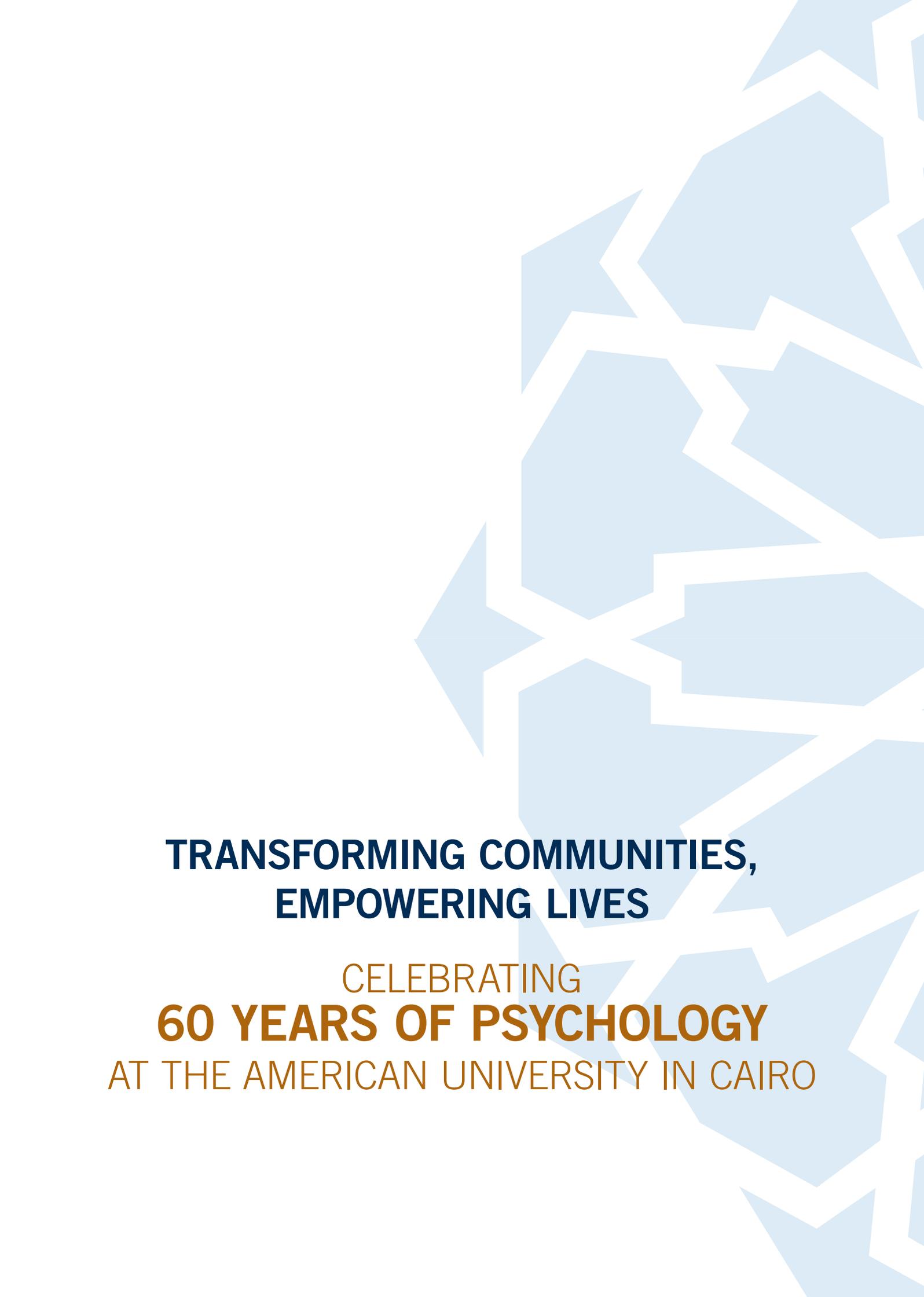




THE AMERICAN UNIVERSITY IN CAIRO

**TRANSFORMING
COMMUNITIES,
EMPOWERING
LIVES**

CELEBRATING
60 YEARS OF PSYCHOLOGY
AT THE AMERICAN UNIVERSITY IN CAIRO



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Message from the Chair

The year 1957 was a special one for the discipline of psychology at AUC, with the graduation of the first psychology major. It was 60 years later, on July 1, 2017, when the dream of establishing an independent psychology department was realized.

For decades psychology was nestled in a department together with sociology and anthropology, and later Egyptology. Psychology was a small field, attracting just a few dedicated faculty members and a handful of students who trickled through each year. Yet the popularity of psychology grew significantly in the 1970's with the advocacy of the late Nicholas Ciaccio, a professor who became the face of psychology at AUC. His passion for the discipline and his love for children helped foster passion and motivation in the hearts of countless students.

Professor Ciaccio was the first to send students out into the field – ungloned, unprepared and inspired. These intensive service learning courses were revolutionary in the 1970's; it would be another 20 years before community-based learning became a central pedagogy of discussion in higher education scholarship and 30 years before this pedagogy began to be institutionalized at AUC. Over the decades, Ciaccio's community practicum course became a tradition, a rite of passage for psychology majors. I remember as a student in the mid-1990's trekking through thick sludge in Makkattam Hills to play with orphaned infants and toddlers at Mother Theresa Missionary Shelter in Cairo, and then reflecting on these experiences in a journal for Ciaccio's class.

The commitment to impacting communities has continued to be a foundational value for psychological work at AUC. Yet, much has evolved since the early days of offering psychological support services to orphans, children, and persons with disabilities. Nowadays we emphasize community development in place of service, empowerment more than support, evidence and empiricism over trial and error, transformation of systems rather than ameliorating concerns and sustainability over stopgap approaches.

Community outreach is core to our mission. Our undergraduate majors are required to complete at least one community-based learning course before graduation, and our graduate programs embed the highest percentage of experiential learning of all degree programs at AUC including a 600-hour internship. We offer two Master of Arts degrees in counseling psychology and community psychology and a graduate diploma in community psychology. Students are trained in offering the highest standards of ethical psychological practice at the individual, couples, groups, organizational, community and policy levels.

Much of our community work is conducted through the collaborations we are honored to nurture with more than 40 partners, including multilateral organizations, nonprofit associations, social enterprises, hospitals, centers, schools and government offices. Projects designed and implemented by our faculty and students have gained widespread recognition, featured in newspaper, TV and radio. The psychology department also houses the only university-based counseling psychology training clinic in the region, known as the newly relocated and renovated Psychological Counseling Services and Training Center.

The launch of graduate degrees, focused on counseling and community psychology, intensified interest in the discipline at AUC, and we saw a spike in undergraduate applications to the major.



We now have about 140 majors and accept only about 60 percent of applicants. Students from other majors are interested in studying psychology, making the entry to the psychology minor even more competitive with a 40 percent acceptance rate in recent years. Currently, there are about 180 minors.

The growth of our faculty to 11 full-time professors, as well as 12 to 15 part-time professors each semester has diversified the course offerings and opportunities for mentorship to students. Students have a greater awareness of the diverse specializations in psychology, many sidestepping the traditional routes of counseling and clinical psychology, to instead go on to pursue graduate degrees in fields as varied as neuroscience, forensic, and industrial/organizational psychology. There is an emphasis on promoting student research, with the expansion of the labs at the Hub for Action and Research in Psychology. Many undergraduate and graduate students have presented at international conferences and published in professional refereed journals or books.

On the horizon for the psychology programs are budding efforts to promote interdisciplinary research and academic programs in collaboration with other fields at AUC, including biology, education, business, architecture and refugee studies. Just as we have partnered with communities over the decades on community-based projects, we value the opportunity to partner with other departments and professors in our own AUC community.

It has been a privilege to join hands with psychology faculty, staff and students to develop the vision for the new Department of Psychology and begin bringing that vision to life, and an honor to continue those efforts as founding chair. There is an air of bustling excitement in the department, with many new dreams beginning to take shape. I wonder, what more momentous landmarks and exciting projects will we accomplish over the coming 60 years!

