

43rd Annual Meeting of
SCCR

Society for Cross-Cultural Research



www.sccr.org

with

ACYIG

The Anthropology of Children and Youth Interest Group
of the American Anthropological Association



www.aaanet.org/sections/acyig

and

Division 52

The Division of International Psychology
of the American Psychological Association



www.div52.org

Francis Marion Hotel
Charleston, South Carolina, U.S.A.
February 12-15, 2014

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ACKNOWLEDGMENTS

Paul Mroczynski
Judy Sokol

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St. Norbert College Mail Center

2014 CONFERENCE COMMITTEES

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Department of Sociology and Anthropology

Trisha Folds-Bennett

Dean of the Honors College

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Department of Sociology and Anthropology

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DIVISION 52 COORDINATOR

Senel Poyrazli

Pennsylvania State University-Harrisburg

ORGANIZATIONS' OFFICERS

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Council Representative Harold Takooshian	Fordham University
Student Representative Laura Reid Marks	Purdue University

ORGANIZATION & MEMBERSHIP INFORMATION

The Society for Cross-Cultural Research (SCCR)

SCCR is at its core an interdisciplinary organization. However, its members all share a common devotion to the study of culture. SCCR members are professionals and students from the social science fields of Anthropology, Psychology, and Sociology, as well as related fields including Business, Communication, Education, Ethnic Studies, Family Studies, Human Development, Psychiatry, Social Work, etc. This structure facilitates collaboration among scholars from a wide range of disciplines and with a variety of approaches to the understanding of culture and behavior. In addition, SCCR has, since its founding in 1971, intentionally avoided growing too large, so that its members can know one another better, form lasting relationships, and provide genuine support to colleagues and students alike.

As stated in its bylaws, "The purpose of the Society is to support and encourage interdisciplinary, comparative research that has as its objective the establishment of scientifically described generalizations about human behavior." Nevertheless, SCCR has welcomed different theoretical and methodological viewpoints as the study of behavior evolves in the 21st century. Papers presented at its annual meetings now include approaches that are cross-cultural or cultural, etic or emic, basic or applied, quantitative or qualitative, and focused on both universality and diversity. The Society publishes the Society for Cross-Cultural Research Newsletter and sponsors the journal, Cross-Cultural Research (Sage Publications).

Membership

To Join SCCR, submit the online application form and pay your dues online (below), or print and fill out this form and mail it to the Treasurer along with your dues payment. Membership dues are not included in conference fees, and should be sent only to the SCCR treasurer, online here or by mail.

Membership in the Society for Cross-Cultural Research is based on the calendar year (a subscriber's calendar year begins the month SCCR receives the membership fee). Those who join now will receive the publications for the current calendar year, including all of the current year's issues of Cross-Cultural Research. Back issues of the journal are available online only.

There are three categories of membership in SCCR. Regular, Student, and Retired members receive Cross-Cultural Research, the Newsletter, 20% publisher discounts from Sage Publications and Information Age Publishing, reduced meeting registration rates, and voting privileges. Joint members share one copy of CCR. You may choose an alternate two-year dues payment option at a reduced rate.

Current and new members: please use the following table to choose your dues amount.

Type	One Year		Two Years	
	Single	Joint	Single	Joint
Regular	55	65	100	120
Retired	40	50	70	90
Student	35	45	65	85

Amounts are in U.S. dollars.

For dues/membership by mail:

Please make checks payable in US\$ to the Society for Cross-Cultural Research.

The Anthropology of Children and Youth Interest Group (ACYIG)

The Anthropology of Children and Youth Interest Group (ACYIG) of the American Anthropological Association (AAA) provides a forum for the increasing number of anthropologists and other researchers broadly concerned with children and childhood. It serves as an arena in which scholars in this area can develop ideas, network, and share resources.

ACYIG also seeks to raise awareness regarding the important contributions of this growing field and it does this by, among other things, sponsoring sessions for the Annual Meeting of the AAA and distributing a biennial newsletter.

ACYIG goals include:

- To promote and facilitate the development of anthropological scholarship pertaining specifically to children and childhood, broadly defined, and to emphasize its relationship to the development of inclusive, comparative theoretical models, as well as fieldwork methodology, for the discipline of anthropology;
- To encourage research with child-focused perspectives which emphasize the centrality of children in cultural production, not only as objects of socialization but as social agents in their own right;
- To engage researchers in discussion of ethical considerations particular to working with children;
- To contribute anthropological knowledge to the interdisciplinary efforts to address the contemporary problems facing children and to establish links with other professional associations concerned with the study of children and childhood for professional collaboration in teaching, research, and scholarship;
- To promote the professional interests of members and help produce the next generation of anthropologists whose work will influence policy in both governmental and nongovernmental agencies concerned with children's issues.

Join ACYIG

ACYIG membership is free to members of the AAA. Just check the ACYIG interest group box when renewing or beginning your membership. For further information, go to the [AAA membership page](#).

The Division of International Psychology

The Division of International Psychology of the American Psychological Association (APA) represents psychologists who are interested in promoting greater global awareness throughout the discipline. The Division encourages cross-national communication through its newsletter, *International Psychology Bulletin*, its journal, *International Perspectives in Psychology: Research, Consultation, Practice*, as well as its website (www.div52.org), listservs, social media, country liaisons, mentoring programs, professional meetings, conference sponsorship, and collaboration with APA's Office of International Affairs. The Division supports initiatives on human rights, international ethics, immigration, women in developing countries, internationalizing the psychology curriculum, cross-cultural research, assessment and counseling, global trauma and disaster, collaboration with international organizations, and student and early career advancement.

The Division of International Psychology (Division 52) represents the interests of all psychologists who foster international connections among psychologists, engage in multicultural research or practice, apply psychological principles to the development of public policy, or are otherwise concerned with individual and group consequences of global events.

To encourage the development of a more international perspective in psychology, Division 52:

- Sponsors programming at the annual meeting of the American Psychological Association to stimulate interest in and share information about international psychology;
- Provides networking opportunities for psychologists from around the world through the division's newsletter the [International Psychology Bulletin](#), convention programming, and other activities;
- Supports the activities of APA's International Affairs Office and its Committee on International Relations in Psychology (CIRP);
- Provides a welcoming "home base" for APA's international affiliates during conventions;
- Promotes the development of international consulting, training, and research opportunities for psychologists with US based international agencies and exchange programs with international agencies based elsewhere; and
- Encourages the internationalization of the psychology curriculum through educational initiatives and resources.

Membership

Anyone interested in international psychology, both members and nonmembers of the American Psychological Association, may join Division 52. You can find a membership application form via the American Psychological Association (APA) website:

www.apa.org/divapp

The Division of International Psychology is also dedicated to providing opportunities for students to meet and interact with other students from around the world. Students are encouraged to join Division 52, to attend our social and networking events at the APA conventions, to submit their work to the Division's Program Committee, and to contribute to the Student's Page in upcoming issues of the [International Psychology Bulletin](#). For information about the Division 52 Student Committee website, go to <http://div52students.wordpress.com/>

SCCR AWARDS

SCCR Leigh Minturn Memorial Award for Early Career Cross-Cultural Research

A. Leigh Minturn (1928 – 1999) was Professor Emerita of Social Psychology at the University of Colorado, and a past president of SCCR. The obituary of Dr. Minturn written by William Lambert (following her untimely death in the Egypt Air plane crash tragedy) described her as "...a strong presence, bordering on the aristocratic, knitting through a scientific meeting and facing questions with characteristic vigor and courage, drawing upon immense knowledge from cross-cultural lore and generalizations, to systematic, well-planned research findings and the growing cross-cultural data from experiments." She was a long-term leader of SCCR and bequeathed an endowment to SCCR that will make possible web site renovation and many other growth initiatives. Leigh Minturn mentored many cross-cultural scholars and will have a permanent impact on SCCR. This award honors her memory and legacy.



Award

- \$300 prize
- Free membership in SCCR for one year
- Free registration and banquet fees at one SCCR conference
- Certificate of Award

Eligibility

- Has not been awarded tenure at any university, and
- Not more than 5 years since date of receipt of terminal degree (at time of nomination)

Criteria

- Outstanding culture-related scholarly productivity
- Outstanding culture-related scholarly potential
- Active contributor to SCCR
- Past attendee of at least two SCCR conferences

Award Committee

- Chaired by SCCR President
- Two other Committee members, appointed by SCCR President (from two different disciplines)
- Committee members are recused from voting for nominees with whom they have a clear conflict of interest (personal/professional relationship with nominee)
- Award Committee membership changes each year

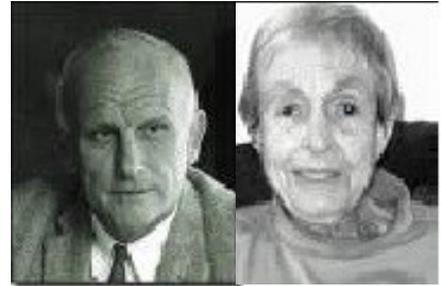
Nominations Process

- Self-nominations, nominations by Award Committee members or by dues-paying SCCR members
- Application letter, CV, and supporting letters/materials all sent electronically to SCCR President
- Nominations and application materials due by September 20
- Award announced by November 20
- Award must be received in person at conference

Monetary donations to SCCR Memorial Award Fund should be sent c/o SCCR Treasurer (for contact information, see "Officers" page).

SCCR John & Beatrice Whiting Memorial Award for Outstanding Student in Cross-Cultural Studies

John Wesley Mayhew Whiting (1908 – 1999) was Professor of Social Anthropology Emeritus at Harvard University. Beatrice Blyth Whiting (1914 – 2003) was Professor Emerita of Education at the Harvard Graduate School of Education. Both were major figures in the creation of SCCR and Beatrice Whiting was SCCR's first president. Both were pioneers in the areas of psychological anthropology and studies in child development. Their marriage of over 60 years and legendary research partnership inspires all academic couples, and their mentoring of generations of internationally-minded students and researchers left a permanent imprint on our field. This award respectfully honors their legacy and memory.



Award

- \$150 prize
- Free student membership in SCCR for 2 years
- Free registration and banquet fees for one SCCR conference
- Certificate of award

Eligibility

- Graduate student conducting culturally-related research

Criteria

- Outstanding culturally-related scholarly potential
- Outstanding culturally-related scholarly productivity
- Active contributor to SCCR
- Past attendee of at least one SCCR conference

Award Committee

- Chaired by SCCR President
- Two other Committee members, appointed by SCCR President (from two different disciplines)
- Committee members are recused from voting for nominees with whom they have a clear conflict of interest (personal/professional relationship with nominee)
- Award Committee membership changes each year

Nominations Process

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Monetary donations to SCCR Memorial Award Fund should be sent c/o SCCR Treasurer (for contact information, see "Officers" page).

SPECIAL EVENTS

Wednesday, February 12, 2014

6:00 p.m. – 8:00 p.m. *Welcoming Reception (Appetizers and Cash Bar)* Gold Ballroom

Thursday, February 13, 2014

5:15 p.m. – 6:15 p.m. *Keynote Address: Hector Qirko, Ph.D. (College of Charleston)*
“Music, Cultural Identity, and Globalization” Carolina B

6:15 p.m. – 8:15 p.m. *Reception (Appetizers and Cash Bar)* Carolina A
Welcome: Maria Lavooy, Division 52 Membership Chair

Friday, February 14, 2014

5:15 p.m. – 6:15 p.m. *Keynote Address: Fathali M. Moghaddam, Ph.D. (Georgetown University)*
“The Psychology of Dictatorship and Democracy” Carolina B

6:30 p.m. – 9:00 p.m. *Valentine’s Day Banquet* Carolina A
Welcome: Paul Ngo (SCCR)
Rachael Stryker (ACYIG)
Senel Poyrazli (Division 52)
Announcement: Student Paper & Poster Award Winners
Dinner Guests: Chucktown Trippintones, College of Charleston
A Capella Singing Group

SCCR Presidential Address: Valerie L. Havill, Ph.D. (University of North Georgia)

Saturday, February 15, 2014

11:15 a.m. – 12:15 p.m. *SCCR General Membership Business Meeting* Pinckney Room

11:15 a.m. – 12:15 p.m. *Division 52 General Membership Business Meeting* Middleton Room

11:30 a.m. – 12:30 p.m. *ACYIG Organization Meeting* Rutledge Room

KEYNOTE SPEAKERS

“The Psychology of Dictatorship and Democracy”

Fathali M. Moghaddam, Ph.D.
Professor of Psychology
Georgetown University

Dr. Fathali M. Moghaddam is Professor, Department of Psychology, and Director, Conflict Resolution Program, Department of Government, Georgetown University. He is the incoming editor of PEACE AND CONFLICT: JOURNAL OF PEACE PSYCHOLOGY (APA). Dr. Moghaddam ('Ali') was born in Iran, educated from an early age in England, and worked for the United Nations and for McGill University before joining Georgetown University. He returned to Iran in the spring of revolution in 1979 and was researching there during the hostage-taking crisis and the early years of the Iran-Iraq war. He has conducted experimental and field research in numerous cultural settings and published extensively on culture and radicalization, conflict, human rights and duties, and globalization. His most recent books include *The Psychology of Dictatorship* (2013) and *The Psychology of Friendship and Enmity* (2 volumes, 2012, with Rom Harre). He is currently researching the psychology of democratic citizenship. A major theme of his research is the development of psychology as a normative science, to stand alongside the traditional causal psychology. More about his work can be found on his website: fathalimoghaddam.com.



“Music, Cultural Identity, and Globalization”

Hector Qirko, Ph.D.
Assistant Professor of Anthropology
College of Charleston

Dr. Hector Qirko came of age musically in the Chicago blues scene (working with Blues Hall of Famer Lonnie Brooks), the punk clubs of lower Manhattan, and country music television, on which he performed with hundreds of country, pop, and Americana artists. Later in Knoxville Tennessee he worked with several national and regional artists and his own multiple award-winning local band. He has appeared on 16 albums as leader or band member and on many more as a studio musician.

His anthropological interests include applied anthropology, evolutionary psychology, and organizational and institutional cultures, and he has published research articles in a variety of journals, including *Current Anthropology*, *Cross-Cultural Research*, and *Zygon*, as well as commentaries in *Science*, *Behavioral and Brain Sciences*, and *Topics in Cognitive Science*. Since joining the faculty at the College of Charleston in 2010 he has also begun to link his musical and academic interests in work on musical genres and social identity. His talk will focus on the importance of musical preferences as a marker of group membership and on how the impact of globalization on this process might inform cross-cultural research theory and methods.



WEDNESDAY (FEBRUARY 12, 2014) PROGRAM

1:00 p.m. - 6:00 p.m. <i>APA Division 52 International Psychology Board Meeting</i>	PINCKNEY ROOM
3:00 p.m. – 6:00 p.m. <i>Conference Registration</i>	REGISTRATION BOOTH
6:00 p.m. – 8:00 p.m. <i>Welcoming Reception (Appetizers and Cash Bar)</i>	THE GOLD BALLROOM

THURSDAY (FEBRUARY 13, 2014) PROGRAM

8:00 a.m. – 5:00 p.m. <i>Conference Registration</i>	PRE-FUNCTION MEZZANINE
8:30 a.m. – 9:30 a.m. <i>Conversation Hour: The World as Non-Adults See It</i> Chair: Jacobson, K. (U Mass-Amherst)	RUTLEDGE ROOM
8:30 a.m. – 10:00 a.m. <i>Session: Sociocultural Diversity</i> 1. Krys, K. (Polish Academy of Sciences) <i>Where Are Smiling Individuals Perceived as Stupid? About the Cultural Diversity of the Social Perception of Intelligence of Smiling Individuals</i> 2. Dolyniuk, C. (Rider University) <i>Autism Spectrum Disorder in Ukraine: Examining Social Contexts and Developing a Model of Outreach</i> 3. Johnson-Pynn, J. S. (Berry College), Jovanelly, T. J. (Berry College), & Johnson, L. R. (University of Mississippi) <i>Parks and Peoples: Imposing and Resisting Wilderness in Uganda's Forest Reserves</i> Page, R. M., Chae, J. (Brigham Young University), & Christensen, K. <i>Multi-Country Analysis of Youth Smoking</i> Poster Krys, K. (Polish Academy of Sciences) <i>Fight or Laugh: On the Cultural Diversity of the Preferred Reaction to Provocation</i> Poster	PINCKNEY ROOM

THURSDAY (FEBRUARY 13, 2014) PROGRAM

8:30 a.m. – 10:00 a.m.

CAROLINA A

Panel Discussion: Career Paths and Job Market Issues for Students and New Graduates

Chair: Oliver, L. (San José State University)

1. Best, D. L. (Wake Forest University and Past-President of SCCR)
2. Jankowiak, W. R. (University of Nevada, Las Vegas and Past-President of SCCR)
3. Havill, V. L. (University of North Georgia and President of SCCR)
4. Ngo, P. Y. L. (St. Norbert College and President-Elect of SCCR)
5. Oliver, L. (San José State University and Treasurer of SCCR)

8:30 a.m. – 10:00 a.m.

CAROLINA B

Double Session Symposium: Current Research on Interpersonal Acceptance and Rejection – Insights from Researchers at Every Career Stage

Chairs: Brown, C. M. (Agnes Scott College), & Rohner, R. P. (University of Connecticut)

1. Ali, S., Khaleque, A., & Rohner, R. P. (University of Connecticut)
Relations Between Perceived Teacher Acceptance, Parental Acceptance, and Youth's Psychological Adjustment and School Conduct: A Meta-Analysis
2. Starr, B., & Brown, C. M. (Agnes Scott College)
Perceived Parental Rejection and Intimate Partner Violence: Is There a Link?
3. Gürmen, M. S., Ki, P., Rohner, R. P., & Rigazio-DiGilio, S. (University of Connecticut)
Psychological Adjustment of Asian Adults Living in the USA: The Influence of Parental Acceptance and Intimate Partner Acceptance
4. Rohner, R. P. (University of Connecticut), Izadikhah, Z. (University of Isfahan), Khajavi, Z. (University of Tehran), & O'Connor, P. (Queensland University of Technology)
Remembrances of Maternal Acceptance-Rejection in Childhood Predict Cognitive Schemas of Abandonment and Emotional Deprivation in Iranian Women

10:00 a.m. – 10:30 a.m.

PRE-FUNCTION CAROLINA B

Mid-Morning Break

THURSDAY (FEBRUARY 13, 2014) PROGRAM

10:30 a.m. – 12:00 p.m.

CAROLINA A

Symposium: *Young Children's Experiences and Social Strategies in Culturally Diverse Urban Settings of Kenya*

Chair: Fouts, H. N. (University of Tennessee)

1. Neitzel, C. L. (University of Tennessee)
Cultural Differences in the Activity Profiles of Young Children in One Urban Informal Settlement in Kenya
2. Connor, L., Neitzel, C. L., & Fouts, H. N. (University of Tennessee)
Kenyan Children's Use of Social Roles and Language Functions with Various Partners
3. Salinas, D., Neitzel, C., & Fouts, H. (University of Tennessee)
Examining the Social Capital of Young Children from Four Ethnic Groups in an Informal Settlement of Kenya
4. Bader, L., Fouts, H., & Neitzel, C. (University of Tennessee)
Perceptions of the Environment and Parenting Strategies in Urban Kenya
5. Fouts, H. N. (University of Tennessee)
Discussing the Value of Cross-Cultural Studies in Urban Slum Communities for Understanding Childhood and Parenting

10:30 a.m. – 12:00 p.m.

RUTLEDGE ROOM

Session: *Culture and Beliefs*

1. Pica-Smith, C., (Assumption College), Antognazza, D., & Crescentini, A. (University of Applied Science of Southern Switzerland)
A Cross-Cultural Study of Italian and U.S. Children's Perceptions of Interethnic and Interracial Friendships
 2. de Campora, G. (Sapienza University of Rome), Khademi, M. (Alliant International University), Patel, S., (Alliant International University), D'Onofrio, E. (Sapienza University of Rome), & Zavattini, G. C. (Sapienza University of Rome)
The Impact of Socio-Cultural Factors on Body Image Among Two Western Countries
 3. Tulviste, T. & Tamm, A. (University of Tartu)
A Comparison of Estonian- and Russian-Speaking Early Adolescents' Value Priorities
- Page, R. M., Sorensen, C., (Brigham Young University), Suwanteerangkul, J. (Chiang Mai University), & Chae, J. (Brigham Young University)
Social Pressures of Thai Adolescents to be Thin and Attractive
Poster

THURSDAY (FEBRUARY 13, 2014) PROGRAM

10:30 a.m. – 12:00 p.m.

PINCKNEY ROOM

Symposium: *International Psychology – Research and Publications*

Chair: Poyrazli, S. (The Pennsylvania State University – Harrisburg)

1. Frieze, I. (University of Pittsburgh)
Publishing International Research on Women and Gender
2. Shealy, C., Giesing, W., Brearly, T., Sternberger, L. G., & Staton, R. (James Madison University)
A Journey Like No Other: Walking the Talk of Cross Cultural Research and Mapping Your Path to Publication
3. Raval, V. (Miami University)
Socialization of Emotion and Youth Functioning: An International Perspective
4. Terjesen, M. D. (St. John's University)
Conducting Research Internationally in Schools: Opportunities and Challenges
5. Poyrazli, S. & Isaiah, J. (The Pennsylvania State University – Harrisburg)
Importance of Family and Adult Connection for International Students' Academic Success
6. Discussant: Gielen, U. P. (St. Francis College)

10:30 a.m. – 12:00 p.m.

