towards Sustainable and Prospective Development.

Though named southern it became international dialogue on Development.



RCP2017
HANOI, VIETNAM

Nov 28th - Dec 1st

Welcome to

**FIRST SOUTHEAST ASIA REGIONAL
CONFERENCE OF PSYCHOLOGY**

**Human Well-being
And Sustainable Development**




The University of Social Sciences and Humanities, Vietnam National University (USSH/VNU) and the Institute of Psychology, Vietnam Academy of Social Sciences (IoP/VASS) are hosting the First Southeast Asia Regional Conference of Psychology (RCP2017) under the auspices of the International Association of Applied Psychology (IAAP) in collaboration with the International Association for Cross-Cultural Psychology (IACCP), the International Test Commission (ITC), the Australian Psychological Society (APS) and the Chinese Psychological Society (CPS), in Hanoi, Vietnam from November 28 to December 1, 2017.

The theme of RCP2017, **“Human Well-being and Sustainable Development”**, expresses the idea that, although psychology develops in diverse ways, nevertheless, as a science, it addresses the aim of

human happiness and sustainable development in society, both within the Southeast Asian region and in other regions of the world. Accordingly, RCP2017 is meant to be a conference where psychologists share their new research results, new ideas, and experiences in applications of psychology to human social life in order to make people happier and society be able to develop in sustainable directions.

There are 21 internationally renowned psychologists who have confirmed to participate as workshop leaders, Keynote speakers, invited symposium conveners, and round table discussion chairs. More is coming. . .

You are all welcome to join us at this historical event!

Please submit your latest research and proposals online at www.rcp2017.org.vn for detailed information and follow up.

Report from the IAAP United Nations (UN) Representatives

–Judy Kuriansky

This period at the UN has been characterized by a changing of the guard, as the former Secretary-General Ban Ki-moon wound down his 10-year term, and the new SG António Guterres took office.

In a monumental announcement at the Commission on the Status of Women, held yearly in March, at a panel on “Changing World of Work: Gender Parity in the Workplace,” Guterres promised “50–50” parity of women in the UN system. This is consistent with the appointment of H.E. Amina J. Mohammed to the second-in-command position as Deputy Secretary General.

The New York Team

Three side events were co-sponsored and/or sponsored by the IAAP at the 2017 Commission for Social Development (CSocD) held at UN headquarters in New York City:

A side event on “Decent Work as the Most Important Strategy for Poverty Eradication” held on 10 February 2017 in Conference Room 12, was organized by IAAP representatives Walter Reichman and Mary Berry to address Sustainable Development Goal (SDG) 1 (ending poverty) and SDG 8 (decent work). It was co-sponsored by the International Council of Psychologists (ICP), the Psychology Coalition of NGOs Accredited at the United Nations (PCUN), the Society for Industrial and Organizational Psychology (SIOP), and the Society for the Psychological Study of Social Issues (SPSSI). It was chaired by IAAP representative, Mary O’Neill Berry, PhD. Panellists presented examples of decent work from around the world – South Africa to Nicaragua and Nigeria – that could be used as best practices and scaled up.

“Decent Work” as defined by the International Labour Organization (ILO), signifies opportunities for work that is productive and delivers a fair income; security in the workplace and social protection for families; better prospects for personal development and social integration; freedom for people to express their concerns; to organize and participate in the decisions that affect their lives; and equality of opportunity and fair treatment for all women and men. The ILO Decent Work Agenda has four pillars: standards and rights at work, employment creation and enterprise

development, social protection and social dialogue. The United Nations Sustainable Development Goals also proclaims decent work for sustainable economic growth.

The five speakers all felt that Decent Work may well be THE strategy for eliminating the scourge of poverty.



Panel at CSocD on decent work as a strategy for poverty eradication

Molefe Maleka PhD, Head of the People Management and Development Department at Tshwane University of Technology (TUT) in Pretoria, South Africa, presented a talk about “Partnerships to Foster Living Wages: Project GLOW (Global Living Organizational Wage).” She noted that “working” poverty has become a major issue, with minimum wages failing worldwide. Partnerships among communities, NGOs, employers, labour and research networks have the potential to close the gap, as in Project GLOW, a 25-country, five-generational, multi-sector, interdisciplinary partnership. She recommended (a) that the Commission use the term “Living Wage” rather than “Minimum Wage” as the goal for eliminating poverty, since minimum wage keeps many people in poverty, and (b) support of research to determine the “tipping point” at which a company can both pay a living wage and maintain its viability as a business; and (c) that more partners join GLOW.

Peter R. Walker, NGO representative for ICO and SPSSI spoke about “Climate Change and Employment: Building Sustainable Resilience,” linking SDGs 1 and 13. Globally, 60% of the world population lives in Low Elevation Coastal Zones and 80% of the coastal populations live in major cities. Asia and Africa are particularly vulnerable to climate change and also do not meet decent job standards. Since poor and marginalized citizens are most vulnerable to climate impacts, developing countries must address poverty eradication strategies with meaningful climate adaptation efforts, which could help create employment opportunities and disaster risk reduction, and inequality. Investing in green jobs further helps. He recommends that the Commission (a) issue a primer on climate change and its causes that people could use as an argument against deniers; (b) recognize that people will lose their jobs and livelihood in the transition from jobs that pollute to green jobs, so creative and innovative solutions must be developed to prevent them from sinking into poverty.

Virginia E. Schein from Gettysburg College who spoke on “Decent Work, Not Just a Job, as the Pathway Out of Poverty: Voices of Low-Income Women in Nicaragua,” reported that almost one-third of the extreme and moderate poor in developing countries do have “a job,” but research on women workers in the Nicaragua garment assembly factories reveals that substandard wages and poor working conditions keep them in poverty. In contrast, voices of women workers in other income-producing situations in Nicaragua, including worker cooperatives and small businesses, show that income opportunities more in line with decent work characteristics can be a pathway out of poverty. She recommends that the Commission (a) develop procedures to unite women into

groups to deal with issues that impact their lives, to recognize their power and ability to bring about change in their own economy; (b) develop enterprises to give them decent work and an exit from poverty; and (c) develop these groups of girls while still in school.

Mathian Osicki from IBM, spoke about “Humanitarian Work Psychology’s Contributions to Poverty and Mortality Eradication,” giving the example of a leadership development program developed by IBM, called “Corporate Services Corps (CSC),” helping the Cross River State of Nigeria reduce child mortality and improve the well-being of the most underprivileged parts of the state. She recommended (a) the involvement of business to achieve the SDGs by promoting Corporate Social Responsibility; (b) the Commission encourage business organizations to coordinate to promote poverty eradication through their involvement in responsible actions that go beyond profit; and (c) the Commission advocate the triple bottom line of business success: Profit, People and Planet.

Susanne M. Bruyere from Cornell University, who addressed “Employer Practices to Improve Employment Outcomes for Individuals with Disabilities,” emphasized that disability is a development issue as it increases the risk of poverty (e.g., by lack of access to workplace, missed earnings, extra costs of living). Likewise, poverty increases the risk of disability (e.g., malnutrition, poor healthcare, dangerous working conditions). As many as 50% of disabilities globally are preventable and directly linked to poverty, mental illness, malnutrition, infectious diseases, and unsafe work environments. Across Organisation for Economic Co-operation and Development (OECD) Countries, 22% of all households with a person with a disability live below the poverty threshold, compared to 14% for non-disabled. In the U.S., 28% of Americans with disabilities live below the poverty line, compared to 12% of people or without disabilities. Effectively addressing disability poverty issues is an economic and workforce development issue that requires collaboration across many stakeholders.

She recommended (a) adopting national and international disability strategy and action plans and making sure that people with disabilities are part of the conversation. These strategies/plans include: Invest in and enable access to all mainstream anti-poverty programmes; Engage employers in problem identification and solution processes; Promote employer practices to improve skills and engagement in the workplace (skills training, internships, mentoring, etc.); Encourage collaborations with community NGOs/DPOs; and Improve disability data collection and support research; (b) that the Commission advocate for the disaggregation of data regarding disability for the SDG indicators; (c) that the Commission continue and even enlarge their footprint and positive support dealing with disability issues.

Discussant Walter Reichman, EdD, IAAP representative, Vice President and Partner at OrgVitality, and Emeritus Professor of Psychology at Baruch College and the Graduate Center of the City University of New York, promised to bring these excellent recommendations to the attention of the Commission and at UN deliberations. He presented research on both sides of the argument about raising the minimum wage, or living wage, as a strategy to end poverty, with the solution being the latter, with establishing a “tipping point” which will differ in countries, and requires research that the Commission should do, in partnership with projects like GLOW. Regarding climate change, the Commission should institute programs of attitude change and education even in elementary schools with simplified handbooks given the complexity of the issue. Projects like that of IBM and GLOW should be scaled up, collective groups formed, and persons with disabilities always considered. Business and the corporate sector, and corporate social responsibility, should be actively engaged, with the 3 P’s of the “Profit. Planet. People” paradigm promoted for the not-for-profit and for-profit sectors to collaborate to achieve the SDGs.

See a video about decent work for poverty eradication and psychological impacts Project GLOW presented by SIOP UN representative John C. Scott at “Shaken & Stirred 2017” at: <https://youtu.be/zbZafHgqumo>.

A side event on “Promoting Mental Health and Well-being for Youth as a Strategy for Social Integration and Poverty Eradication,” held 7 February in a packed conference room 12, was organized and moderated by IAAP representative Judy Kuriansky, PhD, in partnership with the UN mission of Palau, continuing the series of events to promote the successful inclusion of mental health and well-being in the UN Agenda 2030, and the theme of “Mental health and Well-being at the Heart of the Sustainable Development Goals”. Other sponsors were the UN Mission of Afghanistan and the UN Mission of Belgium, who have been very supportive of this on-going initiative. They participated in the last event on 7 September, and the Division for Social Policy and Development of the UN Department of Economic and Social Affairs (DESA/DSPD) and PCUN – representing a combination of regional governments, NGOs, and UN agencies, as well as youth and “on the ground” programs.

The event was another impressive combination of elements characteristic of the previous series events, including artistic performances, speeches from Ambassadors, youth, and panellists doing programs “in the field” around the world, supplemented by video. The presenters, all friends of Dr Judy who linked them together with her vast experience helping youth worldwide, described their efforts to provide psychosocial support for youth in regions from Africa to Afghanistan to America.

