



INTERNATIONAL UNDERSTANDING

SECTION B OF THE ICP,INC NEWSLETTER Spring 2018 INTERNATIONAL PSYCHOLOGIST 58.1



Editor Ann Marie O'Roark

Leadership & Innovation
Opportunities
Cross Life-Span
Boundaries

UNDERSTANDING, IP58.1 Part B, is presented in three sections. Two sections include papers and articles; the third gives information about association activity.

LEADERSHIP OFFERS CAREER-LONG OPPORTUNITIES

The first article reminds us leadership development is possible. **Dr. Skipton Leonard**, an experienced organizational consulting psychologist, who conducted a workshop for ICP's DC annual conference, clarifies how **"No style of leadership or leadership strategy is effective in all situations."** Dr. Leonard outlines the why and how that successful leaders use to "assess the leadership requirements with respect to the organization's competitive environment as well as its goals and objectives; **select the appropriate leadership strategy given the organization's capabilities** ...; and apply the leadership skills necessary to effectively carry out the selected strategy."

Dr. Machiko Fukuhara, PastPresident / Nominations and Elections Chair, introduces the next generation of candidates for **board leadership**. Slate-statements from these talented COUNCIL members reinforces importance for relationships and collaborations among members. The third article is by President **Council President Jean Lau Chin** who is campaigning to become President Elect of the American Psychological Association, Inc.(APA). She presents a compelling education-oriented platform arguing that "unlearning truths" means "looking at our past to see the future" and her intention "to use leadership to transform psychology—to Advance our Practice to serve a global and diverse society." The final piece in this section is from Dr. **Florence Denmark**, former President of both ICP,INC and APA, Current Main Representative to **UN NGO** introduces **upcoming leaders,the ICP., 2018 UN interns.**

COUNCIL MEMBERS EXCHANGE KNOWLEDGE AND INFORMATION

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

ASSOCIATION ANNOUNCEMENTS AND INFORMATION

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

LEADERSHIP and CAREER-LONG OPPORTUNITIES



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How to Make Leadership More Teachable

How often have you heard clients and colleagues make statements such as these when talking about leadership development

(LD)? Leadership theory is too complicated and abstract. Leaders are born, not made, and it is easier to select good leaders than to develop them. LD programs place too much focus and attention on

style and fluff and not enough on getting concrete results.

While participants in LD programs frequently rate the activities in these programs favorably, companies and organizations view program outcomes less positively. For instance, Boatman and Wellins¹ report that only 18% of Human Resources professionals and 32% of line managers consider their leadership bench "very strong" or "strong". Furthermore, Kaiser and Curphy², thought leaders in the area of leadership, report that the perception of leadership competence in organizations has dropped 30% over the past 20 years while spending on LD has doubled. While companies and organizations recognize that they need to improve leadership capabilities and are willing to increase investment in LD, they are becoming increasingly skeptical that existing LD programs will achieve the results they need in order to be successful in an increasingly competitive global marketplace.

Let's take a closer look at these perceptions and beliefs so that we can regain the support and confidence of organizational leaders in programs designed to improve the leadership capabilities of their employees at all levels - individual team members and contributors, supervisors, managers, and executives.

Are Leaders Born or Made? A common belief is that there are born leaders, and it is true that some people have more talent than others for leadership. However, talent is not enough. Vince Lombardi, a pretty good judge and developer of leaders, said, "Leaders are made, they are not born. They are made by hard effort, which is the price which all of us must pay to achieve any goal that is worthwhile." Furthermore, even when it is clear that there are differences in God-given talent, the nature of enterprise today requires leadership from individuals who may not be seen as natural leaders. Many of the most successful leaders today do not necessarily have the extroverted and dominant personalities or physical qualities and gifts of leaders in previous generations. Instead, technical skills and knowledge may propel many individuals into positions requiring effective leadership. In many cases, these leaders need to learn the additional skills that will allow them to harness the talents and energies of

their employees to achieve complex and difficult goals.

Organizational research has long confirmed that a general prototype for a strong leader does not exist. We now know that there are many strategies and tactics that can be used by leaders based upon the demands of the situation and talents of the leader. Leadership works best when leaders understand the demands of the situation as well as their own capabilities and talents in executing proven leadership strategies and tactics.

Leadership theory is too complicated and abstract. When research indicated that leadership could not be reliably predicted by simple psychological or biological attributes, more complex and abstract processes were proposed. Warren Bennis³, a well-known expert on leadership, proposed the "tripod" framework of leadership - leaders, followers, and a common goal they want to achieve. Implicit in this model is the recognition that effective leadership requires influence. The field of LD, however, has had great difficulty breaking down the process of influence into easily teachable components. Harry Truman's definition of leadership - "The ability to get other people to do what they don't want to do and like it" - is a good example of the difficulty of using definitions based upon influence to teach leadership. How in the world can you operationalize this definition of leadership?

Recognizing that influence-based definitions, by themselves, were a dead-end, the field of LD adopted the concept of leadership competencies to provide the operational details omitted in the tripod model. Leadership competencies or skills, first proposed by pre-eminent psychologist David McClelland⁴, were quickly embraced because they provided more discrete and concrete skills that leaders could use to be effective.

This was a big step forward, but the enthusiastic acceptance of leadership competencies or skills created another problem. Most competency models include 15 to 25 separate and distinctive skills organized into competency domains such as thought, drive for success, people, and personal leadership. How do leaders know which leadership skills to use in which situations to achieve their goals and objectives? It doesn't make sense to apply all competencies in a random or additive fashion.

¹Boatman, J., & Wellins, J.E. (2011). *Global leadership forecast*. Pittsburgh, PA: Developmental dimensions International.

² Kaiser R.B., & Curphy, G. (2013). Leadership development: The failure of an industry and the opportunity for consulting psychologists. *Consulting Psychology J.*, 65, 4, 294-302.

³ Bennis, W.G. (2007). The challenges of leadership in the modern world: An introduction to the special issue. *American Psychologist*, 62, 1, 2-5.

⁴ McClelland, D.C. (1973). Testing for competence rather than for intelligence. *American Psychologist*, 28, 1, 1-14.

Surely, there must be some strategies that can be applied using a subset of these leadership competencies.

Unfortunately, continued acceptance of the tripod model of leadership produced a muddled, complex, and overly abstract LD process and increasing reliance on competency models and LD tools such as 360-degree feedback, personal coaching, self-assessment, simulations, and most recently, Action Learning. All of these tools are effective in placing a useful spotlight on many of the components of the leadership process. Without a companion "teachable" model of leadership, however, participants are taught individual leadership skills without an instruction manual for applying them to the leadership problem. Organizations will accept and embrace complexity and abstraction as long as it helps leaders become more successful in delivering organizational results. Organizational leaders, however, do not perceive sufficient linkage between LD programming and organizational results. So, complaints that leadership theories are too complex and abstract are justified.

LD programs place more emphasis on appearance than getting results. Many LD programs teach participants how to look like leaders by exhibiting "executive presence" at the expense of learning how to get results. Organizational leadership experts such as Robert Kaiser, Robert Hogan, and Bart Craig⁵ have decried the fact that only 18% of leadership research looks at organizational outcomes to evaluate the effectiveness of leadership (Did the team/organization win or lose?). Twice as many studies evaluate how leaders and their teams appear (approval ratings, how much did they "stand out", how functional/dysfunctional did their team process appear).

Because LD programming frequently places a greater emphasis on appearance than results, it should come as no surprise that LD program graduates learn that it is more important to look good and to avoid blame (CYA) than to make the less glamorous, tough, or riskier decisions that may develop detractors or even enemies even if the overall impact of those decisions is positive for the many stakeholders in the organization.

Linking Organizational Success and Leadership More Directly

⁵ Kaiser, R.B., Hogan, R., & Craig, S.B. (2008). Leadership and fate of organizations. *American Psychologist*, 63, 2, 96-110.

This may seem like an obvious linkage because leaders have generally been hired, evaluated, and retained or fired by organizational and corporate leadership and boards based upon a leader's ability to achieve organizational objectives. Remarkably, most definitions of leadership, inspired by the tripod theory, conceive of leadership as a fairly abstract and poorly understood intervening process such as interpersonal influence and "inducement":

*Leadership is a process whereby an individual influences a group of individuals to achieve a common goal;*⁶

*Leadership is the process of persuasion or example by which an individual (or leadership team) induces a group to pursue objectives held by the leader and shared by the leader and...followers.*⁷

Without a clear definition of what leadership is or looks like, is it any wonder that so many contemporary leadership programs teach "executive presence" and how to manage your boss rather than how to get things done?

Here is my simple, uncomplicated definition of leadership.

Leadership is taking responsibility for getting results through the efforts of others.

This definition makes it clear that getting results is the primary purpose of leadership. It also clarifies that leadership requires engaging others to achieve common goals. Also, note that this definition does not distinguish between successful and unsuccessful leadership. In my view, leadership is best conceived of as a combination of attitude (commitment) and effort to achieve results. If both are present, leadership is evident. Not all leaders who are committed and hardworking, however, are successful.

Leadership Strategies

Most LD programs view the teaching of leadership competencies as central to the development of effective leaders. As noted earlier, while mastery of leadership competencies is a necessary element in LD, this process is not sufficient to prepare people for the challenges of leadership. There are several problems with focusing only on developing leadership skills. First, no single leadership skill works or is appropriate for every

⁶ Northhouse, P.G. (2004). *Leadership: Theory and practice* (3rd ed.). Thousand Oaks, CA: Sage Publications.

⁷ Gardner, J.G. (1990). *On leadership*. New York: Free Press.

leadership challenge. How do leaders make decisions about which skills to apply in any given situation requiring leadership? Secondly, how do leaders know how to combine and coordinate the use of competencies in order to accomplish his or her leadership objectives. Strategies provides a useful and necessary component for applying leadership: (1) identify the goal requiring collective action in the organization; (2) identify the most effective leadership strategy for achieving the goal, and; (3) decide which leadership skills are necessary and within the individual's repertoire to execute the strategy.

