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The Peace Psychologist



Photo by Pedro Lastra on Unsplash

APA Convention
August 8-11, 2019

THIS EDITION OF THE PEACE PSYCHOLOGIST WAS PRODUCED BY: ROBIN LYNN TREPTOW, EDITOR
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Member News

Awards for esteemed Division 48 members, Drs. Pilisuk and Gerstein. CODAPAR grant news. A PhD graduate. See pages 7 and 8.

Peace Radar

Upholding Dr. Martin Luther King, Jr.'s "I have a dream" legacy, The King Center has various peacemaking resources. See page 5.

APA Convention
August 8-11, 2019

Co-Chairs, Dan Albers & Gianina Pellegrini put together Division 48 programming. See full program on page 3.

From the Editor: Keeping Members in Touch with One Another (and Peace)



The essence of peace is relationship—yet getting along with other peacemakers can test even the most committed among our scholar-practitioner-activist cohort.

It is just past half-a-decade since I rejoined APA. I returned—to embrace global peace. Imagine my dismay to find a newfangled handle* for the Society for the Study of Peace. Someone even hinted that 'peace' was the title's oxymoron.

Why—how—did this happen?

Such questions made me ill at ease. Then I unearthed more unthinkable: (a) a Gandhian scholar scorning ideas of a world sans military; (b) dismissive scholars who sapped others' oomph

*Society for the Study of Peace, Conflict, and Violence

garnering praise for their own efforts; and (c) peacemakers who shunned those who spoke elephant-in-the-room truths (e.g., that soldiers kill).

As Editor of The Peace Psychologist, I want our members informed, engaged, and reflective at people-to-people levels about peace processes. To illustrate, imagine a Peace Conference 2020 in "Military City USA" (https://www.visitsanantonio.com/military-city-usa/). How might we solicit thorough analysis, reflective problem-solving, and forward looking thinking versus rubberstamped "ayes?"

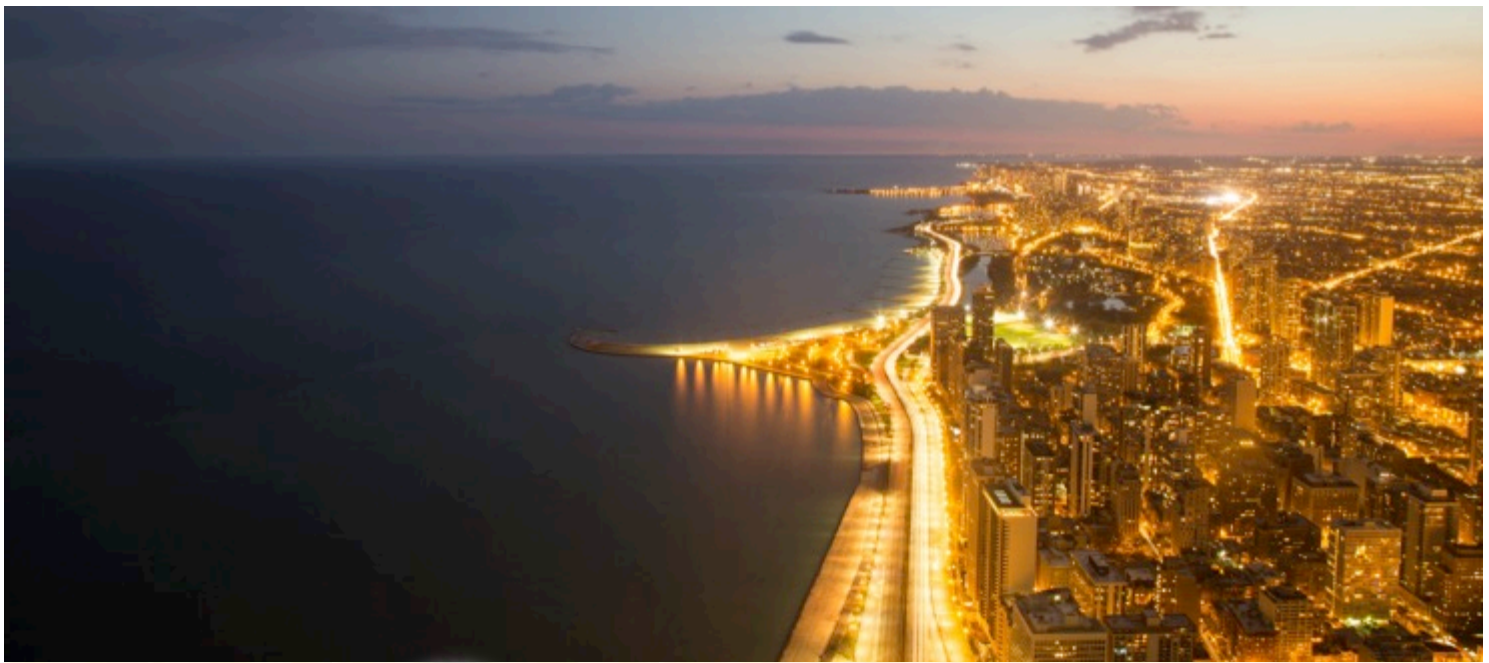


Photo by Pedro Lastra on Unsplash

This issue of The Peace Psychologist issue grapples with MILITARISM. Militarism ipso facto infers that a well-trained, visible (invisible) soldierly presence yields peace. The notion permeates US culture, and that of other societies: 'Si vis pacem, para bellum'—if you want peace, make war. We in Division 48 have the makings to change that slogan to 'Si vis pacem, para pactum'—if you want peace, make peace. Please join us!



Robin Lynn Treptow, PhD, PhD
Editor, The Peace Psychologist



Tweets as
@DirenenSerdaR



Serdar M.
Değirmencioglu

From our Division 48 President: Ushering change for a stronger organization

Visiting Scholar, Goethe University Frankfurt a.M. (Goethe-Universität Frankfurt a.M.)
Past President, European Community Psychology Association
Permanent Director, Institute for Trivial Studies

It is a pleasure to write for our society's newsletter. I have only 300 words and one simple message: Term limits! Our Bylaws do not place any limits on how long an Executive Committee (EC) member can serve. An individual can serve as a member-at-large for three years and then get elected to serve as treasurer for another three years. After a total of six years, this individual can still run for office or can be appointed as convention program chair (another year) and then as newsletter editor (three years). That would be 10 consecutive years on the EC. It is possible for the same individual to occupy key positions in our society for 10+ years. This is unacceptable: A single individual staying on the EC for more than two terms denies fellow members the opportunity to serve.

Our organization urgently needs effective term limits. Nothing can legitimize the presence of the same individual on the EC for 7-10 years, or beyond. Therefore, I have proposed a **term limit of 6 consecutive years** (i.e., two terms) for officers: 1) An officer completing two terms can run for office only after a three-year wait period. 2) An officer completing two terms cannot be appointed to a role

that allows them to have an ex-officio (non-voting) EC position, such as editor or program chair.

To build an inclusive organization, we need to make it easy for all members to serve as officers or in appointed roles (newsletter editor, internet editor or convention program chair). Without term limits, there will be a "revolving door": A group of individuals can circulate from one key position to another. That can harm our organization immensely.

We now have a Strategic Plan that will help our organization revitalize itself. We need to change the Bylaws and establish term limits to make the Strategic Plan work.

—Serdar





Photo by Gautam Krishnan on Unsplash



Photo by Christian Deknock on Unsplash

APA Convention
August 8-11, 2019

Conditions for Global Peace

Peace can be achieved once:

- (1) nations and the people in them cease to rely on military strength, weapons, and out-witting the adversary;
- (2) nations and the people in them become aware of war's great costs—to their own people and to our global world; and
- (3) we, as peace scholars and activists, acknowledge and harness the rich store of psychological knowledge at the ready for achieving peace in our times.

The Editor, *The Peace Psychologist*

APA 2019 Convention Program Snapshot

WEDNESDAY, AUGUST 7

- ALL DAY
APA Council of Representatives Meeting
- 1 to 9 PM @ National Louis University
Executive Committee Meeting
— Break – 5 to 5:30 PM

THURSDAY, AUGUST 8

- 10 - 11:50 AM – McCormick Place W191
Symposium: Surveillance, Junk Science, and Islamophobia – Deconstructing Countering Violent Extremism Programs –*Shannon M. Al-Wakeel, Alice LoCicero, Tahirah Abdullah*
- 12 - 1:50 PM – McCormick Place W184a
Skill-Building Session: From Stalemates and Polarization to Positive Conflict – A Skillset for Persuasion in Divisive Times
—*Winnifred R. Louis, Linden L. Nelson*
- 2 - 2:50 PM – McCormick Place W475a
On the Participation of Psychologists in the "Enhanced Interrogation" Torture Programs
—*Stephen Soldz, Dan Aalbers, Philip Cushman*
- 3 - 3:50 PM – McCormick Place W192c
Mass Shootings, Violence, Hatred, and Self-Destructive Behaviors– Will This Soon Be The Norm? —*Athena Porter, Deborah Beasley, Lorie Nicholas*
- 4 – 5:30 PM – Peace Psychology Suite
Travels with the Self: A conversation with Philip Cushman —*Philip Cushman*

FRIDAY, AUGUST 9

- 9 - 10:50 AM – McCormick Place W187a
Solidarity in Protecting the Earth (and Ourselves) Against Government/Corporate Violence —*Alice LoCicero, Mary Pelton-Cooper, Jessica N. Wofford*
- 11 - 11:50 AM – McCormick Place W175c
Skill-Building Session: Infusing Peace Education into the Psychology Curriculum—*Linden L. Nelson, Robin Lynn Treptow, Gabriel Velez*
- 1 - 1:50 PM – Peace Psychology Suite
Working Group: Spirituality and Humanitarian Practices —*Steve Handwerker*
- 2 – 2:50 PM – Peace Psychology Suite
Building Peace Through Integrating Youth Utilizing Skill Building: Projects and Paradigms —*Steve Handwerker*
- 3 – 4:50 PM – Peace Psychology Suite
Communicating Peace in a Divisive World: Future Horizons for Division 48's Newsletter and Website —*John McConnell, Robin Lynn Treptow*
- 6:30 – 9:30 PM – Peace Psychology Suite
Social Hour – *Co-Sponsored with Div 27 and PsySR*

SATURDAY, AUGUST 10

- 10 – 10:50 AM – McCormick Place Hall F
Peace Psychology Poster Session
Many great posters – come out and support your friends and colleagues.
- 11 - 11:50 AM – McCormick Place W187a
Presidential Address: My Mind Has Been Under Occupation – Tales of Engaged Scholarship in Turbulent Times —*Serdar M. Değirmenciöglu*

SATURDAY, AUGUST 10 (continued)

- 1 - 2:50 PM – **PsySR Hospitality Suite**
New York after 9/11: A Case Study of Solidarity & Dissent After Violence —*Susan Opatow, Brian Davis, Patrick Sweeney, Cristina Onea*
An event co-sponsored by PsySR and DIV 48
- 3 – 3:50 PM – Peace Psychology Suite
The Role of Peace Psychology in Mitigating Militarism —*DIV 48 Task Force on Militarism*
- 4 - 5:50 PM – McCormick Place W471a
Symposium: From Aspirational to Actionable – Changing APA Ethical Practices in the Post-Hoffman Report Era —*Jack F. O'Brien, Stephen Soldz, Bradley D. Olson, Scott Thomas, Dutch Franz*
- 6:30 – 9:30 PM – Peace Psychology Suite
Early Career Professional Social Hour

SUNDAY, AUGUST 11

- 8 - 8:50 AM – McCormick Place Room W191
Symposium: Accompaniment Theory and International and Local Approaches to Animal Welfare/Rights—*Gay Bradshaw, Tina Bloom, Lori Kogan, Regina Schoenfeld-Tacher, Madeline Richards, Emily Kramer, Steven Handwerker, Robin Lynn Treptow, M.L. C. Sicoli, PhD*
- 9 - 11:50 AM – Peace Psychology Suite
Responding to School Shootings: The Potential of Transformative Learning for Post-traumatic Growth —*Lucienne Lunn, Gabriel Velez, Karen Campion, Steven James, Chris Drapeau*

Is the American Psychological Association Addicted to Militarism and War?

Photo by Hannes Richter on Unsplash

Roy Eidelson A version of Dr. Eidelson's article with working links can be found at

<https://www.counterpunch.org/2019/04/19/is-the-american-psychological-association-addicted-to-militarism-and-war/>

When hijacked planes hit their targets on the morning of September 11, 2001, the American Psychological Association (APA) sprang into action. Within hours, through its disaster response network the APA mobilized expert practitioners and worked with the American Red Cross to provide psychological support to families of the victims and to rescue workers. The APA's public affairs office moved quickly as well to assist the public—and especially families, children, and schools—by developing and disseminating materials that provided psychological guidance about coping with fear and trauma.

But with comparable urgency, the APA also ensured that the Bush Administration would view the association as a valued partner in the military and intelligence operations central to the new “war on terror.” Within days, the APA's science directorate called upon research psychologists to identify how psychological science might contribute to counterterrorism initiatives. Shortly thereafter, a newly established APA subcommittee on psychology's response to terrorism directed its attention to “offering psychologists' expertise to decision-makers in the military, Central Intelligence Agency, Department of State and related agencies” and to “inventorying members' expertise and asking government

psychologists how agencies could put that expertise to use.”

These two responses are clearly very different from each other. The first—providing expert, research-informed psychological assistance to a grieving and traumatized nation—captures the stated mission of the APA quite well: “advancing psychology to benefit society and improve people's lives.” The second—offering zealous support to the military-intelligence establishment after the White House had promised a “crusade” in which adversaries would face the “full wrath” of the United States and in which our operatives would “spend time in the shadows” working “the dark side” and using “any means at our disposal”—certainly does not.

Yet in various forms, this troubling dichotomy has appeared again and again in the

years since the 9/11 attacks. On the one hand, at times the APA has taken public stands on key perils and injustices associated with issues such as [climate change](#), [poverty](#), [racism](#), [gun violence](#), [consumerism](#), and [immigration](#). But when the focus shifts to conquering the [third](#) of Martin Luther King's “giant triplets of racism, extreme materialism, and militarism,” the APA turns silent, or worse. With large segments of the American public so readily and regularly enticed by the bipartisan glorification of war and all things military, the world's largest association of psychologists could play an important moderating and cautionary role. Unfortunately, the APA instead often acts like the “impaired professional” who is unable (or unwilling) to intervene because they too suffer from the same addiction. Here are several examples.

R. Eidelson, APA Addicted to War
(continued on page 22)

Dr. Martin Luther King, Jr. often spoke and wrote of what he called the “Triple Evils.”

The “Triple Evils” and Building Peace

Poverty – no jobs, nowhere to live, not enough food—hunger and malnutrition, not able to read or write, babies dying...

“[We] have the resources to get rid of [poverty] a great nation is a compassionate nation.”

Racism – using physical traits to decide what someone can do, unspoken bias, ethnic conflict, sexism, ageism, marginalizing disabled groups, stereotypes...

“Racism [shows] ... contempt for life. [It] ... separates not only bodies, but minds and spirits.”

Militarism – war, imperialism, domestic violence, rape, terrorism, human trafficking, media violence, drugs, child abuse, violent crime...

“A true revolution of values will lay hands on the world order and say of war — ‘This way of settling differences is not just.’”

Photo by Jerónimo Bernot on Unsplash



Source: “Where Do We Go From Here: Chaos or Community?” by Dr. Martin Luther King, Jr.; Boston: Beacon Press, 1967 as cited at <https://thekingcenter.org/king-philosophy/>

Peace RADAR

Each newsletter cycle
will feature a
different
peacemaking site

Division 48

The King Center since—1968

Key ideas from Dr. King’s philosophy of nonviolence are described on the King Center website:

1. **PRINCIPLE ONE:** Nonviolence is a way of life for courageous people.
2. **PRINCIPLE TWO:** Nonviolence seeks to win friendship and understanding.
3. **PRINCIPLE THREE:** Nonviolence seeks to defeat injustice not people.
4. **PRINCIPLE FOUR:** Nonviolence holds that suffering can educate and transform.
5. **PRINCIPLE FIVE:** Nonviolence chooses love instead of hate.
6. **PRINCIPLE SIX:** Nonviolence believes that the universe is on the side of justice.

It is active nonviolent resistance to evil. It is aggressive spiritually, mentally and emotionally.

Abstract

At the August 2018 American Psychological Association [APA] Council meeting, a decisive vote reaffirmed the ban on security-sector psychologists at detention facilities such as Guantanamo Bay. Some security-sector psychologists wish to return to such settings in clinical roles, but the true ethical problem for psychological practice under the military chain of command lies in the national security environment itself. This article examines overt and covert aspects of that national security environment, including its impact on the ethical landscape for psychologists.

Following 9/11 and the resulting Global War on Terror, psychologists were met with scrutiny as to their role in national security settings, specifically in enhanced interrogation settings. The 2005 Presidential Task force on Psychological Ethics in National Security (PENS) determined that psychologists, when faced with an ethical dilemma in these settings, could waive the APA Ethics Code and instead “adhere to the requirements of the law” (APA, 2005). The law during this time was that of the Bush Administration, which had claimed that “the Geneva Conventions did not apply” (p. 28) while fighting the Global War on Terror amidst “widespread media reports about abusive interrogation techniques” being used in national security settings such as Guantanamo Bay (Hoffman et al., p. 28). An independent examination of



CAPTION: The author with Jean Maria Arrigo.

Aspirational vs. Binding Changes to APA Policy: The System Level Door Left Open and Military Intelligence Hazards

Jack F. O’Brien, DePaul University , jfpo1991@gmail.com
Oxford House Research, Center for Community Psychology

PENS Task Force process, the July 2015 Hoffman Report, found that key APA officials had supported a Department of Defense (DoD) agenda “without substantial constraints” and “with knowledge that there likely had been abusive interrogation techniques used” (Hoffman et al., 2015, p. 68). The APA Council of Representatives (COR) forthwith passed Resolution 23B, to declare it

a violation of APA policy for psychologists to work at the Guantánamo Bay detention facility, “black sites,” vessels in international waters, or sites where detainees are interrogated under foreign jurisdiction “unless they are working directly for the persons being detained or for an independent third party working to protect human rights” or providing treatment to military personnel (APA, 2015, p. 7).