CAROLINA B

Double Session Symposium: *Current Research on Interpersonal Acceptance and Rejection – Insights from Researchers at Every Career Stage (Continued)*

Chairs: Brown, C. M. (Agnes Scott College), & Rohner, R. P. (University of Connecticut)

5. Rising, D. G.
Managing Anger and Resentment Resulting from Perceived Rejection: A Clinical Handout
6. Brown, C., (Agnes Scott College), Ashdown, B. K., Eagan, A., & Faherty, A. (Hobart & William Smith Colleges)
Extending the Validity of PARTheory Measures to Guatemala
7. Fajmonová, V. (National Institute for Education), & Širůček, J. (Masaryk University)
The Czech Standardization of the Parental Acceptance-Rejection/Control Questionnaire

12:00 p.m. – 1:30 p.m.

Noon Break

SCCR Executive Board Meeting

PARKVIEW ROOM

THURSDAY (FEBRUARY 13, 2014) PROGRAM

1:30 p.m. – 3:00 p.m.

RUTLEDGE ROOM

Session: Health

1. de Baessa, Y. (Universidad Francisco Marroquin)
Adaptation of a Scale of Paranoid Thoughts to be used in a Different Culture

2. Pir, T. (Institute for Multicultural Counseling and Education Services, International Council of Psychologists)
International Cross-Cultural Research

3. Kalayjian, A. (Columbia University and Meaningfulworld)
The 7-Step Integrative Healing Model: Educating to Transform Suffering and Nurture Resilience

- Costantino, G. (Touro College and University System), Galimberti, G., Tummino, V. (Azienda Ospedaliera S. Anna di Como), & Meucci, C. (John Cabot University)
TEMAS Narrative Therapy with Culturally Diverse Italian Adolescents
Student poster

- Costantino, G., Primavera, L. H., Malgady, R. G., (Touro College and University System) & Costantino, E. (American International Institute)
Culturally Oriented Trauma Treatments for Latino Children Post 9/11
Poster

- Costantino, G., Litman, L., Waxman, R., Rosenzweig, C., Maman, Y., Sharir, D. & Santos, E. (Touro College and University System)
The Jewish TEMAS: Validation of Culturally Oriented Pictorial Stimuli
Poster

- Thomas, M. (University of Alabama)
Adolescence and Sexual Health: HIV Risk Among African American Female Teens
Student poster

- Aloziem, O., Kaboli-Nejad, S., & Brown, J. (Creighton University)
A Cross-Cultural Phenomenological Analysis of the Impact of Religion Among Africans Living with HIV/AIDS
Student poster

THURSDAY (FEBRUARY 13, 2014) PROGRAM

1:30 p.m. – 3:00 p.m.

PINCKNEY ROOM

Session: Social Dimensions of Child Well-Being and Belonging

1. Davidson, E. (Montclair State University)

The Right Stuff: Childhood as a Site of an Emergent Politics of Social-Emotional Skill in the U.S.

2. Grunzke, R., & Grunzke, A. L. (Mercer University)

Kill the Child, Save the Family: Case Studies in the Preservation of Abusive Parental Relationships

3. Salazar, G. (San José State University)

IBD Talk: Summer Camp and the Normalization of IBD

1:30 p.m. – 3:00 p.m.

CAROLINA A

Double Session Symposium: Publishing International and Cross-Cultural Work

Chair: Takooshian, H. (APA Division 52)

1. Gibbons, J. L. (Saint Louis University) & Stevens, M. J. (Illinois State University)

Publishing Refereed Journal Research Articles in International Perspectives in Psychology

2. Johnson, G. F., Gielen, U. P., & Poyrazli, S. (APA Division 52 & Information Age Publishing)

Publishing International Books and Monographs

3. Shigemoto, Y. (APA Division 52 Student Committee)

Publishing Student Research

1:30 p.m. – 3:00 p.m.

CAROLINA B

Session: Parenting

1. Chavajay, P., & Angelillo, C. (University of New Hampshire)

Variations in Mothers' Perceptions of Respeto Traditions within a Guatemala Mayan Community

2. Sun, Y. (University of Nevada, Las Vegas)

The Remembrance of Parenting: A Study of Recalled Parenting Styles of Beijing Singleton Adults

3. Hossain, Z. (University of New Mexico), & Skurky, T. (Fort Lewis College)

Mothers' and Fathers' Reports of Involvement in Childcare in Latino Families

4. Parmar, P. (Pennsylvania State University)

Parental Acceptance and Rejection and Psychological Adjustment: A Lifespan Perspective

3:00 p.m. – 3:30 p.m.

PRE-FUNCTION CAROLINA B

Afternoon Break

THURSDAY (FEBRUARY 13, 2014) PROGRAM

3:30 p.m. – 5:00 p.m.

RUTLEDGE ROOM

Session: Cultural Change

1. Al Abiky, W. (Qassim University)

The Impact of Acculturation on Saudi Students' Reading Comprehension in English

2. Aptarashvili, I. (Tbilisi State University), Gaprindashvili, N. (Ministry of Education and Science of Georgia), & Adeishvili, T. (Ilia State University)

The Role of Acculturation in the Education of Ethnic Minorities

3. Moldovan, V., Hanna, I., Duff, T., & Murnane-Victorelli, K. (York College/CUNY)

Education Through Culture Shock: Dialectics of a Paradigm Shift at a Study-Abroad Program

4. Chuang, S. (University of Guelph)

Lessons Learned: Understanding the Complexities of Immigrant Youth's Experiences in Canada

Castonguay, C., Jackson, A., & Stiles, D. (Webster University)

Service Learning: Even a One-Day Project Can Impact the Cultural Awareness of Undergraduate Students

Student poster

3:30 p.m. – 5:00 p.m.

CAROLINA A

Double Session Symposium: Publishing International and Cross-Cultural Work (Continued)

Chair: Takooshian, H. (APA Division 52)

4. Best, D. L. (Wake Forest University)

Publishing and the Journal of Cross-Cultural Psychology

5. Ember, C. R. (Cross-Cultural Research)

Publishing in Cross-Cultural Research: SCCR's official journal

6. Ganapathy-Coleman, H. (Indiana State University)

Two Experiences: Editing the SCCR Newsletter and Publishing Cultural Psychological Work in Interdisciplinary Journals

7. Discussant: Takooshian, H. (APA Division 52)

THURSDAY (FEBRUARY 13, 2014) PROGRAM**3:30 p.m. – 5:00 p.m.****PINCKNEY ROOM****Session: Measurement and Statistics**

1. Nolan, S., Moen, K., & Bowers, K. (Seton Hall University)

Cross-Cultural Statistics and Research Methods Courses in the Behavioral Sciences

2. Giromini, L., & Viglione, D. J. (Alliant International University - San Diego)

An "User-Friendly," Bayesian Method to Compare Two Sets of Norms from Different Countries

3. Barry, H. (University of Pittsburgh)

Valid Correlations Revealed by Differences between Paired Nearby Countries

Brown, C., Flynn, K., Galio, A., Hodge, S., Orcel, L., Parsons, K., Pulice-Farrow, L., Sherman, S., Flowers, M., & Jones, D. (Agnes Scott College)

An Investigation of the Psychometric Properties of the Interpersonal Relationships Anxiety Questionnaire

Poster

5:15 p.m. – 6:15 p.m.**CAROLINA B****Keynote Address:** Hector Qirko, Ph.D. (College of Charleston)
*"Music, Cultural Identity, and Globalization"***6:15 p.m. – 8:15 p.m.****CAROLINA A****Reception** (Appetizers and Cash Bar)

Maria Lavooy, Division 52 Membership Chair

8:15 p.m.**SCCR Executive Board Meeting****FRIDAY (FEBRUARY 14, 2014) PROGRAM****7:30 a.m. – 8:30 p.m.** **SCCR Executive Board Meeting****PARKVIEW ROOM****8:00 a.m. – 5:00 p.m.****PRE-FUNCTION MEZZANINE***Conference Registration***8:30 a.m. – 10:00 a.m.****PINCKNEY ROOM****Double Session Symposium: Developmental Issues In Different Cultural Settings**

Symposium Organizers: Best, D. L. (Wake Forest University), & Gibbons, J. L. (Saint Louis University)

1. Summers, N. (Saint Louis University), Mubarak, J. M. (Saint Louis University), Gibbons, J. L. (Saint Louis University), & Ahmed, R. A. (Kuwait University)

Egyptian Adolescents' Conceptions of the Ideal Adult as a Parent or Teacher

2. Bush, C., & Best, D. (Wake Forest University)

Parent-Child Playground Interactions in Guatemala

3. Giles, A. C. (Fordham University), Cantin, K. D. (Wake Forest University), Best, D. L. (Wake Forest University), Tyrrell, H. P. (University of Louisville), & Gigler, M. E. (Wake Forest University)

Filial Responsibilities of Hispanic and Anglo Children in the United States

FRIDAY (FEBRUARY 14, 2014) PROGRAM

8:30 a.m. – 10:00 a.m.

CAROLINA B

Poster Session

1. Castonguay, C., Jackson, A., & Stiles, D. (Webster University)
Service Learning: Even a One-Day Project Can Impact the Cultural Awareness of Undergraduate Students
Student poster
2. Page, R. M., & Chae, J. (Brigham Young University), & Christensen, K.
Multi-Country Analysis of Youth Smoking
3. Krys, K. (Polish Academy of Sciences)
Fight or Laugh: On the Cultural Diversity of the Preferred Reaction to Provocation
4. Costantino, G. (Touro College and University System), Galimberti, G., Tummino, V. (Azienda Ospedaliera S. Anna di Como), & Meucci, C. (John Cabot University)
TEMAS Narrative Therapy with Culturally Diverse Italian Adolescents
Student poster
5. Costantino, G., Primavera, L. H., Malgady, R. G., (Touro College and University System), & Costantino, E. (American International Institute)
Culturally Oriented Trauma Treatments for Latino Children Post 9/11
6. Costantino, G., Litman, L., Waxman, R., Rosenzweig, C., Maman, Y., Sharir, D., & Santos, E. (Touro College and University System)
The Jewish TEMAS: Validation of Culturally Oriented Pictorial Stimuli
7. Thomas, M. (University of Alabama)
Adolescence and Sexual Health: HIV Risk among African American Female Teens
Student poster
8. Aloziem, O., Kaboli-Nejad, S., & Brown, J. (Creighton University)
A Cross-Cultural Phenomenological Analysis of the Impact of Religion Among Africans Living with HIV/AIDS
Student poster
9. Page, R. M., Sorensen, C., (Brigham Young University), Suwanteerangkul, J. (Chiang Mai University), & Chae, J. (Brigham Young University)
Social Pressures of Thai Adolescents to be Thin and Attractive
10. Green, M., Tucker, A., Neitzel, C. L., Fouts, H. N., & Tuberville, L. (University of Tennessee)
Children's Movement In and Out of Play in an Urban Informal Settlement of Kenya
Student Poster

FRIDAY (FEBRUARY 14, 2014) PROGRAM

8:30 a.m. – 10:00 a.m.

CAROLINA B

Poster Session (Continued)

11. Johnson, L. R., & Drescher, C. F. (University of Mississippi)
Assessing Developmental Assets in Former Street Children in Northern Tanzania: A Mixed Methods Approach

12. Harris, R., Hawkins, T., Sirleaf, H., & Hall, C. (College of Charleston)
T.A.L.E.S. Teaching and Learning with Engaging Stories

13. Brown, C., Flynn, K., Galioto, A., Hodge, S., Orcel, L., Parsons, K., Pulice-Farrow, L., Sherman, S., Flowers, M., & Jones, D. (Agnes Scott College)
An Investigation of the Psychometric Properties of the Interpersonal Relationships Anxiety Questionnaire

14. Marks, O. (Creighton University)
Sleeping Arrangements: Cultural Values in Individualistic and Collectivistic Priming
Student poster

15. Zavyalova, N. (Ural Federal University)
East or West: Cross-Cultural Idiom Analysis

16. Falconer, J., Bumpers, E. L., Stiles, D., & Williams, D. (Webster University)
Exploring Racial Attitudes among Pre-Service and Current Teachers at a Midwestern University
Student poster

8:30 a.m. – 10:00 a.m.

RUTLEDGE ROOM

Session: Sexual Attitudes

1. Collier, J., & Taylor, M. (University of Missouri – St. Louis)
Testing the Jezebel Stereotype: How Racial and Sexual Stereotypes Converge for Black Women

2. Henry, H. (American University in Cairo)
Sexual Harassment in the Egyptian Streets: A Qualitative Study

3. Liu, C. (Tunghai University)
Promoting Human Rights: The Case of Intimate Partner Violence Practice with Female Elder Survivors in Taiwan

FRIDAY (FEBRUARY 14, 2014) PROGRAM

8:30 a.m. – 10:00 a.m.

MIDDLETON ROOM

Session: *Intervening Mechanisms*

1. Tahir, A. (University of Balochistan)

Bullying Among Juvenile and Young Offenders: An Exploration of the Physiognomies of Bullies and Victims in Prisons of Balochistan, Pakistan

2. Tahir, A. (University of Balochistan), & Atta, A. (The Islamia University of Bahawalpur)

Impact of Perceived Parenting Style and Peer Bullying on Truancy Among School Children

3. Lee, S. (Bundang Woori Welfare Foundation)

Moderating Effects of Family Cohesion on School Violence Influenced by Internet Game Addiction: Analysis of Male Adolescents Who Play Violent Internet Games

4. Cheong, J. (Sungkyunkwan University & The Korean Senior Citizens Association of Seoul)

Mediating Effects of Family Relationship Satisfaction between Satisfaction of Job Creation Projects for the Elderly and Sense of Loss

10:00 a.m. – 10:30 a.m.

PRE-FUNCTION CAROLINA B

Mid-Morning Break

10:30 a.m. – 12:00 p.m.

PINCKNEY ROOM

**Double Session Symposium: *Developmental Issues In Different Cultural Settings*
(Continued)**

Symposium Organizers: Best, D. L. (Wake Forest University), & Gibbons, J. L. (Saint Louis University)

4. Ganapathy-Coleman, H. (Indiana State University)

Small-town Blues: Tales of Parenting from the South Asian Diaspora in the American Midwest

5. Desai, S., DeLone, A. M., & Best, D. L. (Wake Forest University)

Ethnic Identity Socialization of Asian Indian Children in an American Hindu Social Organization

6. Discussant: Best, D. L. (Wake Forest University)

FRIDAY (FEBRUARY 14, 2014) PROGRAM

10:30 a.m. – 12:00 p.m.

MIDDLETON ROOM

Session: Cognition

1. Marsh, B., Pezdek, K., & Ozery, D. (Claremont Graduate University)
Reversal of the Cross-Race Effect: Latino-Americans Primed as American Recognized White Faces More Accurately than Latino Faces

2. Brown, J., Simpson, L., & Marks, O. (Creighton University)
Who Sleeps by Whom...Again: A Comparative Study of Developmental Timing and the Socialization of Implicit Cultural Values

Marks, O. (Creighton University)
Sleeping Arrangements: Cultural Values in Individualistic and Collectivistic Priming
Student poster

Gold, A., & Taylor, M. (University of Missouri - St. Louis)
The Effects of Racial Identity, Social Dominance Orientation, and Implicit Prejudice on Whites' Recognition of Microaggressions
Student poster

Falconer, J., Bumpers, E. L., Stiles, D., & Williams, D. (Webster University)
Exploring Racial Attitudes among Pre-Service and Current Teachers at a Midwestern University
Student poster

10:30 a.m. – 12:00 p.m.

CAROLINA B

Double-Session Symposium: International Psychology – Teaching and Outreach

Chair: Poyrazli, S. (The Pennsylvania State University – Harrisburg)

1. Velayo, R., & Trush, M. (Pace University)
International Mentoring in an "Internet" World: Recommendations for a Successful Mentor-Mentee Relationship

2. McCormick, M. (Pace University)
What do Co-curriculum Activities have to do with Internationalizing the Curriculum?

3. Zlokovich, M. S. (Psi Chi, the International Honor Society in Psychology)
Psi Chi, Social Media, and Students: International Outreach

4. Treptow, R. L. (Wisdom for the Body & for the Soul)
Teaching Human Goodness at the Cultural Core Level: A Nascent Paradigm for Peace

5. Discussant: Simonian, S. (College of Charleston)

FRIDAY (FEBRUARY 14, 2014) PROGRAM

10:30 a.m. – 12:00 p.m.
Session: Education

RUTLEDGE ROOM

1. Gorang, E., & Warner, B. (Elon University)
High School Career Development in South Africa and the United States: A Cross-Cultural Analysis

2. Sirbiladze, A. (University of Georgia), & Aptarashvili, I. (Tbilisi State University)
Expenditures for a High Education Level and a Powerful Country: The Role of Financial Support Incurred by the Government of a Country on Secondary Education

3. Oliver, L. (San José State University)
Student Success and Retention in Higher Education: Supporting Under Represented Minority, First-Generation, and Transfer Students

Harris, R., Hawkins, T., Sirleaf, H., & Hall, C. (College of Charleston)
T.A.L.E.S. Teaching and Learning with Engaging Stories
 Poster

12:00 p.m. – 1:30 p.m.
Noon Break

1:30 p.m. – 3:00 p.m.
ACYIG Board Meeting

MIDDLETON ROOM

1:30 p.m. – 3:00 p.m.
Session: Values and Perspective

RUTLEDGE ROOM

1. Kim, A.
More Wheat, Just Enough Rice: Attitudes Toward Material Scarcity in the Cultures of Ancient Greece and Japan

2. Lancy, D. (Utah State University)
Children as a Reserve Labor Force

3. Raybeck, D. (Hamilton College), & Gomez, R. L. (Universidad de Antioquia)
Divorce And Modernization: A Comparative Study

4. Bakker, J. (University of Guelph)
Bali as a Steady State System: Applying Verstehen

FRIDAY (FEBRUARY 14, 2014) PROGRAM

1:30 p.m. – 3:00 p.m.

CAROLINA B

Double-Session Symposium: International Psychology – Teaching and Outreach (Continued)

Chair: Poyrazli, S. (The Pennsylvania State University – Harrisburg)

6. Adams, S.

Outreach, Treatment, and Assessment with Undocumented Immigrant Youth

7. Denmark, F. L. (Pace University)

How Psychologists and Psychology Students Can Get Involved at the United Nations

8. Kalayjian, A. (Association for Trauma Outreach and Prevention, Meaningfulworld)

EQ and Mind-Body-Eco-Spirit Health: Perspectives from Humanitarian Missions in Africa, the Middle East, and Haiti

9. Discussant: Simonian, S. (College of Charleston)

1:30 p.m. – 3:00 p.m.

PINCKNEY ROOM

Double Session Symposium: Mixed Methods in Cross-Cultural Research – Reflections and Applications

Symposium Organizer: Schrauf, R. W. (Pennsylvania State University)

1. Kleiner, R., (Temple University), Sørensen, T. (University of Oslo), Ngo, P. Y. L. (St. Norbert College), & Sørensen, A. (North Coast Psychiatry)

The Necessity of a Multiple Reality Perspective and an Interdisciplinary Paradigm in Cross-Cultural Research

2. Schrauf, R. (Pennsylvania State University)

A Language-Based Approach to Mixed Methods Research

3. Welles-Nystrom, B. (Fairfield University)

The Rhetorical Work of Analyzing, Meaning-Making and Writing Up Results Across Cultures and Disciplines: A Case Study in Russia

3:00 p.m. – 3:30 p.m.

PRE-FUNCTION CAROLINA B

Afternoon Break

FRIDAY (FEBRUARY 14, 2014) PROGRAM

3:30 p.m. – 5:00 p.m.

MIDDLETON ROOM

Session: Sociopolitical Negotiations – Youth Perspectives on Conflict, Migration, and Resettlement

1. Rosen, D. (Fairleigh Dickinson University)
Youth Protest in Israel: A Tale of Three Summers – 2011, 2012, and 2013
2. Billingsley, K. (University of Tennessee)
Transitional Justice in Nepal: Perceptions of Conflict-affected Children and Youth
3. Heidbrink, L. (National Louis University)
“Hemos sufrido tanto:” Trans-generational and Inter-generational Debt and Belonging among Transnational Youth
4. Petts, J. L. (Oregon State University)
Adoptee or Im/migrant? An Ethnographic Comparison of Development and Well-being among Adopted and Migrant Ethiopian Children and Youth in the United States

3:30 p.m. – 5:00 p.m.

