Submission Guidelines for Research Articles

International Psychology Bulletin

Research article submissions: The IPB publishes peer-reviewed research articles that deal with issues related to international psychology. The review process takes approximately two months. The manuscripts can be up to 3,000 words (negotiable) and should be submitted to Dr. Vaishali V. Raval at ravalvv@miamioh.edu. The manuscript must be written in APA style described in the Publication Manual of the American Psychological Association, 6th Edition. Please submit it as a Microsoft Word document, not as a pdf file.

Specifically, please pay attention to the following:

- Use Times New Roman font if possible.
- Please do not use electronic style sheets, forced section breaks, or automatic footnotes.
- On the first page of the manuscript, include the title of the manuscript and names and affiliation of the authors.
- On this page, you should also indicate the contact person, e-mail address, and phone number.
- Please make sure that authors’ names or any identifying information is not included in the manuscript, with the exception of the title page.
- Avoid figures if possible.
- Cite your sources within the manuscript based on the APA style.
- List your references at the end of the paper based on the APA style.
- Present tables at the end of the manuscript, after references, each on a separate page.

To learn more about the APA style, refer to http://www.apastyle.org. If you do not have access to the APA publication manual, you may want to get a recent journal article published by one of the APA journals and try to familiarize yourself with the APA style through this method. Improperly formatted submissions may be returned unread to the author and/or may delay the review and publication process.

To submit manuscripts to the Division’s peer-reviewed quarterly journal, International Perspectives in Psychology: Research, Practice, & Consultation, contact Editor Judith Gibbons at gibbonsjl@slu.edu.
Division 52 News and Updates

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Making the Best of the International Student Experience (Mihaela Dranoff) 32
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Submission Deadlines

International Psychology Bulletin
Vaishali V. Raval Editor, ravalvv@miamioh.edu

For smaller articles (op-ed, comments, suggestions, etc.), submit up to 200 words. Longer articles (e.g., Division reports) can be up to 3,000 words (negotiable) and should be submitted to the appropriate section editor.

- Book Reviews, Current Issues Around the Globe, Division 52 News, International Employment Opportunities, and Peer-Reviewed Research Articles: Vaishali V. Raval ravalvv@miamioh.edu
- Early Career Professional Column: Genomary Krigbaum, genomary.krigbaum@my.gcu.edu
- Student Column: Valerie Wai-Yee Jackson vjackson@alliant.edu
- Teaching International Psychology: Gloria Grenwald grenwald@webster.edu
- Travels in the History of Psychology: John D. Hogan, hoganj@stjohns.edu
- Heritage Mentoring Project: Neal Rubin, nealrubin@hotmail.com

Submission Deadlines:

- Spring issue March 31st
- Summer issue June 30th
- Fall issue September 15th
- Winter issue December 5th

Issues typically will be published about 4 weeks after the deadline.
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Social Support: A Psychological and Cultural Perspective (Naji Abi-Hashem) 74

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Officers / Committee Chairs 78
A Productive Six Months

Senel Poyrazli, PhD
Pennsylvania State University-Harrisburg
poyrazli@psu.edu

I am happy to share with you many great accomplishments and activities that took place in our division since January. Our board held its midyear conference in February 2014, along with the Society of Cross Cultural Research in Charleston, South Carolina. The international psychology program was very strong. Next year’s midyear meeting will be held in Atlanta, Georgia, January 15-16, 2015. We will have another strong international psychology program and I hope to see many of you there. We also had two regional international psychology programs; one as part of the Western Psychological Association’s annual conference in Portland, Oregon, and the other as part of the Eastern Psychological Association’s annual meeting in Boston, Massachusetts.

Next month is the APA conference in Washington, D.C. I invite you to attend my presidential address that is entitled “The Work of International Psychologists: Contributing to Multicultural Competency Training.” The talk is listed as a continuing education session (Saturday, August 9th at 11 a.m., Convention Center, room 145A). Please also remember to stop by our hospitality suite at the Grand Hyatt to meet people in the division and enjoy light refreshments. The suite program will continue until noon on Sunday August 10th.

Our past-president, Dr. Mercedes McCormick, who is also the elections chair wrote to you before and shared the result of the 2014 elections. I would like to welcome the new officers to our division (President Elect, Jean Chin; Secretary, Sayaka Machizawa; Treasurer, Martha Ann Carey; and Student Representative, Mercedes F. Oromendia). I look forward to working with them to serve our division.

Back in January, I informed you about my presidential initiatives. The first initiative was related to the use of technology to increase the visibility of our division and to help with the general mission of our division. A task-force has been appointed to carry out this initiative. Dr. Kyle Run-dles will be chairing this task-force. The committee will first assess how our division is using technology for relevant purposes, and then a set of recommendations about more effective ways of using technology will be made. My second presidential initiative was related to identifying and sharing of different mental health practices around the world. An ad-hoc committee has been put together to address this initiative. Dr. Brigitte Khoury is chairing the committee.

I look forward to seeing many of you next month in Washington, D.C., at the APA conference.

Sincerely yours,
Senel Poyrazli, Ph.D.
Pennsylvania State University-Harrisburg

Appointment of New Editor:
International Psychology Bulletin

Senel Poyrazli, PhD
Pennsylvania State University-Harrisburg
poyrazli@psu.edu

I am happy to inform you that a new editor has been appointed for our newsletter, International Psychology Bulletin. Dr. Vaishali Raval is associate professor of psychology at Miami University. A search committee chaired by Dr. Danny Wedding and members Dr. Michael Stevens and Dr. Richard Velayo unanimously recommended her for the position, and she was vetted and approved by the Division 52 Board. All of the candidates who applied for the position were outstanding, and I encourage them to be closely involved in division activities.

Please send all new submissions to Dr. Raval at ravalvv@miamioh.edu

I thank Dr. Grant Rich, our past-editor, for the service he has provided during his term.

LEAVING A LEGACY TO DIVISION 52

A Call for a Charitable Bequest to APA Division 52

If you are interested in making a charitable bequest or other planned gift to the Division of International Psychology, contact Susan Nolan at (973) 761-9485 or at susan.nolan@shu.edu or Lisa Straus at (202) 336-5843 or at estraus@apa.org.
Incoming Editor’s Note

Vaishali V. Raval, PhD
Miami University
ravalvv@miamioh.edu

I am pleased and honored to be taking on the position of the editor of International Psychology Bulletin. I am grateful to Dr. Senel Poyrazlı, Division 52 president, Dr. Danny Wedding and the search committee, Dr. Grant Rich, past editor of the Bulletin, Dr. Harold Takoshian and Dr. Richard Velayo, associate editors of the Bulletin, Dr. Suzana Adams, Chair of the ECP committee, and Division 52 board for their warm welcome and valuable guidance through the process of transitioning into this role.

I welcome your ideas about themes that you would like to see featured in the Bulletin. I look forward to your submissions and suggestions.

Treasurer (2015-17): Martha Ann Carey,
marteranncarey@gmail.com

Student Representative (2015-16):
Mercedes F. Oromendia,
mercedes.oromendia@gmail.com

Div. 52 was fortunate to have a strong slate of candidates on this year’s ballot. The votes indicated strong interest in both candidates. Importantly thank you for participating in this election your vote counts. Please continue to vote annually.

Name Change Report

Joy K. Rice, Ph.D.
Bylaws Chair
jkrice@wisc.edu

In 2013 Division 52 sent an APA ballot to all division members that asked members to vote on a bylaws change that would change the name of the division to “Society for the Advancement of International Psychology.” The ballot was sent to 643 voting eligible members. About one fourth of the members voted (151). The total vote of 151 was essentially split down the middle with 77 voting “yes” and 74 voting “no.”

Our bylaws do not specify a 2/3 majority for change; however this would be an important change, and the voting results do not indicate the proposed change is acceptable to the great majority of members. APA Bylaws do specify that an amendment to the Bylaws shall take effect only if passed by 2/3 of the membership. Robert’s Rules also strongly advise the requirement of a 2/3 majority vote for any bylaws change in an organization. Furthermore APA personnel advised us also not to proceed with a name change given the slim margin and to change our criteria for bylaws amendments to a two thirds majority consistent with APA guidelines. To save the cost of balloting, this will be done in the future when we have other bylaws changes.

Finally, it is interesting to note that a decade ago in 2003, the 52 minutes indicate that a name change was proposed, but not implemented further, perhaps again related to ambivalence; so apparently not much has changed.
## Division 52 - International Psychology 2014 APA Convention Program—Washington, DC

<table>
<thead>
<tr>
<th>Time</th>
<th>Wednesday August 6th</th>
<th>Thursday August 7th</th>
<th>Friday August 8th</th>
<th>Saturday August 9th</th>
<th>Sunday August 10th</th>
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<tr>
<td>9:00 – 9:50</td>
<td>Symposium: International Service-Learning: Pedagogy to Create Transformational Learning Experience for All</td>
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<td>Symposium: Recent Developments in Cognitive Therapy in Italy: Making Room for Emotions and Personal Experience And Collaborative Symposium with D32: International Humanistic Psychology: Implications and Applications for Research and Practice</td>
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<td>Symposium: Nationality and Personality Assessment: Recent Studies with Children and Adolescents</td>
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<tr>
<td>10:00 – 10:50</td>
<td>Paper Presentation: Building Capacity for Child Trauma Care in Haiti</td>
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<td></td>
<td>Division 52 Presidential Address: The Work of International Psychologists: Contributing to Multicultural Competency Training (Senel Poyrazli)</td>
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<tr>
<td>11:00 – 11:50</td>
<td>Poster Session: Taking Psychology Global II</td>
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## Division 52 News and Updates

### Division 52 - International Psychology 2014 APA Convention Program—Washington, DC

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<tr>
<td>12:00 – 12:50</td>
<td>Poster Session: Taking Psychology Global I</td>
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<td>Symposium: How to Be an International Leader: International ECPs' Perspectives for Aspiring Leaders Collaborative And Symposium with D32: Beyond Psychiatric Diagnosis: Critiques and Alternatives from UK Clinical Psychologists</td>
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<tr>
<td>1:00 – 1:50</td>
<td>Conversation Hour: Finding partners from other sciences to help in Human Rights Work</td>
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<td>Collaborative Sym-posium with D12 and D35: Global Violence Against Women-Interventions and Strategies for Change</td>
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<td>2:00 – 2:50</td>
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<td>Collaborative Sym-posium with D48: Arab Spring: A Psychosocial Perspective</td>
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<td>3:00 – 3:50</td>
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<td>4:00 – 4:50</td>
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<td>Symposium: In Good Company: The benefits of Collaboration &amp; Partnership with APA Division 52-International Psychology</td>
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<tr>
<td>5:00 – 5:50</td>
<td>Executive Committee Meeting 5:00 – 8:00</td>
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For questions, please e-mail Kimberly Kassay, PsyD at kkassay29@gmail.com or Bill Pfohl, PsyD at billispa@gmail.com
# Division 52 - International Psychology Hospitality Suite Program
## 2014 APA Convention Grand Hyatt Washington

<table>
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<tr>
<th>Time</th>
<th>Wednesday, August 6</th>
<th>Thursday, August 7</th>
<th>Friday, August 8</th>
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<tr>
<td>8:00 a.m.</td>
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<td>Presentation: M. Bullock: Can Psychology Really Be Internationalized?</td>
<td>Suite Open</td>
<td>Division 52 Fellows Meeting: Harold Takooshian</td>
</tr>
<tr>
<td>10:00 a.m.</td>
<td>Student Meeting</td>
<td>presentations</td>
<td>Presidential Address: Senel Poyrazli: The Work of International Psychologists: Contributing to Multicultural Competency Training. In: Convention Center Rm 145A.</td>
<td>MOOC Presentation and Reception – Scott Plous</td>
<td>Suite Closed</td>
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<tr>
<td>11:00 a.m.</td>
<td>Campus Representatives Meeting — Laura Reid Marks</td>
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## Division 52 News and Updates

### Division 52 - International Psychology Hospitality Suite Program
2014 APA Convention Grand Hyatt Washington

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<th>Saturday, August 9</th>
<th>Sunday, August 10</th>
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<tbody>
<tr>
<td>12:00 p.m.</td>
<td>Suite Open</td>
<td>Early Career Psychologists - S. Adams</td>
<td>Early Career Psychologists - S. Adams</td>
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<tr>
<td>1:00 p.m.</td>
<td>Mentoring, Early Career Psychologists, and Student Committees Collaboration Hour</td>
<td>Presentation: D. Sharma – Barack Obama in Hawaii and Indonesia: The Making of a Global President</td>
<td>Psi Chi – Awards – Martha Zlokovich</td>
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<tr>
<td>2:00 p.m.</td>
<td>Suite Open</td>
<td>Suit Open</td>
<td>Psi Chi Social Hour – Martha Zlokovich</td>
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<tr>
<td>3:00 p.m.</td>
<td>International Social Reception: sponsored by Div 52, CIRP, &amp; ICP – Marriott Marquis Congress &amp; Capital Rm</td>
<td>ICFW – Strategy Meeting and Collaborative International Research Meeting – Irene Frieze</td>
<td>Division 52 Awards Ceremony</td>
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<tr>
<td>4:00 p.m.</td>
<td>Div 52 - EC Meeting 5:00 - 8:00 Marriott Marquis Union Station Rm</td>
<td>Suite Open</td>
<td>Division 52 Social Hour</td>
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<tr>
<td>5:00 p.m.</td>
<td>Suite Closed</td>
<td>Suite Closed</td>
<td>APF Lynn Stuart Weiss Lecture</td>
<td>To Be or Not to Be...Morally Engaged: Psychological Perspectives and International Law - Kathleen Malley-Morrison, EdD</td>
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<tr>
<td>6:00 p.m.</td>
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<td>ECP Reception 6 PM til 8 PM</td>
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**Note:** Revised as of July 17. Division 52 events in italics are not held in the hospitality suite; locations noted above. For questions, please e-mail Bill Pfohl, PsyD at billispa@gmail.com
APA Division 52 International Psychology Awards for 2014

Mercedes Mccormick, PhD  
Chair, Division Awards Committee  
mampsyyoga@aol.com

Outstanding International Psychologist Award in USA

Shane R. Jimerson, PhD  
University of California, Santa Barbara

Outstanding International Psychologist Award outside USA

Abdel-Sattar Ibrahim, PhD  
Cairo, Egypt

Outstanding International Psychologist Award in USA

Walter Lonner, PhD  
Western Washington University

Outstanding International Psychologist Award outside USA

Peter B. Smith, PhD  
Sussex, England

Florence L. Denmark / Mary E. Reuder  
Gender Award

M. Brinton Lykes, PhD  
Boston University

Henry P. David International Mentor Award

John L. Romano, PhD  
University of Minnesota

Diane Zelman, PhD  
Alliant University, San Francisco

Early Career Professional Award in USA

Vaishali V. Raval, PhD  
Miami University

Early Career Professional Award outside USA

Dana Basnight-Brown, PhD  
Nairobi, Kenya
Division 52 News and Updates

Anne Anastasi International Student Research Award

Elizabeth Dykhouse, MS
Seattle Pacific University

Ursula Gielen Global Psychology Book Award

David W. Shwalb, PhD
Southern Utah University
Barbara J. Shwalb, PhD
Southern Utah University

International Student Research Awards

Spencer Evans, MA
University of Kansas

Sheena Jeswani, MA
Fordham University

Maha Y. See, PsyD
Alliant University, San Francisco

Early Career Psychologist Travel Grant

Boniface Harerimana
Rwanda, Africa

Student Travel Grants

Laura K. Taylor, PhD
University of Notre Dame

Lu Tian, MEd
University of Missouri, Columbia

Maria Espinola, MS
Nova Southeastern University
Division 52 News and Updates

APA Division 52 ‘Ursula Gielen Global Psychology Book Award’ (2015)

Renée Goodstein, Ph.D.
Chair, Ursula Gielen Global Psychology Book Award Committee
rgoodstein@sfc.edu

The mission of Division 52 is to advance psychology internationally as a science and profession, and through education and advocacy. In support of this mission, the Ursula Gielen Global Psychology Book Award is presented to the author(s) or editor(s) of a recent book that makes the greatest contribution to psychology as an international discipline and profession, or more specifically, the degree to which the book adds to our understanding of global phenomena and problems from a psychological point of view. Examples include psychological interventions at the micro- and macro-levels, multinational organizations, questions of mental health, pedagogy, peace and war, gender roles, contributions of indigenous psychologies to global psychology, textbooks that integrate theory, research and practice from around the globe, edited volumes integrating contributions from scholars around the world, and overviews of international and global psychology.