APA’s Stance on Military Psychologists’ Involvement in Detainee Treatment

APA proponents of psychologists in national security settings mobilized to reinstate psychologists in clinical capacities at banned detention centers. Holding firm, the August 2018 COR vote rejected, by 79 percent, a resolution to allow security-sector (e.g., military, Central Intelligence Agency [CIA], and defense

contract) psychologists to “provide treatment to detainees in National Security Settings” (Urbina & Fouladi, 2018; APA, 2018, p. 1).

Historical Context to the Aspiration vs. Binding Question

A contingent of psychologists had led the charge arguing that military psychologists should be able to provide psychological counseling to detainees at detention facilities such as the Guantanamo Bay detention facility. The counterargument, of course, is well articulated by Stephen Soldz, who was quoted saying, “Clinical psychologists are already allowed [to provide mental health service] under current policy, but they must be working directly for the detainee or a human rights organization” (Mervis,

**J. O’Brien, Aspirational vs. Binding
(continued on page 26)**

Dr. Marc Pilisuk

**2019 Lifetime Achievement Award
California Psychological Association**

Marc Pilisuk mpilisuk@saybrook.edu

Dr. Marc Pilisuk, esteemed member of Division 48, is recipient of the 2019 Lifetime Achievement award from the California Psychological Association. This award honors a professional whose contributions to psychology are exemplary and who has significantly advanced the field of psychology over a sustained period of time.

Acceptance Speech

I'm deeply honored and appreciative to all those in CPA who have selected me for this award. In the few minutes I have to say thank you, I want to suggest why you may have made a mistake.

Martin Luther King once addressed the APA calling for a change from the task of aiding adjustment (even to unjust conditions), to the task of creative maladjustment—supporting non-adjustment and encouraging people to change these conditions. We psychologists are on the frontlines for hearing voices of people who have serious despair over not being able to pay off their student or credit card debt. We see soldiers and veterans scarred by PTSD and moral injury over what they experience in unjust wars. We see families torn apart by immigration policies. We

hear couples so distraught by global warming that they doubt whether they should have children, and others panicked by toxic waste in their communities. And we see clients whose troubles reflect their status as a mistreated minority of race, gender identity, or living on the wrong side of the tracks. We see a population in pain over economic insecurity, inability to find affordable housing.

It's my belief that with all the professional care and compassion we have offered that we have allowed ourselves to slip into a model that does no more than give people a diagnosis and an hour per week to help them adjust.

So at the risk of your asking me to return this award, I want to ask you, as individuals and as an organization, to re-envision the profession of psychology so that our clients can find the therapeutic value of talking

among themselves and exploring the possibilities for involvement in changing the underlying conditions that are effecting others like themselves.

I would urge you to re-envision the way we work in isolated settings, for many as part of a gig economy, with tortuous compensation rules that make no sense. I believe deep down that you can find meaning in close conversation with your peers and thus realize your power to make our profession better. In doing so, we can exemplify in our own behavior, the empowerment of our clients to attain better lives for themselves, but also for their communities and the planet.

Thank you.

The award was presented to Dr. Pilisuk at the association's spring meeting in 5 April 2019 in Long Beach, CA.

**Awards, grants, and
peacemaking efforts**

**Member
NEWS**

Dr. Larry Gerstein

**2019 Award for Distinguished Contributions to the
International Advancement of Psychology Recipient**

The APA Board of Directors has named Dr. Larry Gerstein as the recipient of the American Psychological Association's (APA) 2019 Award for Distinguished Contributions to the International Advancement of Psychology.

Please join me in sending warm congratulations and recognizing Dr. Gerstein's sustained and significant contributions to international cooperation and to the advancement of knowledge of psychology.

Dr. Gerstein will be recognized by APA at the APA/APF Award Ceremony to be held next year in Chicago during the August 8-11, 2019, APA Convention.

CONGRATULATIONS for this much-deserved recognition!

Editor's Note: Division 48 member news on this and the following page was based on material circulated over the Division 48 Announce and Discussion listservs. Member-submitted news (e.g., about oneself or a Division 48 peer) will be included in *The Peace Psychologist* as space permits. We are especially interested in students' dissertation, master's, or honor's thesis abstracts since this gives us a flavor of what our members are studying. Please send member news to the Editor at rtreptow@email.fielding.edu.

DISSERTATION ABSTRACT

Conceptualized Peace: A Study of Colombian Adolescents' Meaning Making and Civic Development

Gabriel Velez

Department of Comparative Human Development—University of Chicago

In societies ravaged by conflict, younger generations are often invoked as critical to building peace. Yet, there is still a need to study and build theory about psychological processing and identity development in these settings.

I outline a framework for the development of identities as peace builders and then demonstrate its utility. Meaning making is linked to identities and actions as citizens, which in turn influence societal trajectories. This connection underlies the articulation of a theoretical concept, *conceptualized peace*, to delineate developmental processes in individuals' understandings of peace, the possibility of a peaceful future, and their own role in peace building.

This framework is applied to Colombian adolescents. The country has recently undergone a peace process, which has included a focus on promoting young people's agency as peacebuilders. To study adolescent Colombians' *conceptualized peace*, I use three complementary datasets: 42 government speeches and documents, 328 interviews with secondary

students across Colombia, and questionnaires administered to 1,492 adolescents from 40 schools.

Findings highlight that the government and these participants tended to present peace as beginning in individuals' internal states and attitudes. Constructing a peaceful society is each person's responsibility by fostering inner peace and enacting it through interpersonal relations. This focus on individual, rather than structural, factors also related to expressed feelings of self-efficacy and participation as peace builders. In describing possible roles in peace, these adolescents tended to draw on opportunities presented to them in schools or general interpersonal actions. These themes can be interpreted as related to developmental concerns and, specifically, the processing of salient societal discourses.

The study highlights that prosocial and engaged *conceptualized peace* could be more effectively supported by promoting efficacy and concrete pathways for youth to support peace. The development and further study of *conceptualized peace* could provide important insights for policy and practice, particularly in peace education.

Dr. Velez defended his dissertation in early May 2019.

Small Grant Awards

To be announced soon...!

2018 Committee on Division/APA Relations (CODAPAR) Grant

"On the Shoulders of Activist Scholars: Building Healthy Environments for Immigrants, Refugees and Asylum-Seekers" (\$7,500)

Divisions: 24, 32, 9, 48, 27, SQIP/5, 45, 39, 52, 56, 37

Abstract: To address growing concerns about treatment of immigrants and asylum-seekers in federal detention centers, 11 APA divisions propose to use best psychological science and research-informed practice to document detention policies/practices and lived experience of persons detained presently or in past, as follows:

- **Building a volunteer scholar/practitioner/advocate network** trained in culturally, linguistically sensitive and ethically informed research protocols for site inspections, policy documentation, and detainees' oral histories.
- **Documenting/analyzing detention facility policies/practices** through facility staff/operator interviews.
- **Documenting immigrant, refugee and asylum-seeker lived experience** women, men, children (including separated children), and unaccompanied minors – through oral histories.
- **Organizing community ethics panels to:** 1) generate ethical frameworks for documenting the inhumanity of detaining immigrants; and 2) review project methods and research to ensure ethical responsibility to those we observe, interview, and with whom we produce our archive of stories.
- **Finalizing evidence-informed recommendations for "just immigration" policy advocacy** through APA



OPPORTUNITY: There is a **2019 CODAPAR collaboration** cooking up between 48 and 17 on immigration - if you are interested in joining please email Anneliese A. Singh, Division 17 President, backchannel at AnnelieseASingh@gmail.com so she can connect you with the collaborators:

Collaboration Strategies for Psychologists and Activists to Protect Immigrants from Harm

The purpose of this grant is to support the creation of strategies for psychologists to work in multiple capacities with activists, community organizers, policy advocates, and non-profit community groups who are aiming to protect immigrants from harm.

Get funding for your division initiatives

Contact: CODAPAR representatives or Sonja Wiggins.

<https://www.apa.org/about/governance/bdcmte/division-relations>

Abstract

War, armed-conflict, and persecution force millions of children and families to flee their homelands. Their journeys are often dangerous and traumatic, and when they finally arrive in a country where they can settle, they may face new challenges such as coping with discrimination, unfamiliar languages, and new cultural expectations. Having been uprooted from their homes and prior social networks, newly arrived refugees need help from other people. This assistance might include a friend's informal help or formal support by professionals. One therapeutic tool that has been used to help young refugees adjust to their new environment is the Tree of Life intervention. Since its efficacy is not yet tested with sample sizes larger than eight, I intend to extend that efficacy research to approximately 400 refugee and asylum-seeking youth. Given the potential risks (e.g., harm) to research participants and those who encourage them to share their stories, this article will overview the ethics of that research as framed by other peace researchers. Strategies for avoiding harm to participants, as well as to researchers, are explored.

This work is funded by a Webster University research grant.



CAPTION: The author (right) with Tree of Life co-developer, Ncazelo Ncube, during an Advanced Tree of Life Training in London in April 2019.

Rooted in Community and Culture: Ethical Dilemmas in Efficacy Research on Tree of Life Counseling for Refugee and Asylum-Seeking Youth

Deborah A. Stiles, Webster University, stilesda@webster.edu

Applied Educational and School Psychology, Graduate Department of Education

Children and youth who are refugees are often exposed to a series of stressful experiences at each of the three stages of migration: pre-migration, migration, and post-migration. Pre-migration difficulties may include exposure to political upheaval, persecution, violence, war, famine, and disruption of education. During forced migration children may endure many hardships and perilous situations and they may suffer from poor nutrition, family separation, unsafe transportation, denial of rights, education deprivation, and having to live in one or more refugee camps. After migration, children and adolescents must deal with acculturative stress, new school environments, and new family roles as translators and cultural brokers, as well as cultural identity issues, language barriers, and discrimination (Betancourt, Newnham, Birman, Lee, Ellis, & Layne, 2017; Pejovic-Milovancevic, Klasen, & Anagnostopoulos, 2018).

Because refugee children and youth face so many difficulties, they are believed to be at risk for a wide range of physical and psychological problems (Betancourt et al., 2017; Panter-Brick et al., 2017; Pejovic-Milovancevic et al., 2018). Taking this view, refugee youth could benefit from culturally grounded therapeutic interventions that address their mental health challenges and encourage their psychological growth and well-being. *Tree of Life* therapy, which combines art and storytelling, is a culturally appropriate intervention that addresses the psychological difficulties faced by young people from refugee backgrounds. Young people who are refugees, asylum-seekers, and unaccompanied minors are among the world's most vulnerable youth; conducting research with them is especially difficult and presents many ethical challenges.

D. Stiles: Ethical Dilemmas in Research Involving Asylum-Seeking Youth
(continued on page 30)

Immigrant Children at the Borders

1. Family and child immigrants often seek to escape social and economic perils such as violence or poverty.

Family unit migration at the U.S.-Mexico Border has surged by 600% over the previous year—April 2019
Department of Homeland Security Advisory Council

2. it is unacceptable to unnecessarily separate children from their families.

3. Humanitarian work at borders must address children's needs.

"[We support] local transit centers that serve children and families released by US Customs & Border Patrol at southern US borders."—*Save the Children*

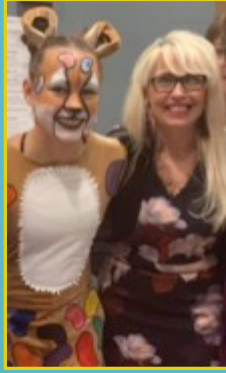
4. Every child needs safety, protection and a future.

"Children are innocent victims at the border and our government has a responsibility to treat them humanely and with dignity"—*Mark Shriver, Save the Children CEO*

[Paraphrased from this Save the Children excerpt.](#)

Read more about the impact of forced border detention at these [Save the Children blogs](#): [Five Harmful Long-Term Effects of Family Detention on Children](#) and that [The Irrevocable Harm of Indefinite Detention of Immigrant and Refugee Children.](#)

Division 48



CAPTION: Wendy Muhlhauser (right) with Jelly Beans the Cheetah (left) at the Nov 2018 opening of Wendy's first stage play.

Wendy Muhlhauser

As a new Division 48 student member, Wendy works on-the-ground for social justice. Under the penname, Sissy Mary Sue, Wendy and her diverse team are crafting a range of empathy-rich books, musicals, screen plays, musical scores, and sound tracks designed to foster socially just awareness in persons of all ages by nurturing human

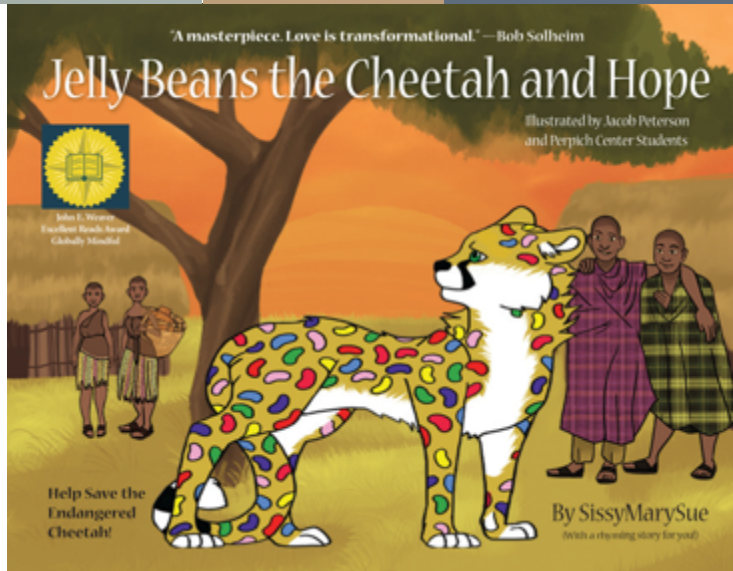
Student SPOTLIGHT

Growing Peace and Social Justice in our World

“Hierarchy is detrimental for human cooperation.”*

*W. Muhlhauser citing Cronin, Acheson, Hernández, and Sánchez (2015).

Wendy Muhlhauser, who joined Division 48 as a student affiliate in April 2019, has been developing programs of social justice and ecological awareness for persons of all ages for decades. She brings a B.A. in drama and a Master's in Human Development to her peacemaking efforts. As a Fielding Graduate University student and Marie Fielder Fellow, Wendy's multimedia



doctoral thesis will focus on creating awareness for a better world through drama. Initially, Wendy did not see her work as intersecting with peace scholarship. However, after reading Linden Nelson's 2014 Comment in the *American Psychologist* regarding intrapersonal, interpersonal, and intergroup peacefulness, Wendy realized her creative genres build all three global peace dynamics. Wendy engages the public about peace through children's literature, soundtracks, and a stage play; she and her *Jelly Beans Creative Learning* team have also outlined a children's television show and written a feature film script. Wendy's strong characters express her voice: "I think that social justice for a peaceful world means creating whole people...[my goal is to make sure] that kids can see there is power and love and kindness in the world." Wendy's first book "Jelly Beans the Cheetah and Hope" won a Globally Mindful award. Her play has been staged in varied elementary schools—and she has signings for its just-released sequel around the nation. Wendy uses the vulnerability she experiences as a person with a closed brain injury to gain sensitivity to the populations she serves. One passion is partnering with high school and college-level artists—and she will judge adolescents' social justice projects on the UC-Berkeley campus this summer. To get involved with Wendy's peacemaking work you can reach her at wmuhlhauser@email.fielding.edu or contact the editor of *The Peace Psychologist*.

Cronin, K. A., Acheson, D. J., Hernández, P., & Sánchez, A. (2015). Hierarchy is detrimental for human cooperation. *Scientific Reports*, 5, 18634.

Nelson, L. L. (2014). Peace psychology should include the study of peaceful individuals. *American Psychologist*, 69(6), 626a. <http://dx.doi.org/10.1037/a0037415>

SissyMarySue

www.sissymarysue.org

Album on the music channel <https://www.youtube.com/channel/UCMdxCAjQRyMqi6a7veNZofg>

Young actors singing a love song to humankind "One Child Cries" during "Jelly Beans the Cheetah and Hope." <https://www.youtube.com/watch?v=SPkVOYBo0Y&feature=share>

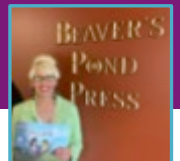
Youtube channel (speeches) <https://www.youtube.com/channel/UC6wHVIxoSLcZ1g3LIAexwDA>

Minority Scholars I respect

- ✓ [Dr. Eddie Gluade Jr.—Democracy in Black](#)
- ✓ [Dr. Willie James Jennings—The Christian Imagination](#)
- ✓ [Dr. Marc Lamont Hill —Nobody](#)
- ✓ [Michelle Alexander—The New Jim Crow](#)

In a panel with minority scholars Wendy speaks about her goals with multimedia platforms https://www.youtube.com/watch?v=0vp9bY6_gvY

Wendy (right) with her second book.



Applications accepted on a rolling basis

The ATOP Meaningfulworld team is excited to announce the launch of its new International Psychology UN Postgraduate fellowship program!

This year-long fellowship offers fellows academic and experiential learning in international psychology. Fellows can choose from three concentrations within the program: human rights, humanitarian policy development, and global humanitarian relief. Fellows will explore the role mental health theories and policies play in these humanitarian tracks.

Fellows will have the opportunity to work with various ATOP committees and members. Fellows will engage in their own research, as well as participate in the organization's research projects. Additionally, fellows are required to participate in ATOP Meaningfulworld monthly workshops, weekly meetings at the United Nations, and humanitarian missions.

When one helps another, BOTH become stronger.



MeaningfulWorld
ASSOCIATION FOR TRAUMA OUTREACH & PREVENTION
with Dr. Ani Kalayjian

International Psychology UN Postgraduate Fellowship Program
with concentrations in:
Human Rights, Humanitarian Policy Development, and Global Humanitarian Relief

Application requirements:

1. Have a master's or doctoral degree in clinical or counseling psychology, conflict resolution, social work, psychiatric nursing, medicine, law, or a related field. Applicants who have completed their degree will be given priority, but students enrolled full-time in master's or doctoral programs will be considered and encouraged to apply.
2. Have availability every Thursday to attend meetings at the United Nations and one other day each week to work remotely.
3. Possess at least a basic knowledge of international psychology, and a dedication to humanitarianism.
4. Possess strong written and oral communication skills.
5. Have the ability to travel abroad, including possession of a valid passport.

Applications must include

1. An updated curriculum vitae
2. A transcript from the institution where you earned (or are earning) your highest degree.
3. A statement of interest not to exceed 500 words, that explains your interest in international psychology, global humanitarianism, human rights, refugees and migration, and policy development. Your statement should also include a description of what you hope to gain from this experience and which track you are completing.
4. Three references: include contact and relationship information.