Mona M. Amer

Associate Professor and Chair,
Department of Psychology

The Journey to the Psychology Department

The long road to establishing a psychology department at AUC began in the 1920's with simple steps of adding a couple of psychology courses within different social science programs. This paralleled the time when psychology courses began to appear in Egyptian universities. Back then, all AUC students were required to study a set schedule of diverse courses, including a psychology course offered in the fourth year.

As time passed, one course was clearly not enough to showcase the importance of psychology as a discipline. By the mid-1950's, efforts had been made at both the Faculty of Education and Faculty of Arts and Sciences to consolidate psychology course sequences, and students from both faculties would take courses at the other. The few courses in the psychology major sequence under the Faculty of Arts and Sciences were theoretical. On June 27, 1957, Mayada Shrinian and Tafida Hassouna would become the first students to graduate from AUC with a bachelor's degree in psychology.

A new major, similar to our present-day major, was formalized in the 1957-1958 academic catalog, as one of the 16 majors offered by the Faculty of Arts and Sciences. The foundational courses in this major continue to represent the underpinning of psychology degrees around the world today, including introduction to psychology, child and adolescent development, personality and mental health. Courses in biology, statistics and research methods were also required, similar to contemporary studies in psychology.

After this initial growth, the psychology major disappeared from the AUC degree offerings for much of the 1960's. That all changed with

the arrival of two energetic professors who transformed the presence of psychology at AUC. British-trained Doris Matilda "Georgie" Hyde applied to teach at AUC in 1968, after a distinguished career of working and teaching across the Middle East and in the United Kingdom. Three years later, in 1971, Nicholas Ciaccio arrived at AUC, having just completed a visiting scholarship at the Middle East Institute at Columbia University in New York. Both professors immediately generated much excitement and interest in the field, and re-introduced the psychology major. For the first time in 1972, the Department of Sociology and Anthropology, which housed psychology courses, changed its name to include psychology.

In 1971 AUC began pursuing accreditation by the Egyptian Ministry of Education, and in 1976 the protocol with the Egyptian government was finalized. The recognition of the Bachelor of Arts in psychology was an important milestone because it allowed students to pursue subsequent graduate studies at Egyptian universities.



Nicholas Ciaccio



D.M. Hyde

Over the decades, new courses and degrees were introduced. The 1983 - 1985 university catalog was the first to introduce a minor in psychology, allowing students from other majors to complement their studies with a set of courses in psychology. Efforts to create a graduate program repeatedly waxed and waned over the decades, and finally came to fruition in Fall 2009 with the launch of the Master of Arts degrees in family and couples counseling, family and child counseling and community psychology. The research and curriculum development for the graduate degree programs was coordinated by External Consultant Nancy Baron and Psychology Unit Head Elizabeth Coker, with intensive efforts from psychology faculty members including current professors Hany Henry and Mona Amer. These were the first practitioner training programs offered at AUC.

The counseling psychology degrees were an instant hit, with over 60 applicants, the majority representing previous generations of graduates of the psychology major. The community psychology degree, on the other hand, was new to the region and in a relatively unheard-of specialization, and so it took another year before enough students enrolled to form the first cohort. In Fall 2011, the counseling psychology degrees were repackaged into a Master of Arts in counseling psychology, focused mostly on adult counseling. The graduate degrees received a combined accreditation by the Supreme Council of Universities on December 10, 2012, and were later divided into separate accreditations of the counseling psychology and community psychology degrees on March 2, 2014. Later that year, in Fall 2014, the one-year skills-building Graduate Diploma in community psychology opened its doors to community practitioners, such as nonprofit organizations staff.



A key factor that has made the graduate psychology programs a success was the initiation of the Tarek Juffali Endowed Fellows Program in Fall 2010. Generously donated by. Suad Al-Husseini Juffali, the fellowship has enabled 34 deserving students, mostly Egyptian, to pursue their love for psychology and gain the skills needed to pursue a professional career in helping people and changing society.

Extra-curricular activities have enriched the psychology programs at AUC. Psychology faculty members have invited many notable guest speakers, contributing to the cultural and intellectual life of AUC. One of the most exciting was the 2015 visit by world-renowned psychologist Philip Zimbardo, who gained notoriety in the early 1970's with the Stanford prison experiment, and received the Gold Medal for Lifetime Achievement in the Science of Psychology by the American Psychological Association (APA) in 2012. Other recent guests have included president-elect of the APA, president-elect of the American Society of Clinical Hypnosis and various scholars from the United States, United Kingdom and the Middle East. Moreover, in 2016, psychology faculty members organized a regional conference on community psychology that featured nearly 80 speakers from 10 countries. Students have also played a significant role

in promoting psychological knowledge and activities at AUC. In the early 1970's the Psychology Society organized guest lectures, movie discussions, social excursions and trips to psychiatric hospitals. It received the Best Club Cup. Best student organization awards were won numerous times over the decades by what was later called the Psychology Club and Psychology Association. Students implemented awareness campaigns, public lectures, film discussions, career internships and charity drives and trips to public psychiatric hospitals. Moreover, Psi Chi, the International Honor Society in Psychology, has had an active chapter at AUC for several years.

Our most notable feat successfully happened on July 1, 2017, when the Psychology Unit under the Department of Sociology, Anthropology, Psychology and Egyptology (SAPE) became an autonomous and independent department. The transition was shepherded by two psychology professors, with Hani Henry serving as the final chair of the combined Department of SAPE, and Mona Amer serving as the first chair of the new Department of Psychology. Through this newly founded department psychology faculty, staff and students plan to carry on raising awareness, strengthening collaboration, generating psychological knowledge and helping those in need.

- 1921** Undergraduate psychology course offered to AUC students
- 1957** Graduation of first psychology major students
- 1957** Formalization of new undergraduate psychology major
- 1976** Accreditation of the Bachelor of Arts in psychology
- 1983** Start of undergraduate psychology minor
- 2009** Start of family counseling and community psychology graduate degrees
- 2010** Establishment of Tarek Juffali Endowed Fellows Program
- 2010** Entry of first cohort in community psychology MA
- 2011** Entry of first cohort in counseling psychology MA
- 2012** Combined accreditation of graduate degrees
- 2014** Separate accreditation of counseling and community MA degrees
- 2014** Entry of first students in the community psychology graduate diploma
- 2017** Establishment of the Department of Psychology





What Do Students Learn in the Counseling Psychology MA?

Counseling psychology focuses on alleviating psychosocial issues and mental health concerns and enhancing resilience and psychological well-being. Students gain skills in:

- Psychological assessment and testing
- Individual counseling
- Couples counseling
- Group counseling
- Community outreach and awareness
- Ethical and culturally-sensitive care

Students complete their practicum and internships at psychiatric hospitals, international and national nonprofit organizations, schools, private practices and centers and the Department of Psychology's own in-house Psychological Counseling Services and Training Center.

What Do Students Learn in the Community Psychology MA?

Community psychology focuses on preventing and solving societal issues and empowering marginalized communities, through the use of participatory and social justice-oriented approaches. Students gain skills in:

- Needs and assets assessment
- Community-based applied research
- Prevention and intervention program development
- Program evaluation and monitoring
- Organization capacity building
- Professional consultation

Students complete internships at the United Nations, World Health Organization, international and local nonprofit organizations, social enterprises, corporate social responsibility offices, foundations and donor agencies and government offices.

Nicholas Ciaccio: The Psychology Department's Gem

Nicholas Ciaccio, charismatic leader of the psychology programs at AUC for over 30 years, left a mark in the hearts of students and faculty that has remained strong even after his death on August 5, 2009, at the age of 65.