CAROLINA B

Session: Barack Obama as a Global Leader

Chair: Denmark, F. L. (Pace University and Former APA President)

1. Sharma, D. (Institute for Global Cultural Studies, SUNY-Binghamton and Institute for International and Cross-Cultural Psychology, St. Francis College)
2. Gielen, U. P. (Executive Director of the Institute for International and Cross-Cultural Psychology, St. Francis College)

3:30 p.m. – 5:00 p.m.

RUTLEDGE ROOM

Session: Children

1. Smith Rotabi, K. (United Arab Emirates University)
Exploring Kefala as an Alternative Care Option for Orphaned and Vulnerable Children in the United Arab Emirates
 2. Lee, S. (Bundang Woori Welfare Foundation), Lee, J. J., & Choi, Y.
Success of a Local Welfare Model Using Christian Volunteers: The Case of Seongnam City, Republic of Korea
- Green, M., Tucker, A., Neitzel, C. L., Fouts, H. N., & Tuberville, L. (University of Tennessee)
Children’s Movement In and Out of Play in an Urban Informal Settlement of Kenya
Student Poster
- Johnson, L. R., & Drescher, C. F. (University of Mississippi)
Assessing Developmental Assets in Former Street Children in Northern Tanzania: A Mixed Methods Approach
Poster

FRIDAY (FEBRUARY 14, 2014) PROGRAM

3:30 p.m. – 5:00 p.m.

PINCKNEY ROOM

Double Session Symposium: Mixed Methods in Cross-Cultural Research – Reflections and Applications (Continued)

Symposium Organizer: Schrauf, R. W. (Pennsylvania State University)

4. Brown, J., (Creighton University) & Bartholomew, T. T. (University of Nebraska – Lincoln)
Beyond The Single Study: A Longitudinal Look at Mixed Methodology throughout the Career of a Researcher

5. Pisano, P. (Toronto Prep School), Chung, E. (Elizabethtown College), & Ngo, P. Y. L. (St. Norbert College)
How Mixed Methods Enhance Cross-Cultural Assessments of Affective Response and Beyond

6. Jankowiak, W. (University of Nevada, Las Vegas)
Occupational Prestige Surveys Without Folk Meanings Are Always Incomplete: Urban China 1980s to 2000s

5:15 p.m. – 6:15 p.m.

CAROLINA B

Keynote Address: *Fathali M. Moghaddam, Ph.D. (Georgetown University)*
“The Psychology of Dictatorship and Democracy”

6:30 p.m. – 9:00 p.m.

CAROLINA A

Valentine’s Day Banquet

Welcome:

Paul Ngo (SCCR)
Rachael Stryker (ACYIG)
Senel Poyrazli (Division 52)

Announcement:

Student Paper & Poster Award Winners

Dinner Guests:

Chucktown Trippintones, College of Charleston
A Capella Singing Group

SCCR Presidential Address: *Valerie L. Havill, Ph.D. (University of North Georgia)*

SATURDAY (FEBRUARY 15, 2014) PROGRAM

8:00 a.m. – 10:00 a.m.
Conference Registration

PRE-FUNCTION MEZZANINE

8:30 a.m. – 10:00 a.m.

RUTLEDGE ROOM

Session: *Understanding Schooling in Cultural Context*

1. Finnan, C. (College of Charleston)

Schooling Tribal Children in India

2. ndunda, m. (College of Charleston)

Joyful Environment Equals Meaningful Learning: The Case of Msamvu A Primary School, Tanzania

3. Chart, H. (Stanford University)

Biz Kids: Schooling a "Culture of Entrepreneurship" in Contemporary Botswana

9:00 a.m. – 10:00 a.m.

MIDDLETON ROOM

Conversation Hour: *Cross-Cultural Factors Influencing Young Parents' Compliance With American Academy of Pediatrics 2005 Diet and Exercise Guidelines*

Chair: Treptow, R. L. (Wisdom for the Body & for the Soul)

1. Treptow, R. (Wisdom for the Body & for the Soul)

Factors Influencing Young African American Parents' Compliance With Pediatric Dietary Guidelines

2. Treptow, R. (Wisdom for the Body & for the Soul)

Factors Influencing Young Native American Parents' Compliance With Pediatric Dietary Guidelines

3. Treptow, R. (Wisdom for the Body & for the Soul)

Factors Influencing Low-SES Latina/o Parents' Compliance With Pediatric Dietary Guidelines

8:30 a.m. – 10:00 a.m.

PINCKNEY ROOM

Session: *Language and Meaning*

1. Berman, E. (UNC Charlotte)

Sociolinguistic Negotiation of Age: Aggressive and Direct Speech Among Children in the RMI

2. Moore, R. (Rollins College)

Slang, Swearwords and Social Relationships

3. Park, S., (San Francisco State University), Wee, S. (Purdue University Calumet)

Analysis of Korean Culture Portrayed in Young Children's Picture Books

Zavyalova, N. (Ural Federal University)

East or West: Cross-Cultural Idiom Analysis

Poster

SATURDAY (FEBRUARY 15, 2014) PROGRAM

9:00 a.m. – 10:00 a.m.

CAROLINA B

Conversation Hour: How to Internationalize Your Practice Without a University Affiliation

Chair: Preston, E. (Psychologist in Private Practice)

10:00 a.m. – 10:15 a.m.

PRE-FUNCTION CAROLINA B

Mid-Morning Break

10:15 a.m. – 11:15 a.m.

PINCKNEY ROOM

Conversation Hour: Exploring Integrated Approaches to Child Sociality

Chair: Stryker, R. (California State University, East Bay)

1. Rae-Espinoza, H. (California State University, Long Beach)

The Impact of Psychosocial Needs across the Lifespan on Cultural Dynamics

2. Stryker, R. (California State University, East Bay)

Integrating Approaches to Child Sociality

10:15 a.m. – 11:15 a.m.

MIDDLETON ROOM

Conversation Hour: Cross-Cultural Research IMCES

Chair: Pir, T. (Institute for Multicultural Counseling and Education Services, International Council of Psychologists)

10:15 a.m. – 11:15 a.m.

RUTLEDGE ROOM

Conversation Hour: Adventures in International Fieldwork – A Conversation about Challenges and Strategies

Chair: Johnson, L. (University of Mississippi)

1. Johnson, L. R. (University of Mississippi)

2. Johnson-Pynn, J. S. (Berry College)

11:15 a.m. – 12:15 p.m.

PINCKNEY ROOM

SCCR General Membership Business Meeting

11:15 a.m. – 12:15 p.m.

MIDDLETON ROOM

Division 52 General Membership Business Meeting

11:30 a.m. – 12:30 p.m.

RUTLEDGE ROOM

ACYIG Organization Meeting

PROGRAM ABSTRACTS & CONTRIBUTIONS

Adams, S. (Psychologist in Private Practice)

Outreach, Treatment, and Assessment with Undocumented Immigrant Youth

Al Abiky, W. (Qassim University)

The Impact of Acculturation on Saudi Students' Reading Comprehension in English

In the era of electronic communication in an intercultural world, the need to have a reading competence in a foreign language, English in particular, is crucial (Lo, 2010, Hamre, 2006). The current study investigated the impact of students' level of acculturation at Qassim University on their reading comprehension of English. The study's sample consisted of (138) Subjects all of which were Saudi male students majoring in English in spring 2012. Quantitative method was used in which subjects' level of acculturation were first measured. Subjects were then given two passages in English followed by multiple-choice questions for each passage to assess their reading comprehension. The results showed that 1) subjects had a moderate level of acculturation despite their love for English; 2) the level of acculturation can be attributed to the instructors' performance and lack of educational multicultural knowledge, tools and innovation; 3) most subjects showed a low level of reading comprehension and competence; 4) there was a strong correlation (.54, α .01) between subjects' level of acculturation and reading comprehension; 5) sample showed an alarming but hopefully a turning point in educational policies and performance in Saudi Arabia.

Ali, S., Khaleque, A., & Rohner, R. P. (University of Connecticut)

Relations Between Perceived Teacher Acceptance, Parental Acceptance, and Youth's Psychological Adjustment and School Conduct: A Meta-Analysis

This meta-analysis reviews the findings of studies examining the parent-child-teacher relationship involving 2,422 school-going youth in 12 nations. The aim of this review was to examine studies based on the teacher acceptance-rejection project (TARP). The study addressed two questions drawn from one of the basic postulates of parental acceptance-rejection theory (PARTheory): (1) To what extent are boys' and girls' perceptions of teacher acceptance related to their psychological adjustment and school conduct? (2) To what extent are boys' and girls' perceptions of maternal and paternal acceptance related to their psychological adjustment and school conduct? The cumulative evidence indicates significant correlations between both parental and teacher acceptance with psychological adjustment and school conduct of children, regardless of gender differences. It was also been found that perceived teacher acceptance has a significantly stronger relationship with the school conduct of boys than of girls.

Aloziem, O., Kaboli-Nejad, S., & Brown, J. (Creighton University)

A Cross-Cultural Phenomenological Analysis of the Impact of Religion Among Africans Living with HIV/AIDS

Cultural meaning and stigma attached to HIV/AIDS color and frame people's experiences more substantially than other diseases (Bolton, 1995). Researchers like Dageid & Duckert (2008) are beginning to explore the experience from a more humanistic framework, searching for meaning in the lived experiences of people diagnosed with HIV in South Africa. Coping was understood as avoidance of, escaping from, or minimizing HIV/AIDS and its accompanying emotional distress. The role of religion within this process is integral to the overall experience of those suffering from HIV/AIDS. The purpose of this study was to better understand the lived experience of Africans living with HIV/AIDS and the impact of their respective religion(s) in the coping process. Twenty in-depth interviews were conducted with people of African descent living with HIV/AIDS in Kano, Nigeria and in Omaha, Nebraska. Analysis followed phenomenological principles (Moustakas, 2003) with the essence of the experience discussed in light of Dageid & Duckert (2008) hypothesis of adaptive coping strategies in resource poor communities.

Aptarashvili, I. (Tbilisi State University), **Gaprindashvili, N.** (Ministry of Education and Science of Georgia), & **Adeishvili, T.** (Ilia State University)

The Role of Acculturation in the Education of Ethnic Minorities

The purpose of the current research was to examine the relationship between the student's academic achievement, the ethnic identity and acculturation on case of ethnic minorities of Georgia. According to the hypotheses of the research, Student's acculturation level influences on his academic performance; student's academic outcomes are significantly different depending on what we are dealing with– biculturalism or assimilation; the Parental acculturation level may be the significant intermediary factor for the academic performance of an adolescent. A questionnaire for measuring the level of acculturation was developed based on a literature review, adaptation of existing acculturation scales developed for other ethnic groups. The created instrument showed the high reliability with alphas 0.82. Six-Item version of the Rosenberg scale was used to measure student's self-esteem. The index of the academic achievement of a student was measured by academic marks (10 point evaluation). Four-hundred and twenty-four students at the ages of 15 -17 and their parents have participated in the research from Georgian regions where there are settled the largest groups of ethnic minorities: Armenians and Azeris. Using hierarchical linear regression we found that there is a significant relationship between the acculturation and the student's academic achievement.

Bader, L., Fouts, H. N., & Neitzel, C. (University of Tennessee)

Perceptions of the Environment and Parenting Strategies in Urban Kenya

It well known that parenting is greatly affected by socio-economic conditions, such as living in poverty. Housing conditions, economic circumstances, and health have been common concerns of researchers and public health workers regarding families living in impoverished urban environments. However, little is known about how parents living in these environments perceive their community and how this may relate to their parenting strategies and the experiences they provide children. In this study, I focus on how 62 mothers from four different ethnic groups in an urban slum community in Kenya perceived their environment, including positive and negative aspects of their community, and how their perceptions related to their parenting strategies. Structured observations of focal children between the ages of two and four and interviews with mothers were conducted. Preliminary examination of the data reveal that mothers were most likely to speak in positive ways about their social network and educational opportunities for their children and in negative as well as positive ways about social-moral aspects of their community. I will examine the extent to which mothers' types of concerns and positive or negative attributions of their community predicted how and to what extent they interacted with their young child.

Bakker, J. (University of Guelph)

Bali as a Steady State System: Applying Verstehen

The "Culture and Personality School" (Boas, Benedict, Mead, Bateson) in Anthropology can be combined with "Comparative Historical Sociology" (Weber), Collins) to provide Verstehen for the Balinese Calendar and Balinese culture generally. We can also add the important concept of liminality (van Gennep, Turner) and the solution to everyday life and societal-cultural liminality through the theory of the "semiotic self" (Wiley).

Barry, H. (University of Pittsburgh)

Valid Correlations Revealed by Differences between Paired Nearby Countries

The 2003 World Almanac listed 192 countries that were members of the United Nations plus Taiwan. Quantitative information in the World Almanac on the countries included population size, which was transformed into logarithms, percentage of urban population, and infant mortality rate. Personality traits measured on residents in many of the countries with large populations included self reported feeling very happy (Minkov, M., 2009, Predictors of differences in subjective well-being across 97 nations, Cross-Cultural Research, Vol. 43, pp. 152-179) and individualism instead of collectivism (Hofstede, G., 2001, Culture's Consequences). The following correlations were high and statistically significant for differences

between paired nearby countries but not for scores of individual countries. (1) Logarithmic transformation of high population size with individualism. (2) High percentage urban population with feeling very happy. (3) Low infant mortality rate with feeling very happy. Differences between paired nearby countries minimize random variations and thereby can reveal valid correlations. Urban environments appear to have beneficial effects.

Berman, E. (University of North Carolina Charlotte)

Sociolinguistic Negotiation of Age: Aggressive and Direct Speech Among Children in the RMI

Children in the Republic of the Marshall Islands, as in many places, frequently use direct and aggressive speech with each other. I argue that when children in the RMI speak (or avoid speaking) aggressively they construct not only relative power relationships—something that other scholars of childhood have shown—but also relative age relationships both with each other and in respect to adults. This role of conflict speech in the negotiation and construction of age differences has been largely overlooked because sociolinguistic work on childhood tends to focus either on socialization or on the production, through speech, of other identities such as gender or race. In contrast, I show how age and childhood are themselves produced through speech. This analysis has significant consequences for our understanding of language socialization and the cultural construction of childhood.

Best, D. L. (Wake Forest University)

Discussant for: Developmental Issues in Different Cultural Settings

Best, D. L. (Wake Forest University)

Publishing and the Journal of Cross-Cultural Psychology

The Mission Statement for the Journal of Cross-Cultural Psychology (JCCP) describes it as an interdisciplinary forum for psychologists, sociologists and educators who study how cultural differences in developmental, social and educational experiences affect individual behavior. JCCP focuses on current cross-cultural issues and examines the relation between culture and behavior across many domains of psychology. Comparisons with similar journals will be discussed as well as suggestions for strengthening manuscript submission.

Best, D. L. (Wake Forest University), & Gibbons, J. L. (Saint Louis University): Symposium Organizers

Symposium: Developmental Issues in Different Cultural Settings

Billingsley, K. (University of Tennessee)

Transitional Justice in Nepal: Perceptions of Conflict-affected Children and Youth

Nepal endured a ten-year civil war between the Government of Nepal and the Maoists from 1996-2006, which resulted in the death of approximately 13,000 people (OHCHR 2012:14). Children and youth were heavily recruited as soldiers, porters, and cultural performers by the Maoists and were killed by both parties. Further, many more children lost a parent during the conflict. More than 66 schools were destroyed and many teachers were violently targeted. The official end of the civil war was marked by the signing of the Comprehensive Peace Agreement (CPA) between the Government of Nepal and the Maoists in 2006. Within the CPA are specific measures agreed to by both sides, including mechanisms of transitional justice, judicial and non-judicial responses implemented in an effort to redress human rights abuses. Over ten weeks, May-July 2013, I conducted a feasibility study in the Central and Midwestern Regions of Nepal. Building on previous literature and based on interviews conducted with Nepalese youth affected by conflict as children, this paper will examine the following questions: What are local perceptions of justice and reconciliation in Nepal? Do conflict-affected children and youth perceive transitional justice mechanisms as effective?

Brown, C., (Agnes Scott College), **Ashdown, B. K., Eagan, A., & Faherty, A.** (Hobart & William Smith Colleges)

Extending the Validity of PARTheory Measures to Guatemala

Parental acceptance-rejection theory (PARTheory) promotes that parental acceptance is fundamentally and cross-culturally important. Humans need to feel accepted by the people most important to them in childhood, and when this need has not been adequately met, people tend to respond in the same way regardless of gender, race, ethnicity, and other defining features. PARTheory and its measures have been validated in a multitude of countries, including South Africa, Kuwait, Puerto Rico, Egypt, Mexico, and Colombia, to name a few. However, PARTheory and its measures have not been validated in Guatemala. Therefore, the purpose of this study is to assess the psychometric properties of three of PARTheory's measures among a Guatemalan sample: (1) Adult Parental Acceptance and Rejection Questionnaire: Mother (PARQ: Mother), (2) Adult Parental Acceptance and Rejection Questionnaire: Father (PARQ: Father), and (3) Personality Assessment Questionnaire (PAQ). Participants (N = 62; 63.5% female) had a mean age of 20.8 (SD = 3.1). Measures had acceptable Cronbach's alphas (PARQ: Mother = .90; PARQ: Father = .92). The PARQ: Mother and PARQ: Father correlated with each other as expected ($r = .23$, $p = .07$). The results of this study support PARTheory's relevance in Guatemala.

Brown, C., Flynn, K., Galioto, A., Hodge, S., Orcel, L., Parsons, K., Pulice-Farrow, L., Sherman, S., Flowers, M., & Carlette Jones, D. (Agnes Scott College)

An Investigation of the Psychometric Properties of the Interpersonal Relationships Anxiety Questionnaire

The Interpersonal Relationships Anxiety Questionnaire (IRAQ) is a nine-item measure of the common symptoms of anxiety that people feel in the context of interpersonal relationships. The IRAQ has been proposed as a possible correlate of perceived parental rejection stemming from Parental Acceptance-Rejection Theory— a theory of lifespan development that aims to determine the antecedents and consequences of perceived parental acceptance-rejection across cultures. The IRAQ is still in its developing phases; therefore, the purpose of the present study is to evaluate some of the psychometric properties of the IRAQ. The participants were 78 females (M age = 20.17) living in the U.S. The majority of the participants identified as European American (41%) or African American (35%). The participants completed the IRAQ in October 2013. A principal components factor analysis with varimax rotation revealed one factor upon which all nine items of the IRAQ loaded, and the nine items had a Cronbach's alpha of .87. The results of the present study reveal that the IRAQ is a one-factor measure with strong reliability. Future research will measure the IRAQ's test-retest reliability, examine its psychometric properties in other cultures, and determine if it is a correlate of perceived parental rejection.

Brown, C. (Agnes Scott College), & **Rohner, R.** (University of Connecticut) Symposium Chairs
Symposium: Current Research on Interpersonal Acceptance and Rejection: Insights from Researchers at Every Career Stage

Brown, J., (Creighton University) & **Bartholomew, T. T.** (University of Nebraska – Lincoln)
Beyond The Single Study: A Longitudinal Look at Mixed Methodology throughout the Career of a Researcher

Mixed methods reflects a philosophical and practical approach to integrating different ways of knowing. Quantitative and qualitative phases build from and influence one another in mixed methods, allowing researchers to foster deeper understanding of a given phenomenon. The implementation of mixed methods within culturally-oriented research has been well documented (Bartholomew & Brown, 2012; Harkness et al., 2006, Weisner, 2012) and provides cultural researchers with an avenue of contextualizing findings. However, the mixing of methodology is not new. Anthropologists and cultural psychologists have routinely used quantitative and qualitative data to ask cross-cultural questions across their career, both explicitly and implicitly valuing the data provided by each methodology. This presentation analyzes the work of Beatrice Blyth Whiting (1914-2004). Data includes her early fieldwork among the Paiute Indians in Oregon in 1943

through her last publication of "Ngecha: A Kenyan Community in a Time of Rapid Social Change," with Carolyn Edwards (2004) as well as interviews with former students and colleagues. By utilizing her methods which combined the anthropologist's knowledge of local communities and families with the psychologist's systematic assessments of child behavior and development this presentation explores how mixed methodologies are implemented across a career of social scientific inquiry.

Brown, J., Simpson, L., & Marks, O. (Creighton University)

Who Sleeps By Whom...Again: A Comparative Study of Developmental Timing and the Socialization of Implicit Cultural Values

Daily cultural practices demonstrate both explicit as well as implicit beliefs and values (Shweder, 1996). Less is known regarding when these beliefs and values are internalized in our process of cultural socialization (Minoura, 1992). The current paper utilizes data collected in two cultural contexts, the US and the Dominican Republic to examine (1) when are implicit cultural values internalized, and (2) do children hold different cultural values than adults? Utilizing Shweder's (1996) sleeping arrangement task, nineteen adults (20-67 yrs old) and 44 children (7-18 yrs old) were asked to arrange where a hypothetical family of 7 would sleep in a 2, 3, and 7 room example. Cultural values of hospitality were found in both children and adults in the Dominican Republic. In the US sample young children strongly endorsed a cultural value of protection of the vulnerable over all other cultural values at a young age and incest avoidance after puberty. A sensitive period for cultural learning is discussed in light of the interaction between developmental stages and cultural values.