Inclusions and Exclusions
Nominations may include authored or edited volumes in any language. All submissions must be accompanied by a 2-page letter in English making a case for the book’s potential contribution to global psychology. Copyright must be 2014. Nominations may not include fiction and biographies.

Specifics of the Award
Winners will be announced in Spring 2015, presented with a certificate, and invited to give an address at the August 6-9, 2015, APA Convention in Toronto, Canada. They will receive one full payment of the convention fee and a stipend of $500 to help fund their attendance at the convention.

Criteria
In judging the contribution of each book, the following set of guidelines will be used:
1. How creative and novel are the ideas expressed in the book?
2. How large and significant a contribution does the book make to psychology as a global discipline and profession?
3. Are the book’s contents international or global in nature?
4. Is the book scientifically rigorous and logically sound? Are its theoretical bases well supported and translatable into sound and ethical practice?
5. What is the literary quality of the work? Is it interestingly and well written? Is the audience for whom it is written explicitly stated and does it reach that audience?
6. Does the book maintain a clear focus on psychology as a science and practice?

Procedures
All nominations, accompanied by the 2-page letter, and three copies of the book, must be made by October 1, 2014, and sent to:
Renée Goodstein, Ph.D.
Chair, Ursula Gielen Global Psychology Book Award
Psychology Department
St. Francis College
180 Remsen Street
Brooklyn, NY 11201, USA
(718) 489-5437
e-mail: rgoodstein@sfc.edu

About Ursula Gielen:
Ursula Gielen (1916-1997, Germany) was vitally interested in the well-being of indigenous, persecuted, and poor people around the world, with a special emphasis on women and children. Her legacy and commitment to international concerns and human welfare continues through her children: Ute Seibold, a former foreign language secretary in Switzerland; Uwe Gielen, an international psychologist in the United States; Odina Diephaus, a former interpreter with the European Parliament in Belgium; and Anka Gielen, a counseling psychologist in Germany.

Committee Members:
Renée Goodstein, Ph.D., Chair
Florence L. Denmark, Ph.D.
Juris G. Draguns, Ph.D.
Michael J. Stevens, Ph.D.
Harold Takooshian, Ph.D.
Uwe P. Gielen, Ph.D. (ex officio)
Division 52 News and Updates

Ursula Gielen Book Award Winners

2014 Award: Fathers in Cultural Context. Editors: David W. Shwalb (Southern Utah University), Barbara J. Shwalb (Southern Utah University), and Michael E. Lamb (University of Cambridge, UK).

2013 Award: Overcoming Evil: Genocide, Violent Conflict, and Terrorism. Author: Ervin Staub (University of Massachusetts at Amherst).

2012 Award: Silencing the Self Across Cultures: Depression and Gender in the Social World. Editors: Dana C. Jack (Western Washington University, USA), and Alisha Ali (New York University, USA).

2011 Award: International Handbook of Cross-Cultural Counseling: Cultural Assumptions and Practices Worldwide. Editors: Lawrence H. Gerstein (Ball State University, USA), P. Paul Heppner (University of Missouri, USA), Stefania Ágisdóttir (Ball State University, USA), Seung-Ming Alvin Leung (The Chinese University of Hong Kong), and Kathryn L. Norworthy (Rollins College, USA).

2009 Award: Culture and Leadership Across the World: The GLOBE Book of In-Depth Studies of 25 Societies. Editors: Jagdeep S. Chhokar (Indian Institute of Management, India), Felix C. Brodbeck (Aston University, UK), and Robert J. House (University of Pennsylvania, USA).

2008 Award: Families Across Cultures: A 30-Nation Psychological Study. Editors: James Georgas (University of Athens, Greece), John W. Berry (Queen’s University, Canada), Fons J. R. van de Vijver (Katholieke Universiteit Brabant, The Netherlands), Cigdem Kagitciabasi (Koc University, Turkey), and Ype H. Poortinga (Katholieke Universiteit Brabant, The Netherlands).

New APA International Psychology Book Series for 2014

Uwe Gielen, PhD; Senel Poyrazli, PhD; and Harold Takooshian, PhD

Would you like to publish a book in international psychology? If so, 2014-2015 are good years to do this, as our APA International Division now seeks book proposals.

Our Division first launched its International Psychology Book Series in 2004 with Lawrence Erlbaum Associates, with the major release of Toward a Global Psychology, edited by Michael J. Stevens and Uwe P. Gielen, taking place in 2006. After Erlbaum's closure in 2007, our Division's Board voted last year to resume its book series with Information Age Publishing (IAP)--one of the nation's most innovative publishers, www.infoagepub.com

The series now seeks more volumes across all areas of psychology: (a) Psychology as an international science, (b) the international practice of psychology, (c) teaching psychology in different cultural and international settings, (d) psychologists as consultants to companies, international organizations, NGOs, and educational organizations, (e) advocating psychology across the globe and in a variety of cultural settings.

Our first volume is Pioneers of International Psychology, edited by Uwe Gielen and Grant Rich, and it will be released in late 2014. A description of the series goals, instructions, and a model book proposal appear on-line, at http://intpsychbookseries.weebly.com/contact.html

To submit a book proposal, simply send a two-page summary soon to the three editors, for quick and friendly feedback: Uwe Gielen at ugielen@hotmail.com, Senel Poyrazli at poyrazli@psu.edu, and Harold Takooshian at takoosh@aol.com
**Anne Anastasi International Award**

Harold Takooshian, PhD

takoosh@aol.com

Anne Anastasi (1908-2001) was a revered past-President of the American Psychological Association (APA), who personally established her Anne Anastasi Foundation to encourage programs that directly benefit students and colleagues. Her friend and Director of the Foundation, Jonathan Galente has worked with Harold Takooshian to create a series of unique yet coordinated awards to honor Anastasi's many legacies. As of 2014 within APA, this includes funding of three new awards: Division 1 (for graduate student research), Division 5 (for early career psychometricians), and now $15,000 for Division 52 (for international or cross-cultural students). For any details, contact takoosh@aol.com

**APA Council of Representatives Report**

Harold Takooshian, PhD

*D52 Council representative
takoosh@aol.com

On February 20-23, 2014, the semi-annual APA Council meeting convened its 160 representatives in the Capitol Hilton Hotel in Washington DC, chaired by APA President Nadine Kaslow.

Council reviewed 33 items in a hefty 499-page agenda. By far, Council spent most of its time on the ongoing "Good Governance Project" (GGP), a massive effort to replace Council with a more streamlined APA governance structure.

The only two international items were informational reports on APA at the United Nations, and progress on revision of the International Classification of Disorders (ICD-11).

On February 12, at the D52 Board meeting in Charleston, Senel Poyrazli and Harold Takooshian had led a discussion of DORA, the 2012 "Declaration on Research Assessment." DORA is a petition designed to help protect scientists in other nations from coercion by their employer or government, due to heavy reliance on flawed measures of academic performance. Based on this D52 board discussion, Takooshian prepared a new business item (NBI) for APA Council. The text appears below. This petition was co-signed by 21 Council reps, including three D52 past-Presidents--Norman Abeles, Frank Farley, and Danny Wedding--to be vetted and considered at a future Council meeting.

—

Helping international colleagues with DORA. "MOTION: The American Psychological Association joins other scientific organizations world-wide, to sign the 2012 San Francisco Declaration on Research Assessment (DORA).

**ISSUE:** U.S. psychologists want to (1) support their international colleagues, as well as (2) promote the use of evidence-based science to improve public policies. One easy yet important way to do this is for APA to sign DORA, the 2012 Declaration on Research Assessment—published at [http://am.asch.org/dora/](http://am.asch.org/dora/)

Sadly, the publishers of the 3 annual rankings of the World’s Top Universities rely heavily on journal impact factors (JIF). This JIF was originally designed in 1955 as an easy way to help librarians to order popular journals. But JIF has now morphed into a popular but unscientific metric that falsely equates the quality of one’s research with the journal in which it was published. As a result, psychologists and scientists in many nations are increasingly coerced by their school or government to publish their work only in high-impact U.S. journals, and punished for publishing in their own lower-impact indigenous journals. This has negative impacts on many levels:

- coercion of individual scientists, misleading rankings of their schools, flawed national science policies, and starving of indigenous journals while overflowing already-stressed high-impact U.S. journals.

Happily, APA can easily help international colleagues at no cost by simply signing the 2012 DORA petition. If so, APA joins over 400 other science organizations (including the Association for Psychological Science), to call for evidence-based assessment of one’s research quality, to replace over-reliance on a popular but flawed JIF metric that has damaging consequences on society.
EPA International Program in Boston 2014

Harold Takooshian, PhD

takooshi@aol.com

For the twelfth year since 2003, the Eastern Psychological Association (EPA) offered an international program, when it convened 13-15 March 2014 in the Boston Park Plaza Hotel. This was smaller than the record-breaking EPA 2013 convention in New York, which hosted as many as 700 people for Philip Zimbardo's international invited address (Takooshian, 2013). For 2014, Division 52 had already held its midwinter board meeting on February 12 in Charleston SC with the Society for Cross-Cultural Research (SCCR), so fewer than half of its national board members were at EPA.

Still, a dynamic two-day international program was arranged by an EPA team, headed by past-President Mercedes McCormick. This continued her initiative of "Building Bridges" (McCormick, 2013), by hosting a two-day program coordinated with Psi Chi Eastern Vice President Deborah Harris-O'Brien, and Psi Beta Eastern Vice President Samvel Jeshmaridian.

One unique event in Boston was a lively one-hour Skype session with Division 52 members in Russia, co-chaired by Professors Irina Novikova in Moscow, and Samvel Jeshmarian in Boston. Other symposia focused on psychology in Russia, the United Nations, cross-cultural research, violence against women, and Anthony Scioili's workshop on "Hope-centered therapy." For the 2014 international invited address, Harold Takooshian spoke on "Is American psychology Xenophobia: 30 years later?" which updated the historic 1984 EPA Presidential Address delivered by Virginia Staudt Sexton.

The 2014 meeting contained several treats. One treat was the continued expansion of non-USA presenters at EPA. In 2014, EPA heard presentations by three teams participating from Russia: (1) Sofia Kamalova spoke about the multi-national work of her Professional Psychotherapists League. (2) Tatiana Akhutina and Gary Shereshevsky spoke about the historic work of her mentor Alexander Luria in the Neuropsychology Laboratory of Moscow State University. (3) A 10-person team headed by Professor Elena Chebotareva presented the methods and findings of their multi-cultural research at the Peoples' Friendship University of Russia.

The 2014 meeting contained several treats. One treat was the continued expansion of non-USA presenters at EPA. In 2014, EPA heard presentations by three teams participating from Russia: (1) Sofia Kamalova spoke about the multi-national work of her Professional Psychotherapists League. (2) Tatiana Akhutina and Gary Shereshevsky spoke about the historic work of her mentor Alexander Luria in the Neuropsychology Laboratory of Moscow State University. (3) A 10-person team headed by Professor Elena Chebotareva presented the methods and findings of their multi-cultural research at the Peoples' Friendship University of Russia.

Message on Luria's research in Moscow

Thanks to Division 52 past-President Uwe Gielen, some Russian visitors were treated to a personal tour of his nearby alma mater, Harvard University. For the first time, overseas visitors were personally invited to the EPA Presidential suite reception by gracious President Thomas Zentall. Among other things, Aerospace expert Frederick Bonato enjoyed hearing about exploits of the legendary Russian cosmonaut Igor Volk from his daughter, Professor Marina Volk. EPA will meet in Philadelphia in 2015, and back in New York in 2016.

Tour of Harvard with Uwe Gielen
Frederick Bonato of EPA with Marina Volk from Moscow

References

International Activities in Greater New York in spring of 2014

Harold Takooshian, PhD
takoosh@aol.com

Henry Solomon, PhD

In March of 2002, New York became the first region to form a local group of the APA Division of International Psychology, when local members hosted a symposium on Psychology at the United Nations. Since 2002, "NY52" has hosted a few fellowship activities each semester, thanks to local host schools, and cooperating groups like SPSSI-New York and Manhattan Psychological Association (Takooshian & Velayo, 2006). This included several local activities in spring of 2014.

On March 19-22, nine Russian psychologists from Moscow traveled from their Eastern Psychology Association meetings in Boston, to meet with New York colleagues and students. They were: *Elena Chebotareva, Elena Belovol, Anastasia Chebotareva, Ludmila Dmitrieva, Olga Kadilnikova, Asiyat Murkazanova, Vladimir Shurupov Valeria Tarkhova, Tatiana Akhutina.*

On March 19, many distinguished international psychologists in New York joined 20 students to fill room 701 of Marymount Manhattan College, where Professor *Henry Solomon* hosted a public forum on "Psychology in Russia: New trends." Elena Chebotareva and her team described their multicultural research program with students at their Peoples' Friendship University of Russia (www.rudn.ru/en), and invited U.S. colleagues to cooperate in cross-national comparisons.

On March 20, Tatiana Akhutina of Moscow State University--an alumna of the legendary Alexander Luria--visited Chris Morrison and William Barr at the NYU Medical Center to speak with 20 clinical neuropsychologists and students about the pioneering work at her MSU Neuropsychology Laboratory.