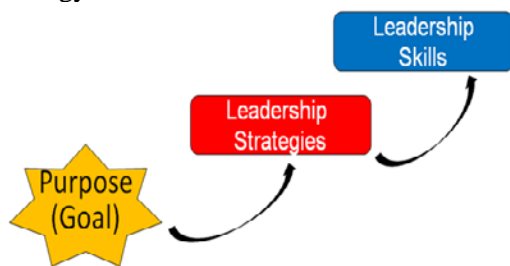


Figure 2. Leadership sequence of goals, leadership strategies, and leadership skills (competencies)

Surprisingly, very few LD programs provide useful information, practice, and feedback in the use of leadership strategies. In most cases, LD programs emphasize the development of skills such as financial strategy, systems thinking, power and influence, expectation and impression management, building relationships and trust as if they were individual, "stand-alone" skills that leaders would know how to apply individually and collectively as leadership challenges emerge.

This assumption is often unwarranted. Without an understanding of leadership strategy options and an awareness of one's capabilities to apply those strategies and supporting leadership skills, most leaders simply use and overuse the same leadership strategies that have been successful for them in the past, whether or not that strategy will be effective in a new situation. For example, supervisors who closely monitor team member behavior continue to micro-manage direct reports even if this method becomes counterproductive as they rise through an organization.

Effective Leadership Strategies

Fortunately, recent research has identified a core set of leadership strategies that are employed by effective leaders. Organizational and leadership researchers and scholars led by Craig Pearce⁸

conducted research that identified four fundamental leadership strategies used by leaders throughout the organizational hierarchy from supervisors to CEO's.

Leadership strategies are introduced here as clusters of leadership skills/competencies that are associated with each other (i.e., are correlated behaviors which are used together to achieve similar goals). Strategies, however, are not simply a different way to organize competencies to develop logical taxonomies (as is common in most competency models). Strategies involve plans for achieving a goal or objective. Using a travel analogy, strategies provide a "road map" to help leaders decide which routes to follow in traveling to a destination (the goal) while competencies provide instructions for operating the means of transportation in order to get to the destination. Both sets of information are important but are distinct.

The Directive Strategy. The Directive Strategy (DS) is perhaps the most frequently used and time-tested leadership strategy. The DS consists of a leader (formal or informally designated) giving verbal direction to others ("followers") who are often considered subordinate to the leader. The DS is also associated with traditional management methods as well as the "command and control" methods used by military leadership. The DS relies heavily upon position and coercive power and is often perceived to be the opposite of a participative approach to leadership.

The extent to which leaders use a directive versus a more participative approach often depends on how leaders perceive the task (i.e., How urgent is the situation? Do followers have a high degree of trust in the leader? and How likely is it that followers will follow the directive?) and the assumptions they make about the people they are leading.

Management practice in the post WWII period was described by management theory pioneer Douglas McGregor⁹ as based upon a "Theory X" which implicitly assumes that employees (1) are lazy and work as little as possible, (2) lack ambition, (3) dislike responsibility, (4) prefer to be led, (5) are inherently selfish, (6) are indifferent to organizational needs and goals, (7) are resistant to change, and (8) are gullible, not very intelligent, and easily duped. If managers of that era held many of these assumptions, it would make sense that they

⁸ Pearce, C.L., Sims, H.P., Cox, J.F., Ball, G., Schnell, E., Smith, K.A. & Trevino, L. (2003). Transactors, transformers and beyond A multi-method

development of a theoretical typology of leadership. *J. of Management Development*. 22, 4, 273-307.

⁹ McGregor, D. (1960) *The human side of enterprise*. New York: McGraw Hill.

developed policies that contained tight controls over performance and exhibited coercive behavior over subordinates. Consequently, the management literature reflected these beliefs and the terms "supervision" and "management" were used interchangeably.

McGregor challenged these basic assumptions about employee motivation, beginning a trend that de-emphasized the use of the DS in many situations that require employee creativity, loyalty, and goodwill. However, when the situation calls for quick action, leadership is trusted, and resistance to directives is not anticipated, the DS may be the most effective leadership strategy approach.

In their research, Craig Pearce and his colleagues summarized these features of the DS into three behavioral clusters:

- instruction and command;
- assigning goals; and
- issuing reprimands and other punishment for disobeying and/or failing to follow orders or directions.

Incentive-based Strategy (IBS). Douglas McGregor challenged the belief that all or most employees behaved according to the "Theory X." Instead he proposed that many employees in contemporary organizations demonstrated more positive motives which he termed "Theory Y" - workers who seek responsibility and are motivated to fulfill prescribed goals, are self-motivated, and work creatively to solve work problems if given the opportunity.

Instead of punishing workers for non-compliance, managers were encouraged to find positive incentives for working to achieve leader-specified and organizational goals. This approach was also consistent with a large body of psychological research (for instance, B.F Skinner's¹⁰ work) that demonstrated how the appropriate application of incentives and rewards to "reinforce" and make desired behavior more likely and was, therefore, more likely to achieve a leadership goal.

IBS was broadly embraced by management by the mid-20th century. A prominent management theorist in that period, Robert House¹¹, suggested that the key objective of leadership was to manage the perception of the relationship between the desired activity and the probability of reward as well

as the effort required. Craig Pearce and his colleagues proposed that the IBS focused on material and personal incentives and rewards for complying with, and cooperating with, the requests and goals of leadership.

Inspiring Strategy (IS). Political historian¹² James MacGregor Burns characterized most leadership theories through the mid-20th century as "transactional". He believed that the power to lead was based upon micro-transactions between leaders and followers rather than upon an appeal to pursue transcendent goals in order to achieve a greater good rather than a maximization of individual rewards and advancement.

The IS is heavily influenced by the theory and research of charismatic leadership proposed by sociologist Max Weber¹³ in the early 20th century. Weber and others have suggested that leadership charisma is a "gift" that cannot be learned. Recent research, however, indicates that the ability to inspire can be learned and developed. John Antonakis¹⁴ and his team at the University of Lausanne Business School have provided evidence that the ability to inspire can be developed through the use of specific social psychological principles. Craig Pearce and his colleagues summarized these leadership behaviors as central to the IS: providing stimulation and inspiration, describing an overarching vision, demonstrating idealism, and challenging the status quo.

Empowering Strategy(ES). While elements of the empowering leadership strategy had been articulated by Robert Greenleaf¹⁵ in the 1970's as servant leadership, the current interest in empowering strategies didn't really attract the attention and enthusiasm of leadership theorists until the mid-1990's and corresponded with the rapid gain in popularity of coaching for high potential as well as derailing leaders. Craig Pearce and his colleagues believed that the ES is a "paradigm shift" rather than a linear extension of transformational leadership. For Pearce and his colleagues, the ES is also aligned with a number of behaviors identified by Gary Yukl,

¹⁰ Ferster, C. B. & Skinner, B. F.(1957). *Schedules of Reinforcement*. New York: Appleton-Century-Crofts.

¹¹ House, R.J. (1971). A path goal theory of leader effectiveness. *Administrative Quarterly*, 16, 321-338.

¹² Burns, J.M. (1978). *Leadership*. New York: Harpers.

¹³ Weber, M. (1924/1947). *The theory of social and economic organization*. New York: Free Press.

¹⁴ Antonakis, J, Fenley, M, & Liechti, S. (2011). Can charisma be taught? Tests of Two Interventions. *Academy of Management learning & Education*, 10, 3, 374-396.

¹⁵ Greenleaf, R.K. (2002). *Servant leadership: A journey into the nature of legitimate power and greatness (25th anniversary Ed.)*. New York: Paulist Press.

a well-known and respected organizational-industrial psychologist: consulting; delegating; supporting; developing and mentoring; and managing conflict and team building.

In addition to an emphasis on organization and community service, the ES also includes many of the principles and methods emerging from the positive psychology movement: encouraging self-empowerment; building on strengths rather than focusing of disability and weakness; acknowledging that people are motivated by different needs under different conditions and in different stages of life; and encouraging self-reinforcing positive social relationships. The ES identified by Pearce and his group includes the following leadership behaviors: encouraging opportunity thinking; encouraging self-reward; encouraging self-leadership; promoting participative goal setting; and encouraging teamwork.

Effective Principles for Teaching Leadership

There is general agreement that leadership is situationally determined. No style of leadership or leadership strategy is effective in all situations. Because of this reality, LD programs must provide opportunities for participants to learn how to:

- assess the leadership requirements with respect to the organization's competitive environment as well as its goals and objectives;
- select the appropriate leadership strategy given the organization's capabilities and their personal skills and talents; and
- apply the leadership skills necessary to effectively carry out the selected strategy.

In addition, LD programming should conform to a learning framework that is consistent with best practices in adult development. I propose the following developmental principles to achieve this goal.

Involve and engage the learner in action as quickly as possible. One of the most effective ways to engage participants is to use designs that emphasize discovery rather than lecture material delivered by a content expert. The inductive learning designs championed by David Kolb¹⁶ are action and experientially-based and are anchored by practices emphasizing inquiry.

In many cases, employing this principle means delaying the presentation of relevant theory until

participants have had an opportunity to engage in meaningful action (e.g., experiential exercises or simulations). The attitudes of inquiry and discovery support inductive learning approaches that are well received by participants and produce excellent results with adult learners.

Encourage participants to create their own insight to explain what has happened and what they are experiencing. After an experiential process is completed, trainers/instructors can lead inquiry-based debriefing sessions that encourage participants to assess what has happened and to offer personal, team, or organizational insights. Systematic debriefings after every significant action is consistent with the after-action review (AAR) process developed and popularized by the United States armed forces. The debriefing processes also provide opportunities for creating the personal and team-developed mental "homegrown" models.