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https://www.youtube.com/channel/UC_a4eBBxmAzKuLxx0KSow_w
@Meaningfulworld

Upcoming Meaningfulworld Events:
8-22 June, Humanitarian Peace Building Mission to Nigeria
16-26 Aug, Humanitarian Mission Transforming GBV in Haiti
6-20 Oct, Humanitarian Empowerment Mission to Armenia

Dr. Ani Kalayjian
Board Certified Expert in Traumatic Stress
Fellow of New York Academy of Medicine
Adj. Professor of Psychology, Teachers College, Columbia University
President, Association for Trauma Outreach & Prevention
United Nations Representative

Proactively protecting animal rights locally and globally-- Steven Handwerker,

The human condition involving overpopulation, resource depletion, misuse, waste and moral deterioration has been increasingly devastating for all species, environments and habitats. Thousands of animal and marine species are endangered and/or extinct. Thousands!! The presenter will share his 40 years experience as a licensed psychologist in promoting the preservation and protection of species and environments. This includes his one on one interface with NGOs, international not for profits and decades of public

advocacy within the political arenas. The presenter will explicate the impact of how protecting ecosystems and habitats on behalf of animal rights, and endangered species influence the well being of all human and animal species. In so doing the meanings of ecosystem, ecocentrism and eco-psychology in relation to

what human inputs are needed and the micro and macrocosmic dimensional aspects of those inputs will be explored. The issues of coping, adapting and transformational processes as part of building psychological and environmental resiliency will be explored as well.



JUSTICE FOR ANIMALS WORKING GROUP (JAWG)

Photo by [Eric MacDonell](#) on [Unsplash](#)

M. L. "Candi" Sicoli, lead founding member

Dog parks: benefits for canines and humans

Emily Kramer, Madeline Richards, Lori Kogan, Regina Schoenfeld

Parks have received increased attention and resources over the past few years from cities big and small. In 2017, over seven billion dollars was spent on parks in the 100 largest U.S. cities and 751 of those parks were off-leash dog parks (2017 City Park Facts, 2017). Dog parks have led the way in park development with growth in spending, interest, and research. From 2010-2015, the number of dog parks in the U.S. grew by 20% with several cities now having as many as 5 dog parks per 100,00 residents ("Dog Parks Lead Growth," 2015). Previous research on dog parks has

studied aspects such as public health, park design, and human and canine interactions, with results suggesting numerous benefits (Rahim, Romero Barrios, McKee, McLaws, & Kosatsky, 2018).

This qualitative study was designed to assess the one health benefits (e.g., the effect on humans, dogs, and the community) of dog parks. Structured interviews were conducted at four dog parks in Colorado. These interviews were transcribed and coded to identify core themes.

Preliminary results suggest that people enjoy many benefits of dog parks and view them as important parts of their community. Examples of benefits include canine exercise and social opportunities, as well as human social interactions and a sense of community/belonging. In summary, this study suggests that there are several compelling reasons for communities and individuals to invest attention and resources in dog parks.

Session 2008 – Symposium
Addressing the Human-Animal Bond in Tx--Theory, Foundation & Application
Fri 08/09 8:00AM - 8:50AM
Division 17- Counseling Psychology
McCormick Pl/ Rm W187b Level 1
—W Bldg

Session 3233— Poster Session
Animal Summit 2019
Sat 08/10 3:00PM - 3:50PM
Division/ 32- Humanistic Psychology
McCormick Pl/Hall F Level 3—W Bldg

Session 3157 – Symposium
**Animal-Assisted Interventions—
Competencies and Ethics**
Sat 08/10 11:00AM - 12:50PM
Central Programming Group
McCormick Pl/Rm W184d Level 1
—W Bldg

Session 1148 — Symposium
**Choice Behavior in Humans and
Nonhuman Animals**
Thu 08/08 11:00AM - 11:50AM
Division 6-Society for Behavioral
Neuroscience & Comparative Psych
McCormick Pl/Rm W475b Level 4—
W Bldg

Session 1327 Symposium
**Practice Considerations in Autism—
Integrating Family, Clinical, School,
Animal-Assisted Therapy, and
Self-Advocate Perspectives**
Thu 08/08 2:00PM - 3:50PM
CPG-Central Programming Group
McCormick Pl/Rm W183c Level 1
—W Bldg

Session 3252 Symposium
**See for Yourself---Video-focused
Animal Cognition Highlights**
Sat 08/10 4:00PM - 4:50PM
Division 6-Society for Behavioral
Neuroscience & Comparative Psych
McCormick Pl/Rm W185d Level 1
—W Bldg

Animal Summit 2019

Material excerpted from a flyer by **Harold Takooshian**.

The 127th APA Convention in Chicago includes a bold new **"Summit for Animals."** This one-hour poster session will bring together over 25 presentations, on diverse aspects of **Animal-Human Relations**.**

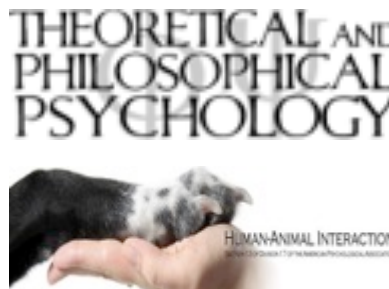
The session is hosted by APA Division 32 (Humanistic), in cooperation with Divisions 17 (Counseling), 48 (Peace), and 24 (Theoretical/Philosophical).

Co-chairs: **Harold Takooshian, Scott D. Churchill, M.L. Corbin-Sicoli, Lori Kogan, and Mary Beth Morrissey**

** *Topics span science, practice, teaching, and advocacy:*

- Emotional support animals (ESAs)
- Equine-facilitated therapy (EFT)
- Pet therapy with autistic children
- Measuring human-animal interaction (HAI)
- Pets and post-traumatic growth (PTG)
- Dolphin therapy
- Urban dog parks
- Animal learning
- Wellness in veterinary care
- Assessing attitudes toward animals
- Companion animals
- Animal empathy
- Belief in animal mind (BAM)

Notes: Cosponsored by Division 32, Division 17 Section 13 on Human-Animal Integration (Lori Kogan), Division 48 Working Group on Justice for Animals (M.L. Corbin-Sicoli), and Division 24 (Mary Beth Morrissey). The individual speakers do not necessarily represent the policy of APA or its divisions. For any details, contact takoosh@apa.org



APA Counter-Perspective

FROM KATHERINE B. MCGUIRE, APA CHIEF ADVOCACY OFFICER
For the Week of June 28, 2019

Speaking About Animal Research at Research Society on Alcoholism Meeting
APA gave a presentation at the annual meeting of the Research Society on Alcoholism (RSA) about the need for more advocacy on research with animals. Basic research with nonhuman animals is under attack from several organizations with close ties to Capitol Hill, including People for the Ethical Treatment of Animals and White Coat Waste. Scientific organizations such as APA urge their members to speak more openly about the importance of animal models. RSA and APA work together on these issues in an APA-led coalition, Supporting Truth about Animal Research. For more information, contact Pat Kobar at pkobar@apa.org.

Peace and Conflict: Journal of Peace Psychology® welcomes scholarly manuscripts that examine peace, conflict, and their interaction at all levels of analysis, from interpersonal to community, regional, national, and international issues. The journal publishes empirical, theoretical, clinical, and historical papers and book reviews on emerging and enduring issues of interest to researchers, practitioners, policy makers, and educators. International in scope, the journal welcomes manuscripts from psychologists and scholars in kindred disciplines throughout the world. Taken from the APA website:

<https://www.apa.org/pubs/journals/pac/>

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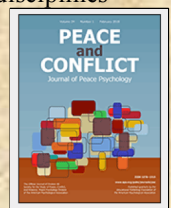
This journal is a publication of [APA Division 48 \(Society for the Study of Peace, Conflict, and Violence: Peace Psychology Division\)](#)

[View Table of Contents and Online First Publication](#)

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[Journal Snapshot](#)

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EDITOR'S NOTE:

As Editor of The Peace Psychologist, I value students' efforts to discover, implement, and absorb peace-making skills that can move us steadily towards global peace and promote social justice for marginalized groups. Thus, we will over time highlight programs of higher learning that parallel Division 48's mission to

"increase and apply psychological knowledge in the pursuit of peace" by eliminating destructive conflict and building positive social conditions that foster human well being for everyone. In the following paper, a student and her professor share her journey to internalize social justice concepts as an agent of change in her

community and in the world. Its autoethnographic lens offers perspective on the Fielding Graduate University (Fielding) model for growing social justice and peace-related scholarship. The second featured project (next page) takes place in Northern Ireland.

You can read more about Fielding at <http://www.fielding.edu/>. None of these authors are members of Division 48.

Featured
post-
secondary
school for
social justice
scholarship.

Transformational learning infused with social justice: How one student absorbed (is absorbing) peacemaking skills

Sharon Gainforth & Susan Stillman, Fielding Graduate University
Infant and Early Childhood Development Program

Faculty Introduction

Susan Stillman

A learning model comprising self-awareness, choice, and purpose supports students in their quest for meaning (Freedman, 2012a). As a Fielding Graduate University (Fielding) alumna and faculty member in the Infant and Early Childhood Development program, School of Leadership Studies, I embrace this learning model so that my dissertation students will fuel their study with passion and make wise decisions to develop a realistic plan for actualization. When students pursue a doctoral degree, deep learning occurs when their university can afford opportunities for self-direction, reflection, and real-world occasions for meaningful action. Fielding doctoral students have the freedom, within a rigorous semi-structured curriculum, to engage in reflective practice, make informed choices about

their coursework, develop strong connections, and work towards meaningful change. At Fielding, multi-disciplinary study combined with freedom to pursue personal interests and faculty support for curiosity and collaboration give rise to transformational learning.

I agree with Merriam, Caffarella and Baumgartner (2007) that students engage in transformational learning when they grapple with experiences that allow them to engage their emotions, employ critical thinking, and act to find their unique and meaningful place in the world. Taylor and Laros (2014) described the conditions needed for transformational learning as including the development of trust and authentic collaboration between student and faculty, friendship, and support. Freedman (2012b) asserted that, in transformational learning, students construct their own meaning through a

cyclical change process of engagement, activation, and reflection; learners answer their own burning questions, integrate new insights, and take meaningful action. A fundamental aspect of this change process is that deep learning derives from the confluence of cognition and emotion (Freedman, 2012b; Immordino-Yang, 2015). Mentors assist students in questioning assumptions, reflecting on experience, and formulating a unique and meaningful vision (Daloz, 2012). Faculty at Fielding play an important mentoring role in the process of transformational learning. Members of Gainforth's dissertation committee have worked closely with her to support this deep learning and help her turn her vision into action. In the next section of our paper, Gainforth describes her learning process at Fielding in more detail.

sstillman@fielding.edu

Student Action Research Project

Sharon Gainforth

I am a PhD student in the Infant and Early Childhood Development (IECD) program at Fielding. In this portion of our paper, I reflect on my transformational journey to link my passionate interest in children with

Autism Spectrum Disorder (ASD) with my driving focus on social justice and inclusion. Respect, trust, curiosity, collaboration, and a commitment to turning reflection into action are critical to successful transformational learning, which means using emotional engagement to fuel change (Freedman, 2012b; Merriam, Caffarella, &

Baumgartner, 2007). I describe how each condition for transformational learning evolved during my collaboration with professors at Fielding and in partnership with Six Seconds (n.d) a global, not-for-profit, emotional intelligence network.

Gainforth & Stillman (continued page 33)

Our group is comprised of people from The Early Years in Northern Ireland, working with faculty and graduate students from Fielding Graduate University programs in Infant and Early Childhood Development and Media Psychology. We have been working together to develop and pilot the Revised Toddler Module of the Early Years

International Network for Peace Building with Young Children, a putative action arm of the United Nations related Early Childhood Peace Consortium. Our goal in this work is that children living in areas impacted by armed conflict grow up

learning, from the very beginning perhaps even in utero, that they belong to their own ethnic or religious group, and that they should not play with nor trust members of other groups.



Using Responsive Caregiving to Improve Resilience of Young Children Living in Areas Impacted by Armed Conflict

Clancey, S.¹, Feder, J.¹, Hogg, J.¹, Jipner, E.¹, Neely, Z.², Sussman, D.¹, Tracey, Y.³
Fielding Graduate University¹, The Early Years in Northern Ireland², Rainbow Surestart³

CAPTION: Dr. Jerri Lynn Hogg PhD, director of Media Psychology at Fielding and IECD student Erin Jipner

Families and communities impacted by past and / or continuing conditions of chronic stress have a higher likelihood of becoming prone to stress related difficulties with mood, anxiety, and reactivity that interferes with social problem solving. This in turn can result in more reactive and challenging interactions between caregivers and children. Stress can also impact children who, through either experiential or epigenetic mechanisms, are prone to later difficulties with mood, anxiety, trauma related conditions, and rigid or radicalized thinking.

The aim of our work is to support responsive caregiving and reflective practices that help young children to be more regulated and engaged through resilience-building interactions which leads to better self-regulation and social problem-solving. Relationships form the basis for resilience and peace building and the earlier we can act, the better children can grow to be able to function in a complex world, particularly one that includes conflict.

There are few studies on this topic. While there is a literature on methods for helping parents to be more responsive, and others look at developing resilience in young children through support to caregiver relationships, there is a paucity of specific research on interventions for children growing up in the shadow of armed conflict. Still there is work showing that children in Northern Ireland as young as three years old have attitudes indicating their intolerance of members of other ethnic or religious groups. And when preschoolers in this region have been exposed to stories, dolls, and cartoon commercials depicting problem-solving among a mixed ethnicity group of children, they demonstrate improved tolerance and willingness to play with children from other ethnic groups.

Our current pilot is running at three toddler programs in Northern Ireland. Participating caregivers, parents, and toddler care workers learn how to focus on their ability to stay calm when under stress (i.e., self-regulation). More accurately, we work to improve the ability of carers to

connect with these children and help them to experience and learn how to stay calm when under duress (co-regulation), which leads to better self-regulation. With the guidance of reflective practice, caregivers learn how to tell what a child, and themselves, are experiencing—and practice observing for moments of co-regulation that build self-regulation. We also use reflective techniques for problem-solving when interacting with toddlers to better promote self-regulation and build relationships that support healthier emotional, cognitive, and communicative growth. The hope is that these children will grow to be more able to participate effectively in their communities in a manner that allows for more stabilization and definitive problem solving.

We are measuring a number of aspects of this process, including parent and caregiver stress, social-emotional problem-solving capacities in the toddlers, social responsiveness of in-program caregivers with toddlers, and the quality of regulation, connection and meaningful interactions between in-program caregivers and toddlers. We are also gathering data in hopes of determining whether reflective practice enhances a carer's ability to be a co-regulator for the children they serve. After our initial pilot in the spring and summer of 2019, we hope to use our data to improve the

Revised Toddler Module and then scale up the program to eventually reach the rest of our network in Northern Ireland. If this is successful, we would then adapt the project to offer it to other culturally and geographically varied regions impacted by conflict such as the Balkans, the Middle East, and Southeast Asia.

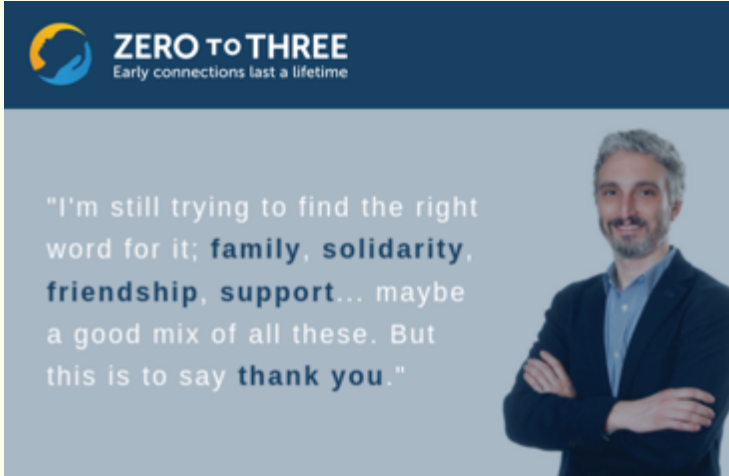
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- Harris, K, et. al. Assessing Empathy in Young Children: The Pink Pencil Test. 2017 (in process).

For information about Fielding Graduate University's social justice infused programs of study, visit <http://fielding.edu>

Social Justice Activism at Work

Excerpt from a 22 July 2019 email from **Matthew E. Melmed**, *Executive Director, ZERO TO THREE*



I am pleased to announce that **Yiğit Aksakoğlu**, a ZERO TO THREE Fellow and champion for babies who was held in solitary confinement for the past six months at Silivri Prison in the Istanbul province of Turkey, was released on probation.

As Yiğit shared, "I cried. I cried because it gave me hope, because there were people at the other end of the world who care about me and because I felt part of a very large family."

Yiğit's arrest stems from his peaceful participation in civil disobedience in the Gezi Park protests in 2013. At the time of his arrest, Yiğit was working for the Bernard van Leer Foundation, a global philanthropy that seeks to

improve opportunities for socially and economically disadvantaged young children.

However, this fight is not over. Yiğit's must stand trial later this month where he still faces a potential conviction with a sentence of life imprisonment. Yiğit may again need actions of support (see contact info and sample email/text/twitter content below)—but for the moment, see a heartwarming video of his release: <http://go.zerotothree.org/e/565212/v-j1dZJtgnwCO-feature-youtu-be/n2vfx/330087065?h=e8DiFxiVb82w4N9QfeVyFzbh-uMCRBhiESvLOv9filo>

Who Was Contacted:

Minister Abdülhamit Gül
Minister of Justice of the Republic of Turkey
Email: info@adalet.gov.tr

Ambassador Serdar Kiliç
Embassy of the Republic of Turkey
Email: embassy.washingtondc@mfa.gov.tr



Email(s) on Yiğit's Behalf:

I am deeply concerned about the Istanbul Heavy Penal Court No. 30's March 4th decision accepting the indictment against Yiğit Aksakoğlu and 15 other prominent civil society figures accusing of them of attempting to overthrow the government or prevent it from performing its duties during 2013's Gezi Park protests.

These protests were peaceful in nature and there is no credible evidence linking any of the individuals named in this indictment with acts of violence or public disorder. The indictment is filled with unsubstantiated accusations that attempt to rewrite the history of the Gezi Park protests and silence some of Turkey's most prominent civil society figures. If found guilty of these baseless charges, Aksakoğlu and the others could face life in prison without parole.

