



## IUPsyS appoints new Editor for the International Journal of Psychology (IJP)

Professor Michele Robert, University of Montreal has been appointed editor of the International Journal of Psychology (IJP) for 2009-2013. She will succeed Claudia Dalbert, University of Halle, Germany, who was editor from 2004-2009.

Robert notes: "I am deeply honored to have been nominated to the editorship of the International Journal of Psychology. However, I am also fully aware of the challenge involved. In a spirit of cooperative leadership, I will endeavor to collaborate in the fulfillment of the mission of the International Union of Psychological Science. I have always enjoyed the highly stimulating diversity existing within the broad discipline of psychology. This wide scope feeds on the extensive cultural variety of the many researchers who regularly contribute to extending the limits of our knowledge about human behavior. In line with my predecessor's significant accomplishments, my major objective will be to enhance the journal's characteristic profile as an important agent in the promotion of scientific communication among psychologists from different sectors of the discipline as well as from diverse cultural regions of the world."

Michele Robert is Professor of Psychology at the University of Montreal where she has been since 1973. She earned her PhD at the University of Paris, and did postdoctoral studies at the University of Arizona. Her research interests include conditioning and Learning, cognitive development and social influences, and gender comparisons in cognitive abilities, with a focus on spatial cognition.

Professor Robert has served on the editorial boards of several journals, was associate editor of the Canadian Journal of Psychology and the Canadian Journal of Experimental Psychology, and has edited/co-edited books on scientific research, experimental psychology, and proceedings from the 1996 International Congress of Psychology. She is a member of several professional associations, and a Fellow of the American Psychological Association.

Robert's service to the discipline includes terms as President of the Association de psychologie scientifique de langue française (French-Language Scientific Psychology Association) an affiliate of the Union, and as President of the Quebec Society for Research in Psychology. In addition, Robert served on the Scientific Program Committee for the XXVI International Congress of Psychology, and on the Scientific Affairs Committee of the Canadian Psychological Association. Her publications include multiple chapters in edited books, and numerous journal articles and international and national conference presentations.

Robert will begin accepting manuscripts in October, 2009.



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## In Memoriam: Mark Rosenzweig



Professor Mark Rosenzweig, honorary lifetime IUPsyS Executive Committee member, died in July 2009. He was 86.

Rosenzweig, Professor Emeritus at the University of California, Berkeley, was a well-known, distinguished research scientist, who pioneered studies demonstrating brain plasticity throughout development. His international influence permeated his work – through long term leadership in IUPsyS (serving as a member of the Executive Committee from 1972 to 1980 and 1984-1988; as Vice President 1980-84, as President of the Union in 1988-92, and as Past President

**IUPsyS announces ARTS program for 2010.**

**Please see: p. 11 & [www.iupsys.org/ARTS](http://www.iupsys.org/ARTS)**

*Cultural and Social Cognitive Neuroscience Research*  
Melbourne, Australia  
July 5-6, 2010

*Test Development and Adaptation*  
Melbourne, Australia,  
July 9-11, 2010

*Discourse Analysis*  
Melbourne, Australia,  
July 10-11, 2010

*Published on behalf of the IUPsyS.*  
*James Georgas*  
*Merry Bullock Editors*

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1992-6. He was also a founding member and chair of the US National Committee for Psychology for many years.

The following newspaper stories contain further information. An obituary will be published in a later issue of the *International Journal of Psychology*.

- Los Angeles Times: <http://www.latimes.com/features/health/la-me-mark-rosenzweig4-2009aug04,0,2671070.story>
- New York Times <http://www.nytimes.com/2009/08/12/health/12rosenzweig.html>
- Mercury News [http://www.mercurynews.com/obituaries/ci\\_13047767](http://www.mercurynews.com/obituaries/ci_13047767)
- Brain Blog <http://neuropsychological.blogspot.com/2009/08/obit-dr-mark-rosenzweig.html>

## Report from the President

Rainer K. Silbereisen, PhD —  
President, IUPsyS, University of Jena



Rainer Silbereisen

When I looked back at the first year of my time as President of IUPsyS, I realised just how much I have travelled on the Union's behalf. Since my election at the ICP in Berlin in July 2008, until the end of 2009, I will have made official visits to 11 countries, some more than once. Travelling, of course, can bring pleasure - meeting new people, seeing new places, experiencing new cultures - but, as anyone who has missed a plane, lost their luggage, or been stranded in some remote place while on a tight schedule will know, travelling can also be very stressful. I am happy to say that, while I have had my share of travel mishaps, IUPsyS travel over the past months has been largely positive. Here is a summary of some recent travel.

### Würzburg

From a very positive point of view, I recently travelled to Würzburg in southern Germany to meet with the Officers of IUPsyS. Our regular officers meeting was followed by a meeting of the newly constituted Advanced Research and Training Seminars (ARTS) steering committee (see <http://www.iupsys.org/arts/index.html>). A special feature was the location - not just Würzburg itself, which is a beautiful old town by the River Main, but the Himmelsporten monastery, dating from 1252, in which the meetings were held. This medieval cloister was first built to house Cistercian Monks, but its function changed frequently



Himmelsporten, Würzburg

throughout its fascinating and chequered history until it was renovated to a stunningly high standard in 2005 to become a meeting place for groups with a people-oriented mission. As you might imagine, the atmosphere in such a place was very conducive to peaceful and productive meetings, and I think we all came away feeling we had achieved a great deal.

