Message From the President
Natural Patterns (Merry Bullock)

Division 52 - News & Updates
Thank You from Genomary & Dana - Introducing the Incoming Editor
Interviews with the 2018 Division-52 Elected Board (terms being Jan. 2019)
Biggest Ever Student-First-Authored Poster Contest at APA 2018

Members in the News
Ethics for Global Mental Health: From Good Intentions to Humanitarian Accountability
Thank You to the 2018 Reviewers for the International Psychology Bulletin (IPB) - Peer Review Section
Honoring Bernardo J. Carducci, PhD

Peer Reviewed Articles
Technology use and middle school students’ participation in shadow education in Japan (Naomi Takashiro)
Gratitude Expression and Economic Resource Allocation among Guatemalan Youth (Katelyn E. Poelker & Judith L. Gibbons)
The Child and Adolescent Scale of Irrationality: Preliminary Validation for an Italian Sample (Sara Bernardelli & Mark Terjesen)

Teaching International Psychology
Preparing Psychology Students as Global Citizens and Leaders: Why Service Learning Matters (Gemima St. Louis)

Brief Reports
From Kenya into the International Psychology Arena (Anne Mwiti & Joyce Ngugi)

Book Review
Changing Values and Identities in the Post-Communist World (Snežana Stupar-Rutenfrans & Judith J. E. Brouwer)
A Treasure Trove for Anyone Interested in International Psychology (Danny Wedding)

Board Members

International Psychology Bulletin Submission Peer Review Section Guidelines, Deadlines and Section-editors
https://www.div52.org/index.php/publications/32-publication-details

Articles published in the International Psychology Bulletin (IPB) represent the views, perceptions, information of the author(s) and not necessarily those of the Division of International Psychology (Div.52) or the American Psychological Association (APA). Submissions (respectfully) representing differing views, comments, information and letters to the editor are welcome.
Where is Division 52 at the end of its 21st year? For the last several years, Division leaders (the “presidential trios,” quartets, ECP and student leaders, and Board) have agreed on a common effort to define division needs, priorities and strategic directions, based on member input, and to build a shared vision of an international psychology. This resulted in last year’s strategic plan and this year’s bylaws changes, designed to increase synergy and communication across Division committees and activities. But beyond that, the strategic plan mandated more - it set a broad vision of leadership in promoting engagement in Division, APA, psychology and world events, all with a nuanced, ethically based, culturally humble lens.

What would this leadership entail? From my perspective, serving as president, and having the privilege to hear plans and updates from the Division board, committee chairs, and members, there are several important pieces. These include:

**Services to and opportunities for our members**

- **educational opportunities** - to our members and for colleagues as a whole - about “how it is” in other places - what are the challenges, what are the solutions, and how can the unique perspectives of our colleagues around the world help inform and teach each other. These educational opportunities are implemented through our journal, newsletter, webinar series, and convention activities.

- **advocacy opportunities** - to bring a psychological perspective to world issues that are international because (a) they affect all peoples everywhere, or (b) they affect domestic responses to world events. The Division began an Advocacy Committee (chaired by Lisa Brown and Jessica Walsh) that is working on providing those opportunities - first through an international section in the APA blog series “Psychology Serving Society” see [https://psychologybenefits.org/](https://psychologybenefits.org/). Division members will be invited to contribute columns with an international focus on how psychological expertise can address global social justice challenges.

- **engagement opportunities** - to help our members gain an international perspective, find international partners, or apply their specific expertise in internationally relevant contexts. These opportunities are at the heart of many of the activities of the Student and Early Career committees, and are at the heart of Division outreach to international committees or sections in other divisions and other organizations, as well as D52 collaboration with APA’s office of international affairs.

But, beyond services and opportunities for our members, Division 52 carries an important mandate to promote discussion about how the division, its members, APA, and the broader field of psychology can participate in promoting an international psychology that is inclusive, collaborative, and generative. The words of the Division 52
Mission Statement (approved 2017) capture some of the essence: “think and act globally in ... lives and work”; “ethically responsive and internationally informed” education, science and application; “application of ... psychology. to the most pressing issues of the day.”

**What would this vision look like?**

It would take a global perspective on the development and future of psychology as a science and profession, and understand that the psychology of tomorrow must be truly global and truly inclusive. There has been a lot of talk about the hegemony of USA psychology, but we need to do more than pay lip service to acknowledging voices from outside the traditional “mainstream” - we need to actively promote learning about psychology across borders, and we need to promote discussion about which implicit models of behavior underlie the questions we ask, models we use, solutions we propose, and priorities we set. We need to hold ourselves and colleagues accountable for “thinking globally.” There are many beginning steps -

- The Division could promote existing APA international policy. In 2016 the APA council approved a “Resolution on Promoting Global Perspectives in U.S. Psychology” (see https://www.apa.org/about/policy/global-perspectives.aspx) that resolved to promote inquiry, critical reflection, and use of global perspectives, and that suggested a number of practical steps to encourage this awareness. Division 52 might help in the development of exercises to implement this resolution. Imagine, for example, virtual book clubs that discuss critical writings on global perspectives, and critiques of mainstream psychology; or webinar discussions with colleagues from around the world on current critical issues and how to address them, or a virtual journal club with regular guided discussion of research findings from around the world, and open discussion of implicit cultural biases in methods, models, and questions.

- To promote “ethically responsible and internationally informed” science, education, applications, leadership and more, the Division can expand its platforms for promoting internationally relevant skills, competencies and perspectives. A recent article in the Division journal (Morgan et al, 2018, http://psycnet.apa.org/record/2018-35564-004) outlines what some of these competences might look like. But to date there has been little discussion of how to incorporate these competencies into training, or how to incorporate them into the standards, codes and documents that provide either an educational or regulatory framework. The newly-constituted “Education, Training and Curriculum” committee, chaired by Jerry Burgess in the UK and Ken Critchfield in the US may help the Division develop models of collaboration, exchange and training to promote this vision.

- To “address pressing issues of the day” the Division can seek to be an active voice within APA and beyond for encouraging a nuanced international lens in setting priorities, developing services and setting policy. Like all Divisions, Division 52 has a seat on council, the policy setting body of APA. We can work with our Council representative, Neal Rubin, to encourage an international perspective and input on council deliberations. Another role of the new Advocacy committee is to help the Division strategize on how to develop an effective internationally informed voice in domestic policy discussion, and how to inform the Division’s engagement with other collaborative groups such as the divisions of social justice, or the Multicultural Conference planners, or with APA’s Office of International Affairs, to bring a global lens to local deliberations. The Division journal’s initiative, Policy Briefs, is a unique and important

Like any strategic plan, vision, or new direction, the success of Division 52’s strategic vision, and new structure with groupings focused on Engagement, Communication and Initiatives will require the active engagement of its leaders and members. It has been a privilege, as 2018 President, to witness the strong engagement shown in the convention program, ECP initiatives, student gatherings, and Division celebrations. As I turn over the presidency to Nancy Sidun next year, I anticipate to see continued membership growth, engagement and innovative Division engagement.

In closing, I would also like to thank and acknowledge the amazing energy and activities of the Division 52 extended Board. We will miss those who have rotated off this year or will be ending their terms at the end of the year -- Past President Craig Shealy, Vice President and Member at Large Mercedes McCormick, and ECP Chair LeAnn DeHoff, committee chairs who have served us well, including John
Hogan as Historian and Parliamentarian, Ani Kalayjian as Chair of the International Committee for Women, Joy Rice as Fellows Chair, and Genomary Krigbaum and Dana Basnight-Brown as Newsletter Editor and Associate Editor, and Sayaka Machizawa as Secretary. Your collective efforts have contributed to a strong Division, as we work together to envision a global future.

New Blog Series: Global Perspectives on Social Change

Division 52 has a new blog platform and is looking for contributors who are interested in sharing their concerns and knowledge about an international issue. Specifically, we are interested in publishing blogs on psychological science that can inform public health, address societal concerns, or describe new research findings. For details go to: https://div52.org/index.php/d52-blog
Thank You from Genomary & Dana -
Introducing the Incoming Editor

(Genomary Krigbaum)

Over the past years, it has been our honor and privilege to serve as the Editor and Associate Editor, respectively, of the *International Psychology Bulletin* (IPB) for the American Psychological Association-Division 52. Being our final issue as editors, we wanted to thank each and every one of you, members of Division 52, for your support and guidance as we strived to make this publication informative, helpful, high quality and inclusive for all members. We have been fortunate to get to know several past and current elected board members, as well as editors; all of which have provided continued support while we served in this role. We also want to thank each of those who served as section editors, for their role in facilitating the outcome and quality of each issue. Finally, we extend our deep appreciation to each and every one of the authors who submitted articles and columns, all of which allowed us, as editors, to learn about the vast interests and trends in international psychology. We welcome those who will take up this position next, as we know that IPB will continue to educate and inform us in future years to come.

For the 2019 season, our new incoming editor is Dr. Irene López. It is my pleasure to introduce Dr. López, who is an associate professor of psychology at Kenyon College, in Ohio. You can learn more about her at, https://www.kenyon.edu/directories/campus-directory/biography/irene-lopez/

Interviews with the 2018 Division-52 Elected Board (terms being Jan. 2019)

(Dana Basnight-Brown)

**Brigitte Khoury – President Elect**

1. *What Makes the mission of Division 52 so important to you?*

   I joined Div. 52 when it was established and I was still a graduate student. As an international student I felt it represented me, my issues, concerns, and interests in the larger APA. Div. 52 gives voice to international psychology outside the US and to US psychologists working internationally. The global vision it has, is where psychology needs to go in the future, where we are exploring our commonalities across borders and celebrating our differences.

2. *What is your current vision for your new role?*

   My vision as President Elect is to engage more international members into the division’s work. I will strive to bring psychologists closer from around the world, establish a collaborative network, enhance exchanges, and to support international psychologists in their advocacy and promotion of the field.

3. *Is there anything that you are excited to start working on as you begin your new role? Any specific goals that you aim to accomplish during your time in this role?*

   One theme close to my heart is to bring up the strife of vulnerable populations in various international settings. Whether refugees, immigrants, LGBT groups, ethnic and/or religious minorities, most of them suffer in various countries and are often openly discriminated against, harassed and victims of violence. I would like to give these groups a voice from various world regions to share with the world their suffering, their needs and the role that we as international
psychologists can play in relieving such suffering. Another theme I am passionate about is international psychology and training and exchanges which can and should be happening more and more across countries to train the next generation of psychologists to become global psychologists of the world.

4. How do you plan on involving members of Division 52 in your future plans?

Giving a voice to ALL the division members, from various ethnic groups, ECPs, students and senior colleagues is one of my main goals. With the use of technology, I am reachable and accessible anywhere, and can connect to people easily. I plan to use the division journal and the newsletter as platforms which psychologists can use to publish and communicate through to other members. I would like to see the journal able to publish in Spanish which is one of the larger spoken languages in the world. This will attract more readers and will emphasize the international aspect of the Div. 52 publications. I would also like the website to be multilingual so that members feel more welcome and have easier access to information.

5. What will you do to promote international psychology?

Keep talking about it, presenting about it, and teaching about it. My ambition is to expand on the mutual and cross-cultural dialogue where US psychologists will be infused with the knowledge and experience of international psychologists, and vice versa. Each one of us can play a role and be an active member of the division, build on exchanges with others so we can become a strong, loud division that will put international psychology on the forefront of APA.

The membership of Div. 52 spans a number of subspecialties in psychology and our mission to “engage current and future psychologists who wish to think and act globally in their lives and work.” I like the energy and challenge that comes from attempting to employ and integrate global perspectives across the spectrum of professional roles and cultures.

2. What is your current vision for your new role?

It’s still in development! For a number of years I have been trying different ways to engage international psychology at the Western Psychological Association meeting (e.g., poster contests, highlighting international events). An easy “first step” will be to try to spread those to other regions and/or at APA. However, there are numbers of ways to engage and so I’m excited to see what emerges from others’ ideas and our conversations.

3. Is there anything that you are excited to start working on as you begin your new role? Any specific goals that you aim to accomplish during your time in this role?

My favorite part of APA was distributing the certificates to the student first-authors (and their colleagues) who participated in the poster contest. Many of the recipients were students from other countries. Based on the conversations I had with them, I’m excited about an idea of “micro-conferences,” where we leverage technology to connect similarly-topicked researchers from across the globe in conversation (irrespective of whether it leads to collaboration).

4. How do you plan on involving members of Division 52 in your future plans?

I’m most excited about inviting newcomers to the table. For the poster contests at WPA and APA, we work with the administrative offices to send e-mails to participants/presenters we have never met before to invite them to the poster contests and tell them about all the international events at the program. From this pool we recruit judges, symposium participants, and so forth. Through these smaller, manageable, roles, individuals can be introduced to Div. 52.

5. What will you do to promote international psychology?

As the Vice President for Engagement, I think my whole role will be about promoting international psychology. I think the regional conferences (as well as specialty conferences) could be an easy place to begin to cultivate engagement. However, we can use technology to continue the webinar program and
I look for other ways to help individuals network together.

Neal Rubin – Division Representation to the APA Council of Representatives

1. What Makes the mission of Division 52 so important to you?
Worldwide, humans are interconnected as never before. At the same time, there are powerful cross currents in the world today between promoting global awareness and growing nationalistic movements. At such a pivotal time in history, it is vital that there are places that engender civic engagement that is globally focused. Div. 52 is such a ‘place.’ It is our responsibility to swim against the currents that are inward looking in the association and in our society by our dedication to education, science and practice that promotes informed and engaged global citizens.

2. What is your current vision for your new role?
Honestly, my role is not new as I will move into my second term as the Div. 52 Council Representative. That said, my vision is to provide information to members regarding developments in the association and to represent an international perspective on issues that come before this body. The President's Citizen Psychologist program is a recent example of the importance of articulating an international perspective on issues that come before this body. The President's Citizen Psychologist program is a recent example of the importance of articulating an international perspective. This presidential initiative required that for a member to be nominated, they must have earned a doctorate. As internationally-minded psychologists, we are aware that in different countries, the requirements for the education of a 'psychologist' varies. So while the president may have thought that this was an inclusive program, from an international perspective, many of our valued members were in fact excluded. I made this known to the president. Last, I am always open to hearing from members about their concerns and responses to news related to policy and direction of the APA.

3. Is there anything that you are excited to start working on as you begin your new role? Any specific goals that you aim to accomplish during your time in this role?
Since the time of the Hoffman Report, there has been discussion by the leadership of APA to create a new, more ethical organization which values human rights. Progress on integrating human rights into the life of the association is one of my main interests. I will be speaking out and supporting human rights initiatives while watching for the re-emergence of the unethical conduct that harmed individuals and was profoundly damaging to our field.

4. How do you plan on involving members of Division 52 in your future plans?
I would say involving members and encouraging new members. Supporting the division's new strategic plan is, in my opinion, the best way to enhance engagement in the division. The new structure opens up opportunities for involvement and meaningfully integrates the roles of individuals in many ways. I involve students and colleagues in my teaching, professional and advocacy activities and always encourage membership in the division.