According to Hala Abd Alhak, affiliate instructor of psychology, Ciaccio became part of the AUC family in 1971 as a visiting assistant professor. He began working with professor Doris Matilda "Georgie" Hyde on developing a psychology Bachelor of Arts degree. "The success of their efforts can be measured by the fact that Psychology is one of AUC's strongest and most popular programs today," stated AUC's official tribute to Ciaccio. Ciaccio remained on the faculty until he retired in 2004 as professor emeritus of psychology.

Abd Alhak personally knew Ciaccio since 1971, first as a student and later as a colleague. "He was a teacher, a mentor and a colleague," she said at the memorial service in 2009. She added that "Psychology at AUC was Dr. Ciaccio. He was synonymous with the major."

According to Professor Emeritus of Anthropology Donald (AbdAllah) Cole, "Dr. Ciaccio was an energetic and activist supporter of psychology and its potential to contribute to the well-being of individuals in society." Cole explained that Ciaccio was most interested in underprivileged children. Ciaccio founded the Child Development Center near Imbaba in 1974, which he continued to direct until his retirement 30 years later.

Ciaccio was a developmental and child clinical psychologist. Inevitably, as he was often concerned with child psychology in Cairo, Ciaccio was seen as a leading expert at the time. According to the AUC tribute, "He regularly consulted on matters of child

and family therapy at children's hospitals and institutions throughout the Cairo area. He worked to establish community and mental health programs in Cairo's poorest quarters."

Ciaccio encouraged his students to take up interest in the community. "He was the first to introduce me to service learning and social responsibility before it became the role of universities," said Abd Alhak. For example, students would visit the cancer institute, an orphanage or a center for children with mental or physical disabilities. Ciaccio encouraged this so that his students could "discover the harsh life of others like disabled children and adults, and to have a sense of responsibility," explained Safaa Sedky, senior program specialist at the Department of Psychology.

What students learned in Ciaccio's classes were things that stayed with them. He often spoke of the poverty and well-off populations in Cairo and these sorts of discussions "had an influence in shaping my character," shared Rania Hussein Amin, who took classes with Ciaccio from 1986 to 1988. When Amin later worked at a school she often thought of Ciaccio's methods and approaches as she was interacting with her own students. If ever given the chance to speak to Ciaccio again, Amin would say, "You are unforgettable. I am really lucky that I got to take classes with you."

Heba Kotb, affiliate assistant professor of psychology, also described being influenced by what she learned from Ciaccio in the early 1980's. She said, "I was so inspired by Dr. Ciaccio; he instilled in me the passion for working with children with disabilities." She never lost dedication to this cause and went on to complete a doctorate in educational psychology. She said, "Dr. Ciaccio is the one who encouraged me to teach... Dr. Ciaccio has inspired me and literally changed my perspective on life."

Ciaccio motivated students to engage in community service outside of the academic curriculum. Sedky said, “We initiated and led a club named ‘Friends in Need’ along with students, in which we undertook many initiatives such as inviting Al Nour Wal Amal society to come visit the University, or the Palestine Red Crescent Society, in an effort to both help and raise awareness.” She said, “One of our greatest feats was our ability to work along with our students as a team, with no divisions. Both the faculty and the students share the same passion which motivates them to work in order to give and help.”

As the years passed, Ciaccio worked on expanding and improving psychology’s presence in a way that could benefit the wider community. For instance, he founded AUC’s Student Counseling Center in 1990. Meanwhile, he served as chair of the Department of Sociology, Anthropology, Psychology and Egyptology (SAPE) three times. Yet with all this on his plate, he ran the place “with high intelligence based on a warmth, care and respect to the department,” shared Sedky, who has herself worked in the SAPE department for over 30 years.

Managing the department with devotion, lecturing his classes with passion, and providing Egypt’s children with support and care, Ciaccio was a much-loved man. If Sedky ever had the opportunity to speak to Ciaccio again, she would tell him, “... you are still here with us, I will never forget you, your smile, your kindness, your support to me to continue my education in AUC.” Ciaccio, as per Abd Alhak, was one of the people who “make the world a better place to be in.” She said, “I wish one day that I would be remembered by one or two of my students the way we shall always remember you.”



Psychology Alumni: Their Path Forward!

For six decades the AUC psychology major has graduated over 1,050 enthusiastic students. Many walked a long road to pursue a master's degree or doctorate to become either psychotherapists, school counselors, published researchers or academicians. Without an advanced graduate specialization in a psychology field, others became human resource personnel, directors at different institutions, school and center teachers, as well as marketing specialists. Each alumni member has their own success story, and continues to forge his or her path to success in diverse fields related to human development and growth.

Kamal Selim Guindy was among the first to graduate with a psychology degree in 1961 and among the first to pursue an academic career. He taught psychology for over 35 years at the University of Minnesota Duluth. The community mourned his passing in 2006. Mona Mounir El Sheikh, who graduated in 1984, completed her Master's and doctoral degrees in developmental psychology at West Virginia University and is now a full professor at the Department of Human Development and Family Studies at Auburn University, Alabama. She has received awards for her research and teaching, and is a well-published researcher with grants from the National Science Foundation and National Institutes of Health.

The accreditation of the Bachelor of Arts in psychology in the mid-1970's by the Ministry of Higher Education paved the way for many to establish careers in academia in Egypt. Josette Abdalla, class of 1974, pursued her Master of Arts and PhD in psychology from Ain Shams University and

later taught psychology at AUC as a full-time and part-time professor. She has expertise in assessments, as well as cognitive and behavior therapy with both adults and children. She also headed the Counseling Department at the Learning Resource Center from 2007 to 2017. Suaad Moussa graduated in 1984 and went on to complete a medical degree and psychiatry specialization. She is now a successful professor at Cairo University, working with children and adolescents. She has published many research studies and was a member on committees related to the World Health Organization. She has also participated in associations that work with children and adolescents, and is the founder of the Egyptian Child & Adolescent Psychiatry Association (ECAPA).

From Egypt to different parts of the world, countless graduates of AUC psychology have decided to apply their knowledge to help people grow and maintain well-being. Nora Alexanian, class of 1974, worked as a behavior modification therapist in Douglas Mental Health University Institute, a Canadian psychiatric hospital located in the city of Montreal. Dagmar Simon, class of 1976, worked as a psychotherapist in Paris. Marina Tabbakh, class of 1986, worked as a psychotherapist in Spain. Howaida El Guindi, class of 1984, found her way through creative and expressive art therapies and became a dance and movement therapist for many years at the Behman Hospital. She has worked as a therapist at private centers and was also a counselor at AUC's Student Counseling Center.

The love for AUC has brought back many specialized psychologists to teach and share their experiences with AUC psychology undergraduates. The earliest alumnus among those to carry the torch of teaching psychology is Hala Abd Alhak. After graduating in 1975,



she completed a master's in sociology- anthropology at AUC and another master's in educational psychology at the University of Manchester. For about 20 years Abd Alhak has taught a diverse number of courses as a part-time instructor, including her signature community-based learning course, Personal Growth and Adjustment. Among the full-time professors, Mona Amer, who was awarded the Parents Association Cup at the February 1998 Commencement, succeeded in establishing psychology as an independent department nearly 20 years after her graduation. She is currently the department chair.