Bush, C., & Best, D. (Wake Forest University)

Parent-Child Playground Interactions in Guatemala

Previous research has shown distinct differences in parent-child interactions in various countries and cultures. While parent-child interactions in the United States and even in Europe have been studied in-depth, less research has been done in underdeveloped and impoverished countries. Thus, the present study examines parent-child relationships in Guatemala. Replicating an earlier study in France, Germany, and Italy (Best, et al., 1994), data were collected by observing 63 parent-child dyads on public playgrounds. Parent-child dyads were observed for affection, play, vocalization, showing and sharing, aggression, imitation, discipline, caregiving, soothing, and controlling behaviors. Contrary to previous research in France, Germany, and Italy indicating gender differences in parenting, Guatemalan mothers and fathers did not display significant differences in any of the observed behaviors. Looking at the correlations between child behavior and parent behavior yielded insight into the reciprocity of the relationships between Guatemalan parents and children; child play, affection, and vocalization were all significantly correlated with parent play, affection, and vocalization. Overall, the age of the child was a significant factor in the nature of Guatemalan parent-child interactions. Parents were especially more likely to engage in play, vocalization, and caregiving with children under the age of six than with children age seven and older.

Castonguay, C., Jackson, A., & Stiles, D. (Webster University)

Service Learning: Even A One-Day Project Can Impact the Cultural Awareness of Undergraduate Students

As the world becomes progressively linked at a global level, perceptive students will learn that cultural competence can enhance their ability to communicate with diverse populations. This pilot study explores the effectiveness of a one-day service-learning project on increasing cultural awareness in undergraduate students. The participants in this study are thirty-seven undergraduate students from eleven different countries. All participants are enrolled in the same international studies course, but chose one of two service-learning projects. One project included twenty-nine students from different countries and cultures who worked together in small groups. The other project included eight students from the United States. Afterward, students completed a questionnaire designed to encourage reflection and make connections between the curriculum, the community service experience, and the diversity of their working groups. The questions focused primarily on opinions, perceptions, and behaviors related to culture and service learning.

Preliminary results suggest that the participants in the project with diverse working groups reported increased cultural awareness as a result of this one-day experience, whereas the other group did not. This pilot study may serve to promote service-learning projects that guide students toward cultural competence.

Chart, H. (Stanford University)

Biz Kids: Schooling a "Culture of Entrepreneurship" in Contemporary Botswana

School ethnographies from around the world have long elaborated how the "hidden curriculum" reinforces global capitalism and its social logics. What happens when this curriculum is anything but hidden? In step with structural adjustment and the rise of micro-finance, government officials are keen on growing SMMEs (small, medium, and micro-enterprises) in contemporary Botswana, but they have now turned their attention to school children. Disappointing outcomes in SMME promotion among adults have led policy makers to understand business acumen as a set of deep-seeded orientations constituting a "culture of entrepreneurship" in need of inculcation from a young age. Consequently, a series of programs and curricula have been developed for junior secondary and even primary school students in the country. This paper draws on ethnographic fieldwork among state officials as well as teachers and students involved in such entrepreneurship classes to consider a curriculum that is explicitly capitalist, and the social possibilities it enables and forestalls. I argue that these programs refigure generational status as an economic category of being, rather than a transient identity that shifts as a person progresses through an established life-cycle. Meet the generation of "biz kids" being empowered to bear the burden of their nation's economic development.

Chavajay, P., & Angelillo, C. (University of New Hampshire)

Variations in Mothers' Perceptions of Respeto Traditions within a Guatemala Mayan Community

This presentation will discuss differences in perceptions of respeto traditions among Mayan Tz'utujil mothers living in the Guatemalan community of San Pedro La Laguna. It will examine mothers' definitions and perceptions of ways in which respeto has been practiced and promoted through their children's engagements with family and other community members. Mothers' perceptions of and rationales for changes in the extent to which children engage in traditional respeto customs, such as extending special greetings to elders and demonstrating deference when conversing with adults, will be discussed in light of other interrelated changes involving formal schooling, modernization, and other Western practices that have become prominent in this Mayan community.

Cheong, Ji-hong (Sungkyunkwan University & The Korean Senior Citizens Association Of Seoul)

Mediating Effects of Family Relationship Satisfaction between Satisfaction of Job Creation Projects for the Elderly and Sense of Loss

This research aimed to examine the influence of satisfaction with job creation projects for the elderly on sense of loss and mediating effect of family relationship satisfaction. The sample was 441 elderly, living in Seoul who are taking part in the job creation projects and have children and spouse. Job satisfaction was measured with three items: salary, conditions, and co-worker relationships. Sense of Loss measured by K-SSLE: Korea-The Scale of Sense of Loss for Elderly. Family relationship satisfaction was measured by 2 items: satisfaction of couple, satisfaction of offspring. Frequency analysis, confidentiality analysis, factor analysis, t-test, ANOVA, and regression was used to explain relationships among variables, using SPSS 17.0. As a result, satisfaction of job creation projects for the elderly have a negative influence on the sense of loss and a positive influence on family relationship satisfaction. It also verified that family relationship satisfaction have a partial mediating effect between satisfaction of job creation projects and sense of loss. Based on the results, policy approaches and practical approaches are needed to improve family relationship and satisfaction of job creation projects: data managing system is also needed for developing new job programs and family functioning enhancing programs are also needed.

Chuang, S. S. (University of Guelph)

Lessons Learned: Understanding the Complexities of Immigrant Youth's Experiences in Canada

More than one of every five Canadians is an immigrant but yet there remains a paucity of research on how newcomer youth adjust and settle into their new homeland. Adolescence is a particularly vulnerable period of time as individuals undergo significant developmental transitions. Newcomers have additional challenges such as negotiating their lives within various multicultural environments and cultures. However, their adjustment and settlement experiences, especially their coping strategies, have received limited attention. Using a national sample of 125 youth from five provinces, we examined the challenges and barriers, coping strategies, and the advice would they give to recently arrived newcomer youth. Youth represented 30 source countries. Focus groups were conducted. This study is one of the first studies to not only explore the settlement challenges but equally important the coping strategies that youth used to deal with their issues. Exploring the processes of how newcomers settled into their new lives in Canada allows us, as service providers, educators, school boards, and researchers, to better comprehend the needs of newcomer youth and to capitalize on the programs and services that have been seen as successful by immigrant youth.

Collier, J., & Taylor, M. (University of Missouri – St. Louis)

Testing the Jezebel Stereotype: How Racial and Sexual Stereotypes Converge for Black Women

The Jezebel stereotype of Black American woman that they are sexually manipulative and insatiable has existed since the time of slavery when it was used as a justification for rape and control of Black female slaves. Contemporary theorists in African-American studies assert that this stereotype has carried over into present day, but little empirical research has been paid to the subject. While stereotypes of gender and race have been examined in social psychology and related literature, rarely has the intersection of those two variables in relation to stereotypes been studied. This study uses vignettes of a vaguely sexual situation to examine whether individuals will rate Black and White American females differently on Jezebel characteristics and what factors relate to their ratings including participant race, implicit prejudice, social dominance orientation, sexual attitudes and gender attitudes. Approximately 200 participants are being recruited online from students at an urban, Midwestern university and the larger Midwestern community. Data collection is ongoing. However, preliminary analyses suggest that while overall, permissive sexual attitudes and belief in a gender double standard that allows men more sexual freedom than men is significantly correlated with ratings of both Black and White females, for Black females, implicit prejudice is significantly related to ratings of their sexuality such that individual with greater implicit prejudice against Blacks rate the Black female in the vignette as possessing more characteristics of the Jezebel stereotype. This study has implications for Black sexual assault victims and for Black women's self-concept and esteem.

Connor, L., Neitzel, C. L., & Fouts, H. N. (University of Tennessee)

Kenyan Children's Use of Social Roles and Language Functions with Various Partners

Research on children's social interactions has predominantly focused on who children interact with, amount of interaction, and linguistic structure. Little is known about types of roles children utilize with different social partners. This study examines children's use of social roles and language functions with peers, siblings, relative adults, and non-relative adults in a Kenyan urban slum community. This community provides an ideal context to study children's purpose of communication with different social partners because peer and sibling interaction is pervasive and takes place in an unstructured environment, allowing children to freely navigate their social world. Forty-nine Kenyan children between the ages of 2 and 4 from four different cultural-ethnic groups were observed on three different days. Observers recorded who was around the child, who they interacted with, and their use of social language roles and functions. Discriminant function analysis identified four primary interaction partner groups: peers, siblings, relative and non-relative adults, and peers with relative adults. Children's social roles and language functions varied systematically by primary social partner. Discussion will include how various social partners and ethnicity contribute uniquely to children's social experiences and opportunities.

Costantino, G. (Touro College and University System), **Galimberti, G.**, **Tummino, V.** (Azienda Ospedaliera S. Anna di Como Ospedaliera), & **Meucci, C.** (John Cabot University)

TEMAS Narrative Therapy with Culturally Diverse Italian Adolescents

Italy has become one of the leading countries of the European Union, which has integrated different ethnic/racial groups. There are about 5 million foreign nationals-7.4% of the population. Italian schools are mostly affected. Hence it is important to assess how these changes are affecting culturally diverse youngsters. The present study focused on providing therapeutic preventive services to culturally diverse middle school students. The pilot project was conducted in Como, Italy, Middle Schools from September 2012 to January 2013, with the goal to promote positive interpersonal relations among a group of 8th grade students. Forty-nine culturally diverse students: 30 females and 19 males, age ranges: 13-50, participated. These students were referred because they exhibited moderate behavior problems. Moreno's Sociogram and Teachers' observations were used to assess pre- and post- treatment. TEMAS Narrative Therapy was used as multicultural treatment. Six groups of eight students underwent 14 weekly sessions. Analyses of the Sociogram indicated that 85% of the students showed to relate more adaptively to other classmates and teachers confirmed these results. The TEMAS Narrative Therapy seems to be effective in resolving conflicts among culturally diverse secondary school students and in promoting more adaptive psychosocial behavior.

Costantino, G., Litman, L., Waxman, R., Rosenzweig, C., Maman, Y., Sharir, D. & Santos, E. (Touro College and University System)

The Jewish TEMAS: Validation of Culturally Oriented Pictorial Stimuli

In recent years the Ultra-Orthodox Jewish community has experienced increases in both birth rates and poverty. This development places Orthodox Jewish youth at psychosocial and educational risks and highlights the need for the development of culturally sensitive psychological instruments. Currently there are no culturally oriented tests for Orthodox Jewish children. The TEMAS (Tell-Me-A-Story) utilizes picture stimuli to elicit diagnostically meaningful narratives that increase the clinical utility of culturally diverse children. This study describes the development of the Orthodox Jewish TEMAS (OJ-TEMAS) across two studies. The first study showed that OJ-TEMAS cards are more relevant to Jewish Orthodox culture than the standard TEMAS cards. The second study showed that the cards' cultural sensitivity is associated with clinically relevant second language to native language Hebrew transitions. The OJ-TEMAS cards are expected to enhance the cultural sensitivity and thus the clinical utility of psychological assessment practices with Orthodox Jewish children and adolescents.

Costantino, G., Primavera, L. H., Malgady, R. G., (Touro College and University System) & **Costantino, E.** (American International Institute)

Culturally Oriented Trauma Treatments for Latino Children Post 9/11

This study reports on 131 Hispanic/Latino children exhibiting post-traumatic stress disorder, anxiety, and depression symptoms, as participants in the Child and Adolescent Trauma Interventions and Services (CATS) consortium in New York City. Seventy-six participants received individual Trauma-Focused Cognitive Behavior Therapy (T-F CBT) while 55 received group TEMAS Narrative Trauma Therapy (TEMAS-NTT). Follow-up data were collected at three and six-months post-intervention. A two-factor mixed design HLM was used. Both treatments were comparable in reducing PTSD and anxiety symptoms. While both treatments reduced depression symptoms, children receiving the TEMAS-NTT displayed significantly higher symptom reductions. Positive intervention outcomes occurred only within the first three months of intervention. The results suggest the TEMAS NTT is a valid and cost-efficient method in reducing PTSD, depression, and anxiety symptoms.

Davidson, E. (Montclair State University)

The Right Stuff: Childhood as a Site of an Emergent Politics of Social-Emotional Skill in the U.S.

This paper examines the proliferation and institutionalization in the contemporary United States of knowledge about and practices concerning children's social-emotional skills, capacities, and difference.

Examining public and pop-scientific discourse about social and emotional development, skills, and deficits parental consumption practices focused around such skills and qualities, and the emergence of public school curricula specifically focused on social-emotional skills, I argue that we can understand the emergence of such practices relation to the a set of intersecting cultural, political-economic, and cultural circumstances, including the ascendance of “emotional capital” (Illouz, 2008) as a system of valuation and social differentiation, the increasing privatization of social reproduction (Katz, 2004), and the mainstreaming of emerging research in cognition and neurological difference. In turn, I consider potential political and already extant economic effects of this form of power/knowledge.

de Baessa, Y. (Universidad Francisco Marroquin)

Adaptation of a Scale of Paranoid Thoughts to be used in a Different Culture

The main objective of this study was to translate and adapt a scale of paranoid thoughts to screen university students in Guatemala. Guatemalan society is a very violent one and university students are in age ranges that are in more danger. Revising the literature (Green, Freeman, Kulpers, Bebbington, Fowler, Dunn & Garety, 2007) it was decided to translate and adapt the Fenigstein & Venable Scale FPS (1992), because it was originally developed to screen a university population and it was a short scale, easy to use. The scale was translated with the approval of the main author, reviewed by three bilingual clinical psychologists and then tried in a sample of 220 students from three different private universities. The results from the sample used by Fenigstein & Venable in the USA showed a mean of $X=42.7$ and a standard deviation $s = 10.2$ on a range of 20-100; and even if they found differences by gender, those were non-significant. In Guatemala the results for the Total Scale were $X=44.64$ and $s =12.86$ with the same range, somewhat higher as it was expected and the difference by gender was also non significant. The translated scale showed a very high reliability and good criterion validity. It is recommended that when using the instrument for clinical purposes, scores higher than one standard deviation (57 or above) should be further investigated with other psychological instruments more suited for a clinical diagnosis.

de Campora, G. (Sapienza University of Rome), **Khademi, M., Patel, S.,** (Alliant International University), **D’Onofrio, E.** (Sapienza University of Rome), & **Zavattini, G. C.** (Sapienza University of Rome)

The Impact of Socio-Cultural Factors on Body Image Among Two Western Countries

Research has investigated the body image concerns of women in Western English-speaking countries, while less attention has been paid to non-English-speaking countries. The U.S. and Italy are similar in many ways, but there are differences, as for family role, meals, and fashion. We investigated how socio-cultural differences might relate to body image dissatisfaction (BD), which is considered a risk factor for eating disorders. We collected data from a sample of 52 Italian and 52 U.S. college students, who completed the Socio-Cultural Attitude toward Appearance Questionnaire (SATAQ-3), the EDI-3 Body Dissatisfaction Scale (BD), and the Physical Appearance State Trait Anxiety Scale. The Italian students showed lower BD, $t(102)= -1.4, p= 0.85, d= .27$, and lower anxiety toward their appearance, $t(91)= -1.7, p= 0.35, d= .32$, while the U.S. group showed greater internalization of thinness ideal, $t(90.9)= -4.98, p= 0.001, d= .97$. The SATAQ-3 significantly correlated with BD, $r= 0.44, p < .001$. By highlighting differences in BID between U.S. and Italian students, the current study extends our knowledge on the impact of socio-cultural factors on BID.

Denmark, F. L. (Pace University and Former APA President)

Chair for: *Barack Obama as a Global Leader*

Denmark, F. L. (Pace University)

How Psychologists and Psychology Students Can Get Involved at the United Nations

As the main representative for the International Council of Psychologists (ICP), and a representative for the International Association of Applied Psychology (IAAP), I belong to several NGO committees at the United Nations, and am aware of the meetings of others. The committees I belong to are the NGO Committees of Ageing, Family, Women, and Mental Health. Other committees include the NGO Committees on

Sustainable Development, Social Development, Immigration, etc. Many of the Psychology students are interns for ICP or IAAP, and are eligible to attend all open meetings. I post notices and send messages to other faculty about the open meetings. Each fall, the Committee on Ageing develops an International Day of Older Persons, to which anyone interested in ageing can sign up and attend. Every April, we have Psychology Day, which is organized by all the psychologists who are active at the United Nations. We spread the word so that all psychologists and students in the greater New York area can attend this meeting. The committees report to commissions, which meet at different times of the year, and those who sign up are welcome to attend. For example, the Committees on the Family, Ageing, and Mental Health, all report to the Commission on Social Development. The Committee on Women has its own Commission. If the Commissions vote on any statements, they can send them on the UN General Assembly for approval. Those psychologists and psychology students who are interested in the United Nations can attend, and become members of any committee by paying the dues. Others can attend meetings, even if not becoming a member. The main point is outreach. It's interesting to see how many people do wish involvement at the United Nations.

Desai, S., DeLone, A. M., & Best, D. L. (Wake Forest University)

Ethnic Identity Socialization of Asian Indian Children in an American Hindu Social Organization

Many immigrant families in the United States try to maintain aspects of their native culture and want their children to learn and continue cultural practices. To bolster this socialization process, Asian Indian parents and their children may participate in a cultural organization, such as Hindu Swyamsevak Sangh (HSS) which promotes Indian/Hindu culture in the USA. Sixty-three 11-15-year-old HSS children and their parents (average of 8 years participation in HSS) completed online questionnaires. Children completed measures of ethnic and social identity, familial socialization, English and ethnic language proficiency, ethnic peer interactions, cultural knowledge, acculturation, and perceptions of HSS. Parents were asked about familial ethnic socialization, acculturation, English proficiency, and organizational motivation and perceptions. Parents' ethnic socialization and children's experiences with HSS were related to children's ethnic identity exploration and affirmation. Children's ethnic language proficiency, ethnic peer interactions, and cultural knowledge enhanced their understanding and appreciation of cultural familial practices and enabled them to communicate with ethnic-language family members. Interacting with ethnic peers gives children an opportunity to engage with others who look like them and whose parents do the same things their parents do. The intentional ethnic socialization in a cultural organization enhances that provided in the family and increases children's cultural connection and pride in their cultural background.

Dolyniuk, C. (Rider University)

Autism Spectrum Disorder in Ukraine: Examining Social Contexts and Developing a Model of Outreach

This paper will focus on the significant challenges faced by families and professionals who serve children with autism spectrum disorder in Ukraine. The paper begins with an overview of the social contexts where children with autism regularly interact and discusses how these contexts obviously impact on children's development and long-term outcome. Community-based data is presented that focuses on unique challenges identified by families and professionals and raises new research questions that drive the development of a culturally-sensitive outreach model. The presentation ends with a discussion of future directions and ideas on how to best meet the changing needs of a country that faces multiple social, economic, and public health concerns.

Ember, C. R. (Cross-Cultural Research)

Publishing in Cross-Cultural Research: SCCR's Official Journal

Fajmonová, V. (National Institute for Education), & **Širůček, J.** (Masaryk University)
The Czech Standardization of the Parental Acceptance-Rejection/Control Questionnaire

The Czech standardization of the Parental Acceptance-Rejection/Control Questionnaire by Rohner was launched as a part of a project called "Diagnostics of Children and Pupils with Special Educational Needs." The project was run by the National Institute for Education in Prague from September 2010 to August 2013. The process dealt with the translation of the measure, a preliminary study, and a phase of data collection throughout the Czech Republic. Psychometric analyses of the questionnaires filled out by 1,211 children between the ages of 9 and 15, and by 901 of their parents were completed. Results showed almost the same percent of children in the population who perceived themselves to be rejected as reported by Rohner. Results also found the same amount of congruence/incongruence between childrens' and parents' reports of parental acceptance and behavioral control as reported by Rohner. These and other findings will be discussed in detail, as will the entire standardization process with its successes and the difficulties in the context of diagnostics in the Czech Republic.

Falconer, J., Bumpers, E. L., Stiles, D., & Williams, D. (Webster University)

Exploring Racial Attitudes among Pre Service and Current Teachers at a Midwestern University

The importance of enhancing teachers' understanding of the diverse student population is widely recognized in the teacher education field. Color-Blindness (the ideology that race should not matter) is important because it is possible that teachers may bring unconscious biases into the classroom. Numerous studies have explored the responses of students and practitioners who are psychologists and others in mental health fields to the Color-Blind Racial Attitudes Scale; these studies have found that greater endorsement of color-blind racial attitudes was related to greater levels of racial prejudice. Fewer studies have used the Color-Blind Racial Attitudes Scale with pre-service and current teachers. The study will explore the racial, ethnic, and cultural identity attitudes of 50 -100 pre-service and current teachers who are students in our School of Education. Participants will complete questionnaires including the Cultural Diversity Awareness Inventory, the Color Blind Racial Attitudes Scale, and the Identity Map. We will examine the relationships among these three questionnaires and characterize the responses of our students on the basis of race, ethnicity, gender, and level of teaching experience. Future data will be utilized to investigate the effectiveness of certain courses and interventions intended to promote cultural competence and racial understanding.