### Bergen

Directly preceding the meeting in Würzburg, I attended the World Social Science Forum in Bergen, Norway. Here IUPsyS sponsored two events by supporting the travel of invited speakers. One event in particular - an invited talk by John Elster entitled, "One Social Science or Many?" - drew a large crowd. I had been asked to comment on this paper and I have to admit I found it extremely interesting, as well as challenging to my own perspective at times. I am interested in the effects that social and political transformation, such as the break-down of the socialist countries and the challenges of globalization, may have on adaptation and development

with regard to major aspects of psychosocial functioning of those affected. Against this backdrop I listened with great interest to a fascinating *tour d'horizon*, from a definition of social science, over a critique of the reportedly unifying rational choice approach, to epistemological and methodological advice as to how scientific insights in the social sciences can be achieved. In particular, and most thought provoking, was Elster's conception of social science where psychology plays a major role by providing the "mechanisms" that ultimately explain phenomena on the social structural level.

As a psychologist, I was also pleased to hear that Elster subscribes to the idea that the aim is to "deal with the proximate causes of behaviour", and I am also sympathetic with the concept that, in order to study the influence between social phenomena, one has to attend to the agentic behaviour of the individuals affected. What surprised me in the first instance, however, was that, according to Elster, the causes of behaviour that social science is interested in are actually psychological phenomena, namely, "beliefs, desires, perceptions, and emotions". My first thought was, "Aren't social institutions and structures the hallmark of sociology and other social sciences? Or is this a definition that deliberately includes psychology as a social science,



ARTS Coordinating Committee and sponsoring organizations.. Gonca Soygut (IUPsyS), Nandita Chaudhary (IACCP), Heidi Keller (President IACCP), Merry Bullock (IUPsyS EC), Tom Oakland (IAAP), Xianghong Sun, ARTS Coordinator



Opening Session, ISSC World Forum

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which not all psychologists would like?" Well, after a while I understood the position better. Obviously this is a particular understanding of the causal mechanism. It is conceived as the link between the macro level of societal structures and the micro level of individual behaviour, whereas the antecedent social structures and consequences on the macro level, which possibly result from micro level actions, are not seen as part of the mechanism.

Sadly, there is not enough space here to go further into this remarkable and interesting presentation, or to relate the intense discussion that followed. Suffice to say that for me such events provide the ultimate reward for working with and for IUPsyS: To meet colleagues, to hear and discuss different and new perspectives on old and fresh topics, to make plans to extend the outreach of our discipline and the Union, and to bring people together who might otherwise maintain an unhelpful distance from one another.

### Jena

I would just like to mention one meeting that is yet to be: In November this year we will hold a workshop in Jena, Germany, on 'Bereavement Research and Practice' that will cover the topic of bereavement from a broad perspective, ranging from the normal lifespan-related loss of family, friends and acquaintances, through loss due to accidents and natural catastrophes, to loss caused by armed conflicts. The aim of the workshop is to provide learning opportunities for young investigators and PhD students interested in clinical psychology and related fields, such as developmental and social psychology, and to do this by having presentations from several international experts in the field of bereavement. We will also include group work where issues raised by the presentations will be discussed. Participants will be invited from three Caucasus countries, Armenia, Azerbaijan, and Georgia.



The workshop, which is an element of the International Union of Psychological Science (IUPsyS) Capacity Building program, is also important for other reasons. We have been fortunate enough to secure funding for this workshop from the German Academic Exchange Service (DAAD) as part of its program entitled, "Prevention of Conflict in the South Caucasus Region." This funding will enable us to invite and host participants from the three Caucasus countries already mentioned, as well as participants from Germany. Any participants invited from the rest of the world will be funded from other sources, including, of course, the Union. I see this joint funding as a major step forward in extending the outreach of the Union's activities, especially concerning its Capacity Building program, and in helping us to fulfil several aspects of our Strategic Plan.

### Guatemala, Oslo and Cape Town

During the summer the Union was active in its representation at two regional congresses and one national conference. In July I briefly attended the Interamerican Congress of Psychology in Guatemala City, and met with presidents and representatives of



IUPsyS Breakfast, SIP Conference

Central and South American psychology associations at a lively breakfast meeting organized by IUPsyS as outreach to Latin American colleagues and encouragement to join the Union <link to power point>. I was invited to speak in a Presidential symposium on challenges to psychology <link to power point>. Directly afterwards I was in Oslo at the European Congress of Psychology where I met good old friends of the European Federation of Psychologists' Associations (EFPA) and learned that they had elected Robert Roe as their new President. Together with fellow officers I met colleagues from other international organizations, gave an invited keynote lecture on behalf of IUPsyS, and also together with the publishers celebrated a farewell reception as outgoing editor of EFPA's journal *European Psychologist*. The success of this journal reminded me of the importance of international journals as official outlets of a scientific society like ours.



Rainer Silbereisen (IUPsyS) & Mike Knowles (IAAP)

Finally, I was in Cape Town, South Africa and attended the 15<sup>th</sup> congress of the Psychological Society of South Africa. I was even invited to open the congress and



15th PSYSSA Congress

thereby show IUPsyS's commitment to the country and its psychologists. It was a moving moment - as a scientist interested in social change I looked into the audience and knew how deeply involved they all have been in the transformation to a democratic society, and yet what long a way it will be to overcome all the divides of the past. We will do as much as we can to provide support and show our appreciation. The Executive Committee also met in Cape Town, and I am very satisfied to let you know that we achieved quite a bit, especially concerning the activities of the work groups on topics such as capacity building and training for psychologists. The International Congress of Psychology that will be held in Cape Town in 2012. Please don't forget to put that in your diaries; after all, 2012 is not so very far away.