The event started powerfully with a gripping original play, by youth from the Susan Rybin Studio of Drama which trains Hispanic youth in theatrical careers. The play was a startling story of a young man beset with school and family troubles who considers suicide until he encounters a peer who shows him “The Way Up, Not Out” (also the play title), with resources on her smartphone about help available; saying how she cares about him; and then singing an original song, “That’s Just the Way Life Is,” offering hope from despair. In a creative twist, the singer/actor Sophia Angelica, asked the audience to offer suggestions to the depressed young male character; IAAP’s Grace Charrier advised seeking support from others and professional help.



Rybin Studio of Drama actors in play “The Way Up Not Out”

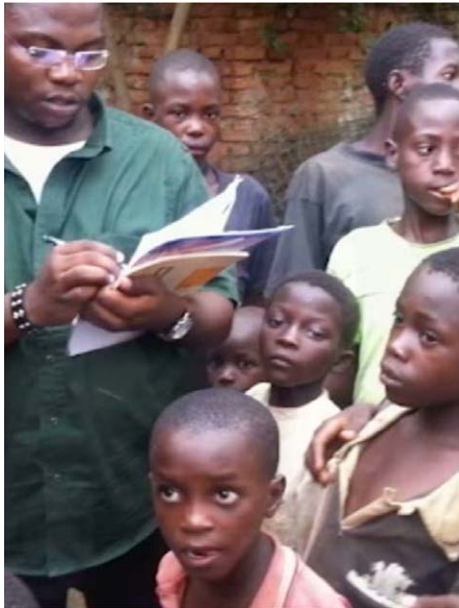
In his presentation, Ambassador Otto talked about the importance of including spirituality in mental health and how “youth must be nurtured in body, mind and spirit.” Referring to the popularity of internet “hot spots,” he called for community empowerment to create more “Hope Spots” for young people. Pascal Buffin, Deputy Permanent Representative of the Mission of Belgium to the UN reiterated their commitment to promote mental health support, consistent with the support of the country’s Queen Mathilde, a psychologist. Daniela Bas, Director of DSPD/DESA, made four points: (1) Mental health and well-being is integral to social development and poverty eradication, as well as peace and security; (2) Mental health and poverty are correlated; (3) Up to 20 percent of young people suffer from some kind of mental health condition, usually in silence due to stigma, therefore going without needed psychosocial support; and (4) more research is needed to know about programmes that work in particular settings and communication to counter stigma and provide necessary psychosocial support. DSPD has published “*Mental Health Matters: Social Inclusion of Youth with Mental Health Conditions.*”



Panellists (from left to right): Pascal Buffin, UN Mission of Canada; Dr. David Marcotte; Jean-Marie Bazibuhe; Dr. Judy Kuriansky; Ambassador Katalin Bogyay, UN Mission of Hungary; Ambassador Caleb Otto. Seated: DSPD/DESA Director Daniela Bas

Three programs were showcased:

- (1) Jean-Marie Bazibuhe, founder of Hope and Health Vision described how his program on the border of the troubled region of Burundi and the Democratic Republic of Congo offers psychosocial support, education and food, fun and a feeling of “family” through group activities, for street children, former child soldiers and children in poverty and at-risk.



Founder Jean-Marie Bazibuhe with youth in Hope and Health Vision program in Burundi/DRC

- (2) A team from the Character Connection Initiative described their program for teens in inner-city communities in the New York City/Newark, New Jersey region, with presentations by psychologist Dr. David Marcotte and the program founder Justin Rivers. Two youths, Luis Adames and Jalene Rivera, recounted how the program helped them achieve well-being through lessons and language about the key character traits of “Understanding yourself” through the practices of mindfulness, courage, and curiosity, and “Being your best” by making a commitment to integrity, best effort, and perseverance; and, “Connecting and caring” through gratitude, generosity, and compassion. Teachers offered testimonials about positive changes in the students.



The Character Connection Initiative

Like the troubled Burundi/DRC region, Afghanistan is similarly rankled by conflict, causing problems for youth. In response, Dr. Wais Aria founded the “Tabish” organization that provides comprehensive health and psychosocial counselling services and psychological first aid. Aria had just returned to the capital from a dangerous region, and sent a video showing his program. A youth with him spoke about how the psychosocial support is helping him cope with family and personal problems.



I was born in a poor family. When I grew up in poor family they had a lot of social problems, clinical problems. So particularly when I became young, so I faced a lot of challenges in my life.

Dr. Arias with a youth in the Tabish program in Afghanistan

As discussants, a youth delegate from Belgium, Naomi N’sa, complimented the programs as excellent examples of needed support for youth, and Frank Kanu, Executive Director and Founder of the Organization for Poverty Alleviation and Development, headquartered in Sweden, represented the region of Europe, noting similar efforts.

Ambassadors Katalin Bogyay of Hungary and Lois Young of Belize, and Deputy Permanent Representative of the Mission of Sierra-Leone Felix Koroma made spontaneous comments about the value of the event in support of the issues, linked to their own country’s experience.

Conclusions and recommendations included: (a) Youth are at special risk of poor mental health and well-being given poverty, social exclusion, trauma and exposure to violence and armed conflict; (b) Impressive programmes on the ground in various regions of the world, even in remote and/or conflict areas, are supporting youth with unique and substantive approaches to address their mental, social and spiritual well-being within the context of community-based services and can be scaled up; (c) Such programmes should be recognized, adapted for other settings, and scaled up; (d) The need is urgent to integrate strategies that address mental, social and spiritual wellbeing of youth within community-based programmes addressing education, training, employment and health; (e) Youth from various cultures have similar psychosocial needs, making it possible for programmes to be adapted to various settings; (f) Psychosocial support provides a respite from violence and poverty, giving youth alternatives and hope to overcome their challenges, to build on inner strength and to

create opportunities that lead to a better future to fulfil their dreams. See UN webcast: <http://bit.ly/2IOM5vH>.

- (3) IAAP was also a co-sponsor of a side event organized by SPSSI's Rachel Ravich, on "*Promoting Equal Access to Mental Health Resources for All Ages.*" It was held on 2 February, with the theme that mental health is vital for the well-being of all individuals and their communities, yet access is not universal. Poverty, stigma, and lack of knowledge regarding mental health further prevent many from receiving needed care. Disparities in the availability of resources vary based on factors such as race and ethnicity, gender, age, socioeconomic and immigration status. Panellists examined the relationships between these factors and proposed strategies for promoting well-being for individuals and their communities across cultures. They included Dr. Toni Antonucci, Psychology Professor at the University of Michigan and the Institute for Social Research, who talked about the economic burden of depression proving cost-effectiveness of treatment, the impact of poverty, need for training, and the particular problems for aging populations and the importance of educating families; Mr. Werner Obermeyer, Deputy to the Executive Director of the World Health Organization UN Office in New York, described their initiatives (the Mental Health Global Action Plan (mhGAP) and the upcoming focus on depression for World Health Day on 7 April; and Stefan Petersen from UNICEF (the United Nations Children's Fund), specified their strategic plans for a learning agenda for adolescent mental health, hopefully with government collaboration. Lena Verdeli, Ph.D., director of the Global Mental Health Lab at Teachers College, Columbia University, emphasized the importance of a holistic approach to adolescent mental health care, sustainability, working with local and government partners, multilevel interventions (individual, family, school, and community), and positive research outcome helping child soldiers with anxiety and depression using group interpersonal therapy (group IPT) with a multiple step care model.

Other Initiatives

* IAAP representative Grace Charrier continued to work on the Fibroid Initiative in Nigeria with a media sensitization forum to raise public awareness and ignite coverage and conversations about uterine fibroids and ensure the mental well-being of women sufferers. The Federal Ministries of Health, Women's Affairs, and Environment, as well as the Senate and House of Representatives, collaborated in this project. As a distinguished community leader and Ambassador for Peace, Charrier was invited to a Leadership Conference by Tom McDevitt, Chairman of the Universal Peace Federation USA and Dr. Michael Jenkins, President of the Washington Times Foundation, to contribute to a talk based on "Discovering a New Paradigm to Address our Critical Challenges."

* Judy Kuriansky taught a new fieldwork course in the Department of Clinical Psychology at Columbia University Teachers College on "Psychology and the United Nations" for master's degree graduate students. Students learned about the working of the United Nations and what psychologists do there regarding global issues, with a focus on advocacy about mental health and well-being, e.g. that Dr. Judy did in partnership with Ambassador Otto to insure the inclusion of mental health and well-being in the UN Agenda 2030 for Sustainable Development. Most importantly, they had a rare opportunity to get out of the classroom and have access at the UN to attend major meetings and conferences including passes to two major

UN commissions, for Social Development and on the Status of Women. They got to meet
 Ambassadors of various missions at the UN and to attend special events at the UN, including
 movie screenings, art exhibits and receptions. They did projects and wrote reports about
 diverse issues related to the UN agenda, like depression in farmers in southern India, women's
 participation and rights in the fishery industry in the Bahamas, and stigma about mental
 health in Armenia. A Serbia-born student wrote emails requesting interviews with the former
 President and current Presidential candidate who both had studied psychology. A Chinese student
 developed a WeChat to educate Chinese youth about American counselling techniques.
 Students all found the course both exceptional personally, and professionally growth-producing
 and unique for a clinical psychology program. IAAP youth representative Alexandra Margevich,
 was the excellent teaching assistant who helped mentor the students (while also earning
 her PhD during the semester). Visiting speakers to the class included 21-year old former
 beauty queen now law student, Marie-Louise Ocran, who shared her story about early suicidal
 feelings that led her to found her NGO "More to Life" dedicated to educate young people
 about mental health and raising their self-esteem, including at a school she is building in her
 home country of Ghana; Focal Point for the Science-Policy Interface Platform for the UN
 Major Group for Children and Youth Donovan Guttieres talking about their advocacy about
 poverty and disaster risk reduction; Chief Wompimeequin Wampatuck, in full feather regalia,
 talking about the 10th anniversary celebration at the UN about the Convention on the Rights
 of Indigenous Peoples; and UN Ambassador of the Mission of Surinam, Henry MacDonald,
 talking about the HeForShe initiative of UN Women that promotes men's participation in the
 campaign for gender equality, in honor of which Dr Judy produced a video with Joel Zinsou
 about the barbershop setting for men's discussions about this participation.



IAAP Vienna rep Wolfgang Beigleboeck at Judy Kuriansky's class at Columbia University Teachers College



Invited speakers left to right: Wolfgang Beigleboeck, Ambassador Henry MacDonald, Judy Kuriansky, Chief Wompimeequin Wampatuck

Other key events and activities:

***The ECOSOC Partnership Forum** held on 5 April, and chaired by the Ambassador of the UN Mission of Zimbabwe, reaffirmed commitment to the collaboration of multi-stakeholders, and the essential contribution of NGOs – who do the work on the ground – to achieve the SDGs.