I urge you to do everything in your power to ensure that all charges against Yiğit Aksakoğlu are dropped, and that he and the other activists are released.

Take Action on Twitter and Facebook:



FROM KATHERINE B. MCGUIRE, APA CHIEF ADVOCACY OFFICER

June 28, 2019

Advocating for Humane Treatment of Immigrants

APA CEO Arthur C. Evans Jr., PhD, sent a [letter](#) to President Donald Trump expressing the association's "shock and dismay about the burgeoning humanitarian crisis at the border and in U.S.-run detention facilities." Evans strongly emphasized the need for the Trump

administration to work with Congress to enact legislation to increase funding to deliver care, improve nutrition and train personnel to provide proper care for these immigrants, especially the children. He cited empirical evidence of the psychological harm experienced

when children and parents are separated and encouraged the president to honor his "commitment to a more humane practice of housing families together."

For more information, contact Serena Dávila, JD, at sdavila@apa.org.

TRANSFORMING TRAUMA TO RESILIENCE THROUGH MEANING THERAPY

On-Site in Toronto, Canada & Online Interactive Livestream
Optional 12.0 CPA-Approved CE Credits*
July 20-21, 2019 (Saturday & Sunday)
Time: 9:00 a.m. to 4:00 p.m. (Eastern Time)
Place: Novotel, 3 Park Home Ave, North York, Ontario, CA



CALL FOR PAPERS

Intersectionality in Psychology: Science, Policy, and Social Justice

for a
Special Issue
of

Translational Issues in Psychological Science (TPS)

Submit by: Oct 1, 2019 Publication: Dec 2020

Editors will consider manuscripts on intersectionality, including (but not limited to) the following topics:

- Apply intersectionality to complex social problems
- “Activist science,” participatory action research, and community-based research
- Intersectional forms of discrimination and inequality, e.g. gendered racism & sexual racism
- How intersectionality challenges dominant psychological theories and methods
- Psychology and social change, including advocacy, public policy, and social movements
- Methodological innovations in the study of intersectionality
- Intersectionality in clinical settings and psychotherapy

TPS is an innovative journal co-sponsored by the American Psychological Association (APA) and the American Psychological Association of Graduate Students (APAGS).

Manuscripts must be co-authored by at least one psychologist-in-training (graduate student, postdoctoral fellow), be written concisely for a broad audience, and focus on practical implications of the research to social justice (see <http://www.apa.org/pubs/journals/tps>).

Contact Guest Editor, Patrick Grzanka (patrick_grzanka@utk.edu) with submission inquiries.

Patrick R. Grzanka, Ph.D., Special Issue Editor
Mary Beth Kenkel, Ph.D., Editor-in-Chief

Meaning therapy—an integration of Viktor Frankl’s logotherapy with cognitive behavioural therapy and second wave positive psychology (Positive Psychology 2.0)—is based on scientific research and existential insights. It makes optimal use of clients’ innate capabilities for meaning-seeking and meaning-making. Meaning therapy emphasizes the basic human need for meaning, relationships, and faith: the golden triangle for positive mental health.

This workshop will teach dialectic and paradoxical interventions, which foster post-traumatic growth. Learn more about meaning therapy at www.meaningtherapy.com. This is a rare opportunity to learn from **Paul T. P. Wong, Ph.D., C.Psych.**, clinical psychologist, founder of integrative meaning therapy, and an internationally renowned leader in positive psychology.

Division 48 Student Travel Awards

1. Applicants must be students in good standing in a graduate or undergraduate psychology program
2. Applicants must be student members of Division 48. Students who are not members must apply for membership when submitting the Travel Award application; all materials must be received in a single, complete package. The membership form is available on-line at PeacePsychology.org.
3. Applicants must already have been accepted by the Division 48 to present their research (poster, paper, symposium) and must be a designated presenter.
4. Applicants must be endorsed by their academic advisor or other sponsoring faculty member.
5. If applicant has other sources of funding, application should not be submitted for these limited funds, which are designed to assist those in need. Reimbursable expenses include convention travel, registration fee, hotel, and meals.
6. Applicants must agree to attend and provide a summary of one Division 48 session, which will be published in the Division 48 Newsletter.



PLAN AHEAD for FUTURE APA CONVENTIONS

Get involved in Division 48 Programming!

Elizabeth Deligio, ABD

President-elect
APA Div. 48 Peace Psychology
eininn@gmail.com

Candidate Statement:

I am honored to be a nominee for President of Division 48. As a student new to APA and Division 48 I commit to learning both about the history of this group and what its members would like to see for its future. While I am new to the work of APA I am not new to the labor of seeking peace with justice. At this particular moment in the history of the United States and the larger world, it is more important than ever to consider deeply how we wish to redress harms, address conflict, and envision a world in which as Freire writes, "it is easier to love." I commit in collaboration with others to create spaces for Division 48 members that fosters rich and vital dialog, scholarship, and action. I commit to due diligence with the necessary elements of oversight and management. I commit to being present with each member on the very human journey of working to foster a better world.

Ian Hansen, PhD

Treasurer
APA Division 48 Peace Psychology
lanthehansen@gmail.com

Candidate Statement:

I am an Associate Professor of Psychology at York College, City University of New York. I study religious and ideological predictors of prejudice, oppression and support for violence, including human rights abuses like torture, and violence against the earth's ecosystems. I am very interested in promoting peace—with an understanding that lasting peace is best grounded in accountability, respect for human rights and justice of all varieties (social, economic, racial, environmental, etc.). I also hope to help Division 48 in the work by some of its members and former members to shift the balance of effective influence and soft power in the wider culture, and particularly in psychology, from avatars of war, militarism, domination and extraction to servants of peace and imaginers of nonviolent ways through human crises. I am happy to contribute in a small way to this important long term project by serving as Division 48's treasurer. Though I have not previously served in a treasurer's role, I am competent

with numbers and figures, though most recently with regard to the statistics necessary for quantitative empirical research in psychology. I have also served in leadership roles in a number of Quaker organizations, and am currently Assistant Clerk of what's called the New York Quarterly Meeting (the combined meeting of various Quaker meetings and schools in NYC). I also served in 2017 as president of Psychologists for Social Responsibility, and have also served since 2012 on the Steering Committee of PsySR.

Newly elected Division 48
Executive Committee
Members
whose terms will begin
1 Jan 2020.

Monisha Rios, MSW

Member-at-Large
APA Division 48 Peace Psychology
monisharios@protonmail.com

Candidate Statement:

While on active duty in the U.S. Army, I came face to face with numerous impacts of our wars. These experiences led me away from making war toward the study and praxis of making peace, which I have pursued under the mentorship of Marc Pilisuk. I have come to recognize the privileged positional power society gives me as a veteran, social worker, and psychologist. I choose to utilize these assets in service to peace and justice.

To that end, my research involves critical analysis of the causes and consequences of our wars with particular focus on the various systems and social conditions that make them possible. I put what I learn through inquiry into practice through multiple interrelated social movements, wherein I have functioned in a number of leadership capacities - from grassroots community organizing with victims of U.S. military sexual violence from around the world - to formal positions in NPO's such as the Veterans For Peace national board and the steering committee of Psychologists for Social Responsibility. I've especially enjoyed co-coordinating opportunities to collaborate with Division 48, Veterans For Peace, and Psychologists for Social Responsibility on symposia and other activities that can

ultimately help strengthen the movement toward peace among people and a potential remedy for our climate crisis.

The sum impact of the experiences described above has led my wanting to be more closely involved in the very important work of Division 48 through serving on the Executive Committee as member-at-large.

Robin Lynn Treptow

Secretary
APA Division 48 Peace Psychology
rtreptow@email.fielding.edu

Candidate Statement:

My PhD is in clinical psychology (child/family emphasis; University of Nebraska-Lincoln), with one in infant and early childhood development (Fielding Graduate University) pending ProQuest filing. I am Adjunct Psychology Faculty at Divine Mercy University, and active in my state's infant mental health network. I have numerous international, national, and regional academic presentations—with several peer-reviewed publications. My dissertation looked at implicit bias against children with disabilities.

With 20+ years in Division 48 I am delving into leadership. I serve on our Strategic Planning Committee—helping craft how we put our mission into action over the coming three years. Since 2014, I have presented in, chaired or co-chaired, and/or reviewed abstracts for Division 48's APA convention colloquia. Joining the Animal Rights Working Group at its inception, I have co-led its 2017, 2018, and 2019 (upcoming) APA symposia. I will speak on integrating peacemaking skills into early childhood training curricula in August's Peace Education Working Group panel.

I am Editorial Board Member for the *World Association of Infant Mental Health* newsletter and *Linacre Quarterly* (Taylor & Francis) reviewer. I was Assistant and then Editor of my school's newspaper/yearbook. As a clinician, I objectively summarize facts, process, and dialogue. I am adept at word-processing, and video conferencing, with timely work turn-around. I have excellent social and writing skills with attention to detail—all of which will help me fulfill record-keeping duties for the good of our organization and its mission. I seek to support our widening global peace footprint by serving as Secretary.

Division 48 Executive
Committee Members
whose terms began
1 Jan 2019.

Christine L. Hansvick

Membership Chair
APA Div. 48 Peace Psychology

hansvick@plu.edu

I am excited to be Membership Chair. Thank you for this opportunity. I have not served in a leadership role in our division before, so I am hoping to offer fresh eyes and energy as I explore ways to contribute. I want to make sure I keep all channels of communication open, so please get in touch (hansvick@plu.edu).

Agenda items for my 3-year term:

- 1) Recruit members from among those who read and publish in *Peace and Conflict: Journal of Peace Psychology*;
- 2) Promote membership by highlighting the benefits we offer (e.g., small grants, working groups) and making sure the benefits are valuable and productive;
- 3) Identify possible members from among the APA divisions with whom we have potentially close intellectual ties;
- 4) Find out more about our members, their expectations and ideas for ways to be proactive in our communities;
- 5) Create member connections based on geographic regions, so members get to know and can build support for each other's work on a local level; and
- 6) Work with other members of our executive team to promote our goals as a division. My focus is especially on working with our Internet, Newsletter, and Early Career Professional/Student Chairs, and being an effective liaison with APA on membership concerns.

I welcome any interested division members to join me in this challenge as part of my Membership committee. I would like to meet you at APA in Chicago, so come to our division's Hospitality Suite at the convention or contact me ahead of time.

Professor of Psychology, Emeritus
Pacific Lutheran University

Serdar M. Değirmencioglu

President

APA Division 48 Peace Psychology

serdardegirmencioglu@gmail.com

Serdar M. Değirmencioglu is a developmental psychologist by training, a community psychologist by commitment, and a peace psychologist in practice. He has served as president in children's rights and professional organizations. He has produced ground-breaking books on young people's participation, martyrdom and militarism, psycho-social consequences of personal debt, and corruptive influences of private universities, and an award-winning documentary on the university entrance exam in Turkey. As an outspoken advocate of children's rights, he writes a Sunday column focused on children's issues in a daily newspaper in Turkey. He was a professor in Istanbul when he was fired in April 2016 for having signed a peace manifesto. He and his wife now live in Athens, Greece as political refugees.

Robert McKelvain

President-elect

APA Division 48 Peace Psychology

mckelvain@ACU.EDU

Robert McKelvain is President-elect of APA Division 48 – The Society for the Study of Peace, Conflict, and Violence. Dr. McKelvain is Professor of Psychology at Abilene Christian University (ACU) where he has also served as department chair and director of graduate studies. His research and practice interests are in training psychologist and community leaders in conflict transformation principles and skills. Working with Ryan Blucker he has presented conflict transformation training for community leaders in rural Honduras and to psychologists in Guatemala. He is the co-author of *Transformación de Conflictos*, a training manual for psychologists. At ACU he annually teaches two peace-related courses — Peacemaking and Sexual Minorities: Identities and Communities. Dr. McKelvain served as the Internet Editor for Division 48 (2015-2018) and was the conference chair for Psychology & Peace 2018, Division 48's first conference.

Violet Cheung-Blunden

Member-at-Large

APA Division 48 Peace Psychology

vcheung@usfca.edu

It is an honor and a privilege to begin my service as the new member-at-large for Division 48 of the American Psychological Association (APA) this year. The division has been an intellectual home for me since 2002. The post 9/11 year was an interesting time for a doctoral student to study emotions. The training at my R01 program taught me abstract theories and gave me research skills in the laboratory. Yet when I met the visceral crowds on the street demonstrating against (and sometime for) the Afghanistan war, I began to notice a disconnect between my research-oriented education and the real world. I decided to collect my own data on public sentiments and started presenting my research in Division 48. With the encouragement of the division, I continue to delineate the effects of fear, anxiety and anger on a variety of applied topics, from the wars in the Middle East to the ongoing cyber war with China, from the Patriot Act to the migrant crisis that swayed recent elections on both sides of the Atlantic.

Division 48 can be an intellectual home for all peace psychologists regardless of their background. As the new member-at-large, I am interested in all division services aimed to attract and nurture our members. I look forward to hearing your thoughts and would like to take this opportunity to invite your input for three ideas that emerged in the Executive Committee meeting early this year.

I have several potential initiatives for my 3-year-term:

- (1) A mentorship program to attract and retain Student and Early Career (SEC) members.
- (2) A collaborative paper examining sentiment analyses on a social media platform.
- (3) An efficacy study of the small grant program.

US Peace Registry: From psychologists to comedians

Michael D. Knox

War is glorified in the United States. Imagine a culture change so momentous that Americans who stand for peace are celebrated rather than denounced as unpatriotic, anti-military, or un-American. Imagine a world in which expressing an antiwar position is an aspiration children are encouraged to respect, admire, and replicate.

We can begin by using behavioral principles to modify our culture and increase the number of people who speak out. We can model antiwar behavior and encourage others to follow our lead. We can share actions that Americans are doing to promote peace, identify role models to emulate, reduce negative consequences, and provide positive reinforcement. This is the mission of the US Peace Memorial Foundation, which publishes the *US Peace Registry*.

Recognizing, honoring, and documenting the work of antiwar activists will cause a shift in our culture and inspire more Americans to speak out for peace. By advancing our knowledge about heroic U.S. peacemakers, identifying their specific behaviors and accomplishments, and normalizing their role in society, we can decrease the social barriers that citizens face when they wish to publicly express antiwar sentiment.

The *US Peace Registry*, which is already available online, recognizes and honors role models for peace and documents a broad spectrum of modern nonviolent antiwar behavior. It can be a resource for peace psychologists engaged in research, teaching, action, and organization building. It helps us understand how individuals and organizations have opposed war and promoted peace.

Among those honored by the US Peace Memorial Foundation, Inc., Jonny Lewis, a screenwriter, director, and actor uses humor to convey his message about “the horror and stupidity of war.” His award-winning short films include *Truth in Recruiting*, *Here’s Your Flag*, and *We Saved Private Ryan*.

Of the 235 Americans and U.S. organizations the Foundation honors, a dozen are peace psychologists, but only one is a comedian. Jonny Lewis, a

screenwriter, director, and actor uses humor to convey his message about “the horror and stupidity of war.” His award-winning short films include *Truth in Recruiting*, *Here’s Your Flag*, and *We Saved Private Ryan*. He also wrote and directed *G.I. Hospital*, an Animated Short Film about severely wounded soldiers who accept their injuries because it was “for our country.” See a complete list, and

read more about the antiwar/peace work of Jonny and Division 48 colleagues, at www.uspeacememorial.org/Registry.htm.

Perhaps more peace psychologists will use the



Registry as a reference and resource. If you would like to work on the project, write to Knox@USPeaceMemorial.org.

The Internal Revenue Service has determined that the US Peace Memorial Foundation, Inc. is a tax-exempt 501(c)(3) public charity. Donations to the Foundation are tax deductible to the extent provided by law.

Michael D. Knox, PhD is a Division 48 member, APA Fellow, Distinguished Professor Emeritus at the University of South Florida, and Chair of the [US Peace Memorial Foundation](http://www.uspeacememorial.org). His current work includes writing a book, tentatively titled *Ending U.S. War by Honoring Americans Who Stand for Peace*, which contains the *US Peace Registry*.

Editor's note:

My favorite among Jonny Lewis' films is *Block This Caller*,



which poignantly highlights human engagement amidst conflicting orders from the military industrial complex.

<https://www.activistpost.com/2019/05/global-military-spending-has-soared-to-its-highest-level-in-recorded-history.html>

Anthony J. Marsella, Ph.D., Professor Emeritus, University of Hawaii, Honolulu, Hawaii 96822



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INTEGRATED CARE FOR THE TRAUMATIZED
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EDITED BY ILENE A. SERLIN, STANLEY KRIPPNER, AND KIRWAN ROCKEFELLER

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978-1-5381-2138-2 • Paperback • July 2019 • ~~\$40.00~~ \$28.00

About the Book

Integrated Care for the Traumatized presents a model for the future of behavioral health focused on health care integration and the importance of the Whole-Person Approach (WPA) in guiding the integration. This book applies the WPA integration to the traumatized that enables the reader to learn from experienced trauma practitioners about how to assess and treat trauma as humanely and compassionately as possible. This approach of expanding the possibilities of behavioral health by centering upon the whole person is an old idea that is reemerging as a modern solution to overspecialized practices. The WPA approach, completed with spirituality, psychology, medicine, social work, and psychiatry, can help students, families, and seasoned professionals to improve and expand their practice with the traumatized in both the individual and community contexts.

Praise for the Book

"Trauma is both universal and deeply personal. Traumatic experiences shatter safety and threaten the body, the mind, and the soul. The outward signs may be similar, but each person and each community responds in profoundly particular ways. This invaluable book transcends conventional thinking and engages traumatized individuals and communities in the creation of sustaining new meanings that help them heal and grow. It is an essential resource."

—Alicia Lieberman
Director, UCSF Child Trauma Research Program
Zuckerberg San Francisco General Hospital

"*Integrated Care for the Traumatized: A Whole Person Approach* is an innovative text that covers a range of individual and communal interventions using a variety of modalities. A very wise, well-written, and descriptive book that discusses the need for collaboration between providers and agencies. I highly recommend this book."

—Christine A. Courtois
Past President of Division 56, American Psychological Association
Associate Founding Editor, *Psychological Trauma: Treatment, Research, Policy, & Practice*

Integrated Care for the Traumatized

Ilene A. Serlin

Forthcoming publication: Co-Editors Ilene Serlin, Stanley Krippner and Kirwan Rockefeller, Foreword by Charles Figley, publisher Rowman and Littlefield, on new models of Whole Person integrated care for the traumatized.