## 2008 IUPsyS-Dogan Award recipient awarded US National Medal of Science



US National Medal of Science

The recipient of the 2008 IUPsyS-Mattei Dogan award, Michel Posner, Professor at the University of Oregon, was one of nine researchers awarded the highest honor given by US government to scientists, engineers and inventors, the US National Medal of Science.

Posner, who received the Mattei Dogan award at the opening ceremony of the International Congress of Psychology in Berlin, and who also delivered the Baltes memorial lecture at the Congress, is a leading pioneer in developing and expanding the field of cognitive neuroscience.

He is cited for illuminating how the mind works and how the operations of the mind can be mapped onto activation patterns in the brain, linking the psychology of the mind and the biology of brain function.

Posner's current research deals with genetic and experience-related factors in the development of brain networks underlying attention and self-regulation, and uses functional magnetic resonance imaging (fMRI), electroencephalography (EEG) and molecular genetic methods.

Posner joins other psychologists who have received the US Presidential National Medal of Science Previous Medal recipients who are psychologists include Neal Miller (1964) Harry Harlow (1967), B. F. Skinner (1968), Herbert Simon (1986), Anne Anastasi (1987), Roger Sperry (1989), Patrick Suppes (1990), George Miller (1991), Eleanor Gibson (1992), Allen Newell (1992), Roger Shepard (1995), William Estes (1997), R. Duncan Luce (2003), and Gordon Bower (2005).



Michael Posner receiving the Mattei Dogan Award from 2008 IUPsyS Past President Michel Denis at the ICP2008 Opening Ceremony

### LINKS:

White House Press Release:

[http://www.whitehouse.gov/the\\_press\\_office/President-Honors-Nations-Top-Scientists-and-Innovators/](http://www.whitehouse.gov/the_press_office/President-Honors-Nations-Top-Scientists-and-Innovators/)

## IUPsyS appoints Executive Officer



Nick Hammond

At its August meeting, the Union Executive Committee ratified the Officer's selection of the new Union Executive Officer, Nick Hammond. He officially begins his post October 1, 2009, but was present to become familiar with IUPsyS structure, governance and concerns during the EC meetings in Cape Town.

Dr Hammond has been a Reader at the University of York in the UK for much of his career, conducting applied research in a number of fields including human performance and education. He directed a national centre on psychology education in the UK, was President of the UK Association for Learning Technology, and was founding editor of the journal *Psychology Learning and Teaching*. More recently, Dr Hammond joined the UK's Higher Education Academy, a body working to improve the learning experience of all students in the UK, leading its strategic work with senior staff in UK Universities.

Hammond writes: "It is a great honour to be appointed to this new post, and the responsibilities that the position brings in developing the work of the Union. I am looking forward to the prospect of implementing the Union's strategic plan in collaboration with its Officers, Executive Committee and National Members. My first duty was to attend the recent Executive Committee meeting in Cape Town where I realised how fortunate I am to join such a collegial, expert and hard-working team. I look forward to exploring the richness and variety of the Union's activities and engagements, and its support for the diversity of Psychology across national systems and cultures. I will do my best to serve the needs of the Union wherever the journey takes us."



IUPsyS Executive Committee, Cape Town, South Africa





## Psychology in Mexico: Background and Current Status

Juan Jose Sanchez Sosa, Ph.D, National  
University of Mexico



The initial establishment of psychology in Mexico, as defined by formally listed university courses and scholars using the title of the discipline dates from 1896. As a distinct profession psychology became well-established in the

1950s. Mexican psychology originated in its flagship university, National University of Mexico which was originally founded in September 1551 and the first disciplines being taught included architecture, law, medicine, engineering and theology (Sanchez Sosa, 2004).

Almost one hundred years of relative political and administrative instability followed the end of the war of independence. By the second half of the 19<sup>th</sup>. Century and the beginning of the 20<sup>th</sup>, several disciplines developed at an increased pace, in both academia and organizations, including psychology. For instance, the first Latin American psychological association was founded by professors Ezequiel Chavez and Enrique Aragon, of the University of Mexico in 1907 followed shortly (1908) by the foundation of the second, in Argentina (Ribeiz, 2002).

The accomplishment of early applications of psychological expertise and the country's need for professionally trained psychologists led, as in other countries, to the foundation of university-level programs in psychology. Germinal courses in the late 1900's evolved into fully developed university curricula. In 1937, Ezequiel Chavez, an influential scholar who later became president of the university, formally proposed the establishment of master's and doctoral degree programs in psychology as a specialty of philosophy, despite a relatively strong experimental component. In time, these degrees evolved into the professional degree program that leads to the licensing degree presently called *licenciatura* (Sanchez-Sosa, 2002).

Contemporary Mexican psychology was influenced, since the 1960's, by the rapid expansion of experimentation, psychological testing, and statistical methods. The ferment started at the College of Psychology of the School of Philosophy and Letters of UNAM. The College was finally transformed into a full fledged Faculty in 1973. This meant increased autonomy to appoint and hire professors, lab technicians, administrative personnel etc., and to modify curricular structures and confer a doctorate degree in its own right (Alvarez & Trevino, 1979). This was, perhaps, the first such school in America to award a post-professional training doctoral degree, exclusively in psychology. Doctorates are considered strictly research degrees and cannot be obtained before a five-year-long professional licensing degree which provides entry level for independent practice.