On March 20, Elena Chebotareva's PFUR team visited the United Nations to participate in a high-level session on "healing domestic violence" with the U.N. Commission on the Status of Women, meeting over 100 experts, including Ani Kalayjian, Tara Pir, Svetlana Aslanyan.

On April 24, many members participated in the Seventh Annual Psychology Day at the United Nations, chaired by Rashmi Jaipal and Lori Foster Thompson.

On May 3, the 22nd Pace University Psychology Convention hosted its annual international lunch for local members, and a symposium on "Fulbright Awards: Why and how," featuring speakers Florence Denmark, Sheila J. Henderson, Mercedes McCormick, Harold Takooshian, Richard S. Velayo, Henry Solomon.

For fall of 2014, NY52 welcomes suggestions or inquiries about local activities, at takoosh@aol.com

Reference
Division 52 News and Updates

On March 20, Drs. Akutina and Cheborareva at Marymount

On March 21, Dr. Kalayjian's United Nations workshop

On March 21, Drs. Morrison and Akhutina at NYU

On May 3, Dr. Henderson at Pace
**Division 52 News and Updates**

**D52@WPA/Portland 2014**

Lynette H. Bikos, Ph.D.
Seattle Pacific University
lhbikos@spu.edu

*International Psychology* was well-represented at the Western Psychological Association (April 24-37), including 40 posters having international content and with 3 hours of symposia and presentations. WPA was one of the largest ever with approximately 2,700 participants.

Symposium speakers Greg Kim-Ju, Jianjian Qin, Lynette Bikos, and Suni Peterson

Of special note was a symposia devoted to institutional review boards and their role in international research. Greg M. Kim-Ju, Ph.D., (California State University, Sacramento) described IRB challenges and the changing context of IRB in Korea. Jianjian Qin (California State University Sacramento) focused his presentation on the evolving ethical reviews in China. Most interesting in his presentation was a review (with translation) of the IRB application form in China. Lynette Bikos, Ph.D., (Seattle Pacific University) described the editorial mentoring program with the D52 journal, *International Perspectives in Psychology* and described emerging ethical issues that have bearing on IRB. Finally, Suni Peterson, Ph.D., (CSPP Alliant International University) provided a philosophical approach to understanding the role of the IRB.

Mercedes McCormick, Ph.D., (Pace University) the past D52 President and also past Psi Chi International Vice President for the Eastern Region was a special guest at the convention. In addition to serving as the symposium discussant, McCormick promoted D52 during the student poster contest by distributing earth balloons and D52 business cards; she and Lynette Bikos co-hosted the International Dinner. Additional poster judges included Kari Knutson Miller, Ph.D. (California State University, Fullerton); Suni Peterson, Ph.D., (CSPP Alliant International University); Greg M. Kim-Ju, Ph.D., (California State University, Sacramento); Jianjian Qin (California State University Sacramento); and Jennifer Harris, Ph.D. (University of Washington, Tacoma).

Lynette Bikos, Mercedes McCormick, and Liz Dykhouse distribute earth balloons and D52 business cards during the international poster session.

Thirty student-first-authored posters with international content were judged in the international and Psi-Chi/Psi-Beta poster sessions. Twelve were given awards:

**Receiving first place were:**

DEVELOPMENT AND VALIDATION OF AN ACCULTURATION MEASURE FOR PHILIPINO AMERICANS, Armand Gutierrez (UCLA)

EXAMINING DIABETES HEALTH DISPARITIES AMONG US/FOREIGN-BORN HISPANICS, Jose A. Cu-chilla (California State Polytechnic University, Pomona) & Micere Keels (The University of Chicago)

EFFECTS OF ELABORATIVE STYLE IN BILINGUAL AND MONOLINGUAL MOTHER-CHILD DYADS, McKenzie Javorka (Claremont McKenna College), Elise Yoshida (PGSP-Stanford), Isabela Osthoff-Magalhaes & Tomoe Kanaya (Claremont McKenna College)

**Receiving second place were:**

CONCEPTIONS OF THE SELF IN SIX CULTURES, Arantes Armendariz & Robert Levine (California State University, Fresno)
THE QUALITY OF TRANSLATION AND THE RELIABILITY OF CROSS-CULTURE FINDINGS, Michelle F. Fish & Jianjian Qin (California State University, Sacramento)

HEALTH SUPPORT TEAM CURRICULUM: SUSTAINABLE, INDIGENOUS DISASTER RELIEF, Jessica A. Carlile, Noël E. Clark (Seattle Pacific University), Kira Mauseth (Seattle University), Tona McGuire (University of Washington), Ray Kaffer, Megan Garay (Seattle University) & John W. Thoburn (Seattle Pacific University)

Receiving third place were:

RELATIONSHIPS BETWEEN VOCATIONAL IDENTITY, CALLING, AND PSYCHOLOGICAL WELL-BEING AMONG SHORT-TERM MISSIONERS, Melissa J. Gowen, Heather E. Rodney & Lynette H. Bikos (Seattle Pacific University)

CREATING A SURVEY OF REENTRY ADJUSTMENT Kaitlyn Wheeler, Michelle Correa & Holly Irwin (Point Loma Nazarene University)

BEYOND 9/11: PERCEPTIONS OF TERRORISM, Jacob A. Champoux, Daniel L. Bell, Kaitlin E. Walters, Sarah R. Forsmann & Daniel M. Mayton II (Lewis-Clark State College)

Receiving honorable mentions were:

PSYCHOSOCIAL AND ACADEMIC ADJUSTMENT ISSUES AND SOLUTIONS AMONG INTERNATIONAL STUDENTS, Yueping Zhang, Lily Waldman, Victoria Diaz, Ghassan Eiwaz & Kaila Warren (Lewis and Clark College)

GENOCIDE IN CAMBODIA AND INTERGENERATIONAL ATTRIBUTION OF BLAME, Tara L. Weldon & Nigel Field (Palo Alto University)

INTERNATIONAL IMMERSION LEARNING: CULTURAL DISTANCE AS A MODERATOR OF STRENGTH OF RELIGIOUS FAITH, Elizabeth Dykhouse, Mari Yamamoto, Kaitlin Patton, Clara Roberts & Lynette Bikos (Seattle Pacific University)

Following the student poster awards was an international dinner co-hosted by Mercedes McCormick and Lynette Bikos. The dinner, poster sessions, symposia, and hallway conversations were characterized by an engaging exchange of ideas and energy around a myriad of topics related to an internationalized profession.

As we round up presenters for international symposia we are especially interested in proposing a symposium focused on “funding international practice, teaching, and scholarship.” If you are interested in participating and/or would like assistance in locating other international co-presenters, please contact Lynette Bikos, Ph.D. (hbikos@spu.edu), D52’s Western Outreach Chair and Chair for International Programs at WPA.

The 95th Annual Convention of the Western Psychological Association will be held on April 30 – May 3, 2015, in Las Vegas, NV, at the Red Rock Resort. If you are interested in presenting as part of the international program, please use the WPA Call-for-Paper submission process and select International Psychology from one of the “topic” areas listed within the on-line submission process. The submission deadline is November 15, 2014. Instructions for on-line submission can be found at the WPA website (http://www.westernpsych.org/convention/index.cfm).
International Networking for Early Career Psychologists

Brien K. Ashdown
Hobart & William Smith Colleges
Ashdown@hws.edu

Carrie M. Brown
Agnes Scott College

can help to establish and cultivate sincere, professional, and personal relationships. These relationships will likely lead to some productive collaborations and mentorships. It is important to keep in mind that not all of your attempts at networking will be successful. Some might not result in anything other than an interesting conversation with a colleague at an international conference. Others might lead to a career-long friendship and collaboration. But as long as you keep the focus of your networking on making genuine connections with people, you will be successful.

So, where should you look for networking opportunities? As psychologists interested in international issues, you probably already understand how important it is to have contacts around the globe, and not just among your local colleagues. But even when you understand this, it can be difficult to know where, when, and how to network. Perhaps the most obvious and easiest place to network with international colleagues is at international conferences. While for most people the primary goal of attending a conference might be to present their research, the majority of them also attend conferences with the hope of networking, and meeting potential collaborators, mentors, and friends.

Even though many people attend conferences with a goal of networking, this can be a bit intimidating task. But to be successful at it, you will need to be a maverick: Break the awkward silence before a paper session begins and strike up a conversation with the person sitting near you. At an APA convention a few years ago, one of us made it a point to say “hello” to one of the presenters at the end of the session. We have been in touch ever since then, and have become each other’s “go-to editor” when we need someone to carefully edit our manuscripts.

The next time you attend an APA convention, make sure to look for the Early Career Psychologist Council’s sessions, including a social hour for ECPs. This is a great way to meet other ECPs in a relaxed environment. And as a member of Division 52, you should consider attending some of the events that we offer at the APA convention, especially those targeted specifically for ECPs. As a member of Division 52, you will receive e-mails or other notifications as the convention approaches with information about division-specific events that will be held at the convention (e.g., social hour, hospitality suite events). You can often find these events listed in the convention program.

Another great place to network with international colleagues is at social and community events, both in your hometown and when you travel. By cultivating relationships with people in your hometown, you create the opportunity for these new friends and colleagues to introduce you to their other friends and colleagues, who might turn out to be important contacts for you (or might introduce you to even more people, creating a spiderweb-like network of acquaintances, friends, and colleagues around the world). As ECPs
both of us have spent time fostering relationships with community-based groups and their individual members, such as deans and professors at universities and directors of non-profit organizations around the world. Reaching out via email or a phone call can help create these contacts, but attending community and social gatherings is often the best way to create these contacts.

When considering community and social gatherings, you should not limit yourself to professional gatherings. One of us recently spent an hour or so at a friend’s cocktail party talking to a fellow guest who shared similar professional interests, but who worked in a different country. While the party was a social gathering of friends, people with similar interests met and began talking about their own work and then how they might work together. While this meeting has not yet led to a professional collaboration, business cards were exchanged (carry them with you and don’t hesitate to pass them out!), we had a wonderful and mentally stimulating conversation and the foundation was set. Utilize these types of events to reach out and build both your professional and personal networks!

It is also worthwhile to involve yourself with one or two international organizations. Volunteering with an international organization will vastly increase your community of contacts (even if it is by working from your home to benefit the organization, such as by fundraising). One of us started to spend a little bit of time and effort helping a non-profit organization that functions in one of the countries where we do research. This has led to a seat on the board of trustees, which has led to a huge network of people in several different countries, all focused on the same goal and all willing to help and support each other in our professional and volunteer work. So, find an international organization whose mission you value and figure out how you can volunteer your time in a way that works with your current situation. You will meet new contacts, do good work, and people will learn your name.

Not all networking takes place face-to-face. In our current global society, a lot of communication (and hence networking) happens digitally. We can probably all think of research collaborations that have their roots in email listservs. People respond to each other’s posts on the listserv(s), continue communicating with each other, and begin productively collaborating with each other. The same could be said for other digital spaces, such as social media sites and blogs. Almost all professional organizations have an electronic space for their members to interact with one another. For example, Division 52 of the APA has a website (www.div52.org) where you can find information on membership, publications, conferences, awards and committees. The ECP committee of Division 52 maintains a Facebook group where information on grants, meetings, and job announcements can be found, along with space to communicate with other ECPs around the world (www.facebook.com/ EarlyCareerPsychologists InternationalPsychology).

Spend some time searching the Internet for such sites where like-minded people gather to communicate, and start participating. However, be shrewd in how much time you spend posting and reading others’ responses to your posts – like most social media sites, they can become addictive! Keep in mind that these online spaces are not the place to air personal grievances, complain, gossip, or annoy others by flooding their inboxes.

Now that you have some ideas about where to network, we want to share some thoughts on how to network. Remember that for most of us, networking is not easy. It can be intimidating, time consuming, and requires some effort. And it can be awkward. In fact, if you have not yet had an awkward experience attempting to network, you probably need to do some more networking! We will talk more about dealing with this awkwardness below. First, though, remember that when networking, timing is everything. You should be sensitive about the best time to approach someone. As we stated earlier, many people at conferences expect to be approached by strangers who want to talk about their research. But this is not always true of people at social events or dinner parties. It is important to learn how to read a situation and interpret whether it is appropriate to approach someone for professional reasons.

We believe that the best way to remember the importance of timing is to remember that the focus of networking is people (and not your professional advancement). If you keep in mind that your goal is to meet people in a sincere way and to cultivate genuine relationships (whether professional or personal), opportunities for professional networking will present themselves. People do not like feeling like they’re being used or being pitched an idea. So, make the advancement of your career secondary to meeting people and we promise you will be successful.

Even at conferences or other professional gatherings where people expect to be approached about professional topics, you do not want to come across as rude or pushy. Do not try to force a conversation on a person who, for whatever reason, is not interested or able to have that conversation with you. When someone tells you that they don’t have much time to talk with you, respect that. If you want to continue the conversation, invite them to lunch or out for drinks later in the day, or send them an email once you return home. Finally, remember that not all of your networking attempts have to be formal or constantly career-oriented. Keep in mind that your goal is to try to make a friend, who might be a good collaborator in the future.

Now let us turn to the awkward part. Sometimes, and probably more than you would like, your attempts at networking are going to fail, and it won’t always be your fault. The truth is that a few of the people whose work you admire won’t always have the best social skills. Or they may be too busy or uninterested in having a long conversation with you. If you experience something like this, don’t let it discourage you from networking. Keep at it! Often, what we think was an awkward interaction or attempt at networking only feels awkward to you and the other person won’t realize you feel embarrassed or awkward, and probably will forget about the exchange much sooner than you do.

A few years ago at a large international conference, one of us approached a leading expert in our field after he gave a presentation. Because the person was quite famous in the field, there were quite a few people waiting to talk to him. He
was kind and sociable, but clearly not very interested in remembering the names or details that people were sharing with him. I was sure I would be different, though, because I worked closely with someone who claimed to be a close associate of his. I was certain that by dropping the name of my collaborator, I would become relevant to this expert. Instead, after I had introduced myself as so-and-so’s collaborator, the expert looked at me for a second before saying “Oh, good,” shaking my hand, and turning away. He didn’t have a clue of whom I was talking about! I was embarrassed and felt very awkward. But since then, I have been successful at making connections with people I have approached at conferences. This awkward and personally embarrassing experience did not keep me from future successes (in fact, this scenario happened to me twice, and I survived both).

Approaching someone at a conference, party, or via Facebook is only the beginning of the networking. Collaborative relationships require trust, and that trust takes time to develop. So, be patient. A few days after meeting someone who might become a colleague or collaborator for the first time, send an email that mentions how nice it was to meet him or her. Don’t be pushy, but be straightforward about your hopes to collaborate. If you get a response, great! If the person doesn’t respond, don’t take it personally or get discouraged. But here is where it gets tricky: should you contact the person again? This is something you have to decide. If the person does not respond to a second attempt to contact him or her, it is probably a good idea to accept that he or she is not interested or available and you should move on.