* A conference on the theme, “**Global vision/urban action: Mental health for all: local strategies,**” launched the cooperation between the UN and New York City’s project THRIVENYC, that focuses on providing access to mental health services. Its supporter, First Lady of NYC Chirlane McCray, spoke candidly about her parents’ depression and her daughter’s struggles with depression and addiction (for which she did a PSA campaign talk.org), that brought home the need. Palau UN Ambassador Dr. Caleb Otto, who helmed the campaign about including mental health and well-being in the SDGs, in partnership with IAAP’s Judy Kuriansky, shared his family’s struggles with schizophrenia. The program provides a good example of local government supporting mental health (see: <https://www.youtube.com/watch?v=ERuFuClniP4>). **Psychology Day at the United Nations**, an annual event to highlight the contributions of the science and practice of psychology to the UN, took place on 20 April, on the topic of “*Promoting Well-being in the 21st Century: Psychological Contributions for Social, Economic, and Environmental Challenges.*” Speakers addressed how psychological research informs each of the three pillars. See: <http://webtv.un.org/meetings-events/watch/promoting-well-being-in-the-twenty-first-century-psychological-contributions-for-social-economic-and-environmental-challenges/5406248224001>. Co-sponsors Ambassador Caleb Otto of the Mission of Palau and Ambassador Rubén Zamora of the Mission of El Salvador, spoke of the great

importance of psychology to achieve the UN agenda. They were both given award statuses for their support of psychology's role at the UN. Gary Latham, Member-at-Large of the IAAP Board and President of Division 1, Work and Organizational Psychology, stood in for IAAP President Janel Gauthier. When visiting the delegates lounge with Dr. Judy, Gary met the UN Ambassador of Angola Ismael Martins, who had been supportive of Dr. Judy during the mental health SDG campaign.



Luncheon preceding Pre-Psychology Day at the UN; with sponsors Palau UN Ambassador Caleb Otto and El Salvador UN Ambassador Rubén Zamora (seated left and right respectively), with guests and members of the Psychology Coalition of NGOs accredited at the UN, and IAAP rep Judy Kuriansky (in green) and IAAP's Gary Latham (fifth from left)



Ambassador Otto receiving an award (at far right), with IAAP's Judy Kuriansky, Psychology Day Co-chairs Ayorkor Gaba and IUPsyS UN representative Sonia Suchday and ICP/IAAP representative Florence Denmark



IAAP's Gary Latham with Judy Kuriansky and H.E. Ambassador Martins of the Angola UN Mission in the delegates lounge before Psychology Day

* SIOP. At the annual conference of Society of Industrial and Organizational Psychology, IAAP representative Reichman presented a talk on “I-O Psychology and the Road to a Better Life: The intersection of politics and measurement.” He described the process of determining the Sustainable Development Goals (SDGs) at the UN and the importance of, and difficulties in, measuring the indicators. He emphasized the need for input from psychologists to this process.

- On **The International Day of Happiness**, celebrated annually on 20 March, according to a UN resolution, a panel was held at UN headquarters organized by former Iraq UN Ambassador Hamid Al-Bayati, who was influential in getting the day recognized by a United Nations Resolution. (See video at: www.youtube.com/watch?v=1p5Nuy1zYfi). Speakers included Ambassador Katalin Bogyay of Hungary, the UN High Representative for the United Nations Alliance of Civilizations and former UN Ambassador of Qatar Nassir Abdulaziz Al-Nasser and the Deputy Permanent representative of Iraq to the UN Mr. Mohammed Sahib Mejid Marzooq.



Panel at the International Day of Happiness at the UN, left to right: Hungary UN Mission Ambassador Katalin Bogyay; IAAP UN rep Judy Kuriansky; H.E. Nassir Abdulaziz Al-Nasser, High Representative for the UN Alliance of Civilizations; Iraq UN Mission Deputy Permanent Representative Mr. Mohammed Sahib Mejid Marzooq; and former Iraq Mission UN Ambassador Hamid Al-Bayati

Judy Kuriansky was a panellist, and showed the video she produced, with IAAP youth representative Joel Zinsou, that shows techniques from her toolbox used in her projects for psychosocial healing from natural disasters, poverty, epidemics, and being a refugee, in Africa, Haiti, China and Japan, and in Jordan with Syrian refugees, about “Transforming Trauma to Healing, Hope and Happiness” (see: <https://youtu.be/bfdJ9jAomMw>)

* The Well-being Society was launched in London at the London School of Economics, with invited guests from around the world making presentations. It was hosted by the editors of the World Happiness Report (the 5th edition of which was released at the UN on the International Day of Happiness) economists Sir Richard Layard, John Helliwell, and Jeffrey Sachs. The two-day conference was attended by Judy Kuriansky and IAAP youth rep Alexandra Margevich.

* Consistent with the focus on youth at the UN, an event during CSW was on “Leaving no one Behind: Healthy Adolescents: Smart, Connected, Sustainable, Practices.” IAAP representative Mahroo Moshari had a chance to speak with Nata Menabde, Executive Director of the WHO Office at the United Nations. The event topic is aligned with Moshari’s Manhattan Multicultural Counselling, Inc., that serves youth of multicultural backgrounds, with a summer institute that teaches them about the United Nations and 31 articles of Universal Declaration of Human Rights see: MMC NYC Human Rights Video - Summer 2016



Mahroo Moshari with Dr. Nata Menabde, Executive Director of the UN WHO office

* The **WHO World Health Day** was held at the UN on April 7, on the topic of “Depression: Let’s Talk,” moderated by the Executive Director of the WHO Office at the UN, Dr. Nata Menabde, who stressed the stigma about mental health, statistics about the extent of the problem, and factors. The UN Ambassador from Sri Lanka, Dr. A. Rohan Perera, Deputy Permanent Representative (DPR) of the Republic of Zambia, Christine Kalamwina, and the DPR of the mission of Belgium, Pascal Buffin, voiced their countries’ support of mental health care and the important role of policy, as did the UN Ambassador of Trinidad and Tobago Penelope Beckles. H.E. Ambassador Marc-André

Blanchard of Canada gave a powerful talk about his country's commitment to mental health care and access, sharing a personal story about his then-15 year old son's depression after his girlfriend ended her life. The issues were emphasized by **H.E. Dr. Dessima Williams**, Special Advisor to the 71st President of the General Assembly for the implementation of the Sustainable Development Goals, and **Ms. Christine Matthews**, Deputy Director of the UNHCR Liaison Office in New York. Dr. Kathleen Pike, the Executive Director of the Global Mental Health Program at Columbia University spoke about the importance of research regarding mental health. See: <http://webtv.un.org/meetings-events/watch/world-health-day-2017-high-level-event-on-mental-health-and-depression-in-the-context-of-the-2030-agenda-for-sustainable-development/5389815158001#full-text>. IAAP rep Judy Kuriansky emphasized the 3 S's: stigma, silence and shame – that need to be overcome, and showed a video she produced with IAAP youth rep Joel Zinsou with youth speaking about their struggles with suicide, programs being done worldwide to provide mental health and well-being support to youth (see: <https://youtu.be/VtN5z8aqQFE>). Dr. Yasmine Van Wilt, award-winning singer-songwriter and advocate for mental health, spoke about her personal struggles that led to the songs she performed. IAAP rep Mahroo Moshari, invited comment about youth mental health, given her years-long experience hosting youth from various cultural backgrounds in a summer institute to learn about the UN and mutual understanding. She commented about the importance of overcoming barriers in the definition of depression caused by cultural differences. She suggested that fostering the role of culture in mental health terminology must be tailored to the population, language and meaning, in order to overcome stigma, and achieve normalization in this 21st century. The "Depression: Let's Talk" posters on the podium are in English, French, Spanish, Russian, Arabic and Chinese.



World Health Day at the UN: from right to left: UN Under-Secretary-General for Management, Mr. Yukio Takasu; Canada UN Mission Ambassador, Marc-André Blanchard; WHO UN office Executive Director, Dr. Nata Menadbe; Sri Lanka UN Mission Ambassador, A. Rohan Perera; Advisor to the President of the General Assembly, Ambassador Dessima Williams



Left to right: DPR Canada Mission, Pascal Buffin; Judy Kuriansky; Ambassador Dessima Williams, former Ambassador to the United Nations from Grenada, now Special Adviser for Implementation of the Sustainable Development Goals in the Office of the President of the General Assembly; Sri Lanka Mission Ambassador Perera; Canada Mission Ambassador, Marc-André Blanchard; WHO at the UN Executive Director, Dr. Nata Menadbe

* The World Dialogue on Happiness was held in Dubai in February 2017, attended by specially invited guests from around the world and hosted by the first appointed Minister of Happiness, Ohood Al Roumi. The UAE pioneered this office, and it is integrating happiness across all ministries of the government, with public awareness campaigns as well. The focus of the day-long meeting was to explore sound measurement indexes, education, and the science of happiness and well-being, with the aim to encourage governments to adopt happiness-related policies and programmes. Judy Kuriansky participated in the working group on policy, based on her experiences advocating for mental health for years and at the UN for the SDGs. The opening addresses were by Director of the United Nations Development Programme Helen Clark; Prime Minister of Bhutan Tshering Tobgay; Alenka Smerkolj, Minister without Portfolio for Development of Strategic Projects and Cohesion in Slovenia; and Freddy Ehlers, Secretary of State for Buen Vivir, Ecuador. Afternoon speakers included psychology professor Ed Diener at the University of Illinois; Mihaly Csikszentmihalyi, Founder and Co-Director of the Quality of Life Research Center at Claremont Graduate University; OECD Chief Statistician, Martine Durand; President of The Centre for Bhutan Studies and GNH Research, Dasho Karma Ura, Director of the What Works Centre for Wellbeing in the UK, Dr. Paul Litchfield, as well as a history professor from Dartmouth College, the Director of the Harvard Study of Adult Development, tracking your happiness, a happiness meter, and Flow: How Can We Optimize Our Life Experience?