For decades since the beginning of the twentieth century, the structure of the Mexican educational system, which

was adopted by the Mexican government during the last decade of the 19<sup>th</sup> century, resembled that of France. After one or two years of pre-elementary education, ending by age six, children go to elementary school for six years, followed by three years of high school and three years for a bachelor's degree (Sanchez-Sosa & Valderrama-Iturbe, 2001). This twelve-year pre-university cycle does not give any specific practice-oriented education, but is expected to be a "well rounded" one. Thus the terms "undergraduate" and "graduate," as used, for example in the U.S.A. have no meaning in Mexico since it is only after the bachelors degree, awarded by age 18, that students enter universities and study for about five years exclusively in one profession or career, to pursue general professional degrees (medicine, engineering, architecture, psychology, law, etc.).

Thus, once they complete their B.A., students who want to become psychologists apply for admission to a public or private university to study exclusively psychology. All programs, public or private, file their admissions criteria with the Vice-Ministry for Higher Education and many schools or departments require applicants to pass an entrance examination. Thus students enter the university for professional training at around 18 or 19 years of age. Professional, licensing-oriented programs provide five to six years of courses, laboratory classes and practica exclusively in psychology.

By the end of this cycle students must complete a thesis or a supervised practicum at an external training site (some programs entail both conditions). At least part of the practicum, referred to as social service, is mandatory for all university trained professions and usually entails 500 to 1000 hours of supervised professional practice. The thesis is publicly defended before a committee of three faculty members (Sanchez-Sosa, 2007). Most programs that train professional psychologists are housed in either a school of psychology or a department of psychology, which is part of a larger school. Schools of psychology are normally headed by a dean, and may have various departments that represent distinct specialties in psychology. Departments, however, are not empowered to autonomously issue professional titles. Some schools have replaced the thesis requirement with a multiple-choice examination. Currently most programs offer both options leading to a professional title (diploma).

Typical professional licensing degrees require course and laboratory work in basic psychological processes, research methodology, statistics, testing, and theories and systems. The last two years involve courses on assessment and intervention. The thematic areas covered usually include clinical and health problems, counseling, school performance, job performance, interpersonal relations, community psychology, and ethics. In Mexico the basic structure of many professional programs resemble those called "combined" or "integrated" in the U.S. (see Beutler & Fisher, 1994).

In addition to UNAM, the oldest, best established, and more significant professional training public psychology programs include those in the state universities of Baja California, Jalisco, Nuevo Leon, Puebla, Sonora, Veracruz, and Yucatan. Private universities with recognized professional programs in psychology include

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Anahuac, De las Americas, Iberoamericana, Intercontinental, Latino Americana, and Del Valle de Mexico.

Once psychologists receive a professional diploma they register in a state or federal registry office for the regulation of professions. This process leads to a national license, which can be revoked by either the Ministry of Education or a judge in case of improper or illegal professional conduct. Thus, "*licenciatura*" is the name of the academic diploma and "*cedula*" is the actual government-registered license. Masters programs tend to provide specialization or teaching proficiency, whereas doctoral programs are research degrees. Doctoral degrees usually require about nine years of academic preparation including the *licenciatura*.

Professional degree programs are accredited by a relatively new set of boards named Council for the Accreditation of Higher Education. Although funded by the Ministry of Education, this council autonomously establishes specific committees for each profession. These committees are generally composed of seven to nine well known scholars who review each program proposal and issue a recommendation. In the case of programs by private universities, before accreditation is granted, the program is expected to have an "Official recognition of studies validity certificate" given by a joint health-education committee, state or federally established. If the program meets the standards for curriculum, equipment, facilities, and faculty, the committee makes a formal recommendation to the Ministry of Education to issue the corresponding certificate. If a private university has not received such a certificate, its graduates cannot obtain the professional license, or *cedula*, necessary to practice.

Postgraduate research education gets *de facto* accredited by the National Council for Science and Technology in the sense that programs are evaluated and listed in a national register. Very stringent new standards place (post licensure) doctoral programs in one of three quality levels: a) newly founded, b) consolidated and c) of international quality. This designation is normally tied to the likelihood of additional funding by the Council. Currently only two doctoral programs belong in the higher levels of this roster: The doctoral program in neuroscience of the University of Guadalajara, designated as consolidated, and UNAM's doctoral program in psychology, designated as of international quality.

#### Demographics of Psychologists

Between 1945 and 2003 approximately 64,000 licenses for psychologists had been issued by Mexico's Ministry of Education (Direccion General de Profesiones, 2003). Recent estimates from the Mexican Psychological Society suggest that approximately half of all practicing psychologists are in the clinical or health area. The next largest application area is organizational-industrial psychology followed by school psychology and, last, academicians and researchers in universities and other higher education institutions. Very few psychologists practice in emerging areas such as forensic psychology. Over 90% of psychologists in Mexico practice in urban areas.

#### Psychology Organizations

There are generally two types of psychological organizations: societies and colleges (*colegios*). Societies are usually scientific or disciplinary in nature whereas *colegios* tend to function more as professional guilds. The Mexican Psychological Society holds an annual convention and publishes the *Mexican Journal of Psychology*. The National College of Psychologists holds a bi-annual convention and publishes its proceedings as books (Sanchez-Sosa, 2004).