As an ECP, and especially one who is trying to do international work, you have a lot of tasks that need your attention. Networking can be a tool that helps you manage these tasks. A network is a community of people who can offer support and help when you need it. Practice makes perfect, so get out there and network!

References

Author Note
Address correspondence to: Brien K. Ashdown, Ashdown@hws.edu or (315) 781-3461. Various aspects of this article are based on the authors’ chapter in the eBook, “So you landed a job – What’s next? Advice for early career psychologists from early career psychologists” published by the Society for the Teaching of Psychology.

Personal Reflections on Providing Psychotherapy in a Third Language
Huong T. Diep, Psy.D.
USC University Center for Excellence in Developmental Disabilities at the Children’s Hospital of Los Angeles
Children’s Hospital Los Angeles Mental Health Center
Keck School of Medicine of USC
hdiep@chla.usc.edu

Abstract
This paper reviews the current literature pertaining to clinicians who provide bilingual services, and highlights the challenges and rewards of working in a second language. The bulk of published literature has focused on the experiences of those bilingual clinicians who are bilingual in English and Spanish. However, there is little to no research concerning clinicians who can provide psychotherapy in three languages. The current paper addresses the author’s experience growing up in a bilingual Vietnamese-English household in Southern California, her journey of becoming fluent in Spanish, and the subsequent impact of a non-native Spanish speaker providing bilingual services.

Introduction
In a review of the current literature on language and bilingual psychotherapy, there is an abundance of research on Hispanic therapists providing bilingual services in Spanish and English (Bowker & Richards, 2004; Castano, Biener, Gonzalez & Anderson, 2007; Clauss, 1998; Sprowls, 2002). This focus on services in Spanish is understandable given that Spanish is the second most spoken language in the U.S. after English (Borsato & Padilla, 2008). However, given the ever changing and increasing diversity of clients who are seeking mental health services, it is important to begin to examine the impact of psychotherapy in other languages. Likewise, there is little to no information on mental health professionals providing services in a third language, or in multiple languages.

Therefore, the purpose of this paper is to share my experiences as an Early Career Psychologist providing psychotherapy services in English, Spanish, and Vietnamese. My aim is to explore my experience as a Vietnamese-American female providing trilingual psychotherapy services in my second and third languages, and the challenges and joys I have simultaneously experienced.

My Linguistic Background
My first acquired language was Vietnamese, as I was born in Hong Kong in a refugee camp to Vietnamese boat people. My parents immigrated to the United States in 1980 and moved to Long Beach, California. I only spoke Vietnamese in the home until I was approximately five years old. I subsequently learned English when I entered Kindergar-
ten and I was enrolled in what was then called English as a Second Language (ESL) classes until the second grade. I was deemed a slow reader and placed in the lowest level reading groups until the sixth grade. In ninth grade, I enrolled in Spanish, and I immediately fell in love with the Spanish language. I eventually studied abroad in Seville, Spain for one year during my undergraduate studies. I also spent time living in a small rural village in the Andes Mountains of Peru for over two years as a Peace Corps Volunteer in my twenties. I currently speak English, Spanish, and Vietnamese, arranged in order of proficiency. More recently, I brought my language skills to my current vocation of that of Post-Doctoral Psychology Fellow and Licensed Clinical Psychologist. My experiences include providing psychotherapy to English speaking adults in community mental health clinics in Denver, leading Spanish speaking parent education groups in Peru, and participating in co-therapy family sessions in Vietnamese at the Children’s Hospital in Vietnam.

These varied experiences as an ethnic minority clinician providing therapeutic services in multiple languages have made me somewhat of an anomaly. Oftentimes, some of my Latino clients will look at me in surprise when I greet them in the waiting room in Spanish. It is interesting to note the facial reactions of the clients upon our initial meeting. Is there a look of surprise? Relief? Amusement? Happiness? Or, perhaps, no reaction at all? According to Nezu (2010), these reactions are because the therapist functions as a stimulus or has certain stimulus values that cannot be changed. For example, Nezu (2010) stated, “various characteristics of therapists, such as their age, gender, height, weight, clothing, office space, diplomas on the wall, accent, hairstyle, and so forth, all serve as pieces of information that can be interpreted correctly or incorrectly by a client” (p. 172). I have come to accept that for the majority of my clients, my stimulus value is that I am a younger, relatively petite sized Asian female who is dressed in professional clothing greeting them in fluent Spanish. I have been told that I come across as professional, competent, mature, and affable. However, there have also been times where my clients have erroneously believed I would speak English with a heavy accent. There have been times where the clients assumed I grew up in China or Korea and questioned my ability to understand Latino culture. Ironically, there have also been times where it appears as though my skin-color was not a part of the equation and I was never questioned about my Spanish speaking abilities.

Similarly, I have not had the opportunity to question my own desires and abilities to provide trilingual services. In fact, I do not consider myself an anomaly but cannot imagine who I would be without these three languages. The following is a personal reflection on providing psychotherapy in multiple languages, especially as my first acquired language has become my least proficient language and oftentimes I find myself thinking in Spanish instead of English.

The Importance of Language in the field of Psychology

“Learn a new language and get a new soul.”

(Czech proverb; Grosjean, 2011).

There is an abundance of literature on language as the expression of identity and how language serves as a vital tool in creating and assimilating one’s image of the world and subsequently creating a basis and expression for one’s identity (Burek, 2004; Cheng & Ho, 1991, Connolly, 2002; Frie, 2011; Sella, 2006; Sprowsl, 2002, Skulic, 2007). Identity is oftentimes the reason why individuals seek therapy; there could be a discrepancy between how they feel and how they want to feel or how they identify and how they would like to identify. Therefore, in a therapeutic setting, there are two identities (and perhaps more) at any given time, that of the therapist and that of the client, which could be explored.

This exploration of identity is valued by Pazos and Nadkarni (2010), suggesting that “for mental health practitioners, language per se represents an important topic for exploration in its own right, given its impact on psychological processes and the unique role it plays in individual and group behavior” (p.153). Therefore, there has been a surge in the exploration of language and its usage in the therapeutic setting. In particular, over the last two decades, researchers have explored bilingual therapists’ language related self-experiences (Ali, 2004; Antinucci, 2004; Foster, 1996; Kitron, 1993; Sella, 2006; Skulic, 2007; Sprowsl, 2002), the impact of their linguistic proficiency, as well as how their second language impacts their therapeutic work (Alessi, 2000; Kitron, 1993; Skulic, 2007). Sella (2006) further elaborated on how language serves as a tool in creating and assimilating one’s image of the world and provides a foundation for one’s identity.

On the contrary, early research on language and psychotherapy did not focus on identity but rather on the impact of language in psychoanalysis and the theory of code-switching (Katsavidakis, Sayed, Bram & Bartlett, 2001; Pitta, 1978; Rozensky & Gomez, 1983) as a defense technique (Lijtmaer, 1999; Santiago-Rivera & Alurribia, 2009). Analysts discovered that clients would often switch between their maternal language and second language depending on the context of the discussion. Clients disclosed more in their maternal language, the language where the trauma typically occurred, as compared to English. Some studies have also found more psychopathology when interviews were conducted in Spanish as compared to English. This phenomenon was demonstrated by Rozensky and Gomez (1983) where they observed clients appearing more emotionally withdrawn in their second language, as compared to their first language.

For one particular client, English became the intellectualized language, where the client was still able to maintain distance from her trauma and emotional pain by disclosing in English rather than Spanish (Kitron, 1993; Sella, 2006). This client associated English as the language of schooling and academia and therefore English was deemed safe and not emotionally laden. However, once the therapist began to conduct the sessions in Spanish, the client gradually unraveled and re-experienced the trauma because she was more able to access her emotions. She could no longer distance herself.
from the trauma and it became clear that she often code-switched (switching back and forth between Spanish and English depending on the context and the depth of the feelings she wanted to experience). It became clear that the language in which one chooses to express one’s emotions can also have unintended implications.

For example, in a review of the literature, one of the implications is that bilingual psychotic patients can often appear less psychotic in their second language as compared to their first language (de Zuleta, 1995). This change in symptoms when speaking different languages was also observed by Katsavdakis et al. (2001). In their study, the Thematic Apperception Test (TAT) was administered to four participants in both their mother tongue and the newly acquired language to measure any possible variances in their stories. Overall, the participants expressed more primitive, primary process material and personal core conflicts in their native language. As part of the suggestions, the authors recommended that clinicians could also ask their clients to narrate the TAT stories in the mother tongue despite language differences because one can still gauge changes in facial expressions, affect tone, pace and volume. Therefore, although it would be ideal for the therapist to speak the same language as the client, it is not an essential part of the therapeutic process as long as the therapist is cognizant of his or her own limitations and is continually checking in with the client.

In fact, speaking the same language does not automatically imply that there is increased understanding and communication between two people. Oftentimes, it is even more important for those who do speak the same language to also consider the nuances within the language. According to Taylor, Gambourg, Rivera and Laureano (2006), in their work with Latino families, it was important for therapists who spoke the same language as their clients to be aware of the type of vocabulary and terminology they used in sessions since language also varies across social classes. “In other words, cultural competence has more to do with negotiating and co-constructing meaning with clients, rather than superficially speaking the same language and assuming that clients will understand” (p. 437).

Overall, there is a trend to move away from the check-list type of mechanical therapy in working with Latino families, towards understanding and appreciating the similarities and differences that exist between therapist and client. A general, but often overlooked aspect of speaking another language is that the client may become more preoccupied with trying to correctly pronounce words and be grammatically correct in English, instead of simply talking about their emotions and content that is therapeutically relevant (Santiago-Rivera, 1995). How could the client’s focus on limiting the mistakes in their second language impact the therapeutic relationship? This could be seen as transference.

**Implications for Clients: Their Experiences of Transference**

There are questions to consider when placing two individuals, the therapist and the client, together in a room with multiple languages and dynamics. What are the transference and counter-transference issues that could arise due to different cultural backgrounds between therapists and clients, regardless of language? The bulk of the existing literature has focused on how therapists feel less competent providing therapy in their second or third language (Foster, 1992; Gowrisunkur, Burman & Walker, 2002; Kitron, 1993; Sella, 2006). However, are the clients aware of the therapists’ self-perceived sense of inadequacy and if so, how does it affect the client’s belief in the power of the therapeutic process? If psychology is essentially the talking cure (Clauss, 1998), what could the client be feeling if there is a lack of trust in the ability of the therapist to understand them? What are other implications for the client and the subsequent transference when working with a therapist who does not speak the same language or has limited knowledge of their maternal language?

In some situations, it may be difficult for the client to tolerate any sign of weakness in the therapist (who may be speaking their second or third language) because the client may need to see the therapist as an “omnipotent-omniscient idealized object” (Kitron, 1993, p. 5). This need could be due to past conflicts of trust and needing to place the therapist in a position of power in order to believe in the effectiveness of therapy. Another potential concern could be a client’s negative transference towards a therapist who is also an immigrant. This is especially salient if the client wants to identify as being part of the mainstream culture, as compared to an implied sense of weakness that they may associate with being identified with other immigrants (Gowrisunkur et al., 2002).

These examples of negative transference are particularly poignant because I am a therapist of color and an immigrant. The interplay between my background and that of the clients is inherently more layered and compounded since I am not part of the dominant culture. However, I have not experienced much, if any, negative transference from my clients. In fact, I believe that I am in a unique position because as a woman of color working with diverse clients, oftentimes I am seen as an insider. My clients have told me that although they saw me as foreign compared to my blonde haired, blue eyed Caucasian peers, they did not attribute any negative valences to my skin color. In contrast, I have been the recipient of positive transference because clients oftentimes view me as a role-model for their children. I have been deemed an immigrant success story because of my advanced degrees and ability to speak three languages. These experiences of positive transferences have oftentimes placed me in an even greater position of power than that usually prescribed and seen in a traditional therapist-client dyad.

How does this view of power fit with clinicians who provide services in a second or third language, but are not letter perfect in their fluency? Does this impact the way the client views the therapist? Does a client have more faith in a therapist who speaks nearly flawless Spanish with no accent?
as compared to a therapist who stumbles over the vocabulary and could be classified as an intermediate Spanish speaker? According to Kitron (1993), the client does not measure the therapist’s language ability in the same way that the therapist may believe. The clients are generally easier on the therapists and that “as long as the therapist understands what the patient says, and as long as the patient knows that the therapist understands, then there is no real need for the therapist’s mastery of the language to be letter-perfect” (Kitron, 1993, p. 5). This sentiment was further echoed in other research that demonstrated that the closer the client-therapist relationship, the higher the client will rate their therapist’s proficiency in the language regardless of the therapist’s self-assessment of his or her abilities (Castano, 2002; Sella, 2006).

In addition, it is interesting to note that there could also be negative transference despite the therapist’s dominance in the client’s maternal language due to key historical events. This complex dynamic was observed by Frie (2011) as he wrote about his experiences as an analyst of German descent working with a German speaking second generation Holocaust survivor. His question was in regards to what happens when the client begins to ask questions about why the therapist can speak German so well? Could a potentially negative and difficult conversation be turned into a positive therapeutic experience? Frie (2011) demonstrated how bringing up difficult and painful emotions could also be used to increase the therapeutic alliance.

Frie (2011) also highlighted and confirmed the belief that identity is not fixed but is linked to the “fluid and dynamic shifts of our experiences in the presence of the other person, and of language and culture and general” (p. 136). In other words, the client’s experience of transference is different each time depending on the therapist, the nature of the relationship, and many other factors that oftentimes cannot be controlled. Fortunately, for Frie (2011), he was able to turn the situation into a positive experience and the client continued to work with him. However, there will likely be circumstances where the client will refuse services and the therapist is unable to ameliorate the situation. “In other words, cultural competence has more to do with negotiating and co-constructing meaning with clients, rather than superficially speaking the same language and assuming clients will understand” (Taylor et al., 2006, p. 437). The underlying message is clear: while it is a good start to speak the same language, the effort in building a viable therapeutic relationship is still crucial.

**Personal Implications: My Experiences of Counter-transference**

Does knowing another language increase one’s flexibility and awareness? How does it impact the therapeutic alliance? How does a therapist view the world differently when conducting therapy in their second or third language?

In general, providing psychotherapy for a novice therapist is daunting. However, this anxiety can be compounded when providing therapy in other languages. This experience as a novice can reduce the therapist to feeling like a child because learning a new language can be experienced as a somewhat infantile situation involving feelings of insufficiency and inferiority (Gutt Freud, 1990; Kitron, 1993). According to Kitron (1993), “The choice of a native therapist, who speaks the foreign patient’s mother tongue, but lacks perfect command of that language, involves some specific implications, including conflicts around issues of control, regression and separation-individuation” (p. 1). He elaborated on the potential positive therapeutic alliance if the therapist’s experience of feeling foreign and having less power in the room can parallel the client’s experiences of attending therapy for the first time. Kitron (1993) argued that it can perhaps level the therapeutic playing field if client has a mastery of the language over the therapist. Sella (2006) also spoke of the therapist’s re-experiencing the discomfort of learning another language, which can help to build more empathy toward clients and reduce the power differences in the therapeutic relationship. This subsequent balance of power in the room, albeit uncomfortable for the therapist, can potentially lead to an overall positive therapeutic experience for both the client and therapist.