Delaying theory presentation (for instance, the theories underlying the four strategies) until experiential and debriefing activities are completed may seem counter intuitive but, in my experience, produces a superior outcome. In most cases, the theories and explanations that participants develop in a debriefing process mirror the principles that the trainer/instructors would present in a more traditional educational process. Placing activity/debriefing processes first doesn't eliminate the opportunity to include additional theory content not identified by participants in later presentations. Furthermore, the experiential component provides many examples that can be referenced in later content presentations.

Provide opportunities to practice leadership skills in realistic settings. Coaching experts Mary Dee Hicks and David Peterson¹⁷ warn that the lack of opportunity for realistic practice can significantly reduce the amount of on-the-job development and change achieved by even the best skill training programs. While most LD programs include experiential exercises or limited simulations designed to provide opportunities for practice, in many cases, they are experienced as artificial or contrived. Realism is significantly increased when the training is embedded in actual work (e.g., coaching) or a highly realistic exercise or simulation. Action Learning¹⁸ provides the most realistic

¹⁶ Kolb, D.A. (2014). *Experiential Learning: Experience as the Source of Learning and Development (2nd Edition)*. Upper Saddle River, NJ: Pearson FT Press

¹⁷ Hicks, M.D. & Peterson, D.B. (1999). The development pipeline: How people really learn. *Knowledge Management Review*, 9, 30-33.

¹⁸ Leonard, H.S. & Freedman, M.A. (2013). *Great solutions through action learning: Success every time*. Reston, VA: Learning Thru Action Publications. Marquardt, M.J.,

environment for practicing leadership skills because participants are working in the context of real organizational and personal problems and challenges. A wide variety of organizational simulations are available today, including simulations that range from a focus on specific topics or leadership skills (for instance, Barry Oshry's Power and Systems lab) to highly realistic and comprehensive "day in the life" simulations such as Korn-Ferry/PDI's Active Leader, and the Center for Creative Leadership's Looking Glass simulation.

Provide opportunities for real-time feedback and process debriefing. The AAR processes discussed earlier are excellent ways to provide immediate feedback to participants in LD programs. AAR debriefs can be initiated immediately after critical events or pivotal moments and can also be conducted at periodic intervals such as the end of an exercise, simulation segment, morning or afternoon, or a program day. AARs within Action Learning or organizational simulations are typically facilitated by program trainers/instructors using a discussion outline that includes: What was our objective? What was the action plan? What actually happened? Why did this happen? What did we learn? What are the implications for change? While these discussions start at the team level, it is not unusual for the review to shift to the actions of individuals. An additional benefit of including AARs within a leadership coaching process is that it encourages discussion of participant success in achieving organization success rather than over-emphasizing style, personal impact, appearance, or individual leadership skills.

Ensure that participants experience accountability for learning and demonstrating leadership skills. This is another necessary condition identified by Hicks and Peterson for achieving development that has real impact in the organization.

Leonard, H.S., Freedman, A.M., & Hill, C. (2009). *Action Learning for developing leaders and organizations: Principles, strategies and cases*. Washington, DC: American Psychological Assoc. provides a very comprehensive description of Action Learning including the theoretical basis and evidence for the effectiveness of Action Learning.

In too many cases, high-potential participants in LD programs act as if merely showing up and completing a program (i.e., getting their "ticket punched") qualifies them for promotion into senior leadership positions. Successful development programs create consequences to make sure that people are recognized and rewarded for applying their new skills on the job.

One way to ensure accountability is to involve senior leaders in developing goals and evaluating participant performance. Senior leader participation in developing program goals and showcasing participant achievements (or lack thereof) is a central component in Action Learning. Accountability also occurs when senior leaders participate in personal goal development in leadership coaching and when skill development is assessed through anonymous ratings from program peers, participants' superiors, and subordinates.

Moving Forward - How to Make your Leadership Development Programs more Teachable and Effective

While current LD methodology is unnecessarily abstract and complex, improving the leadership capacity of organizations is both possible and necessary. I have provided the adjustments and additions in this article that are necessary for this transition. First, because the current tripod model of leadership is inadequate for teaching leadership in contemporary organizational contexts, a newer, results-focused definition is offered that makes leadership more concrete and understandable to developing leaders. This definition is much more compatible with the way leaders are evaluated by organizations and, therefore, makes it easily to support and defend LD budgets. This definition also provides a roadmap for getting from high-level strategic goals to operational success.

Secondly, four fundamental leadership strategies are described that augment and provide an instruction manual for applying leadership competencies. These strategies are based upon well-understood behavioral principles that are supported by a long research history in the organizational sciences, psychology, sociology, and education. Because the fundamentals for these strategies are so well understood, useful instructional content can be readily developed.

Finally, I have proposed a set of instructional/training principles that will result in the successful application of this teachable model. These principles encourage learning based upon action, reflection, and personal theory development. These principles also require teaching platforms that

provide opportunities to practice leadership in realistic setting, to receive real-time feedback from other participants as well as trainers and program faculty, and to experience accountability for applying themselves fully to their personal development as leaders. The best platforms for this growth include Action Learning, realistic organizational simulations, and individual leadership coaching.

About the author: Trained as a social and organizational psychologist, Dr. Leonard has devoted his career to helping individuals, teams, and organizations achieve their goals and accomplish their missions by learning how to be more adaptive, creative, and innovative. A noted authority on leadership development, he has coached and trained thousands of executives, managers, and professionals. Skipton (Skip) Leonard was one of the founding Principals of the World Institute for Action Learning (WIAL) in 2006. Skip is currently Principal and Managing Director for Learning Thru Action, LLC, a consulting firm that provides action-based solutions for developing organizations and people. Prior to helping found WIAL, Dr. Leonard presented a workshop at the ICP,INC 2011 conference in Washington, DC, with his colleague, long time COUNCIL member Arthur Freedman.

COUNCIL PRESIDENT CAMPAIGNS FOR ELECTION AS PRESIDENT-ELECT OF THE AMERICAN PSYCHOLOGICAL ASSOCIATION



*Leadership for Good
is Leadership for Change*
Jean Lau Chin, PhD

Adelphi University, NY
CEO SERVICES, INC.

It is what we need in today's *VUCA* world—one that is **volatile, unstable, complex, and ambiguous**. It describes what we need for APA today. But, we need to first start with Unlearning the truths that may not be inclusive of all perspectives, or the truths that create silos and conflict. However, unlearning is not about throwing out the old to bring in the new. It is about looking at our past to see the future, of drawing on the knowledges of all groups and perspectives. Leadership for Change is our pathway to craft a sustainable future to advance psychology and improve people's lives. Psychologists can be leaders in this journey. I see my presidency as one to engage all of you to co-create this pathway.

My research on Global and Diverse Leadership is an attempt to link knowledge to action, and research to solutions. As APA

president, I intend to use leadership to transform psychology—to Advance our Practice to serve a global and diverse society, to Use our Psychological Science to address real world problems, and to Work Together to engage and serve all our members. We need to allow for the possibility that we thought were truths needs to be unlearned. APA has emerged from a tumultuous period in its history—the Independent Review challenged us to reexamine and readjust our moral compass. The APAO lawsuit caused us pause as how best to advocate for all of psychology and practitioners—evident as we now ponder a new APA structure. These events have caused us to reflect and to see where we went awry.

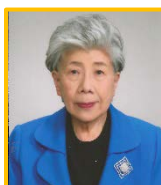
Jeffrey Blich, who gave the keynote address to welcome us as the 2018 Fulbright Scholars said it well. “Technology, Truth, and Trust” are core principles for us today if we are to prevent war and intolerance, and if we are to serve human needs. The pressing issues of violence, immigration, climate change, sexual assault, and health care in society impact us all. Propaganda about fake news has created doubt among us about what are the facts. We have seen the use of technology for bad in the interception of information to do harm. We have seen the creation of conflict and the surfacing of deep divisions among us that has eroded our trust, and violated our core values about integrity, equity, and social justice. Americans are looking for change.

I see these principles of *Technology, Truth, and Trust* also applying to us at APA. We have come through tumultuous times reaffirming our commitment to truth, ethics, and diversity. We need to harness our technology to seek the truth and for good. But most of all, we need to rebuild our trust—to be transparent, to collaborate for our mutual interests and the greater good about Practice, Science, Education, and the Public Interest. APA members too are looking for change.

I run for APA president with a deep commitment to Leadership for Change to have Leadership for Good. We need to ask the hard questions, and find the creative solutions about how we practice and how we create knowledge-science. Many critical issues are before now; the Master's Issue, Clinical Guidelines, Diversity, Ethics, etc. **I do not have the answers because it is about engaging with you to identify the problems we face, and working together to co-create the solutions for our future of psychology. It is time for psychologists to take leadership, for us to have an APA that does not silo our interests,**

polarize our science and our practice, but one that advocates for practitioners and scientists, early career and students, that uses our technology to do our work, communicate with one another and advance psychology. **It is time for psychologists and APA to look outward in our role as global citizens, practitioners and scientists**, to collaborate among all members to contribute to this change to create policy for the greater good while remaining true to our core values of inclusion, equity, and social justice. Our profession **demands Leadership for Change if we are to have Leadership for Good**. I ask you to join me, but first Vote for me to be APA president.

PAST PRESIDENT FUKUHARA PRESENTS THE COUNCIL 2018 SLATE OF CANDIDATES FOR BOARD ELECTION



It is my pleasure to introduce to the COUNCIL members the outstanding candidates for election to the Board.

You will be enriched by getting to know each one. We look forward to each serving in elected office or as an Appointed Chair, Coordinator or Liaison for our association in the year ahead. The range of experience and knowledge is impressive. We are fortunate to have these outstanding candidates. I thank this year's N&E Committee for working hard and long with me to be able to present the members with this full and promising slate.

PRESIDENTIAL CANDIDATES



Ana Guil-Bozal, PhD

Ana Guil-Bozal earned her PhD in Social Psychology, University School. She is a Full Professor of the Faculty of Psychology at the University of Seville, Spain.