Integrated Care for the Traumatized proposes a model for the future of behavioral health by focusing on health care integration and the importance of the Whole Person Approach (WPA). This book fills a void by applying the WPA integration to the traumatized that enables the reader to learn from experienced trauma practitioners on how to assess and treat trauma as humanely and compassionately as possible. By expanding the possibilities of behavioral health by centering upon the whole person, an old idea emerges as a modern solution to over-specialized practices.

This book has four sections: Foundations, Interventions for Individuals, Interventions for Communities, and Future of Integrative Care for the Traumatized. Each chapter discusses the importance of working within an integrative and WP approach, with descriptions of integrative models, research evidence and applications that are already working. These chapters can help students, families, and seasoned professionals to improve upon and expand their practice with the traumatized in both the individual and community contexts."

Editor: A book review by Marc Pilisuk is forthcoming in our Fall 2019 issue.

Meet us in Chicago!



Photo 1 by Lance Anderson on Unsplash
Photo 2 by Antonio Gabola on Unsplash
Photo 3 by Sawyer Bengtson on Unsplash

R. Eidelson, APA Addiction to War (Continued)

Torture

The arena that has received the most attention is the disturbing [involvement](#) of psychologists—including [members](#) of the APA—in the government-authorized torture and abuse of “war on terror” detainees. The APA’s ethics office director [insisted](#) that psychologists knew not to participate in activities that harmed detainees, and an APA president [wrote](#) that those who raised concerns were merely “opportunistic commentators masquerading as scholars.”

In 2005, facing growing outrage, the APA created a controversial task force to examine psychological ethics in national security settings ([PENS](#)). Stacked with representatives from the military-intelligence establishment, the task force met for three days and, unsurprisingly, asserted that psychologists helped to keep detention and interrogation operations “[safe, legal, ethical, and effective](#)”—despite multiple [accounts](#) that health professionals, including psychologists, were among the perpetrators of detainee mistreatment. The APA board of directors then quickly approved the PENS report in an “emergency” vote, bypassing the association’s full governing body.

Finally, in 2015, following a months-long investigation based on analysis of over 50,000 documents and 150 interviews, an [independent report](#) authorized by the APA presented extensive evidence of secret collaboration—conducted over a period of years—between APA leaders and Department of Defense officials. These secret efforts were apparently aimed at ensuring that the APA’s ethics policies would not constrain interrogation-related activities, and that psychologists would remain in operational roles at Guantánamo Bay and other U.S. overseas detention centers. The report led to a few much-needed [reforms](#), but it also produced a backlash from some military psychologists who, along with their supporters, responded with defamation lawsuits, a formal ethics [complaint](#) and more threats of the same, and calls for public suppression of the report itself. Responding to an [article](#) by this author, the APA’s CEO again reached for old falsehoods, portraying the profession’s dark-side participation as limited to the actions of “two rogue psychologists” involved in the CIA’s torture program.

Terrorism

As the U.S. propaganda-driven and illegal invasion of Iraq was unfolding in 2003, a former APA president offered a polarizing [warning](#): “The civilized world is at war with Jihad

As revelations of this wrongdoing and abandonment of professional ethics emerged and then spread well over a decade ago, for years the APA’s primary responses were a combination of stonewalling, denials, and attacks against critics.

Islamic terrorism. It takes a bomb in the office of some academics to make them realize that their most basic values are now threatened.” During that same period, the APA’s leadership authorized an expert [task force](#) to produce a report examining the psychological effects on the American public of government efforts to prevent terrorism. According to the task force chair, members [recommended](#) that “psychologists become involved in the development, implementation and evaluations of new programs about terrorism and efforts to prevent it,” and that they do so by using “knowledge about enemy images, stereotyping of other groups, and the processes of groupthink to develop guidelines and recommendations to help national, state, and local leaders tailor their public communications about terrorism so that their messages minimize known deleterious effects upon the populace.”

The task force also expressed concern about the weaponization of fear by the Bush Administration in its rhetoric about the “war on terror,” which emphasized ideas about “us versus them,” the importance of loyalty to a central authority, and the belief that our cultural norms are universal truths. One task force

member noted that the government’s response could prove more dangerous than the terrorists themselves. These conclusions were met with alarm by the APA’s senior staff, who privately [worried](#) that publicizing

the report could significantly damage the APA’s public image, and likely cause friction with the White House. The final report was quashed. A few years later, it was elaborated and published as a [book](#). The task force chair was reportedly advised by the APA’s legal counsel

that there should be no suggestion that the association endorsed the book in any manner.

Comprehensive Soldier Fitness

In 2011, the APA devoted an entire [special issue](#) of its flagship journal, the *American Psychologist*, to a series of uncritical articles waxing enthusiastic about the U.S. Army’s new Comprehensive Soldier Fitness (CSF) program. Based on a “positive psychology” framework, CSF was developed under the guidance of psychologists, and all of the journal’s 13 articles were written by individuals involved in designing and implementing the resilience program. The avowed [goals](#) of CSF were to “enhance soldiers’ ability to handle adversity, prevent depression and anxiety, prevent PTSD, and enhance overall well-being and performance.” These may be worthy aspirations, but CSF quickly became *mandatory* for one million soldiers *without* pilot testing or compelling evidence that it could achieve these objectives. Not surprisingly, subsequent [analyses](#),

R. Eidelson, APA Addiction to War (Continued)

including those conducted by authoritative scientific [institutions](#), have shown that CSF falls well short of its stated goals.

This APA special journal issue offered little discussion of conceptual challenges or ethical considerations, nor did it provide any forum for independent critical or cautionary voices. In sum, the APA's stance toward CSF was little more than cheerleading for an untested military research project—one with enormous ramifications—about which many crucial questions should have been asked. For example, might the program be harmful for some soldiers, perhaps by undermining previously learned successful coping strategies? Or, by fortifying perseverance in the face of adversity, might CSF lead soldiers to engage in actions—including harm to civilians—that later cause deep regret and [moral injury](#), thereby increasing the potential for PTSD and other post-combat psychological difficulties? Or, might this resilience program lead some to deny, for a time at least, the adverse effects of their traumatic experiences, heightening the likelihood of premature redeployment to battle zones with further risk of serious disability?

The APA's promotion of the flawed CSF program is yet further evidence of the organization's failure to adequately confront the often-staggering consequences that flow from uncritical support of our country's military ambitions, all too frequently yoked to the [interests](#) of mega-corporations and their largest shareholders. "Blind patriotism"—a topic psychologists have [studied](#)—serves to advance policies, framed as "national security" endeavors, that inevitably endanger the well-being of our own soldiers, combatants on the other side, and many innocent civilians—all while squandering precious resources.

Drone Warfare

With names like the Predator and the Reaper, weaponized drones used by the U.S. military and the CIA should [raise](#) significant concerns for the profession of psychology. A detailed multi-university [report](#) examining U.S. drone policy found that "Their presence terrorizes men, women, and children, giving rise to anxiety and psychological trauma among civilian communities.

Those living under drones have to face the constant worry that a deadly strike may be fired at any moment, and the knowledge that they are powerless to protect themselves." Similarly, the director of the human rights organization Reprieve has [described](#) the use of these drones as "a form of psychological torture and collective punishment."

These realities raise compelling questions about the ethics of psychologists' involvement in such operations. In 2013, members of the

The APA's promotion of the flawed CSF [Comprehensive Soldier Fitness] program is yet further evidence of the organization's failure to adequately confront the often-staggering consequences that flow from uncritical support of our country's military ambitions, all too frequently yoked to the [interests](#) of mega-corporations and their largest shareholders.

APA's peace psychology division (including the author) wrote to the APA's ethics office requesting guidance as to whether, according to the ethics code, it is permissible for a psychologist to be involved in the operation of a weaponized drone; to work as an intelligence consultant in the targeting of drone strikes; to participate in programs designed to select drone operators or train them to overcome the natural psychological aversion to killing other people; or to assist in promoting public support for the use of these drones by misrepresenting evidence of the harm caused by such attacks. Sadly, but perhaps predictably, this request was never answered by the APA's ethics office.

It is difficult to obtain detailed information about the ways in which psychologists may be participating in drone-related operations, especially when that work is classified. But we do know that psychologists are conducting research with drone pilots. One area involves figuring out which skills and attributes make for a top-notch pilot. Some of this research [examines](#) how a pilot's belief system and "moral motivation" may *negatively* affect their performance when it comes to the deployment of weapons. Another research area apparently involves looking at how to reduce the high levels of stress, PTSD, depression, and substance abuse among drone operators. According to one [account](#), the development of a Siri-like user interface aims to anthropomorphize the drone—so that the pilot feels less responsible for the death and destruction wrought. Seemingly *not* under investigation is whether wars will become more likely and more frequent as we become enthralled with the prospect of discomfort-free and risk-free killing from afar.

The Defense Budget

In an address shortly after becoming U.S. president in 1953, General Dwight D. Eisenhower [said](#), "Every gun that is made, every warship launched, every rocket fired signifies, in the final sense, a theft from those who hunger and are not fed, those who are cold and are not clothed." Nevertheless, there is near unanimous bipartisan support in Congress for our ever-growing defense budget—a budget now [exceeding](#) that of the next seven largest countries combined. The most direct [beneficiaries](#) of this outsized spending are,

R. Eidelson, APA Addiction to War (Continued)

regrettably, often giant defense contractors and weapons builders. The United States is also the [largest](#) international arms seller—with ongoing efforts to promote even bigger markets that include countries ruled by ruthless autocrats. But none of this seems to garner meaningful comment from the APA, even though psychology offers valuable insights into the potentially destructive consequences of individual and collective choices driven by fear, greed, conformity, or blind patriotism.

When the federal budget is under discussion in Washington, DC, at times the APA does indeed [warn](#) against cuts to key domestic programs, including those that involve practice opportunities for psychologists. But the association rarely if ever speaks out against the enormous financial drain that is today's military-intelligence establishment. In fact, when the APA gives testimony before defense appropriations committees, it routinely calls for *more* funding for psychological research with military applications. Moreover, the APA members selected to argue this case are usually high-level staffers at the Human Resources Research Organization (HumRRO), a defense contractor first [established](#) decades ago to develop “psychological warfare” techniques. HumRRO's [connections](#) with the APA are long, deep, and arguably problematic. The company has received tens of millions of defense dollars, and its research projects have included [work](#) on developing “overwhelmingly lethal” combat systems.

Professional Ethics

Leaders of the APA's military psychology [division](#) have been among the most outspoken proponents of modifying our understanding of the profession's ethics. Some of them have [participated](#) in the harsh detention and interrogation operations at Guantánamo. Others have [argued](#) that the U.S. government is the psychologist's primary client in military contexts, and that society's interests—as determined by the government—should override other professional ethical considerations for psychologists. And another military psychologist has [recommended](#) that psychotherapy techniques be used to train soldiers in “adaptive killing”—to help them overcome the natural aversion to taking another life, and the tendency to feel guilty after doing so. These same interests were also behind recent [efforts](#) to change an APA policy that currently restricts psychologists from working at Guantánamo and other U.S. detention facilities that violate international law. Although that resolution was soundly defeated by the association's governing body, the APA's president nevertheless [sent](#) a follow-up letter assuring the Department of Defense that the prohibition was merely “aspirational” and not enforceable.

Many of these issues reflect a worrisome and growing trend toward what this author and colleagues have [called](#) “adversarial operational psychology.” This area of practice diverges from the profession's traditional do-no-harm ethical principles in three ways: psychologists engage in military-intelligence activities where individuals or groups are targeted for harm; these targets have not provided their voluntary informed consent; and these psychologists are shielded from professional ethical oversight by a maze of classified projects and security clearances. To be clear, most psychologists whose work supports the U.S. military and other defense-related agencies do not serve in these roles. But ongoing efforts to build and promote this specialization reflect the further weaponization of psychology and can jeopardize the public's trust in the profession. At the same time, they also pose a threat to a psychological science that depends upon transparency, data sharing, and peer review.

Breaking Free from the Addiction

There are undoubtedly multiple

[A] military psychologist has [recommended](#) that psychotherapy techniques be used to train soldiers in “adaptive killing”—to help them overcome the natural aversion to taking another life, and the tendency to feel guilty after doing so.

reasons why the APA seems to lose its scientific rudder, moral compass,

and independent voice in the military-intelligence arena, where violence, domination, and oppression are too often the preferred tools of U.S. foreign policy. Perhaps it is in part because the Department of Defense is a valued employer of psychologists, a significant funder of psychological research, and a key source of internships for graduate students in clinical psychology. As well, in influential circles strong connections with the Pentagon can bring an organization considerable stature and a proverbial “seat at the table” for policy deliberations with national and international ramifications. And we should not overlook the reality that, when couched as “patriotism,” calls to action—and obedience—are never easy to resist for individuals or groups. After all, that is why they have been standard fare for demagogues across time and place.

But what does the mission of “advancing psychology to benefit society and improve people's lives” truly mean if the APA refuses to counter fear mongering propaganda, the manipulative nurturing of enemy images, and the misuse of military might? The consequences of our failure to rein in these forces are stark: nearly 800 overseas military bases; massive weapons expenditures that hinder urgent domestic spending needs; assertions of exceptionalism that encourage a disturbing disregard for the lives and suffering of non-Americans; and unencumbered power for narrow interests that may find the threat and spoils of war far more profitable than diplomatic success or lasting peace.

What would “breaking free” look like for the APA? Here are several examples. The APA can advocate for an end to the indefinite detention of

R. Eidelson, APA Addiction to War (Continued)

Guantánamo detainees and for closure of that infamous facility, where imprisonment violates [international law](#) and has caused severe [psychological harm](#). The APA can help the public better understand that the psychology fostering exaggerated fears of terrorism can also lead to unscientific [programs](#) that jeopardize civil liberties—especially for those who are already most vulnerable to prejudice and stereotyping. The APA can raise alarm about psychological strategies behind today’s military [recruitment](#) efforts, which increasingly target younger teens and those whose financial and educational circumstances make them especially susceptible to false assurances or misrepresentations. The APA can call for reductions in our massive and burgeoning military budget that chokes off funding for domestic [programs](#)—Medicare, Medicaid, affordable housing, public transportation, student aid—that are essential contributors to our nation’s psychological health. And the APA can implement stronger internal policies to ensure that its own deliberations are not [unduly influenced](#) by those who benefit from financial ties to the military-intelligence establishment.

Urging these and related changes at the APA does not diminish appreciation for the valuable work of psychologists—and other health professionals—who care for our soldiers and veterans. The stresses of military service are daunting, ranging from lengthy family dislocations to combat experiences that involve exposure to unspeakable brutality and the risk of injury and death. Even after returning home from the battlefield, heightened dangers of PTSD, substance use, and suicide remain. Certainly, those who serve deserve our

[W]hat does the mission of “advancing psychology to benefit society and improve people’s lives” truly mean if the APA refuses to counter fear mongering propaganda, the manipulative nurturing of enemy images, and the misuse of military might?

<https://www.counterpunch.org/2019/04/19/is-the-american-psychological-association-addicted-to-militarism-and-war/>

NOTE: Roy Eidelson, PhD, is a past president of Psychologists for Social Responsibility, a member of the Coalition for an Ethical Psychology, and the author of *POLITICAL MIND GAMES: How the 1% Manipulate Our Understanding of What’s Happening, What’s Right, and What’s Possible*. Roy’s website is www.royeidelson.com and he is on Twitter at [@royeidelson](https://twitter.com/royeidelson).

abiding respect and compassionate support. But we do everyone a disservice when we fail to question and challenge a system and a culture that so readily place them—and others—in harm’s way. It is time for

the APA and its members to decide whether the world’s largest psychological association is ready to overcome its “addiction” and help lead us forward.

WAR Anthony J. Marsella, PhD

What more can be said of war
That has not already been said,
That has not already been written,
That has not already been sung in song,
Recited in verse, shared in epic tales?
What more can be said of war
That has not already been committed to
screen,
In iconic movies with legendary actors,
Fighting and dying in glory amidst waving
flags,
Or in heralded documentaries, carefully
Edited with photos, letters, poignant words
Of lament spoken, amid haunting tunes?
What more can be said of war
That has not already been sculpted in marble,
Painted on canvases,
Photographed in black and white,
And vivid color,
Revealing blood is red, bone is white,
Death is endless.
What more can be said of war
That has not already been inscribed in minds
and bodies
Of soldiers who survived,

Civilians who endured,
Prisoners captive to trauma,
Scars visible and invisible?
What more can be said of war
That has not already been carved
On ordered granite gravestones,
In national cemeteries, honoring sacrifice,
Their death veiled in shade and sunlight?
What more can be said of war
That has not already been said about heroes
and villains,
Soldiers and generals,
Warriors and misfits,
Freedom fighters and terrorists,
Victims and collateral damage,
Apologies and reparations?
What more can be said of war,
That has not already been said about
Glorious and evil causes,
Lusts for power and control,
Access to wealth and resources,
Messianic responsibilities, moral duties,
Domination . . . ascendancy . . . Revenge?
What more can be said of war
That has not already been eulogized
On fields of battle,
Where lives were lost, minds seared,

And historians’ crafts polished
With the biased narratives of victors:
Waterloo, Hue, Fallujah?
There is no winner in war!
And why, if so much has been
Spoken, written, and engraved,
Why do the lessons of war,
Continue to be ignored, denied, distorted?
And now . . . Syria?

Dr. Marsella wrote “War” in the course of two days as he witnessed the tragedy of death and suffering in Syria, bewildered again and again, by the endless uses of so many death technologies. He was dismayed by a score of nations pursuing selfish interests, engaging in ethnic and tribal cleansing and genocide. “We are living with endless war. Nothing more can be said about war. Violence begets violence, war begets war! No cries of noble responsibilities to protect and defend from either side are sufficient or warranted. They are merely part of the tactics, strategies, and policies sustaining war. Who benefits from war?” marsella@hawaii.edu.

“War” was first published in **TRANSCEND Media Service** on September 2, 2013. The poem is in two published volumes: Marsella, A.J. (2014). *Poems across time and place: A journey of heart and mind*. Alpharetta, GA: Aurelius Press, Pages 63-65; Marsella, A.J. (2014). *War, peace, justice: An unfinished tapestry*. Alpharetta, GA: Aurelius Press, Pages 55-57. The poem may be circulated.