5. What will you do to promote international psychology?
Well, this could be a rather long answer. So in the interest of brevity, my current project is with Dr. Roseanne Flores, Hunter College, CUNY. We are co-editing a book for Cambridge University Press, "The Cambridge Handbook of Psychology and Human Rights." From poverty to climate change and from gender discrimination to health inequality, we will be illustrating the value of psychological science to the realization of the United Nations 2030 Global Agenda on Sustainable Development. Of course, central to such a project on human rights will be international perspectives on the issues that contributors will be addressing. We hope that this book will add to the momentum promoting global awareness among psychologists and students of the social sciences.
LeAnn DeHoff, ECP Chair and Katelyn Poelker, ECP Chair-Elect

1. What Makes the mission of Division 52 so important to you?
As a Division and as a Committee, we are passionate about the diversity in our group and in the work that we do abroad as psychologists. We are looking forward to continued collaborations among members to promote psychology internationally, while learning from and respecting each other’s backgrounds, contributions, and expertise.

2. What is your current vision for your new role?
We are excited for the chance to work together to promote the needs of ECPs in Div. 52. LeAnn has been serving as ECP Committee Chair since 2016 and Katelyn is the Committee Chair-Elect. As a result of the revision of the bylaws that recently passed after the introduction of the Division’s Strategic Plan, we have a new leadership structure with a Chair, Chair-Elect, and Past-Chair for our committee. This new structure for the ECP Chair provides an opportunity to collaborate closely with the other ECP Chairs, pass on knowledge about legacy operations and procedures, and increase the support of our ECP community. We are excited to be working together under this new leadership structure and feel strongly about the Committee’s main goals. More specifically, we plan to focus on building a strong, supportive community of budding internationally-minded colleagues who are proud to claim Div. 52 as their professional home.

3. Is there anything that you are excited to start working on as you begin your new role? Any specific goals that you aim to accomplish during your time in this role?
LeAnn’s work on the Membership Engagement Committee has given rise to two important initiatives that may be of particular interest to ECPs. Those initiatives include: a) a global database of international psychologists and b) the creation of webinars covering diverse topics that may appeal to students and ECPs. These actions are aligned with the 2018 goals of the ECP Committee:
- Connect ECPs with Fellows, Senior Career Psychologists, other ECPs, and Students
- Identify, create, and communicate training, career, and other collaborative opportunities for ECPs
- Recruit ECP committee members to fill the roles and responsibilities of the committee

More generally, we hope that the work that we do as a group helps us to cultivate a resource rich, supportive professional community for the Division’s ECPs.

4. How do you plan on involving members of Division 52 in your future plans?
As a Committee, we have a simple goal of making this a very member-focus group. We are continuing to draw from the 2016 Div. 52 Member Survey to develop ideas to engage members. We are also continually talking with members to listen to their needs. We also meet with the ECP committee to generate engagement-ideas and keep a lookout for different ideas that might help members feel more engaged.

We have also talked about ways to promote community in the time between APA Conventions each August. We gain a good deal of momentum leading up to and during Convention, but we want to maintain that enthusiasm throughout the entire year. Checking in with our membership often, soliciting their opinions, and reminding ourselves frequently of our focus to serve our fellow ECPs should serve us well as we embark on this new phase of work.

5. What will you do to promote international psychology?
Given our somewhat different career paths, we promote international psychology in various ways. In LeAnn’s work as a consultant, professor, and small business owner, she promotes international psychology daily in her interactions with students and clients. For Kate in her work as a college professor, she incorporates discussions of international and cultural psychology in her interactions with students in the classroom and in the research lab with the goal of making international psychology “come alive” for students.
Biggest Ever Student-First-Authored Poster Contest at APA 2018

(Lynette Bikos)

Division 52 has been host to a handful of student poster contests over the years. The one at the 2018 Convention in San Francisco was the largest yet. The Office of International Affairs was critical in this expansion. Specifically, OIA assisted in the identification of presenters from locations international to the U.S. and in providing a “place” to stash the 115 certificates that were distributed to the poster presenters. With a primary goal of engaging students and presenters from around the world, 40 volunteers participated in on-line judging prior to the convention and in distributing certificates to all entrants.

Awards were determined within geographic region (identified by the institutional affiliation of the first author) and included 12 first placings (listed below), 18 second placings, 9 third placings, and 18 honorable mentions.

The contest was coordinated by Lynette Bikos and Megan Fox of Seattle Pacific University. If you are interested in sponsoring a poster contest at your regional or professional conference, please review the information in the “poster contest” section of the Promoting D52 at Professional Conferences Toolkit on the D52 website: https://div52.org/index.php/resources/materials. Then, contact Lynette Bikos to get started d52@spu.edu.

First Placings & Photos

<table>
<thead>
<tr>
<th>Region of Africa</th>
<th>Authors</th>
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<tr>
<td>Effect of Psychotherapy on Prison Inmates Rehabilitation in Ondo State of Nigeria: Counselling Implication</td>
<td>Adijat Bolani Adams, Clement Adebisi Daramola, &amp; Lawrence O. Gbore</td>
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<th>Region of Asia</th>
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<td>Gains in Visuospatial Rehearsal Facilitate Change Detection: Evidence from Neurocognitive Training</td>
<td>Kamakshi Khosla</td>
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<td>HIV/Hypnosis Rapid Testing Uptake Correlates Among Southeast Asian Migrant Workers</td>
<td>Xinyu Yang, Lei Huang, Edward W.W. Chan, Joseph D. Tucker, Carl Latkin, &amp; Brian J. Hall</td>
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<td>Psychometric Properties of the PHQ-9 and the GAD-7 Among Female Filipino Domestic Workers</td>
<td>Chao Kei Lao, Sheung Yan Paul Yip, Edward Chan, Melissa R. Garabiles, &amp; Brian J. Hall</td>
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<td>Guatemalan youth in adverse contexts: Resilience processes underlying educational opportunities</td>
<td>Tannia de Castañeda</td>
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<th>Region of Europe</th>
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<td>Somatomap: A novel cross-platform application for assessment of body-related disturbances across psychiatric disorders</td>
<td>Christina Ralph-Nearman, Armen C. Arevian, Sahib S. Khalsa, &amp; Jamie D. Feusner</td>
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<th>Authors</th>
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<td>Parental Attachment, Identity Processing Style and Adolescent Identity Formation</td>
<td>Ro’i Har-Melech, Yisrael Rich, &amp; Michal Al-Yagon</td>
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<th>Region of North America</th>
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<td>Appearance Comparison, Appearance Self-Schema, Perfectionism, and Body Esteem among Korean College Students</td>
<td>Stacy Ko, Meifen Wei, Hyun-joo Park, &amp; Kenneth Wang</td>
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<tr>
<td>Everyday Stranger Harassment and Coping among Asian Indian and U.S. Students</td>
<td>Yamini Bellare &amp; Lawrence H. Gerstein</td>
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<tr>
<td>Social Mediators of Chinese International Students’ Subjective Well-being</td>
<td>Peiyi He &amp; Kenneth T. Wang</td>
</tr>
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<td>Predicting Family Conflict in Adolescents With ADHD: The Role of Parenting Stress and Parental ADHD</td>
<td>Melanie Munroe &amp; Judith Wiener</td>
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<tr>
<td>Time Management: Definitions, Theories and Applications - A Systematic Review</td>
<td>Alexandra Patzak, Jovita Vytasek, &amp; Philip, H. Winne</td>
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More Div-52 APA 2018 Convention Photos…

At APA 2018, Michael Bond (Hong Kong), Grant Rich (USA), and Walter Lonner (USA), speak on teaching psychology cross-culturally.

Members in the News

Ethics for Global Mental Health: From Good Intentions to Humanitarian Accountability

(Submitted by Elena Cherepanov)

Dr. Elena Cherepanov, PhD, is a professor at Cambridge College, with a new book, *Ethics for Global Mental Health*. In it, she examines the limitations of current normative approaches to global mental health work, and argues for a values-based framework, prioritizing accountability and contextual relevance of humanitarian as well as profession-specific values. It also includes a sample training curriculum, case studies and exercises to assist in training.

For inquiries, follow-up with Dr. Cherepanov at: elena.cherepanov@yahoo.com
Thank You to the 2018 Reviewers for the International Psychology Bulletin (IPB) - Peer Review Section

(Generosity Krigbaum)

Thank you for your contributions; much appreciated.

Richard Velayo, PhD - Professor Emeritus of Psychology at Pace University, New York City, USA
Vrinda Kalia, PhD - Miami University, Ohio, USA
Charles Bowman, MS - Senior Faculty at the Indianapolis Gestalt Institute, Indiana, USA
Jamis He, PhD - Tilburg University, Netherlands
Alvaro Fortin, PhD - UNICEF
Allyn Enderlyn, PhD - Webster University, Geneva, Switzerland
*Bernardo J. Carducci, PhD - Indiana University Southeast, Indiana, USA
Dana Basnight-Brown, PhD, United States International University, Africa.

*Honoring Bernardo J. Carducci, PhD

Dr. Carducci was a professor at Indiana University Southeast. “For 37-years, he taught and trained students, fostering not only knowledge, but also a passion for being a light in others’ lives. Though he prematurely past away, his legacy stays with us. With much respect and appreciation, we honor his memory…” More on Dr. Carducci, see the following links:


Memorial contributions may be made to the Dr. Bernardo J. "Bernie" Carducci scholarship fund in memory of his long time academic teaching and research career at IU Southeast. Online gifts may be sent to www.myiu.org/one-time-gift noting "In Memory of Dr. Bernie Carducci" in the write in gift area, or mail a check payable to: IU Foundation in memory of Dr. Carducci, c/o IU Southeast, Office of Development, 4201 Grant Line Road, New Albany, IN 47150. Online condolences may be made to www.kraftfs.com. (Courtesy of Ms. Kathleen M. Bailey)
Abstract
Shadow education (private supplemental education) tends to create inequality in education; Students who can afford to participate in qualified shadow education tend to be high achievers more than those who cannot afford shadow education. Public officials hope that technology could reduce the reliance of costly shadow education for low achievers and reduce the gap between high and low achievers. However, research on the link between shadow education and technology has received less attention. This study examined how technology influenced 4,620 eighth graders’ likelihood of participation in two types of shadow education (enrichment and remedial) in math vs. no participation in Japan. The results from multinomial logistic regression analyses showed that students attending enrichment shadow education more than those attending remedial shadow education tended to use more technology. Students who had Internet connection at home, frequently used computers or tablets for schoolwork at home, and utilized the Internet to access course materials were less likely to participate in enrichment shadow education. Students who had their own cell phones and frequently used a computer/tablet for schoolwork were less likely to participate in remedial shadow education. That is, technology tended to reduce students attending enrichment shadow education; however, technology showed minimal influence on students participating in remedial shadow education. Use of technology can be even harmful and may not be helpful for underperforming students. In other words, technology may not be helpful for reducing the role of costly shadow education and not narrow the gap between high and low achievers.*

Keywords: shadow education, inequality, Japan, technology, middle school.

The existing literature shows evidence that shadow education (private supplemental education) tends to create social inequality in education because students who attend shadow education likely score better than those who don’t attend in Japan and in international studies (Liu, Wu, & Zumbo, 2006). This does not mean that students from low socioeconomic status (SES) do not participate in shadow education at all; but shadow education is seen in a diverse range of societies regardless of one’s SES (Bray & Kwok, 2003). High achievers tend to participate in enrichment shadow education, whereas low achievers likely take part in remedial shadow education.

In addition to shadow education (e.g. attending private after-school classes on-site), the emergence of technology, such as computers and Internet, has become a new type of shadow education. Ventura and Jang (2010) stated that examination of technology is important in relation to shadow education because use of the Internet has an important implication for shadow education. The greatest advantage of technology is probably its affordable cost and wide availability compared to shadow education. If technology reduces students’ participation in costly shadow education, it
may help alleviate the academic inequality among high and low achievers, who are related to enrichment and remedial types of shadow education.

Although some studies have examined the relationship between technology and student achievement (e.g. Austin & Totaro; 2011; Pang & Rogers, 2013), the link between technology and students’ participation in enrichment and remedial shadow education has received less attention. Previous literature has not paid much attention to the relationship between students’ participation in shadow education and technology. More specifically, how technology affects students’ likelihood of participation in enrichment vs. no participation and remediation vs. no participation has not been examined. If technology helps reduce students’ costly participation in shadow education, especially for remedial students who tend to be lower achievers, it may mitigate academic inequality between students participating in enrichment and those taking part in remedial shadow education.

Existing studies on the relationships between student academic performance and technology were reviewed, which showed mixed findings. Some studies found that usage of technology at home favor high performing students in math (Liu et al., 2006; Takashiro, 2017); however, other studies showed that technology did not help students in math (Jackson, von Eye, Biocca, Barbatis, Zhao, & Fitzgerald; 2006). Despite the mixed findings in the literature, government officials and private enterprises offer technology to underperforming students because they believe that technology helps students learn better (Wainer, Dwyer, Dutra, Covic, Magalhães, Ferreira, Pimenta, & Claudio, 2008) and that it alleviates educational inequality (Coughlan, 2015). Does technology help reduce the role of shadow education, especially for disadvantaged, underachieving students to learn math and to narrow the gap between high and low achievers? The purpose of the present study was exploratory in nature and examined how technology predicted students’ likelihood of participation in enrichment vs. no participation and remedial shadow education vs. no participation in Japan.

Literature Review

Technology Use in Shadow Education

Shadow education has been rooted in East Asia, such as Japan. The history of shadow education in Japan had established its position in the 1930s (Sato, 2005). The trend has spread widely to other cultures as well (e.g., Europe and Hong Kong for Bray & Kwok, 2003; Turkey for Tomul & Savasci, 2012; U.S. for Buchmann, Condron, & Roscigno, 2010). The government data showed that the top three reasons for why eighth graders in Japan have participated in shadow education were: a) they were unable to study by themselves, b) family members were unable to teach their children, and c) they had difficulty in catching up with school (Ministry of Education, Culture, Sports, Science, and Technology, 2008). Thus, shadow education serves students for their needs and it is necessary for the educational system in Japan. The main issue of shadow education is that it creates unequal social consequences because students who can afford shadow education tend to perform academically better than those who cannot afford (e.g. Liu et al., 2006). That is, students, who cannot participate in qualified shadow education due to parents’ SES, are disadvantaged.

The nature of shadow education has been changing due to increases in global and school competitiveness (Bray, 2013). Technology, such as the Internet and computers has emerged as a new type of shadow education in the 21st century. The technology has provided new educational tools for students and changed the educational environment. The use of the Internet has provided an important implication for shadow education (Ventura & Jang, 2010). Given the wide availability and convenience of technology for students, it has made students’ learning more affordable and convenient. Online learning has been increasing in Japan.

Technology Use at Home and Student Achievement

Given the lack of research studies on this topic, the link between technology and student academic achievement instead of students’ participation in shadow education and technology is discussed here. Previous research has produced incongruent results. Some found that a computer was positively related to eighth graders’ academic achievement in Japan and in international studies using national representative sample data (Liu et al., 2006; Takashiro, 2017), whereas others found that cell phone use was negatively associated with U.S. college students’ academic performance (Lepp, Barkley, & Karpinski, 2015). One study conducted in the U.S. did not find any relationship between
Internet usage and low-math achievers (Jackson et al., 2006). Their interpretation for such a result was that websites are not commonly focused on math skills. Low-math achievers may need more assistance along with the Internet.