The dialogue was followed by two days of the **World Government Summit** on the topic of “Shaping Future Governments” that brought together over 3,000 policymakers, academics and representatives from international organizations to explore the future of governments driven by technological advances and citizen needs and showcasing future trends in government services, leadership and innovation. The plenary speaker was billionaire business magnate Elon Musk, engineer and inventor of the Tesla car, who mentioned his dream to die on Mars. Exhibits showed space exploration and the UAE plans to go to Mars in 2117. A concurrent forum on the “SDGs in Action” featured panels with co-chair of the Agenda 2030 negotiations, Ambassador Macharia Kamau of the Mission of Kenya to the UN, and representatives from the World Bank and UN Foundation, and a contest for innovative projects related to SDGs 1, 2, 3, 4, 9, 14 and 17. Judy Kuriansky was on the team concerning health (Goal 3), that won the competition and will present their innovative approaches to achieve Goal 3 at the STI Forum at UN headquarters in New York. The STI Forum focuses on those selected goals that feed into the HLPF (High Level Political Forum) at UN headquarters in NY in July, where the three winning teams will present their projects.



Right to left: UAE Minister of Happiness Ohood Al Roumi; Dr. Judy Kuriansky; Ohhman Al Madani, Director of Happiness in the Minister's Office; and Colonel Aziz Al Amiri, Chief Happiness and Positivity Officer at the Ministry of Interior



Winning team of SDG3 in “SDGs in Action” competition



Dr. Judy Kuriansky with Kenya UN Mission Ambassador Macharia Kamau, Chair of the “SDGs in Action” Forum at the UAE World Government Summit

- An important **NGO Major Group position paper** was drafted for input into the HLPF (the High Level Political Forum) – a major meeting at the UN that will do an initial review of SDGs 1, 2, 3, 4, 9, 14 and 17 – to which Judy Kuriansky contributed on behalf of IAAP and served on the final edit committee. Her participation led to the following three important inclusions:

(1) In the section about poverty, Goal 1, ending poverty: “In partnership with CSOs, especially at the grassroots level, governments must take bold measures to ensure inclusive access to decision-making, increase structural and **psychosocial resilience** among vulnerable communities, and create opportunities for people to improve their livelihoods.”

(2) In the section about SDG3: (1) “This must include integration of **mental health services into primary care**” and “Investing in **physical and mental maternal and child health**, as well as early parenting support and early childhood education and care, is key to poverty reduction.”

(3) In another section on Goal 3: “Efforts to achieve health-related targets should prioritize the full spectrum of services from promotion, prevention, treatment, rehabilitation, and palliation. Governments, through a multi-sectoral and multi-stakeholder approach, must endeavor to remove social, cultural, and economic barriers to ensure full access to **affordable, quality physical and mental health services for all.**”

* Judy Kuriansky was invited to speak to a team at UNICEF about innovative approaches to children’s mental health care, and at the Commission on the Status of Women side event at the African Union about women’s empowerment and efforts to stop violence against women.

The Vienna IAAP Team:

The IAAP team has established itself as a key resource for psychological issues at the United Nations office in Vienna (UNOV) and especially at the United Nations Office on Drugs and Crime (UNODC). For example, the Omani Deputy Minister of Health and the Ambassador requested a meeting regarding their plan to expand their drug treatment facilities and referrals

of professions to run a half-way-house, and the UNOV medical department requested training sessions for department heads on dealing with employee alcohol and drug problems. New and important connections are now made with the United Nations Industrial Development Organization (UNIDO), that invited Beigelboeck and representative Eva Hofmann to give a briefing to the section staff on Trade, Investment and Innovation). In her presentation about how Applied Psychology can support the section chief's goal focused on Sustainability Developmental Goal #1, aiming to end poverty within a generation, Hoffman described the theory, research and practical application in four major relevant areas: trust, law compliance, economic literacy and finance. The staff reflected great interest, in their many questions regarding the application of psychological theory to their work.

Dr. Beigelboeck continues in his role as the IAAP representative, as well as Vice President, of CoNGO, the independent, international, non-profit association of non-governmental organizations (NGOs) that facilitates the participation of NGOs in United Nations debates and decision-making.

An event is planned for fall 2017 on the refugee situation, with NGOs from the UK, Portugal and Austria; UNIS and UNHCR; the State Secretary of Austria and the Ambassador from Iceland.

The Geneva IAAP Team:

The Geneva IAAP Team of Raymond Saner and Lichia Saner-Yiu continue to build on their successful initiative to ensure that subnational and geographic location-based data were incorporated in target 17.16 of the UN Sustainable Development Goals. They have been active in promoting general awareness of the SDGs, including at various international conferences and events. For example:

- (1) The annual conference of the Academy of Management in Anaheim, California, August 2016;



Lichia Saner-Yiu at the roundtable discussion of the Academy of Management, Anaheim, California, August 2016

- (2) The annual congress of the International Institute of Administrative Sciences in Chengdu, China, September 2016;



Raymond Saner at the Annual Congress of the International Institute of Administrative Sciences, Chengdu, China, September 2016

- (3) the United Nations Economic Commission for Europe (UNECE) Expert Meeting on Private Public Partnerships in October 2016;
- (4) WTO Public Forum on inclusive growth in September 2016;
- (5) the 6th International Biennial on Negotiation in Paris, December 2016.



Raymond Saner (left) and Lichia Saner-Yiu (right) at the 6th International Biennial on Negotiation, December 2016, Paris

Upcoming IAAP UN-related presentations and sponsored events

Major upcoming UN conferences, with the participation and sponsorship of IAAP include: (1) a presentation at the Global Platform for Disaster Risk Reduction, at which Dr Judy and IAAP youth representative Alexandra Margevich will present talks about psychosocial trainings for community

capacity-building in Haiti, and they will advocate for psychosocial resilience and mental health care being critical in disaster risk reduction, prevention and recovery, similar to advocacy in Japan for the Sendai Framework two years earlier; (2) a side event at the UN STI Forum (Science, Technology and Innovation) on 16 May about “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” sponsored by the Mission of Iraq to the UN, IAAP, the UN Major Group on Children and Youth and the NGO Committee on Sustainable Development; (3) a conference at the UN about “The World Day of Cultural Diversity for Dialogue and Development” sponsored by the UN Missions of Jamaica and Ethiopia, IAAP and Give Them A Hand Foundation; (4) a side event for the HLPF about mental health in SDG3; and (5) a symposium about the UN activities at the European Congress on Psychology in July in Amsterdam, with IAAP President Janel Gauthier, IAAP UN representatives Wolfgang Beigleboeck, Judy Kuriansky and Florence Denmark, and EFPA President Dr. Telmo Baptista.

Participate with the IAAPUN team on Social Media

Visit the IAAP webpage section on the United Nations (<http://iaapsy.org/united-nations1>)

to see many more reports about activities of the UN team and important meetings, some of which have been written by Dr. Judy’s students in her class about “Psychology and the United Nations.” If you have a story that is UN-related, do send it to us to be considered for inclusion (email: mental-healthwellbeing@gmail.com). Also, follow the UN team on Facebook at “IAAP UN”, and follow us on twitter @IAAPUN.

COMMENTARY: Time Statues*



Robert F. Morgan

“The future will be better tomorrow” -Singapore T-shirt



“I never think of the future. It comes soon enough.. The only reason for time is so everything doesn’t happen at once.” – Albert Einstein

“It is just an illusion here on Earth. . . that once a moment is gone, it is gone forever. . . And I asked myself about the present: how wide it was, how deep it was, how much was mine to keep. If I am going to spend eternity visiting this moment and that, I’m grateful that so many of those moments are nice.” — Kurt Vonnegut

If scholars from Einstein to Vonnegut are right, time is a place. It follows that whoever was alive in that time and place will always be there, alive, in that very specific time and place. In each moment of our experience, we create enduring dramas, statues in time, one for every moment of our life.

Some of these statues are true art, testament to the greatest successes of the best life sculptors in our human family. Once a time statue is found, we have only to recognize the fourth dimension in which it resides. Then, when we choose, these statues can become a form of temporal vignette. A theater that we can see from an audience distance and, all, so far, see through our memory.

Those we love will always be vibrantly alive in their own time and place. Those moments we shared with them can be revisited as we wish, at least in our minds.

*** Suggested classic soundtracks for this article:**

<https://www.youtube.com/watch?v=Wb9By-1ODgk>

and <https://www.youtube.com/watch?v=-uyV7tYJ56s>

As we live our life, scene by scene, we are all creative artists in the temporal theater.

This complete life sequence of moments does of course include temporal vignettes that would not be happily visited by any time tourist. Then again, we can be very proud of other scenes that we have created, particularly if we become aware that, as we shape each moment of our existence, the results endure.

Some of these time dramas glow. Some are just fun. Some may highlight a new path forward.

Here are some samples of temporal vignettes that I can recall clearly.

Buffalo, New York, 1942: the Broken Lamp

*A long time ago
in a galaxy far,
far away....*

World War II was less than half over and who would win was unclear. When I was a few months short of my third birthday, my parents left to do some shopping. Alone in the rented apartment, I began an imaginary drama that included couch jumping, riding a tricycle over the carpet, and fast running around a lamp. My foot caught on the cord and the whole lamp crashed to the floor. Broken glass, cracked stem. Not knowing how to fix it, I focused on other things, reading, playing tribal war with a deck of cards, and probably an hour or two passed in this way before the parents, giants to me, came home.

My mother stood over the destroyed lamp, knowing it would be awhile before she could afford to buy another one. “Did you do this?” she said. 8330

“Yes. Sorry. But it happened a long time ago.” 8331

The passage of time can lead to forgiveness but it was not to be this time around. 8332

(I remember my father saying to her “You’re the one that is always so proud that he ran before he walked.” This was true though another time he told me I was running away from my mother.) 8333

Michigan 1965: All right then, Focus on the Moment 8334

“Time flies like an arrow. Fruit flies like a banana.” - Groucho Marx 8335

When I was a graduate student, my instructor presented a case history of a behavioral intervention in stimulus-competition he attributed to an advance copy of Ulrich’s new textbook (1966). It was felt this could well illustrate, for both couples and entire communities, the power of context, a dimension essential for the transformation of communities in stress, sometimes to the level of trauma. 8336

In the case history, a married couple living in university housing complained of insomnia, marital conflict, sexual disinterest, and concentration difficulty when studying. All seemed to be signs of growing stress approaching the level of trauma. 8337

They were desperate. 8338

It turned out they lived in a tiny studio apartment where the bed was the main and only major piece of furniture. It was on this bed that they studied, slept, argued, and made love. 8339

The practitioner told them these activities all in the same setting were competing with each other. To differentiate them, it was advised that they purchase a lamp with three different color light bulbs: white for study, green for argument, and red for sex, lights out would do for sleep. 8340

The couple carefully followed this plan and reported care-free sleep, more effective study, fewer arguments, and happier sex. There ends Ulrich’s case history, the conditioning a clear success. The problem was ‘then’, the resolution ‘now’. 8341

Yet, when my instructor finished presenting this in class, I couldn’t help but wonder about the ‘next’: 8342

If the learning was truly effective, what will they do at traffic lights? 8343



Washington, DC, 1966: A Memory of Ermon, A Woman for All Her Seasons

"It is a strangely irrational notion that there is something in the very flow of time that will inevitably cure all ills. Actually time is neutral. It can be used either destructively or constructively. I am coming to feel that people of ill will have used time much more effectively than people of good will. We will have to repent in this generation not merely for the vitriolic words and actions of bad people, but for the appalling silence of good people." -Martin Luther King, Jr.