She teaches courses in doctoral and master's programs and seminars on gender issues, both in her university and in Latin American countries. Her research is carried out from the Research Group of the Andalusian R+D+i Plan: HUM-219 Gender AndKnowledgeSociety.

<https://grupo.us.es/generoysocdelcto/> participating and/or directing multiple researches. Along her 38 years professional career (since 1980), she is

author or co-author of several works. (see reference list).



FACULTAD DE PSICOLOGÍA
Departamento de Psicología Social

Prof. Dra. Ana Guil Bozal

Catedrática de Escuela Universitaria Responsable del Grupo PAIDI HUM-219 "Género y Sociedad del Conocimiento"

Seville, February 1, 2018

ICP Nomination and Election Committee

Dear Machiko and members of the ICP Committee for Nominations and Elections, in response to the request of several members of the ICP, I consent and I am willing to accept the invitation to be a candidate for President Elect.

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

For years I am chair of the ICP in Spain and between 2007-2012, I was a member of the Board of Directors, organizing in 2012 at the University of Seville where I work, our 70th annual meeting. Likewise - thanks also to financial support from the University of Seville - we were able to publish its proceeding in 2015, along with the work submitted in 2011 in Washington.

In case of being elected, I am particularly concerned about two issues, the incorporation of new generations and recruitment of new members from Spanish and Latin American universities, with whom I collaborate assiduously, since at present there are very few ICP members with these characteristics.

I recognize a need for new members that can contribute to the continuity of all the positive values transmitted by the ICP. It is strengthened by my conviction that it is no less important to continue recognizing and making visible our women pioneers, the first

psychologists who helped to cement not only the ICP, but also our discipline, Psychology, all over the world.

I hope to be able, if I were elected, to assume the position with the dignity that this great responsibility deserves. A cordial greeting!



Ana Guil-Bozal Ph.D. c/ Camilo José

Cela, s/n, 41018-Sevilla Tlf. despacho 954 557703 / secretaria 954 557710, Fax: 954 557711, email: anaguil@us.es

References [Guil-Bozal]

Guil, Ana (2016). "Género y construcción científica del conocimiento". *Revista Historia de la Educación Latinoamericana*. Vol. 18, 27, 257-299. Tunja: Universidad Pedagógica y Tecnológica de Colombia. http://revistas.uptc.edu.co/index.php/historia_educacion_latinoamericana/article/viewFile/5532/4629

Guil, Ana (2016). "Techos universitarios de cristal blindado". *Revista Investigaciones feministas* 25, 7, n 2, 25-39. <http://revistas.ucm.es/index.php/INFE/article/view/53964>

Guil, Ana; Comunian, Anna Laura y O'Roark, Ann Marie (Eds.). *Celebrating 70 years of working towards Health, Peace and Social Justice. International Council of Psychologists. Proceedings 2011-12 Washington (USA) & Seville (SPAIN)*. Sevilla: ArCiBel Editores, 2015. <http://grupo.us.es/generoysoedelcto/wp-content/uploads/2017/05/Celebrating-70-years-of-working-towards-Health-Peace-and-Social-Justice.pdf>

Alonso, Isabel; Guil, Ana et al. *Características de la Participación de las Mujeres en los Procesos de Transferencia de Tecnología a la Actividad Productiva*. Sevilla, 2014. http://www.likadi.com/docs/Informe_final_v10_04122014.pdf

Guil, Ana (2009). *Techos de cristal en la Universidad de Sevilla*. R+D+i, 2001-2004. http://www.amites.org/sites/default/files/pdf/publicaciones/an_a_guil_2009.pdf

Guil, Ana; Solano, Ana y Álvarez, Manuela (2005). *La situación de las mujeres en las universidades públicas andaluzas: PDI y PAS*. Ed: Consejo Económico y Social de la Junta de Andalucía.

https://www.uah.es/export/sites/uah/es/conoce-la-uah/.galleries/Galeria-de-descarga-de-Conoce-la-UAH/Unidad-de-Igualdad/situacion_mujeres_universidades_publicas_andaluzas.pdf

Dr. Guil-Bozal belongs to multiple feminist (AMIT, AUDEM, SIEMUS...) and psychological associations (ICP, SEPTG...), both national and international, attending with assiduity to the majority of its annual conferences.

In 2012, Dr. Guil-Bozal received international recognition for her "Feminist search and Service", the Florence Denmark and Gori Gunwald AWARD, by the International Council of Psychologists, USA.

Prof. Dr. Yoshiko Kato

ICP, INC. Director At Large 2013-16. Early Career Award 2011



Work: Graduate School of Human Development & Environment, Kobe University, 3-11, Tsurukabuto, Nada ku, Kobe city 6578501, JAPAN
TEL & FAX: +81-78-803-7737
Home: 1609 4-1-3 Asahidori, Chuo ku, Kobe city 6510095, JAPAN

Dr. Yoshiko Kato graduated from

Hiroshima University, majoring in Home Economics, Educational Science. After several years of teaching work, she returned to Hiroshima University and earned a PhD, while also working as a part time lecturer in college. Her PhD is titled: Psychological Factors that Affect Attitudes towards Sweetness. Based on that research she received several grants and wrote 5 refereed research papers. Since research on, and interest for, eating behavior is limited in Japan she has made considerable efforts to introduce a new concept of eating behavior to the Japanese life science and education.

Yoshiko joined ICP in 2006, and she has participated in almost all the annual meetings since then, presenting her research and participated in proposing, organizing and implementing the 2016 Yokohama ICP, INC annual meeting and scientific program: the opening of the celebration of the COUNCIL's jubilee celebration of 75years since its founding in 1941.

Dr Kato has a strong collaboration with other ICP members in a variety of countries with whom she conducts cross-cultural comparative research. **In 2011, Yoshiko received the Seishoh Sukemune/Bruce Bain Early Career Research Award.**

Statement:

I consider it will be wonderful if I can accede purposefulness of ICP INC. and encourage psychologists for human well-being and peace with crossing national borders. ICP INC. has encouraged many psychologists and their students across the globe by exchanging knowledge of psychology for above 70 years. However, the activity of ICP INC. is not only exchanging knowledge, but also building

reliable relationship with psychologists of diverse culture. It is the most attractive aspect of ICP INC. and it is difficult in any other academic association.

Globalization is progressing rapidly, escalating a necessity for collaboration between diverse cultures. Psychologists have abilities and skills to promote facilitation of collaboration in consideration of human well-being and peace. For these reason, the role of ICP INC. is becoming more and more important. Therefore, I decided to become a candidate for president-elect of ICP INC.

Thank you for inviting me to be on the 2018 Board ballot and your consideration of me for this honorable office.

Yoshiko Kato, PhD Note: Reaffirmation: Director at Large statement:

If elected, I want to strengthen the cross-cultural ties within ICP across different professional fields. As health psychology is under-represented among the members, I want to broaden the competence area of ICP and contribute with my knowledge to the global knowledge base of ICP as well as to the development of interdisciplinary research. The ICP network is very suitable for this kind of research because of its friendly atmosphere and its new mission to include all allied health professions. Through my work as an associate professor at Kobe University I want to encourage students and young researcher to join ICP.

Academic Background (since 2006)

Since 2015 Professor, Kobe University
2011-2015 Associate, Professor, Kobe University
2009-2011 Associate, Professor, Kyusyu Women's University
2009-2011 2006-2009 Lecturer, Yasuda Women's University 2006-2009

Publications (since 2016)

Hu Chenghong, Kojima Ami, Athenstaedt Ursula, Kato Yoshiko (2017) **Psychometric Validation of Exercise Motivation for Health Scale** *Open Journal of Social Sciences* Vol.5 (10) 274-287

Kojima Ami, Kato Yoshiko (2017) **Relationship between Ikigai, SOC, and Social Support in Participants of Health Check** *J. Jpn. Acad. Nurs. Sci.*, Vol.37 18-25

Elfriede Greimel, Yoshiko Kato, Maria Müller-Gartner, Beate Salchinger, Roswith Roth, Wolfgang Freidl (2016)

Internal and external resources as determinants of health and quality of life PLUS ONE

Kojima Ami, Kato Yoshiko (2016) **Relationship between Continuous Participation in Health Check and Biological Indicator of Metabolic Syndrome** *The Jpn. J. of Public Health Nurse*. 72 680-689.

Junko Kawanishi, Tetsuro Kawabata, Yoshiko Kato (2016) **Psychosocial Factors Associated with Toothbrushing Behaviors among Junior high School Students** *Jpn J School Health* 58 145-153.

NOMINEES FOR DIRECTOR AT LARGE

Dr. Asazuma, Japan; Dr. Congress, USA; Dr. Ellis, Australia & USA; Dr. Muazzua, Pakistan; Dr. Mulchay, USA

DIRECTOR AT LARGE CANDIDATE

DR. NAOKI ASAZUMA



Naoki Asazuma, M.D.

Date of Birth, Gender: 25th

December, 1962, male aged 55

Place of Birth: Tokyo, Japan

Nationality: Japan

Address: 1-18-7 Hatsudai, Shibuyaku, Tokyo, 151-0061

Email:

vn.naoki.oxford@gmail.com

Licenses: Medical Doctor, Hematologist: Registration No. 345730

Current Position: Director of Internal Medicine, Director of Clinical Laboratory Medicine, Director of Chemotherapy of Kawakita General Hospital Tokyo

Letter of Acceptance

1st March, 2018

Chair and members of the ICP Nomination and Election Committee, It is my great pleasure that I accept your invitation to be considered as a candidate for Director-at-Large, ICP, 2018-2021.

If I am elected I would like to serve for the ICP, Inc. for further development in terms of carrying Interdisciplinary work for Human Health Care, with other professionals, like psychologists, as a medical professional. Especially I am interested in global human care in order to help people for their well-being.

I am trying to develop this idea in the JAMC (Japanese Association of Microcounseling): Out of this experience, I have found I am learning much more about human beings, and, also, how to approach them. With this awareness/experience, I would like to see how it works internationally hoping that it will contribute to ICP, Inc whose philosophy is to put the value on Humanity.