**Frequency of Technology Use at Home and Student Achievement**

There are incongruent findings in Japan and in international studies. A study found that frequent use of the Internet in math was negatively related to student achievement in Canada and the U.S. (Austin & Totaro, 2011; Pang & Rogers, 2013). A study conducted in Japan found the opposite (Benesse Educational Research and Development Institute, 2009). The results showed that middle school students who received middle and high grades tended to use more computers at home. In their research, students’ perceptions of their own grades in school subjects were used and the purposes of computer usage were not specified.

**Internet for Schoolwork**

Some students used the Internet more for completing homework than others. For example, 73% of middle school students completed school assignments via the Internet in the U.S. (DeBell & Chapman, 2006), 16% of eighth graders in Japan (TIMSS Japan, 2015) and 25% of teenagers in Greece (Aslanidou & Menexes, 2008). Although students in both U.S. and Japan had a high percentage of Internet access at home, students in the U.S. used the Internet more for learning math than those in Japan. In Japan, only a small number of students use the Internet for schoolwork because teachers may assign students homework that requires not only answers but also explanations of how to develop answers.

**Internet for Learning Math**

Students who used the Internet a lot in math scored lower than their counterparts in Canada (Pang & Rogers, 2013). The finding indicates that use of frequency may be the issue, because relying on the Internet in math may have some limitations if it is not online tutoring. The TIMSS Japan data 2015 showed that only 30% of students use the Internet for learning math. That is, it is likely to be more common for eighth graders to learn math either at school or in shadow education or by themselves in Japan.

**Technology may mitigate Educational Gaps**

Although previous studies have inconsistent findings about the effects of technology, it may bring possible benefits not only for student achievement but also for parents. Probably the greatest advantage of the Internet compared to shadow education is its reasonable cost (Ventura & Jang, 2010). In Japan, shadow education charges $300 for 3 hours per day for 3 days a week each month (Sato, 2005), while some online tutoring companies charge from $10 per month (Online tutoring, 2013) plus other ongoing maintenance costs. Obviously, Internet learning is more affordable than shadow education.

Due to the affordability and availability of technology, public sectors provide different services for underperforming students in order to mitigate inequality in education. A large number of government and private enterprises provide technology access to underperforming students (Wainer et al., 2008). For example, the Korean government provided public online tutoring (Ventura & Jang, 2010), a one-laptop-per-child program for underprivileged children around the world (Wainer et al., 2008), and some public libraries in the U.S. offer online tutoring for 24 hours every day (Dunnewind, 2005). Some researchers wrote that online tutoring may help lower SES students and alleviate the educational inequality among social classes (Ventura & Jang, 2010). However, technology alone may not be helpful for low achievers. Students who have low motivation to study math are highly unlikely to use the Internet even though it is available for them at no cost. Since motivation is related to online learning (Hartnett, 2016), motivation, such as tutor support can be a key for underachieving students to study math online.

**Method**

**Participants**

Participants were 4,745 eighth graders (male = 2,327, female = 2,418) randomly selected from 147 public and private middle schools from the Trends in International Mathematics and Science Study (TIMSS) in Japan, 2015. TIMSS conducted two-stage stratified probability sampling techniques for selecting schools and then individuals in order to assess students’ educational progress (National Institute for Educational Policy Research, 2003). The sampling was likely to have produced a nationally representative sample of eighth graders in Japan.

**Materials and Procedure**

Students took Japanese translations of test questions in
math to measure cognitive and content domain. The International Association for the Evaluation of Educational Achievement (IEA) set the mean score at 500 points with a standard deviation of 100 in previous TIMSS scores. In the current study, the author utilized some data from students’ responses. For more details about the description of the data, please refer to the website at https://timssandpirls.bc.edu/timss2015/international-database/.

Variables

Students’ participation in shadow education was the outcome of interest for the current study. The question asked, “During the last 12 months, have you attended extra lessons or tutoring not provided by the school in the following subjects?” on a 3-point scale (1 = yes, to excel in class, 2 = yes, keep up in class, and 3 = no participation). The author re-recorded the variables to 0 (yes to excel in class), 1 (yes to keep up in class), and 2 (no participation).

There were six explanatory variables within three questions related to technology. One question was, “Do you have any of these things at your home?” and the two of the responses were “Internet connection” and “your own cell phone” with two scales yes (1) and no (2) that was changed to yes (1) and no (0). Another question was, “How often do you use a computer or tablet in each of these places for schoolwork (including classroom tasks, homework, studying outside of class)? One of the responses was “at home” with four scales from everyday or almost every day (1), once or twice a week (2), once or twice a month (3), to never or almost never (4). The scales were changed from everyday or almost every day (1) to never or almost never (0). The other question asked, “Do you use the Internet to do any of the following tasks for schoolwork (including classroom tasks, homework, studying outside of class)?? Three of the responses were “Find information, articles, or tutorials to aid in understanding mathematics,” “Access the textbook or other course materials,” and “Collaborate with classmates on assignments or projects” with two scales yes (1) and no (2). The scales were changed to yes (1) and no (0). A total of 2.6% missing data was eliminated from the final sample, which totaled 4,620 students (female = 2,377, male = 2,243) and the students’ responses were used for analyses.

Results

Preliminary Analysis

Table 1 presents frequencies for all the categorical variables. Although nearly 90 % students had Internet connection at home, they utilized the Internet for studying math minimally.

Table 1
Frequencies for the Categorical Variables

<table>
<thead>
<tr>
<th>Shadow Education</th>
<th>Yes to excel in class</th>
<th>1375</th>
<th>29.0</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>yes to keep up in class</td>
<td>1113</td>
<td>23.5</td>
</tr>
<tr>
<td></td>
<td>no</td>
<td>2157</td>
<td>45.5</td>
</tr>
<tr>
<td>Internet Connection</td>
<td>yes</td>
<td>4118</td>
<td>88.9</td>
</tr>
<tr>
<td></td>
<td>no</td>
<td>514</td>
<td>11.1</td>
</tr>
<tr>
<td>The Frequency of Computers/Tablets Usage</td>
<td>everyday and weekly</td>
<td>2048</td>
<td>43.2</td>
</tr>
<tr>
<td></td>
<td>monthly and never</td>
<td>2686</td>
<td>56.6</td>
</tr>
<tr>
<td>Internet Aid for Math</td>
<td>yes</td>
<td>1423</td>
<td>30.0</td>
</tr>
<tr>
<td></td>
<td>no</td>
<td>3313</td>
<td>69.8</td>
</tr>
<tr>
<td>Access Texts or Course Materials Online</td>
<td>yes</td>
<td>1076</td>
<td>22.7</td>
</tr>
<tr>
<td></td>
<td>no</td>
<td>3658</td>
<td>77.1</td>
</tr>
<tr>
<td>Possession of own Mobile Phone</td>
<td>yes</td>
<td>2841</td>
<td>60.0</td>
</tr>
<tr>
<td></td>
<td>no</td>
<td>1894</td>
<td>40.0</td>
</tr>
<tr>
<td>Work with Peers Online</td>
<td>yes</td>
<td>1348</td>
<td>28.4</td>
</tr>
<tr>
<td></td>
<td>no</td>
<td>3386</td>
<td>71.5</td>
</tr>
</tbody>
</table>

Table 2 shows a series of independent Chi-square tests between the categorical variables. Even when students had technology available for them at them, they were unlikely to use them for studying math.

Table 2
Summary of Chi-Square

<table>
<thead>
<tr>
<th>Internet Connection</th>
<th>Access Texts Online</th>
<th>Access Texts Online</th>
<th>( \chi^2 )</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>1010</td>
<td>3182</td>
<td>39.76**</td>
</tr>
<tr>
<td>No</td>
<td>64</td>
<td>471</td>
<td></td>
</tr>
<tr>
<td>Internet Connection</td>
<td>Work with Peers Online</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Yes</td>
<td>1227</td>
<td>2964</td>
<td>10.47**</td>
</tr>
<tr>
<td>No</td>
<td>121</td>
<td>415</td>
<td></td>
</tr>
<tr>
<td>Mobile Phone</td>
<td>Access Texts Online</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Yes</td>
<td>688</td>
<td>2150</td>
<td>8.90*</td>
</tr>
<tr>
<td>No</td>
<td>388</td>
<td>1502</td>
<td></td>
</tr>
<tr>
<td>Mobile Phone</td>
<td>Work with Peers Online</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Yes</td>
<td>880</td>
<td>1956</td>
<td>22.06**</td>
</tr>
<tr>
<td>No</td>
<td>468</td>
<td>1424</td>
<td></td>
</tr>
<tr>
<td>Computer Use</td>
<td>Access Texts Online</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Frequent</td>
<td>649</td>
<td>1396</td>
<td>166.30**</td>
</tr>
<tr>
<td>Rare</td>
<td>426</td>
<td>2258</td>
<td></td>
</tr>
<tr>
<td>Computer Use</td>
<td>Work with Peers Online</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Yes</td>
<td>689</td>
<td>1355</td>
<td>47.83**</td>
</tr>
<tr>
<td>No</td>
<td>490</td>
<td>2820</td>
<td></td>
</tr>
<tr>
<td>Internet for Math</td>
<td>Access Texts Online</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Yes</td>
<td>586</td>
<td>837</td>
<td>394.17**</td>
</tr>
<tr>
<td>No</td>
<td>490</td>
<td>2820</td>
<td></td>
</tr>
<tr>
<td>Internet for Math</td>
<td>Work with Peers Online</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Yes</td>
<td>589</td>
<td>833</td>
<td>167.71**</td>
</tr>
<tr>
<td>No</td>
<td>758</td>
<td>2553</td>
<td></td>
</tr>
</tbody>
</table>

Note: \( p < .05, * p < .001, ** \)
Primary Analysis

The author in the present study performed multinomial logistic regression with maximum likelihood method to investigate the relationships between shadow education and technology. Multinomial logistic regression was chosen because the dependent variable had three nominal categories of goals (i.e. yes to excel in class, yes to catch up in class, and no participation). The author analyzed the main effects of the different aspects of technology on the likelihood of the goals of participation in shadow education (i.e. “yes to excel in class” and “yes to catch up in class”) versus no participation. The reference category was no participation. Table 3 indicates results for the models of multinomial logistic regression. Model 1 is not presented here because it served as a baseline model. Model 2 with all the predictors improved Model 1. The difference in the likelihood chi-square test indicated that the test was statistically significant ($p < .000$); thus, Model 2 was created.

Three out of six variables were statistically significant. All the significant explanatory variables were negatively related to “yes to excel in class” rather than to “no participation.” These results indicated that with technology use, students were less likely to participate in enrichment shadow education. Students who frequently used a computer/tablet for schoolwork more than those who rarely used computers or tablets were less likely to be in “yes to excel in class” vs. “no participation.” Use of the Internet to access course materials decreased the likelihood of being “yes to excel” vs. “no participation” ($OR = .773$). In a similar vein, students who had Internet connection, use of Internet aids for learning math and use the Internet for accessing course materials were not significant predictors.

From the results, technology explained the characteristics of students attending enrichment participation better than those of attending remedial participation. Due to the paper limitations, interaction effects are not reported here.

Discussion

The results of the current study using the nationally representative population found that even when students had technology at home, they were less likely to participate in enrichment shadow education. Due to the scarcity of the literature in the area, comparisons with other studies examining the link between technology and academic achievement are presented here instead.

The evidence of the present study revealed that students who frequently used a computer/tablet for schoolwork, the
Internet to access course materials, and Internet connection at home were less likely to attend enrichment shadow education. The most significant finding was that when students used a computer/tablet for schoolwork frequently at home compared to their counterparts, they were less likely to participate in enrichment shadow education. The finding was partially inconsistent with studies’ (Austin & Totaro, 2011; Pang & Rogers, 2013), indicating that frequent use of the Internet in math was negatively associated with student achievement. Even though it is uncommon for students in Japan to use technology for schoolwork, technology may be useful for students. High achievers may use a computer or a tablet to check their answers for homework assignments. They may be able to manage completing homework without attending enrichment shadow education.

The current study also found that students who used the Internet to access course materials were less likely to participate in enrichment shadow education. Even though the TIMSS Japan 2015 data showed that only 23% eighth graders in Japan use the Internet to download some class materials, they may find it useful. For example, they are likely to download course materials online without relying on anybody and work independently.

In a similar vein, students who had Internet connection at home also had decreased the odds of being in enrichment shadow education. The result of the current study is somewhat inconsistent with one study (Jackson et al., 2006), stating that technology did not help low-math achievers. In Japan, the TIMSS Japan 2015 data showed that nearly 90% middle school students had Internet connection at home. The government report showed that the most common reasons for middle school students to use the Internet was to watch YouTube, to play games, and to communicate with others (Cabinet Office, 2017). This suggests that high achievers who participate in enrichment shadow education may not use Internet connection to study math. Instead, watching YouTube online could reduce students’ participation in enrichment. The findings showed that eighth graders who used a computer/tablet for schoolwork frequently and had their own cell phone were less likely to attend remedial shadow education.

Eighth graders who used a computer/tablet for schoolwork frequently decreased the likelihood of students’ participation in remedial shadow education. The finding is partially consistent with studies (Austin & Totaro, 2011; Pang & Rogers, 2013), indicating frequent use of the Internet in math was negatively related to student achievement. The result suggests that when students attending remedial shadow education use a computer for homework frequently, they may acquire some basic math knowledge to complete homework. That may reduce their participation in remedial shadow education.

Students who had a cell phone were less likely to participate in remedial shadow education. This finding was somewhat congruent with Lepp, Barkley, and Karpinski (2015)'s study, indicating the negative influence of use of cell phone on students’ academic performance. The public data shows that middle school students use smart phones for communicating with others, playing games, and watching YouTube (Cabinet Office, 2017). The result implies that possession of own cell phone takes their time away from them to catch up with math after school.

Noteworthy findings were that use of the Internet for learning math was not a significant predictor for students attending neither enrichment nor remedial shadow education. The results are consistent with the previous government data (Cabinet Office, 2017) showing that majority of students do not use the Internet for studying math. Although there is a plethora of resources available for students to learn math online, the majority do not take advantage of these sites regardless of their academic abilities.

The findings from the current study indicate that technology does not seem to help students learn math directly. However, students attending enrichment shadow education tended to use more technology for school related work more than those attending remedial shadow education. Technology used for schoolwork had minimal influence on students who attended remedial shadow education. When technology is unrelated to schoolwork, it could be more harmful for underachievers than high achievers. In other words, technology, such as a cell phone can be diverting attention from underachievers. The results suggest that unlike the public officials hope, technology may not be helpful for underperforming students. Even when technology is available for this type of students, they may not make much use of it. Technology may not help underachieving students.
to mitigate the role of costly shadow education for learning math. That is, technology may not be helpful for reducing the gap between students attending enrichment and those attending remedial shadow education. Since the importance of motivation is linked to online learning (Hartnett, 2016), when underperforming students participate in remedial shadow education, they may lack a strong desire and discipline to use technology for learning math. Unlike attending private classes after school, it may be more difficult for this type of student to take advantage of technology. Motivation and support from an online tutor may be helpful for underachieving students to learn math.

A limitation of the current study was not to include student motivation for online learning due to the unavailability of the data. Since motivation is related to online learning, the inclusion of such variable data, for example, support of an online instructor, would have been helpful. Another limitation was that although some of the technology variables were significant predictors, the Japan TIMSS data did not provide the complexity in technology use in middle school students, such as the total time of daily cell phone usage.