Now, these many years later, Ermon no longer shares our temporal stage with us. Still, her many gifts of the time statues she created in her lifetime endure and they are amazing. This one below though was mainly fun. With consequences.

Washington, DC at the close of summer and the approach of fall. Outside the high priced Watergate-style apartments, condos, and town houses, the city can look a lot like Detroit or Newark. But with much better weather. This afternoon showcased the Capitol District well.

Street people were very friendly, maybe the most that I had ever seen. Beautiful and friendly women, dressed sparsely perhaps due to the heat, seemed to be at every corner, always welcoming me to their city with offers of dates and intense friendship. But I had work to do and somebody to meet.

She was waiting for me in front of a restaurant that we both wanted to try. Ermon Hogan held a doctorate in psychology. Under Robert Lee Green, she and I were research partners for a U.S. Office of Education contract with Dr. Martin Luther King Jr's SCLC organization. We were studying a whole rural Virginia county's four thousand children held back from school for four years to avoid desegregation. The outcome was powerful evidence that the IQ tests were measuring education experience far more than intelligence. Those out of school for years showed lasting damage; critical periods for specific learning in reading and math were also identified (Green & Morgan 1969; Green 1969; Green, Morgan, & Hoffman 1967, Green *et al* 1964a, 1964b).

Four years?!! Desegregation?

We had an hour for lunch so we went into the much celebrated restaurant at a time when it was nearly empty. Three in the afternoon is the best time to get served in normally busy eateries. There were only three other tables of customers for the one waitress, who was briskly delivering food to her customers.

The conversation was great as always. That may be why 60 minutes went by before we realized we still didn't have a menu and the waitress was clearly ignoring us.



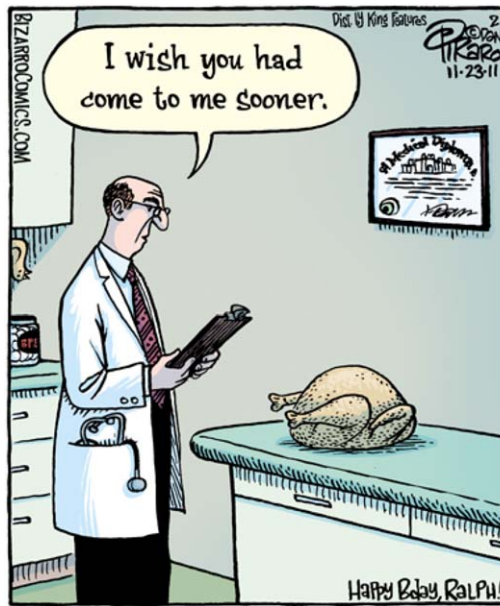
Let's add some color to this picture. The waitress was white as were the other customers. As I am, Ermon was not. We could now see that an interracial couple in very Southern DC was not being served in an apparently all-white restaurant. Still, in a restaurant inside a federal district, the apartheid context was less obvious, one of quiet non-service really.

I stood up and called the waitress over. Loudly. She arrived.

With an appraising glance, she reappraised the situation. I was wearing a suit and tie. Ermon was dressed in an expensive down-to-business suit. Then she seemed to decide we might be important. Even, as they say in Singapore, the waitress seemed to think trouble might now be knocking at her door.

She thought for a second, eyes looking left, and generated this vivid apology:

"Sorry I'm so... slow today. My whole family was killed yesterday in... ummm... an auto accident. The doctor said it would help me to come back to work today. Okay?"



Ermon was having none of this: "If we don't get our menus, order, and food right now, you will lose the LAST member of your family!"

It worked just fine. We took our time with the meal.

A Strong Woman

is one who feels deeply and loves fiercely. Her tears flow as abundantly as her laughter.

She is both soft and powerful, is both practical and spiritual.

In her essence, a Strong Woman is a gift to the world.....



Note: Dr. Hogan went on to be the Education Director at the National Urban League in New York, following in her mother's footsteps, who had been on their Board. There she wrote effectively on key aspects of race and education. These included our work with Robert Green from the early 1960s

on how teacher expectations and self-concept can predict learning success for their students (Hogan & Green, 1971). This anticipated the 1966 classic work of Robert Rosenthal and Lenore Jacobson on the same subject. From there she became a Rockefeller Foundation Fellow at Howard University. Next, in 1973, she moved to international psychology with the U.S. International Affairs Office, Department of Health, Education, and Welfare, where she chaired a task force on inter-country adoption of Vietnamese children. At the African-American Institute she coordinated study tours for French speaking educators from Africa. In 1977 she became the Director of the U.S. Peace Corps for the Ivory Coast. Marriage to Assane Kamara of Senegal expanded her name to Dr. Ermon O. Hogan Kamara. Her distinguished international contributions improved the lives of many in the 20th century. She is missed in the 21st.

Consequences Postscript: Back to Wolfville, Nova Scotia, Canada, 1970

Janet Marshburn, an African American New Yorker, was new to San Francisco. She was beginning her psychology Ph.D. studies at the first free standing school of professional psychology. There in the early 1970s San Francisco campus, the roaring 1960s were still going strong. Personal space was out, everybody hugged at any time. New Yorkers still valued their physical privacy. So Janet declined to hug, consistently and continually. Finally a few of the women tried an intervention, demanding to know why she was so aloof. She faced them down, saying with conviction: "When I hug, I mean business!" This perspective was interesting and soon accepted. It even gave many some emotional room toward using affection only when it was wanted, the precursor to "No means no!" Thanks to Drs. Marshburn and Hogan, interventions toward genuineness reshaped cultures toward greater healthy autonomy. This could even be found in the Canadian Maritime provinces.

Dalton Vernon in 1970 was only the head of our small psychology department in eastern Canada's Acadia University. Today he is revered as a key pioneer in Canadian Psychology. Back then he was a recently retired Admiral who then became enthusiastically immersed in the client-centered approaches of Carl Rogers. This unusual blend of authority and generosity of spirit shaped his governance of us young faculty, now under his supervision.

An example was the marathon sensitivity training group required for psychology student majors that he required each of us faculty to lead on one week end. No exceptions for any faculty or students. From Friday evening at 8 PM to Sunday Noon, my group of ten students was to endure nonstop sensitivity exercises in my home. The other faculty had their own groups going at the same time with the same agenda in their homes. My colleagues reported that energy peaked around Saturday morning at the latest, with any progress or good will evaporating quickly after that. Dalton was not great at generating implicit motivation but the Admiral was so sincerely kindhearted that we still complied.

Now, in my group, I felt we had gone about as far as we productively could by Saturday evening. And then I shared my experience with Dr. Hogan in Washington with the group. This they enjoyed. Ermon had inspired a new line of conversation. "Why do these groups need to be 'sensitivity' ones? Why can't we learn to be 'Insensitive' when that's what's needed?" they asked. We decided the word that we needed was not 'insensitive' or 'aggressive' but an in-context 'assertive'. Now others have coined and publicized the assertiveness group approach, still going strong today (often allied with martial arts training).

But for my group at that time, we became an assertiveness group, focused on productive ways to fight back. Now the students had formed a cohesive and creative cohort, full of excitement despite the fatigue. As Sunday noon approached, I wound up the group by asking the existential question

“What will you do with all this energy?” Then, being older than they were (almost 30), I went to bed. They were left plotting in my living room to actualize their assertive energy as they saw fit. When I woke that evening, they had all been long gone.

Our university was nestled in a quietly conservative town. The students were mostly from that region. Their parents were so fundamentalist in their beliefs that they rejected anything as frivolous as dancing or movies. The university administration was more progressive but not by much. The students though were not immune to the youth currents at the end of the 1960s. They yearned to break through the constraints of past generations.

So, in their assertiveness energy, they descended on the campus Sunday evening. Going right to the psychology building, an understated quietly dignified gray wooden structure, they covered it in bright evocative tie-dye paint with sporadic wish-fulfillment comments. (I recall one that said “Chaste is waste”.)



On Monday morning, faculty and students arrived to unexpectedly see a new psychology building, pulsating in all its rainbow glory. Three outcomes became immediately apparent:

1. The university urgently organized a repainting of the building so by the end of the day it was gray again.
2. By the close of business hours massive numbers of students had switched their major to psychology.
3. Dalton Vernon notified us we would be having a department meeting the next morning before the campus opened or the sun came up.

Dalton was such a sincere and decent man, well, we all complied once again. Although I admit I did show up in robe and slippers. While we had our meeting, my family fed me breakfast. Dr. Vernon’s scowl turned to smile despite his best efforts. In the end he agreed we had accomplished some new directions in psychology group process. We also accomplished Dalton’s cessation of mandatory marathon groups.

The next summer, Canada had its own Woodstock concert, headlined by Joan Baez. They had it in our valley. Attendance was 50,000 and it seemed like they all stayed in our house or at least our little town.

Thank you Ermon.



Wolfville, Nova Scotia, Canada, 1970: the Case of the Power Words

All cats are Maoists. All horses are naysayers.



In Canada some years ago, a very conservative Nova Scotia University gave the students access to their new Computer Center with many stations. These computers were normally only for administrative use but the students had access every Monday and the faculty was allowed access every Friday (days of the week when usage would be less).

Strangely, the Center kept going out of order for an hour at a time, several times each Monday. Some students of mine asked me to look into it as they were getting no explanations on their own.

It turned out that the programming had a censor that closed all the stations down any time a student user typed in a prohibited or profane word.

The head of the Computer Center excused this to me by insisting that, psychologically, use of a "swear word" on the keyboard meant that the student was angry and might harm the computer. Shutting everything down was only a safeguard to protect the equipment.

The students responded to this by saying the real reason was to control their freedom of expression since the fundamentalist administration had little liking for any behavior outside a very narrow doctrinal range.

My brother, then a new researcher at the International Computer Science Institute (ICSI) in Berkeley, took into account the antiquity of the Computer Center systems and estimated that more than a third of their computing capacity was dedicated to this censorship.