Sincerely yours, **Naoki Asazuma**

Experiences

2003 –

present: Director of Internal Medicine, Director of Clinical Laboratory Medicine, and Director of Chemotherapy of Kawakita General Hospital, Tokyo, Japan
Chief Instructor of Residents, Kawakita General Hospital, Tokyo Japan.

2000 –

2003: Vice-Professor of the Department of Clinical Laboratory and Experimental Medicine, Yamanashi University, Yamanashi, Japan.

1998 – 2000

Research Postdoctoral Fellow in the Department of Pharmacology, Oxford University, U.K. Research-worked in the aspect of platelet activation on atherosclerosis, and also clinical-worked in the aspect of the skill of medical interview on the relationship between patients and doctors.

1997 – 2003: Assistant Professor of the Department of Clinical Laboratory and Experimental Medicine, Yamanashi University, Yamanashi, Japan.

Symposium, Paper, Poster Presentation

Chairperson of Symposium: Asazuma N.

Microcounseling and Rational Emotive Behavior Therapy. 10th Japanese Association of Microcounseling, Japan, 2018.

Paper Presentation: Asazuma N. Interdisciplinary Study on Patient-Doctor Relationship at Medical Settings. 75th Annual Conference of International Congress of Psychologists, ICP, 2017.

Symposium speaker: Asazuma N. Human Centered Approach in Medical Setting – from the Viewpoint of M.D. at General Hospital. 31st International Congress of Psychology, ICP, 2016.

Key note Lecture: Asazuma N. “Skill of Microcounseling Approaches on Medical Communication”. 8th Japanese Association of Microcounseling, Japan, 2016.

Symposium speaker: Asazuma N. Listening and Attending Skill on Multicultural Being in Medical Settings. 5th Conference of Japanese Association of Microcounseling, Japan, 2013.

Papers

- Suzuki A, Shoji N, Aoki N, **Asazuma N**, Machinami R, Kojima M, Okai T. Systemic lupus erythematosus as the concomitant manifestation of angioimmunoblastic T-cell lymphoma. *Mod Rheumatol*. 27: 360-363, 2017.
- Suzuki A, **Asazuma N**, Kikuchi E, Kawanobe T, Horimoto Y, Yokobari R, Kotake S, Okai T. Possible primary antiphospholipid syndrome with concurrent diffuse alveolar hemorrhaging and Libman-Sacks endocarditis mimicking catastrophic antiphospholipid syndrome. *Intern Med*. 51: 813-816, 2015.
- Yamashita H, **Asazuma N**, Nakamura H, Igarashi H, Machinami R, Ogata I. A very elderly case of complete remission by chemotherapy in a patient of primary esophageal non-Hodgkin lymphoma. *Nihon Shokakibyo Gakkai*. 109: 400-407, 2012.
- Yi Q, Suzuki-Inoue K, **Asazuma N**, Inoue O, Watson SP, Ozaki Y. Docking protein Gab2 positively regulates glycoprotein VI-mediated platelet activation. *Biochem Biophys Res Commun*. 337: 446-451, 2005.
- Ozaki Y, **Asazuma N**, Suzuki-Inoue K, Berndt MC. Platelet GPIIb-IX-V-dependent signaling (Review). *J Thromb Haemost*. 3: 1745-1751, 2004.
- Naganuma Y, Satoh K, **Asazuma N**, Yatomi Y, Ozaki Y. Cleavage of platelet endothelial cell adhesion molecule-1 (PECAM-1) in platelets exposed with shear stress. *J Thromb Haemost*. 2: 1998-2008, 2004.
- Takano K, **Asazuma N**, Satoh K, Yatomi Y, Ozaki Y. Collagen-induced generation of platelet-derived microparticles in whole blood is dependent on ADP released from red blood cells and calcium ions. *Platelets*. 15: 223-229, 2004.
- Wu Y, **Asazuma N**, Satoh K, Yatomi Y, Takafuta T, Berndt MC, Ozaki Y. Interaction between von Willebrand factor and glycoprotein Ib activates Src kinase in human platelets: role of phosphoinositide 3-kinase. *Blood*. 101: 3469-3476, 2003.
- Wonerow P, Obergfell A, Wilde JI, Bobe R, **Asazuma N**, Brdicka T, Leo A, Schraven B, Hoejls V, Shattil SJ, Watson SP. Differential role of glycolipid-enriched membrane domains in

Dr. Debbie Joffe Ellis



Citizenship:

Australia USA

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1-917-887-2006
debbiejoffeellis@gmail.com
ail.com
www.debbiejoffeellis.com**

Statement

Objectives for becoming a candidate: To participate with fellow ICP Colleagues in providing psycho-education about individual, societal and global issues that can contribute to the betterment of humankind to as many people as possible.

My perspectives of services to ICP: It is vital that students and professionals in the psychology and counseling fields are taught factual information about the history and development of psychotherapy, and learn approaches most relevant to the times we live in. My late husband was Albert Ellis, who heralded in the cognitive revolution in psychotherapy with his humanistic approach of Rational Emotive Behavior Therapy (REBT), from which newer approaches, such as CBT, Positive Psychology and many more, have been developed. It is my mission to continue the Ellis work, as my husband entrusted me to do. An essential element of REBT is its call to practice tolerance and unconditional acceptance, and there has rarely been a time in history in which these attitudes have been needed more. Psychologists have a great opportunity to help troubled and suffering people empower themselves by teaching them how to achieve and maintain healthy ways of thinking and feeling in order to minimize hostility, wars and brutality, and to maximize happiness. This applies to people of every culture and faith. I would like to participate in ICP in ways that include educating professionals and students around the world about REBT and other humanistic approaches: those which are effective psychotherapies in addition to being healthy ways of life and living.

Dr Debbie Joffe Ellis was born and raised in Melbourne, Australia. A licensed psychologist (Australia) licensed mental health counselor (New York), and adjunct professor at Columbia University New York City, presenter and writer: she is affiliated with several major psychological associations and societies, including membership in the Australian Psychological Society, and international affiliate membership in the American Psychological Association.

For years she worked with her husband, the brilliant and renowned pioneer of modern cognitive therapies: Dr Albert Ellis, giving public presentations and professional trainings in his approach of Rational Emotive Behavior Therapy (REBT), as well as collaborating with him on writing and research projects until his death in 2007. She continues to present, practice and write about his groundbreaking psychotherapeutic approach of REBT. Recognized as a world- renowned expert on REBT, she is featured in a DVD produced by the American Psychological Association (APA)

demonstrating and discussing the approach. APA also published the book *Rational Emotive Behavior Therapy* that she co-wrote with her husband.

Memberships (Joffe-Ellis)

Australian Psychological Society, Member
 American Psychological Association, International Affiliate
 Member American Group Psychotherapy Association, Member
 Association for Behavioral and Cognitive Therapies, Member
 North American Society of Adlerian Psychology, Member
 American Counseling Association, Member
 Society for the Scientific Study of Sexuality, Member
 Society for the Psychological Study of Social Issues, Member
 Association for Psychological Science, Member
 American Psychological Association Division 52: Division of
 International Psychology, Member;
Division 46: Division of Media and Technology, Member;
Division 1: Society for General Psychology, Member; Division
48: Society for the Study of Peace, Conflict, and Violence, Member
International Council of Psychologists, Member

1999 *Relax*, by Dr Debbie Joffe, relaxation tape. Distributed Internationally
 2002 Ellis, A. and Joffe, D. A study of volunteer clients who experienced live
 Sessions of Rational Emotive Behavior Therapy in front of a live audience.
Journal of Rational-Emotive & Cognitive-Behavior Therapy, 20,151-158.
 2009 Ellis, Debbie Joffe: Foreword to *How to Hug a Porcupine*.
 Hatherleigh Press: New York, USA.
 2009 Krippner, S. and Ellis, D.J. Editors: *Perchance to Dream*.
 New York. Nova Science Publishers.
 2010 Ellis, Albert, with final chapter by Debbie Joffe Ellis: *All Out! An*
Autobiography. Amherst, NY. Prometheus Books.
 2011 Ellis, Albert & Ellis, Debbie Joffe: *Rational Emotive Behavior*
Therapy. American Psychological Association Books: Washington, D.C.
 2011 Ellis, Debbie Joffe & Eckstein, Daniel: Al Ellis: Up Close and
 Personal in *The Family Journal: Counseling and Therapy for Couples*
and Families. 19 (4) 407- 411, Sage Publications.
 2012 Eckstein, Daniel & Ellis, Debbie Joffe: *Up Close and Personal*
 chapter in Eckstein, D.: *The Couple's Match Book*, Trafford Publishing,
 USA.
 2012 Ellis, Debbie Joffe: **Albert Ellis** entry in Encyclopedia of
 Psychology, Springer Publications. New York.
 2013 Ellis, Debbie Joffe: *The Brief, Lasting and Vigorous Approach of*
Rational Emotive Behavior Therapy DVD. Milton Erickson Foundation
 DVD series, CE's. Recorded at Brief Therapy Conference of Milton Erickson
 Foundation, recorded December, 2012. (Clinical Demonstration and Lecture).
 2014 Ellis, Albert & Ellis, Debbie Joffe: *Rational Emotive Behavior*
Therapy chapter, and *Rational Emotive Behavior Therapy Process*
 chapter in *Psychotherapy Theories and Techniques: A Reader*, Eds:
 Vandenbos, G. R., Meidenbauer, E & Frank-McNeil, J. American
 Psychological Association Books: Washington D.C.
 2014 Ellis, Debbie Joffe: *Counseling and Psychotherapy Transcripts:*
REBT with client. Alexander Street Press, Alexandria, VA.
 2015 *The SAGE Encyclopedia of Theory in Counseling and*
Psychotherapy Sage Publications: USA:
 Ellis, Debbie Joffe & Neukrug, Edward S.: **Albert Ellis** entry Ellis,
 Debbie Joffe: **Rational Emotive Behavior Therapy**
 2015 Ellis, Dr D.J.: *Zapping Anxiety and Depression, and Healing*
Trauma, with the Vigorous and Compassionate Approach of Rational
Emotive Behavior Therapy.
 The Milton H. Erickson Foundation: Phoenix, Arizona. 2 Disc Audio CD Set.
 2015 Ellis, Debbie Joffe: **Reflections: The Profound Impact of**
Gratitude: In Times of Ease and Times of Challenge. In *American*
Psychological Association (APA) Journal of Spirituality in Clinical
Practice. Volume 2, Issue No. 1, March, 2015
Albert Ellis and his theory. In *Counseling Today*: Magazine
 of the American Counseling Association (ACA): Volume 58,
 Number 7, January 2016.
 2016 Ellis, Debbie Joffe with Jeffrey Mishlove: *New Thinking*
Allowed Video Interview Series: **Part One: Rational**
Emotive Behavior Therapy: Life's Hardships
Part Two: Rational Emotive Behavior Therapy: The "A-
B-C's"