The implications for parents are that it seems to be important to work with underperforming students’ motivation along with technology. Since technology use requires discipline and self-regulation for students, parental supervision and encouragement for such students are likely to be helpful.

Conclusion

Despite the limitations, the findings of the present study extended the previous studies examining how technology predicted eighth graders’ likelihood of participation in the two types of shadow education in Japan. Students are unlikely to use technology for understanding math concepts; however, technology seems to help students for schoolwork, such as in checking the correctness of answers. Use of the Internet can be more harmful especially for underachievers as it may take their time away from attending remedial shadow education. Since the present study was exploratory, more studies are needed to understand the complex mechanism of the relationship and how technology can help students learn better, especially for those who are disadvantaged.

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References


Gratitude Expression and Economic Resource Allocation among Guatemalan Youth

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Abstract

Gratitude may promote prosocial attitudes and behavior that are reflected in children and adolescents’ distribution of hypothetical resources. To address cultural and developmental correlates of gratitude expression, we examined its relation to spending preferences among Guatemalan children and adolescents. Students attending a bilingual school, ages 7-17 (N = 124, Mage = 11.84 years, SD = 2.87, 49.6% girls), completed the Gratitude and Wishes Questionnaire and the Imaginary Windfall task. Gratitude was coded as verbal (e.g., saying “thank you”), concrete (e.g., doing something kind for the benefactor without considering his/her preferences), or connective (e.g., doing something kind for the benefactor while accounting for his/her preferences). Participants also imagined receiving 800 quetzals (about 100 USD) and envisioned using the windfall to buy things for themselves, donate the money to the poor, buy gifts for family and friends, or save for the future. Four analyses of covariance (ANCOVAs) revealed differences in spending preference related to gratitude expression. Participants who expressed gratitude verbally reported spending their imaginary resources buying gifts for close others. Those who responded concretely reported using their hypothetical money to buy things for themselves and those who expressed gratitude connectively reported allocating their hypothetical resources to donations to the poor. In addition, age-related findings revealed that Guatemalan children express gratitude directly and allocate hypothetical resources tangibly, whereas adolescents show enhanced perspective-taking and concern for the greater good. The expression of grateful feelings in ways that foster healthy and positive interpersonal relationships might be integrated into school socio-emotional learning programs.*

Keywords: gratitude, adolescents, resource distribution, Guatemala

Understanding gratitude from developmental and cultural perspectives affords researchers important insights into the socio-emotional development of youth, especially their relationships with others. Note that the term youth in this manuscript describes children and adolescents. At its core, gratitude is a social emotion, which may promote prosociality and strong interpersonal relationships (McCullough et al. 2002). Simply put, we feel grateful when a benefactor does something kind for us (McCullough, Emmons, & Tsang, 2002). Moreover, grateful feelings may promote or encourage paying the kindness back or paying it forward through the distribution of hypothetical resources. However, research addressing the relation of gratitude expression to resource allocation, especially in cultural context, is quite rare. The central purpose of the current study was to examine the relation between gratitude expression of various types and resource allocation (by way of spending preferences) among Guatemalan children and adolescents.

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Baumgarten-Tramer’s (1938) early developmental investigation of gratitude among Swiss children and adolescents ages 7-15 revealed three primary gratitude subtypes: verbal, concrete, and connective, along with developmental patterns. Verbal gratitude is the most simplistic response (e.g., saying “Thank you.”) Concrete gratitude is action-focused; the beneficiary does something kind for the benefactor, but does not take the benefactor’s preferences into account. Connective gratitude is the most sophisticated subtype. It is also action-focused, but the beneficiary considers the benefactor’s preferences when deciding how to repay the kindness. Developmentally, children begin with verbal gratitude and then progress to concrete and eventually connective gratitude by adolescence. It is important to note that although verbal gratitude is considered a simplistic mode of gratitude expression, youth of all ages express gratitude verbally.

Other evidence supports a developmental progression of gratitude expression. For example, young children younger than 6 years may first say “thank you” in response to a display rule even before they completely understand the complexity of the benefactor’s efforts (Gleason & Weintraub, 1976), As children and adolescents make social-cognitive advances by way of empathy and perspective-taking, their expressions of and experiences with gratitude may change (Froh & Bono, 2008). In a study with U.S. elementary schoolers ranging in age from 6-11 years, those who recognized the effort of the benefactor on the beneficiary’s behalf also reported higher levels of gratitude, suggesting that cognitive development aids in the socio-emotional understanding of gratitude (Poelker & Kuebler, 2014). Each of these cognitive developmental processes – display rules, perspective-taking, and gratitude expression – are all culturally and developmentally informed, so commonality across different developmental stages and cultures should not be assumed.

Gratitude expression and experience are also informed by cultural context and research has revealed both similarities and differences across cultures. In U.S. adolescents ages 11-13 and Guatemalan adolescents ages 12-18, higher levels of gratitude were associated with greater life satisfaction (Froh, Emmons, Bono, Card, & Wilson, 2011; Poelker, Gibbons, Maxwell, & Elizondo-Quintanilla, 2017). However, how gratitude informs youth’s daily experiences varied across cultures. For example, Guatemalan adolescents ages 14-16 emphasized reciprocity and their desire to repay the kindness when describing recent gratitude interactions (Poelker et al., 2017). This way of expressing gratefulness is consistent with McCullough et al.’s (2002) definition of gratitude as a moral motivator (e.g., as a catalyst for behaving prosocially and for engaging in reciprocity). In other words, Guatemalan adolescents emphasized the importance of returning the kindness shown to them. In the U.S., same age adolescents focused more on the benefit that they received and rarely mentioned an intention to reciprocate (Poelker, Gibbons, Hughes, & Powlishta, 2016).

Evidence from cross-cultural replication studies using Baumgarten-Tramer’s (1938) framework provides additional support for cross-cultural variation in gratitude expression. In a study with Chinese and U.S. children and adolescents ranging in age from 7-14, Chinese adolescents were more 4.2 times more likely than their U.S. peers to demonstrate gratitude connectively (Wang, Wang, & Tudge, 2015). However, older participants from both samples were more likely to express connective gratitude than younger participants, suggesting the developmental patterns were similar in both groups. In a series of studies from seven countries with 7-14-year-old youth from Brazil, China, Guatemala, Russia, South Korea, Turkey, and the U.S., children from China and South Korea were most likely to express gratitude connectively (Mendonça, Mençon-Vargas Payir, & Tudge, 2018). Youth from Turkey and Russia also showed this pattern. Concrete gratitude was a common method of gratitude expression in the U.S. Guatemalan youth were more likely to express gratitude verbally than their peers from the six other countries listed above and verbal gratitude often accompanied another subtype of gratitude expression (either concrete or connective; Mendonça et al., 2018; Poelker & Gibbons, 2018). This finding is consistent with the extent to which gratitude is present in daily interactions and casual verbal exchanges in Guatemala, along with the broader cultural values of collectivism and familismo (Dries-Daffner, Hallman, Catino, & Berdichevsky, 2007; Hofstede, 2001; Ingoldsby, 2006).

Despite some differences in how the world’s youth experience and express gratitude, there is evidence for shared
elements of the gratitude experience as well with Argentine children and Guatemalan adolescents. Argentine children from middle class backgrounds most often expressed gratitude for families, while their counterparts from low SES groups expressed appreciation for having basic needs met (Oros, Schulz-Begle, & Vargas-Rubilar, 2015). The appreciation for family converges with the interview data from Guatemalan middle adolescents who expressed appreciation for friends, teachers, material possessions, the opportunity to learn, the love of family and friends, and for others’ prosocial behavior (Poelker et al., 2017).

Despite developmental psychologists’ long-standing interest in children and adolescents’ spending preferences and resource allocation, studies addressing those constructs simultaneously with gratitude are quite rare. In research with U.S. 7-14-year-olds, participants higher on gratitude were more likely to report charitable giving (Kiang et al., 2014). Unfortunately, participants’ gratitude expression was not further categorized into Baumgarten-Tramer’s verbal, concrete, and connective (1938) subtypes. This result is consistent with the role of gratitude as a moral motivator or the notion that gratitude makes people behave prosocially in the future (McCullough et al., 2002).

There is evidence that gratitude does, in fact, promote prosocial behavior (e.g., Tsang, 2006). Results of a recent meta-analysis also supported the correlation between the two constructs (Ma, Tunney, & Ferguson, 2017). The relation is particularly strong among gratitude and acts of direct reciprocity, when gratitude was defined in terms of affect or mood (as opposed to a more stable trait), or in response to particular event instead of appreciation for life or someone in general.

In a behavioral study with university students, those who had received a benefit as a result of a favor from another person (as a result of a chance outcome) were more likely to give more of their money to that other person than when the participant thought the outcome was due to chance (Tsang, 2006). This finding supports evidence of gratitude as a moral motivator. Along with gratitude’s role as a moral motivator, these findings provide support for gratitude’s role as a moral reinforcer or the likelihood that one would behave prosocially or generously again in the future (McCullough et al., 2002). In a related study, participants’ self-reported gratitude was related to the size of their charitable donations in a laboratory game (Yost-Dubrow & Dunham, 2018). These studies, though, have been conducted with adults or university students, so research with adolescent participants is essential. Despite the recent investigations of gratitude and prosocial behavior, there is a gap in the literature surrounding how various types of gratitude expression relate to different modes of resource allocation. In other words, do different types of gratitude expression (verbal, concrete, and connective) lead to distinct allocations of resources (prosocial or selfish)?

Recall that in the qualitative study described earlier (Poelker et al., 2017), Guatemalan adolescents were eager to reciprocate the kindness shown to them either directly (direct reciprocity) or using a pay-it-forward approach (upstream reciprocity; McCullough, Kimeldorf, & Cohen, 2008). Perhaps the intention to spend their resources charitably reflects a desire to engage in upstream reciprocity.

The purpose of the current study was to extend our understanding of Guatemalan children and adolescents’ gratitude expression by investigating the relation of the subtypes of gratitude expression (verbal, concrete, and connective) to resource allocation – spending money on oneself, donating to the poor, buying gifts for close others, or saving money for the future. Given the social and interdependent nature of gratitude expression as experienced by Guatemalan adolescents (Poelker et al., 2017), we were interested in how gratitude related to spending preferences – either to spend more money on oneself or on others. A systematic investigation of those two constructs – gratitude expression and resource allocation – is a gap in the literature, especially in a Latin American context.

### Method

**Participants**

Guatemalan youth ages 7-17 (N = 124, Mage = 11.84 years, SD = 2.87, 49.6% girls) participated in the study. Adolescents attended a private bilingual school on Guatemala’s south coast and were from middle class families. Of the participants reporting their ethnicity and religion, 92.5% identified as Ladino, 67.2% as Catholic, and 11.2% as Protestant. As a proxy measure of socioeconomic status, participants were asked to report which of 14 items and amenities that they had access to in their homes.
Household items included: a bookshelf with books, a computer, a landline telephone, a cell phone, a computer, a refrigerator, a microwave, a stove, a television, a motor vehicle, a dishwasher, a clothes dryer, and their own home. Amenities included electricity and hot water. Adolescents reported an average of 12.11 items and amenities. Participants reports of parental occupations were generally consistent with those of the middle class (e.g., engineers, business people, teachers, and nurses).

Measures

As part of a larger study, children and adolescents completed two measures in Spanish. The measures were translated into Spanish by two Spanish-English bilinguals and then back-translated into English. Discrepancies were resolved via dialogue. See Tudge, Freitas, O’Brien, and Mokrova (2018) for more details.

Gratitude and Wishes Questionnaire (WAGS; Freitas, Tudge, & McConnell, 2008). Participants were asked to a) name their greatest wish and b) describe what they would do for the person who granted them that wish. The responses to Part B were coded as verbal, concrete, or connective gratitude.

Imaginary Windfall resource allocation task (Tudge & Freitas, 2011). Participants were asked to imagine that they had 800 quetzales (about $100 USD) to spend. In increments of 100 quetzales, they were asked if they would: a) buy something for themselves, b) donate the money to the poor, c) buy gifts for friends and family, or d) save money for the future. Participants were allowed to choose all of the same options or any combination of the four options described above.

Table 1. Original Means and Estimated Marginal Means

<table>
<thead>
<tr>
<th></th>
<th>Original Means (Not Corrected for Age)</th>
<th>Estimated Marginal Means (Age Covaried Out)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Buying things for myself</td>
<td>Verbal = .14</td>
<td>Verbal = .15</td>
</tr>
<tr>
<td></td>
<td>Concrete = .29</td>
<td>Concrete = .29</td>
</tr>
<tr>
<td></td>
<td>Connective = .14</td>
<td>Connective = .13</td>
</tr>
<tr>
<td>Donating to the poor</td>
<td>Verbal = .26</td>
<td>Verbal = .24</td>
</tr>
<tr>
<td></td>
<td>Concrete = .23</td>
<td>Concrete = .23</td>
</tr>
<tr>
<td></td>
<td>Connective = .31</td>
<td>Connective = .35</td>
</tr>
<tr>
<td>Buying gifts for family and friends</td>
<td>Verbal = .19</td>
<td>Verbal = .19</td>
</tr>
<tr>
<td></td>
<td>Concrete = .08</td>
<td>Concrete = .08</td>
</tr>
<tr>
<td></td>
<td>Connective = .13</td>
<td>Connective = .13</td>
</tr>
<tr>
<td>Saving for the future</td>
<td>Verbal = .41</td>
<td>Verbal = .42</td>
</tr>
<tr>
<td></td>
<td>Concrete = .40</td>
<td>Concrete = .41</td>
</tr>
<tr>
<td></td>
<td>Connective = .41</td>
<td>Connective = .39</td>
</tr>
</tbody>
</table>

Procedure

Informed parental consent was obtained for each participant and the participants themselves provided verbal assent. Children and adolescents completed the measures in a group setting in Spanish during the school day. They used paper and pencil questionnaire packets and were given a small gift in appreciation of their time.

Coding

The responses to the WAGS were analyzed using an established coding framework. Cohen’s Kappa was calculated for approximately 25% of responses as a measure of inter-rater reliability. Using Landis and Koch’s (1977) guidelines, agreement ranged from substantial to almost perfect agreement.

Results

To assess the relation between different types of gratitude and how participants would allocate their hypothetical resources, we ran a series of four one-way Analyses of Covariance (ANCOVA), with age serving as the covariate. Participants’ gratitude type (verbal, concrete, or connective) was the sole IV. The four options for spending those resources each served as a DV in an ANCOVA. The DVs were calculated as proportions (i.e., the proportion of the total resources allotted to that particular spending outcome). All significant effects were followed up with pairwise comparisons. Table 1 contains the original and age-corrected means for each gratitude type in the four ANCOVAs. In other words, the table shows the pattern of the average proportion of gratitude type represented in that particular resource distribution outcome. Higher numbers indicate that a larger proportion of youth expressing that type of gratitude expression allocated their resources in that particular domain.