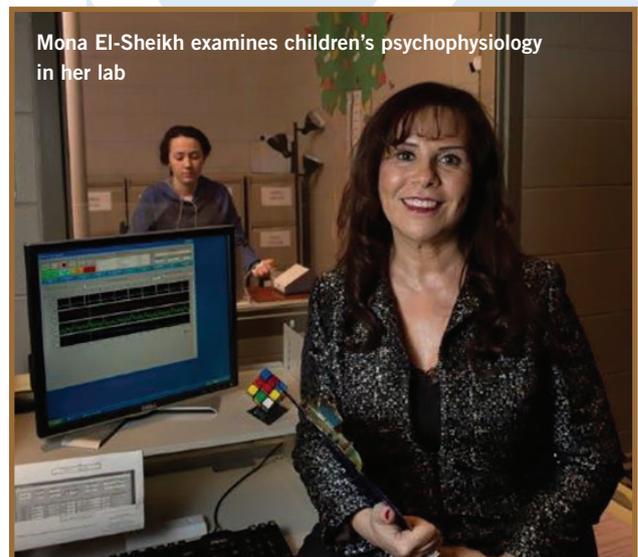
Other graduates are giving back to AUC through the Office of Student Well-being, which is currently directed by psychiatrist Ola Morsy. AUC counselors who are psychology alumni include Sherine Ramzy (class of 1995), Marwa Hussein (2000), Amal Badeeb (2003), Noha El Nahas (2005) and Nelly Karrar (2006). Alexandra Gazis, class of 1997, directs the disability students services and Abeer Abdel Raouf, also class of 1997, is a member of the disability services staff. Iman El Omary, who graduated in 1996, directs the academic coaching office that supports and guides students having academic difficulties.

The advent of master's degrees significantly changed the landscape of psychology at AUC, making it easier for undergraduates to pursue their dreams of specializing in psychology.



Graduates of the counseling psychology program have found work at hospitals, private centers and high schools. Some have even gone on to establish their own centers. AUC also introduced the unique approach of community psychology to Egypt, and alumni have made waves as private consultants, nonprofit organization leaders, corporate social responsibility specialists, social researchers, public health specialists, private foundation staff and policy advocates. Many alumni have decided to develop their specializations even further by pursuing doctoral degrees.

Whether from the past, the present or the future, each psychology alumnus has made a difference in their own lives and in the lives of others. Generations upon generations of successful graduates have positively affected individuals, families and communities and will continue to do so for decades to come.



Mona El-Sheikh examines children's psychophysiology in her lab

Remembering Geylan Riad (1949 - 2017)



Geylan Riad graduated with a psychology BA from AUC in 1983 and went on to complete her MA and PhD in 1996 and 2004 at Cairo University. Her journey was full of achievements and building blocks that will affect the field for future generations. She was known for her passion for developing quality psychological assessment and intervention services in Egypt, especially for children. She will always be remembered for her hard work and perseverance in the different positions she took, especially as the head of evaluation at the General Secretariat for Mental Health, Ministry of Health. She served both public and private institutions and established The Egyptian Psychological Training & Intervention Center, a center in Maadi which was mostly known for its work with children with different neurodevelopmental disorders. Throughout the years, she made a difference in the lives of students both at Helwan University, where she was a professor for over 20 years, and at AUC when she taught there back in the late 1990's.

Remembering Reham Al Mellawani (1977 - 2017)



Reham Al Mellawani was a trailblazer in developing culturally-sensitive psychological assessment and academic intervention planning for school children in Egypt. Her charismatic presence at many schools, including El Alsson and Misr Language Schools was etched into the hearts of hundreds of students over the years. She herself was a lifelong learner: after earning her psychology BA from AUC in 1999 she completed numerous professional certifications, a clinical psychology graduate diploma and two master's degrees, and she was working toward a doctorate. In 2016, she began to teach psychology at AUC as an adjunct instructor. She established the Qualified Psychologists and Psychotherapists Network on Facebook with the hope to connect those in the field, disseminate the latest advancements and mobilize toward fair credentialing and licensure.

Psychology Alumni Giving Back

Many alumni of the psychology BA and MA programs have returned to teach part-time at AUC, enhancing the education of psychology at the University by sharing their professional practice expertise. Here is a list of current adjunct faculty and their specializations:

Hala Abd Alhak '75, '81

(educational psychology)

Naela A. Refaat '80

(community development)

Heba Kotb '84

(educational psychology)

Noha Maarouf '88, '92

(psychological well-being)

Sherine Ramzy '95, '00

(counseling psychology; environmental psychology)

Iman El Omary '96

(student counseling and academic coaching)

Evette Khair '96, '13

(counseling psychology)

Abeer Abdel Raouf '97, '05, '12

(counseling psychology; disability services)

Alexandra Gazis '97, '11

(counseling psychology; disability services)

Imane Tarkhan '01

(clinical psychology)

Hala Wael Mahmoud '04

(social and cultural psychology)

Noha El Nahas '05, '12

(counseling psychology)



Learning in the Real World While Changing the World

Psychology is a discipline that goes beyond theories. Psychological knowledge and methods can be of benefit to individuals as well as the community as a whole. For that reason, experiential community-based learning is a highly valued practice in psychology courses. Students actively connect their academic work to their direct experience in the community.

In Fall 2017, psychology became the first major at AUC to require students to complete a community-based learning course before graduation. Service learning, internships and other kinds of community-based learning approaches have numerous benefits to students, community partners, the people receiving services from the community partners and the reputation of AUC. Students gain a better understanding of their community and its challenges, enhance their own self-awareness and capacity for change, develop greater empathy for others and commitment to civic responsibility, and collaborate with outside entities to enhance their organizational capacity and impact positive psychological well-being. The approach has been integrated into diverse psychology courses ranging from educational psychology to abnormal psychology and the program's flagship community-based learning courses focused on personal growth and community psychology.

Undergraduates Making a Mark

The longest-running psychology community-based learning course is personal growth and adjustment, taught by Hala Abd Alhak, which is a popular elective for psychology majors and minors. Since Fall 2006, students have worked with different communities including persons

with psychological disorders, orphaned children, children at risk, refugees, high-school students in international schools and children of the AUC housekeeping services and security personnel. The community-based projects highlight reciprocity and solidarity by the willingness to respond to needs of other community members. The community project aims to enhance personal growth by developing communication and interpersonal skills, as well as increase empathy for diversity through developing a meaningful community intervention. Christine Hennes, who worked on a class project to renovate an outpatient clinic at Abbassia Hospital said that it “added to my experience and boosted my confidence regarding my interaction with persons with psychological disorders. It restored my faith in governmental facilities and I think my community-service path is not going to end here, as long I have time, patience, knowledge and resources to offer.”

AUC is one of the few universities around the world that has an undergraduate community psychology track. In these two courses, students support marginalized communities and address public health concerns using an empowerment-oriented approach. When the course sequence began in Fall 2007 by psychology professor Elizabeth Coker, the students worked to support persons with disabilities in Egypt. Based on an assessment of how disabilities are portrayed in the media, one team developed a media guide for how to write about persons with disabilities that was disseminated at a press conference at AUC. Another group conducted a research on attitudes and prejudices towards disabilities, and designed a public service campaign aimed at reducing such stigma based on their findings. The students also developed a preliminary program to enhance employment matching for those with disabilities. The work



was presented at the Second International Congress on Community Psychology in Lisboa, Portugal. Since this initial project, the community psychology courses have focused on diverse issues including housing in informal settlements, employment and vocational training, the training of election monitors, reduction of bullying of child refugees, sexual harassment prevention at AUC and detection of postpartum depression.

Many community psychology activities have addressed timely issues. For example, after the January 25 uprisings, the Advanced Community Psychology course taught by Mona Amer partnered with the General Secretariat for Mental Health (the mental health division of the Ministry of Health) to come up with recommendations for services to support Egyptians who felt stress as a result of the events. Students conducted a street survey of randomly selected districts

in Cairo to assess trauma, coping methods and needs and preferences for mental health services. Deena Abdelmonem, one of the students who took this course, said, "This experience has helped me recognize that there are different ways that people deal with trauma or difficult events. It also inspired me to work with disenfranchised and less-privileged communities. I am currently in the United States working as a public-school teacher in a high-need, low-income urban area. Community psychology has taught me the importance of facilitating these communities' access to resources to help them reach their fullest potential." After Abdelmonem and her classmates presented the results at a press conference at the Mental Health Secretariat, the findings were disseminated in media as diverse as the front page of Al Sherouk newspaper and RT News. The students presented their work at professional



conferences, such as the Biennial Conference of the Society for Community Research and Action in Miami and the Pan Arab Psychiatry Conference in Dubai, and they were also invited to write it up for the peer-reviewed Cairo Papers in Social Science.