Psychological Investigation/Treatment

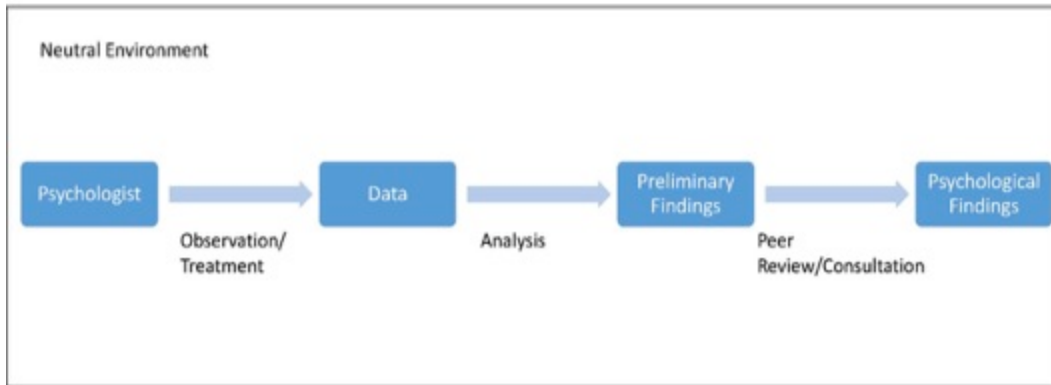


Figure 1. This graphic illustrates the presumed neutral environment in which psychological data collection, analysis, and determination of findings occur, including that in a clinical treatment setting.

2018). However, certain psychologists were adamant that detainees should have the option to choose a military psychologist, and before the ban against psychologists in interrogation settings was affirmed by Council, many believed they could balance both the National Security agenda of their military superiors and some semblance of detainee well-being. Kennedy, Malone, and Franks (2009) had argued that adhering to the APA Ethical Code (APA, 2002; 2010a; 2010b) along with adherence to Uniformed Code of Military Justice allowed Behavioral Science Consultation Team clinicians (BSCTs) to gather information for their superiors while simultaneously “the detainees are provided the highest quality of care” (p. 8). Kennedy et al.’s (2009) position ignored its compromising of the “do no harm” and “confidentiality” principles of the Ethical Code (APA, 2002; 2016). For operational psychologists, such as BSCTs intervening with detainees, a past APA president posited, “The goal of such psychologists’ work will ultimately be the protection of others (i.e., innocents) by contributing to the incarceration, debilitation, or even death of the potential perpetrator, who will often remain unaware of the psychologists’ involvement (Soldz et al., 2017, p. 10).

Recent Context to the Aspiration vs. Binding Question

A letter from the APA President to the Assistant Secretary of Defense for Health Affairs shortly after the August 2018 COR vote is indicative of this matter, with the president talking about the council vote being an “aspirational” statement that is “not enforceable” (Daniel, 2018). Essentially, Dr. Daniel’s message portrays APA Council Resolutions as benign—alleging recent agreement by prior a APA president and senior APA staff. Clearly, the Ethical Code and principles of the profession can be altered (APA, 2002; 2016), but even if this were not the case with military psychologists providing clinical services for detainees, the situation is fraught due to the environment and military structure. Whatever the motivations, key

members of APA governance compromised APA policy, the Ethical Code, and clinical practice during the Global War on Terror (Soldz, Raymond, & Reisner, 2015).

The inherent issue with security-sector psychologists returning to national security settings, even as clinicians, is that they are still subject to the military’s chain of command and the military/intelligence environment. Security-sector psychologists are inextricably immersed in this environment and command structure, which would not be an issue for psychologists working for the detainee or a human rights organization. It is the investigative and practice environment that must be addressed. This article responds to the inherent ethical issues raised from military psychologists being in these interrogation roles (Soldz, Olson, & Arrigo, 2017) based on President Daniel’s (2018) recent letter. The ethical issues are further compounded by instances when APA policy and its Ethical Code are easily manipulated or factored out, as shown in the Hoffman Report (Hoffman et al, 2015). To address this gap in the relevant ethics literature, this article presents an analytic framework through a comparison of the investigative environments of routine psychological settings and

military/intelligence psychological settings. Three case studies are given to illustrate these ineliminable environmental differences, including the APA PENS Report process.

Psychological vs. Military/Intelligence

Environments of Investigation

The fundamental issue with security-sector psychologists providing clinical services in national security settings is that they are subject to the military chain of command and thus are subordinate to their superiors’ goals, which we call the “command authority”. Essentially, security-sector psychologists are in a hierarchical structure that precludes them from knowing the full scope of how their work will be used (Arrigo, 1999). Or, at worst, how they themselves will be used.

Environmental Dynamics in Routine Psychological Settings

As shown in Figure 1, under normal circumstances for investigations, which include clinical services, psychologists would collect data such as assessment of the detainee patient through some sort of observation or treatment. They would then analyze the data to establish preliminary findings, and then submit those findings for validation to peer review, or to consultation if the work was clinical. Those findings would then be published or acted upon and the process would repeat. All of this would occur in a neutral environment without deception of the psychologist.

As a clinical tool, remote assessment is problematic. The officer needed to assess quickly whether the source would be an effective tool against the adversary, rather than a potential agent for the adversary. The officer’s mission-driven decision was to complete the inventory on the source’s behalf, thereby minimizing the risk of the source

meeting the psychologist. Direct assessment of the source by the psychologist would render the psychologist a potential target of the enemy, and the source's awareness of the test would compromise his relationship with the officer. Although the officer, who held a masters degree in psychology, recognized that remote assessment was methodologically inferior and, the security risk of the validated face-to-face assessment protocol was prohibitive. The compromise in method also created a compromise in ethics, as remote assessment with answers supplied by a third party (i.e., the officer) was not the intended use of these psychological assessment tools. Top-down decisions were made to benefit the psychologist, as well as the source's usefulness to the officer, rather than in the best interest of the individual—who was evaluated without his/her consent (i.e., a violation of the Ethical Code; APA, 2002; 2010a; 2010b).

Environmental Dynamics in Security-Sector Psychological Settings

For the security sector, and any psychologists in this system, the ultimate goal is “to establish a tactical, operational, or strategic advantage over an adversary” (Staal & Stephenson, 2013, p. 99). The adversary is viewed as dangerous and implacable, and all observations in an investigation are deemed to be at risk to deliberate deception by the adversary (Arrigo, 1999). As such, the command authority operates as if the enemy is always watching and the key instruments at their disposal (including psychologists) are subject to deception (Arrigo & Poulsen, Maj-Britt, 2002, p. 300).

An Army Counterintelligence Special Agent who engaged with psychologists while serving in Iraq recalled an instructive example of the issues inherent for a psychologist working in military/intelligence environment:

An operational psychologist was part of a “combat stress unit” in Iraq, charged with diagnosing soldiers to either return them or relieve them of duty. The psychologist diagnosed one soldier as having displayed no behavioral problems. But the combatant commander [combat authority] disliked the soldier and ordered the

psychologist to radically alter the diagnosis on the report to reflect that the soldier was delusional. He told the psychologist to rewrite the report and he [the soldier] will be gone tomorrow. The psychologist complied. (David DeBatto, personal communication, April 23, 2019)

The environment is inherently deceptive and subject to the command authority's goals, as Figure 2 shows. It has to be, given the parameters of dealing with an enemy and the steps that must be taken to achieve strategic goals.

In this model, the psychologist is far removed from the decision making process. A command authority passes orders to a project director, who in turn tasks a government psychologist, who would then be tasked with assessing the phenomena or patient. Security-sector psychologists may believe that they are merely providing treatment to help the detainee's psychological well-being. However, psychologists under command are in a potentially deceptive environment since they would still need to have some form of debrief to their superiors (David DeBatto, personal communication, April 23, 2019). Further,

If a security-sector psychologist is in uniform, they are absolutely under the combatant commander's authority in an operational environment. If a commander ordered a psychologist to write a

clinical assessment with specific language or to take part in any number of actions, the psychologist has no recourse in the chain of command. They have to follow orders, even if it violated their personal and professional ethics (David DeBatto, personal communication, April 23, 2019). This will always be true with psychologists who are subject to the chain of command, as depicted by the gray deceptive environment in Figure 2 (Arrigo, 1999).

Added Examples to Illustrate Figure 2 Dynamics

The case study below serves as an instructive example of the inherent deception and ethical issues of a psychologist working in a military/intelligence setting.

Remote Assessment (1980s)

In the Middle East in the 1980s, a clandestine service officer used clinical psychologists to vet remote sources as foreign agents through standard psychological assessment tools such as the Myers-Briggs Type Indicator personality inventory. As the officer (Mr. C, 2008) explained, As a clinical tool, remote assessment is problematic. The officer needed to assess quickly whether the source would be an effective tool against the adversary, rather than a potential agent for the adversary. The officer's mission-driven decision was to complete the inventory on the source's behalf, thereby

Military/Intelligence Operational Use of Psychological Research/Treatment

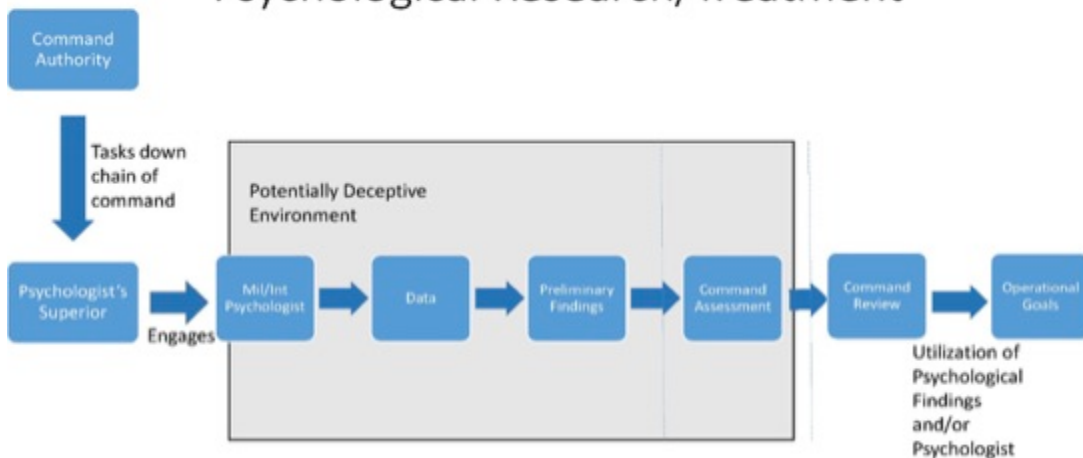


Figure 2. This graphic illustrates the inherently deceptive environment in which psychological data collection, analysis, and determination of findings—including those in a clinical treatment setting—are subordinate to the command authority in a military/intelligence setting. The two arrows on the left—“Tasks down the chain of command” and “Engages”—are typically the links at which cover stories are used to deceive or manipulate the investigators or clinicians.

minimizing the risk of the source meeting the psychologist. Direct assessment of the source by the psychologist would render the psychologist a potential target of the enemy, and the source's awareness of the test would compromise his relationship with the officer. Although the officer, who held a masters degree in psychology, recognized that remote assessment was methodologically inferior and, the security risk of the validated face-to-face assessment protocol was prohibitive. The compromise in method also created a compromise in ethics, as remote assessment with answers supplied by a third party (i.e., the officer) was not the intended use of these psychological assessment tools. Top-down decisions were made to benefit the psychologist, as well as the source's usefulness to the officer, rather than in the best interest of the individual—who was evaluated without his/her consent (i.e., a violation of the Ethical Code; APA, 2002; 2010a; 2010b).

"I would fill it out on behalf of the individual based on what I think [his responses would be], working with a psychologist."

The position of the psychologist required commitment to the case officer rather than to the source. The psychologist lacked opportunity to put the inventory results in context or to explore the accuracy of the officer's substituted inventory responses. The psychologist lacked independence in choosing the method of inquiry, e.g., timed tests were excluded. For mission security the psychologist had to accommodate likely error in the inventory by not interviewing the source in person. The covert nature of the remote assessment prohibited the psychologist from seeking peer guidance or contributing to research on remote assessment. Moreover, a questionable ethic of non-consenting assessment was in operation (APA, 2002, 2010a; 2010b). The psychological investigation process, as depicted in Figure 1, is necessarily subverted by and subordinate to the demands of the command authority as shown in Figure 2.

Mitchell and Jessen Legal Defense Strategy

The deceptive environment necessary in military/intelligence settings makes it impossible for psychologists to know how their intervention and findings will be used by the powers above them in the chain of command (Arrigo, 1999). In spite of these environmental realities, there are still efforts being made within APA to regain access to national security settings. One now well documented example of psychologists in national-security settings is the case of Mitchell Jessen and Associates—contract psychologists who developed and implemented the "Enhanced Interrogation" program used by the CIA (Sarria, 2017). When Mitchell and Jessen were sued for their torture program they filed a motion for dismissal, arguing that "the CIA 'exercised complete operational control'" over their torture program, and "they acted pursuant to validly conferred [governmental] authority and within the scope of their contracts" (Sarria, 2017). Essentially, Mitchell and Jessen argued that their psychological torture program was not their ethical responsibility because they

were under the command authority as shown in Figure 2. The command authority's goals superseded all other considerations by the contract psychologists, including the APA Ethics Code. The subordination of ethical practice to the command authority is seen in other examples, such as the alleged pressuring by the U.S. Army of psychologists at Fort Carson Army Post in Colorado to not diagnosis soldiers with Post-traumatic Stress Disorder "with the aim of cutting costs" (The Union of Concerned Scientists, 2018).

PENS Task Force Process

This issue becomes far more complex and fraught when applied at the institutional level. Following the PENS Task Force, the APA Ethics Director Stephen Behnke and Morgan Banks, director of Psychological Applications for the US Army's Special Operations Command at Fort Bragg, "regularly collaborated and coordinated ... to determine what APA's position should be, what its public statements should say, and what strategy to pursue" in order to "ensure that APA's statements and actions fell squarely in line with DoD's goals and preferences" (Hoffman et. al, 2015, p. 36). This was after the PENS Task Force Report had omitted "the 'do no harm' principles from its discussion of key Ethics Code principles" under the direction of Behnke in collusion with Banks and the other security-sector Task Force members (Hoffman et. al, 2015, p. 30). The desire to achieve the command authority's goals led to APA institutional manipulations that left "large loopholes in the Ethics Code that allowed CIA and DoD psychologists to follow explicitly unethical orders and still be considered ethical as long as they tried to 'resolve' the conflict" in national security settings (Hoffman et. al, 2015, p. 70). Certain APA officials, in collusion with the security-sector, put the agenda and goals of the national security sector before any other considerations pursuant to the profession of

psychology. Whatever the motivations, APA policy, the Ethical Code, and clinical practice were compromised by during the War on Terror (Soldz, Raymond, & Reisner, 2015). As a result, the profession of psychology suffered a reputational crisis in the public sphere, and international psychological associations, sister professional associations, and its own membership criticized the APA (Eidelson, 2017).

Last Words

Treating the 2015 and 2018 resolutions as aspirational as opposed to binding generates system level problems for the field of psychology. As evident in statements in Daniel's letter (2018) and by the actions she therein ascribes to others, APA presidents have routinely supported the preeminence of military goals over COR resolutions. This commitment to security-sector goals persists even after a letter to APA membership declared that the Hoffman Report had "found there was undisclosed coordination between some APA officials and Department of Defense psychologists in less restrictive ethical guidance for military psychologists in national security settings" (McDaniels & Kaslow, 2015). Therefore, APA governance's ability to honor its earlier pledge to take "concrete steps toward rectifying past organizational shortcomings" while changing "the culture of APA to be more transparent and clearly focused on human rights and our core values as psychologists" (McDaniels & Kaslow, 2015) is questionable. Another tactic is needed.

As the figures have shown, a security-sector psychologist in a national security setting cannot operate along lines of transparency and core values to the profession. The command authority and its superordinate goals supersede the psychologist's methodological and

ethical considerations, whether the considerations are on the individual level or, as shown in the PENS example, on the system level. The reality for security-sector psychologists working in military/intelligence settings is that they are subject to deception and secrecy from a command authority (Arrigo, 1999). This is why the APA COR votes in 2015 and 2018 taking prohibitive measures is critical in preventing psychologists involvement in human rights abuses in national security settings. And this is why President Daniel's letter to the Acting Assistant Secretary of Defense for Health affairs is concerning and worthy of more attention. The COR resolutions currently prohibit security-sector psychologists from being in National Security Settings in interaction with detainees, meaning they cannot be used as means to potentially unethical ends by the command authority. If the COR resolutions are indeed aspirational and not binding, this opens the door for security-sector psychologists once again to enter these deceptive, hierarchical settings. These settings—and the current structure of APA governance—present our profession with system level problems that cannot be ignored. If left unaddressed, these system level problems will leave exploitable gaps for manipulation and harm to APA and the field of psychology. The institutional and environmental problems presented in this article require second-order change, which would be the initiation of “more structural, longer term, and sustainable transformation changes” to APA policy and governance (Jason Glantsman, O'Brien, & Ramian, 2019). Until these changes occur, vigilance and accountability is required. We must keep in mind the valid, essential reasons for keeping psychologists who are subject to the chain of command in a military/intelligence environment out of situations where they may, wittingly or unwittingly, be used to cause harm in violation of ethical and methodological standards set for the profession of psychology.

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D. Stiles, Ethical Dilemmas in Efficacy Research Involving Asylum-Seeking Youth (continued)

Background for and Description of the Proposed Work

The proposed institution-funded research project around which this ethical analysis is constructed is designed to involve 350 to 450 youth between 10 and 18 years of age who are living in the United States, Canada, the United Kingdom, or South Africa. Potential participants will have been displaced from a prior country (e.g., Syria, Iraq, Myanmar, Afghanistan, Somali) and will be randomized to an intervention (i.e., Tree of Life), or wait-list control group; pre-test/post-test data will be collected on both groups of participants. The research is designed to test the appropriateness of Tree of Life therapy, a culturally grounded, strength-based, group counseling intervention, to aid refugee youth. This globally-practiced psychosocial intervention was developed by Ncazelo Ncube (as cited in Tibbles, 2018), however, as of yet there is no evidence base demonstrating its benefits for refugee youth.