Most participants expressed gratitude connectively (46.5%). Verbal gratitude was the second most common
adolescents. and early adolescents, and connective gratitude among older younger children, concrete gratitude among older children pattern suggesting verbal gratitude was more common among

\[ M = 10.93, \] concrete \( M = \) 12.75). Box plots supported this \( \eta^2 \) = .135 suggesting that age accounts for 13.5% of the variation in gratitude type. To provide addition interpretation of the \( \eta^2 \) value, we calculated mean ages for the three types of gratitude expression: verbal \( (M = 10.93) \), concrete \( (M = 11.54) \), and connective \( (M = 12.75) \). Box plots supported this pattern suggesting verbal gratitude was more common among younger children, concrete gratitude among older children and early adolescents, and connective gratitude among older adolescents.

Spending Money on Oneself

The ANCOVA revealed a significant difference of gratitude type on the proportion of the hypothetical money the participants would spend on themselves, \( F(2, 120) = 7.24, p = .001 \), partial \( \eta^2 = .11 \), 95% CI [.029-.191]. Children and adolescents who responded with concrete gratitude spent a higher proportion of their hypothetical resources on themselves than those who responded with verbal \( (p = .001) \) or connective gratitude \( (p < .001) \). The covariate (age) was significant, \( F(1, 120) = 5.54, p = .020 \), partial \( \eta^2 = .04 \).

Donating Money to the Poor

The ANCOVA revealed a significant effect of gratitude type on the proportion of hypothetical resources that the participants would donate to the poor, \( F(2, 120) = 3.16, p = .046 \), partial \( \eta^2 = .05 \), 95% CI [.0004-.1159]. Participants who responded with connective gratitude spent a higher proportion of their hypothetical resources on donations to the poor than those who responded with verbal gratitude \( (p = .021) \). The covariate (age) was significant, \( F(1, 120) = 8.30, p = .005 \), partial \( \eta^2 = .065 \).

Buying Gifts for Family and Friends

The ANCOVA revealed a significant effect of gratitude type on the proportion of hypothetical money participants would spend on gifts for family and friends, \( F(2, 120) = 3.74, p = .027 \), partial \( \eta^2 = .06 \), 95% CI [.0037-.1282]. Participants who responded with verbal gratitude spent a higher proportion of their hypothetical resources on buying gifts for family and friends than those who responded with concrete \( (p = .017) \) or connective gratitude \( (p = .048) \). The covariate (age) was not significant, \( F(2, 120) = .13, p = .719 \), \( 2 = .001 \).

Saving Money for the Future

The ANCOVA did not reveal a significant main effect of gratitude type on saving money for the future, \( F(2, 120) = 0.18, p = .836 \), partial \( \eta^2 = .000 \). The covariate (age) was not significant, \( F(1, 120) = 2.51, p = .116 \), partial \( \eta^2 = .020 \).

Discussion

Guatemalan children and adolescents’ allocation of resources (controlling for age) were related to their type of gratitude expression. Youth who expressed gratitude verbally were more likely to spend imaginary money on gifts for family and friends. It is those in our immediate environment (e.g., family and friends) to whom we can most easily express gratitude verbally. This finding supports the notion that gratitude serves as a moral motivator and moral reinforcer (McCullough et al., 2002). Furthermore, regarding age, younger children may be more likely to focus on people with whom they interact regularly and whom they can thank directly. It is important to note that although Baumgarten-Tramer (1938) viewed gratitude as a simple way to express gratitude, verbal gratitude likely has multiple meanings that may vary by culture. In other words, some verbal expressions may be superficial in nature (i.e., expressed without much sincerity because of a cultural display rule) and others more heartfelt. Given the diversity of verbal gratitude, perhaps a revision of Baumgarten-Tramer’s (1938) model of gratitude expression should be addressed in future research.

Children and adolescents who expressed gratitude concretely were more likely to spend a higher proportion of their hypothetically resources egocentrically – that is, on themselves. Gratitude is expressed concretely when a beneficiary repays the kindness to his/her benefactor with something that the beneficiary (as opposed to the benefactor) finds enjoyable or desirable. Thus, we interpret this finding as consistent with heightened self-focus, a characteristic of early adolescence (Elkind, 1967; Schwartz, Maynard, & Uzelac, 2008).

The extremely low rate of concrete gratitude in this
study was unexpected. For example, compared with youth from Brazil, China, Russia, the U.S., South Korea, and Turkey, Guatemalan participants reported the lowest levels of concrete gratitude (Mendonça et al., 2018). However, this finding of rare concrete gratitude was not entirely inconsistent with previous studies of gratitude with Guatemalan youth (Poelker et al., 2017). When asked to describe a recent gratitude experience, Guatemalan adolescents emphasized the kindness of the benefactor in their responses and placed a strong emphasis on returning the kindness, suggesting that for these youth, gratitude was very much a social and other-focused emotion. Although concrete gratitude does involve doing something for one’s benefactor, it lacks the perspective of the other person. Considering the consistency with which Guatemalan adolescents emphasized the social nature of the emotion and paying the kindness forward, it is not surprising that the more sophisticated connective gratitude, requiring the beneficiary to act with the benefactor’s preferences in mind, was more commonly reported.

Those who responded with connective gratitude reported a desire to spend more of their imaginary resources on the poor – a finding consistent with the association between gratitude and prosocial behavior (Ma et al., 2017). Recall that connective gratitude requires the beneficiary to incorporate the benefactor’s preferences when deciding how to repay the kindness. Connective gratitude is consistent with a “pay it forward” mentality or upstream reciprocity (McCullough et al., 2008). That is, participants were likely motivated to use their money to indirectly improve or enhance the world around them (e.g., by contributing to a charitable cause or by doing something nice for someone else). Children and adolescents’ perspective-taking abilities may at least partially explain these findings, along with their tendency to engage in prosocial behavior. For example, participants with higher rates of connective gratitude are likely better perspective takers than participants who express gratitude concretely; they may also be particularly likely to engage in prosocial behavior. Gratitude expression that contributes to the development of positive social relationships should be considered a central focus of culturally-sensitive socio-emotional learning (SEL) programs in schools (Savina & Wan, 2017).

**Implications**

When considering what educators, parents, and the adolescents themselves can take away from this study, for this sample of Guatemalan youth, both verbal and connective gratitude meant more generous allocation of resources. Especially with respect to fostering connective gratitude, the role of perspective-taking should be considered. Teachers and parents should encourage their students and children to actively imagine others’ perspectives both when considering the sacrifice the benefactor made on the beneficiary’s behalf as well as how the benefactor might personally enjoy being repaid for his/her thoughtful efforts. Furthermore, emphasizing the social nature of gratitude may also help orient young people to act generously. The association of gratitude and resource allocation with prosocial behavior among Guatemalan youth may also be an important issue to explore to ensure that children and adolescents’ grateful feelings are expressed in ways that promote healthy and positive interpersonal relationships.

**Limitations and Future Directions**

It is critical to remember that the participants in this sample were from a single school serving middle class families. Given the economic diversity in Guatemala, a replication should be conducted with an economically diverse sample. Future studies should also include samples that are diverse with respect to ethnicity (including more Indigenous Mayan participants), language, religion, and school enrollment. A further extension of the research would be to investigate cross-cultural similarities and differences with youth from other cultures and countries to address between- as well as within-country variation.

Given the small sample size, complex models to test for interrelationships among the variables (e.g., via path analyses) could not be tested. Collecting data from larger samples in the future would facilitate the running of such analyses. Furthermore, all of the measures in this study were collected using self-report. Considering behavioral alternatives would be a critical next step. For example, participants’ actual responses in real-life gratitude situations could be recorded and participants could be asked to allocate real resources instead of hypothetical ones. In sum, gratitude expression may be one culturally-informed indicator of children and adolescents’ self-focus versus generosity,
Acknowldgements: We would like to thank the school administrators, teachers, students, and parents who made this study possible. Without their support, this project would not have been feasible. We are also deeply grateful to Dr. Karl L. Wiensch for his graciousness and generosity in sharing his statistical expertise.

References
Abstract

The present study examined the psychometric properties of the revised measure of irrational thinking, the Child and Adolescent Scale of Irrationality-3 (CASI-3; Terjesen, Kassay, & Anderson, 2017), among 158 Italian children recruited through a number of schools in Northern Italy. While the internal consistency of the total scale was high, the reliability of the proposed irrational belief scales was considerably lower and the correlations of the subscales were higher than would have been preferred. A principal components factor analysis yielded five interpretable factors that also did not highly correlate with one another which is reflective of independent constructs. Overall, these results provide some preliminary support for the use of the CASI-3 with an Italian population and that it may be clinically useful as a screener when working with children and adolescents. Caution in interpretation of the Ratings of Worth-Others and Demands subscales are warranted given their poor reliability. Limitations of the present study and future directions for the development and use of the measure are provided.†

The Child and Adolescent Scale of Irrationality: Preliminary Validation for an Italian Sample

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Rational Emotive Behavioral Therapy (REBT) is a practical, present-oriented therapeutic technique that centers on the relationship between beliefs, emotions, and behaviors in people (Terjesen, Esposito, Kurasaki, & Kassay, 2009). It asserts that endorsement of specific irrational beliefs, or unhealthy ways of thinking, may support dysfunctional emotions and maladaptive behaviors. REBT was founded by American-USA psychologist Dr. Albert Ellis in the 1950's (Ellis & Dryden, 1987). He asserted that emotions do not directly originate from external situations, but rather that they derive from mental representations and beliefs that a person

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has about external events. Simply stated, the model proposes that events do not create psychological problems, rather, unhealthy emotions and behaviors emanate from how an individual perceives, interprets, and evaluates these events (Ellis, Gordon, Neenan, & Palmer, 1997). This emotional conceptualization model of REBT explains how affective responses (e.g., anger, happiness, depression) result from how people perceive and evaluate life events rather than by events themselves (Ellis et al., 1997). This evaluative component of the model involves the beliefs one may have about an activating event (i.e., situation, a person, or themselves). These beliefs may be healthy, logical, rational, maladaptive, dysfunctional, or irrational (Terjesen & Kurasaki, 2009).

In essence, it is the manner in which one interprets the activating event that can contribute to their psychological state and emotional functioning and behaviors. As an example, if the activating event is that a student's friend doesn't play with him; he may have a healthy evaluative belief: "I would like that he plays with me" and as a result may experience a healthy, functional emotional response such as sadness. However, in the same situation with the identical activating event, if one evaluates it with the belief: "He MUST play with me. If he doesn’t it would be AWFUL," they may experience an unhealthy, dysfunctional emotional response such as depression, anger, and so on.

From the example above, beliefs could be rational or irrational in nature (Dryden, 2009). Rational beliefs reflect relativistic and conditional qualities and lead to moderate emotions that enable people to achieve their future goals by facilitating constructive behavior (Dryden, 2009). While rational beliefs may result in extreme levels of some emotions that are appropriate (e.g., sadness, disappointment, concern, frustration), alternatively, irrational beliefs may lead to extremely stressful emotional consequences (intense anxiety, anger or depression) and behavioral reactions (aggression or withdrawal) which make it quite difficult for the individual to improve their present situation (Ellis & Bernard, 2006). In our example, we are less likely to become friends with that student or handle their decision not to be our friend better, if we are experiencing anxiety, depression, or anger. Clinically, it is these unhealthy beliefs that are the target of change in REBT. It is through the process of disputation or challenging of these unhealthy beliefs that clients are helped to alter their irrational beliefs, and in turn, develop more functional and empirically valid ideas which may eventually lead to new cognitive, emotive, and behavioral effects (Ellis & Bernard, 2006). In sum, irrational beliefs may lead to emotional and behavioral dysfunctional reactions that create obstacles towards achievement of goals of the client. Alternatively, rational beliefs help the client to create a more realistic and positive image of the world and assist in the experience of appropriate and functional emotions, which may facilitate achievement of the goals of the client (Di Pietro, 1999). Therefore, REBT attempts to identify the idiosyncratic irrational thought processes that are contributing to a client's difficulties, make the client aware of the illogical and dysfunctional nature of thinking in this manner, and then help them work towards a more rational (healthy) way of thinking. Research has shown that the targeting of these unhealthy beliefs and the development of more rational ones lead the client to more appropriate emotions and behavioral reactions to life events (Bernard & Cronan, 1999; Ellis & Bernard, 2006).

In terms of what specific beliefs may be considered to be irrational, the theory of REBT holds that irrational beliefs in the form of absolutes (shoulds, oughts, musts, needs) are the psychological core of emotional and behavioral problems (Bernard, Ellis, & Terjesen, 2006). Examples of these rigid absolutes are, “I must succeed,” “they should treat me with respect,” and “I need their approval.” The REBT theory expands on this core belief and proposes derivative irrational beliefs that stem from the absolutes. These include awfulizing (e.g. “it is horrible if I don’t get that job”), frustration intolerance (e.g. “I can’t stand when she treats me that way”), and global rating (e.g. “I’m a total loser”).

**REBT in Italy**

The theory and practice of REBT has been disseminated globally. REBT was introduced in Italy in the early 1980s by Cesare De Silvestre, with active dissemination and trainings following in the 1990s. The Institute for RET in Verona was founded in 1992 to promote the use of REBT with children and adolescents. Several clinicians and scholars continue to reinforce the use of REBT in their clinical work in Italy. At present, REBT continues to be used in clinical work with adults, adolescents, and children in Italy. Unfortunately, the research on REBT and more specifically, the measurement of
irrational beliefs among youths in Italy, has not been an area of regular scientific examination and inquiry.

**Effectiveness of REBT with Children and Adolescents**

REBT was the first type of Cognitive Behavioral Therapy (CBT) used with children and adolescents (Ellis & Bernard, 2006) and it remains a widely researched and applied treatment today. REBT has been shown to be efficacious across a variety of problems including school domains (testing and performance anxiety, school discipline, emotional reactions to learning disabilities, school underachievement), psychopathology (social skills, stress, bulimia), and health (obesity) (DiGiuseppe & Kelter, 2006). Meta-analyses and outcome research of REBT with children and adolescents have yielded positive results (Esposito, 2009; Gonzalez et al., 2004; Trip, Vernon & McMahon, 2007).

While REBT appears to be an effective intervention for youth, most of the research reviewed include articles published in English. Furthermore, very few intervention studies have been conducted with an international sample and there exist few measures of irrational beliefs among youth that are psychometrically sound to measure the effectiveness of REBT within different cultures and languages. For this reason, the purpose of the current study is to translate and adapt a measure of irrational beliefs among a sample of Italian youth.

**Measuring Irrationality among Youth**

With the focus of REBT being to assist in changing irrational beliefs, a further discussion of how to assess for these beliefs among youth is warranted. REBT clinicians who work with children and adolescents aim to identify irrational beliefs that contribute to emotional and behavioral problems in order to help young clients to modify existing beliefs by making them more logical, appropriate and healthy (Terjesen et al., 2009). Assisting a young client to formulate a new rational belief will increase the likelihood of the client experiencing healthy negative emotions and behaviors. However, unlike overt behaviors which are observable and measurable, the challenge for the REBT clinician is often in how to assess for these beliefs and monitor progress as a function of intervention.

While there are studies that have sought to demonstrate the irrational belief patterns of youth (e.g. Bernard & Cronan, 1999; Ellis & Bernard, 2006; Smidt et al. 2009, Terjesen et al., 2009), in comparison with adults, the research appears to be sparse in nature. Despite its popularity as a clinical intervention and its effectiveness, historically, there were few available instruments that measure the irrational beliefs of young clients (Hajzler & Bernard, 1991; Morris, 1993; Terjesen, Kassay, & Anderson, 2017). Further, when it comes to the development of measures to guide clinical practice, they are often developed within the United States. Finding measures that may have application in European countries that are translated and standardized with the population are limited.