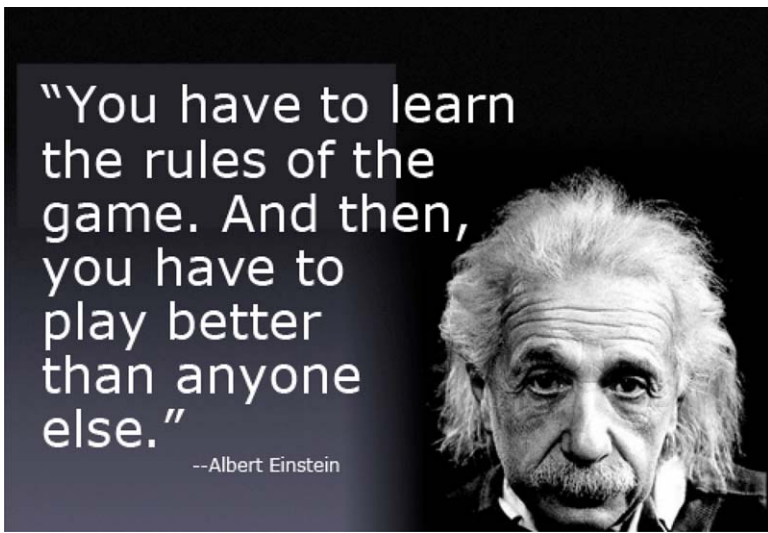
As an academic service to avoid shutdowns, I obtained a list of the nearly hundred words that were prohibited. And distributed them to the students so, among other things, they might avoid the shut downs.

Word spread and very soon there were no more shut downs on student Mondays.

On the other hand, suddenly there were torrents of shut downs on the three days administration used the Center.

It would seem the students had learned to hack into the system somehow and use the magic words strategically.

Pueblo, Colorado 1975: Playing Outside the Box



Alan Love was my Dean and supervisor at the University of Southern Colorado. He was well defined by his last name. Probably the kindest supervisor I ever worked with. His discipline was political science.

I lost no time in questioning the relationship between those two words. Alan liked the argument, particularly since he had a longstanding debate on this with the other senior colleague in his department (no, I don't recall his name).

This other professor was well connected with the state legislature and some very wealthy Coloradans. As such he promoted his field as a front line pragmatic way to get things done, applied interventions with clear results, always situational. He was all for the practice. On the other hand, Alan for his part insisted that a good theory was the most practical tool you could find. He was more for the science.

Alan asked me to join them for their weekly evening game of Monopoly.

“He wants to meet my new psychology department head” said Alan. *“He wants to prove that us science eggheads can’t think outside the box and win a real down-to-earth life-centered game.”*

Monopoly? Hmm. For these two it was more a contest of ego than buying and selling property.

But I was curious and I agreed. It had been at least 20 years since I had played Monopoly and never as an adult.

I did have a theory though, stopping briefly at a department store to get the means to test it.

When the night came, Alan and I arrived at his antagonistic friend’s house. There was a large, brightly lit dining room with a monopoly board on a table and three chairs facing the action.

After introductions, again I was challenged with the current cliché of thinking outside the box. So we set to it. The intensity was clear- this was not only a game.

I was indulged in my preference for folding my share of the monopoly money, large to small, and keeping it in my wallet. *“Closer to life”* I told them.

It took almost two hours, but eventually they were out of money and I had their property. Game over.

Alan was smiling and his colleague was puzzled. Both wanted to know the secret as to how I had won so completely.

I complied: *“I had a good theory. In real life, assuming no moral or ethical code (often the case in contemporary politics), there would be an overwhelming advantage of money in any competition based only on depriving opponents of their resources. I just had overwhelmingly more money than either of you had.”*

Alan’s friend demanded to know how this was possible. We all had begun with equal shares of Monopoly money at our board positions.

So I told him:

“I literally went outside the box. To buy a second box. I bought my own Monopoly game and put all the money in my wallet. The money from this board just added to it. Using it cautiously, not drawing too much attention to it I still had an unlimited supply. In fact, most was still left in my wallet. You two were paying most attention to competing with each other, thereby not noticing what I was doing. Until it was too late. In a capitalist game, the one with capital advantage usually wins, especially when the rules lack any requirement for honesty. Just like in practical results-centered politics as you describe it.”

Turning to Alan, he said: *“Let’s not play with a psychologist again.”* Nor did they.

Alan laughed all the way to his car.

Auckland, New Zealand, 1978: Sprinkler in the Storm

“Show me a sane man and I will cure him for you.” -C.G. Jung, 1932



In the late 1970s I was flown to Auckland, New Zealand, to consult with the university’s Medical School.

They wanted some advice on bringing Maori students into the medical school since the government had noticed that this important group was inadequately represented in the medical community.

The Chair of Psychiatry had found my name (erroneously) listed in a Directory of Black Psychologists, possibly due to my publishing work in an earlier decade on Martin Luther King’s projects, primarily with psychologist Robert Lee Green (Green & Morgan, 1969; Green *et al*, 1967).

As I met the Psychiatry Chair at the airport, he was less than happy to see my race was not as he had assumed it would be. Further, he shared that he had fired his last American psychologist for that man’s unfortunate practice of demonstrating the use of a penile plethysmograph to his class with his own erection. Despite this traumatic time statue fresh in mind, he still scheduled me to meet with his Board of Directors. This gave me the opportunity and time to review the data available.

The answer to their problem seemed reasonably obvious. Why no Maori medical students? There were no Maori physicians on the faculty. Essential mentoring and recruitment might well be simply achieved by hiring some of the few but distinguished existing Maori physicians to join the faculty.

And then, recognizing that this represented a likely departure from past practices or prejudices, how to present this very un-complex recommendation?

On the way to meet the Board at the university, it rained torrents, the horizontal wind-driven rain so common in the Pacific. Yet, there in the front of the medical school building was a university employee watering the steps with his hose. I asked him why he did this in the middle of such a storm. He replied that his job required him to water the steps and lawn every day at this time, needed or not. He agreed it was absurd but said he found losing his job to be much worse.

Now I had the perfect metaphor to focus the Board. And so I began my presentation with that observation.

They were not amused.

My remaining two weeks in New Zealand were unstructured since the Board had no more need for my services. Still, I learned that they would then be hiring some Maori faculty. This gave me time to learn much from the rest of this beautiful country.

Reno, Nevada, 1979: Two Guys from Italy

"I thought I had made a mistake, but I was wrong." -Lucy Van Pelt aka Charles M. Schulz



**GUSTAVA
GUMERSINDA
GUTIERREZ
GUZMAN**

1934-1989

Rest in peace

**A memory from all
your sons(except
Ricardo who did not
pay any money)**

It was the first anniversary of my divorce. To celebrate, I went to a favorite Reno restaurant: *Two Guys from Italy*. I ignored the rumor that the place was owned by the mob, since that was alleged about Italian restaurants in Reno. The main thing is that the food was great.

So, bachelor unleashed, I went there for lunch while my daughters were in school. That day there was a vivacious waitress who seemed full of curiosity about me. I complied, feeling the same about her. Turned out that she was the daughter of one of the owners. We agreed at the close of the meal that it might be a good idea to meet again outside the restaurant. I said I would get back to her.

Moving quickly to the nearest flower shop, I chose the largest most dramatic flowers they had and had them sent to her that very day at her restaurant with my name on the card. §594
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The next afternoon I went for lunch once again at *Two Guys from Italy*, same time, same table. I asked the waiter to let her know I was there. Soon two very large individuals in suits came to my table. "Why are you threatening my daughter?" said the older of the two. "I'm not. I would not," I answered. The younger one said "Then why did you send her those funeral flowers?" §596
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At least I got to meet the two guys from Italy. §601

Reno 1979 again: Sammy Davis Jr. and a Disruption in Timing §602



For many years, I was the sole parent of three daughters. When we lived in Nevada, they were about age 8, 10, and 18. The 10 year old had a weekly painful dental procedure that lasted several months. To make this after school Wednesday appointment less unpleasant, it was followed up by the two of us going to a live show. By paying a strong tip to the staffer seating us, we always were able to sit right against the stage for a close up experience with some performing celebrity. §603
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Naturally the 8 year old and the 18 year old petitioned for equity. So one of them was my guest on a Tuesday night and the other on a Thursday night. No sacrifice on my part since they each got one child friendly show but I got three. This went on for about a year and was a valued family event. §609
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One Thursday evening, the 18 year old and I went to see the music, dance, and comedy performance of Sammy Davis Jr. As usual, we sat in the seats closest to the stage. Knowing that Mr. Davis had a glass eye, we sat in front of the stage area he could see. Close enough for me to relax my feet on the edge of the stage. §613
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Sure enough, he came right over to us for the audience interaction part of his show. I nodded to my daughter, but Davis ignored my suggestion and a microphone was put to my face. There were §617
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introductions, including my daughter. I recall him saying then: “*What do you do for a living?*” and my response “*I’m a psychologist.*” He took a big step backward in mock horror. Crowd laughter. Then he leaned toward me and said: “*Are you also in show business?*”

Now I recognized that oncoming joke immediately. It’s older than I am. Heading off his punchline, I pulled my feet from the edge of the stage, shook my head ‘no’ and sat upright. It was pretty reflexive.

He frowned and pulling our microphone back, said: “*Hey! You must have thought that I was going to say: THEN GET YOUR FEET OFF THE STAGE!*” Smiling, he stepped back and said: “*Look. You’re a good sport. Why don’t you and your daughter come by my dressing room after the show to hang out and we’ll have a bottle of champagne together?*” Then he went on with a truly entertaining show.

After the show we went back stage and found his room, star on the door and all. Standing in front of it was a large severe looking individual in a business suit. He said: “*Mr. Davis sends his apologies but he won’t be meeting with you tonight. He hopes this gift will be enough.*”

I was handed a bottle of champagne and an envelope. The note in the envelope said: “**NEXT TIME KEEP YOUR FEET ON THE STAGE!**”

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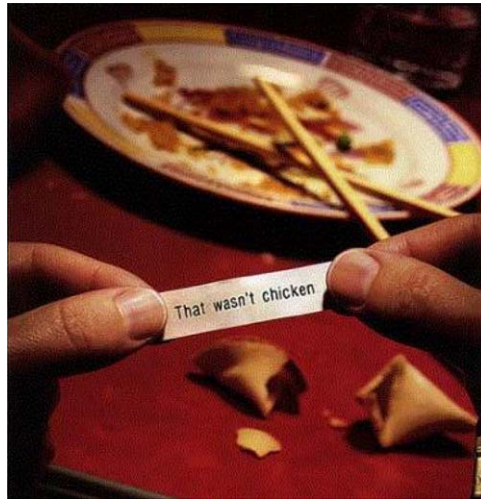
Eventually my daughters became adults. I asked them one day what their best memory of their childhood years in Nevada was. I thought they would recall the months of stage shows.