Therefore, once the therapist can sit with the discomfort of feeling like a novice again, he or she can reap the benefits of being able to speak the same language as the client, regardless of fluency level. According to Kitron (1993) and Sella (2006), it appears that any level of language ability lessens the anxiety the therapist may experience in the room. Some therapists hinted that the distance between them and their clients would have felt greater if the clients had spoken a first language that was unfamiliar to the therapist (Bowker & Richards, 2004). Overall, in their study, therapists felt less confident in their abilities to empathize with the client when the language or culture of origin was less familiar. In fact, most therapists felt less anxious, or even relieved, if they had some knowledge of the client’s language and the culture. These themes of language, competence and fear were examined by Jimenez (2004) because he had similar questions about his therapeutic work. He wanted to know, “How was it possible that, in spite of his imperfect knowledge of German, notwithstanding a deepening understanding of the language during his residence in the country, he was able to successfully treat so many patients?” (p. 1365). Throughout his research, he contemplated the idea that therapists do in fact work with languages in that therapists are often seen as the translators of the unconscious. Jimenez (2004) further discussed his personal experience of anxiety at sometimes not understanding the entirety of the client’s content in German. However, he began to realize it was more important to focus on that which was not said, as compared to understanding word for word, what was said. He also highlighted an additional benefit in being a learner of the language in that he was especially alert to the literal meaning of words. This was in direct contrast to a native speaker who had ceased to consider the meaning of a word due to the mastery of the language.
Jimenez (2004) concluded his paper by answering the question as to why he believed he was able to treat his clients; it was the match. He defined the match as, “the total interactional nature, the pervasive effect of the inter-digitations of the analyst’s character and remaining unresolved conflicts with the character and dynamic struggles of the patient” (p. 1374).

Jimenez’s (2004) work confirms some of the previous anecdotal evidence I have shared where I, too, believed I was a good match for my Spanish-speaking clients because of my awareness of their struggles to learn a new language and to navigate the U.S. As the primary interpreter for my family since a young age, I am acutely attuned to the various struggles other immigrants may experience. In addition, I am not afraid to ask questions if I do not know the meaning of a word. One technique of ensuring that I understand the content is by summarizing our discussions. For example, I typically say to my clients, “So, from everything you’ve told me, this is what I am hearing…” and I proceed to summarize their words into my own words. This serves three purposes: a) I can make sure I correctly understand the content; b) The client knows I have been listening to what they have said; and c) By merely rephrasing or repeating the self-identified bad or scary thoughts, it also tends to normalize the content of what they have just told me. Therefore, I take advantage of the opportunity by reframing the situation and reducing the negatively valenced words by using objective terms to describe the situation and to assist with affect recognition.

Personally, I view my initial interactions with clients as a way to establish a collaborative relationship, as I introduce myself on the phone and spell my name. At this point, whether it is through my accented Spanish or my clearly non-Hispanic name, the client has an idea that they will be working with someone whose primary language is not Spanish. If the client asks further questions about my background, I will explain that I am a post-doctoral fellow and that Spanish is not my first language but I have worked with many individuals, including children, families, and adults in Spanish. However, I have come to realize that the more comfortable I become with my Spanish speaking abilities, I no longer feel the need to give potential clients my list of credentials and experiences.

Therefore, it may appear that bilingual therapists work harder in the therapy room when conducting therapy in Spanish as compared to English because of the language barriers, cultural differences, and other nuances in the room. Connolly (2002) sums up the experience of a bilingual therapist, “One of the advantages of speaking more than one language is that it forces one to become acutely aware of language as a poetic, sonorous experience rather than just as an experience of meaning. To speak and understand a language, it is not sufficient to know the words and the grammar. One must also become aware of the sounds and rhythms of that language” (p. 368). Similar to previous authors (Arroyo, 1989; Connolly, 2002), I have found that providing psychotherapy in multiple languages has been a fulfilling experience for me in which I have cultivated and developed strong therapeutic relationships with my clients. In addition, I have had the opportunity to explore the different sense of selves that emerge when I speak different languages.

Other clinicians and researchers have also written about their personal experiences as bilingual clinicians and how they felt different in each language (Cheng & Ho, 1991; Clauss, 1988). This feeling was corroborated by the clinicians in Sprowls’ (2002) study who reported a different sense of themselves when working in various languages. Both Sprowls (2002) and Clauss (1998) noticed that, when conducting therapy in Spanish, their interventions were more playful and joking in tone, there was a greater emphasis on small talk, and there was more self-disclosure in therapy. Clauss (1998) also expressed surprise at seeing herself in a video-taped session because she was more animated and used exaggerated gestures in the sessions with Spanish speaking clients. These different experiences of self were further echoed by Burck (2004), Sella (2006) and Aguirre et al. (2005).

I, too, have had similar alter-ego experiences when providing psychotherapy in Spanish. I notice myself becoming more animated where I will infuse more jokes and humor as a way to cultivate relationships. These changes in behavior may be attributed to my time in Peru because there is a negative connotation to being seria (serious) or callada (one who doesn’t speak a lot). Therefore, I’ve had to fight against my Vietnamese upbringing where it was valued to be quiet and soft-spoken. However, I must admit that I did not completely fit into the Vietnamese mold either, due to the fact that I was out-going and liked playing sports during my childhood. I oftentimes feel more at home when speaking Spanish and being my loud self.

Discussion

As I reflect upon my journey in becoming a cross-culturally competent clinician who can provide therapy in three languages, I realize that I am very fortunate for the experiences that have led me here. I am grateful to have been raised in a household where I was mandated to speak Vietnamese inside the home and to uphold certain cultural traditions. I am grateful to grow up in Santa Ana, which has the largest Latino population in the U.S. and so I was used to the opportunity to explore the different sense of selves that emerge when I speak different languages. It has been a humbling experience to learn to sit in the discomfort of not understanding a joke in Spanish only to realize later that the joke was about me. However, I believe that it is a combination of all these experiences that make me an empathetic clinician as I sit across the room from a client; regardless of the language they speak.

References


**Author Note**

Huong T. Diep, USC University Center for Excellence in Developmental Disabilities at the Children’s Hospital of Los Angeles.

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Correspondence concerning this article should be addressed to Huong T. Diep, USC University Center for Excellence in Developmental Disabilities at the Children’s Hospital of Los Angeles, 4650 Sunset Blvd., MS#2, Los Angeles, CA 90027, USA; E-mail: hdiep@chla.usc.edu
One of the important ways to internationalize the field of psychology is engaging in international research. Since its formation, Division 52 has encouraged psychology students to engage in international research. However, students may often be discouraged from engaging in international research due to several challenges such as lack of information, funding, and network. Recognizing this need of students who wants to conduct international research, in this issue we aim to honor students who are winners of Div 52 Student International Research Award 2013 for their contribution to international research and share success stories and experiences of students who engaged in international research. In the first part, Dr. Sheila Henderson introduces 2013 reward awardees and their stories. In the second part, Brenda Iok Wong kindly shares her experiences in international research and provide informative suggestions for students who want to engage in international research. We hope that these stories would be an inspiration for students who want to engage in international research and would provide them with the information about getting involved in and initiate international research.

The 2013 Student Research Award Winners: Five inspiring stories

Sheila J. Henderson, Ph.D.
Alliant International University
drsheilaj@gmail.com

Soon after its formation in 1997, our APA Division of International Psychology began to offer annual awards to encourage excellence in student research. As the Chair of this International Student Awards Committee since 2010, I look forward each year to receiving nominations for the Division 52 Student International Research Award. Here are stories and words of wisdom from last year’s five 2013 winners, presented below. I hope these encourage many of you to begin your international research. For those of you that have already embarked and are finishing up, I encourage you to apply for the 2014 or future competition. Check the award criteria, at http://div52.org/awards/student-international-research/. My advice is to make sure that your research summary provides this key information, so that our blind panels of judges have sufficient information to make their ratings.

Erica Fung at the California School of Professional Psychology at Alliant International University (Los Angeles campus) came to her doctoral program interested in international research. “I am an international student who was originally from Hong Kong, and I always want to learn more about psychological factors in [my] native culture,” Erica said, “I am interested in studying cultural differences between groups in the United States and Hong Kong.” When Erica advanced to the dissertation phase of her doctoral studies, she was encouraged by her advisor Dr. Teree Bell to pursue her interests. Erica’s study was with an international sample of 64 Chinese men living in the United States compared to 59 Chinese men living in Hong Kong. Erica queried this sample of men about “the body size they prefer for the ‘perfect girlfriend/wife’ and the body size of their ‘actual girlfriend/wife.’” In this study, Erica found that two groups did not differ on “culturally-sensitive variables such as face concerns or Asian values, or their preferences for women’s body sizes...more than 50% of participants from each country experienced a discrepancy between their girlfriend/wife’s perfect and actual body weight, and 40 out of the 123 participants indicated that they preferred their girlfriend/wife to lose weight.” With these results, Erica believed that her study provided “insight into the role of Western influence in the two cultures.” Seeking to inspire others to pursue international research, Erica shared, “International research may seem intimidating due to the heavy workload and additional recruiting of participants. I am sure that a lot of the students may give up of their international research ideas because they feel it is overwhelming. I really suggest that students should discuss their ideas and concerns with their faculty advisors. Based on my experience, for the work and time that I spent on my dissertation, it was totally worth it!” With these words of wisdom from Erica, how about sharing your ideas with your advisor!

Heather E. Mitchell also from Wheaton College reflected, “I became interested in international research after studying and living abroad.” During these experiences, Heather explained that she “realize[d] that there are many factors that contribute to living conditions and
mental health, and that some of these factors seemed to be unique to the developing world. I began to realize that research and information would provide voice to the experiences.” Heather was particularly concerned about “Guatemala’s history of civil war, lasting from 1960 to 1996, [which] resulted in significant discrimination against the indigenous Mayan people.” Therefore Heather rolled up her sleeves, guided by her advisor Dr. Kelly Flanagan, and pursued international research to understand “the ways in which Guatemalan indigenous youth experience and are impacted by ethnic discrimination.” In terms of advice to our readers, Heather explained, “… international research is incredibly rewarding, though it presents unique challenges for which your research courses rarely prepare you.” Because of that Heather suggests, “Continually remind yourself of those you aim to serve through your research, because this will fuel your work. And surround yourself with others who are passionate about international research and justice, for community will provide you with the support you need to sustain you. And finally, remain open to learning from the people in the communities where you conduct your research because this research will change you as well.” Heather’s story encourages us all to find the courage to bring more understanding to the injustices that plague communities at home and across the world.

Sarah L. Kelly from Wheaton College was also interested in Guatemala and was concerned that “youth in Guatemala are exposed to a myriad of stressors that put them at risk for negative outcomes, such as psychopathology, academic problems, and poor health.” Therefore, Sarah pursued the opportunity to join a team of international researchers to do research with children and adolescents in a school setting. Guided by her advisor Dr. Kelly Flanagan, Sarah collaborated with the school to find a topic that would meet her interests and be helpful to the school. In this way, Sarah designed her dissertation “to examine and describe the life stress, trauma, and coping strategies in a child and adolescent population from a public school in Guatemala.” In this research, Sarah found that, “Family stress was the most common source of stress reported, with females reporting more stress and more social support coping than males, while older students reported more peer stress with more active and avoidance coping than younger students.” Sarah’s study provided more insight on the risk and resilience dynamics present for Guatemalan children and young people in the school setting. In reflection, Sarah says, “My advice to students would be to get involved, share with others about your interest, and collaborate! Have an open mind and be willing to learn, but also be ready to be stretched. International research poses unique challenges, but I have found it to be personally and professionally rewarding. Lastly, don’t do it alone! You will make mistakes so work with a team or have trusted peers and advisors to work alongside.” Most universities have ongoing research teams. Where are the teams doing international research in your university?

Jennifer Mootz from Texas Woman’s University had traveled internationally and studied abroad, so therefore as Jennifer explained that, “When I began my doctoral program in counseling psychology, I knew I wanted to do an international dissertation.” Jennifer’s social justice concerns were about “the need to decrease violence towards women in an international context.” Therefore under the guidance of Dr. Sally Stabb, she chose to study gender-based violence and potential interventions for it in a settlement for internally-displaced persons in Uganda. In her research, Jennifer found that gender-based violence in Uganda manifested in “domestic, physical violence, which occurred following alcohol consumption that was paired with a relational trigger (e.g., the woman challenging the man or refusing him something).” Jennifer believed through studies like hers, which explore “the complex interpersonal and sociocultural aspects of domestic violence in a setting such as this community of internally displaced persons, realistic interventions ...[can] arise out of a culturally-informed community perspective.” Jennifer’s research is an excellent example of how international research can inform practical and context-relevant interventions to reduce violence and suffering in our international communities. Jennifer’s advice: “Go for it! There are extra challenges involved (e.g., obtaining approval from IRB and procuring funding), so you may want to reflect on how invested you are in doing international research. If you are truly passionate about international research, then your efforts will be worthwhile and I’m guessing you will experience the project and the opportunity for intercultural interaction as highly rewarding.” My conclusion from learning about Jennifer’s experience is that international research may be an opportunity for you waiting to happen.

Juliana V. Yam from the California School of Professional Psychology at Alliant International University sought to improve research tools available to researchers interested in challenging the paradigm that Western theory of infant attachment behavior apply universally around the world. Juliana explained that, “I got interested in international research when I took a cross-cultural adolescence course during my undergraduate studies. I learned that adolescents from diverse ethnic backgrounds carry with them
their own cultural values and beliefs and their unique challenges in developing their identity... As I began thinking about cross-cultural adolescent experience, I began to realize the full impact of culture on human psychology and the need to make this more visible in our field.” With this inspiration, Juliana talked to her professor about her inspiration and became soon became a Research Assistant to build her knowledge about attachment research and associated scales instruments used. Once she entered her PhD program, she pursued a psychometric exploration of attachment among Chinese-, Cambodian-, and European-American people using the Experiences in Close Relationship scale (ECR-R). This study now provides other international researchers with more evidence about the use of the ECR-R to among Asian people. In her advice to new researchers, Juliana recommends, “curiosity, empathy, and openness to infinite perspectives in cross-cultural psychology. One must be aware of the fact that much of what is assumed to be universal by both popular culture ... may in fact prove to be highly influenced by individual cultures” ... and therefore not as uniform it was promoted to be years ago.” There are so many ways to engage in international research. Juliana’s study shows how those of you interested in statistics can also participate!