Bernard and Cronan (1999) offered an earlier review of three instruments designed to investigate beliefs of children and adolescents and they highlighted: The Ideas Inventory (Kassinove, Crisci, & Tiegerman, 1977), Children's Survey of Rational Beliefs (Knaus, 1974) and Shorkey and Sasaki's (1983) adaptation of the adult-level Rational Behavior Inventory (Shorkey & Whiteman, 1977). While they did contribute to our understanding of irrationality in youth, Bernard and Cronan (1999) concluded that these instruments were limited because they were mainly behavioral and emotional and not exclusively cognitive. Another problem was that they did not reflect developments in the conceptualization of irrationality by Ellis (e.g. Ellis & Dryden, 1987) that emphasize "demandingness" as the core of irrational thinking processes. Given these concerns, Bernard and Laws (1988) created the Child and Adolescent Scale of Irrationality (CASI), which was designed to measure the irrational beliefs of children and adolescents between the age of 10 and 18 years. The early CASI studies conducted by Bernard and Laws (1988) resulted in six factors of irrationality: Self-downing, Nonconformity, Demands on Others, Dependence, Demands for Comfort, and Low-Frustration Tolerance.

In 1999, Bernard and Cronan (1999) revised the CASI (CASI-R), developing replacement items for the Nonconformity subscale and new items for the Low Frustration Tolerance Scale. The Dependency subscale was deleted. Factor analysis for this version with 567 children revealed four factors: Self-downing, Intolerance of Frustrating Rules, Intolerance of Work frustration, and...
Demands for Fairness. Support for this version of the CASI came from Silverman and DiGiuseppe (2001) who demonstrated that these factors significantly correlated with children's externalizing and internalizing behaviors as rated by the children's teachers.

Recently, Terjesen, Kassay, and Anderson (2017), in a sample of 1,035 adolescents, reported five factors using the CASI-R. These factors: "Demandingness" ("People should let me do what I want to do"), "Awfulizing" ("It's really awful to have lots of homework to do"), "Self-Worth Scale" ("I think I'm hopeless when people reject me"), "Worth of Others Scale" ("Classmates who follow rules and behave well are jerks"), and "Low Frustration Tolerance Scale" ("I can't stand teachers who are too strict") as well as a Total Irrationality Scale were calculated. While internal consistency coefficients of the CASI-R was high for the Total domain (.92), subscale reliability coefficients were somewhat lower: Self Ratings of Worth (9 items) = 0.86; Low Frustration Tolerance (11 items) = 0.75; Demandingness (10 items) = 0.65; Other Ratings of Worth (7 items) = 0.63; and Awfulizing (7 items) = 0.62 (Terjesen et al., 2017).

Overall, while the scale has been shown to be related to emotional and behavioral problems in a manner that is consistent with the theory of REBT, there still remained some concerns about the psychometrics of the measure. Further, concerns about the wording of some of the items as well as the reliability and factor structure of the CASI-R led to a revision the measure and the development of the third edition of the scale (CASI-3, Terjesen, 2018). Expert consensus was used to assist in item development and focus groups with youths were also conducted to modify the 48-item measure into 36 items that theoretically measured five factors (demandingness, awfulizing, frustration intolerance, ratings of worth-others and ratings of worth-self). The revised measure also balanced focus on the content of irrational beliefs (i.e., school, parents, peers, etc.) and also developed items for the rational thinking factor that were to be reverse scored when computing subscale and total scores. The author reports preliminary factor structure and adequate reliability statistics with a U.S. based sample (Terjesen, 2018). That is, the authors report that the measure as a whole is reliable, with some variability among irrational belief scales, indicating that children’s thought patterns don’t fall as neatly into specific domains, as has been seen in other measures of irrationality with adults (Terjesen et al., 2017). While this body of research shows progression in the development of measures of irrationality among youth, they have been developed and normed with a sample from the United States. In Italy, there are no instruments that specifically measure the irrational beliefs of children and adolescents based on Ellis' REBT theory that may assist in guiding clinical practice. As such, the aim of the present study is to provide preliminary validation of the CASI-3 for use with children and adolescents between 9 and 17 years old in Italy. The second objective is to use the CASI-3 for the Italian population in order to investigate patterns of endorsement of irrational beliefs among children and adolescents.

Method

Participants

Participants were 158 children and adolescents (54 boys and 104 girls) who were recruited from one primary school (13), one middle school (16), and two senior high schools (129) in Northern Italy. All participants were native Italians and the data of children with a cognitive delay diagnosis were not included. Students ranged in age from 9 to 17 years old ($M = 14.62; SD = 1.97$). In terms of socio-economic status, all recruited schools were working middle class environments. The schools who participated gave written consent and received a small monetary supplement for allowing recruitment of students. All participants had parents complete and sign a consent form with students giving their assent before taking part in the study.

Procedure

The CASI-3 was first translated from English to Italian, and then back from Italian to English. This was done to check if the two versions measured the same irrational beliefs and that the meaning of each item was not lost in translation. Translators were bilingual trainees in cognitive psychotherapy. A supervisor who had received training in CBT and REBT checked all translations. Finally, a supervisor of the Albert Ellis Institute verified that the original English and back-translation of the Italian CASI-3 measured the same irrational beliefs checked translations.

Students whose parents had not given consent to complete the questionnaire did not participate in the study and instead did an academic-based activity with teachers.
while their classmates completed the CASI-3. Prior to completing the questionnaires, subjects were informed that all responses would be confidential and would not be available to school personnel or to their parents. All consents and measures were distributed by aforementioned research assistants who aided in translation. Psychologists met with the students twice. Initially, it was to explain the project and to give the consent form to the parents. The second time was to collect the consent forms and to distribute the questionnaires. Each session took approximately 15-20 minutes with the psychologist and teacher/professor monitoring the students during the sessions. To guarantee anonymity, each questionnaire had an assigned code (a number and a letter) with no identifying information about the student.

Measure

The Child and Adolescent Scale of Irrationality-3rd Edition (CASI-3; Terjesen, 2018) contains 36 items that measure irrational beliefs in children and adolescents. The authors report that the revised items were reviewed and approved by Albert Ellis Institute supervisors who are experts in REBT. Specifically, experts were asked to rate each of the items of the CASI-3 as to which type of irrational beliefs initially proposed by Ellis they represented. Expert consensus was considered to be achieved when 80% of the REBT experts agreed that it was representative of a particular irrational belief. Opinions of experts were also solicited as to the wording of the items. The final version of the CASI-3 has five theoretically derived subscales: Self Ratings of Worth (e.g., “I think others are better than me,” “I think I’m pathetic when others don’t like me”), Other Ratings of Worth (e.g., “Other kids who aren’t nice to me don’t deserve for good things to happen to them,” “Classmates who always behave and follow the rules are “suck-ups”), Awfulizing (e.g., “It’s awful when someone stops me from doing what I want,” “It’s terrible when I’m not the winner”), Low Frustration Tolerance (e.g., “I can’t deal with having to follow rules at home,” “I can’t stand having to follow rules in school”), and Demandingness (e.g., “I must get good marks,” “I ABSOLUTELY need my friends to like me”).

The items of the CASI-3 are worded in the form of statements and participants express their agreement or disagreement using a 5-point Likert scale, from 1 to 5 (1= strongly disagree, 2= disagree, 3= not sure, 4= agree, 5= strongly agree). Subscale scores are computed by summing scores on relevant items after recoding for reversed items and a CASI-3 Total score of Irrationality is calculated by summing the scores on all subscales.

Results

Means, range, and standard deviations were calculated for each of the subscales and for the CASI-Total Irrationality score. Cronbach’s alpha coefficients were computed to examine the reliability of the subscales and for CASI-Total. To examine whether scales reflected domains that were relatively independent of each other, correlations between the CASI’s subscales were computed. Finally, a Principal Component Analysis with a varimax rotation was calculated to examine the underlying factor structure of the CASI-3 with an Italian population.

CASI-3 Descriptives

The CASI-3 Total Irrationality scale was comprised of the total of all 36 items of the CASI. The mean of the Total Irrationality scale for all participants was 96.45 (SD = 15.33). Table 1 reports the means, standard deviations and score ranges of each CASI-3 subscale and of the CASI-Total domain calculated for the whole sample as well as for boys and girls separately. A series of independent sample t-tests were conducted to determine whether the endorsement of irrational beliefs varied as a function of gender. There were no significant differences on the total or subscales as a function of gender. The data were examined for the symmetry of distribution for the total CASI and subscales. With the exception of the Ratings of Worth-Self factor (skewness = .548) and Demands (kurtosis = .458) the skewness and kurtosis were well within a tolerable range for assuming a normal distribution. Similarly, an examination of the histograms suggested that the factor distributions are approximately normal.

Internal Consistency

Internal consistency was calculated for the Total Score and the subscales (see Table 2). Overall, the CASI-3 was internally reliable with a Cronbach’s alpha of .82. However, the reliability of the CASI-3 subscales ranged from poor (CASI-Demandingness = .37) to adequate (CASI-Worth self = .81).
To evaluate whether the subscales of the CASI-3 measure independent domains of children’s irrational beliefs, a series of inter-scale correlations were conducted and are presented in Table 2. Correlations among subscales were modest to high which suggests that the CASI-3 subscales do not measure independent constructs of children’s irrational beliefs. Given this, along with the possibility that the underlying factor structure may be different because of cultural and linguistic issues, a Principal Components Analysis (PCA) extraction was used to estimate the number of factors. We chose a PCA to estimate the number of factors as we assumed a priori that they were orthogonal constructs. Five factors were extracted using the Maximum Likelihood procedure and rotated using a Varimax rotation procedure. A varimax rotation was used as it keeps the factors uncorrelated when you propose the correlation is expected to be small.

The factor loadings, shown in Table 3, yielded five interpretable factors that accounted for the 41.47% of the total variance. Results indicated that the first five factors had eigenvalues greater than 1.0 (i.e. 5.98, 3.15, 2.38, 1.91 and 1.50). The five factors were chosen based upon the percentage of variance that they accounted for, the review of the Scree plot, and a cut-off of an eigenvalue greater than 1 (Kaiser, 1960) as eigenvalues less than 1.00 are not considered to be stable (Girden, 2001). A .40 factor loading cut-off for items was utilized to dictate important factors (Hair, Anderson, Tatham & Black, 1998).

### Table 2: 
Internal Consistency and Inter-scale Correlation Coefficients Between CASI Subscales and Total Domain.

<table>
<thead>
<tr>
<th></th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>Cronbach’s Alpha</th>
</tr>
</thead>
<tbody>
<tr>
<td>Self-Worth (9 Items)</td>
<td>–</td>
<td>.71</td>
<td>–</td>
<td>–</td>
<td>–</td>
<td>.81</td>
<td></td>
</tr>
<tr>
<td>Others-Worth (5 Items)</td>
<td>.77*</td>
<td>–</td>
<td>–</td>
<td>–</td>
<td>–</td>
<td>.42</td>
<td></td>
</tr>
<tr>
<td>Low Frustration (7 Items)</td>
<td>.27*</td>
<td>.42*</td>
<td>–</td>
<td>–</td>
<td>–</td>
<td>.48</td>
<td></td>
</tr>
<tr>
<td>Demand (8 Items)</td>
<td>.14</td>
<td>.10</td>
<td>.31*</td>
<td>–</td>
<td>–</td>
<td>.27</td>
<td></td>
</tr>
<tr>
<td>Awful (7 Items)</td>
<td>.32*</td>
<td>.34*</td>
<td>.51*</td>
<td>.47*</td>
<td>–</td>
<td>.62</td>
<td></td>
</tr>
<tr>
<td>Total (36 Items)</td>
<td>.71*</td>
<td>.62*</td>
<td>.73*</td>
<td>.54*</td>
<td>.76*</td>
<td>.81</td>
<td></td>
</tr>
</tbody>
</table>

Note: * p ≤ .001. Internal consistency is reported as Cronbach’s alpha.

CASI-3 Rotated Component Matrix:

<table>
<thead>
<tr>
<th></th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>32. I can’t take my parents telling me what to do.</td>
<td>.71</td>
<td>–</td>
<td>–</td>
<td>–</td>
<td>–</td>
</tr>
<tr>
<td>31. It’s REALLY awful to have a lot of homework to do.</td>
<td>.70</td>
<td>–</td>
<td>–</td>
<td>–</td>
<td>–</td>
</tr>
<tr>
<td>26. I can’t stand having to follow rules in school.</td>
<td>.69</td>
<td>–</td>
<td>–</td>
<td>–</td>
<td>–</td>
</tr>
<tr>
<td>25. I can’t deal with having to follow rules at home.</td>
<td>.64</td>
<td>–</td>
<td>–</td>
<td>–</td>
<td>–</td>
</tr>
<tr>
<td>23. I need to be able to do what I want when I want.</td>
<td>.63</td>
<td>–</td>
<td>–</td>
<td>–</td>
<td>–</td>
</tr>
<tr>
<td>17. Too much homework is impossible to deal with.</td>
<td>.59</td>
<td>–</td>
<td>–</td>
<td>–</td>
<td>–</td>
</tr>
<tr>
<td>30. Classmates who always behave and follow the rules are “stick-ups.”</td>
<td>.56</td>
<td>–</td>
<td>–</td>
<td>–</td>
<td>–</td>
</tr>
<tr>
<td>33. It’s awful when someone stops me from doing what I want.</td>
<td>.55</td>
<td>–</td>
<td>–</td>
<td>–</td>
<td>–</td>
</tr>
<tr>
<td>10. It’s not so bad to have to follow rules all the time.</td>
<td>.49</td>
<td>–</td>
<td>–</td>
<td>–</td>
<td>–</td>
</tr>
<tr>
<td>1. Parents who are too strict are total jerks.</td>
<td>.44</td>
<td>–</td>
<td>–</td>
<td>–</td>
<td>–</td>
</tr>
<tr>
<td>18. It’s terrible when I’m not the winner.</td>
<td>.41</td>
<td>–</td>
<td>–</td>
<td>–</td>
<td>–</td>
</tr>
<tr>
<td>19. Homework should NEVER be boring.</td>
<td>.34</td>
<td>–</td>
<td>–</td>
<td>–</td>
<td>–</td>
</tr>
<tr>
<td>28. A parent who acts badly toward his/her kids is a bad person.</td>
<td>.30</td>
<td>–</td>
<td>–</td>
<td>–</td>
<td>–</td>
</tr>
<tr>
<td>8. When my friends don’t ask me to do things with them I think I’m a loser.</td>
<td>.72</td>
<td>–</td>
<td>–</td>
<td>–</td>
<td>–</td>
</tr>
<tr>
<td>24. Things in my life would be easier if I wasn’t such an idiot.</td>
<td>.66</td>
<td>–</td>
<td>–</td>
<td>–</td>
<td>–</td>
</tr>
</tbody>
</table>
The first component is the strongest component, explaining 12.27% of the total variance and containing 13 items loading .40 or higher. Inspection of the items that loaded on this factor indicated that these items primarily represented the domain of Low Frustration Tolerance for rules (“I can’t take my parents telling me what to do”). The second component explained 11.51% of the total variance and was comprised of 9 items loading .40 or higher. Inspection of this factor revealed that items represent the domain of Self global rating (“When my friends don’t ask me to do things with them I think I’m a loser”). The third component explained 6.62% of the total variance and contained 6 items loading .40 or higher. Inspection of this factor revealed that items represent the domain of Low frustration tolerance to others (“It’s too hard to deal with teachers who have favorites”). The fourth component explained 5.71% of total variance and consisted of 4 items loading .40 or higher. Inspection of this factor revealed that these items represent the domain of Demands about behaviors (“Other kids should always be fair and friendly”). The final component explained 5.36% of the total variance and contained 4 items loading .40 or higher. Inspection of this component revealed that items represent the domain of Beliefs about school (“I have to do well in things that are important to me.