Instead they agreed it was the treats under their pillow the year we were there. I had been in the habit of putting some minor gift, edible or otherwise, under their pillow after they were asleep so they would wake up feeling happy and valued to their new day. I had forgotten about that. But then they said “*Except for the worst part*”. Worst part? “*After we moved, you stopped.*”



London and San Diego, 1980: the Time Zone Defense

“A girl must marry for love, and keep on marrying until she finds it.” -Zsa Zsa Gabor



A married woman, approaching her decade transition to age 40, was referred to me by her physicians. A series of tests had found no apparent somatic reason for her poor appetite and stomach aches. She had moved to sunny California from an overcast London 17 years before.

I asked her to describe her typical day and diet. She drank only a six-pack of Pepsi in the morning, followed by two packs of cigarettes by 2 pm in the afternoon. It was tempting to have stopped right there, upset stomach explained.

I kept going, asking her when she ate real meals. She got hungry twice a day, but never when anyone else did. Using time-zone calculations, it seemed she was still stuck on her original London time zone when it came to the two daily meals she had enjoyed when there.



I told her she was still on London time. Jet lag should not last 17 years. Unconsciously, she was making an existential choice to be in a safe familiar place. One far removed, since her California marriage had turned out to include severe continuing problems.

We agreed on an intervention.

In the following months she gave up Pepsi and smoking (diagnosed emphysema made the latter mandatory). But her husband continued to give her his second hand smoke, even at the risk of her life.



She reported that he was still angry about her affairs at her bartender job (“I get asked for sex a hundred times a week and I usually turn 99 of them down” she argued).

The husband refused to join us in the counseling.

Based on many sessions of review and reflection, she realized that marriage problems were the main source of her escalating trauma. Consequently, she decided on a more fundamental intervention: she was unsuited for marriage, at least to her present husband. Counseling now was to assist her through her divorce.

On the day this divorce was final, she at once became hungry three times a day at regular hours for her time zone of residence. The stomach problems were gone with the marriage. She could now live on California time and was able to do so throughout our follow-up sessions (Morgan 2005a, 2005b).



Palo Alto, CA 1989 and San Francisco 1972: In Search of the Journey

If you want something you never had before, you must do something you have never done before. - South African Proverb, per Nathan Hare.



I went to a fundraiser at which the guests of honor were Men's Warehouse clothing magnate George Zimmer (*"You'll love how you look; I guarantee it!"*) and actor Leonard Nimoy. Leonard was promoting his new book, one full of his own creative photography. He had retired from acting and now was enjoying this new career in his final years.

After the guests made their presentations, the whole large group moved into an adjacent room for some food. Leonard stayed behind for a few minutes to autograph copies of his book. I stayed last since I had lacked the foresight to buy a copy for him to autograph. When we were the only two left in the large meeting room, I told him I had no copy to autograph but I could be his guide to dinner. He smiled and said that would be fine.

He got up and seemed a little unsteady. I put my arm around the small of his back for his stability and we carefully walked out of the room. Leonard was shorter than I had pictured him and he seemed very frail. I was impressed by how he as a younger actor had carried off the role of a powerful Vulcan. Today he was just Leonard Nimoy, a very fine human in his own right.

He asked me what psychologists like me thought about his "In Search of" television show, possibly wanting to hear nothing further about Star Trek. I told him I had watched it because of the interesting topic choices and his presentation, all this despite the frustration about it being all search with nothing ever found. I told him about my former student Roger and his own in-search-of (see next page). He laughed. We made our slow way in search of the dinner.

Which, by the way, we did find.



The original ‘in search of’ that I told Leonard about was an exchange with a graduate student I’ll call Roger. It was the earliest days of CSPP (California School of Professional Psychology) in San Francisco, 1971.

In those first days, my class was held on the floor where we all sat on student-chosen harem pillows. Roger was older than most (including me), maybe in his late thirties. He had a goatee and a pony tail, street boots, and a perpetual good-natured smirk. Sitting on his harem cushion, he looked like a life-size garden gnome.



After my presentation on the need for outcome measures of success, Roger ponderously made this statement: “*Life is always just a journey. We may be in search of a destination but this we will not achieve. We must then appreciate that our journey is all that matters.*” Roger then returned to his third cup of coffee, as he sat impressively cross-legged on the cushion.

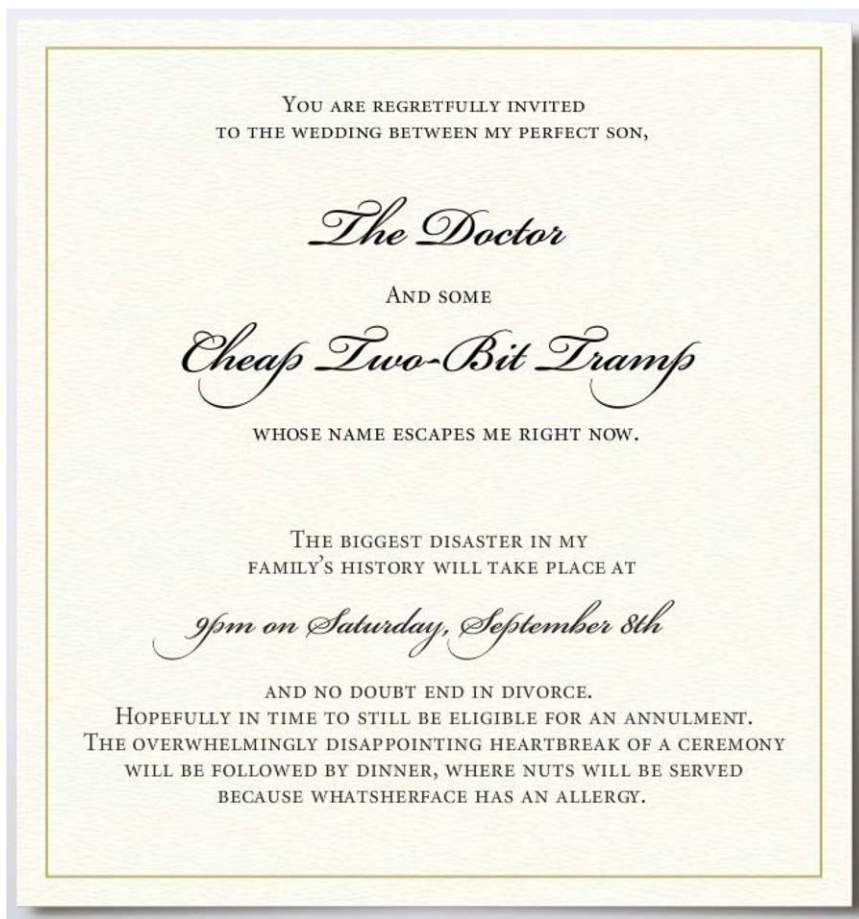
I waited through his fourth cup of coffee while class continued, until he finally arose, turned, and started toward the door. I asked “*Where are you going, Roger?*” He looked somewhat disappointed at my foolish question. “*I’m going to the bathroom!*” he said. I asked: “*Will you ever get there?*”



San Francisco again, 1994: Ceremony for the Lifespan of a Marriage

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“Life isn’t a matter of milestones, but of moments.” -Rose Kennedy



One technique used in marriage ceremonies was called the burning envelope method. Each person to be married privately wrote down on paper all their reservations, concerns, dislikes, and foreboding about the person soon to become their spouse. Nobody else saw this paper which was sealed in an envelope. As part of the ceremony, both sealed envelopes were burned, symbolizing the release of doubts.

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A beautiful gesture. Still, the two of our good friends married in this way did eventually divorce.

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What if there were a ceremony for the divorce? Would this bring closure to the feelings of hurt or loss?

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What if we had held a memorial service for our friends following the final divorce process? A time to recall the best and most troubled parts of their time together and release tension. 8717
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This could be somewhat more dynamic if one or both of them pulled out an envelope, declaring: “I kept a copy!” 8719
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Berkeley, CA, 1997: Artificial Intelligence and the Soul 8721

“The full development of artificial intelligence could spell the end of the human race” –Stephen Hawking, 2014 8722
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When my younger brother directed the International Computer Science Institute (ICSI) and taught at the University of California Berkeley, he encountered some interesting arguments against funding the development of artificial intelligence. 8724
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Not so much the current warnings from Hawking and others that eventually robotics will generate intelligence that will replace humanity as a dominant species. No, there were some who thought that entering a living person’s memories, personality, and intelligence into a robotic clone might be an attempt to replicate the human soul and avoid the life after death heavenly judgment some believers expect. Therefore they thought this research should be blocked, definitely not funded. 8727
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The key question my brother asked me though was: “If all my memories, personality, and abilities were stored in the electronic brain of a look-alike robot and I died, would the robot and its consciousness still really be me?” 8732
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My words came from my mouth before my cortex had time to consider them, a common event: “No it wouldn’t be you or your consciousness. You’d be dead and gone. But thanks to the robot, we wouldn’t miss you.” He probably won his argument without any help from my consultation. 8735
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“If that’s all there is, let’s keep on dancing.” (Peggy Lee, 1969) 8740
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A Gift of Time from Western Pacific, 2001

My golden rule of proportionality continues: I still try to solve more problems than I create.



When you fly commercial air from Washington DC to San Francisco you cover about 2,500 miles in six hours. Fly from there to Honolulu and it's another 2,400 miles in five more hours. Fly from Honolulu to Guam and add 3,800 miles for seven hours. That's a total of 18 hours in flight to cover the 8,700 miles of travel to get to an island in the deepest ocean on the other side of the earth. Of course, doing this travel for the years I lived in Guam did chalk up the frequent flyer miles.

It was 2001 when I taught a course in Saipan, Guam's Western Pacific neighbor, I advised these future psychologists to not divulge their profession to an adjacent traveler on such a long trip. The conversation will soon become a month's worth of unsolicited psychotherapy, devoid of any compensation.

I told the students my own fantasy was to carry a small taxi meter on board. Then I could lower the meter flag and the person beside me could view the growing cost. Might shift the conversation to lighter moments or even a gentle silence for reading.