Another project conducted by the Advanced Community Psychology course taught by Mona Amer was called “Parenting in Times of Turmoil.” The project aimed to help parents know how to strengthen their children’s resilience and identify potential mental health concerns during the post-January 25 time period when families were stressed by violence in the streets and political turbulence. Students conducted an assessment of parenting struggles related to the events. Based on the results, students designed a parenting guidebook and the script for a short

film to be used by NGOs and mental health workers. The film featured dos and don’ts and was implemented by a professional director. The guidebook and film were launched at a public event where they were distributed to a number of different NGOs, and the video was also disseminated online. The project was presented at the Biennial Conference of the Society for Community Research and Action and described in the news-journal *The Community Psychologist*. According to Karen Fanous, one of the students in the course, “This project has taught me how to look for the needs of the community and use my education and resources to address them. I was overwhelmed by the positive feedback from the parents who received the guidebook; it showed me how relevant and impactful community psychology can be.”

Changing Behaviors with a Travel Course in Sinai

Although most psychology community-based learning courses focus on psychology majors and minors, a Winter 2018 selected topics course, offered for the Core Curriculum, has grabbed a lot of attention. Titled “Psychology of Sustainable Behavior,” the students traveled to Dahab, Sinai for seven days with their course instructor Kate Ellis. There, they delivered psychoeducational sessions to hotel workers, school children and divers on how to motivate behaviors that preserve the environment. They also conducted a survey of beliefs regarding unsustainable behavior both before and after the workshops to document any change in beliefs and attitudes towards sustainability. They also organized a beach cleanup. Peter Tannous, an economics senior who took the course, mentioned that 54 people from 11 nationalities joined the beach cleanup, and they collected 37 big bags of trash. He said, “Simply put, this is the best course I have ever taken at AUC... I learned so much about the environment; it made me think what our small honest actions, such as buying small bottles of water and throwing them away, does for the environment. I was truly surprised when I came back to Cairo, as I found that some of my behaviors actually changed. For example, I was at a supermarket



yesterday and I used a reusable bag instead of taking several plastic bags.” News of the course traveled wide, and a similar beach cleanup of Ras Mohamed National Park took place in Sharm El-Sheikh as people there were inspired by the AUC initiative.

Experiential Learning: A Pillar of Graduate Training

Community-based learning may be a component for several undergraduate courses, yet at the graduate level it is the core method for training students. The counseling psychology and community psychology MA degrees incorporate the highest percentage of experiential training of all master’s degrees at AUC, including five to six experiential courses and culminating with an individually-tailored 600-hour internship placement. Course experiential activities range from practicing psychological assessment skills with volunteers to providing professional consultation to community-based organizations. According to Associate Professor Hani Henry, the students’ contributions are invaluable. He said, “Our MA students provide culturally-sensitive counseling services in a wide variety of settings, including organizations that serve members of underprivileged populations. These services include individual, couple, family and group counseling and assessment... They fill a huge



gap in mental health services by providing empirically-validated methods of treatment.”

One of the graduate experiential training projects is the annual Prevention Competition, which is held every spring semester as part of the community psychology course, Prevention and Intervention in Communities. Students work with an NGO to design a small prevention program and then write a grant proposal to fund their program. The students present their proposals to a panel of judges from local foundations, including Misr El Kheir, Al Fanar and the AUC Foundation. Thanks to the support of AUC’s Academic Community Engagement program, \$500 is awarded to the winning program. Past winners have included a proposal for waste recycling awarded to Kheir wa Baraka, a proposal for a summer reading program awarded to Alwan wa Awtar, and a proposal for a sexual harassment intervention awarded to HarassMap. Baher Ibrahim, who was on the Kheir wa Baraka team said, “Meeting residents of Ezbet Khairallah at the Kheir w Baraka NGO finally gave a human face and meaning to the ‘community’ we often spoke of in textbooks and classrooms. Presenting our ‘Trash into Cash’ proposal to the judges, and seeing my colleagues’ proposals, was a valuable first hand experience of applying and competing for funding, and learning about how funding decisions are made in the non-profit sector. What I appreciated most about working on this project was the opportunity to see how community psychology concepts we were learning in the classroom - in English, and from Western textbooks, could be applied to an Egyptian, local context.”

Faculty Expertise

The emphasis on community-based learning among psychology faculty members traces

back to the influence of Nicholas Ciaccio in the 1970’s. Yet, present-day faculty have transformed this teaching approach into an art and a professional expertise. Many professors have published refereed journal articles based on their research on community-based learning, and others have become regular workshop presenters for training faculty across AUC and the region in this approach. Two professors, Mona Amer and Hala Abd Alhak, have served on the University’s CBL Advisory Board since its formation. It is, therefore, fitting that in the five years of the award appreciating the best faculty-community partnership, four of the recipients have been psychology faculty.



Psychology Recipients of the AUC CBL Faculty-NGO Partnership Award

- Mona Amer and Alashanek Ya Balady for Sustainable Development (2014)
- Hala Abd Alhak and Wataneya Society (2015)
- Andrea Emanuel (with Brooke Comer) and African Hope Learning Centre (2016)
- Carie Forden and Wataneya Society (2017)



Partnering for Sustainability and Impact

Community-based learning projects often start from scratch and end abruptly at the conclusion of the semester. Every semester, each professor selects what topic and organization to work with, without a unified and longer-term agenda. To avoid these problems and increase the impact of student and faculty contributions, the psychology program has partnered several courses and faculty consultation activities, over time, with the same NGO. Over the years, different groups of students and NGO staff can build on each other's efforts, and the community initiatives can develop more meaningfully outside of the artificial time constraints of the academic semester.

Since fall 2008, several undergraduate and graduate courses have collaborated with Alashanek ya Balady Association for Sustainable Development (AYB-SD), which works in informal settlements and other low-income areas. Psychology undergraduate and graduate courses have conducted community-wide needs and assets assessments (of housing infrastructure, employment and health); designed curricula and programs; participated in soft skills vocational interventions; evaluated microfinance and other services; developed an assessment of organizational strengths; and offered skills-building training to staff. One of the vocational curricula developed was used to train over 250 women across nine governorates to qualify for jobs as home nannies. AYB-SD staff has also collaborated with psychology students and faculty to present their work at professional conferences.

According to Raghda El Ebrashi, AYB-SD founder and chairperson, "The partnership

has helped us tremendously on two fronts. The first one is to build organizational assets in terms of set curricula for some training programs, as well as capacity building for our staff and volunteers on new community development methods. On the other front, the partnership helped us develop new projects and ideas with the participation of the community." Students have also benefited significantly from the partnership by gaining exposure to the real-life issues of lower-income communities, becoming oriented on how NGOs operate, enhancing their communication skills and respect for diversity, and learning new knowledge and methods from the AYB-SD staff.

Similarly, the psychology program has engaged in a long-term mutually beneficial collaboration with Wataneya Society for the Development of Orphanages. At the undergraduate level, Wataneya staff deliver presentations to AUC students on the needs of children and youth in institutional care. Students then visit and support children in these institutions with edutainment activities. Some of these activities required training from Wataneya, such as a learning disability workshop and a child protection workshop. Undergraduate students have also gone door-to-door at orphanages to orient them on the Wataneya award for quality standards.

At the graduate level, counseling psychology practicum and internship students have designed psychoeducational workshops on burnout, self-care and self-help skills, and they have also provided one-on-one counseling to childcare providers. Graduate community psychology students have worked on strengths-based initiatives, such as a master's thesis study on what factors enable orphans to be resilient, in addition to an internship project that developed a positive psychology training

for older youth transitioning to life outside of institutional care.