Dr. ELAINE P. CONGRESS



Awards
 2014 CUSSW. Alumni Profile,
 April
 2012 APHA Insley-Evans
 Public Health Social Worker
 award, October 29
 2012 Leadership Award, Latino
 Social Work Task Force, March
 22
 2011 Social Work Educator of
 the Year, NY State Social Work
 Education Assoc., Oct. 14
 2011 Mental Health Advocacy
 Award, Assoc. of Hispanic
 Mental Health Professionals,
 June 28

1986 DSW City University of New York. Dissertation: *An*
analysis of ethical practice among field instructors in social work
education
 1974 MA New School for Social Research Psychology)
 1969 MSW Columbia University School of Social Work
 (Casework)
 1964 MAT Yale University (English)
 1963 BA Brown University. Magna cum Laude; Elisha
 Benjamin Andrews Scholar; Phi Beta Kappa

Statement

I would like to serve on the International Council of Psychologists
 (ICP) board as my background as well as my future projects are
 very compatible with ICP mission of "furthering world peace,
 promoting human rights, and promoting collaboration among
 mental health professionals and social sciences, globally." For
 many years I have been involved with promoting human rights
 locally, nationally and internationally. As an academic I introduced
 a human rights orientation into my university's curriculum, taught
 in Australia and was selected as a Fulbright Senior Specialist. At
 the United Nations I represent an NGO with over 3 million
 members, have served on the DPI Executive Committee and helped
 organize UN conferences in Paris, Australia, Mexico, Korea and
 the United States

My cross cultural research includes books, articles, and chapters on
 cultural diversity, social justice, ethics, and graduate education for
 both English and Korean academics.

If elected to serve on the ICP board I will work in three main areas

1. To educate professionals and students about human rights and
 world peace This goal has been the focus of my professional
 work for many years.
2. To promote interdisciplinary collaboration that advances the
 educational and advocacy efforts of ICP My past and current
 education and experience demonstrates my belief that
 increasing interdisciplinary collaboration will strengthen our
 organization.
3. To increase membership and participation in ICP I will bring
 my prior experience in developing and increasing
 participation in programs and organizations to work on
 growing the number of ICP members.

Professional Affiliations

International Council of Psychologists, Inc.
American Association of Public Health. Social Work Section –
Governing Councilor American Psychological Association,
International Section (52) Academy of Certified Social
Workers Council New York Academy of
Medicine - Fellow

PUBLICATIONS (Congress)

Books

- Heyman, J. and Congress, E. (2018). *Health and Social Work: Practice, Policy, and Research*. New York: Springer Publishing Company.
- Congress, E, Luks, A.; and Petit, F. (2016) *Nonprofit Management: A Social Justice Approach*. New York: Springer Publishing Company.
- Chang-Muy, F. and Congress, E. eds. (2015) . *Social work with immigrants and refugees: Legal issues, clinical skills, and advocacy* (2nd ed.) New York: Springer Publishing Company.
- Congress, E. and Gonzalez, M. (2013). *Multicultural perspectives in working with families*. (3rd edition). New York: Springer Publishing Company.
- Congress, E.; Black, P.; & Strom-Gottfried, K. eds. (2009) *Teaching social work values and ethics: A curriculum resource*. (2nd ed.) Alexandria, VA: CSWE.
- Chang-Muy, F. and Congress, E. eds. (2008). *Social work with immigrants and refugees: Legal issues, clinical skills, and advocacy* :New York: Springer Publishing Company.
- Congress, E. and Gonzalez, M. (2005). *Multicultural perspectives in working with families* (2nd ed.) New York: Springer Publishing Company.
- Congress, E. (2005) *Social work values and ethics: Identifying and resolving professional dilemmas*. (Translated into Korean). Singapore: Wadsworth, Division of Thomson Learning.
- Black, P.; Congress, E. and Strom-Gottfried, K. (2002). *Teaching social work values and ethics: A curriculum resource*. Alexandria, VA: CSWE
- Congress, E. (1999). *Social work values and ethics: Identifying and resolving professional dilemmas*. Belmont, CA: Wadsworth
- Congress, E. (ed.). (1997). *Multicultural perspectives in working with families*. New York: Springer.

Professional Journal Articles

- Congress, E. (2017) Immigrants and Refugees in Cities: Issues, Challenges, and Interventions for Social Workers *Urban Social Work* 1 (1), 20-35.
- Congress, E. (2012). Continuing Education: Lifelong Learning for Social Work Practitioners and Educators. (Invited editorial) *Journal of Social Work Education* 48(3), 397-401.4
- Weaver, H. and Congress, E. (2009). Indigenous people in a landscape of risk: Teaching social work students about socially just social work responses' *Journal of Ethnic And Cultural Diversity in Social Work*,18(1), 166-179
- Congress, E. and Kim, W. (2007). A comparative study on social work ethical codes in Korea and the United States: focus on confidentiality, dual relationships, cultural diversity and impaired colleagues. *Korean Journal of Clinical Social Work* 4 (2).
- Congress, E. and McAuliffe, D. (2006). Professional ethics: Social work codes in Australia and the United States.

Dr. Amina Muazzam



Address Dr Amina Muazzam,
Associate Professor, Department of
Applied Psychology,
Lahore College for Women
University.
Telephone 92-042-99203801-07 Ext:
270
Mobile 092-0324-4592440

Dr. Muazzam is the first PhD and the only tenured faculty member in the Department of Applied Psychology, LCWU. Dr Amina has over 16 years of Experience of Teaching and Research in higher education. Currently she is a member/reviewer of national and international professional advisory Boards and associations including being Vice president, Pakistan Psychological Association, Lahore Chapter. Her Areas of research includes Women Health, Eating and Sleep Disturbances, and Positive Psychology. Her expertise in area of Test development and Psychometrics are commendable. Her research articles are published in HEC approved national and international journals. She has presented numerous research papers in national and international conferences She is also an HEC Approved Supervisor in Humanities and Social Science supervising 4 Ph.D. Scholars. She is presently serving as Coordinator PhD Programme /Associate Professor (Tenured) in the Department of Applied Psychology.

Statement

The mind will never fully be conquered; therefore the world of psychology will always be expanding, allowing psychologists to continue learning about this fascinating subject. My dream is to bring the psychology community closer; this will allow me to greatly broaden the knowledge and understanding of psychology.

I am interested in becoming an active member of the International Council for Psychologists and I am also looking forward to explore the opportunities to become a member of the board. I wish to bring the psychology community closer as it will allow me to greatly broaden the knowledge and understanding of psychology. It will be a platform to advance the science and practice of psychology and to support the use of psychological knowledge to promote social health and justice. By becoming an ICP Board member I will get a broader platform to contribute to world peace and human rights for everyone by helping to empower under-represented ethnic and culturally diverse groups. It will also foster International professional development, networking, communication, mentoring and friendship among psychologists and allied mental health professionals and social scientists.

**GENTLE REMINDER: ANNUAL REPORTS
DUE FROM ALL LEADERS FOR MONTREAL
BOARD AGENDA BOOK. SEND TO .
ICPSECRETARIAT icpinfo@gmail.com**

1. Muazzam, A. & Sultan, H. (2017) Development and Validation of Betrayal Scale for women, Journal of Behavioral Sciences Vol 27 No 2 X Category (30-47)
2. Muazzam, A. & Ahmad, A. (2017). Predictors of sleep disturbances among college students: Interplay of media exposure and Health related quality of Life. Pakistan journal of Psychological research. Vol.32 No 2, 393-406 X Category
3. Kazmi, R. & Muazzam, A. (2017) Development and Validation of Adjustment problem scale for college /University students. Pakistan Journal of social and clinical psychology Vol.15, No 1, 20-26 Y Category
4. Muazzam, A., Mubeen, A & Batool, S.. (2017). Identification of stressors among female university teachers in Pakistan. International Journal of educational Enquiry and Reflection, Vol. 2 No 1, 72-87 (Applied for Z Category)
5. Malik, N. & Muazzam, A. (2017). Development of sleep disorders scale through expert opinion. Journal of Arts and Social sciences, 1(4), 95-105 (Applied for Y Category)
6. Arshad, H & Muazzam, A. (2016) Development and Validation of grief scale for Cancer patients, Journal of Behavioral Sciences Vol 26 No 1 X Category
7. Iram, H. & Muazzam, A. (2016) Self-esteem Body image and self-consciousness among Women after rejection of Marriage Proposals. Journal of Gender Studies Vol.12, pp.71-86 (2012-0394) Y Category
8. Muazzam, A. & Jabeen, T. (2016). Development of Psycho-social Problems Scale for hearing Adults of Deaf Parents. 28(1), 695-700. Y Category
9. Li, C & Zayed, K & Muazzam, A & Li, M. & Cheng, J. & Chen, A. (2015) Motives for Exercise in Undergraduate Muslim Women and Men in Oman and Pakistan Compared to the United States. Sex roles 72:68-884 (69-84). Impact factor 2.58
10. Hassan, S., Sarwar R., Muazzam A. (2015) Tapping into intra- and international collaborations of the Organization of Islamic Cooperation states across science and technology disciplines. Science and Public policy 12 Impact factor 0.98

Books

- Muazzam, A. & Javed, S. (2012). Life of Children & Their Caregivers with Thalassaemia and Hemophilia. Lambert Academic Publishing, Germany. Standard: ISBN- 978-3-659-16134
- Sohail, R & Muazzam, A. (2012). Disordered Eating Behavior in Pregnancy. Lambert Academic Publishing, Germany. Standard: ISBN- 978-3-659-21349-6.
- Development and validation of trust in intimate partner scale for women paper presented at International conference on Health and Wellbeing organized by Department of Applied Psychology, Lahore college for Women University, December 2017.
- Development of Stress Tolerance Scale : Establish content validity Index paper presented at International conference on Health and Wellbeing organized by Department of Applied Psychology, Lahore college for Women University December 2017.
- Development and validation scale of betrayal scale for women Research paper presented on International conference on peace conflict and violence: Challenges & Resolution Strategies organized by Department of Humanities, Comsats Institute of Information technology, Lahore dated 29 November, 2017.