The class seemed to go well. Maybe it was the friendly seminar atmosphere, soft lights, a Fiji water and dark Ghirardelli chocolate per person per class. Maybe it was the Saipan culture. Whatever it was, the class pooled resources and gave me their best version of my taxi meter fantasy as a thank

you gift. A handmade wooden hourglass with sand designed to flow for exactly the 50 minute therapy hour. 8766
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Temporal Compassion in Southeast Asia, 2011 8768

“The second mouse gets the cheese” -Unknown, definitely not mouse #1 8769



He paced back and forth, agitated and muttering to himself. He was the chief administrator of an Australian university campus in a Southeast Asia country. He was gesturing at the workmen dozing on his grass, their construction work temporarily set aside. 8770
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Though this country was not Malaysia, the workers were all Malaysians. There they were, lying on the ground, exhausted and sleeping though their half hour noontime lunch. Probably working two or more jobs, this one in the hot sun, rather than use lunch time to eat, they chose rest. 8773
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I walked up to him and asked why he was upset. 8776

“Look at them! Sleeping where they stood! When will this work ever get done?!”

I said: “They look wiped out. Haven’t they been making progress?”

“Not nearly as fast as they should. I wanted this all done by now. Only halfway there at best. They’re just so *slow!*”

I thought of saying some things he would never understand in defense of the poorly paid and physically stretched Malaysians, or other words that would only accelerate his anger toward the workmen even more than to me. Instead I said: “Are you paying them by the hour?”

His shoulders shrugged off the question and, without turning away from the sleepers to face me, he said: “No! I’m paying them by the day!”

His temporal distinction, while missing the point completely, was worth my telling my New Zealand colleague a few minutes later. An experienced diagnostician, he asked: “Did the little cretin know he was embarrassing himself?”

The answer was obvious.



Best I could do at the time was to smuggle bottled water and dark chocolate bars out to the workmen when the coast was clear.



To close, we go back in time to Michigan 1963: A student's solvency by lie detecting Annelids

"He that will not apply new remedies must accept new evils." -Francis Bacon, 1624



It was a new year and the onset of January.

I began my psychology Ph.D. program at Michigan State University. At the age of 21, I had just begun a family with a wife and her three young children, all of which needed to be fed, clothed, and sheltered. The best solution for us all was a National Institute of Mental Health (NIMH) Research Fellowship.

My supervisor was professor Stanley C. Ratner, an exceptionally decent person and a brilliant expert on animal behavior (Ratner & Denny, 1964, 1970). He urged me to immediately apply for the NIMH support. It would pay my tuition, give a stipend for every member of my family, and provide research funds. All I had to do was send NIMH a research proposal, one I would use some of their money for.

While at that time I was on an experimental psychology degree path, the NIMH research application seemed to me to require an applied mental health component. I chose something original: clinical application of the auto-kinetic effect.

This effect was done by putting a volunteer (always undergraduate students in those days) in a dark room with a spot of light projected on a wall in front of them. They would be told to say out loud what words or sentences the moving light would spell. In fact, the light spot never moved or spelled anything. The volunteer's moving head would create the illusion of movement. This, plus the expectation that a perceptive volunteer would see words, often led to enunciation of nonexistent sentences.

I thought this could be a very interesting projective test for clinical practice. So I developed that proposal and submitted it to NIMH with my application. It was so original an idea that I could find no clinical research references to cite.

The response was fast. Rejected. The proposal had no clinical research references. Too original.

The reviewers did sent an encouraging note though. 8817

I was asked to realize that I was only a low level trainee and originality was not the point nor 8818
 expected. On the other hand, if I submitted a proposal that fell within the research scope of my much 8819
 published and cited supervisor, they would fund me. Hmm. 8820

Professor Ratner at that time was doing research on the simplest animal with a central nervous 8821
 system. This turned out to be *Lumbricus terrestris*, also known as the “night crawler”, an 8822
 earthworm. 8823

Not high on my own evolutionary scale of clinical interest. But family to be fed. 8824

(Rollo May came to give a talk at our MSU psychology colloquium that year. Following his 8825
 discourse on the meaning and application of existential psychology, Stanley Ratner arose and asked 8826
 “How would existential psychology apply to earthworms?” Rollo considered this carefully and then 8827
 responded with only “That is a very interesting question”. Two decades later when Rollo was a 8828
 friend and godfather to my daughters, he still remembered Ratner’s question; he advised that 8829
 acknowledging the question was the best answer when you had no answer. My wife, Becky Owl 8830
 Morgan, has her own Cherokee-Choctaw alternative to this dilemma: “That is a mystery even to this 8831
 day”.) 8832

The earliest publication on the perceptual world of the earthworm was by Charles Darwin. He put 8833
 one on top of a piano and noted that it contracted to the vibration of a piano key. Well, I knew that I 8834
 could do this research better than Charles had. 8835

I had already done a quick study with the galvanic skin response or GSR, a measure of electrical 8836
 resistance of the skin (low tech: a simple ohm meter would work). Startle a volunteer, they did get 8837
 course credit, and the GSR would jump. The understanding was that immediate reaction perspiration 8838
 on the surface of the skin reduced the electrical resistance. This had become a key component of lie 8839
 detection because it was assumed to measure anxiety. (Lie detection equipment used then by law 8840
 enforcement never measured lies- just anxiety level changes in response to questions. Police equated 8841
 anxiety with falsehood; sometimes it led to a confession while other times it just misled everybody). 8842

I used GSR to compare the efficacy of the multiple page questionnaire Taylor Test of Manifest 8843
 Anxiety (TTMA) with a five point scale responding to the question “Are you anxious?” My five 8844
 point scale correlated higher with the GSR than the TTMA and was much faster. Also somewhat 8845
 disrespectful to the author, Janet Taylor Spence, an eventual American Psychological Association 8846
 president, or so I have been told. 8847

Still, I thought my GSR research might have some application value for this NIMH proposal I 8848
 needed to submit. 8849

It was reported anecdotally in the literature that earthworms could not see the red light portion of the 8850
 spectrum. Fishermen hunted earthworm bait at night more successfully with red lights. What if I 8851
 tested this assumption with the GSR? 8852

Professor Ratner (animal behaviorists tended to have last names like Fox, Wolf, and Ratner but I 8853
 found that none agreed that their name had anything to do with their chosen career path) liked my 8854
 idea and the proposal was submitted. NIMH approved it and my family was saved. 8855

Now I had to do the research. 8856

First, per my supervisor, I must read all I could about earthworms. §857

They turn out to be essential to the fertility, porousness, and reduced toxicity of the soil, all essential §858
for the world's human agriculture. An essential element for tropical food production. §859

They have eye spots all along their very sensitive skin (salt is corrosive to them). They breathe §860
through this and so need to be constantly hydrated. §861

They do have a primitive central nervous system but with a lump of neural cells, a brain if you like, §862
on either end, with the smaller one in its posterior. If they are blocked going one way, they could §863
switch to their posterior brain and still move forward but in the opposite direction. Interesting §864
animals. §865

I got stewardship of a refrigerator in the basement of the psychology building. On the lowest level §866
would be placed an earthworm on a moist sponge surrounded by their (delicious?) edible moss. A §867
biology friend of mine sewed thread around its mid-section to keep it on the sponge. She was §868
amused but made it clear that I owed her bigtime. All worm subjects (participant or volunteer doesn't §869
seem to fit ethically well here) had the same treatment in turn. GSR electrodes were gently placed on §870
the worm. §871

At a higher level of the refrigerator, a white light bulb was ready to flash. §872

Now: for the first worm. A white light flash led to a GSR jump. Did that prove the worm perceived §873
it? §874

Not necessarily. Ratner had taught me to look at alternate explanations and then control for them. §875

What if the GSR reaction was to the heat of the light and had not anything to do with the worm? §876

Removing the worm, I flashed the light and still got a GSR reaction to the empty sponge. §877

So, had to control for heat. Or assume the sponge had a life of its own. §878

I put a bowl of cold water between the light and the sponge and flashed the light. No GSR now. §879

Leaving the heat control bowl of water there, I retested the earthworms on sponges. GSR showed §880
they could perceive white light flashes but, when a red bulb replaced the white one, there was no §881
response. This was a consistent finding. §882

For this proposal, NIMH funded my graduate years all the way to the doctorate. This study became §883
my M.A. psychology thesis. With Ratner's urging, we published the earthworm research (Morgan §884
1964, Morgan, Ratner, & Denny 1965). Based on the 1964 publication, I was surprised to learn that §885
very year that I had been made a Life Member of the Michigan Academy of Science. But none of §886
this kept my interest in any further research on *Lumbricus terrestris*. §887

(Serendipity note: Following my study, the eventually deceased earthworms were left in a jar of §888
water in the refrigerator. I had meant to dispose of them but, well, you know how life can be in §889
graduate school. After a month had gone by, I was summoned by another student who demanded I §890
clean out the stench from the jar in the refrigerator. The smell was so overpowering that nobody §891
would go near it. Sure enough, even a drop of this wormy potent potion would easily empty an §892
auditorium. We did find a use for this but that is another story, best avoided in print or in the §893
presence of authorities.) §894



I was gladly done with night crawlers and never went back to *Lumbricus* research. My next big project was a doctoral dissertation. For that, I chose instead to focus on the psychology of time, but only for humans (Morgan 1965, 2005a). That interest in the psychology of time never faded. As you can see.

Menlo Park, California, 1990, and then Our World today: Finding Another Path

“We stand in life at midnight; we are always on the threshold of a new dawn.” -Martin Luther King Jr., 1964



Decades later I was invited to give a luncheon talk at the Menlo Research Institute (MRI). For these celebrated scholars and luminaries, I was asked one more time to share my research on anxiety, lie detection, and earthworms. So I did. There it was I began to see at least a metaphorical usage.

The early career understanding of earthworms helped me in these later years to put a modern group in an understandable context. There are individuals among us who deny our climate is well on the way to a full global torrid zone, one barely inhabitable at best. Despite all science to the contrary, and often in ludicrous defense of lucrative but destructive greed, walking down their temporal path jeopardizes the survival of our entire human family.

How do the primitive central nervous systems of earthworms assist us to understand the successes and excesses of climate change deniers? This in the face of obviously increasing global hardships now inflicting so many struggling countries, particularly in the sea level or tropical regions.

As they strategically apply overwhelming amounts of money to accomplish this denial and destruction, not excluding their own, they do routinely create an illusion. The illusion that they are leading us forward, progressing, while actually they lead an accelerating retreat in the opposite direction.

Much like the earthworm, they may be led in this by a smaller secondary brain located in their posterior.

We have much to do as psychologists and citizens to find a better path.

If that succeeds: *“The future will be better tomorrow.”*



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