A recent article in *Peace and Conflict: Journal of Peace Psychology* provides an excellent discussion of the practical and ethical issues that arise when conducting research in “conflict contexts” such as Rwanda, Zanzibar, Sudan, and Turkey (Moss, Ulug, & Acar, 2019). In their article, Moss, Ulug, and Acar (2019) share personal experiences that can contribute to methodological discussions in peace psychology. The authors’ review of ethical concerns is relevant for a study of Tree of Life’s efficacy. Two of the five ethical issues Moss et al. (2019) describe stand out as being especially important for my research collaborators, our project, and me. These are: 1) avoiding psychological harm to the young participants and 2) considering the psychological demands and possible “mental toll” sensitive research can take on the researchers. The rest of this article,

therefore, will highlight potential impacts from these ethical demands.

Avoiding Psychological Harm

Members of the American Psychological Association aspire to “benefit those with whom they work and take care to do no harm” (APA, 2002, p. 1062; 2010a). Psychological interventions and research should not be harmful. Psychologists’ adhering to the ethical principle to do no harm is vital to their work with refugee youth who have the right to special protection and help according to the U.N. Convention on the Rights of the Child (United Nations General Assembly, 1989). For example, well-intended use of culturally inappropriate psychosocial interventions and treatment manuals can inadvertently harm immigrant and ethnically diverse youth, leaving the young people feeling disrespected (Nicolas & Schwartz, 2012). Further, mental health stigma and Western, individualistic, “talking therapies” may hurt ethnically diverse clients (Lindsey, Joe, & Von Nebbit, 2010; Mustafa & Byrne, 2016).

It is hypothesized that since the Tree of Life intervention is not an individual “talking therapy,” it may work well for refugee youth. Language is not a barrier, creativity and self-expression are encouraged, and teens enjoy sharing the stories of their lives with each other (Jacobs, 2018). Using a tree as a metaphor, Tree of Life participants draw and explain their tree; this process allows them to be the experts in their own lives and make sense of their personal experiences. In an interview, Ncube (as cited in Tibbles, 2018) explains how she avoid harm: “In my counseling work, I use the term [Imbeleko] to describe use of local knowledges and skills to provide

counseling services that do no harm and are strongly rooted in community and culture” (p. 183). The Tree of Life collaborative process of sharing difficulties and strengths helps refugee youth to develop confidence and makes it possible for them to become proud of their strengths and hopeful about their futures.

Ethical Challenges in Research with Minor Refugees

In my experience, conducting ethical and meaningful research with children and youth who are refugees, asylum-seekers, and/or unaccompanied minors is hard to do for several reasons. Gaining approval from the Institutional Review Board (IRB) for conducting research with refugee youth is difficult. For instance, the IRB application may require an extensive review process. Non-adult refugees are in a *twice-vulnerable population* because they are under 18 and they are refugees. Even more difficult would be obtaining informed consent from an unaccompanied minor. unaccompanied

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Information about other adaptations of Tree of Life therapy can be found at these weblinks.

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<https://dulwichcentre.com.au/wp-content/uploads/2014/01/tree-of-life-community-context.pdf>

[https://www.ncoss.org.au/sites/default/files/public/campaigns/Tree of Life Practice Guide final.pdf](https://www.ncoss.org.au/sites/default/files/public/campaigns/Tree%20of%20Life%20Practice%20Guide%20final.pdf)

D. Stiles, Ethical Dilemmas in Efficacy Research Involving Asylum-Seeking Youth (continued)

“Identification of research participants is critical to the science and practice of psychology” (APA, 2010b, p. 29) and researchers should detail demographic characteristics including “ethnic and/or racial group” (p. 29) and “immigration status” (p. 29). Answering these demographic questions could be uncomfortable or even risky for refugee youth. Due to stigma, racial discrimination, and personal safety risk, many young refugees understandably do not want to identify themselves as refugees, undocumented, unaccompanied minors, or immigrants. Likewise, refugee youth may not want to identify themselves as members of an ethnic or racial minority group. As Moss et al. (2019) state, “the need to gather data should never trump the well-being of participants” (p. 93). One way for researchers to make the research experience psychologically “safe” is to allow the youth to self-identify on demographic questionnaires. To assist the participants in self-identifying, one could show photos with examples of how other teens have described their groups: 1) Her group = Female, Rohingya, now living in Bangladesh; 2) His group = Male, Christian, Black, Nigerian, 16 years.

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CULTIVEMOS LA PAZ



Recruitment Challenges in Research with Minor Refugees

It is quite difficult to recruit refugee and war-affected youth for research studies. They may be unwilling to take part because they don't want to be reminded of what has happened to them. War-affected youth who participate in intervention research may also have high dropout rates (Peltonen & Kangaslampi, 2019) or high lost to follow up rates (Panter-Brick et al, 2017). Research participation must be voluntary with participants allowed to withdraw at any time. Relatedly, involving refugee youth in the design of pre-test and post-test questionnaires, the research study, and interpretation of the results can help youth perceive their research experience as worthwhile. With this goal in mind, many items in the Tree of Life's pre- and post-test *Roots and Wings Questionnaire for Children and Youth* were derived from sources of resilience in refugees identified by Dutch researchers (Sleijpen, Boeije, Kleber, & Mooren, 2016). The questionnaire's contents were further based on Tree of Life therapy goals and drawn from existing inventories for children of personal strengths (e.g., hope, resilience, and optimism) and prosocial attitudes and difficulties (e.g., acculturation challenges and emotional problems). It is designed to be child friendly, easy to complete, and culturally appropriate for refugee and asylum-seeking youth living in English-speaking countries and young people from sixteen countries helped select and modify the items and methodology over more than a year's time.

Psychological Demands for Researchers and Those Who Work Directly with Refugee Youth

In 2017, O'Malley and four colleagues published a Recast Issue Brief, *Organizational Resilience: Reducing the Impact of Secondary Trauma on Front Line Human Services Staff* (O'Malley, Robinson, Hydon, Caringi, & Hu, 2017). They explain how helping professionals may be regularly exposed to traumatic events. They further explain that, “secondary traumatic stress (STS) refers to the emotional strain or tension that one feels as a result of exposure to the trauma that another individual, group, or community, has experienced” (O'Malley et al., 2017, p. 1). (O'Malley et al. (2017) note that helping others “often entails extending emotional support amidst crises or traumatic events” (p. 2). Reading of O'Malley et al.'s (2017) brief can help graduate students, colleagues, and collaborators talk about how working on the “front lines” affects us, and what are the key strategies for addressing secondary traumatic stress. Moss et al. (2019) similarly “recognize the toll [front line] work can take on the researchers. Consequences can include self-blame, sleep difficulties, going over and over particularly difficult interviews, worrying about the safety of research staff and the respondents, increased sensitivity to violence, and reliving difficult situations” (p. 95). As a psychologist who often collaborates with others on research projects and a professor who teaches applied psychology courses about conducting research and working with “at-risk” populations, I share articles with my

IF YOU WANT PEACE MAKE PEACE (NOT WAR).

D. Stiles, Ethical Dilemmas in Efficacy Research Involving Asylum-Seeking Youth (continued)

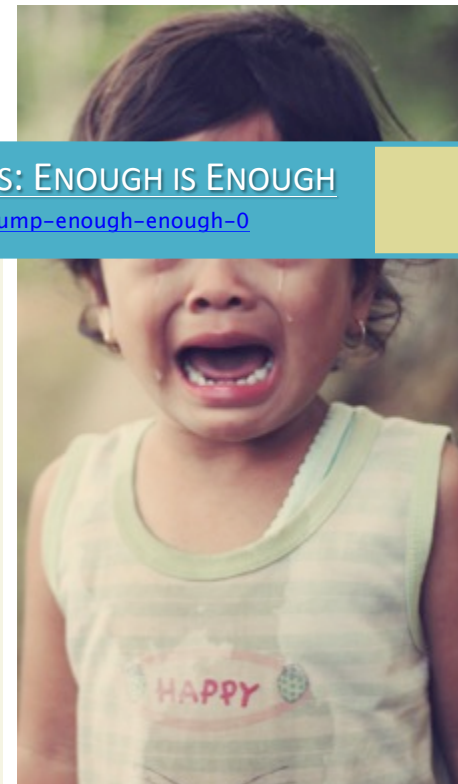
students and colleagues about secondary traumatic stress, self-compassion, and self-care. I also plan discussions and activities that are designed to debrief and de-stress us. I believe that each person who is working on the front lines with vulnerable children needs support and a community if we want to “collectively tackle the problems and joys of life in our communities” (Ncube, as cited as Tibbles, 2018, p. 183).

Conflict of Interest: The author declares that she has no conflict of interest.

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Please sign

PHYSICIANS FOR HUMAN RIGHTS: ENOUGH IS ENOUGH

<https://secure.phr.org/secure/tell-trump-enough-enough-0>

Dear Folks,

It’s been a year since the United States implemented its policy to separate and detain families at the border. With each passing day, we hear more terrifying stories: The Trump administration is expanding detention centers. It is cutting educational programs and legal aid for children. Border Patrol is taking away medications from migrant kids. And government attorneys have argued that detained children are not entitled to soap, toothbrushes, or beds to sleep on. Medical and psychological experts from PHR and elsewhere have documented the provide effects on children and families of these policies.

Physician for Human Rights (PHR) is launching a new sign-on letter from health professionals calling for an end to the detention of asylum seekers at the border. The signatures will be delivered July 16 at a mobilization in Washington DC.

Please consider signing this letter. For more information, or to sign the letter, go to please visit Physicians for Human Rights: Enough is Enough: <https://secure.phr.org/secure/tell-trump-enough-enough-0>

Also, would you consider widely distributing this call wherever you think appropriate and/or posting information in email and newsletters and on social media. To aid busy folks, PHR prepared some possible messages that can be adopted or modified as you feel is appropriate.

Thanks for doing whatever you can.

Gainforth & Stillman (continued from page

Six Seconds is dedicated to building a world where all people know and accept themselves, feel free to make choices to direct their lives, and are able to give their energy freely to create the future they really want (Six Seconds, n.d.). Its core message centers around the idea that a better world can be brought about by more people practicing emotional intelligence, which includes “being smarter with feelings: More aware. More intentional. More purposeful” (Six Seconds, n.d.). Six Seconds conducts rigorous research and shares global strategies for facilitating organizational, educational, and personal effectiveness through transformational tools and methods.

In 1997 as part of this work Six Seconds created the first edition of Self-Science—a social emotional learning (SEL) curriculum for students in grades K-12. A community of educators in the Six Seconds global network recently revised Self-Science. To measure change in participants’ social emotional learning, assessments such as the Six Seconds Emotional Intelligence assessments for youth and adults (Six Seconds Assessments, n.d.) are often administered pre and post the Self-Science intervention.

Aligning my research questions on inclusion and social emotional learning with the opportunity to make a difference on a global scale, I decided to build my action research project with Six Seconds’ Self-Science teaching tool at its core. My research is the first pilot study for this SEL curriculum. Bi-weekly meetings between my chair and a Six Seconds network representative insured that my feedback to the organization was shared and that full Six Seconds’ support and resources were made available to me. In the following section, I describe my learning experience at Fielding and the power of this transformational learning process intertwined with social justice for shaping my dissertation research.

Transformation Learning Applied to Social Justice

I have had the privilege of working with children with Autism Spectrum Disorder (ASD) and other disabilities since 1980. This is a population for whom matters of social justice are discussed, often with differing opinions as to what might be best. The intervention that I provided was designed to improve each child’s social interaction and social communication and increase his or her range of interests. These are the areas of development that, if jointly delayed, represent a diagnosis of ASD (American Psychiatric Association, 2013). While continuing to work with children with ASD, I enrolled in the IECD program at Fielding. Fielding has been a truly rewarding experience on my path to bring social justice to children with ASD. The courses offered are extensive and functional. The class sizes are small, which offered the interaction necessary for me to succeed with an on-line degree. Fielding’s professors typically give students the opportunity to explore course content in terms of its relevance to their professional interest and passion. They are knowledgeable and provide an engaging, supportive, and warm milieu for learning. It was in this environment that I began to pursue social justice for students with ASD.

Turning my Eye Toward Social Justice for Children with ASD

When I first arrived at Fielding, it was my intent to engage in a dissertation study that explored social skill group intervention for students with ASD. In a class I was taking to prepare for my dissertation, (i.e., Dissertation Seminar), my professor listened with interest to my ideas. In a Socratic manner of teaching, she commented about the passion she heard in my voice when the topic of conversation changed from social skill intervention to social justice for students with ASD. She listened as I recounted stories of students who were being denied access to their basic right of education. My perception, based on many experiences with school-age children, was that some students with ASD were being marginalized due to limited resources at school coupled with an inclusive education policy that was not fully aligned with current research and best practices. This

faculty member’s keen observation helped me realize that I needed to revise my dissertation topic. I enthusiastically began my literature review to discover what students with ASD require to succeed in an inclusive model of education. Little did I know how another professor would also influence the scope of my dissertation study.

My Social Justice Research Question

My final course at Fielding was “Understanding How Children Learn,” taught by a faculty who was also the Director of Education for Six Seconds. In this course I learned that social emotional learning is the process by which children and adults develop the skills and attitudes needed to identify, understand, and regulate their emotions; identify and achieve personal goals; make responsible decisions in sync with their values; develop relationships; and understand others’ emotions with the capacity to extend empathy (Jensen, Freedman, & Stillman, 2016). I learned that much empirical evidence links successful academic and behavioral outcomes to strong social-emotional skills (Durlak, Weissberg, Dymnicki, Taylor, & Schellinger, 2011; Taylor, Oberle, Durlak, & Weissberg, 2017). As a result, I became interested in the Six Seconds’ SEL curriculum, which was mentioned in my class. Based on the alignment between SEL objectives and the deficits associated with ASD, I anticipated that the children with ASD who attended a classroom based SEL program would exhibit positive changes similar to their neurotypical peers. I was surprised to find in the research that this was not always the case (Berard, Loutzenhiser, Sevigny, & Alfano, 2017). I therefore sought to discover how children with ASD could also make gains in SEL programs.

Making the Teaching of Social Emotional Skills More Socially Just

The research indicates that children with ASD do not do as well as their neurotypical peers during SEL instruction (Berard, Loutzenhiser, Sevigny, & Alfano, 2017). These findings, combined with my extensive literature review of inclusive

education, led me to question the manner in which the students with ASD were being taught. Due to inclusive education mandates, children with ASD and other disabilities often attend classes with their neurotypical peers. Although supportive of the concept of inclusion, parents of children with ASD have voiced concern regarding poorer academic outcomes for their children (Lynch & Irvine, 2009). Inclusion for children with ASD requires research-based adaptations to the classroom curriculum (Iovannone, Dunlap, Huber, & Kincaid, 2003; Sharma, Forlin, & Furlonger, 2015). Yet, a gap is often found between what is required for successful educational inclusion and what actually happens in the classroom (Hall, 2012). I wondered if the strategies and adaptations, including extra intervention, required for children with ASD to be successful in academic subjects (Bellini, 2009) might also be necessary when teaching an SEL program. Thus, in my research study, I addressed the combined impact of three factors: (a) social-emotional skills, (b) SEL programs for youth with disabilities, and (c) teaching SEL programs in an inclusive model of education (Kirschenbaum, 2009; Preast, Bowman & Rose, 2017). I anticipated that this study's results would be important in bridging the gap between the robust research involving provision of SEL to neurotypical students with that addressing the specific learning and teaching needs of students with ASD. I hoped to demonstrate that implementing an SEL program with adaptations would be effective for such students. The hypothesis was that curricular and teaching adaptations would support the learning needs of children with ASD, thus allowing them to benefit from SEL programs in the same manner as their neurotypical peers.

Action Research: A Social Justice Lens on Teaching Social Emotional Learning

With the full support of Six Seconds, I initiated my action research study in February 2019. I provided 20 weekly Self Science classroom lessons over the course of ten weeks to 95 students who attend a local private school, which consists of grades kindergarten to tenth. My study was a pilot of the newest version of Self-Science, Six Seconds' global SEL curriculum, which includes a focus on social justice and diversity. The curriculum and teaching modalities had been modified in 2018 based on Six Seconds' research and best practices in the SEL field. The curriculum targets the eight SEL competencies in the Six Seconds' model, which are "enhancing emotional literacy, recognizing patterns of behavior, applying consequential thinking, navigating emotions, engaging intrinsic motivation, exercising optimism, increasing student capacity for empathy, and pursuing noble goals" (Six Seconds, n.d.). My modifications to the implementation of the SEL curriculum included the use of visual supports, consistency, prompts, modeling, multiple practice opportunities, and small group intervention.

Quantitative, qualitative, and observational data were collected. Preliminary qualitative comments from teachers and students were positive. Post-intervention quantitative assessment data is still being collected. Observational data of teachers suggest important changes in the way teaching methods were implemented. For example, I watched a teacher utilize newly learned content and strategies to help a student with ASD modulate his emotions. When the teacher recognized that the student was becoming dysregulated, she caught his attention and through the gestures that they had both learned in the Self Science program, she prompted him to navigate his emotions. He was able to turn his emotion into an ally that helped him be successful (Miller, 2017) and again attend to the class instruction. This teacher-student interaction occurred without a word spoken and without disruption to the class.

Conclusion

At Fielding, I had the pleasure of discovering a social justice niche about which I am truly passionate. My story applauds the insightful and warm interactions with all my professors and their support—and the importance of relationship at each step in transformational learning. I never dreamt that my dissertation study would be so rewarding with the capacity for an immediate and meaningful global impact.

My pathway at Fielding helped me harness my social passion with a study that has the potential to enhance the lives of students with ASD. Transformative learning may similarly hold value for other social justice and global peace initiatives because it builds on authenticity and relationship (Freedman, 2012b; Merriam, Caffarella, & Baumgartner, 2007). In reflecting on my research, I have explored the power of SEL for strengthening student and adult emotional intelligence, enhancing student success, and enriching classroom practices (Jensen, Freedman, & Stillman, 2016; Stillman et al., 2018), and especially for students with ASD and their teachers. These reflections illustrate the value of my experience at Fielding Graduate University, pursuing transformational learning interwoven with a social justice focus on inclusion for youth with ASD.