Reliability

Analyses were conducted for the CASI-Total domain and for each of the components that had emerged from the PCA (Table 4). Cronbach’s alphas for Total domain (CASI-TOT = .82) is acceptable. Cronbach’s alpha for the first three components were adequate (Self-Worth, alpha = .81; Awful, alpha = .62; Frustration Tolerance, alpha = .48). For the final two components, the alpha statistics were modest (Worth others, alpha = .42; Demands, alpha = .37). To evaluate whether the new factors that emerged from the PCA measured independent domains of children’s irrational beliefs, a series of inter-scale correlations were conducted (Table 4). The correlations ranged from low to modest (.02 to .27), suggesting that the components tap relatively independent domains of children’s irrational beliefs.

Discussion

The aim of the present study was to translate and adapt the CASI-3 scale for an Italian population and to use this instrument to investigate irrational beliefs in children and adolescents to assist in clinical decision-making. Prior research has provided support for the validity and factor structure of the CASI; however, this research has not been done with the latest version of the CASI and has not been conducted with an Italian population.

Results of the present study, using the CASI-3 with an Italian population, indicated an adequate overall reliability of the scale, although alpha coefficients of some of the subscales (i.e., Worth of Others and Demandingness) were modest. These results may be a reflection of the translation of
items or could indicate true differences between the two cultures in terms of patterns of irrationality thinking. That is, perhaps students in Italy may have certain belief patterns that have been modeled and reinforced for them and as such they endorsed a greater level of agreement with these items.

The fact that there were relatively high inter-scale correlations among the subscales proposed by the authors led to some concerns as to the utility of this factor structure for clinical use with Italian youth. The strengths of these correlations are also consistent with some preliminary data with a U.S. population (Terjesen, 2018). Thus, the present study examined the existence of a different factor structure with this sample. Results indicated that while the yielded factors are not identical to those proposed by the authors, they did correspond to Ellis’ theory of irrationality and were somewhat independent constructs with low inter-correlations. While more research is needed in this area, these results are promising in that the CASI-3 and these new factors can be used in Italian populations to investigate irrational beliefs in young clients.

While preliminary in nature, these results are promising for both clinical work and prevention work among Italian youth with behavioral and emotional difficulties. Clinicians can use the CASI-3 as part of an assessment of irrational beliefs to focus therapy on specific irrational beliefs and to enhance the efficiency of the therapeutic process. As Bernard and Ellis (2006) and Di Pietro (1999) wrote, psychotherapy with young clients works more effectively when centered on specific irrational beliefs that contribute to these strong and dysfunctional emotions and behaviors.

The CASI-3 can also be used throughout therapy to identify which beliefs may be more resistant to change and to target these resistant beliefs clinically. Finally, the CASI-3 may be useful at the conclusion of therapy to evaluate change processes that occurred throughout psychotherapy and how these changes relate to clinical outcomes. From a prevention standpoint, the CASI-3 could also be used to screen for irrationality and assist in the prevention of the development of dysfunctional emotions and behaviors, especially in schools. The CASI-3 could be integrated as part of a class-wide Rational Emotive Education (REE) program. REE is a prevention based psycho-educational approach based on REBT theory and has had promising results (Esposito, 2009).

Consideration of Measuring Beliefs Internationally

A challenge of the present investigation was how to determine psychometric equivalence of the CASI-3 across cultures. A number of guidelines have been proposed to assist in the development of measures cross-culturally (Arnold & Matus, 2000; Geisinger, 1994; Leung & Wong, 2003) and were considered in the current study. However, questions remain as to whether differences are a function of culture and language or a function of translation of the measure. Results in the present study reflect some differences from the normative United States sample. First, there appears to be a stronger emphasis on “Demands” that are specific about rules in the Italian sample. This could be due to the fact that in the Italian culture rules are strictly connected to demands and this is emphasized within the language. Another difference is reflected in a greater relative endorsement of beliefs that reflect a specific low frustration tolerance for “Rules” and endorsement of irrational beliefs about “Others” (e.g., parents, teachers and peers) in comparison with other subscales endorsed by this sample. Communication with Italian researchers and CBT practitioners indicate that this could reflect a more culture-specific attention to rules and to behaviors of people who children and adolescents stay with, that seem to be stronger for the Italian population. The hypothesis is that Italian culture is more “group centered” than other cultures and that youths feel these relations influence their emotions and well-being.

Limitations and Future Directions

A limitation of this study is that the CASI-3 is not a measure that is native to Italy. While the measure is consistent with REBT theory and care was taken to carefully translate the items, possible cultural differences with regard to item content or wording may have impacted results. Another limitation in the design of the present study is that the smaller sample size and limited regional origin of the participants may not truly reflect all Italian youth. Current efforts are underway to gather a larger, more representative sample. Further, collection of data from a more clinical populations (e.g., children and adolescents with psychopathology such as depression or conduct disorder) may be helpful to support the discriminative validity of the endorsement of irrational beliefs. Finally, while change in cognitions is what is targeted in REBT, the referral and...
Clinical outcomes typically focus on affective and behavioral difficulties. Future work that examines CASI-3 results in an Italian population as they relate with measures of emotional and behavioral problems for children and adolescents may further assist in establishing the psychometric properties of this measure and also provide evidence of clinical utility.

Research specific to measurement of beliefs among youth internationally is limited and the results are inconsistent (Heimsson, 2011). While the CASI-3 was shown to be significantly correlated with various emotional and behavioral problems among Irish youth (Cuskley, Terjesen, & O’Driscoll, 2013), there may not be as many cultural and linguistic differences as were seen in the present investigation. Further examination of the utility of these tools is critical to the practice of cognitive behavioral therapies within and outside of the United States.

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References


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Assessment, 15(3), 268-279.


The World Health Organization (2011) estimates that close to 450 million people suffer from mental illnesses across the globe. In fact, 5 of the 10 leading causes of disability worldwide are due to psychiatric conditions such as depression, psychosis, and substance use and abuse. It is predicted that by 2020, neuropsychiatric disorders will account for 15% of disability in the world. Yet, more than 80% of individuals who live in low- and middle-income countries (LMICs) do not have access to adequate mental health services (WHO, 2011). One of the contributing factors is a scarcity of providers with the training and skills necessary to meet the growing mental health needs of those affected by psychiatric illnesses locally and internationally (Saraceno et al., 2007).

Service learning programs offer a unique opportunity to educate and engage mental health students in meaningful, collaborative, and sustainable partnerships with international organizations in order to reduce mental health disparities in LMICs. The term service learning is defined as “a form of experiential education in which students engage in activities that address human and community needs together with structured opportunities intentionally designed to promote student learning and development” (Jacoby, 1996, p. 5). Effective international service learning combines academic programs with experiential and community-based services that are intended to expand students’ global awareness, cultural sensitivity, and leadership and critical thinking skills (Crabtree, 2008).

There are several advantages to individuals who participate in international service learning programs (ISLPs) and to the host communities. Through hands-on experiences, both students and faculty are exposed to cultures that may be different from their own. Such cross-cultural exchanges can compel them to confront their preconceived stereotypes, prejudices, and unconscious biases; challenge them to engage in self-reflections that promote greater awareness of the self and of connections to a larger global community; and facilitate the acquisition of cultural knowledge, understanding, sensitivity, tolerance and respect for the communities that they serve (Tomlinson-Clarke & Clarke, 2010). Moreover, service learning can have a life altering (i.e., a transformative reawakening) effect on students, which may propel them toward active civic engagement and global citizenship (Crabtree, 2008). A global citizen in this context is an individual “who identifies with being a part of an emerging world community, and whose actions contribute to shaping its values and practices. [S/he] is someone who fights for justice because he or she has a vision of a better world” (AMP Global Youth, 2017).

ISLPs also create opportunities for host communities to develop personal, meaningful and mutually beneficial relationships with students and their academic institutions. Through sustainable partnerships with ISLPs, host communities can engage in knowledge exchange and knowledge transfer with faculty and program participants; gain access to human resources through jointly coordinated, volunteer-based projects; and enhance their organizational capacity to address the educational, vocational, economic,
and mental health needs of local residents.

While international service learning offers many benefits to both students and their host communities, there are some potential challenges. ISLPs can be taxing on a host community, requiring resources that may not be readily available, and may be disruptive to the normal routines of the host community. In some instances, there may be a lack of communication, coordination, and reciprocity between the partner organizations, which may have a negative impact on students’ learning experiences and can threaten the viability of the relationship.

A critical challenge that academic institutions face is how to implement cross-cultural strategies that foster students’ transformational learning experiences and move them beyond “a charity orientation” to viewing themselves as agents of social justice and social change (Crabtree, 2008, p. 26). Many students who seek ISLPs are often motivated by a genuine desire to do good and make a significant difference in the lives of the less fortunate (Illich, 2012). However, good intentions alone are not sufficient to address deeply-rooted concerns and create long-lasting systemic changes in international settings.

Effective service learning can only occur when there is a deliberate effort to replace deficit-based training models with pedagogical frameworks that impart a deep appreciation for the assets that exist within LMICs. Moreover, ISLPs must foster cross-cultural collaborations that are focused on community empowerment and capacity building (e.g., train-the-trainer models). They also need to utilize human resources within the host community in order to establish sustainable partnerships that are built on mutual respect, shared knowledge and understanding, and open communication.

Graduate institutions across the nation must take an active role in developing academic and international service learning programs for students in the fields of clinical psychology, counseling, organizational leadership, school psychology, and social work. One graduate training program that is committed to preparing the next generation of global citizens and leaders is the Center for Multicultural & Global Mental Health (CMGMH) at William James College. Through service learning and cultural immersion experiences in low- and middle-income countries, CMGMH students and faculty actively engage with grassroots agencies, clinics, and community based organizations to facilitate psychoeducational workshops on integrating psychological services in primary care settings, design suicide prevention training for providers and community leaders, implement projects on positive youth engagement and leadership skills, develop social-emotional learning curricula for teachers and caregivers, create expressive arts programs for children and adolescents, design mental health literacy interventions to address the negative impact of stigma on help-seeking behaviors, and collaborate on other initiatives aimed at effecting positive change within the host community.

Each summer between 25 and 30 CMGMH students and faculty take part in ISLPs in four countries (i.e., Ecuador, Guyana, Haiti, and Kenya). These programs are designed to give participants an opportunity to work jointly with various hospitals, schools, and human services agencies that serve historically marginalized communities. One student reflected on the meaningful and transformative impacts of the service learning experience:

“The immersion trip has reinforced my passion for working with individuals who come from backgrounds different than mine. After completing my [field placement training] at a community mental health center… I began to further understand the importance of serving individuals who come from [culturally diverse] backgrounds, particularly individuals who are immigrants and refugees. However, the immersion trip has solidified this importance as well as motivated me to want to further immerse myself in and understand other cultures. In addition, this trip has demonstrated to me the importance of learning beyond a textbook and beyond a classroom. The trip was truly a life-changing experience that I will never forget. I will forever hold in my heart the youth, educators, spirit, and lessons I learned during my [international immersion program].”

Another student remarked,

“[The program]… helped me reevaluate myself, my goals, my mission and my vision. I am convinced that knowledge of the world through immersion experiences will better prepare me for the leadership role that I aspire to hold in the future. It has helped me to develop greater sensitivity and respect for all cultural traditions and to think twice before making judgments about cultures that are different from my own.”

International service learning programs are essential in addressing mental health disparities around the globe. When used effectively, ISLPs can serve as a powerful tool to educate, train and prepare a global generation of mental
health providers who possess the awareness, knowledge and skills to think and act globally. As Braskamp (2008) has stated, “True education, education really worthy of the name, is an organized effort to help people use their hearts, heads, and hands to contribute to the well-being of all of human society” (p. 3).

References


This past August, we had the privilege of attending and presenting at the American Psychological Association (APA) convention in San Francisco. As two Kenyan doctoral candidates, Anne Mwiti and Joyce Ngugi, we were proud to represent our local African universities, Daystar University and United States International University-Africa, respectively. This was our first time to visit the United States, and naturally, our first time attending the APA conference, therefore, we pleasantly reflect on our impressions as first-time attendees at the convention. The journey was a feat in itself, in addition to its accomplishments. Similar to the fable character Alice in Wonderland, we jumped in with two feet, oblivious of what the journey was going to be. We were on an adventure, with scary and challenging moments, as well as interesting and fascinating ones. We were focused on increasing awareness of the Deaf community in Kenya, and to learning more about mental health practices in different regions of the world.

When we initially learned about the conference, we decided to submit an abstract, which was accepted under APA's Division 45 - Culture, Ethnicity and Racial Minorities, and understandably, we were very pleased when we learned that it was accepted for presentation. We began to prepare immediately, starting with travel logistics and financial arrangements. Thankfully, during this time, we received overwhelming support from family members and friends, all of which served as a motivating factor, even though some discouraged us by sharing information on how visas can be difficult to obtain for such activities. Finally, everything came together and we landed on the United States’ (US) soil after experiencing moments of exasperation owing to delayed and missed flights, as well as extremely long lay-over periods in cold airports. All this could have affected our attitudes, but it only fueled our resolve to be successful.

While we were prepared for culture shock, we were grateful to find that US-Americans are very friendly, but also observed that there was an impersonal culture as evidenced by do-it-yourself gadgets. Coming from a less dominant
culture, we experienced US conversations as using the active voice too much, with clear directional conversations including Yes or No answers, and an over-emphasis on independent minded assertion of opinions, over interdependence. Business and social meetings’ appointment-setting was a strict affair with an unspoken rule of a very brief waiting time, with seemingly high impatience in the new cultural space. We were pleased to see that road users generally seemed to respect the traffic rules, and there was a robust and clean transport system. We greatly enjoyed a generally courteous and an extremely efficient and professional service industry in business transactions, with high levels of trust. For instance, at train stations and buses, we were trusted to enter money into a slot machine to pay for our destinations prior to boarding. A funny incident was when several people motioned at me with a “hello” sign, which was an open hand with all fingers cusped forward pointing downwards. We interpreted it as the Kenyan sign for “come.” The US impressed us with all forms of art and culture, food, music, theatre, museums, and infrastructure.