CHRISTOPHER M. MULCHAY, PH.D.



9/2012-Present **Licensed Psychologist**

Asheville Testing

I conduct individualized psychological assessments and evaluations that are purposefully designed to meet the client's specific needs. I also provide specific recommendations to the client, his/her primary supports, and involved professionals

EDUCATION

2006-2011 Doctor of Philosophy, Clinical Psychology Palo Alto University, Palo Alto, CA
 Dissertation: "The Trauma of Children in Foster Care: Diagnostic Implications & Assessment Considerations."
 2006-2009 Master of Science, Clinical Psychology Palo Alto University, Palo Alto, CA
 2004-2006 Master of Arts, Counseling Psychology, Marriage & Family Therapy University of San Francisco, San Francisco, CA Summa Cum Laude
 1999-2003 Bachelor of Arts in Psychology Occidental College, Los Angeles, CA

Mulchay, C. (2017, July). Human Rights Summit. Presented at 75th International Council of Psychologists. New York, New York. **Mulchay, C.** (2016, July). *Advanced ADHD Assessments in North Carolina.*

Presented at 31st International Congress of Psychology and the 74th International Council of Psychologists. Yokohama, Japan.

Easter, A.; **Mulchay, C.** & Barnard, S. (2013, April). The Whole Person: Community, Healing and the Recovering Brain. Case presented at the Foundations Freedom and Recovery Conference, San Diego, CA.

Secrest, T.; Hoang, S., **Mulchay, C.** & Briscoe-Smith, A. (2010, August). *Increased Risk for Suicide in Commercially Sexually Exploited Minors.* Poster session presented at American Psychological Association Conference, San Diego, CA.

Mulchay, C., Hoang, S., Smith, G. & Briscoe-Smith, A. (2009, November). *Rates of Placement Failure in a Foster Care Population: A Picture of Chronic Trauma.* Case presented at International Society for Traumatic Stress Studies, Atlanta, GA.

Mulchay, C., Hoang, S., Smith, G. & Briscoe-Smith, A. (2009, November). *Rates of Failed Placements in a Foster Care Population.* Poster session presented at International Society for Traumatic Stress Studies, Atlanta, GA.

Hoang, S., **Mulchay, C.,** Smith, G. & Briscoe-Smith, A. (2 August). *The Association Between Neglect and Truancy in Sexually Exploited Minors (Youth Involved in Prostitution).* American Psychological Association Conference, Boston, MA.

Hoang, S., **Mulchay, C.** & Briscoe-Smith, A. (2008, April). *Child Maltreatment and Behavioral Problems in Children: A Chart Review.* Presented at Western Psychological Association Conference, Irvine, CA.

Recent Training (Mulchay)

American Academy of Forensic Psychology *Custody Evaluations: The Essentials*. Two day workshop led by David A. Martindale, Ph.D., ABPP. June 2017.

Continuing Education: Screening for Cognitive Impairment led by Dr. Anne-Marie Kimbell. Continuing Education: Assessing and Managing Risk in Psychological Practice provided by American Trust Insurance.

125th American Psychological Association Convention: The Five Dimensions of Executive Functioning – From Assessment to Intervention to Life Success (4 hours)

125th American Psychological Association Convention: Evaluations for High-Stakes Test Accommodation Requests – Legal, Ethical and Practical Considerations (4 hours)

125th American Psychological Association Convention: Evidence-Based Assessment of Learning Disabilities and ADHD in Older Adolescents and Adults (8 hours)

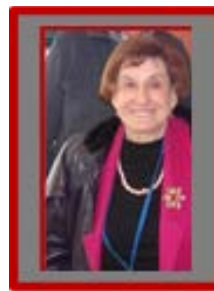
125th American Psychological Association Convention: Evaluation and Management of Attention-Deficit/Hyperactivity Disorder in Adults (4 hours)

125th American Psychological Association Convention: Treating Functional Impairments in Children With ADHD – Organization, Time Management and Planning (4 hours)

Statement:

I am honored to be a member of the International Council of Psychologists (ICP). I grew up with a very diverse and international background. My grandfather was appointed by John F. Kennedy to be the ambassador to Ghana shortly after they gained independence. My mother was born in Ghana during this time. My father was born and raised in Mexico. He continued to have dual citizenship and work in Mexico throughout his life. I have loved traveling and interacting with people from other countries. As a clinical psychologist, my work is focused on individual interactions with the members of my small community. The International Council of Psychologist provides the conduit for me to use my clinical training with my passion for connecting and serving people in other countries. I have a commitment to our profession to serve in a variety of capacities. I have enjoyed presenting and participating in the human rights summits these last couple years. I am also excited about helping with the anniversary book with Dr. O'Roark and Dr. Takooshian guidance. I look forward to many years of service and connection.

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Florence L. Denmark, PhD.
Pace University, NY, NY

The 2017-18 year has been a successful year and we have had a wonderful group of interns this year, five were new; Negar Fatahi wanted to continue for a second year.

In alphabetical order, their brief biographies are below.

Christopher DeCamp is currently a first year Master's student in NYU's GSAS psychology program, with a focus in clinical psychology. He is currently a part of Dr. Karen Adolph's infant action lab, where Christopher is examining the prevalence of object use in every day play in the home. He is aspiring to attain a PhD in clinical psychology in the future, and hopes to own his own practice.

Ehimamiegbo "Ima" Idahosa-Erese graduated cum laude from Pepperdine University with Honors in Psychology and a minor in Hispanic Studies. She is now in her final year at New York University as a General Psychology Master's student with an emphasis in Social Psychology. Alongside working in the Politics and Intergroup Relations Lab, her thesis will investigate how the interaction between political ideology and subjective status relates to physiological responses to economically disadvantaged individuals. She enjoys dancing, learning about the countless cultures of the world, and social justice.

Lisa Moise is currently a first year Master's student at Pace University. She is studying Psychology and is working towards becoming a Clinical Psychologist and opening a private practice. She received her Bachelors of Arts in Criminal Justice at Dominican College located in her hometown, Rockland County, NY. Lisa switched her area of study to Psychology after realizing that her true calling is to promote positive change and help individuals of all ages discover their strengths.

Natalie Nagpal is a first generation American doing her Masters in Psychology at NYU with a specialization in Clinical Psych. Her Guatemalan and Indian background have influenced her path drastically, and she attributes her drive and conscientiousness to these cultural influences. Natalie's multicultural environment continues to help her reach her potential by instilling values such as openness and the importance of heritage, which have been passed down through her parents. She enjoys making music and playing intramural soccer in her free time.

Negar Fatahi is in her second year at the General Psychology master's program at New York University. She received her bachelor's degree in Psychology and Social Behavior from University of California, Irvine. She is interested in studying domain specific human adaptation and resilience, focusing on malleable protective processes. Currently, she is working on identifying protective processes for mothers of children with craniofacial anomalies in Dr. Harriet Oster's research lab. Negar plans to pursue a PhD in clinical psychology and hopes to work as both a clinician and a researcher in the future.

Rudy Richa is a currently enrolled New York University Graduate student pursuing his Masters in General Psychology with a Social Psychology specialization. He graduated with a double major in Biology and Psychology from the Lebanese American University (Lebanon) in 2016. His previous work experience includes working with UN-HCR on the Syrian Refugee crisis in Lebanon and being a Sexual Assault and Domestic Violence Advocate in Mount Sinai - New York.

Krystal Lozada and Luke Lawson did such a great job as interns last year; they served as Associate Members of ICP this year.

Krystal Lozada is in her final year of the Master's Program at Pace University,

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where she will be receiving her Masters in Psychology with a concentration in Industrial/Organizational Psychology. After graduation, Krystal hopes to remain involved with ICP, gain some real-world experience before continuing her education, and pursue a PhD in I/O Psychology.

Luke Lawson is in his second year at the General Psychology master's program at New York University with a specialization in in Cognition, Perception & Neuroscience. He currently works at a psychological research labs at both Columbia University and New York University. Luke plans to pursue a fellowship in Data Science while also remaining involved at the United Nations for ICP.



From Left to Right: Negar Fatahi, Lisa Moise, Natalie Nagpal, Dr. Florence L. Denmark, Christopher DeCamp, Rudy Richa, Ima Idahosa-Erese



COUNCIL MEMBERS EXCHANGE
KNOWLEDGE AND RESEARCH



Dr. Ellis presents Dr. Fukuhara with flowers at the 10th Anniversary Conference of the Japanese Association of Microcounseling in Tokyo, Japan.

**JAPANESE ASSOCIATION OF
MICROCOUNSELING: 10TH
ANNIVERSARY CONFERENCE**

Sunday, March 4th, 201 Dr. Debbie Joffe
Ellis.