Other important organizations in psychology include psychology associations of university psychology program directors. Probably the most visible in Mexico is the National Council for Research and Education in Psychology (CNEIP). It is amalgamated by some 90 department chairpersons and deans of schools of psychology. About half of CNEIP members represent public universities, and the other half private. With over 500 currently active university programs training professional psychologists in Mexico, this Council includes about 25% of all departments or schools of psychology. It is the largest association of its kind and it encompasses the most significant professional training programs in psychology in Mexico. The Council supports the publication of a journal, *Teaching and Research in Psychology (Ensenanza e Investigacion en Psicologia)*. Other psychological organizations are specialized. Two of the most significant include the Mexican Society of Behavior Analysis (SMAC), and the Mexican Association of Social Psychology AMEPSO; they both organize yearly conventions and publish their corresponding journals.

The income of psychologists in governmental institutions tends to be lower than those of some other professionals. In public healthcare institutions for instance, a psychologist makes about 25% less than a physician and about 10% less than a registered nurse. In these settings a psychologist's salary is about that of a social worker.

On the other hand, psychologists have been edging their way toward comparable recognition with psychiatrists, aided in part by the fact that evidence-based psychological treatments for emotional problems have evolved more quickly than those of traditional clinical psychiatry, notwithstanding the introduction of new medications. There have not been initiatives to promote prescription privileges for psychologists in Mexico, and it will probably remain so for years to come. On the other hand, if the number and type of articles published are an indicator, research is an area where psychologists have had at least as much success as psychiatrists. The number of research articles jointly published by psychologists and psychiatrists is on the rise, and this provides evidence of improving professional relationships (Sanchez-Sosa, 2004).

#### Current Trends

Until the mid 1960's, both academicians and practitioners in Mexico identified primarily with a psychodynamic approach as the dominant conceptual and methodological perspective. Over the ensuing years, the dominance of this model has slowly decreased. At UNAM for instance, the 1970's saw a boost of experimental psychology all the way from animal research to novel applications of psychological testing

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and statistical tools. Applications are gradually shifting toward evidence-based interventions closer to the cognitive-behavioral approach. Mexican industrial-organizational psychologists seem to be less influenced by psychological research and frequently adopt concepts common in business schools and communities.

Mexican psychology still reflects the long-term outcomes of its fragmented and often contentious early development. Both new and old theoretical and methodological affiliations evolved and gathered advocates who associated in insular groups characterized sometimes more by ideology or theoretical proposals than research. Although this trend has dwindled in the last decade, subtle expressions of this approach can still be found.

The status of Mexican psychologists in relation to other disciplines has evolved noticeably in the last decade. In the health area, for instance, although physicians maintain a predominant status, better defined professional roles for psychologists have slowly begun to lessen this disparity. In the past it was unusual to find psychologists in hospitals caring for patients. Today an increasing number of psychologists in hospitals help treat patients with chronic diseases (e.g., diabetes, hypertension, cancer, etc.) alongside physicians and nurses, and newer roles are gradually becoming commonplace. Psychologists' interventions aim predominantly at promoting therapeutic adherence, coping with side effects of invasive treatments, managing chronic pain, increasing quality of life and improving patient-caregiver interaction.

By the same token, in contrast with earlier roles in psychiatric hospitals such as doing little more than psychological testing, contemporary professional roles of psychologists have gradually expanded to include such professional responsibilities as psychotherapy. Recent history suggests that part of this effect lies on a growing stature and prestige of psychologists in mental health institutions such as the Mexican Institute of Psychiatry.

Mexican school psychologists still provide mainly assessment services and occasionally treat children or adolescents with learning difficulties. Consolidation in this area has been slower and comparatively weak. Professional goals such as improving teacher quality, improving curricula or advancing study and test-taking skills are still infrequent. On the other hand, many industrial-organizational psychologists in Mexico remain working in the traditional areas of personnel selection and job training (Sanchez-Sosa & Hernandez-Guzman, 1996). Currently, perhaps due in part to this slower development of research-based interventions in these specialties, educational psychologists normally compete with educators for positions in schools, and industrial-organizational psychologists contend with business administrators for positions in industry.

Regarding ethical guidelines most Mexican psychologists refer to the *Ethical Code of the Psychologist (Codigo Etico del Psicologo)* authored by the Mexican Psychological Society (2007). The guidelines were developed through successive revisions beginning in the early 1980's. Recent revisions are based on surveys on ethical dilemmas encountered by Mexican psychologists. A good portion of

the conceptual work underlying recent versions of the guidelines stemmed from collaboration with the Canadian Register of Health Service Providers in Psychology (Hernandez-Guzman & Ritchie, 2001). Other ethical concepts and organizational experiences streamed from the annual meetings of the Forum of Professional Psychology of North America. The Forum is currently amalgamated within the Council for Credentialing Organizations of Professional Psychology (CCOPP). Beginning in 1994, the goal of these meetings was to promote mutual knowledge of systems for education, training, licensing, ethics and professional regulations in Mexico, Canada, and the U.S.A.

The launching of Mexico's National Council for Science and Technology (*CoNaCyT*) in the early 1970's fostered a quick growth of psychological research. UNAM also created peer review committees to fund research projects. UNAM's three campuses where psychology is taught receive approximately 45% of all research funding targeted for the social sciences. Psychologists also receive research funding from committees in biology and medicine.