We were particularly fascinated with the supermarkets, which were very well stocked with a high variety of foods and everything else! We were aghast at the stark reality of the excess sugar obsession juxtaposed with an equally strong weight-watching obsession in America, replete with calorie and diet information all over menus and billboards. We were jarred by the many overweight people we saw, and dismayed at the apparent exploitation of the human biology by the food industry, seemingly quick to make profits. Our wonderful hosts allowed us to rest fully from the heavy jetlag, and proved to be wonderful tour guides with whom we had a lot of fun. It was interesting to exchange information about our cultures from US and Kenyan perspectives, and to realize that as human beings, we all inadvertently suffer a fundamental human weakness of not realizing that we are more similar than different. While differences will always be there in the rich tapestry of diversity, we can harness these differences for the common good of humanity.

As first-time attendees to the APA convention, we found it to be a wonderful learning experience. At the opening session, the key-note speaker, Dr. Bryant Stevenson, delivered an inspiring speech, stressing that Psychologists need to be active citizens by getting proximate to those suffering, changing narratives from the politics of fear and anger, and staying hopeful while working with clients so as to ultimately impact the human race. The APA Convention Exhibition exceeded our expectations in that we were treated to a host of valuable information, as well as great freebies with all kinds of giveaways including a massage, and most surprisingly, a dog therapy demonstration with an actual dog!

When it was time for our poster presentation, time flew fast as we created informal conversations about our research, exchanged contacts, and took pictures with our guests. It was wonderful to remember that just like the African “Ubuntu” philosophy of brotherhood; we were quite at ease with talking in turns, in true African style. In our predominantly collectivist culture in Kenya, the “We” is often more important than the “I”, therefore team effort is lauded over and above individualistic cultures who cherish personal achievements. We presented our research as two Hearing researchers investigating the Deaf culture; we acknowledged the importance of adapting to different cultural contexts and of total respect and belief in the Deaf community culture. We were greatly honored to market our esteemed universities and to bring value to our universities in Africa, but also to our beloved country Kenya. A surprise outcome of the presentation is that most of our guests wanted to know more about our Kenyan culture, and we often found ourselves challenged by such facts as the meaning of the word “Africa”, which motivated us to return to our roots and know our heritage again. One very rewarding part of our presentation was when we learned that our poster was being given an award for the “2nd best in Africa Region” from the Division 52 International Psychology, Student First-Authored Poster Contest.

Overall, this was the most wonderful experience of our careers, which also served as a great esteem-builder of our scholarly potential as Psychology professionals. It was magical to meet renowned scholars such as Dr. Irvin Yalom and Dr. Aaron Beck, among others. Most notably, it was comforting to learn of other countries’ thunders and rainbows, in other words, challenges and opportunities in the Psychology space. For example, in a presentation on Current Trends in Clinical Supervision, we learnt that the majority of the countries in the world still struggle with inadequate systems to translate and enforce ethical codes of the

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profession into actual behavior. Our advice to future potential student attendees is to engage early in the process of publication and especially co-authorship. It is also advisable to create future partnerships from the collegial friendships forged and contacts shared at the APA Convention. Finally, we observed that in the future, it could be useful if the APA Convention could consider live captioning with sub-titles to boost international attendance of members from different time zones and who speak other languages, including signed languages, so as to curb the issues of global inequalities in representation in terms of attendance and participation of developing countries at the annual event.

Note:
** We would like to sincerely acknowledge USIU-Africa, with special mention to Joyce’s professors and advisors, Dr. Dana Basnight-Brown and Dr. Josephine Arasa who assisted with poster preparation and edits. We appreciate the Daystar University fraternity, specifically Dr. Alice Munene. Of notable mention are our supporters and well-wishers, especially Dr. Carol Watson and Dr. Dashanaba King and their families, as well as both our families who fully supported us. Haki na afya kwa wote! (Justice and health to all!)
Changing Values and Identities in the Post-Communist World


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Changing Values and Identities in the Post-Communist World, published in 2018, is part of the Societies and Political Orders in the Transition series published by Springer. The main focus of this series is identifying and analyzing factors that influence change and continuity in political orders and societies. This volume in the series may be best described as ambitious. Lebedeva, Dimitrova and Berry (2018) attempt to fill the surprising void in literature surrounding the Post-Communist countries’ values and identity. This existent gap in literature is startling as the former ‘real socialist’ block, including eighteen countries, is an interesting and vibrant source for investigation in the psychological and political field. After the dissolution of the Soviet Union in 1991 these countries went through a period filled with change and unpredictability. The core question is therefore “Was growing up in the ‘real socialist’ world sufficiently different from growing up now, so that value preferences of older and younger cohorts really differ?” (Lebedeva, Dimitrova, & Berry, 2018). Twenty-five years later, most countries have stabilized, and therefore this book might be published at just the right time.

The book has three editors, one of which is Nadezhda Lebedeva, a professor in the Social Sciences focused on social psychology at the National Research University Higher School of Economics in Moscow. Radosveta Dimitrova (second editor) works at the University of Bergen where she is an Associate Professor in Psychology. She is well known and has been awarded numerous prizes for her innovative research. John Berry (third editor) is a pioneer of the field of acculturation psychology and has contributed immensely to this field with his publications and strategies. All three editors are well experienced with cross cultural psychology and are highly qualified to work on this ambitious project. They managed to gather a diverse team of experts who all have contributed to this impressive work.

Values and Identities are considered in the field of cross-cultural psychology as categories of changing behaviors. The book regards them as universal, as they are common to the human species. However, the question remains, do they vary and are they expressed differently across cultures? Societies need to find a balance between change and stability in their values and identities across generations. Stability is important for the continuity of the way of life in society, while at the same time change is necessary for societies to adapt in their contact with other cultures to avoid social disintegration. The change in values and identities is interesting in post-Communist countries concerning the different generations. The older generation (over 50 years of age) grew up in a society dominated by another economic and political system as compared to the younger generation who grew up in a period of fast and unpredictable change. Comparing these generations shows us how these drastic changes in a short time can influence one’s values and identities. Although a general pattern might exist, the

* The term ‘real socialism’ is taken over from the book where it describes the political system in Soviet sphere; this term was introduced during the Brezhnev era. It was chosen to describe the current forms of governance in the Soviet sphere, implicitly acknowledging that there are sizable but legitimate differences between the socialist rule that actually exists and utopian socialist or communist models of society.
eighteen countries studied have gone through different transitions, which is considered in the different studies. Because of the different studies the use of a framework is important as it ties it together. John Berry’s (1980) framework is used, which considers five components for social and cultural changes: the locus of change, the source of change, the direction of change, the dynamics of change, and the sequence of change. All these elements are addressed in the different chapters of this new volume.

The book is divided into two parts: the first part is called “Value Changes Across Countries and Generations.” There are different theories about Value changes, the most renowned by Ronald Inglehart (1977, 1997) who has based his theory on the scarcity hypothesis (people value what they do not have), but also on the socialization hypothesis (people value what they did not have during their childhood); this implies that change is only possible with new generations. Shalom Schwartz (1992) has a different point of view; he emphasizes that values arise from people’s dealing with three basic necessities of human life, the needs of individuals as biological organisms, the coordination of social interactions, and the survival and needs of groups. According to Schwartz, value change occurs when there are drastic societal changes; this means that values can change at any time. Inglehart’s theory is therefore more static. However, according to this book, these two theories are missing several important factors, age, cohort, and period effects. The importance of including these factors is visible in the chapter Intergenerational Value Differences in Latvia and Azerbaijan where it is shown that the younger generation scores higher on openness to change and lower on conservatism than the older generation.

If we consider all the studies on this topic in the current book, two main tendencies emerge. First, an expected trend was found towards democratic, individualistic, and emancipative values. This was seen, for example, in Kliperova and Kostal’s study (2018) Democratic Values in the Post-Communist Region: The Incidence of Traditionalists, Skeptics, Democrats, and Radicals in which they analyzed different parts of Europe and showed that democrats are embodied in every country usually among the elites and the young. This claim is supported by Pavlovich research Emancipative values in a Post-Communist Society – The Case of Serbia. This study contributed to the idea that emancipative values are closely connected to democratic norms as tolerance and activism, the values that are also mostly present in the younger generation, and according to Pavlovich this is partially due to education. There is, however, also an opposite trend that has emerged; the trend which Kliperova and Kostal call ‘passive skepticism’. This involves the perception of democratization as being hopeless with feelings of skepticism, cynicism, and alienation. In other words: post-communist syndrome (Kliperove, Feierabend, & Hofstetter, 1997). This is clearly shown in Lilleoja and Raudsepp’s research Changes in Value Structure Among the Estonian Majority and the Russian Speaking Minority in Post-Socialist Estonia. This chapter found changes in values towards self-transcendence and conservation. The authors regard this shift as a sign of stabilization.

The second part of the book is named “Social Identities Changes in Comparative Perspective.” Identity is seen as a multidimensional conduct, where several factors need to be considered for one’s identity. Factors like ethnicity, nationality, religion, ancestry, and identity style. This book is a unique addition to all the previous research conducted as it gives insight into these processes of identity formation among culturally diverse populations in mostly newly-developed nations after the fall of ‘real socialism’ in Europe.

The chapter Multiple Social Identities in Relation to Self-Esteem of Adolescents in Post-communist Albania, Bulgaria, Czech Republic, Kosovo, and Romania, by Dimitrova et al., tested a model that connects self-esteem among young people to ethnic, familial, and religious identities. Youth with stronger multiple identities had an overall higher self-esteem in all countries. The chapter by Lepshokova and Lebedeva: The Role of Social Disidentification in Acculturation Preferences of Ethnic Majority and Minority Members in Kabardino-Balkar Republic. Although the levels of disidentification among both groups were very low and acculturation attitudes mainly positive, this research showed the possible influence of social disidentification for peaceful intercultural coexistence. These two studies combined with the other nine studies gives an insightful look into identity changes in Post-communist countries.

In general, this book is well written and provides a
strong understanding of the value and identity changes of post-Communist countries. The subject is quite complex, but the editors manage to keep it together by structuring the book in two parts, with clear descriptions on what the chapters are about. As a result, one does not have to read the full book, although it is highly recommended. It is written in a way that most people will be able to read and understand it, making this book quite accessible. One minor limitation would be that there is not an overall conclusion present for the second part of the book on identities. The passion the editors and authors had for this topic showed throughout the book and is what made this ambitious project quite successful.

References


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- Outstanding International Psychologist – recipients from the US and outside the US
- Outstanding Early Career Psychologists – recipients from the US and outside the US
- Outstanding International Contributions to the Psychology of Women and Gender
- International Mentoring Award
- Student International Research Award
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Visions and Resources for International Psychology is an anniversary volume devoted to the history of the International Council of Psychologists (ICP). However, you don’t have to be a member of the ICP to appreciate this book, edited by four luminaries in the field of International Psychology: Harold Takooshian, Uwe Gielen, Florence Denmark, and Ann Marie O’Roark. Visions and Resources will be relevant for anyone teaching a course in international psychology, anyone planning on becoming more involved in international teaching, service or research, and for all members of the APA International Psychology Division.

Visions and Resources is neatly structured into three sections: The first section presents summaries of presentations at the ICP meeting in Yokohama in 2016 (held in conjunction with the International Congress of Psychology) and the 2017 meeting in New York City; the second section includes a number of trenchant essays by leading figures in the field (e.g., Merry Bullock); the final section contains 30 brief reports by international psychologists addressing “Visions of Psychological Science in the 21st Century.” The first section will be especially valuable for those of us who weren’t fortunate enough to attend the 2016 or 2017 ICP meetings.

The ICP has a four-part mission:
- To advance the science and practice of psychology and to support the use of psychological knowledge to promote social health and justice;
- To contribute to world peace and human rights for all peoples by helping to empower under-represented ethnic and culturally diverse groups;
- To encourage global wellness through promotion and integration of health and mental health services globally, and
- To foster international professional development, networking, communication, mentoring and friendship among psychologists and allied mental health professionals and social scientists.

ICP was founded in the United States in 1941 as the National Council of Women Psychologists, in part because women psychologists in the New York area wanted to contribute to the war effort, but their potential contributions were being ignored. After the war, in 1946, the name was changed to the International Council of Women Psychologists; and in 1959 membership was opened to all psychologists and the organization’s name was changed to the International Council of Psychologists. The organization is one of the leading psychological organizations in our field. More detailed information about the history is available on the ICP website (www.icpweb.org).

The editors note in their preface that, as of 1984, 75% of the world’s psychologists lived in the United States; however, the science and profession of psychology has changed radically since then, and now “about 75% of the world’s psychologists live outside the USA” (p. 7). This book documents the changes that have occurred, as well as the role of ICP in promoting those changes.

The first section essays are thoughtful and compelling. This section includes Ann O’Roark’s history of ICP.
documents the history of ICP international events including meetings in Nova Scotia, Lisbon, Melbourne, Brazil, Greece, Saint Petersburg and Mexico City. It's hard to imagine anything more fun than hanging out with some of the world’s leading international psychologists in some of the world’s best cities!

Part 2 is devoted to the analysis of resources for international psychology, and suggestions for ways psychologists can become more involved in international work. This section opens with Merry Bullock and Teresa Ober’s cogent description of the most important international organizations. Merry and Teresa briefly describe the structure and work of the ICP, as well as the International Union of Psychological Sciences (IUPsyS), the International Association of Applied Psychology (IAAP), and the International Association for Cross-Cultural Psychology (IACCP). They also include helpful tables listing Regional Psychological Organizations (e.g., the Caribbean Alliance of National Psychological Associations; CANPA), selected international psychology networks (e.g., the International Teaching of Psychology Network; interteachpsy.org), and international psychology non-governmental organizations (NGOs) associated with the United Nations (e.g., the World Council for Psychotherapy). It is interesting to note that the ICP was the second psychology organization to be recognized by the United Nations.

Grant Rich and Uwe Gielen have written an especially interesting essay devoted to how psychologists can internationalize the courses they teach. I found their “Selected Readings for the Global Psychologist” list especially useful, and I was surprised to discover many resources that I simply hadn’t discovered before. Readers interested in this topic may want to read the recent Rich, Gielen & Takooshian book on Internationalizing the Teaching of Psychology.

Linda Lubranski addresses the topic of study abroad in her essay, and she makes a compelling case for including international education in the undergraduate curriculum. I spent a semester studying in Salzburg, Austria during my sophomore year, and it was undoubtedly the most rewarding part of my own undergraduate education.

The third section of this book is devoted to “Visions of Psychology in the 21st Century.” It includes essays on the ways behavioral research can be used to combat global terrorism (T. Hamid Al-Bayati), what the past can tell us about the future of international psychology organizations (David Baker), whether international psychological organizations can help save our imperiled planet (Michael Harris Bond), visions of the future of international psychology (Merry Bullock and Jean Lau Chin), the importance of psychology serving all of humanity (Saths Cooper), practice issues (Nicholas Cummings), and additional essays by Jessica Henderson Daniel (the current APA President), Florence Denmark and Josephine Tan, Kurt Geisinger, Uwe Gielen, Diane Halpern, Ani Kalayjian, Michael Knowles, Ann O’Roark, Bruce Overmier, Kurt Pawlik, José Peiró, Antonio Puente, Martin Seligman, Robert Sternberg, Chris Stout, Harold Takooshian, and Randall White, among others. It’s a veritable “Who’s Who” in international psychology!

It should be clear that I am enthusiastic about this new addition to the handful of books addressing international psychology. It belongs on the bookshelf of everyone genuinely interested in international psychology – and that should include everyone who is a member of Division 52!
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