Finnan, C. (College of Charleston)

Schooling Tribal Children in India

This paper contextualizes the discussion of the value of universal education, examining how formal schools change and are changed by local cultural and economic practices, how they affect language loss of vulnerable indigenous people, and whether the promise of formal schooling is realized for many of the world's poorest, most geographically isolated people. To better understand why the promise of universal education has not been uniformly realized, we need to look locally and deeply, and consider the social and cultural context of placing schools into societies that hold different traditions and assumptions. We also need to consider whether universal education develops and liberates people, preparing them for active involvement in democratic decision-making or serves as a vehicle for state domination, inculcating docility and conformity into the poor. This paper, focused primarily on formal schooling of tribal children in India, builds on research conducted within two subfields of anthropology: anthropology of childhood and anthropology of education. This research provides anthropological insights into how children learn outside of formal schools, the interplay between the institution of the school and community social and cultural traditions, and the potential mismatch between cultural expectations guiding most schools and those held by minority populations.

Fouts, H. N. (University of Tennessee) Symposium Chair
Symposium: Young Children's Experiences and Social Strategies in Culturally Diverse Urban Settings of Kenya

Fouts, H. N. (University of Tennessee)
Discussing the Value of Cross-Cultural Studies in Urban Slum Communities for Understanding Childhood and Parenting

Poverty has been identified as one of the primary detrimental factors confronted by young children. Although there is extensive research exemplifying the deleterious impact of poverty on child development, there remain questions of how cultural and environmental aspects of children's lives may influence the impact of poverty. In this discussion, I will highlight how the papers in this symposium provide a window into young children's experiences and strategies navigating culturally diverse and complex environments in impoverished urban settings of Kenya. The first three papers focus primarily on the role of culture and contextual features in how children maneuver within their environments. The fourth paper highlights children's experiences with their primary caregiver and exemplifies how perceptions of the community impact children's lives. Taken together these papers provide an opportunity to explore and discuss cultural and neighborhood diversity, including cultural and individual strategies of children and parents, in a homogeneously poor environment. Furthermore, these papers exemplify the value of conducting cross-cultural research in urban slum communities and how such studies can increase our understanding of childhood and parenting.

Frieze, I. (University of Pittsburgh)
Publishing International Research on Women and Gender

Issues relating to selection of an appropriate journal, preparing a paper for submission, and responding to editorial feedback will be discussed.

Ganapathy-Coleman, H. (Indiana State University)
Small-town Blues: Tales of Parenting from the South Asian Diaspora in the American Midwest

A vibrant body of interdisciplinary scholarship tells us of the experiences of the Asian Indian diaspora in the United States. But most of this work emerges from the humanities and focuses on the experiences of Asian Indians in the most ethnically diverse parts of the United States, such as New York and California. In this paper, I adopt a cultural developmental psychological perspective to examine the challenges of parenting Asian Indian children in the small town U.S. Midwest. The participants in this study were 15 middle-income Asian Indian parents with children between the ages of 8 and 18. Tools and techniques included surveys and in-depth interviews. These interviews were supplemented by 15 oral history interviews from Indiana University's Oral History Project with Asian Indian Americans. Results indicated that although Indian American parents face similar dilemmas all over the United States—such as worries about inculcating so-called Indian values and concerns around dating and mate selection—there are aspects (e.g., far fewer same-ethnicity peers) to raising them in the largely white and staunchly Christian Midwest that are unique to the Indian American parents there.

Ganapathy-Coleman, H. (Indiana State University)
Two Experiences: Editing the SCCR Newsletter and Publishing Cultural Psychological Work in Interdisciplinary Journals

Each step in any publication process has its particular contours and concerns. This presentation discusses first the experience of editing the SCCR Newsletter and the unique variables that play a role in the process. In the second part, taking into account the fact that each discipline has its own style of thought and writing, mastery over which is crucial for a person to feel comfortable in writing for publication, the presentation explores some ways for successfully publishing in journals that transcend one's own discipline.

Gibbons, J. L. (Saint Louis University) & **Stevens, M. J.** (Illinois State University)

Publishing Refereed Journal Research Articles in International Perspectives in Psychology

International Perspectives in Psychology: Research, Practice, Consultation is the Division 52 peer-reviewed journal, committed to publishing research findings to help study and understand human behavior and experiences around the globe from a psychological perspective. We publish intervention strategies that use psychological science to improve the lives of people around the world. The journal promotes the use of psychological science that is contextually informed, culturally inclusive, and dedicated to serving the public interest. The world's problems are imbedded in economic, environmental, political, and social contexts. International Perspectives in Psychology incorporates empirical findings from education, medicine, political science, public health, psychology, sociology, gender and ethnic studies, and related disciplines. The journal addresses international and global issues, including inter-group relations, disaster response, societal and national development, environmental conservation, emigration and immigration, education, social and workplace environments, policy and decision-making, leadership, health care, poverty and economic justice, and the experiences and needs of disadvantaged groups. We especially invite submissions that address problems in the daily lives of people living in under-represented countries.

Gielen, U. P. (St. Francis College)

Discussant for: International Psychology – Research and Publications

Giles, A. C. (Fordham University), **Cantin, K. D.** (Wake Forest University), **Best, D. L.** (Wake Forest University), **Tyrrell, H. P.** (University of Louisville), & **Gigler, M. E.** (Wake Forest University)

Filial Responsibilities of Hispanic and Anglo Children in the United States

In many families, particularly lower income ones, children have significant filial responsibilities performing instrumental (e.g., physical chores) and emotional caregiving, (e.g., care of siblings). In many collectivistic cultures, children participate in these activities at an early age (Whiting & Edwards, 1988). Fifty Hispanic and 37 Anglo-American fifth graders described their filial responsibilities and perceptions of the unfairness of these, along with school and social self-esteem. Children reported chores they perform on four separate occasions. Hispanic children reported more filial responsibility and perceived unfairness than Anglo children. For both groups, perceived unfairness was related to instrumental caregiving for boys and emotional caregiving for girls. For Hispanic children, social self-esteem was significantly higher than school self-esteem, and perceived unfairness was negatively correlated with school self-esteem but not with social self-esteem. Chore reports indicated children in both groups did more instrumental chores than emotional ones, but girls did more emotional chores than boys. Girls and Hispanic children had the most chores and spent more time doing them. In Hispanic culture which stresses the importance of family, children assume many responsibilities, leaving less time for homework and perhaps contributing to lower academic confidence. Understanding the relation between home and school demands is especially important as children gain more responsibilities.

Giromini, L. & Viglione, D. J. (Alliant International University - San Diego)

An “User-Friendly,” Bayesian Method to Compare Two Sets of Norms from Different Countries

An important topic, within the field of cross-cultural research in psychology, refers to the degree to which the scores and norms of a given test differ from one cultural context to another. For example, one may want to investigate whether a given test norms of a specific non-U.S. country (e.g., Italy) vs. those collected in the U.S. would provide a better fit for a sub-group of people immigrated in the U.S. from that specific country (e.g., Italian-Americans). Unfortunately, addressing these types of research questions is not an easy statistical task. First, because it basically requires testing the null hypothesis, which poses statistical challenges and has historically created controversy. Secondly, because classic null-hypothesis significance tests (NHSTs) are biased toward rejection of the null. This occurs largely because when the null hypothesis is false, increasing the sample size decreases the p-values (as one should expect), but when it is true, increasing the sample size does not increase the evidence for the null. Thus, the traditional NHST approach

does not allow one to gain evidence for the null by increasing the sample size. To address this methodological problem we introduce and illustrate an “user-friendly,” handy Bayesian approach to compare two sets of norms.

Gold, A. & Taylor, M. (University of Missouri - St. Louis)

The Effects of Racial Identity, Social Dominance Orientation, and Implicit Prejudice on Whites' Recognition of Microaggressions

Microaggressions are covert expressions of racism that demean and diminish target minority groups. Research has demonstrated that targets of racial microaggressions are acutely aware of discriminatory acts. Further research, however, is needed to a) determine whether White Americans - so often the perpetrators or bystanders of microaggressions - recognize microaggressions and b) identify individual factors that may play a role in that recognition. The current study seeks to examine what role psychological factors may play in Whites' recognition of racial microaggressions. Specific psychological factors investigated include a dimension of White racial identity (Autonomy), social dominance orientation (SDO), and implicit prejudice. Two-hundred-and-thirty-eight self-identified Caucasian individuals participated in this study. The results indicated that higher endorsement of the Autonomy status of White racial identity was positively associated with microaggression recognition and that higher endorsement of SDO was negatively associated with microaggression recognition. Implicit prejudice was not associated with microaggression recognition. Fundamentally, these analyses begin to establish the factors that may be of consequence in Whites' recognition of subtle but discriminatory acts toward racial minorities.

Gorang, E. & Warner, B. (Elon University)

High School Career Development in South Africa and the United States: A Cross-Cultural Analysis

This research explores the perspectives of high school students in South Africa and the U.S. regarding their career aspirations and preparedness. Schools were selected that reflected similar socioeconomic and minority status. Data was collected from 40 interviews and 130 surveys. Initial findings indicate family, peer, and cultural influences are highly influential in student awareness of options and career choice. South African students tended to be more idealistic about their future with a desire to enter 4 year universities, while U.S. students tended to be more practical with ambitions to enroll in trade schools. Career development programs in each country will be analyzed and implications for such programs will be explored.

Green, M., Tucker, A., Neitzel, C. L., Fouts, H. N., & Tuberville, L. (University of Tennessee)

Children's Movement In and Out of Play in an Urban Informal Settlement of Kenya

Children's play is embedded in social and cultural contexts and may be inhibited or facilitated by characteristics of the immediate physical and social environment. Most research on children's play has occurred in researcher designed institutional or highly structured settings, though cross-cultural studies have exemplified the value of observing children in their informal everyday contexts. In this study we examine the play of young children (ages 2 to 4) in an informal urban settlement in Kenya. In exploratory analyses interactions and behaviors that precede and follow play bouts with various caregivers are examined in concert with children's social emotional behaviors. Distinct play patterns are identified and variation according to ethnicity and environmental characteristics are considered. Data were collected through naturalistic observations of 70 focal children, for two hours on three different days. Discussion of findings will focus on connections between social hierarchy, children's agency, reciprocity, socio-contextual features, and children's play sequences.

Grunzke, R., & Grunzke, A. L. (Mercer University)

Kill the Child, Save the Family: Case Studies in the Preservation of Abusive Parental Relationships

There has been a change in emphasis from removing endangered children from their homes to attempting to preserve the natal family, sometimes at the expense of the emotional and physical safety of the children. As a result, there has been a 21 percent decline in foster care placements nationwide between 2004 and

2012. At the same time, the federal government has instituted programs to promote the participation of birth fathers in the lives of their children, including an initiative to fund the legal proceedings of male convicts seeking to preserve their parental rights. In response to such policies, grassroots mothers' movements have emerged, such as the Mothers of Lost Children, who have waged an information campaign to "stop family court judges from giving children to batterers and molesters." Drawing from two case studies, this paper explores how the state's privileging of certain types of family structures has impacted the physical and emotional health and safety of children, young adults, and the mothers trying to protect them.

Gürmen, M. S., Ki, P., Rohner, R. P., & Rigazio-DiGilio, S. (University of Connecticut)

Psychological Adjustment of Asian Adults Living in the USA: The Influence of Parental Acceptance and Intimate Partner Acceptance

This research explores the relationship between remembrances of parental acceptance in childhood, perceived intimate partner acceptance at the present time, and self-reported psychological adjustment of Asian adults living in the USA. Prior studies have revealed significant relationships among these variables in nine regions of the world (Rohner & Melendez, 2008). Findings from those studies motivated us to explore the same relationship with Asian populations in the USA. Our sample consisted of 138 respondents (83 women and 55 men) ranging in age from 18 through 67 years ($M = 30.94$, $SD = 8.49$). The sample is diverse with respect to length of residence in the USA, current relationship status, and reported Asian ethnicity. The following measures were used: a) Adult version of the Personal Information Form (PIF: Adult), (b) Adult version of the Parental Acceptance-Rejection Questionnaire for mothers and for fathers (Adult PARQ: Mother and Father), (c) Intimate Adult Relationship Questionnaire (IARQ), and the (d) Adult version of the Personality Assessment Questionnaire (Adult PAQ). Results revealed that women remembered significantly more maternal acceptance and marginally more perceived partner acceptance than did men. Hierarchical regression analysis showed that perceived partner acceptance was a unique contributor to psychological adjustment of both Asian men and women living in the USA.

Harris, R., Hawkins, T., Sirleaf, H., & Hall, C. (College of Charleston)

T.A.L.E.S. Teaching And Learning with Engaging Stories

We are all natural storytellers. Children and adults are able to draw from their imaginations and experiences to share stories, learn from stories, and build relationships. T.A.L.E.S. is a pilot afterschool program that uses storytelling as an alternative teaching method for socio-economically disadvantaged fourth grade students. The program is being implemented in two schools in South Carolina that were mandated to ask their teachers to reapply due to annually consecutive low standardized test scores. The first semester, fall 2013, the program served an average of seven students at each school, twice a week for one month, 45 minutes each visit. Procedurally, a pre-test is given, an oral story is told, followed by a post-test, and closes with a related activity and snack. The stories were pre-written by a teacher education professor (author), undergraduate and undergraduate education majors. Each of the stories is based on specific fourth grade standards/indicators in Science, Social Studies, ELA, and Math. Standards/indicators were selected based on student's low test scores, and recommendations by teachers and teacher candidates. Preliminary findings are related to what engages students when listening to oral storytelling, how that engagement transfers to testing, pre/post test results, and relationship building.

Heidbrink, L. (National Louis University)

"Hemos sufrido tanto." Trans-generational and Inter-generational Debt and Belonging among Transnational Youth

In the U.S., migrant youth encounter competing discourses—delinquent, ideal victim or economic actor. While seemingly divergent, these institutional and legal narratives about migrant youth share in their depictions of families as abusive, neglectful and ignorant. These stereotypes fail to recognize the very social networks that facilitate a child's transnational migration, as well as the ways children and youth conceive of their social and cultural identity as inter-generational and trans-generational. Building upon ethnographic

research in federal detention facilities for unaccompanied children and among deported youth and their families in Guatemala, this paper examines how land reform in the colonial and liberal eras in Guatemala shaped historical patterns of child migration to the Pacific Coast, southern Mexico and the United States. Through the commonly-used phrase, "Hemos sufrido tanto" (we have suffered so much), children and their families compress centuries of indentured servitude, discriminatory land reforms, racism, pervasive poverty, significant debt, natural disasters, forced religious conversion, and the effect of contemporary neoliberal policies. The paper concludes by arguing that a perceived influx of child migrants over the last 25 years must be understood as a contemporary manifestation of trans-generational debt and inter-generational indebtedness rather than as an indicator of familial rupture.

Henry, H. (American University in Cairo)

Sexual Harassment in the Egyptian Streets: A Qualitative Study

Over the past few years, the problem of sexual harassment (SH) has drastically increased in the Egyptian streets and has created hazardous and unsafe conditions for many women. This study provides a qualitative analysis of the act of SH using an integration of the feminist theory and gender socialization theory. Based on this theoretical integration, the study proposes that sexual harassers may justify SH because they a) believe that their action is normal; b) use harassment to control and dominate women; and c) objectify, blame, and fail to empathize with their victims. A thematic analysis of interviews that were conducted with 10 self-professed male harassers will be presented. Case observations of these harassers were used to refine and elaborate the above-mentioned theoretical integration and make it more culturally relevant. Specifically, these case observations revealed that certain cultural markers could add depth and clarity to this theoretical integration. The clinical implications of this study for the Egyptian society will also be discussed.

Hossain, Z. (University of New Mexico) & **Skurky, T.** (Fort Lewis College)

Mothers' and Fathers' Reports of Involvement in Childcare in Latino Families

Using the human ecology model (Bronfenbrenner, 1986) as a conceptual framework, my paper focuses on mothers' and fathers' perceived involvement with their school-age children's care and the influence of socioeconomic variables, sense of community, community support, and marital satisfaction on mothers' and fathers' involvement in children's care. Mothers and fathers from 150 Latino parents residing in a large southwestern city and its vicinity participated in the study. A 2 (gender-of-parent) X 2 (gender-of-child) MANOVA on seven caregiving areas of parents' involvement revealed a significant main effect for gender-of-parent, $F(7, 244) = 4.49, p = .00$. This finding suggests that mothers spent more time in children's physical care, doctor visits, doing household chores with the child, and communicating with the child than fathers did. Child's gender did not influence mothers' and fathers' involvement in their children's care activities. Whereas sense of community and marital satisfaction were related to mothers' involvement in routine care, sense of community and community support predicted mothers' involvement in demand care. None of the predictive variables were associated with fathers' involvement in routine and demand care. Findings are discussed in relations to changing gender roles in Latino families in the U.S.

Jacobson, K. (University of Massachusetts-Amherst)

A Conversation: The World as Non-Adults See It

In our relationships with those we adults choose to label as "kids," there is no question that at first blush we seem to control the balance of power: physically (at least until adolescence); monetarily; and legally. Yet, those "kids" have their own wants and needs which when asserted almost inevitably lead to conflict. Often those conflicts lead to physical and/or psychological abuse; reactions to which can be seen into adolescence and adulthood. Are those conflicts inevitable? I propose a conversation that begins with ethnographic anecdotes that switch the perspective and look through the "kids" eyes; walk in their moccasins. How does an eight year old sense time? Why does a four year old throw temper tantrums? How does a monozygotic twin react to being labeled ADHD while her sister isn't? Then, as others share their anecdotes, perhaps the conversation can move to broader issue of what the practical ramifications might be

if parenting (and teaching) accepted “kids” perspectives as equal to adult perspectives. Finally, we can discuss what we as scholars can/should do to bring our conversation to the general public: to personalize the conversation for parents and teachers.

Jankowiak, W. (University of Nevada, Las Vegas)

Occupational Prestige Surveys without Folk Meanings are Always Incomplete: Urban China 1980s to 2000s

The paper discusses survey data collect in 1982, 1987 and 2000 - It compares and contrast results noting the findings are not significant without in depth interviews with people concerning how and why individuals ranked specific occupations. The paper then argues that sociological methods with its 1000s plus surveys often mistaken the significance by ignore local or emic meanings. The search for validity and representative will remain a central concern for every ethnographic researcher and thus the need to employed numerous methods to understanding structural and local habits.

Johnson, G. F. (Information Age Publishing & APA Division 52), **Gielen, U. P.** (St. Francis College), & **Poyrazli, S.** (The Pennsylvania State University – Harrisburg)

Publishing International Books and Monographs

Johnson, L. R. & Drescher, C. F. (University of Mississippi)

Assessing Developmental Assets in Former Street Children in Northern Tanzania: A Mixed Methods Approach

We describe a mixed methods approach to assessing developmental assets in youth living in a center for street children in Northern Tanzania. 45 Youth completed the Kiswahili version of the Developmental Assets Profile (DAP) and participated in focus group activities designed to facilitate engagement, including games, activities, and taking digital photos. Completing surveys was challenging for these youth, yet they were fully engaged during the activities, becoming ‘more alive’ and candid with their responses. Youth reported problems such as having no parents, abuse, heavy labor, drug abuse, crime, and STDs. Solutions included love and care, food, job skills, education, confidence, cultural practices, responsibilities, good relations, and a safe place to live. Results from the quantitative data suggest a moderately high level of developmental assets, with higher scores on external assets (support, boundaries, expectations) than on internal assets (positive values, social competencies, and positive identity). Results suggest that youth could benefit from activities to boost values, identity, social competencies and community participation. The data collection strategies revealed information not assessed on the DAP, such as the importance of knowing one’s rights, cultural practices, having food and shelter, and the need for vocational training. Researchers are urged to consider mixed-methods approaches.

Johnson, L. R. (University of Mississippi) & **Johnson-Pynn, J. S.** (Berry College)

Adventures in International Fieldwork: A Conversation about Challenges and Strategies

In this conversation hour, participants will have an opportunity to discuss practical, methodological, and ethical challenges that arise in the field and to share strategies and solutions for successful international research collaborations. First, we will briefly highlight some of the difficulties we have faced in over a decade of collaborative research with youth and communities in East Africa. Since 2000, we have partnered with various NGOs, academic entities, and granting agencies to conduct research on positive youth development, environmental attitudes and action, cultural identity, and civic participation in Tanzania and Uganda. Our participants have included diverse cultural groups (e.g., the Batwa, Chaaga, Bufumbira, Buganda, Masaai), ages (youth and elders), contexts (rural, urban), and types of participants (youth in environmental clubs, former street kids, sex workers, youth with disabilities, Albino youth). Our methods include large scale quantitative surveys, interviews, focus groups, participatory observation, and most recently, photo-voice. Our work has been fraught with challenges and lessons learned and we look forward to hearing about the difficulties others have encountered. We will share some strategies for success we have discovered along the way, and hope to discuss ideas, suggestions, and strategies from participants.