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Author Note:

Sharon Gainforth is a doctoral candidate in the Infant and Early Childhood Development Program at Fielding Graduate University. Susan Stillman is an Adjunct Professor in the Infant and Early Childhood Development Program at Fielding Graduate University and the Chair of Gainforth’s Dissertation Committee. The study was made possible, in part, through a grant from Six Seconds Emotional Intelligence Network. Correspondence concerning this article should be addressed to Sharon Gainforth by email: sgainforth@email.fielding.edu

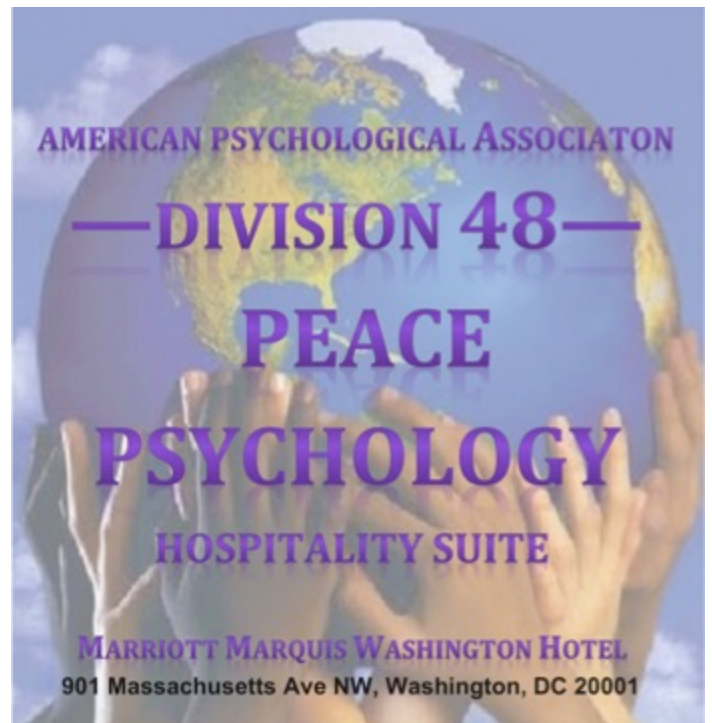
Gainforth will present results from this study as a poster session, *Implementation of an SEL Program with Adaptations and Strategies for Children with Disabilities*, at the Collaborative for Academic, Social, and Emotional Learning (CASEL)’s inaugural Social and Emotional Learning Exchange on October 2, 3, and 4, 2019 at the Marriott Marquis in Chicago, IL. More information about the conference can be found at <https://selexchange.casel.org>.

Editorial Comment

Aware that I have overlooked worthy content, failed to respond to some member’s inquiry to publish, slighted APA style rules, and otherwise fallen short of the rigor expected from an Editor, I humbly offer our Division 48 Membership this July 2019 issue of *The Peace Psychologist*. It has been a JOY and a CHALLENGE to gather content, forge an appealing format, honor our newsletter history, and strive to serve members with this issue. I welcome thoughtful feedback—ways to make the next issue of *The Peace Psychologist* better: What is missing? Ideas for new sections? Also, tell me what you like.

Comments can also be directed to any Executive Committee member, the Publication Committee (Fathali M. Moghaddam moghaddf@georgetown.edu; Melis Ulug melisulug@gmail.com; John McConnell dr.john.m.mcconnell@gmail.com; Brad Bushman bushman.20@osu.edu), or Dan Aalbers (dan.aalbers@gmail.com) or Gianina Pellegrini (gianina.pellegrini@gmail.com) who have graciously agreed to review the newsletter and give me feedback

–Robin–



From the Editor: The following is a synopsis of the **July 2019 update** to the **Division 48 Strategic Plan Draft** made available for member comment in June 2019. The Strategic Plan Committee considered, and largely incorporated, members' suggestions (changes are in light blue font). The Executive Committee will soon review the plan—and vote on its adoption during their 7 August 2019 meeting at National Louis University in Chicago. The plan is subject to revision per ExComm recommendations. To conserve space, font sizes are reduced; also, Appendices are eliminated. The complete **June 2019 draft** can be accessed at: <http://peacepsychology.org/strategic-plan-draft>.

Send inquiries to the Editor at treptow@email.felding.edu or Strategic Plan Committee Chair, Linden Nelson at lnelson@calpoly.edu

THE SOCIETY FOR THE
STUDY OF PEACE,
CONFLICT & VIOLENCE
APA DIVISION 48



STRATEGIC PLAN

January 2020 – December 2023

The Society for the Study of Peace, Conflict, and Violence (Division 48: Peace Psychology) increases and applies psychological knowledge in the pursuit of peace. Founded in 1990, Division 48 fosters communication among practitioners, researchers, and policy makers working on peace-related issues. A committee of seven peace scholars developed this strategic plan by first reviewing our society's purpose and mission (Appendix I); considering our past accomplishments (Appendix II); reflecting on our unfulfilled goals and unresolved problems (Appendix III); and receiving membership input (Appendix IV) through an online survey. The strategic plan committee then developed various iterations of the plan through collaborative brainstorming and consultation with the Executive Committee. Our DIVISION 48 STRATEGIC PLAN outlines our goals for three years. We will (a) enhance our leadership; (b) build organizational diversity; (c) better promote the development of peace psychology; (d) engage our membership; and (e) grow our services or members. We welcome your ideas, comments, and suggestions for ongoing refinement of this strategic plan as well as the development of future strategic plans.

—The Executive Committee

THE DIVISION 48 STRATEGIC PLANNING COMMITTEE DEVELOPED THIS DOCUMENT DURING THE FALL OF 2018 THROUGH JULY 2019. THE MEMBERS OF THE STRATEGIC PLANNING COMMITTEE WERE BRAD BUSHMAN, SERDAR M. DEĞIRMENÇİOĞLU, JULIE MERANZE LEVITT, JOHN M. MCCONNELL, SCOTT IOESCHBERGER, ROBIN LYNN TREPTOW, AND LINDEN NELSON (CHAIRPERSON).

STRATEGIC PLAN BACKGROUND*

- I. Purpose and Mission (Appendix I)
- II. Division Accomplishments Since Last Strategic Plan (Appendix II)
- III. Unfulfilled Goals and Unresolved Problems (Appendix III)
- IV. Strategic Planning Membership Survey (Appendix IV)

*See Appendices in June 2019 draft at peacepsychology.org

DIVISION 48 STRATEGIC PLAN

STRATEGIC GOALS AND RECOMMENDED ACTIONS

A. Improve the Functioning of the Executive Committee

1. Update the Division 48 Handbook

- a) Update the 2012 draft of the Division 48 Handbook.
- b) Distribute the Division 48 Handbook to potential candidates for office, newly elected officers, and other members of the Executive Committee.
- c) Make the Division 48 Handbook available on the Division website.

2. Appoint Standing Committees Annually

- a) Appoint a publications committee annually to function per the bylaws.
- b) Appoint a membership committee annually to function per the bylaws.
- c) Create a standing committee on diversity and inclusion and appoint the committee annually.
- d) Create a standing committee on peace psychology ethics to develop (and annually refine and revise as needed) a statement on peace psychology ethics.

3. Clarify Expected Qualifications and Responsibilities of Executive Committee Members

- a) Expect members-at-large to take on a specific role or project for the division each year, not just during their second year.
- b) Require that candidates for Executive Committee elected positions include in their candidate statement: (1) a description of any of their previous activities in the division and (2) their ideas for initiatives they would like to pursue in the position for which they are a candidate.

4. Consider Greater Use of Conference Calls in Place of Mid-Year Meetings

- a) Hold only one Executive Committee meeting per year (at the APA convention).
- b) Consider holding the meeting over two days before or after the convention.

5. Clarify the Strategic Planning Process

- a) Change the section of the bylaws on strategic planning so as to emphasize the importance of annual monitoring and review of the strategic plan by the Strategic Planning Committee without requiring development of a new strategic plan every year.
- b) Include in the bylaws a timeline for actions by the Strategic Planning Committee.

B. Increase the Diversity of the Division's Membership and Leadership

1. Increase the Diversity of the Division's Membership

- a) Recruit diverse people, including them at every level (e.g., decision-making, program planning, website development).
- b) Develop relationships and collaborations with APA divisions that focus on multiculturalism, social justice, and inclusion.
- c) Encourage members to genuinely seek out multicultural inclusion.
- d) Create diversity and inclusion sub-committee on all program planning committees.

2. Increase the Diversity of the Division's Leadership

- a) Proactively seek candidates from early career and underrepresented groups for the division's leadership positions.
- b) Change the bylaws to establish a term limit of six consecutive years for elected (i.e., voting) members of the Executive Committee, but allowing persons to be candidates for elective Executive Committee positions after three years of not serving as an elected member. In the case that the Nominating Committee is unable to find at least two willing candidates for an elected position on the Executive Committee other than members who have served for six consecutive years and provides documentation to the Executive Committee of efforts to find eligible candidates, the six-year term limit may be waived.
- c) Seek candidates for office who have not served in the Executive Committee for six or more consecutive years.
- d) Search out and implement places or ways for interested, active members to contribute in new and novel ways.
- e) Consider creating a new committee to address diversity and inclusion issues.

C. Promote the Development of Peace Psychology

1. Increase Membership in the Division

- a) Identify new students and psychologists to recruit.
- b) Recruit new students and psychologists.

2. Annually Conduct and Evaluate the Small Grants Program

- a) Following the granting of awards each year, evaluate the program's success.
- b) Depending on its success and on budget, gradually increase funding yearly.
- c) Establish a Small Grants Program Fund to which members (others) may donate.

3. Host Peace Psychology Conferences

- a) Host a peace psychology conference every other year to contribute to the development of peace psychology theory, research, and practice, and to help increase membership and membership diversity.
- b) Conferences should be held in various areas of the United States and occasionally in other countries.

4. Increase Submissions to Peace and Conflict: Journal of Peace Psychology

- a) Work with the Editor of *Peace and Conflict* to identify "special issue" topics.
- b) Negotiate with the *Peace and Conflict* Editor for a "Student Submission" section.
- c) Explore collaboration with APAGS and *Translational Psychology* (the APAGS-related journal) related to point (b) above.
- d) Use funds earmarked for supporting the journal to develop projects in other parts of the world with articles from such research considered for PAC publication.

5. Increase Academic/Educational Opportunities in Peace Psychology

- a) Draft and publish peace psychology competencies, practice guidelines, and training standards.
- b) Foster undergraduate peace psychology.
- c) Produce units on peace psychology that could be incorporated into broader courses, in addition to whole classes.
- d) Pursue CE approval for courses on peace psychology to attract clinicians.
- e) Develop online peace psychology courses advertised or hosted on our website.
- f) Identify and promote graduate level programs in peace psychology.
- g) Promote post-doctoral peace psychology experiences.

6. Endorse a Peace Psychologist Identity as a Credible and Valuable Career Option

- a) Develop materials, trainings, and media presentations to promote peace psychology as a credible career option.
- b) Support research/scholarship to identify the career path of peace psychologists, including mentorship.

7. Open Collaborations with Other APA Divisions and Peace-Making Organizations

- a) Define the type(s) and variety of partners who can help us in our work.
- b) Make Division 48 a "home" for collaboration in peace research and practice.
- c) Offer grant awards in collaboration with other APA Divisions.
- d) Offer grant awards in collaboration with other APA Divisions.
- e) Set up a standing committee on international peace-related collaborations.

8. Create a Committee to Recommend Public Policy Statements

- a) Following the bylaws Article VI, Section 4, create a standing committee to recommend public policy endorsements to the Executive Committee.
- b) The new committee should address threats to peace posed by nuclear weapons, climate change, militarism, and nationalism as well as other issues related to creating and supporting sustainable environments and peaceful communities and societies.

9. Develop Community Resources for Violence Reduction and Peacemaking

- a) Form a committee to investigate existing peacemaking community resources.
- b) Create peacemaking tools that could be linked from the Division website.
- c) Survey members to see what resources they (1) have developed; or (2) want to collaborate in creating.
- d) Put resources on the Division 48 website.

D. Increase the Engagement of Members in Division Activities**1. Engage More Actively With New Members**

- a) Membership committee should personally phone and email new members.
- b) Membership committee should engage in conversation about interests in peace psychology, ways the division might be helpful, and possibilities for contributing to the division's work.
- c) Answer questions about the division and foster further contact or involvement.

2. Create and Maintain a Database of Information about Division Members

- a) Would be used to identify and contact professors to assist in inviting new student members.
- b) Include information about members' interests in peace psychology.
- c) Include interests in working group membership and executive committee work.
- d) Link to members' published work, websites, and students with whom worked.
- e) Consider a searchable database on the website with confidentially appropriately addressed (e.g., log-in required).

3. Increase Communications Between the Executive Committee and the Membership and Among Members

- a) Use multiple ways of communicating with members over the coming three years. Communicate important information frequently to members using mailed letters and flyers, newsletters (e-mailed and posted on the website, and/or sent via USPS), and the "announce" and "discussion" listservs.
- b) Develop online Google hangouts for members and executive committee members (e.g., quarterly social hangouts, biyearly online "town meetings").
- c) Provide user-friendly instructions, consultants, and/or training for members who have little knowledge of electronic methods of communication or need assistance using our website or other online resources.
- d) Create means for members to participate at some level in leadership, routine activities, and/or work towards its mission. Announce to the membership any openings on the Executive Committee and in other leadership positions and committees before appointments are made.
- e) Identify communication challenges via a survey or online/video focus groups.
- f) Gather data on reasons the general membership are not more active and involved.

4. Improve the Online Newsletter and Publish It Regularly

- a) Reinstate a readable, accessible newsletter tailored to meeting members' needs.
- b) Consider use of *Mail Chimp* to prepare newsletters.
- c) Consider recorded video announcements sent via email or posted on the webpage.

5. Establish New Working Groups Based on Members' Interests

- a) Organize new working groups that serve the special interests of our members.
- b) Keep leadership active in monitoring and nurturing the working groups.
- c) Explore and understand reasons working groups have stagnated.

E. Provide Mentoring and Additional Services for Members**1. Establish a Mentoring Program for Students and Early Career Members**

- a) Add a "new collaboration" category of small grants for 2 or more members plus a "senior peace psychologist mentor."
- b) Offer "student reviewer" opportunities for *PAC* articles.
- c) Hold a mentor lunch event at the APA and/or Division 48 Peace conference.
- d) Create student "clusters", e.g., based on location, research or practice interests.
- e) Identify students and early career professionals who have leadership potential.

2. Improve the Division's Website

- a) Create a repository on the website for important records, e.g., financial, some of which would be available to members only.
- b) More content that invites prospective members to engage with the division.
- c) A Student and Early Career link on the website.
- d) Update the "Teach Peace" section and make the website more user friendly.

IMPLEMENTATION MECHANISMS****See June 2019 draft at peacepsychology.org

Call for submissions—The Peace Psychologist

Deadline 15 September 2019 (sooner if you can)

Dear Colleagues

This PDF version of the Summer 2019 *The Peace Psychologist* Newsletter has been sent out via the listserv and can also be found on the Peace Psychology website: peacepsychology.org. There are several very timely pieces in the newsletter so don't wait too long to look over the content!

Thanks to all who contributed. I am impressed with the wonderful things are members are doing in the field of peace psychology.

Please consider submitting an article for the Fall 2019 newsletter. The deadline is September 15, 2019.

The following submissions are acceptable:

- Announcements
- Short article related to a topic in peace psychology
- Brief description of your work (research or practice) related to peace psychology
- Brief summary of your recent presentations or publications related to peace psychology
- Short article about a peacemaker
- A letter to the editor
- Any notice of recognitions/awards/congratulations
- Short article about an organization that works for peace
- Reviews of peace psychology textbooks
- Peace related poetry, art, cartoons, & digital photographs (with copyright permission if it is not your work)

I am especially interested in the following:

- Articles highlighting a university's peace or social justice program(s).
For examples, see the articles by [Fielding Graduate University](#) students and faculty in this issue.
- Student or early career members (with a designated reviewer mentor) to review articles.
- Calls-for-papers, conferences, fellowships, job openings, and so forth for peace scholars.
- Member news—graduations, articles or books published, awards, and so forth.
- Feature articles on new members (e.g., student, early career, from another APA Division)

Submission length varies (500-3000 words). Please look over past issues to get a sense of length (see <http://peacepsychology.org/newsletter>). You may be requested to trim your submission.

Sometimes we get more submissions than we can handle. So, it might end up in a future issue, etc.

All submissions should be in APA format and include relevant APA style citations and references. Please keep the title of your article to 10 words or so. Look over the past issues on the web site to get a feel for past submissions.

Please consider including a high-resolution photo with your submission. For example, a photo of you or images relevant to the topic you are highlighting are appropriate for a submission and will be added if we have the space.

+++++

Best Regards
Robin

Submissions can be sent to rtreptow@email.fielding.edu

Publication copyright policy for *The Peace Psychologist*

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New Division 48 Members

Divisional Members (also APA members)

Maria A Bergman PhD
Kristijan Cviljak PhD
Dr R Joel Farrell II
Miguel E Gallardo PsyD
Shawn V Giammattei PhD
Haneen Haddad PsyD
Nicole J Massey-Hastings PsyD
Andik Matulesy PhD
John M McConnell PhD
Chelsea Overholt PhD
Mary E Posner PhD
Richard Rothschilder PsyD
Frank Schwebel PhD
Mary V Shelton PhD

Professional Affiliate/Associates

Karen B Brown MA
Andrea De La Cruz
Liz Hirky
Casey Jack
Hu Young Jeong MA
Janelle Junkin
Neha Khullar
Spyros Orfanos
Austin H Wang
Hanlie van Wyk MA

Student Affiliate Members

Ms Lena A Alhousseini MA
Emily R Alton
Aashna Banerjee
Kimberly A Bockelman BS
Jared W Boot
Brooke Burrows
Alfonso Fior E Cintia
Heather Cotignola-Pickens
Elizabeth Deligio
Trina A Dye
Ms Garfield Fabricius-Davies MA
Katherine A Grein
Ms Madeline J Harenza
Amanda L Hawkins BS
Alison Kitchkommie
Ms Rebecca Kopper BS

Leonardo Luna
Hana Maslud MA
Sakenya D McDonald
Stephanie Miodus MA
Mandana Mostofi BA
Wendy J Muhlhauser
Miss Shannon F Murphy BS
Jack O'Brien
Miss Lynsey P Plant
Ms Diedra C Price MA

Tabaitha Rodriguez
Dr Patrick Saint-Jean
Marion E Schulz
Jason Sherer
Luke Simmons
Sean C Siple AA
Karen Spencer 2YRGRAD
Mr Joshua Uyheng BS
Kelly Wadsworth
Jenna M Walmer
Rachael Wilson
Erica A Zadas MA

Making Peace in the 'Windy City'

APA Convention, August 8-11, 2019

Editor, *The Peace Psychologist*

Wisdom for the Body & for the Soul

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