In order to promote scientific research, the Mexican government instituted a nationwide merit program for researchers administered through *CoNaCyT*. Salary supplements range from one half to two times a professor's monthly salary. Young researchers usually enter the system as *candidates* immediately after obtaining their doctorate, and advance through four successive levels. If the quality and quantity of their research publications merit it, scholars get promoted to level I, then to level II and then III. Life-long contributors to research can access the Emeritus level. This incentive system has very effectively promoted research activities.

A few journals in Mexico publish most of the research produced by Mexican psychologists. Among the most influential are the *Mexican Journal of Psychology*, the *Mexican Journal of Behavior Analysis*, the *Psicologia Social & Personalidad* journal and the *CNEIP* journal. Other periodicals feature mainly conference proceedings, but pretend to be peer-reviewed publications (Hernandez-Guzman, Montero, & Carrillo, 2002). Although not exclusively psychological in its focus, other key journal is *Mental Health (Salud Mental)* published by the National Institute of Psychiatry.

Some Mexican journals publish articles in either Spanish or English, but most include articles only in Spanish, and a few in Spanish and other Latin languages (mainly French, Italian, and Portuguese). These language policies constrict a wider dissemination of Mexican psychological research in the predominantly English language mainstream of the scientific world. While publishing in Spanish may be a necessity for authors with only partial command of written English, many Mexican authors view publishing in Spanish as a matter of pride. For many years, Spanish was a widely used scientific language, and it has only recently lost ground to the hegemony of English in the scientific and academic world.

#### Summary

In summary, Psychology in Mexico is well-established as

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both scientific discipline and profession. The future will very likely involve dealing with a series of challenges, mainly stemming from Mexico's socioeconomic conditions, and from the pressures associated with a trend toward conceiving education, science, technology, and professional services as mere commercial products. Funding for public universities still is in short supply, and positions for psychologists are scarce and often under-funded. There is some underemployment of psychologists, which usually means that they sometimes are hired for jobs that are only partially related to their professional expertise. This situation is worsened by foreign companies that bring their own psychologists to Mexico, often disguised as "consultants."

The education of consumers, politicians, and the media remains an immediate priority. Although most people with at least high school education have a reasonable knowledge of what psychologists do, the discipline still has to deal with some misconceptions of its science and profession and sometimes the media does not help. Also, impostors offering services to "relieve human suffering" sometimes take the place of legitimate psychologists. This occurs because although the title psychology and psychologist are protected by law, terms such as therapy and therapist are not, and clients are frequently misled. Another challenge seems to be a direct outcome of globalization. There are online "universities" and "institutes" of suspicious quality that offer easy diplomas in numerous fields related to psychology.

International professional mobility in Mexico also faces nomenclature challenges. If free trade agreements include the mutual recognition of licenses only on the basis of the mere *names* of diplomas or titles, Mexican psychologists may be automatically excluded and denied professional opportunities. The fact that the entry level for professional practice is granted by a university diploma called Licenciatura (and not a doctorate) is already a nominal handicap. However, Mexican specialized professional master's degrees, as an example, are equivalent to most professional doctorates in Canada and the USA (Sanchez-Sosa, 2002).

Increased information about different systems and an open attitude by regulators of professional practice by psychologists is clearly an important first step toward real internationalization of psychology as both a scientific discipline and as profession.

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## Psychology in India: Progress and Challenges

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Although the existence and use of vast knowledge for understanding the human mind, consciousness, mental processes and mechanisms can be traced to rich Indian intellectual traditions in philosophy, religious texts, socio-political treaties and reform movements from the ancient period, the seeds of imported and borrowed scientific psychology were sown hundreds of years ago.



Psychology as a subject was introduced in India in philosophy in 1905 at Calcutta University. After that, B.N. Seal, Professor of mental and moral philosophy, drew up a syllabus for experimental psychology that led to the establishment of the first independent department of psychology in 1915, headed by Harvard-educated N. N. Sengupta. This was followed by the founding of independent psychology department at Mysore (1924) and Patna (1946). At the same time psychology, including lab work, was taught in undergraduate and post-graduate classes in philosophy departments of several universities (Lucknow, 1929; Aligarh, 1932; Varanasi, 1938), which facilitated the further establishment of independent psychology departments.

Some of the historical milestones of psychology in India include: Founding of the Indian Psychological Association in 1924; the Indian Journal of Psychology in 1926; the Indian Psychoanalytic Society in 1922; and inclusion of psychology as an independent section in the Indian Science Congress Association in 1923 (Dalal,

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1990; Pandey, 1988; D.Sinha, 1986). In the post-independence period (after 1947) expansion of the discipline was and is phenomenal in terms of opening new departments in universities and colleges, and inclusion of psychology in professional institutions (e.g. technology, medical, management, agriculture, and defense) and research institutions (Dalal, 1990; Pandey, 2004).

A number of critical reviews of the progress of psychology in India (Adair, Puhana & Vohra, 1993; Adair, Pandey, Begum, Puhana, & Vohra, 1995; Dalal, 1990; Mohanty, 1990; Pandey, 1988, 2004; Sinha, 1986) discuss new trends and perspectives, identify issues and problems associated with the discipline, and appraisal of facilitating and inhibiting factors determining the course of development of psychology in India. This article summarizes an account of the development of psychology in India.