Lots of assistance has been given to Wataneya's project managers on developing logical framework and reviewing existing monitoring and evaluation tools. Middle management staff at Wataneya attended a year-long professional training course on program evaluation from Psychology Professor Carie Forden, and they presented the products of the training at a public poster session at AUC where students had an opportunity to see organizational capacity-building in action.

In February 2018, psychology faculty members met with Wataneya Society leaders to outline a comprehensive agreement that will match several psychology courses and faculty consultation activities with Wataneya programs

over the coming five years. This represents an exciting new model for university-community linkages, in which multiple activities at multiple levels are consolidated into one cohesive partnership that can have greater impact and sustainability over time.

Azza Abdel Hamid, Wataneya founder and chairperson said, "Wataneya Society is very proud and forever grateful to collaborate with AUC psychology students and faculty for the psychological well-being of children and youth without parental care and all caregivers. The collaboration which started since Fall 2009, has magnificently impacted Wataneya's mission and vision in terms of improving our interventions and scientific methodology to achieve a sustainable change. This valuable collaboration should be documented as a case study and replicated."



Training Future Counseling Psychologists, Serving the Community

The newly renovated counseling psychology training clinic is one of the helpful services at the AUC New Cairo campus. The training clinic, known as the Psychological Counseling Services and Training Center, is the only university-based counseling and psychotherapy training center of its kind in the region. It is a state-of-the-art facility where counseling psychology Master of Arts students can hone their professional skills, while offering free psychological assessment, counseling and awareness workshops to the AUC community.

The six to eleven annual graduate students who intern at the training clinic already stand on a solid base of both theoretical knowledge and professional expertise from previous didactic and experiential courses. The interns offer individual, couples and family counseling, as well as group counseling and public psychoeducational workshops. In some cases, psychological testing is conducted using validated psychological instruments. According to Associate Professor of Practice Jaime Mendoza, who directs the training clinic, these services are valuable because “many people, including our clients, need someone who cares and is willing to listen so that together their concerns may be resolved.”

The clients who benefit from these services include AUC students, staff, faculty and alumni. In Fall 2017, there were 106 clients who came to the training clinic comprising 76 percent students, 13 percent staff and faculty, 9 percent alumni, and 2 percent relatives of AUC community members. People come in for help with issues that are diverse and include anxiety, depression, interpersonal problems, stress-related issues, time management

challenges, self-esteem issues, body image and eating disorders. Couples and family issues such as effective conflict management, understanding the different stages of a marriage and parenting strategies are areas of interest. Miral Hanna, a current intern, says, “The clinic helps the interns gain real exposure to how counseling can impact others’ lives in a very realistic manner. Also, the space helps AUCians feel like a community that can help each other. It helps interns gain experience and help clients be aware that the stigma of mental illness could be broken in their community.”

The counselors-in-training who offer the sessions abide by the ethics codes of the American Psychological Association and the Egyptian Psychologists Association. This mandates keeping issues discussed confidential, while being empathic, non-judgmental, culturally sensitive and relying on empirically based methods. Mendoza said of the counselor training, “I have an opportunity to see how we transition classroom knowledge into real practice. Our interns are becoming competent, ethical, engaging and confidential clinicians who can treat a variety of life challenges. Our clients have reported positive experiences.”

All of the interns’ work is supervised by psychology professors with specializations in counseling and clinical psychology. Mendoza says of the supervisory process that it “has allowed me to see each one transition through different phases of development before they are officially launched into their careers.” Reem Deif, a current intern, described her experience developing her skills with the following: “The clinic is a place where we go and learn, not only through our supervisors’ guidance, but also through our peer support. It is a place where we give back to the AUC



community through the in-training practice.” The training clinic uses an electronic medical record software to enhance client confidentiality, streamline the operations management, and more importantly allow faculty supervisors to offer feedback in a quick and confidential manner. The training clinic plans to install a camera system in the rooms so that faculty supervisors can play back sessions to give specific feedback to the interns to improve their performance and enhance client care.

The training clinic used to be located on the second floor of the Prince Alwaleed Bin Talal Bin Abdulaziz Alsaud “Alwaleed” Hall. It opened in Spring 2011, and the first clients were students referred by the Student Counseling Center. Then, in Fall 2011, the clientele expanded to include AUC alumni, staff and faculty. Over the years, the popularity of the training clinic bloomed until it outgrew its space. The EGP 1.2 million vision and detailed plan for the new clinic space, directed

by Associate Professor Mona Amer, was based on collaborative feedback by faculty and staff, Dean of the School of Humanities and Social Sciences Nathaniel Bowditch, staff from the dean’s office, AUC engineers and others. Mendoza stated, “The department of psychology’s faculty, along with AUC’s administration, were strategic and cutting-edge in opening a new facility within the University.”

Iman Shehata, officer and staff coordinator at the training clinic since it was first established, mentioned that “Moving from a shared space with the psychology lab to a new independent space, owned by our center, will support our mission of remaining private to give more security and confidentiality to our clients. Also, we targeted a wider space to be able to help more of the AUC community.” The new training clinic space, which opened its doors in Fall 2017, is located at the corner of Alwaleed Hall, on the plaza level next to Omar Mohsen gate. This location was specifically chosen due its quiet environment, easy location for clients

to find, accessibility for medical vehicles in cases of emergencies and accessibility for individuals with disabilities. There is also a garden patio at the back door which can be used for outdoor psychological services and events. The new space has contributed to building a sense of community among counseling psychology students. A current intern, Doaa Abdel Kader, stated: “The clinic for me is a haven for us as counselors, just as it is for the clients. Beyond the quietness and the aura of care and welcoming in its space, the clinic has shaped us into a small community of care and support. Whether we are doing individual sessions or holding groups, you can see our community at its liveliest, with interns coming and going but

most importantly helping each other.”

With the new space, the training clinic has outlined many exciting plans for service expansion and growth. Mendoza plans to integrate the clinic into diverse activities at AUC such as the plan to make AUC a smoke-free campus and design outreach programs for community groups outside of AUC. Also under development are skills-based practitioner training courses to support the capacity of mental health practitioners including psychiatrists, psychologists, and counselors. Mendoza says of the clinic’s future: “Our dream is to have a reputation for developing great counseling psychologists and a passion for improving the lives of others in the community.”

Psychological Counseling Services and Training Center





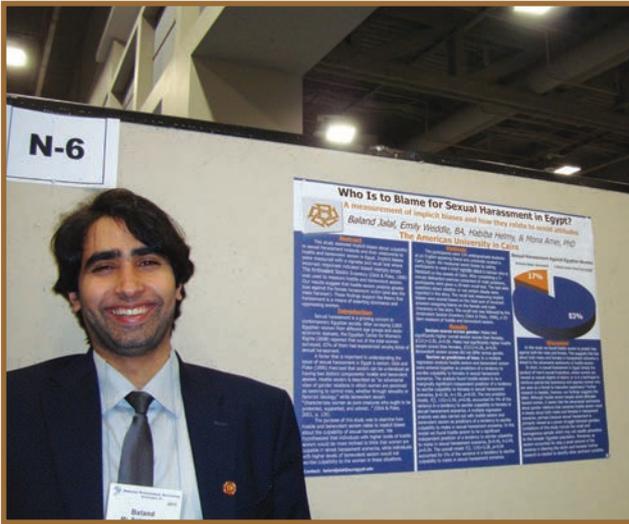
Students with a Professional Voice

Students are eager to share their work beyond the traditional limits of the classroom or University. In the past 10 years, psychology undergraduate and graduate students have delivered about 60 presentations at professional regional and international conferences. The presentations represent the undergraduate students' own research studies and intellectual endeavors, graduate students' master's theses, co-authored work that was conducted as part of a professor's research and course applied projects. Students have presented at:

**Barcelona • Beirut • Boston • Brussels • Cairo
Cape Town • Dubai • Durban • Konya • Washington, D.C.**

American Psychological Association Annual Convention
Cairo Papers in Social Science Annual Symposium
European Congress on Community Psychology
Egyptian Association for Group Therapies and Processes International Conference
International Conference on Community Psychology
International Conference for Sustainable Development
International Congress of Cross Cultural Psychology
International Congress on Psychology
Kasr Al Ainy Child & Adolescent Psychiatry Conference
Kasr Al Ainy International Annual Psychiatry Congress
MENA Regional Conference on Community Psychology
Military Psychiatric Conference
Pan Arab Psychiatric Conference
Society for Community Research and Action Biennial Conference
Student Civic Engagement Conference
World Conference on Psychology and Sociology
World Federation for Mental Health World Congress

**Lisboa • London • Lowell • Miami • Montclair • Naples
Ottawa • Reims • San Diego • Toronto • Yokohama**



Baland Jalal at APA Convention 2011, Washington, D.C.