Johnson-Pynn, J. S., Jovanelly, T. J. (Berry College), & **Johnson, L. R.** (University of Mississippi)
Parks and Peoples: Imposing and Resisting Wilderness in Uganda's Forest Reserves

In Uganda, forest degradation threatens ecosystem stability and peoples' livelihoods in densely populated villages adjacent to forest reserves. We have documented the success of government directed environmental education programs on youth's stewardship of Uganda's natural heritage. Recent interview and survey data from adults and stakeholders in communities surrounding national parks indicate differing attitudes towards government conservation policies. The national park authority preservationist agenda, imposes law enforcement raids and military style patrols to coerce locals into obeying regulations, thereby jeopardizing conservation efforts by building resentment and creating a resistance culture. Residents practice covert resistance tactics, such as feigning ignorance of rules and signing agreements without the intent of halting destructive agricultural practices and forest resource extraction. Overt tactics include bribing authorities to tolerate park boundary violations and physical retaliation, including property destruction and violence towards rangers. Pressing needs for food and income generation take precedence over environmental protection. Collectively, our findings underscore the importance of examining psychological factors, such as attitudes and values, which will not only provide knowledge about how social contexts and cultures relate to conservation, but also the means by which we can draw on this knowledge to grow social capital paramount for conservation and sustainable development initiatives.

Kalayjian, A. (Association for Trauma Outreach and Prevention, Meaningfulworld)
EQ and Mind-Body-Eco-Spirit Health: Perspectives from Humanitarian Missions in Africa, the Middle East, and Haiti

Kalayjian, A. (Columbia University and Meaningfulworld)
The 7-Step Integrative Healing Model: Educating to Transform Suffering and Nurture Resilience
 Based on community and international psychology, our focus aims at expanding the healing process into a holistic mind-body-eco-spirit approach. Through Meaningfulworld humanitarian outreach programs, we have focused on national and international trauma, violence, and mediation through workshops conducted in over 45 calamities in over 30 nations. At the core of all programs is the seven-step Biopsychosocial and Eco-Spiritual Model (Kalayjian, 2002, Kalayjian & Eugene 2010), through which various aspects of dispute, conflict, disagreements or impact of disasters are assessed, identified, explored, processed, worked through, and released. This process transforms trauma and suffering by offering new meaning or a new lesson learned. This innovative model incorporates various theories including: psychodynamic, interpersonal, (Sullivan, 1953), existential and humanistic (Frankl, 1962), Electromagnetic Field Balancing (EMF, Dubro & Lapiere, 2002), Forgiveness (Kalayjian & Paloutzian, 2010), Learning Theory, Flower Essences, Essential Oils, physical release (van der Kolk, 1987) and mind-body-spirit chakra balancing, prayers and meditation. The Seven-Step Integrative Healing Model has been taught locally and globally in over 45 calamities. The outcome has been measurable and survivors have reported experiences of being empowered, healed, strengthened, in peace, and able to overcome their negative reactions to the trauma. They have also reported having embraced healthy coping patterns, which improves their ability to prepare by staying centered and empowered with new and positive lessons learned. Beginning with interpersonal healing, the Seven-Step Integrative Healing Model addresses the transformation and collaboration so profoundly needed by our world that is going through a violent transitions, and demonstrates the interconnectedness of our interpersonal healing and development, conflict transformation, happiness and well-being, and inclusive and sustainable community building.

Kim, A.
More Wheat, Just Enough Rice: Attitudes Toward Material Scarcity in the Cultures of Ancient Greece and Japan

Given the different circumstances under which ancient Greece and Japan evolved, the disparities between the two countries and their developments are often more apparent than the similarities. This paper argues

that major patterns of early cultural development in ancient Greece and Japan can be traced back to each population's attitude toward material scarcity, actual or potential. The analysis mainly concerns transformations in Greek life during the 4th century BC and in Japanese life during the 1st century AD, periods which, though distinct, occupy similarly formative roles in the history of each civilization. The scope of this comparison entails three distinct categories: agricultural development, architecture, and pottery.

Kleiner, R., (Temple University), **Sørensen, T.** (University of Oslo), **Ngo, P. Y. L.** (St. Norbert College), & **Sørensen, A.** (North Coast Psychiatry)

The Necessity of a Multiple Reality Perspective and an Interdisciplinary Paradigm in Cross-Cultural Research

This paper focuses on the origins of theoretical perspectives and practical research designs that have evolved in the development of our orientation to community studies. To understand the impact of socio-cultural and structural properties of a community on individuals' quality of life in mental health promotion projects in communities in North-Norway, we used different types of observations and research methods depending on purpose, time, place, and analyses; including quantitative surveys at start of community interventions and in follow-up studies years later, field notes during intervention period, characteristics of populations, interviews with local resource groups at follow-up points in time, evaluations of projects by project director, and physical descriptions (including pictures) of community changes. This perspective has evolved from research work done in different disciplines concerned with basic research and/or clinical/applied interests. Critical in conducting the project and understanding what was taking place has been the impact of three types of realities occurring and interacting at the same time, i.e., the objective, social-cultural, and psychological realities. Research activity in real communities also requires focusing on respective cultural and/or sub-cultural milieus that influence such issues as socialization, educational policies and strategies. This perspective leads to new problems that need to be defined and dealt with. Paradoxically what may emerge is a new more comprehensive theoretical model.

Kryś, J. (Polish Academy of Sciences)

Fight or Laugh: On the Cultural Diversity of the Preferred Reaction to Provocation

Leung and Cohen (2011) suggested three distinct cultural logics, which they name honor, face, and dignity cultures. In each of them good behavior is guaranteed by different mechanism: in cultures of honor it is feeling of shame and violations of one person by another call for direct retribution by the victim (not by a third party or the state). In cultures of face it is either the loss of face/shame, or punishment given by a superior or by the group: in cultures of face direct punishment by victim is disruptive and inappropriate. Finally in cultures of dignity it is Internal guilt over one's own actions and external effective system of law that guarantee good behavior. We researched four different cultures (honor, face, dignity and African culture) with the Preferred Style of Reaction to Provocation questionnaire (Kryś, 2012) and measured emotional responses to two distinct ways of dealing with provocation: based on violence and based on amusement. Results confirmed our prediction that depending on the cultural logics, people react differently to different styles of reaction to provocation.

Kryś, J. (Polish Academy of Sciences)

Where are Smiling Individuals Perceived as Stupid? About the Cultural Diversity of the Social Perception of Intelligence of Smiling Individuals

Researchers suggest that there are two main dimensions of social perception: warmth/communion and competence/agency (e.g., Fiske, Cuddy, & Glick, 2006; Wojciszke, Abele, & Baryla, 2009). Although studies on social perception reveal that on many dimensions smiling individuals are perceived more positively in comparison to non-smiling individuals, our experiment carried out in over thirty countries showed that on the competence/agency dimension, smiling individuals may be perceived less favourably than non-smiling individuals. We compared ratings of intelligence and honesty made by participants viewing photos of smiling and non-smiling people. The results showed that smiling people in some countries were seen as

more intelligent and in some other countries as less intelligent than the (same) people without a smile. Further, we suggest that described effects may be stronger in countries with a more collectivist orientation. A gender effect within- and between-countries was also observed. Women assess smiling individuals as more honest than non-smiling ones, whereas we discovered this tendency in men's ratings only in several countries. Such assessment also varies in relation to the gender of the smiling person. We discuss that the obtained effects may be explained by the cultures variety described by Hofstede (1980, 2001), and more recently by House et al. (2004).

Lancy, D. (Utah State University)

Children as a Reserve Labor Force

This paper attempts to account for a paradox in children's development. Childhood is greatly lengthened in humans and this is often attributed to the time required for youth to master the culture, particularly subsistence and survival skills. But an increasing number of very focused studies show that children become competent (as foragers, for example) well before they gain independence and the status of adults. In this view children—as they learn through play and participation in the domestic economy—are acquiring a reserve capacity of skills and knowledge which they may not fully employ (their productivity remains lower than an adults) until they reach their late teens. The theory offered to resolve this paradox poses the hypothesis that children develop this reserve capacity so that they can ratchet up productivity to offset a shortfall in resources due to crises such as the loss of older family members through war, disease, famine, etc. In effect humans display a primary life history strategy—delayed onset of adulthood, including reproduction and an accelerated or early onset strategy. Diverse evidence from anthropology and history will be offered, including the presentation of the evident survival of very young “street kids” as an illustrative case study.

Lee, S. (Bundang Woori Welfare Foundation)

Moderating Effects of Family Cohesion on School Violence Influenced by Internet Game Addiction: Analysis of Male Adolescents Who Play Violent Internet Games

Based on GAM theory, this study is focused on the violence within game out of the harmful elements of internet game which is a growing social issue, and purpose of the study is to find out whether the male adolescent (the upper graders in elementary school students and middle school students) who play violent internet game can influence on the school violence action and to discover if family-cohesion has buffer effect as moderating variable within previous relation. This study surveyed 474 male adolescents who play violent Internet game out of 1304 students who are the upper graders of elementary school and the second graders of middle school in Seodaemun-gu, Seoul. As a result of inspection, β , the influence of Internet game addiction upon the school violence action is 3.198 ($p < .001$). It demonstrates that as Internet game addiction grows, school violence action also grows. And, the result of analysis by putting Interaction variable in Model 2 was $\beta = -1.117$ (the influence of Interaction variable) which appeared to be a relevant result ($p < .05$) statistically. That is, the influence of Internet game addiction on school violence action, it has been proved that family-cohesion buffers the relation between the two variables. Based on these research results, hold up as some examples about for protecting our children and youth.

Lee, S. (Bundang Woori Welfare Foundation), **Lee, J., & Choi, Y.**

Success of a Local Welfare Model by Using Christian Volunteers: The Case Of Seongnam City, Republic of Korea

Seongnam city in South Korea has a special geographical environment. Commonly, Sujeong-gu and Jungwon-gu area which are called 'Old Seongnam Area', there are a lot of low-income group living and comprising collective residential area since the 1970s as the development of the capital city, Seoul. Many low-income people were pushed out the Seoul, and they are still living there. However, the Bundang-gu which is also belonged to Seongnam city, was developed for 'Planning new town' led by the government, this area is the famous city living middle class people. In the 'Old Seongnam Area', the main welfare needs

is 'Child and Juvenile protection'. This is because almost parents have a dual income for a living, a lot of child and youth spend time alone everyday. As in the local welfare foundation in Seongnam city, Bundang Woori Welfare Foundation, which was founded by the megachurch are running many social works programs by recruiting and utilizing volunteers who are Christian. First of all, 'Edu-together center' is free after-school programs, About 60 students from the urban families having low-income study in center with volunteer teachers. And 'Culture-together center' is also free programs, in order to fill the desire of cultural consumption for youth, famous musician and artist who are Christian take a lesson in night. Thus, youth people spend time by studying and playing in the two center, students have been protected until the parents return their home.

Liu, C. (Tunghai University)

Promoting Human Rights: The Case of Intimate Partner Violence Practice with Female Elder Survivors in Taiwan

This study aimed to use research informed by anti-oppression theory to raise awareness among workers of intimate partner violence and promote human rights of female elder survivors. Two sets of data were collected. Data set one comprises 5 documents of Taiwan's Domestic Violence Prevention Act and Regulations. Data set two comprises interviews conducted with 11 domestic violence prevention workers who had helped female elder intimate partner violence survivors. Content analysis involved analysis of the Act/regulations. Open coding, axial coding and selective coding were employed to analyze interviews. The result of data set one revealed a focus on helping young female survivors with the needs of female elder survivors excluded from the Act/regulations. Analysis of data set two indicated that participants followed guidelines based on the Act and regulations and didn't employ an age-specific lens. After learning the result of data set one and upon reflection, participants acknowledged their age blind discourse prevented them from providing female elders with appropriate services. Implications for advocacy for female elder survivors' rights to appropriate services and inclusion of critical consciousness in social work practice are addressed.

Marks, O. (Creighton University)

Sleeping Arrangements: Cultural Values in Individualistic and Collectivistic Priming

Studies have been done in the past on individuals' values and the way they manifest in decision-making (Raeff, 1997). Shweder (1995) asked participants to arrange a seven-member family in houses with varying number of bedrooms. Studies have also been done in the past that tested the effectiveness of cultural priming (Oyserman & Lee, 2008). The current study was designed to prime participants as either individualistic or collectivist thinkers. Participants then completed the primary sleeping arrangements task (Shweder, 1995) and were asked to evaluate why they arranged the family member as such. It was hypothesized that participants primed as collectivists would emphasize family values and outsider awareness more than those primed as individualists. The data yielded no significant results between the two priming conditions however participants across both conditions emphasized similar values such as sacred couple and incest avoidance. The implications of this study are that individualistic and collectivist values are implicit and endure beyond manipulation by the priming task used. Developmental implications will also be discussed.

Markowitz Preston, E. (Psychologist in Private Practice)

Conversation Hour: How to Internationalize Your Practice Without a University Affiliation

I am hoping that other practitioners interested in this topic will appear on a panel with me, or show up in the audience and add to the discussion. I am a licensed clinical psychologist in New York City with a special interest in aging issues and anger management. I'd like to share what I know with others internationally, and learn whether my approaches would have value and application in other cultures. I'm not aware of any "road map" on how to do this, lacking a university connection. So I am figuring it out on my own as I go. I will be visiting Iceland in February immediately after the SCCR conference, and will be presenting a talk, "Don't Get Angry, Get Assertive!" at the Reykjavik City Library during my stay. I'd like to do more of this type

of thing both in Iceland and elsewhere around the world. I'm curious as to how colleagues in my field and other professions may be navigating such challenges.

Marsh, B., Pezdek, K., & Ozery, D. (Claremont Graduate University)

Reversal of the Cross-Race Effect: Latino-Americans Primed as American Recognized White Faces More Accurately than Latino Faces

Social-cognitive models of the Cross-race Effect (CRE) posit that facial processing is preceded by a cognitive categorization in which cross-race and same-race faces are designated as an out-group and in-group respectively. Due to being categorized as an out-group, cross-race faces receive a lower level of encoding than same-race faces resulting in poorer recognition accuracy for cross-race faces. Latino-Americans have a bicultural self-concept in that they develop distinct networks of cultural representations for knowledge about their Latino identity and American identity. The purpose of this study was to test whether CRE could be modulated by priming one of Latino-Americans' identities. Latino-Americans were primed for their Latino or American identity. Subjects then viewed Latino and White faces followed by a recognition memory test. As predicted, those primed as Latino exhibited higher recognition accuracy (A') for Latino than White faces; those primed as American exhibited higher recognition accuracy for White than Latino faces. By shifting Subjects' focus from the racial category of cross-race faces (White) to a possible shared identity (American), the CRE was reversed. Results suggest that the automatic categorization of faces as in-group or out-group can be modulated by priming an identity shared by subjects and cross-race faces.

McCormick, M. (Pace University)

What Does Co-Curriculum Activities Have to Do with Internationalizing the Curriculum?

This presentation will discuss how internationalizing the psychology curriculum includes students' involvement in co-curricular activities that contribute to developing their future. The following points will be addressed: (1) the value of co-curricular activities in an international psychology curriculum, (2) examples of co-curricular activities and programs with emphasis on Psi Chi the single largest source of promoting co-curricular activities, and (3) how such activities influence students' later careers in psychology and other fields. At the conclusion of the presentation the audience will learn how in positive nations and positive communities, university and college students learn both inside and outside the classroom through an international psychology curriculum that offers co-curricular activities provided by the academic institution.

Moghaddam, F. M. (Georgetown University)

Keynote Address: The Psychology of Dictatorship and Democracy

Moldovan, V., Hanna, I., Duff, T., & Murnane-Victorelli, K. (York College/CUNY)

Education Through Culture Shock: Dialectics of a Paradigm Shift at a Study-Abroad Program

Culture shock is a form of personal disorientation associated with foreign travel. The author of the paper directed a study-abroad program in Europe where he has taken students for the past two summers. Observations of students' behavior in the foreign country and their self-reflection papers revealed similarly stark experiences in reaction to a paradigmatic change. Several theories, including those of culture shock, post-traumatic growth, dialectics, and paradigm shift are used in this paper to explain commonalities of individual reactions. An educational model for utilizing the culture shock experience toward personal growth and global awareness is presented. This paper was prepared with participation of York College students who have taken part in the study-abroad program.

Moore, R. (Rollins College)

Slang, Swearwords and Social Relationships

Slang and Swearwords are universal linguistic categories "designed" to serve specific social functions. Data from China and the U.S. indicate that these lexemic categories overlap both functionally and in terms of the specific lexemes that comprise them. However, swearwords are associated with intense affect, while slang

is linked to a less serious affective tone. A key function of slang is the enhancement of sociability within egalitarian contexts. In this regard it serves, in its prototypical usage, the same function that joking relationships serve in traditional, kin-based societies.

ndunda, m. (College of Charleston)

Joyful Environment Equals Meaningful Learning: The Case of MsamvuA Primary School, Tanzania

In most African cultures, children's views are not sought. Children who question elders/teachers are considered disrespectful/rude. However, in MsamvuA Primary School, children have a voice. Children are involved in decisions that impact their school and consequently their learning. For the past 7 years, the students' achievement in national examinations improved from 20% to 86%. In order for a school to become a professional learning community, it has to ensure that the children's voices are heard. It has to make sure that the environment where the children enjoy to be.

Neitzel, C. (University of Tennessee)

Cultural Differences in the Activity Profiles of Young Children in One Urban Informal Settlement in Kenya

Socioeconomic circumstances and cultural contexts are often confounded in studies of children and their families. This paper examines four different cultural groups in one homogeneously poor informal settlement in Kenya, affording a nuanced look at how culture shapes the activities of childhood in this environment. I present analyses of 72 households in which a child between the ages of 2 and 4 resided. Methods for data gathering included written field notes of observations of children's experiences on 3 different 2-hour occasions and a demographic survey conducted during one household visit. Results of qualitative descriptive and profile analyses, along with chi-square analyses indicated children navigated the same impoverished slum community in observably different ways related to cultural characteristics. All children engaged in play during large portions of the observation period. However, ethnic group differences were apparent in the young children's participation in self-care, caregiving of others, chore- or work-like activities, and types of play activities. There were also differences in the boundaries of children's activities depending on ethnicity and the area of the settlement in which they resided. Factors that may be related to variations in children's behavioral limits and social activities across ethnic groups will be discussed.

Nolan, S. & Moen, K. (Seton Hall University)

Cross-Cultural Statistics and Research Methods Courses in the Behavioral Sciences

Behavioral science instructors often view statistics and research methods courses as at odds with cross-cultural concepts and ideas; yet, these courses provide ideal opportunities to infuse cross-cultural and international examples and pedagogy at the undergraduate and graduate levels. We will present a framework, built on principles from cognitive psychology that helps students to adopt statistical and cross-cultural mindsets simultaneously. We will demonstrate this framework in the context of culturally and internationally diverse examples that span psychological research, current events, and pop culture. Students are more easily engaged by research methods when they learn how to identify and question examples from their own experiences, but also challenge their own worldview by examining ideas outside their own experiences. By examining a range of diverse examples, statistical concepts are more approachable, and more easily learned. We will also discuss how we use this intersection of culture and research to drive a broader discussion of how our experiences are embedded in the topics of the research we choose to do, the methods we employ to conduct that research, and the reception of that research by the wider community based on those topics and methods.

Oliver, L. (San José State University): Chair

Panel Discussion for Students and New Graduates: Career Paths and the Job Market

Oliver, L. (San José State University)

Student Success and Retention in Higher Education: Supporting Under Represented Minority, First-Generation, and Transfer Students

Though access to higher education has more than doubled from 1980 to 2011 (from almost 9 million to approximately 20 million), there has only been a slight increase in overall college completion rates (Supiano, 2011). The disparity in graduation rates between low-income and high-income students is even more noticeable since fewer low-income students ever begin college (Tinto, 2012). A child whose family's income is in the lowest quartile has less than an 8% chance of earning a college degree whereas a child whose family's income is in the highest quartile has about an 85% chance of earning a college degree (Kirwan, 2013). There are certain conditions that can be developed on university campuses that can promote student success. The four conditions that have emerged from research to enhance student retention have focused on: 1) expectations, 2) support, 3) assessment and feedback, and 4) involvement (Tinto, 2010). The findings from a two-semester survey of both first year and transfer students attending a large, urban multicultural university will be shared. The four optimal campus conditions to enhance student retention will be discussed in relation to the survey population and possible workable solutions shared. In addition, future directions and ways to establish conditions on campus that promote student success will be considered.