#### Foundations of psychological research in India

By the 1920s, the foundation for research was laid. One of the experimental investigations, for example, was on group effects on performance by Sengupta and C. P. N. Singh (1926). Another notable, early research contribution was by Prasad (1935, 1950) and D. Sinha (1952). Prasad (1935) examined the responses to the devastating earthquake in Bihar in 1934. Later, he published a comparative analysis of many earthquake rumors (1950). Later, D. Sinha studied rumors and behavior in catastrophic situations. There was an emphasis on social and contextual variables at a time when Western psychology was preoccupied with individual level variables. These Indian studies were used by Leon Festinger (1957) in the formulation of his theory of cognitive dissonance. The trend of reciprocal influence (between Western and Indian) on development of psychology, however, failed to grow to a matured level.

The end of colonial India led to partition of the country as India and Pakistan. This was followed by wide-spread communal riots of Hindu-Muslims, displacement of millions of people making nation building and socio-economic development a complex and challenging task.

Adinarian's (1941) research on attitude and prejudice and Murphy's book *In the Mind of Man*, based on a UNESCO sponsored project to study communal riots, provide another example of the foundation of research in India and of psychologists' concern for social issues.

#### Psychology and Social Development

In the 1960s many eminent psychologists argued for a role of psychology in development processes (D. Sinha, 1966). D. Sinha and others suggested that psychology has a distinct role in the study of socio-economic problems, in identifying socio-cultural-psychological factors, and in contributing to policy formulation, planning, and action programs for development. As examples of research on psychological variables and development, one may cite work on motivation by McClelland (1961) and J. B. P. Sinha (1970), on poverty by Pareek (1980, 1981), and on social change by D. Sinha (1966). It was argued that psychology is equipped to facilitate enhancement of motivation and attitude change for development.

Economic development also has negative fallouts that psychology may competently address. Some of the negative effects of rapid socio-economic development are social conflict and inequalities, depression and suicide, alienation, anonymity and alcoholism. Psychology is equipped to envisage, control, and alleviate such negative effects and to caution the planners while they are formulating the various policies. Thus, Indian psychologists followed this line of work and made efforts to carve out a role in facilitating development and change. This role has remained limited. Why, did this ambitious role not become a big success story? It could be argued that this was not possible with an imported discipline. Psychology in India was not rooted in the cultural context and therefore, the end product was not meaningful and useful.

In the 1960s a number of Indian psychologists joined the bandwagon of McClelland and participated in motivation research and entrepreneurial training. However, some others questioned the appropriateness of the "need for achievement" theory in the scarce resource society of India, which required co-operation and systematic structural change for rapid socio-economic development (Pandey & Singh, 2003; J. B. P. Sinha 1968). Even the conceptual meaning of achievement was questioned by Agrawal and Misra (1986). They argued for ecocultural and developmental perspectives of achievement in terms of subjective notions about achievement goals.

#### Indigenization of Psychology

Failure on the applied front provided impetus to question the appropriateness of the imported framework of psychology. D. Sinha (1997) acknowledged the importance of contextualizing psychology and argued for a vigorous scientific psychology rooted in the Indian context. Later, while recognizing importance of the context and emerging of trends, very strong voices were raised that psychology in India had to grow and, in fact, outgrow the imported conceptual framework to which it was confined.

The process of contextualizing any science socioculturally requires the use of concepts, tools, and methods originating indigenously in the same context (D. Sinha, 1983). In the case of India, this led to a decline in the perceived superiority of the Western model and the beginning of a critical evaluation of the usefulness of Western psychology. Pandey (1988) argued that to achieve the goal of a truly universal psychology, the first step required was the development of indigenous psychologies in various sociocultural contexts world-wide.

The concern for indigenization of knowledge has not been limited to only psychology in India. In the former colonial countries, a visible strong trend towards decolonization of knowledge by challenging the intellectual domination of the West has been observed. For example, Bhattacharya (1954) argued in favor of 'Swaraj' or 'self-rule' in ideas.

The call for indigenization has to go beyond the reactive phase and it must not remain mere rhetoric. Evaluation of progress in the indigenization of psychology suggests a visible shift toward cultural sensitivity and social relevance in psychological research (Pandey, 2000, 2004). Successful examples of the indigenous approach in the

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study of psychological phenomena are numerous and discussed in chapters of the third survey of psychology research in India (Pandey, 2001, 2002, 2004). The mainstream of psychology, however, has not changed much in terms of teaching and research programs. The most objective and systematic assessment of indigenization of research in India was conducted by Adair, Puhan, and Vohra (1993). Overall, Adair et al. (1993) concluded that there has been only somewhat marginal progress towards indigenous development of psychology in India.

#### Role of Professional Organizations

Professional organizations are central facilitators for the development of the discipline. The professional organizations evolve a culture of science promoting equality and ethics. Debates and dialogues in democratic professional organizations facilitate evolution of norms and ethical standards with greater acceptability. It is encouraging to note that some efforts have been collectively initiated. The National Academy of Psychology (NAOP-India), a member society of the IUPsyS, has recently taken a number of initiatives for the development of psychology in India. A group of psychologists are committed to (a) promote indigenous psychology in India, and (b) develop new psychological models that may have panhuman relevance. Although an appropriate culture of indigenous psychological science will gradually develop, concentrated collective efforts may speed up the process and, in turn, may show the visible impact of psychological research relevant for social, human, and economic development in India. The Handbook of Indian Psychology by Ram Krishna Rao, A. Paranjape and A. K. Dalal, recently published by Cambridge Press in 2008, is an example of such a success story.