Developing International Research Collaborations

Brenda Lok Wong
Ryerson University, Toronto
brendaiok.wong@psych.ryerson.ca

A common problem among students who are interested in conducting cross-cultural or international research is that they do not know how to get involved. In this article I will share my own experiences in international research collaborations, as well as some suggestions for students looking for such opportunities.

For my Master’s thesis, I investigated the interaction effect of age and culture on memory, and my comparison groups were Caucasian and Chinese young and older adults. Although it is not difficult to recruit Chinese participants in a multicultural city like Toronto, I was concerned that many of these participants might have already been acculturated to the mainstream culture and hence any cultural differences would be attenuated. After discussing the issue with my graduate advisor, Dr. Lixia Yang, she helped me connect with her former colleague, Dr. Juan Li, who also conducts research in cognitive aging. I then spent two months in Beijing, China, at the Institute of Psychology, Chinese Academy of Sciences in the summer of 2012. My trip was fully funded by the Canadian Institutes of Health Research grant and the National Natural Science Foundation of China grant awarded to Dr. Yang and Dr. Li, respectively. Not only was I able to collect data for my thesis project, I also completed my research practicum at the institute learning about ERP data collection. Even after my visit, we are still collaborating on studies by collecting data in our own cities. Currently, we are conducting a cross-cultural ERP study that involves Chinese participants in Beijing and Caucasian Canadians in Toronto.

My collaboration with Dr. Li and her students allowed me to conduct cross-cultural research that might otherwise be very difficult to accomplish in Toronto. I am eager to share some tips I learned from my experience with any student who is interested in engaging in international research collaborations. First, it is important to know where you want to go (e.g., a specific country or research institute) and/or which researcher you would like to work with. I was fortunate that my advisor has connections with researchers in China. However, if that is not the case, you could contact the researcher you wish to work with via email, or even discuss with him/her in person at conferences. Similar to the process of applying to a graduate program (but probably less formal), you will be expected to present to the potential collaborator some research ideas that are line with his/her research interests. As you are searching for a collaborator, it is best to start seeking out funding sources. Depending on where you plan to go, your trip may be expensive; therefore, budget wisely. In Canada, there are grants and scholarships (e.g., the Mitacs Globalink Research Award) that sponsor students to conduct research in specific countries such as China. Within my university, we also have funds for international travelling and research. You could look for similar grants at your home institute. I would also advise you to finalize your study design and translate all testing materials (if necessary) ahead of time, given the limited time you may have at the host institute.

Although it is optimal to visit your collaborators at their institute, this may not be an option for some students. However, this does not mean that you cannot conduct international research! Skype, for example, is a great tool you could use to connect with your collaborators. To ensure consistency in testing procedures, you and your collaborator could also videotape and compare between procedures done at each site. After a rapport is built, most communication could be made via emails.

Based on my personal experiences, I will definitely encourage students to get involved in international collaborations. Although the process is sometimes challenging and timely, it will be a great learning experience! I hope that my tips will be helpful to you, and please contact me if you have any questions!
Making the Best of the International Student Experience

Mihaela Dranoff, Ph.D.
Adjunct Professor and Clinical Consultant, Montclair State University
dranoffm@mail.montclair.edu

Every year thousands of international students arrive to the United States with hopes of achieving higher educational credentials and embracing a new cultural experience. Twelve years ago I was one of them, coming from a small town in Romania to pursue a Master’s degree in Child and Adolescent Clinical Psychology at Montclair State University (MSU) in Montclair, New Jersey. After a fierce interviewing process with the U.S. Embassy in Bucharest, I was granted a student visa and allowed to enroll as an international student. I began my journey with a lot of excitement and enthusiasm, and without always being aware of it, built a new life for myself – professionally and personally. As an early career psychologist now, I often look back at those years and think of the joys and the hardships that were part of this new life. I am delighted to share my story and hope that it will inspire and motivate other international students to work hard at following their dreams, and to allow themselves to keep their eyes and ears open to the amazing cultural exposure that only the United States can provide.

As I mentioned before, I come from a small town in Romania, a place where everybody looks the same, speaks the same language, goes to the same church and follow traditional gender roles. In the post-communist years the country’s economy suffered tremendous losses, and the political corruption affected the budget to the point where young teachers like myself at the time could barely cover their expenses. Graduate programs were purely theoretical, with little to no funds for research or clinical practice. I knew that I could do more with my life than what my options were there, and took a leap of faith, seeking a second career as a psychologist in a completely different culture. Once I arrived to New Jersey, I was blown away by the diversity of the locals. I was amazed to hear so many languages, observe new holidays, try new foods and hear unique stories of people who – just like me – were looking for a different life. I spent a lot of time reading about MSU on their website, trying to familiarize myself with the campus life and with the staff and faculty in the psychology department. I soon realized that options that MSU and in general higher education institutions in the U.S. offered were quite different from the university I attended for my B.A. in Iasi, Romania. There were opportunities for jobs on campus, as well as volunteering for certain events and joining student clubs. I immediately joined the International Student Organization and started attending their meetings.

As an international student I was only permitted employment on the MSU campus, and I started looking into that by checking the website and speaking to my advisors. I was fortunate to be offered a graduate assistantship in the International Students Office at MSU, and soon developed an interest in studying the effects of acculturative stress on international students. I received tremendous support from faculty in the psychology department, and with the help of the staff at International Services Office, I designed and conducted a longitudinal study on variables impacting levels of acculturative stress in international students at MSU. Only a year after I arrived here as an international student, I presented my results at the APA Convention in Washington, D.C. Multicultural issues in psychology became my passion, and it has motivated me throughout the years to conduct a number of cross-cultural and international research projects.

The support that I received from the psychology department and from the International Services Office was instrumental in my success as an international student. I definitely had to step out of my comfort zone and approach faculty and peers more than I would have done in my home country. It was difficult at times as I was still very much aware of my accent and of the chance that they might use jargon that I did not understand. My English was good but it came from studying English-learning manuals and practicing with a tutor. Real-life English was different, so much more nuanced and rapidly spoken to me. Once I started initiating contact with faculty and peers, I was amazed to find out that they were eager to answer my questions, and enjoyed hearing my impressions about MSU and the U.S. in general.

Looking back, I realize how much time and effort these faculty and staff members dedicated to my success over the two years at MSU. I often had difficulties understanding how school works here – coming from a culture where students are only expected to take notes quietly and never interrupt a professor, I was an excited but quiet presence in my classes. I was also unfamiliar with IRB proceedings, the grading system (in my country grades are numerical, with 10 being the highest), as well as navigating the application process for doctoral programs after completing my Master’s degree. I was also embarrassed at times to ask questions, not wanting to impose or come across as “weird.” I have fond memories of a support group that the International Students Office held on weekly basis for international and domestic students, where we were encouraged to ask any questions we had, and shared our reactions to the new culture. Through this support group and just by living on campus and interacting with other students I met people that became my friends and family here in the U.S., and helped me through homesickness and the exhaustion of long nights of studying. To this date my best friends here are international and domestic students that I met at MSU.
I would encourage any international student to inquire about similar activities that are available to them through the International Services Office on their campus. Often times students coming from other parts of the world are not aware of these supports because they might not exist in their home countries. They might also try to not come across as needy or a burden for fear of possible negative repercussions. I had the same hesitations, particularly coming from a communist country where freedom of speech is not encouraged. It did not feel natural to ask a lot of questions or to express any concerns either in my classes or during the support group meetings, but it soon became clear to me that my thoughts and ideas were seen as important and valuable in my new environment.

I have continued to conduct research on the experience of international students throughout my doctoral studies at Fairleigh Dickinson University in Teaneck, NJ. My doctoral dissertation compared domestic and international graduate psychology students and their experience with supervision. The unique position that psychology students hold in terms of exposure to clients of all cultural backgrounds can be anxiety-inducing and intimidating to international students, who are often in the beginning stages of acculturating to the U.S. and are often uncomfortable discussing cultural differences, for fear they might sound incompetent in supervision or with their clients. My findings indicated the importance of discussing these cultural variables in the supervisory dyad, and showed that international students tend to have lower self-efficacy levels as beginner therapists compared to domestic students, due to their acculturative stress. It is often the case that supervisors discount the importance of addressing these issues in supervision, indirectly communicating to international students that they are expected to deal with culture-related issues on their own, or that their experience is not an important part of who they become as beginner therapists. This scenario often results in students developing a low level of self-efficacy, feeling unprepared or inadequate in their interactions with clients and supervisors alike. Bringing up such issues during supervision can ease the tension caused by cultural differences, and can improve the working alliance both with supervisors and with clients, leading to more satisfaction and confidence on the side of the student/beginner therapist. I look forward to presenting these findings at the 2014 APA Convention in Washington, D.C.

I still keep in touch with the staff at International Services Office at MSU – I am now teaching there in the psychology department and also work as a clinician at the MSU Center for Autism and Early Childhood Mental Health. I take some time to go in and connect with new international students, and I make myself available for any questions they might have. Being able to give back to the MSU community has motivated me to be a role model to the new international students, and to educate other mental health providers on the particular needs of international students through conducting research and presenting my findings at local and national conferences. I have also been teaching courses on Cross-Cultural Psychology and Multicultural Issues in Psychology, and I make sure to include a chapter on International Students, encouraging the domestic students in my classes to reach out and volunteer for the International Services Office by becoming part of their “buddy system” for international students.

People say it takes a whole village to raise a child. I would say that it also takes a whole campus to welcome an international student and encourage their personal and professional growth. This spring I had the honor of being chosen as one of the recipients of the 2014 APA Early Career Psychologist Award. I had a long list of people to call and thank for this, everyone who over the course of the years took the time to inspire and help me stay on track. I hope to be able to do that myself for other international students through my research and presence on the MSU campus, and through my involvement with the International Psychology Division at APA.

I wish all international students a great and enriching experience here in the U.S., and hope that they can keep in mind these suggestions:

- Being “different” does not mean being “less important”: your story and your unique experience is valuable, don’t try to hide it! Try to open up and interact with those around you, chances are they also have some interesting things to share.
- Make use of the resources available to you on campus: there is a small army of professionals on your campus who work tirelessly to facilitate your adjustment to the host university and culture. They are familiar with your struggles and are there to help.
- Connect with faculty in your department: let them know what your career aspirations are. Use their office hours to discuss your concerns and to ask for advice – they will be excited to find out that you are aiming high, and will take pride in your dedication and accomplishments later.
- Keep your eyes and years open to new experiences – new people, new music, new places, even if sometimes all you want is home. Buddy up with other international students and celebrate holidays, birthdays, ups and downs with them. You can all be each other’s family here.
- Keep in touch with family and friends, visit and Skype as often as possible. Trying to act “cool” about being homesick will backfire into depression, anxiety, and academic problems.
Addressing mental health needs of international students in the USA

Stephanie L. Grossman
Fordham University
sgrossman11@fordham.edu

Abstract
Over the past few decades, the number of international students in the United States has significantly increased. International students are likely to experience unique stressors, most notably academic and financial distress, language barrier difficulties and social isolation. Despite these numerous concerns, the gap between international students with mental health struggles and those using mental health resources is much larger than for domestic students. Therefore, U.S. universities have a responsibility to make mental health resources accessible and welcoming to international students, educate counselors on cultural differences and work to recognize unique manifestations of distress for international students.

Introduction
International Student Mental Health
In the recent 2012/2013 academic year, 816,644 international students enrolled in U.S. institutions of higher education (3.9% of all students). This enrollment total represents a 7.2% annual increase of international students (Institute of International Education, 2012). Given the increasing number of international students in U.S. universities, it is important that schools provide these students with adequate mental health care. Almost half of international graduate students report emotional or stress-related problems that impact their academic performance or well-being (Hyun, Quinn, Madon, & Lustig, 2007). Some research has demonstrated that the mental health needs of international students do not differ significantly from those of domestic students (Hyun et al., 2007). Indeed, anxiety and depression are the top self-reported concerns for both domestic and international students (Mitchell, Greenwood, & Guglielmi, 2007).

However, international students’ experiences of these problems may be uniquely developed and manifested. International students experience distinctive linguistic, interpersonal, academic and financial stressors. Mori (2000) asserts that the language barrier is the most significant of these stressors, which may affect both students’ academic and social lives. International students are more likely to present to university counseling services with academic problems, including problems with professors, concerns about learning disabilities, test anxiety, concern about grades, and study habit problems (Mitchell et al., 2007). The language barrier, in addition to unfamiliarity with the American educational system, including pop quizzes and the expectation of active class participation (Mori, 2000), may be contributing to these concerns. Students may also experience distress as they transition from high success in their home country to academic struggles in the U.S. (Mori, 2000).

International students can experience homesickness, isolation and feelings of helplessness (Mori, 2000). Research has shown that international students are more likely to report grief issues, loneliness, and to endorse suicidal ideation (Mitchell et al., 2007). Additionally, experiences of discrimination in the U.S. may lead to lower self-esteem (Poyrazli, 2005). International students report more harassment experiences and cultural concerns in therapy (Mitchell et al., 2007). However, international students are less likely to report problems with drugs and alcohol, romantic partners, or sexual behavior as compared to domestic students (Mitchell et al., 2007).

Mental Health Access
Despite a large number of international students reporting mental health concerns, many of these students do not receive psychological help. Of the students reporting depression and anxiety, 37-84% of students, depending on the disorder, do not use services (Eisenberg, Golberstein, & Gollust, 2007). Hyun et al. (2007) found that only 61% of international graduate students were aware that counseling services were available (compared to 79% of domestic students), and that these students are less likely to use services. Eisenberg et al. (2007) also found that being unaware of services was a predictor of lack of use. Additionally, lack of perceived need, being unaware of insurance coverage and counseling costs, and low socioeconomic status are predictors of lack of use. Asian students, in particular, are significantly less likely to use counseling services compared to other ethnic groups (Eisenberg et al., 2007; Hyun et al., 2007). Even when international students do seek counseling, they are more likely to terminate therapy prematurely (Pedersen as cited in Mori, 2000).

Both unawareness and misconception regarding psychological services play a role in international students’ lack of help-seeking and early termination. Students report beliefs that counseling services are designed for American students only (Mori, 2000). They are also often unfamiliar with the basic concept of counseling. Some students do not believe that their problems can be treated with counseling (Brinson et al. as cited in Mori, 2000). Others mistakenly fear negative consequences of therapy, such as being sent home if they report unfavorable information (Mori, 2000). Students may also underestimate resources due to stigmatization of emotional expression (Hyun et al., 2007). Both emotional distress as well as the perception of certain thoughts or behaviors as immoral or weak, can lead international students to somatize their problems. Thus, international students often seek help from a medical doctor for physical manifestations of their psychological problems in the form of fatigue or...
sleep disturbance (Hyun et al., 2007). However, even if medical doctors accurately identify mental health concerns, many international students do not accept these referrals (Mori, 2000).