Page, R. M., Chae, J. (Brigham Young University), & **Christensen, K.**

Multi-Country Analysis of Youth Smoking

This study describes the prevalence of current cigarette smoking among 223,730 youth responding to the Global School-based Health Survey (GSHS) representing 58 different countries. The GSHS is conducted in low- and middle-income countries. The rate of current smoking across all of the countries was 13.5% for boys and 7.0% for girls. The lowest rates of smoking were found among Tajikistan (0.9%) and Indian (1.6%) students. The highest rate was among Argentinian students (24.6%). Smoking rates were determined for the following World Health Organization regions: Africa (9.6%), Americas (15.1%), South East Asia (5.6%), Europe (4.6%), Eastern Mediterranean (10.0%), and Western Pacific (9.1%). Logistic regression analyses showed that the odds of boys smoking relative to girls was twice as high (OR=2.00) across all 58 countries, but varied by region. Logistic regression analysis were also conducted to determine demographic and lifestyle predictors of current smoking in the various regions. Multi-country, cross-national studies of youth smoking and cigarette use are rare, and most studies using GSHS data focus only on single countries. This study examines smoking data from a multitude of countries and helps to provide health and youth development professionals with greater understanding of youth smoking from a global perspective.

Page, R. M., Sorensen, C., (Brigham Young University), **Suwanteerangkul, J.** (Chiang Mai University), & **Chae, J.** (Brigham Young University)

Social Pressures of Thai Adolescents to be Thin and Attractive

The Appearance-related Social Pressure Questionnaire (Helfert & Warschburger, 2011) was administered to 1539 students in six schools in Chiang Mai Province, Thailand, along with other indices measuring body image and weight maintenance practices. The social pressure questionnaire includes scales asking about different types of appearance-related pressure: parental teasing, injustice and ignorance, parental encouragement to control weight and shape, parental norms and modeling, peer teasing, exclusion, school and class norms, and modeling by friends. Results show higher peer and parental appearance-related social pressure among girls than among boys, and higher teasing, exclusion, and injustice reported by overweight teens relative to those with lower body mass index. Analyses also show that appearance-related social pressure from peers was higher in rural schools than in urban and suburban schools, but there were no differences in appearance-related social pressure from parents in these schools. Our findings showing a high degree of appearance-related social pressure among Thai adolescents will be discussed in the context of previous studies exploring body image and weight concerns among European and North

American adolescents. Cross-cultural differences will be highlighted as well as implications for health promotion and prevention programs addressing body image and body weight concerns among adolescents.

Parmar, P. (Pennsylvania State University)

Parental Acceptance and Rejection and Psychological Adjustment: A Lifespan Perspective

There is a great deal of research on the influence of parental acceptance and rejection on children's development, but there is very little known about the influence of, for example, teachers' acceptance and rejection on children's development. The present study will focus on interpersonal acceptance and rejection, that is, acceptance and rejection by mothers, fathers, teachers, and intimate partners. The analysis looks at unique, joint, and interactive contributions of parents (mothers and fathers), intimate partners, and teachers to the psychological adjustment, school conduct, and academic performance of boys and girls. In addition, we have looked at 115 young adults (age ranged from 20 to 38) living in India. Next to the PARQ, we have used the Intimate Partner Acceptance-Rejection/Control Questionnaire (IPARQ-C) for these young adults. In short, multiple regression analyses showed that remembered maternal acceptance no longer made a significant contribution to the psychological adjustment (measured by the scales hostility/aggression, dependence, negative self-esteem, negative self-adequacy, emotional unresponsiveness, emotional instability, and negative worldview) of either men or women when the influence of paternal and partner acceptance was taken into account.

Petts, J. L. (Oregon State University)

Adoptee or Im/migrant? An Ethnographic Comparison of Development and Well-Being Among Adopted and Migrant Ethiopian Children and Youth in the United States

In this paper, I describe on-going dissertation research that compares the developmental niches and well-being of adopted and migrant children youth of Ethiopian origin living in the United States. An unprecedented number of Ethiopian youth migrate to or are adopted by parents in the United States. Although these youth share a national origin in Ethiopia, their pre-migration situations, mechanisms of migration, and post-migration situations may be very different. The project takes advantage of these differences in order to better understand the processes by which transnational movements impact the psychosocial well-being of youth. Bringing together biocultural anthropological theories and innovative methods, this paper explores the agency of youth in shaping their niches, relationships, and aspirations, within political-economic context. Specifically, I compare the quality of migrants' and adoptees' relationships with "mothers and others," and how these relationships change over time; how migrants and adoptees develop knowledge and skills in specific cultural domains, and the value that they and others attribute to such knowledge and skills; and how migrants and adoptees construct their subjective social statuses, identities, opportunities, and aspirations. The project prioritizes youth voices and experiences, while contextualizing them within their social networks and the transnational.

Pica-Smith, C., (Assumption College), **Antognazza, D.**, & **Crescentini, A.** (University of Applied Science of Southern Switzerland)

A Cross-Cultural Study of Italian and U.S. Children's Perceptions of Interethnic and Interracial Friendships

This cross-cultural and cross-sectional study investigated Italian and U.S. children's perceptions of interethnic and interracial friendships, also known as intergroup friendships, by employing the Perceptions of Intergroup Friendships Questionnaire (Pica-Smith, 2011), which was translated and counter-translated. A total of 226 children attending two, urban, elementary schools in a middle-sized Northeastern U.S. city and a middle-sized Italian city, were interviewed employing the questionnaire. Results indicate that Italian and U.S. children's perceptions of interracial friendships differed significantly with Italian children demonstrating more positive perceptions of interracial friendships than U.S. children. Both U.S. and Italian children also demonstrated significant differences by age with younger children having more positive perceptions than older children.

Pir, T. (Institute for Multicultural Counseling and Education Services, International Council of Psychologists)
Cross-Cultural Research IMCES

Pir, T. (Institute for Multicultural Counseling and Education Services, International Council of Psychologists)
International Cross-Cultural Research

On October 10, 2012, World Mental Health Day, Ban Ki-moon, the Secretary-General of the United Nations, declared depression to be a global crisis. An estimated 350 million people of all ages, incomes, and nationalities suffer from depression, diminishing their ability to cope with the daily challenges of life. In the most extreme cases, people kill themselves. Approximately one million people commit suicide every year, the majority due to unidentified or untreated depression. In my role as CEO and Director of the Institute for Multicultural Counseling and Education Services (IMCES) and President of the International Council of Psychologists (ICP), I launched an international cross-cultural research program to respond to this global crisis. I developed a 20-member task force, including pre and postdoctoral psychology interns. We selected four areas of the world and identified many universities and institutions with research as part of their requirements and engaged their participation in our project. This research, which focuses on depression, suicide, and trauma, recognizes the importance of viewing these subjects in the context of culture. Through an international and cross-cultural collaboration of research institutions, we intend to explore and engage in evaluation of various interventions.

Pisano, P. (Toronto Prep School), **Chung, E.** (Elizabethtown College), & **Ngo, P. Y. L.** (St. Norbert College)

How Mixed Methods Enhance Cross-Cultural Assessments of Affective Responses and Beyond

In this presentation, we will provide three examples of how one can enhance cross-cultural research through the use of mixed methods. We will begin by illustrating how triangulating via psychophysical scaling and interviews can afford a more nuanced understanding of the qualitative nature and quantitative intensity of American and Japanese students' affective responses to film stimuli (Ngo, Chung, & Wicks, 2006). We will then describe how mixed methods can facilitate more systems-oriented approaches, as in Raybeck and Ngo's 2011 investigation of a childhood experience-adult skill relationship across populations. Last but not least, we will discuss how mixed methods can also foster interdisciplinary collaboration across multiple levels of analysis, as in the last author's present work with Kleiner, Sørensen, and colleagues (Sørensen, T., Kleiner, Ngo, Sørensen, A., & Bøe, 2013). Mixed methods have enabled us to bring multiple theoretical perspectives and methodological approaches to bear on the study of community-level changes and their resultant impact on the individual-level characteristics of a community's residents. We will conclude by summarizing how and why mixed methods increase the utility and validity of cross-cultural research.

Poyrazli, S. (The Pennsylvania State University - Harrisburg): Symposium Chair
Symposium: International Psychology – Research and Publications

Poyrazli, S. (The Pennsylvania State University - Harrisburg): Symposium Chair
Symposium: International Psychology – Teaching and Outreach

Poyrazli, S., & Isaiah, J. (The Pennsylvania State University - Harrisburg)
Importance of Family and Adult Connections for International Students' Academic Success

Qirko, H. (College of Charleston)

Keynote Address: Music, Cultural Identity, and Globalization

My talk will focus on the importance of musical preferences as a marker of group membership and on how the impact of globalization on this process might inform cross-cultural research theory and methods.

Rae-Espinoza, H. (California State University, Long Beach)

The Impact of Psychosocial Needs across the Lifespan on Cultural Dynamics

Internal psychological processes are the battleground of disjunctive globalized culture. I argue the explanatory value of the symbiotic relationship between psychological and social processes has yet to be realized in cultural studies of our globalized world. In this paper, I discuss instances of ethnographic fieldwork across the lifespan where psychosocial perspectives can elucidate processes of culture change. The ethnological approach shows how different perspectives gain force, reconcile with other perspectives, and are resisted across the lifespan as global processes impact local life-ways. Individuals actively synthesize models based on the efficacy and redundancy of certain values, instantiating them in variable selves and settings. Changes in cultural values do not just occur with dislocations or through gradual drift. An individual's conception of self and society changes across the lifespan, thereby altering the values they hold most dear. Previous fervent beliefs can nostalgically fade as new "traditions" can gain force. Change is not an instantaneous, unpredictable alteration from a past stable state to a present state bereft of all previous meanings. Culture change is a dynamic, continuous process of gradations, contestations, and heterogeneity between existing and new, covert and spoken values for cultural actors.

Raval, V. (Miami University)

Socialization of Emotion and Youth Functioning: An International Perspective

A substantial body of research has examined parental contribution to children's developing skills for emotion regulation, which in turn, are implicated in children's socio-emotional functioning. Much of this research focuses primarily on Caucasian middle class families in the United States, United Kingdom, or Canada. Literature is emerging that examines parental beliefs and socialization practices concerning emotions in diverse world cultures. The current presentation will illustrate international research in this field through an overview of three studies that focus on parental socialization goals, socialization behaviors, and child functioning in various communities in India and United States. This work contributes to developing a culturally informed theory of emotion socialization that includes international perspectives, and has practical implications for developing emotion-focused parenting interventions for child behavior problems across cultures.

Raybeck, D. (Hamilton College) & **Gomez, R. L.** (Universidad de Antioquia)

Divorce And Modernization: A Comparative Study

Through an extended case study of divorce and modernization in Kelantan, Malaysia, we develop a series of hypotheses concerning whether modernization decreases or increases the divorce rate. We engage in a cross-cultural test of what we believe to be the most robust and general of these hypotheses – that when the principle family structure is nuclear, modernization will increase the divorce rate, but where the family structure is largely extended modernization will lead to a decrease in the rate of divorce. Obviously numerous other factors such as religion, social values and even economics will impact this relationship and may weaken the correlation. These issues are discussed in the conclusion.

Rising, D.

Managing Anger and Resentment Resulting from Perceived Rejection: A Clinical Handout

Although extensive research over the course of the last five decades has been devoted to understanding the causes, consequences, and other correlates of perceived interpersonal rejection, it has only been in recent years that attention has been given to the development of practical resources for the clinical management of problems related to rejection. The first such resource was created by Rohner and Rising in 2006. That clinical handout (The Acceptance-Rejection Syndrome) briefly described the known effects of perceived rejection, and offered guidelines for the treatment of rejection. The second clinical handout created by the same coauthors is described here. This handout—The Acceptance-Rejection Syndrome: Managing Anger and Resentment—offers detailed treatment recommendations for clients in their attempt to manage chronic anger and resentment stemming from past and current rejection experiences.

Rohner, R. P. (University of Connecticut), **Izadikhah, Z.** (University of Isfahan), **Khajavi, Z.** (University of Tehran), & **O'Connor, P.** (Queensland University of Technology)

Remembrances of Maternal Acceptance-Rejection in Childhood Predict Cognitive Schemas of Abandonment and Emotional Deprivation in Iranian Women

Parental acceptance-rejection theory (PARTheory) postulates that one of the consequences of perceived parental rejection in childhood is the tendency to develop distorted mental representations of self, others, and the experiential world. Included in these cognitive distortions is the tendency to construct mental images of personal relationships as being unpredictable, untrustworthy, and often hurtful. This postulate has not been well tested in PARTheory, however—especially in international contexts. As a consequence, the goal of this research was to assess in Iran the relationship between adults' (women's) remembrances of parental (maternal) acceptance-rejection in childhood and women's cognitive schemas of abandonment and emotional deprivation. The sample included 132 women with a mean age of 31 years. All women responded to the Persian language short form of the Adult Parental Acceptance-Rejection/Control Questionnaire. (Only the perceived acceptance-rejection scales were used.) Women also responded to the Persian language version of the Young Schema Questionnaire-Short Form. (Only the abandonment and emotional deprivation scales were used.) Results showed that the women tended on the average to remember substantial maternal acceptance in childhood. But they also tended to self-report slight problems with emotional deprivation schemas and moderate problems with abandonment schemas. Results also showed positive correlations between remembered acceptance-rejection in childhood and both abandonment and emotional deprivation schemas. Regression analysis confirmed that the less maternal acceptance the women experienced in childhood, the more intensely they experienced both emotional deprivation and abandonment schemas.

Rosen, D. (Fairleigh Dickinson University)

Youth Protest in Israel: A Tale of Three Summers – 2011, 2012, 2013

In July of 2011 400,000 demonstrators took to the streets in Israel to protest growing social inequality in Israel. The National Association of Israel Students was central the organizing efforts of what came to be called the Social Justice Movement. Support also came from a variety of socialist youth movements and political parties. The Social Justice Movement in Israel was similar to the 2011 Occupy Wall Street movement in the US but preceded events in the US by several months. Widespread social protest began with concerns about housing for young people but quickly turned to broader issues of social, economic and political inequality. Protest was renewed during the summer of 2012 but ended following outbreaks of violence between police and protesters and the public self-immolation of one of the protesters. Protest was renewed in the summer of 2013 in a far smaller and significantly less effective manner. This paper examines the role of Israeli youth in the Social Justice Movement. It examines both the organizational strategies of the protesters, the key economic and symbolic issues involved, and the widespread sense among youthful protesters that social, economic, and political change in contemporary Israel is robbing Israeli youth of its future.

Salazar, G. (San José State University)

IBD Talk: Summer Camp and the Normalization of IBD

Childhood chronic illness disrupts everyday life for children by altering daily routines, identity formation, family dynamics, and relationships with society. Children and adolescents diagnosed with Crohn's disease and ulcerative colitis, the most common forms of inflammatory bowel disease (IBD), must contend with intensely painful episodes of disease activity that can be unpredictable, unremitting and debilitating. A diagnosis of IBD requires children learn to live with and manage the disease, a task complicated by the stigmatizing nature of this chronic condition. Based on ethnographic research investigating children and adolescents diagnosed with IBD and their quality of life, this presentation focuses on a disease specific summer camp for children and adolescents diagnosed with the disease. It considers the ways attending

summer camp and engaging in its activities normalizes IBD and in the process empowers children and adolescents to better deal with the disease and its associated illness experience.

Salinas, D., Neitzel, C., & Fouts, H. N. (University of Tennessee)

Examining the Social Capital of Young Children from Four Ethnic Groups in an Informal Settlement of Kenya

Human are social beings. From birth, linkages are made with different social partners, which constitute our social network. Most researchers agree about the relative importance of having a rich network of relationships. However, few studies have focused on the characteristics of children's social networks or have examined the role that culture plays in shaping these relationships. Relatives, non-relatives, adults, and peers, are all significant people in children's lives and provide different types of support. This study offers a unique view of children's social experiences and the characteristics of their social networks in an urban informal settlement in Kenya. The sample consists of 49 Kenyan children between the ages of 2 and 4 from four different ethnic groups (Kamba, Kikuyu, Luo, Maasai). Children's social experiences were captured through focal child observations, field notes, and demographic surveys. Social network analyses were used to map children's social encounters. The type of support provided by the primary caregiver was usually directed to satisfy children's emotional and material needs. Peers were the greatest source of companionship and instrumental support. Results also suggest that the extent and the characteristics of children's social network differed depending on their family's ethnicity, housing characteristics, and environmental contexts.

Schrauf, R. W. (Pennsylvania State University): Chair

Symposium: Mixed Methods in Cross-Cultural Research – Reflections and Applications

Schrauf, R. W. (Pennsylvania State University)

A Language-Based Approach to Mixed Methods Research

Two of the themes that dominate the literature on mixed methods research are: 1) ontological and/or epistemological assumptions about the nature of the phenomena under observation (e.g. the post-positivist stance of quantitative research vs. the interpretivist stance of qualitative research), and, 2) the logic of the integration of the results (e.g. triangulation, complementarity, expansion, etc). In this talk, I take a language-based view of mixed methods research by framing both methods of data collection as essentially conversational and discursive productions, which helps resolve the post-positivist vs. interpretivist debate. Then I argue that the discursive genres specific to each (e.g. statements, opinions, propositions in the survey; co-constructed narrative performances in the interview) bring into focus different aspects of the phenomenon under investigation, which addresses how data from both methods can be integrated. I illustrate this approach with cross-cultural data on beliefs about Alzheimer's disease among African American, Mexican, and refugees/immigrants from the Former Soviet Union in the United States.

Sharma, D. (Institute for Global Cultural Studies, SUNY-Binghamton and Institute for International and Cross-Cultural Psychology, St. Francis College), & **Gielen, U. P.** (Institute for International and Cross-Cultural Psychology, St. Francis College)

Barack Obama as a Global Leader

Coming from a multinational, multiracial, multicultural, and multi-religious family with roots in North America, Africa, Asia and several Pacific islands, Barack Obama is his country's first global president and the first to endorse a truly multicultural identity both for himself and his country. Moreover, Obama's childhood also prepared him for a deeper understanding of global problems and developments, and especially those that are influenced by ongoing economic, political, military, and cultural developments in Pacific Rim countries. Our social psychological paper, which has been inspired in part by our forthcoming book, *The Global Obama: Crossroads of Leadership in the 21st Century* (Dec. 2013), focuses on Obama's attempts to provide global leadership. We assess Obama's efforts in light of the social psychological literature on leadership and review how the American president is perceived and judged by the public around the world. While Obama

remains more popular in many parts of the world than at home, there is a common perception that his pursuit of progressive goals is undermined by his *realpolitik* which tends to sacrifice these goals at the altar of perceived US-American security, political, and economic interests. We conclude our paper by analyzing Obama's "Asian Pivot" within the context of American Exceptionalism, in particular, his attempts to shape the relationship between the United States and China in the face of China's increasing economic and military power.

Shealy, C., Giesing, W., Brearly, T., Sternberger, L. G., Staton, R. (James Madison University)
A Journey Like No Other: Walking the Talk of Cross Cultural Research and Mapping Your Path to Publication

Before setting out on a journey of "cross-cultural research to publication," it is important to plan wisely and map your course, knowing all the while that you will navigate many alternative routes and non-beaten paths along the way. Based upon over 20 years of such work, this presentation will offer practical advice as well as lessons learned (e.g., how to go about finding your "research bliss," creating synergy/win-win opportunities through collaboration, the practicality of good theory, processes of writing, submission, revision, etc.). As will become clear, although the destination (e.g., presentations, articles, books) is well worth the trek, the journey itself is indeed like no other in the entire realm of cross-cultural inquiry and practice.

Yuki Shigemoto, (APA Division 52 Student Committee)
Publishing Student Research

Simonian, S. (College of Charleston)
Discussant for: International Psychology – Teaching and Outreach

Sirbiladze, A. (University of Georgia) & **Aptarashvili, I.** (Tbilisi State University)
Expenditures for a High Education Level and a Powerful Country: The Role of Financial Support Incurred by the Government of a Country on Secondary Education

The purpose of my research is to ascertain the relationship between the secondary education expenditure incurred by government and the level of secondary education in the country. Accordingly, the analyses of the finances, spent on secondary education by developed and developing countries, and the role of mentioned capital in determination of secondary education, were carried out within a research. In particular, the following types of information were obtained: expenditure of a concrete country on secondary education as a percent of GDP; the average sum of spent money on each student's academic performance on secondary education level, according to the stages of secondary education. In order to ascertain the level of education in countries we have used the international researches such as PISA, TIMSS and PIRLS. Accordingly, there are selected countries that take part in this research. At the same time, comparative analyses have been realized between funding systems of Georgia and successful countries mentioned in the aforementioned research. Based on these analyses, the hypothetic method of financing secondary education level has been created and it may also be proved useful to Georgia.

Smith Rotabi, K. (United Arab Emirates University)
Exploring Kefala as an Alternative Care Option for Orphaned and Vulnerable Children in the United Arab Emirates

The Convention on the Rights of the Child specifically recognizes the Islamic practice of kefala as an important strategy that must be honored in the alternative care of children. However, very little is documented about this care practice. Qualitative research was conducted to identify how kefala is being practiced one Arab Gulf nation, the United Arab Emirates. Focus group findings will be reported, to include the idea that this form of "child sponsorship" is being practiced as a financial act in which a child's living expenses are donated for their care in a residential institution. This form of charity will be discussed as well

as the problem of taking a non-relative child into a family system. A further consideration is the use of breast milk to solidify a familial relationship as per Islamic beliefs and tradition. Also, in close, the findings will be framed in the larger context of U.N. initiatives to deinstitutionalize children from residential care institutions—in favor of family reunification, guardianship including foster care, and adoption.