#### New Trends

Academic initiatives in India are not limited to indigenization of the discipline. In recent years efforts have been made to establish interdisciplinary programs like the Centre of Behavioural and Cognitive Sciences at the University of Allahabad. Other centers, primarily focused on academic programs in cognitive science, have been started at Jadavpur University, Kolkata, University of Hyderabad, Hyderabad and International Institute of Information Technology, Hyderabad. Cognitive science related programs are currently underway at many institutions in the interfacing disciplines of psychology, neuroscience, computer science, linguistics and philosophy. Some prominent institutions offering academic programs in areas closely linked to cognitive science are the National Brain Research Centre in Manesar, the National Institute of Mental Health and Neurosciences in Bangalore, and the Indian Institute of Technology, Kanpur.

In addition to academic programs, research in cognitive science has made a promising beginning. Research in cognitive science has spread in Indian academic and research institutions and departments. Recently, the Department of Science and Technology (DST) identified cognitive science as one of the four pillars of the 21st century along with nanotechnology, biotechnology, and informational technology. As a follow up, the DST has started major multi-institutional research initiatives in

cognitive science in 2008. Research in cognitive science in India spans all mental processes. Specific focus areas include emotions, language processing in the context of a multilingual society, culture & cognition, attention, and consciousness. Efforts are underway for scientific studies of the mind and consciousness based on the classical Indian theories of mind. There is also an increase in the research on yoga and meditation. There is also emerging trend in terms of neuro-scientific studies of cognitive processes as well as efforts to study different disorders prevalent in the Indian population.

The coming decade is expected to be exciting for the development of psychological science in India.

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## 2010 ARTS programme— Melbourne, Australia



ARTS (Advanced Research Training Seminars), held in conjunction with international congresses of psychology, are co-sponsored by the International Union of Psychological Science (IUPsyS), the International Association of Applied Psychology (IAAP) and the International Association for Cross-Cultural Psychology (IACCP).

Participants in ARTS seminars are scholars primarily from low income / developing countries whose research and scholarship will be enhanced by the ARTS training, and who will be in a position to further develop and disseminate the training in their home countries.

For 2010 three ARTS seminars are offered, on topics of social psychology neuroscience, test adaptation, and qualitative data analysis. During the period of the ARTS seminars, accommodation and meals are provided, and participants are allocated a travel stipend to cover modest expenses. It is anticipated that each ARTS participant will supplement this support with funds secured from their own institution or national psychology organization.

In addition it is expected that each ARTS participant will attend the international Congress of Psychology adjacent to the ARTS they attend (for 2010 either the International Congress of Applied Psychology (July 11-16) or the International Congress of Cross Cultural Psychology (July 6-10). Although registration fees for these congresses are waived for ARTS participants, accommodation, subsistence and travel are not covered.

### 2010 ARTS programmes:

#### ***Cultural and Social Cognitive Neuroscience Research*** (July 5-6, 2010)

Conveners:

Shihui Han, PhD, Professor of Psychology, Department of Psychology, Peking University, Beijing, P. R. China  
Yina Ma, Ph.D. candidate, Department of Psychology, Peking University, Beijing, P. R. China

Cultural and social cognitive neuroscience is a new discipline that combines brain imaging and cross-cultural and social psychology and aims to investigate neural substrates underlying cultural variation in human cognitions and behaviors. This two day ARTS seminar will introduce the topics and methods of this discipline. Participants are encouraged to submit their relevant research proposals to the convener before the workshop so that these proposal can be discussed and receive comments from the convener and others who participant in the workshop.

#### ***Test Development and Adaptation*** (July 9-11, 2010)

Conveners:

Dr. Barbara Byrne, Professor Emeritus, School of Psychology, University of Ottawa, Canada,  
Dr. Ronald Hambleton, Distinguished University Professor, School of Education, University of Massachusetts at Amherst, USA  
Dr. Dragos Iliescu, Professor of Psychology, University SNSPA at Bucharest, Romania  
Dr. Thomas Oakland, Professor, College of Education, University of Florida, USA

This workshop is designed to assist those engaged in test development and/or adaptation. The workshop will cover (1) Basic features of tests will be reviewed (e.g., standardization, reliability, and validity in light of classical test theory) together with standards and guidelines for test development and use, including ethics; (2) Advanced statistical methods; and (3) adapting tests from one language and culture to others, featuring guidelines from the International Test Commission's (see [www.intestcom.org/itc\\_projects.htm](http://www.intestcom.org/itc_projects.htm)) will be featured.

#### ***Discourse Analysis*** (July 10-11, 2010)

Convener:

Dr. Carolin Demuth, Culture & Development, University of Osnabrueck, Germany

This workshop will give an introduction to qualitative social research with a special focus on discourse and conversation analysis, and methods for combining these forms of analysis. The workshop will cover general principles of qualitative social research, epistemological underpinnings, overview of methods, and criteria of rigor, and specific procedures of discourse and conversation analysis, with hands-on examples.

ARTS Applicants should be engaged in or have completed advanced graduate study (master's, or doctoral level), with appropriate content background knowledge. Applications for ARTS workshops are available on the ARTS website at [www.iupsys.org/arts](http://www.iupsys.org/arts)