Hana Shahin at SCRA 2013, Miami, Florida



Carie Forden, Khadiga Al Sharif and Noha Hassanin during a symposium at SCRA 2017, Ottawa, Canada



Salma El-Sayeh at APA Convention 2010, San Diego, California



Salma Fathy at SCRA 2017, Ottawa, Canada



Seham Kafafi at Pan Arab Psychiatric Conference in Dubai

AUC's Psychology Faculty Building Professional Workforce Capacity

Supporting Social Workers in Protecting Egypt's Children

Beginning in 2015, Professor Carie Forden has directed a project in collaboration with UNICEF, the Ministry of Social Solidarity, and the National Council of Childhood and Motherhood to build the capacity of Egyptian social workers who are responsible for protecting youth from harm. Supported by over \$300,000 in funds from the European Union, Forden identified and assessed the need for a set of key social work competencies, and worked together with Assistant Professor Yasmine Saleh to develop a three-week training curriculum in Arabic. The psychology professors trained a team of nine local trainers who delivered the curriculum to 400 social workers in Cairo, Assiut, and Sharqiya. As part of the same initiative, Forden and Saleh also created a three-day curriculum on positive parenting to train 60 of Egypt's Child Helpline workers on how to support parents when they called with parenting questions. Ten graduate students from the community psychology and counseling psychology programs made valuable contributions as interns and research assistants. This initiative is projected to continue for another three years with about \$1 million, with plans to further develop and accredit the curriculum, make it available online, and to create an additional curriculum targeting psychologists working in child protection.

Building Capacity of Mental Health Leaders in the Eastern Mediterranean Region

When the World Health Organization called upon mental health professionals in the Eastern Mediterranean region to develop a course promoting the upscaling of mental health services, the psychology program at AUC took up this challenge, and Assistant Professor Kate Ellis became the coordinator of the Leadership in Mental Health course. The course was designed in partnership with the World Health Organization Regional Office for the Eastern Mediterranean and supported by the General Secretariat of Mental Health. It is a 10-day workshop designed to orient mental health professionals to the various elements of leadership, such as policy and law development, advocacy, program evaluation, community alliances and promotion of mental health. Delivered annually since 2015, the course is taught by local, regional and world-renowned international experts. Over 60 participants specialized in mental health services, policy development and management have taken part so far, representing 11 countries in the region. Participants report that the course motivated them to improve the mental health of their populations, enhance the care offered to service users and their families, prioritize mental health on the wider health and development agenda and pursue further training to develop their own leadership and networking skills.

Raising Research Capacity at Public Universities in Egypt

Since 2015, Professor Hassan Zaky has coordinated a project that was conducted by

the AUC Social Research Center (SRC) and funded by Ford Foundation to raise research capacity at public universities in Egypt. This collaboration was done with three universities, namely Menoufia University, Beni Suef University and Suez Canal University. Zaky worked with Senior Research Scientist Sherine Shawky of the SRC to implement a number of projects. They facilitated the establishment of a research unit at each university that provides research support to faculty, teaching assistants and graduate students. This unit was very well received in each university and started supporting the various groups. They developed a 10-day research methodology workshop that was attended by at least 20 faculty members and teaching assistants in each university. As a result of demand, a second round of the workshop is currently planned in order to reach another cohort of participants. The project also entailed the implementation of a baseline needs assessment survey in a geographic area in each governorate to come up with an intervention to improve the well-being of the people. Specific challenges were diagnosed in each geographic area and the needed interventions identified.

Supporting the Workforce of Arab American Psychologists

Americans of Arab and Middle Eastern-North African background are relatively invisible in psychological research and practice because although their experiences are similar to that of ethnic minorities, they are officially classified under the majority White. Recognizing the mounting stressors facing this population, including intensified discrimination, Associate Professor Mona Amer collaborated with colleagues in the United States to develop the workforce of American Arab/ MENA psychologists and mobilize them to have a more prominent voice in the U.S. psychologist community. Efforts began with the establishment of the online MENA Network for exchanging resources and opportunities for mentorship and collaborations. In 2016, Amer directed a full-day strategic planning retreat aimed at envisioning the American Arab, Middle Eastern, and North African Psychological Association (AMENA-Psy). Participants were 12 professionals and students with diverse backgrounds in terms of age, gender, specialization, location of residence, national heritage and religion. This



team continued on as a steering committee whose efforts were successful in establishing AMENA-Psy as a 501(c)3 nonprofit association incorporated in Texas. Amer served on the founding Board of Directors, and in January 2018, she was elected the first president.

Interdisciplinary Collaboration for Innovation

Psychology is often defined as the scientific study of the mind and its functions, particularly those affecting behaviors within a given context. Because of its central focus on the human condition, it's no surprise that psychology is one of the most influential disciplines, and that it can easily intersect with other fields. This intersection can create new theories, new methods, new discoveries and even completely new hybrid fields that are of high value and usefulness. The possibilities are endless.

Not only can interdisciplinary partnerships produce creative and innovative outcomes, but also some psychologists embody an interdisciplinary identity within themselves. For example, Assistant Professor Anne-Pierre Goursaud was always interested in behavior, but preferred to study their underlying

mechanisms through biology. As a behavioral neuroscientist, her research with sheep and non-human primates examines how neurobiological mechanisms like hormones and brain structure allow for the development of infants' attachment to their mother. The applications of this research can help in understanding developmental and psychiatric conditions such as autism spectrum disorder and anxiety disorders.

At AUC, the Department of Psychology is partnering with other departments on campus to develop collaborations in research and curriculum development. For example, Affiliate Assistant Professor Heba Kotb and Associate Professor Julie Johnson-Pynn have joined forces with a team at the Graduate School of Education to propose introducing a graduate diploma in learning enrichment. If approved, the new program will change the landscape of supporting special needs in Egypt. Assistant Professor Kate Ellis has worked with the Center for Migration and Refugee Studies to design short courses for professionals on psychosocial services for refugees. In addition, Associate Professor Hani Henry is working with a committee at the Department of Management to envision future curricula in business psychology.

Hani Henry discusses sexual harassment at AUC media roundtable



Below, AUC professors share their thoughts about psychology within the interdisciplinary context:

Biology

“The ways we think and feel and act are created both by the processes of our bodies and by how these processes change in reaction to our situations. All our biological systems come together to give us our perceptions, our thoughts and feelings, our motivations and actions. And all of these biological systems are sensitive to changes in our environments, including our genetics, immune systems, hormones, hearts and brains... In this sense, psychological science is not, and cannot be, separate from an understanding of other sciences. ”

Fouad Bou Zeineddine

Assistant Professor of Psychology

“Psychology deals with many topics such as animal and human behavior, cognitive neuroscience, gender issues, human consciousness and emotions as well as many other areas, and these issues by nature are interdisciplinary since they require approaches that are typically thought to be too complex for adequate understanding within a single discipline. One of the main advantages at AUC is the awareness and interest of faculty members of the biology and psychology departments in the interdisciplinary areas of education and research. I am hoping that with the inauguration of the psychology department at AUC, a new phase of cooperation between both departments will benefit students at AUC.”