Starr, B., & Brown, C. M. (Agnes Scott College)

Perceived Parental Rejection and Intimate Partner Violence: Is There a Link?

Parental acceptance-rejection theory (PARTheory) is an evidenced-based theory of socialization and lifespan development that seeks to predict major causes, consequences, and correlates of parental acceptance and rejection worldwide. According to PARTheory, when the need to feel accepted by parent(s) is not adequately met, humans tend to respond in predictable, negative ways – regardless of culture. To date, there is little to no research linking PARTheory with intimate partner violence (IPV). IPV, which can range from psychological aggression to physical assault and rape, is a growing national health crisis among women, specifically. The purpose of this study is to investigate potential associations between perceived parental rejection in childhood and experienced intimate partner violence among adult women. The participants in this study are women between the ages of 18-25 who are currently in a romantic relationship and are recruited via Facebook. Data collection is ongoing and the results will be ready in time for the SCCR meeting.

Stryker, R. (California State University, East Bay): Chair

Conversation Hour: Exploring Integrated Approaches to Child Sociality

Stryker, R. (California State University, East Bay)

Integrating Approaches to Child Sociality

What is the possibility of using integrative approaches for developing flexible, yet clarifying developmental models and/or methods for studying attachment and sociality in infancy and early childhood? Using meta-analytic data on attachment outcomes for adoptees as well as my own ethnographic data from post-adoptive families in the United States between 1999 and 2002, I explore the value of using integrated approaches such as Kagitcibasi's "integrative synthesis" framework (2007) to start a conversation about developmental models that might successfully underwrite understandings of child sociality that better promote attachment potential outcomes for adoptees.

Summers, N. (Saint Louis University), **Mubarak, J. M.** (Saint Louis University), **Gibbons, J. L.** (Saint Louis University), & **Ahmed, R. A.** (Kuwait University)

Egyptian Adolescents' Conceptions of the Ideal Adult as a Parent or Teacher

During adolescence, youth consider possible roles they might assume as adults. We examined Egyptian adolescents' views of the ideal person as a teacher or parent. Participants (289 boys, 324 girls, ages 11-18) rated the importance of 10 qualities and drew pictures of the ideal man and the ideal woman. For men depicted as teachers (7% of total) appearance was less important and success less often depicted, but helping others more often depicted. A teacher was more likely to be shown in Western than in Islamic traditional clothing. Depictions of the ideal as a father (10%) were associated with the importance of liking children, religious symbols, helping others, smiling, and less often with success. The female teacher (10%) was associated with helping others, Western clothing, and a lesser emphasis on appearance. Participants who drew the ideal woman as a mother (23%) rated liking children as more important, and appearance, money, and sexiness as less important. Mothers were more likely to be shown in traditional Islamic clothing, associated with religious symbols, and helping others. In sum, both parents and teachers were viewed as helping others and unconcerned with appearance, but parents were seen as more religious and devoted to children.

Sun, Y. (University of Nevada, Las Vegas)

The Remembrance of Parenting: A Study of Recalled Parenting Styles of Beijing Singleton Adults

Since the Reform Era (1980s), Chinese society has witnessed a rise of individualism. The family has transformed from a unit of economic production to a center of emotions and intimacy. Based on 2011 ethnographic interviews with 24 second-generation Chinese singletons who were born, raised, or living in China's capital city – Beijing, my paper explores parent-child relations in contemporary China through the memories of young singleton adults. My research identifies two cultural modes of parenting: the traditional hierarchical parenting mode and the modern democratic parenting mode, with emotions playing the central role in both. This paper also illustrates the psychological dynamics of individuals when confronted with multiple cultural models.

Tahir, A. (University of Balochistan)

Bullying Among Juvenile and Young Offenders: An Exploration of the Physiognomies of Bullies and Victims in Prisons of Balochistan, Pakistan

Inadequate attention has been paid on juvenile and young offenders bullying and on the exploration of its characteristics in Pakistan. The present study aims at identifying these characteristics among a sample of young and juvenile offenders in Balochistan prisons. Whereas, the secondary aim of the study includes viewing the nature and extent of bullying behavior indicatives. Total sample of 133 offenders (102 Young and 31 Juvenile) was finally included in the study responding on a behavior indicative of bullying (Direct and Indirect Prisoner Behavior Checklist, Ireland, (DIPC modified) © Ireland, 1999). As compared to young offenders, juvenile offenders were likely to report "being bullied physically" and were less likely to report "bullying others, overall, directly and psychologically/verbally. Juvenile offenders were less likely to be classified as "Bully/Victim than young offenders. In comparison to personal descriptive characteristics such as age, ethnic origin, length of stay in prison, type of offense, and total time spent in prison, prison based behavioral characteristics were more predictive in relation to the perpetrator and/or victim group. There were no significant predictors on pure bullies. Findings of the present study suggest that there are reliable predictors of involvement as perpetrators and/or victim among juvenile and young samples.

Tahir, A. (University of Balochistan) & **Atta, A.** (The Islamia University of Bahawalpur)

Impact of Perceived Parenting Style and Peer Bullying on Truancy Among School Children

The present research aims at identifying the impact of perceived parenting style, and peer bullying on truancy among school children in South Punjab, Pakistan. Through priori testing a sample of (N=540) from grade 9th & 10th, were selected by using purposive sampling technique. Sample was taken from all districts of two divisions of Punjab Pakistan with each district comprising of (90) truant children. Parental Authority Questionnaire developed by © Buri (1991) and Olweus Bullying Questionnaire by © Olweus (1996) were used for data collection. Reliability and Validity were found to be 0.787 and 0.794, respectively. ANOVA, standard deviation, Z-test, and mean were calculated. Findings suggest that 5% respondents have never been bullied and 13.52% respondents having low level of bullying. Similarly 24.44% children showed moderate level of bullying and 45.18% with high rate of incidents of bullying. Boys remained greater on victims of bullying as compared to girls. Bullying remained higher among 10th Graders. The permissive parenting style in the one district remained greater than all other districts; whereas authoritarian parenting style remained high in all district being foremost contributor of truancy. Conclusively, the students of only one district were bullied more as compared to the students of other districts.

Takooshian, H. (APA Division 52): Chair & Discussant

Symposium: Publishing International and Cross-Cultural Work

"How can psychologists and other social scientists publish their international research and other work?"

This question is reviewed in this two-part symposium: (1) As brief presentations, several experienced editors briefly review the growing diversity of options now available to publish our cross-cultural or international work-- books, articles, and reports. (2) As discussion, these experts compare notes on

common issues, such as: (a) handling authors with language or format problems (b) handling late contributors (c) avoiding common errors that authors make (d) Do mentor programs work? (e) and any other issues raised by the panel or audience.

Terjesen, M. D. (St. John's University)

Conducting Research Internationally in Schools: Opportunities and Challenges

Thomas, M. (University of Alabama)

Adolescence and Sexual Health: HIV Risk among African American Female Teens

This poster will review ethnographic and in-depth interview findings of HIV risk among African American female youth aged 14-18 living in Tuscaloosa, Alabama. The field site observed is a neighborhood network center located in the center of a low-income community used to support community residents. The Hope Center attempts to address the needs of residents via various programs, including GED and computer classes, a Chess Club, and an afterschool program. Using structural violence and intersectionality as a framework, HIV risk and HIV avoidance behaviors will be noted in the context of the lived experience of the younger female residents of interest for this project. Of particular importance is the identification of struggles associated with limited economic resources, limited male sexual partnerships, female conflict, limitations of upward mobility and experienced hopelessness in this setting. In review of these aspects related to gender, race and class, I will reveal how adolescence is an unprotected part of the lifespan in this urban community due to the marginalized spaces that these girls occupy, and how this unprotected adolescence lends to greater health risks that surpass HIV/STI risk.

Treptow, R. (Wisdom for the Body & for the Soul)

Conversation Hour: Cross-Cultural Factors Influencing Young Parents' Compliance with American Academy of Pediatrics 2005 Diet and Exercise Guidelines

Treptow, R. (Wisdom for the Body & for the Soul)

Factors Influencing Low-SES Latina/o Parents' Compliance With Pediatric Dietary Guidelines

This study's purpose was to assess environmental factors (e.g., food choices in the supermarket, television programming) that influence the perceived ability of economically challenged Latino/a parents of infants and young children to comply with the American Academy of Pediatrics' (AAP) parent recommendations for diet and exercise for children ages two and younger. Methods: Thirty low-income Latino/a parents of children aged birth to two years, 11 months, 30 days were recruited for a focus-group study. Focus groups were conducted following guidelines employed by other researchers of barriers to or motivators for healthy behavior; questions were designed to gather qualitative data as to environmental factors that parents perceive to influence their ability to comply with the AAP parent recommendations for diet and exercise. This is a preliminary qualitative study. Results: Results provide qualitative data as to the perceived barriers to and motivators for low-SES Latino/a parents' compliance with the AAP (2005) diet and exercise guidelines. Conclusions: Since environmental barriers to and motivators for diet and exercise influence nutrition and physical activity habits, knowledge of external influences that impede low-SES Latino/a parents' ability to follow physician/pediatrician recommended dietary and exercise guidelines could advance public health.

Treptow, R. (Wisdom for the Body & for the Soul)

Factors Influencing Young African American Parents' Compliance With Pediatric Dietary Guidelines

This study's purpose was to assess environmental factors (e.g., food choices in the supermarket, television programming) that influence the perceived ability of economically challenged African American parents of infants and young children to comply with the American Academy of Pediatrics' (AAP) parent recommendations for diet and exercise for children ages two and younger. Methods: Thirty low-income African American parents of children aged birth to two years, 11 months, 30 days were recruited for a focus-

group study. Focus groups were conducted following guidelines employed by other researchers of barriers to or motivators for healthy behavior; questions were designed to gather qualitative data as to environmental factors that parents perceive to influence their ability to comply with the AAP parent recommendations for diet and exercise. This is a preliminary qualitative study. Results: Results provide qualitative data as to the perceived barriers to and motivators for low-SES African American parents' compliance with the AAP (2005) diet and exercise guidelines. Conclusions: Since environmental barriers to and motivators for diet and exercise influence nutrition and physical activity habits, knowledge of external influences that impede low-SES African American parents' ability to follow physician/pediatrician recommended dietary and exercise guidelines could advance public health.

Treptow, R. (Wisdom for the Body & for the Soul)

Factors Influencing Young Native American Parents' Compliance With Pediatric Dietary Guidelines

This study's purpose was to assess environmental factors (e.g., food choices in the supermarket, television programming) that influence the perceived ability of economically challenged Native American parents of infants and young children to comply with the American Academy of Pediatrics' (AAP) parent recommendations for diet and exercise for children ages two and younger. Methods: Thirty low-income Native American parents of children aged birth to two years, 11 months, 30 days were recruited for a focus-group study. Focus groups were conducted following guidelines employed by other researchers of barriers to or motivators for healthy behavior; questions were designed to gather qualitative data as to environmental factors that parents perceive to influence their ability to comply with the AAP parent recommendations for diet and exercise. This is a preliminary qualitative study. Results: Results provide qualitative data as to the perceived barriers to and motivators for low-SES Native American parents' compliance with the AAP (2005) diet and exercise guidelines. Conclusions: Since environmental barriers to and motivators for diet and exercise influence nutrition and physical activity habits, knowledge of external influences that impede low-SES Native American parents' ability to follow physician/pediatrician recommended dietary and exercise guidelines could advance public health.

Treptow, R. (Wisdom for the Body & for the Soul)

Teaching Human Goodness at the Cultural Core Level: A Nascent Paradigm for Peace

Pessimism borne of self-fulfilling prophecy and learned helplessness (Abramson, Seligman, & Teasdale, 1978)—entwined with entrenched beliefs that death is inevitable—threatens humans' ability to live peaceably (Greenberg et al, 1990). Yet joint labors—rooted in awareness of humanity as a single cohesive group—towards superordinate goals (e.g., an end to global warming; Pyszczynski et al., 2012) can ameliorate outgroup distrust created by existential angst. Against a backdrop of staunch optimism that war and violence are psychologically solvable problems, this presentation unveils a nascent yet viable model for sustainable human harmony. Rooted in Fowers and Davidov's (2006) virtue ethics paradigm of openness to the other (i.e., the virtue of multiculturalism), this template for lasting global peaceableness draws upon Wong's (2011) communal concept of virtue where "what is good must be both for the individual and for the group (p. 49)." Its modus operandi is "one human interaction at a time" exemplified via Dahlsgaard, Peterson, and Seligman's (2005) six core virtues common across culture and time and Van Doesum, Van Lange, and Van Lange's (2013) novel concept of social mindfulness [whereby individuals via skill (e.g., noticing the need) and will (e.g., empathy) grant others degrees of freedom in social interactions].

Tulviste, T. & Tamm, A. (University of Tartu)

A Comparison of Estonian- and Russian-Speaking Early Adolescents' Value Priorities

Although adolescence is considered to be the formative period of values, relatively few studies have addressed values held by adolescents. The present short-term longitudinal study explores value priorities of early adolescents from two social groups (among ethnic Estonians and Russian-speaking minority) in terms of the 10 value types defined by Schwartz, and the question whether values change during one year. 575 early adolescents filled out a 21-item version of the Portrait Values Questionnaire. Adolescents' value

priorities differed from the pan-cultural value hierarchy of adults (Bardi et al., 2009) by attributing more importance to hedonism and stimulation, and less importance to benevolence and conformity. Russian-speaking students considered Self-Enhancement and Openness to Change more important than Estonians. Boys considered Self-Enhancement more important than girls. The value hierarchy of the whole sample was relatively stable. More value change was observable in Russian-speaking students, and boys. Finally, some peculiarities of this special period of life combined with sociocultural factors (societal changes) will be discussed that might determine the findings.

Velayo, R., & Trush, M. (Pace University)

International Mentoring in an "Internet" World: Recommendations for a Successful Mentor-Mentee Relationship

In conventional mentoring relationships, it is customary for the mentor and mentee to be in one location to facilitate face-to-face interaction. With email, video conferencing, and other web-based ways of communicating, mentoring international psychology mentees has become possible. International mentoring has shown to be most successful when certain objectives in the mentor/mentee interaction focus on achieving the following objectives, namely: develop a relationship of trust, define roles and responsibilities, establish short-term and long-term goals, collaborate to solve problems, and honor commitments. Strategies based on these goals are presented.

Welles-Nystrom, B. (Fairfield University)

The Rhetorical Work of Analyzing, Meaning-Making and Writing Up Results Across Cultures and Disciplines: A Case Study in Russia

This comparative, experimental study was conducted in St Petersburg by a multi-disciplinary, international research team of pediatricians, midwives, psychologists and one anthropologist to assess how 153 healthy Russian mothers perceived newborn behavior. Newly delivered women of healthy newborns were randomly assigned to one of 8 groups dependent on two factors: baby's location at birth and the early postpartum period, and apparel (clothed or swaddled). Mothers were asked 4 days postpartum to fill in the Newborn Behavior Inventory (NBI), which was based on the Brazelton Neonatal Behavioral Assessment Scale (1973). The NBI included 19 statements about infant behavior which was translated into Russian; responses were "yes," "no," or "don't know." The aim of the study was to explore the effects of Russian maternity home practices on maternal perceptions and interpretation of her infant's behavior. Regression analysis was conducted to compare maternal responses on the instrument within and across groups regarding maternal experience (parity). Analyses presented elsewhere suggested that there were important differences between research and control groups in regard to degrees of "Westernized" thinking about possible infant behaviors. The purpose of this paper will be to identify and elaborate upon how qualitative meaning was made of quantitative findings from the study, and how the professional stance of the international team contributed to the conversations and conclusions about diverse narratives developed for a range of journals. A particular example will be highlighted using the most recent analyses concerning Russian women's appreciation of innate newborn behaviors, specific ward practices in Russian and infant care practices.

Zavyalova, N. (Ural Federal University)

East or West: Cross-Cultural Idiom Analysis

The problems of modern education are focused entirely on building a harmonious society in global age. The burning issue of multiculturalism and studying foreign cultures in conditions of preserving national identity is a key concept for national educational systems. The problem is exacerbated by complex international psychological stereotypes which do not contribute to mutual understanding of students with multicultural backgrounds. I propose the idea of cooperative multicultural understanding through studying idioms. For centuries the development of idiomatic systems (phraseological systems) was regarded as a culturally unique individual process, governed by extralinguistic reasons: politics, time factors and cross-cultural contacts. In this article I argue that besides all these factors there is a strong inner logic within the system of

idiomaticity (phraseology) itself, which governs the development of the system. Studying of this inner logic, governing the development of idioms, demonstrates common features in all psycholinguistics cultures, rather than disuniting factors. The studying of this inner logic of idiomaticity helps make educational process more formative and descriptive. This logic coincides with the rules of the theory of information. In my study I analyze idioms (phraseological units), belonging to 5 idiomatic systems (phraseological systems): (Chinese, Japanese, British, American and Russian). With the help of on-line electronic linguistic corpuses (Chinese corpus), KOTONOHA (Japanese corpus), BNC (British National Corpus), COCA (Corpus of Contemporary American English) and Russian corpus (Russian National Corpus) I identify tendencies common to all these systems, which comply with the main goals of modern global education – building a new global society of mutual respect and shared knowledge which is able to overcome false psychological stereotypes.

Zlokovich, M. (Psi Chi, the International Honor Society in Psychology)

Psi Chi, Social Media, and Students: International Outreach

Although established in 1929, Psi Chi, the International Honor Society in Psychology has only been international since 2009. There are chapters at more than 1130 universities including 14 international chapters in 11 countries outside the US. Psi Chi members are beginning to explore connections across countries using social media such as Skype, Google Hangouts, and Viber. The session will describe how such connections are being used to promote cross cultural understanding, support cross cultural student research, and lay the groundwork for in-person research, teaching, and studying exchanges in the future.

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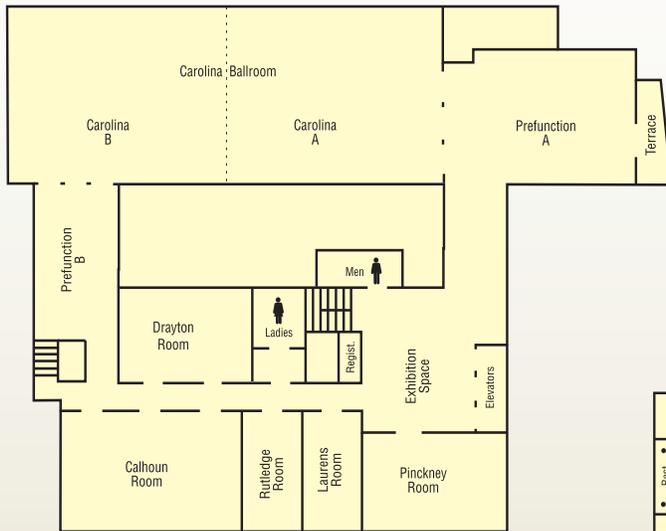
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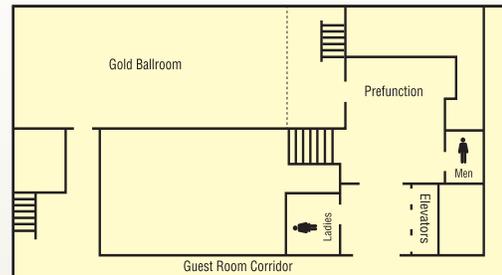
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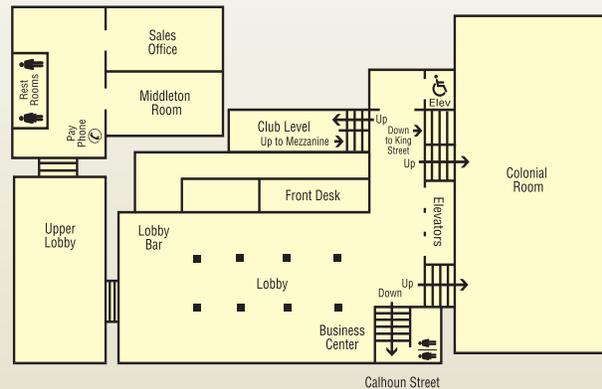
Conference Room Information



Mezzanine/Meeting Level



The Gold Ballroom/Second Floor



The Colonial Room/Lobby Level

Meeting Rooms

Pinckney (Mezzanine/Meeting Level)
Rutledge (Mezzanine/Meeting Level)
Carolina A (Mezzanine/Meeting Level)
Carolina B (Mezzanine/Meeting Level)

Middleton (Lobby Level)

Keynote Addresses

Carolina B (Mezzanine/Meeting Level)

Wednesday Welcoming Reception

The Gold Ballroom (Second Floor)

Thursday Reception

Carolina A (Mezzanine/Meeting Level)

Valentine's Day Banquet

Carolina A (Mezzanine/Meeting Level)