With delight, and gratitude, I was granted the honor of being invited by the remarkable Dr. Machiko Fukuhara to give the Keynote Address, to give a live demonstration of the Rational Emotive Behavior Therapy approach, and to participate in the symposium relating to Microcounseling and Cognitive Behavior Therapy, at the 10th Anniversary Conference of The Japanese Association of Microcounseling (JAMC), held this year in Tokyo, Japan. Esteemed Dr. Machiko Fukuhara, is President

of JAMC, Professor Emeritus, Past President of the International Council of Psychology - and who has contributed, and continues to contribute in significant and profound ways, to the fields of psychology and counseling. In her long career so far - and she has no plans to wind it down! - she has been a key force in bringing Microcounseling, the pioneering program which was originated by Drs. Allan and Mary Ivey (USA), and other trainings and presentations, to Japan from countries around the globe. It is my belief that, if not for the bold efforts of Dr Fukuhara, Japan would be deprived of much that is now part of the training world for professionals in the emotional, mental and physical health care fields.

My experience in Tokyo was a highlight of my year so far! The courtesy and graciousness expressed by Dr. Fukuhara and others who assisted her, along with JAMC board members and attendees, was immense. All details were superbly organized and implemented from the moment I arrived to the moment I left Japan. Dr. Fukuhara made certain that I and fellow presenters were comfortable in all ways. On the day prior to the conference, after meeting JAMC board members at lunch, hours were spent with the 2 translators that were provided, to ensure they comfortably understood some of the concepts and expressions I would use in my presentations that may not be regular parts of Japanese lingo. They did a superb job of translating my words, and those of Professor Gunnel Backenroth from Sweden who also presented in the symposium.

The conference took place on Sunday March 4th, 2018 in one of the large conference halls at Arcadia Ichigaya, Shigaku Kaikan, in Tokyo. Dr. Fukuhara opened it with a warm welcome to one and all. She gave tribute to Drs. Allen and Mary Ivey and their pioneering Microcounseling approach and trainings, followed by words of respect and tribute about my late husband Dr Albert Ellis, the pioneer and creator of Rational Emotive Behavior Therapy (REBT) whose work heralded in the cognitive revolution in psychotherapy. She then gave a most kind and gracious introduction to me and spoke about my work.

My 90 minute Keynote address was titled: "The Power and Compassion of Rational Emotive Behavior Therapy: The Pioneering Cognitive Approach". Consecutive translation took place. It is part of my life's mission to keep as many people as possible, those in the helping professions and also

members of the general public, informed and aware of the empowering, humanistic and holistic nature of REBT. It was a joy to present in Japan and immensely heartwarming to witness the interest and enthusiasm of the attendees and their desire to learn more about it.

Following my address, as a preceding element of the afternoon symposium, I was welcomed to give a live demonstration of REBT in action. In order to do so, I requested a volunteer from the audience who was willing, and courageous enough, to present an authentic issue or problem they were dealing with that they could use help with. I do not pre-screen volunteers, nor do I do “role play”. My demonstrations are authentic and spontaneous, and in-so-doing they can show the power of REBT as an effective and powerful brief therapy. Without betraying confidentiality, a person volunteered who presented issues that included illness in the family, having too many things to attend to in their personal life and professional life, high stress and anxiety, and other challenges. By the end of the session this volunteer reported feeling significant calmness which was strongly replacing the former anxiety and stress. To achieve this, in less than 25 minutes, showed clearly the power of REBT! Many people approached me after the conference, and have emailed to me, saying that they learned a great deal from viewing the demonstration, were applying aspects of the demonstration to themselves, and were feeling the benefits.

The Theme of the Symposium was “Microcounseling and Cognitive Behavior Therapy”. Dr. Naoki Asazuma was the Chair of the symposium. After my contribution, Professor Gunnel Backenroth’s topic was: “On Becoming and Being a CBT Therapist: Some current and future challenges for education and clinical practice in Sweden”. With enthusiasm and marvelous photos as part of her PowerPoint slides, Professor Gunnel spoke of CBT, its application to specific areas, the clinical training program and her work at the Karolinska Institute in Sweden, and included some words on mindfulness prior to leading us through a gentle meditation on music or a tranquil image on the big screen.

Prof. Kyoko Noguchi, of Bunka Gakuen University then spoke on “The Philosophy of REBT – The Road to Behavior Change”, reiterating some of the aspects that had been presented in the opening

lecture, and including reference to a specific case study. I had met her in 2003 when she visited New York to attend the large 90th birthday celebration of my husband, and she continues to teach and practice REBT in Tokyo.

Prof. Kiyoshi Hayashi, who teaches in the department of psychology at Shiraume Gakuen College, presented on “CBT and Mindfulness”, an absorbing and vigorous presentation including topics such as the psychology of Zen, Meditation, CBT and cognitive and behavioral therapies, and the benefits of using an integrated model and of applying tenets of humanistic philosophy.

To close the conference, Dr. Machiko Fukuhara spoke of significant aspects of the presentations, and thanked one and all present. That evening a magnificent banquet dinner was enjoyed by participants and attended also by Dr. Masao Yokota who is the current President of the Japanese Psychological Association (JPA), and Professor Fujita, President of the Japanese Applied Psychology – two eminent and highly respected guests. The next day Dr. Machiko had arranged for a bus to show us visitors around unique and key attractions of Tokyo. And on Tuesday – filled with appreciation and inspiration I returned home to NYC.

Thanks to the efforts of Dr. Machiko and others of her ilk, greater numbers of people in our field, across the globe, are updated about and reminded of valuable approaches, techniques and trainings. This keeps the aliveness and vibrancy of programs that enhance the learning and effectiveness of practitioners strong. I am grateful that REBT was embraced as a key part of this anniversary event, and touched and grateful for the care, charm, courtesy and ways of Dr. Machiko and the others who I met in Tokyo on this auspicious 10th anniversary of JAMC.

Kokoro kara Orei wo moushiagemasu

(心から 御礼を 申し上げます)

Thank you-from my heart!

Dr. Debbie Joffe Ellis.

Submit news articles and columns for IP58.2

BEFORE MAY 27

THANKS

FORDHAM HOSTED ITS 8TH FORENSIC PSYCHOLOGY FORUM

Lucy Luneva & Emily Marczak

Fordham University, NY NY



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

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

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

Rafael Art Javier discussed forensic "training." Javier is past-President of the NYSPA Division of Forensic Psychology, and Professor and Director of the Forensic Psychology program

at St. John's University. He encouraged students to become involved with the NYSPA Forensic Division [see note 1 below], and described how his St. John's program provides proper training for clinical psychologists, and how some clinical psychologists are retraining to become forensic evaluators.

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

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

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

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

This forum was hosted by the Fordham Law-Psychology seminar (launched in 1983), co-

sponsored by the Manhattan Psychological Association, and NYSPA Division of Forensic Psychology. For any details, contact takoosh@aol.com

Notes

1. NYSPA:
<http://nyspaforensicq1.pagedemo.co/>
2. Secret
Weapon: www.secretweaponfilms.com/brande/
3. Budapest:
www.youtube.com/watch?v=tfTnPh94AE4
4. Alienists: <https://youtu.be/oUp2aoyLyHE>
5. Deskovic:
www.thejeffreysdeskovicfoundationforjustice.org/

References

- Beavers, D. (1999, Fall). A focus on psychology and law: An exciting vision for the 21st Century. *International Psychology Reporter*, pages 34-35.
- Takooshian, H., & Caffrey, T.A. (2012). Forensic Psychology. In R.W. Rieber (Ed.). *Encyclopedia of the history of psychological theories* (vol. 1, pp. 447-451). New York: Springer. www.springer.com/us/book/9781441904256

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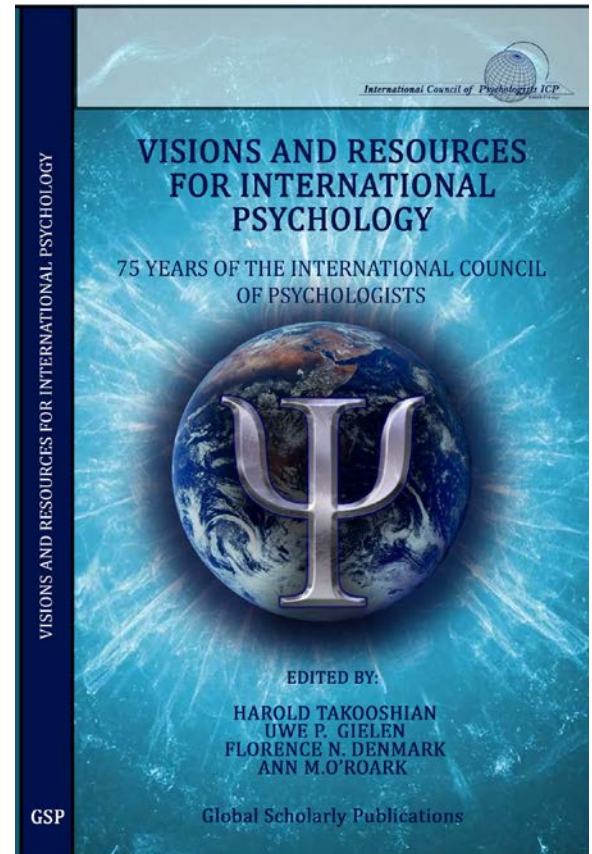
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the membership chair (address at the top of this page). These endorsers should be familiar with your training and/or experience in psychology, and should either be members of ICP or be recognized professional persons who can be identified by the Membership Application Processing Committee.

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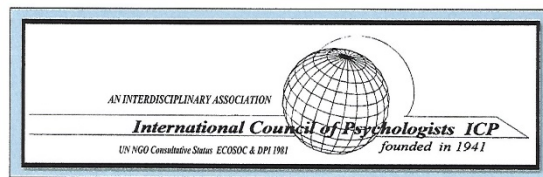
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