In addition to seeking help from medical professionals, international students are more likely to rely on academic advisors, colleagues and peers for emotional and academic support than on counseling services (Hyun et al., 2007). Advisors are often unaware of the subtle manifestations of emotional distress (Hyun et al., 2007), and thus may be unable to adequately assist these students. However, individuals who report better relationships with their advisors are both less likely to experience an emotional problem and to use counseling resources (Komiya & Eells, 2001). These findings suggest that academic advisors may be effective at encouraging the use of mental health resources.

Studies have identified further traits and experiences that encourage international students to use counseling resources. Being female, having more openness to emotions, and thus perhaps less stigma, and prior counseling experience all contribute to more open attitudes toward psychological treatment (Komiya & Eells, 2001). Use of services also increases with number of semesters in a program (Komiya & Eells, 2001). Acculturation to American culture, which may be related to length of time in school, is a significant predictor of attitudes toward receiving help and actual mental health service use (Hyun et al., 2007; Zhang & Dixon, 2003). More acculturation is related to less depressive symptoms (Rahman & Rollock, 2004) as well as stigma tolerance and confidence in mental health practitioners (Zhang & Dixon, 2003).

Suggestions for Helping Students

The strong relationship between students and academic advisors suggests a need for outreach efforts using these connections (Hyun et al., 2007). Specific outreach efforts geared towards international students are warranted, focusing on increasing familiarity with access to resources and resources themselves on campus. Hyun et al. (2007) found that websites, orientation materials and flyers are the three leading sources of information and thus mental health information should be transmitted through a multitude, and particularly these specific sources.

Mori (2000) provides an important detailed outline of steps that universities and counselors can take moving forward. In terms of the organization and delivery of resources, Mori (2000) suggests that the university counseling center be located near nonpsychological services to reduce concerns regarding the stigma of accessing mental health. Counselors should continue to increase the accessibility and visibility of resources by coordinating with other on-campus programs and professionals such as ESL programs, ethnic organizations and primary care providers. It is also critical to have cultural diversity in the counseling center staff, including cultural training and bilingual counselors (Mori, 2000; Zhang & Dixon, 2003). Counselors are encouraged to provide both emotional and practical support and to be aware of nonverbal communication in the presence of linguistic barriers (Mori, 2000).

Lastly, Mori (2000) suggests that counselors focus on imparting types of practical skills to help international students transition smoothly. These skills include stress-management techniques, encompassing modifying assumptions, addressing the gap between expectations and reality, and emphasizing the importance of self-care habits. They should impart information regarding the principles of the American educational system, like effective study skills. Counselors can work on assertive communication skills including overcoming passivity and helping clients understand the difference between aggression and assertion. Lastly, they should assist students with career and life-planning skills as needed with a focus on identifying short and long-term goals (Mori, 2000).

Unfortunately, the underuse and stigma of mental healthcare is prevalent in the U.S. among both domestic and international individuals. However, as more international students enter U.S. universities, it is crucial that they feel as comfortable as possible to get the help they need. With these suggestions in mind, we can increase international students’ understanding of psychological services and their willingness to use them.

References


Making Short-term Study Abroad Classes ADA Compliant: 
Specifics on Using Interpreters

Nancy J. Karlin  
*University of Northern Colorado*  
nancy.karlin@unco.edu

Jacinta Branch  
*University of Northern Colorado*  
Jacinta.branch@unco.edu

Abstract

The increasing number of study abroad programs is accompanied by new challenges for the sponsoring academic institutions, faculty members who lead these programs, and student participants. One group of individuals that has been neglected is the support staff of Disability Support Services. Here we explore several issues to consider when a student requires interpreters as part of his or her study abroad program.

**Key words:** Study abroad, ADA compliance, Disability Support Services

Universities increasingly view cross-cultural experience as vital to preparing students for a global economy (Martinez, 2011). For many institutions of higher education, study abroad is seen as a key aspect in students being able to embrace cross-cultural understanding.

Recent research has considered the advantages of the study abroad experience with the benefits of both long-term and short-term programs being documented (Martinez, 2011; Reynolds-Case, 2013). This thrust for cross-cultural exposure may be tied to the increasing number of U.S. university students that choose a study abroad experience. U.S. students choosing study abroad increased 8.5% during a twenty-year period (1987/1988 to 2007/2008; Institute of International Education [IIE], 2009, n.p). Interest in study abroad does not appear to be waning. As reported by Reynolds-Case (2013), the number of students involved in study abroad in 2011 increased 3.9% from the previous year. As part of the embracing of cross-cultural exposure, one aspect that institutions of higher learning must consider is the student with disability support needs who decides on study abroad. Teaching is challenging, but creating materials that are also ADA (Americans with Disabilities Act) compliant adds an additional challenge to the study abroad experience for faculty, as well as university organizers.

With these issues in mind, short-term (lasting less than 8 weeks) study abroad curriculum that is ADA compliant and the various related demands are the focus of this article. Institutional support considerations will differ for short-term, semester, or year long study abroad programs. However, the purpose is to discuss the full range of initiatives associated with providing accommodations to students completing a short-term studying abroad. Comments reported are the result of several years of short-term study abroad experience as a faculty member and as disability support staff. Issues associated with taking ADA support staff (i.e., interpreters) overseas and the financial and personnel challenges this creates for the instructor, support staff, and academic institution are presented. Specifically, the issues of short and long-term needs, course context, disability support services responsibilities in determining student accommodation, ADA guidelines, university financial consideration, student needs, disability support staff needs, and legal issues are discussed.

Long-term Needs

Universities who have students engaged in study abroad must create university guidelines for the likely occurrence of students with disability support needs participating in cross-cultural experiences. When addressing university policy guidelines on disability support for students overseas participant discussion should include at minimum: university legal staff, the Provost/Chief Academic Officer, Disability Service Support administrators and relevant staff, faculty with experience taking disability students on study abroad programs, and study abroad program administrators. Participants should be able to identify both university and student relevant factors.

An initial way to identify student needs is by requiring a pre-departure survey (see Appendix A) of all study abroad disability support participants. Questions that might be included on such a survey should speak to the issues of accommodations, specific support needs, travel with/without support staff, learning goals, culture shock, cross-cultural support, integration, and readiness.

Short-term Needs

Needs may often be environment specific;
thus Universities must discuss student’ needs for each country chosen. Considerations of services should begin with dialogue of course goals content, duration of a course, linguistic needs of the student, learning goals of the student, and available support staff. As all study abroad participants typically are required, participants should have mandatory attendance at a seminar or focus group preparing for departure. However, disability support services may also consider additional seminar or focus groups addressing specific disability support.

Course Context
A principal issue that should be addressed is whether there is a need for changes in course delivery to support the needs of the student. Clear dialog must occur between the faculty of record, the student, and disability support staff. The overseas location of the study abroad will directly impact discussion. Delivery format availability may be a central issue during the exchange of ideas.

Disability Support Services Responsibilities
There are a number of responsibilities held by any Disability Support Services Office. First, there will be ongoing needs assessment required. Second, support services must have procedures in place when a request arises. Part of the procedures includes obtaining and evaluating student documentation, recognizing and providing for any academic needs required, and providing the necessary funds required supporting required accommodations (O’Hara & Pope, 2005). Finally, each institution must define what is meant by reasonable, appropriate and effective accommodation for each request made. All of this should be completed in coordination with the Study Abroad office of the academic institution.

ADA Guidelines
The Rehabilitation Act of 1973, Section 504 protects qualified individuals with disabilities. “Prohibited Discriminatory Acts in Health Care and Human Services Settings Section 504 prohibitions against discrimination as applied to service availability, accessibility, delivery, employment, and the administrative activities and responsibilities of organizations receiving Federal financial assistance” (http://www.hhs.gov/ocr/civilrights/resources/factsheets/504.pdf). This document goes on to indicate that qualified individuals include persons who meet normal and essential eligibility requirements. An extension of this occurred in 1990 in the Americans with Disabilities Act. This extension of the Rehabilitation Act includes those in the private sector as well. The Civil Rights Act of 1991 went on to expand Title I of ADA to all United States employers with locations overseas (O’Hara & Pope, 2005). Both Section 504 and the ADA do not allow for discrimination in overseas programs on the basis of disability. However, any student participating in programs overseas that is not involved in a program at an American university may not be entitled to the normal protections found under American laws.

University Financial Considerations
Beyond student needs assessment and fulfillment, part of the discussion must include financial considerations of the university. Study abroad is an expensive, resource intensive activity for any home institution (Rexeisen, Anderson, Lawton, & Hubbard, 2008). Additional expense can be incurred by a university with the potential of disability support traveling overseas in support of student disability needs (i.e., interpreters). Students with hearing loss may need more than one interpreter to effectively engaged in classroom instruction, participate in day trips, and simply participate in his or her surroundings while overseas. As the academic institutions address these issues ADA indicates that budget cannot be a consideration for providing a lesser accommodation nor can accommodation costs be included in figuring tuition cost for the course.

Student Needs
The needs of each student participating in a study abroad program are of the utmost importance. Instructional meetings and social interaction for each country before and after travel should be a part of the support network established. Meetings focusing on the various aspects related to travel concerns should occur. As well, safety and emergency considerations within a country are of the utmost importance for any study abroad student. For those with disability support needs, safety and emergency considerations can exist on multiple levels. Student and support staff meetings should address, what responsibilities does the student assume? What responsibilities do the support-staff that travel with the student and thereby the university assume? Part of meeting student needs includes answering student questions and providing all relevant information as transparent as possible to the student.

Recognizing that as a result of unforeseen circumstances a breakdown in services could occur. What are the procedures in place for this type of eventuality? If breakdown occurs what are the issues especially in a safety situation? What happens when support staff leaves a student without reasonable, appropriate and effective accommodations? Universities will be confronted with the unknown variable of individual differences creating a continual reevaluation of current guidelines and policies in support of changing student needs.

Disability Support Staff Needs
Student application process, long travel days, change in climate/weather, amount of interpreting required and related pay, physical/mental demands on support staff, safety concerns, and social dynamics are all areas to be addressed. Considerations for each are situation dependent.
Application Process

Many universities have a separate application process for staffing positions related to study abroad courses. Due to the appealing aspects of being able to travel, many interpreters are interested in the opportunity. While the process can vary from institution to institution, a resume and letter of interest is usually a first step. Qualifications, background, dependable work history and rapport with the student may be possible factors of consideration for placing interpreters in any course, but can become increasingly important for the special circumstances of a study abroad program.

Rate/hour Negotiations

Interpreter rate is determined by a matrix of qualifications (education and certifications) and years of experience. When looking at study abroad courses, interpreters are often willing to negotiate their regular rate because of the benefits of seeing parts of the world that they may not otherwise see. Determining the number of hours an interpreter is paid can also be a negotiated. Looking at the number of possible lectures and/or tours that will be encompassed in the course can influence how many hours of intense interpreting will take place in comparison to the hours that will be in a more casual setting (group meals or free time).

Physical/Mental Demands

Travel can be demanding on anyone, both physically and mentally. Long travel days, little sleep, changes to climate and time change can be an adjustment that needs to be addressed up front with the student and staff. Interpreting can be physically and mentally demanding without the addition of changing typical working conditions. It becomes important to obtain as many details about the course and location so that potential issues can be addressed prior to departure. Issues for consideration may include cultural differences and social dynamics. Depending on the country, the view of people with disabilities may not be very different than experienced in the United States. Additional cultural mediation may be required. Educating other students involved in the study abroad program may be needed particularly with regard to effective interaction and communication with interpreters.

Safety/Travel Concerns for the Staff Member

When advertising for these special positions, it is important to know some of the possible safety concerns that could arise. For example, is there potential preventive medications that will need to be taken or places that will be visited that are not tourist friendly? It needs to be clear that if there is a potential safety concern interpreters may need to step out of the role of interpreter and make sure they are safe along with the group before the role can be reassumed. Much like the flight instructions of placing your own safety mask before helping others. Travel arrangements also need to be addressed. If one or more students are traveling together, interpreters should have the same travel arrangements.

Expectations – Clear and up front, Reasonable

Safety and travel concerns are not the only support staff and student expectations needing to be addressed. Logistcs need to be communicated clearly with both the staff and student. It is important to discuss and find agreement on the interpreting needs during non-typical settings (guided tours, lectures times, etc.). Some students may like the independence of traveling and socially interacting with peers without the use of interpreters. In the same vain, it is not reasonable to expect interpreters to work 24/7. While it is reasonable that interpreters are working in an “on call” scenario, those times should be limited to emergency situations when outside program activities are planned. Logistics may be impacted by linguistic and social considerations, interpreting tours vs. classroom settings, accent and other language barriers. One area that is often overlooked is the potential accent and language barrier that impacts translation. As completely as possible, the student’s preferences of how some issues will be handled should be identified prior to departure. For example, during guided tours would the student prefer the interpreter walk with him or her, or with the tour guide? If the interpreter walks with the student, they are more available to interpret side comments and conversations the student is directly part of during a tour. Unfortunately, the interpreter may subsequently miss aspects of a tour guide’s explanation of the location.

Legal Issues and Other Considerations

Office of Civil Rights (OCR) viewpoint is vital to the overall discussion for students with disability needs studying outside their home country. Questions of particular interest for University Counsel may include:

- What risk does the university need to consider?
- What grounds might the student have for complaint?
- What is the expense of an OCR complaint and violation?
- How does the university balance all individual rights meaning one person’s rights cannot be violated to fulfill another’s?

Many of these questions need to be answered remembering that separate is not equal, the university is required to create an inclusive environment, and that many countries are not regulated by any legislation to provide accommodations for individuals with disabilities. Academic institutions outside the United States are not regulated by ADA and often do not use comparable standards. Even so home universities are responsible for reasonable, appropriate and effective accommodations.

In conclusion, making short-term study abroad classes ADA compliant is a concern all academic institutions that receive federal funds must address. Potential issues that should be addressed include: long-term versus short-term needs, course content, disability support services responsibilities, ADA guidelines, university financial considerations, student needs, disability support staff needs, legal issues as well as other potential considerations based on current situational demands. This list of issues will vary based upon the
location of the program, student needs, and support staff experiences. What is clear is that the questions addressed by each institution are ever changing because of the divergent human experience and cultural surroundings.

References

Address correspondence to: Nancy J. Karlin, Ph.D., Professor, School of Psychological Sciences, University of Northern Colorado, Greeley, CO 80639, nancy.karlin@unco.edu, (970) 351-2717

Appendix
Pre-departure Support Services Survey

Note: Recognizing that academic institutions outside the United States are not regulated by ADA and often do not use comparable standards, please complete the following questions.

Name:
Contact information while on study abroad:
Location:
Email:
Cell phone number:
Have you obtained a copy of the course syllabi/description?
Yes No
What accommodations do you typically require to experience academic successful within the classroom?
Indicate specific needs required while overseas.
What specific linguistic needs do you typically require?
If traveling with disability support staff from your home institution, have you discussed your specific needs with this individual?
Yes No
What learning goals do you have for the study abroad experience?
Any concern for culture shock associated with your disability?