Ahmed Abdellatif

Assistant Professor of Biology

Education

“The fields of psychology and education are closely related and seem to complement one another. Psychologists carry out research in various areas that educational practitioners make use of. Those areas of research include, but are not limited to, cognition, learning, motivation and peer relations. Being an educational psychologist with degrees both in psychology and education led to a well-balanced knowledge. For example, from a psychological perspective, knowing how children think and learn on the one hand, and from an educational perspective knowing how to utilize this knowledge in any educational setting. Furthermore, understanding different theories of motivation and then learning how to apply this in the school context. Collaboration with the international comparative education department in AUC is on the agenda of the psychology department, as this will ensure more diverse opportunities for psychology graduates.”

Heba Kotb

Affiliate Assistant Professor of Psychology

Business

“The field of business has benefited from psychological science in a variety of ways. For example, it often utilizes psychological principles to understand and predict consumer behavior and market volatility. It also employs models and theories of organizational psychology to improve organizational structure, increase business efficiency and enhance employees’ quality of life. The psychology department is working closely with the management department to develop possible joint programs in industrial-organizational psychology that can benefit both psychology and business students.”

Hani Henry

Associate Professor of Psychology

Architecture

“There is a relationship between architecture and human behavior, and many research studies have been undergone to help architects make better use of inner built environments. Interior spaces influence the relationship between human beings and environment, whether physical or social. Our five senses are what help us make sense of the world. Each sense helps us in creating a connection with the environment surrounding us; the eyes help us see color, the ears help us hear music and other sounds; as well as other senses help us in different ways. Color, in specific, has a great effect on how we perceive different things as well as has an effect on our emotions. When using cool colors in different environments they may make objects seem smaller and rooms may appear bigger. Warm colors, on the other hand, make us feel that rooms appear smaller.”

Sherine Ramzy

Affiliate Assistant Professor of Psychology

Political Science

“Political systems are created by human beings through their psychology, and human psychology adapts to these political systems we create. In this way, politics and psychology help create each other. How they do so is what political psychologists research. Already, we have found that there are biological as well as economic and sociological and cultural components that all play a role in how our psychology creates our politics, and how our politics impact our psychology. This is true for how our ideologies form and change, for how we are motivated to take collective action and in what ways, for how we interact with other countries and with groups within our own countries, and for many other aspects of politics. Our understanding of these interconnections between psychology and other disciplines is still relatively new, and new discoveries are made every day. It is a very exciting era for research in psychology and for psychological research at AUC!”

Fouad Bou Zeineddine

Assistant Professor of Psychology

Varied Interests, Unified Vision



Mona M. Amer, Associate Professor (Tenure)

Psychologist License, Connecticut Department of Public Health, U.S.

Postdoc, Yale University School of Medicine, New Haven, CT (2007)

PhD Clinical Psychology, The University of Toledo, Toledo, OH (2005)

MA Clinical Psychology, The University of Toledo, Toledo, OH (2002)

Interests: U.S. racial/ethnic behavioral health disparities; acculturation and mental health; Arab and Muslim minorities; culturally competent mental health services; psychometrics of measures for minority groups; youth civic engagement and community-based pedagogies



Fouad Bou Zeineddine, Assistant Professor

Postdoc, University of KwaZulu-Natal, Pietermaritzburg, South Africa (2017)

PhD Social Psychology, University of Connecticut, Storrs, CT (2015)

MA Social Psychology, University of Connecticut, Storrs, CT (2013)

MA Molecular Biology & Biochemistry, Clark University, Worcester, MA (2010)

Interests: psychology of social justice, care, and well-being; social dilemmas; human needs, power, empathy, and relationship regulation in people's economic and political lives; human resilience and empowerment across national and cultural contexts



Kate Ellis, Assistant Professor

Clinical Psychologist Accreditation, Health Professionals Council, U.K.

DClinPsy Clinical Psychology, Canterbury Christ Church University, Tunbridge Wells, Kent, England (2013)

PhD Conflict Psychology, University of Ulster, Coleraine, Northern Ireland (2008)

MSc Forensic Psychology, University of Kent, Canterbury, Kent England (2005)

Interests: experiences of political, community and domestic violence, as perpetrators and victims; trauma and developing culturally relevant interventions; refugee psychosocial health; capacity building and upscaling of mental health in the MENA region



Carie Forden, Professor (Tenure)

PhD Social & Personality Psychology, State University of New York at Stony Brook, Stony Brook, NY (1990)

MA Social & Personality Psychology, State University of New York at Stony Brook, Stony Brook, NY (1986)

Interests: capacity-building, evaluation, and assessment for nonprofit organizations; reflective practice in social work; strength-based approaches to prevention; developing culturally competent training programs for nonprofits; community-based learning



Anne-Pierre Goursaud, Assistant Professor

Postdoc Neurobiology and Anatomy University of Texas Health Science Center, Houston, TX, USA (2004)

Postdoc Psychiatry California National Primate Research Center, UC Davis, Davis, CA, USA (2002)

PhD Life Sciences, University of Tours, Tours, France (1999)

MS Reproductive Physiology, University of Paris VI, Paris, France (1995)

MS Animal Physiology and Biochemistry, University of Paris XI, Paris, France (1994)

Interests: primates behavior and cognition; mother-infant relationships; neurobiological mechanisms of social and emotional behaviors; autism, neurobiological mechanisms as well as skills development and inclusion of autistic individuals in the community; science education and community outreach



Ithar Hassaballa, Assistant Professor

PhD Behavioral Psychology: Community Health and Development, University of Kansas, Lawrence, KS (2017)

MPH Public Health, University of Kansas Medical Center, Kansas City, KS (2017)

MA Applied Behavioral Science, University of Kansas, Lawrence, KS (2015)

Interests: program evaluation; community health and development; public health; capacity building and training of organizations; non-communicable diseases (type 2 diabetes) health behavior and the environment; social determinants of health; health promotion



Hani Henry, Associate Professor (Tenure)

PhD Clinical Psychology, Miami University, Oxford, OH (2006)

MA Clinical Psychology, Miami University, Oxford, OH (2002)

Interests: Culturally-responsive clinical interventions; women’s empowerment; loss and mourning; minority experiences.



Julie Johnson-Pynn, Associate Professor

PhD Psychology: Biopsychology, University of Georgia, Athens, GA (1999)

MS Psychology: Biopsychology, University of Georgia, Athens, GA (1995)

Interests: youth civic engagement; cross-cultural comparisons of emerging adults’ developmental strengths; citizen science as an environmental conservation tool



Jaime E. Mendoza, Associate Professor Of Practice

Postdoc, Los Angeles County and University of Southern California, Keck School of Medicine, Los Angeles, CA (2003)

PsyD Family/Systems Psychology, Azusa Pacific University, Azusa, CA (2002)

MA Clinical Psychology, Marriage Child and Family Therapy, Azusa Pacific University, Azusa, CA (1997)

Interests: clinical supervision and training; couples and family work; community outreach; bridging what is taught in courses into real life with clients at training clinics (integration of science and practice); school-based mental health



Hassan Zaky, Professor

PhD Demography, Johns Hopkins University School of Hygiene and Public Health, Baltimore, MD (1990)

MSc Statistics, Cairo University, Cairo, Egypt (1984)

Interests: Female empowerment, wellbeing, and reproductive health; health equity; fertility determinants; population window of opportunity; community development; intervention evaluation; quantitative models; capacity building of research methodology

Mission Statement

Our mission is to lead, promote and advance the discipline of psychology as a basic and applied science in Egypt, the wider Arab World, and beyond, and to further the understanding of human behavior, thinking, and emotion through teaching, research, and community engagement. Our undergraduate students gain a solid grounding in the theory, methodology, and core content areas of contemporary psychology, and our graduate students gain essential knowledge and skills for competent professional practice.

Vision Statement

Our vision is a thriving field of psychology with strong foundations in psychological science and evidence-based practice, enhanced by interdisciplinary and community linkages.