Any concern for cross-cultural support issues while overseas?
Any concern with your integration into the culture?

On a scale of 1-5, please indicate your perceived readiness for the study abroad.

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Teaching Human Rights: Teaching LGBTQI Rights

Linda M. Woolf
Webster University
woolflm@webster.edu

“When individuals are attacked, abused or imprisoned because of their sexual orientation, we must speak out. We cannot stand by. We cannot be silent. Human Rights Day commemorates the Universal Declaration of Human Rights. It is not called the partial declaration of human rights. It is not the sometimes declaration of human rights. It is the universal Declaration, guaranteeing all human beings their basic human rights—without exception.” United Nations (UN) Secretary General Ban Ki-moon (2010).

In Nazi-occupied Europe, individuals falling outside of societal gender and sexual norms were persecuted, forced into concentration camps, marked with pink or black triangles, tortured, and often died. In response to the atrocities of the Holocaust, the Universal Declaration of Human Rights (UDHR) was drafted and ratified in 1948 by the international community. The 30 Articles of the UDHR include economic, social, cultural, civil, and political rights. The UDHR affirms that these human rights are universal, inalienable, and indivisible. Further, all members of the human family innately possess these rights. Since the ratification of the UDHR, the UN has added nine core international human rights treaties to further define the concept of human rights such as the International Covenant on Civil and Political Rights (1966) and the International Covenant on Economic, Social and Cultural Rights (1966). Yet, around the globe, members of the lesbian, gay, bisexual, transgendered, queer, and intersex (LGBTQI) communities are routinely excluded from the protections guaranteed by the UDHR and related Covenants.

When teaching about LGBTQI–related concerns, it is useful to frame such issues within the context of fundamental human rights. Many cultures hold heteronormative
and cisgender (i.e., male assigned the gender male at birth; female assigned the gender female at birth; different than transgendered) perspectives and view humanity through these lenses. All too often individuals who fall outside these limited perspectives are, at best, told to keep their “life-styles” private and at worst, are viewed as subhuman and morally excluded. As such, social justice is often denied for LGBTQI individuals. Several key issues need to be raised with students as they address the human rights of LGBTQI individuals around the globe.

What is normal?

Students often fail to recognize their own implicit biases and prejudices. Indeed, ask students to create a demographic questionnaire and they will most likely begin with a place for respondents to check mark “male or female” followed by a limited section on marital status. Ask them about the options provided on their questionnaires and they most likely will respond that they put down the “normal” categories, which implies that any other categories are “abnormal.” Moreover, students may not realize that broad categorizations such as “gay,” “straight,” “male,” “female,” or “transgendered” are, by their very nature, limiting and can be perceived as oppressive.

Students need to be aware that although the terms sex, gender identity, and sexual orientation are often used indiscriminately, these terms are distinct. Typically, sex refers to one’s biological sex (e.g., male, female, or intersex); gender identity refers to one’s sense of being male, female, or transgender; and sexual orientation refers to an individual’s sexual or romantic attraction to another individual based on sex or gender. Sexual orientation and gender identities are not only biologically based but also personally, socially, and culturally determined.

Extensive variability exists in relation to defining sexual orientation and gender identification both within the US and internationally. For example, although biological sex is often viewed as a binomial classification, the diversity of biological possibilities is greater and includes those who are transgendered (male-to-female or female-to-male with a range of possible permutations related to level of transition), intersex (varying levels of ambiguity of biological factors routinely identified as male or female), third gendered, or identify with no gender. How these variations are defined or actualized differs by individual and culture. For example, in some cultures, there exists a third gender classification such as the hijras of India, the guveyedochey or machihembra of the Dominican Republic, the kwolu-aatmwol of New Guinea, the bayot or lakin-on in the Philippines, the mahu of Tahiti, and the waria of Indonesia (Denny, 1997). In the US, there are individuals who identify themselves as a third gender—neither male nor female but rather a unique gender (Sell, 2004). Similar variability exists in relation to sexual orientation.

In this article, I use the limited term LGBTQI to represent sexual orientation and gender minorities. However, there is no uniform consensus over the terms used for sexual orientation or gender minorities. Indeed, there remains much debate over which terms are considered appropriate or acceptable. Additionally, the interplay between all of the above factors and the addition of other arenas of diversity such as age, ethnicity, race, language, and religion makes simple, non-fluid sexual orientation and gender-identification incredibly challenging. Although teachers may elect to use the broadly inclusive term LGBTQI, they should be cognizant of the diversity of gender and sexual minority identities and that other terms and definitions could be included.

LGBTQI human rights discussion topics

Almost every aspect of the human experience can be discussed within the context of LGBTQI concerns. Although some of these concerns fall within the public sphere (e.g., the workplace), other concerns typically are more relegated to the private sphere (e.g., relationships). Unfortunately, for both spheres human rights are routinely denied for members of the LGBTQI communities. Even under the best of circumstances, LGBTQI individuals experience discrimination in their lives or through the media. Under the worst of conditions, individuals live under a cloud of oppression and fear, as their lives are considered forfeit by governmental mandates. Issues such as freedom from violence, access to meaningful work, safe housing, and the right to a family are all at the core of what it means to be human and considered to be fundamental human rights.

The following limited examples provide a jumping off place for classroom discussion of LGBTQI human rights. These topics also can be discussed in terms of both direct forms of violence and structural forms of bias whereby discriminatory and oppressive practices are built into institutional and cultural norms.

Legal Status

The legal status of LGBTQI individuals and organizations varies dramatically around the globe and are not static. As of 2013, 80 countries retain laws criminalizing individuals on the basis of their sexual orientation or gender identity. Penalties range from forced sterilization to imprisonment to death. Such laws exist in opposition to current international law. According to the United Nations (UN), the criminalization of sexual behavior is considered a violation of the basic right to privacy and non-discrimination (Human Rights Council: HRC, 2011). The UN Special Rapporteur for health stated, “sanctioned punishment by States reinforces existing prejudices, and legitimizes community violence and police brutality directed at affected individuals” (HRC, 2011, p. 14). Less than a dozen countries have protections for sexual orientation and gender minorities incorporated into their national constitution. National and regional (e.g., city, province, territory) protections exist for LGBTQI individuals and communities within countries lacking broader constitutional protections.
Of course, laws against discrimination do not insure that oppressive practices and policies are absent within families, communities, the private sector, religious groups, or the judicial system.

Violence

Around the globe, governments, communities, organizations, and individuals routinely exhibit negative attitudes, discriminatory practices, and violence against individuals identified as LGBTQI. Essentially, anti-LGBTQI mind-set translates into human rights violations with bias so extreme that the everyday well-being of LGBTQI individuals is threatened—their very existence as valued members of the human community is disregarded or extinguished. Unfortunately, violence against LGBTQI individuals occurs with an elevated brutality not often seen in other bias-related or hate crimes (HRC, 2011; Murphy, 2001) and is frequently state sanctioned (Franklin & Herek, 2003). According to Potok (2010), in the U.S., lesbians and gays are two to 12 times more likely to be a victim of a violent hate crime than Jews, African-Americans, Muslims, and Latinos. Moreover, 43-60% of transgendered respondents have been victims of physical violence with rates of 43-46% for sexual assault (Clements-Nolle, Marx, & Katz, 2006; Testa, et al., 2012). Violence against LGBTQI individuals is often quite brutal involving torture, rape, cutting, mutilation, and dismemberment of genitalia and breasts (Altschiller, 2005; HRC, 2011). Altschiller (2005) laments that the extreme brutality stems from “the absolute intent to rub out the human being because of his preference” (2005, p. 28).

Relationships and Family

Families are generally viewed as a source of support and community for individuals throughout their lives. Unfortunately, families’ rejection of their LGBTQI members may be a source of great despair and oppression. Individuals face complex challenges when “coming out” to friends and families. LGBTQI individuals risk a range of abuses and discrimination at the hand of family for their sexual orientation or gender identity. According to the UN, abuse and discrimination can take the form of “being excluded from family homes, disinherited, prevented from going to school, sent to psychiatric institutions, forced to marry, forced to relinquish children, punished for activist work and subjected to attacks on personal reputation. Lesbians, bisexual women and transgender people are especially at risk owing to entrenched gender inequalities that restrict autonomy in decision-making about sexuality, reproduction and family life” (HRC, 2011, p. 21). Lesbians may be forced into marriage or pregnancy to “cure” their sexual orientation. Unfortunately, societal denial of relationship status is associated with increased stress and it adversely impacts mental health (Rostosky, Riggle, & Horne, 2009). Lack of relationship recognition extends into a host of very pragmatic arenas such as access to death benefits, access to public housing, insurance benefits, and denial of a foreign partner entry into a country. Campaigns against same-sex marriage regrettably further stigmatize gay and lesbians and can increase cultural levels of prejudice and discrimination.

Health Care

Abuses against LGBTQI individuals and their families have occurred within health care systems around the globe. These abuses can range from denial of LGBTQI hospital or long-term care visitation for partners/spouses of individuals in same-sex relationship to forced psychiatric hospitalizations and denial of health care services. The UN has denounced the all too common practice sometimes referred to as “reparative therapy”—efforts to change an individual’s sexual orientation. The UN unequivocally stated that such approaches are "unscientific, potentially harmful and contributing (sic) to stigma” (HRC, 2011, p. 18). Individuals may avoid health care due to the effects of marginalization, despite greater health care needs resulting from challenges associated with poverty, poor housing, and the social-psychological effects of extreme oppression. Health care for transgendered individuals as well as intersex individuals is often ill-informed and marginalizing. Indeed, infants born intersex are at risk from birth because often they experience gender assignment in infancy. The assumption is that their intersex “condition” is a medical problem to be addressed and corrected.

Education

Unfortunately, children and youth identified as LGBTQI face difficulties with admission to schools and an increased risk of expulsion (HRC, 2011). While in school, LGBTQI youth often experience discrimination, taunting, bullying, and physical violence, not just by their classmates but also by their teachers (HRC, 2011). Bullying and violence against LGBTQI youth has been connected to greater absenteeism, mental health concerns (e.g., depression, low self-esteem, increased sexual risk-taking behaviors, decreased health seeking behaviors) and suicide risk (Horn & Nucci, L, 2006; Hunter, 1992; HRC, 2011; McFarland & Dupuis, 2001; Murphy, 2001; Nadal & Griffin, 2011; Potok, 2010; UNESCO, 2012). Hillier et al. (2010) reported that experiences with homophobic abuse negatively impacted school performance in over half of the students studied. Transgendered individuals appear to experience the greatest level of bullying and abuse with over 78% reporting harassment and 35% and 12% reporting physical assault and sexual assault, respectively (Grant, et al., 2011). When schools are “places of pain,” LGBTQI students are much more likely to do poorly or drop out. This denial of education has long-term impacts on future employment and well-being.

Employment

Discrimination in employment is a violation of the UN International Covenant on Economic, Social, and Cultural Rights (UN, 1966b). Currently, 52 countries have laws that prohibit discrimination in the workplace based on sexual orientation (Itaborahy, 2012). Unfortunately, the U.S. is not listed as a nation with such protections. Rather selected
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cities and states, but not all, provide protections from discrimination in the workplace. As such, in many parts of the U.S. and around the globe, individuals can be denied employment or fired from their positions with little or no recourse. For those unemployed due to their LGBTQI identification, particularly youth, an underground economy often exists involving the sex trade (Grant et al., 2011).

What teaching resources are available?

There are a variety of resources available to assist teachers who want to integrate LGBTQI and human rights concerns in the classroom.

The United Nations Human Rights Council published an excellent report in 2011, entitled Discriminatory laws and practices and acts of violence against individuals based on their sexual orientation and gender identity: Report of the United Nations High Commissioner for Human Rights. This report provides a wealth of data related to LGBTQI human rights statuses around the globe and is subdivided according to the various elements outlined in the UDHR.

The APA Public Interest Directorate has numerous resources available on its Lesbian, Gay, Bisexual and Transgender Concerns website (apa.org/pi/lgbt/index.aspx) as does the Society for the Psychological Study of Lesbian, Gay, Bisexual and Transgender Issues (Division 44; APA: www.apadivisions.org/division-44/).

Organizations such as Teaching Tolerance: A Project of the Southern Poverty Law Center (see www.tolerance.org) offer teaching kits, activities, publications, curricula and school guides aimed at ameliorating prejudices and discrimination in the school system. Although primarily geared towards primary and secondary educational levels, these materials can be adapted for the college classroom.

Peterson & Panfils’ (Eds.) (2014) new text entitled Handbook of LGBT Communities, Crime, and Justice is also an excellent reference source covering a broad range of topics that augment classroom learning and discussion.

The International Lesbian, Gay, Bisexual, Trans, and Intersex Association (ILGA) website (www.ilga.org) provides up-to-date information on laws around the globe ranging from age of consent laws to restrictions related to military service to laws prohibiting discrimination. These maps can be effectively used in advocacy work to raise educational awareness concerning the legal and human rights of sexual orientation and gender minorities internationally (ILGA, 2013).

Concluding Thoughts

The UN actively endeavors to address issues related to sexual orientation and gender minorities and protect all individuals regardless of identity around the globe. Organizations within the UN (e.g., Office of the United Nations High Commissioner for Human Rights; Office of the United Nations High Commissioner for Refugees; United Nations Children’s Fund) not only provide educational and legal resources related to LGBTQI concerns but provide personal support for individuals who may be seeking human rights assistance, legal redress, or asylum. To further the mission of the UN, our students must come to understand that all individuals reflecting the broad tapestry of gender and sexual identities are members of the human family. We cannot marginalize and dehumanize those that may not fit within hetero or cis-gender norms. LGBTQI rights are human rights and as such cannot be nullified by particular personal, religious, or cultural belief systems.

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Author note

 Portions of this article are condensed from the author’s chapter, “Sexual Orientation and Gender Minorities, which will appear in C. V. Johnson, H. Friedman, J. Diaz, B. Nastasi, & Z. Franco (Eds.). (Forthcoming: July 2014). Praeger handbook of social justice and psychology. Westport, CT: Praeger.

The latest issue of Psychology International can be accessed on the Web at: http://www.apa.org/international/pi
Dr. Saths Cooper: Toward an Inclusive, Global Psychology

Chalmer E. Thompson, PhD
IUPUI School of Education
chathomp@iupui.edu

Shayla Tumbling
IUPUI School of Education

A major aim of psychology is to improve people’s lives, yet psychologists throughout the world are frequently inclined to minimize and distort attention to the oppressive forces that have impact on individual psyches, interpersonal relations, and organizational and societal functioning. This inclination hugely inhibits our ability to create the change that is essential to the betterment of societies.

South African psychologist Dr. Sathasivan (Saths) Cooper has taken on the challenge of shedding needed light on the psychology of oppression. He has long contributed, and continues to contribute, to crafting a literature base and practice in psychology that is inclusive of Black/African and other historically exploited and marginalized people, and by extension, has relevance to the broader humanity. The study of people who have endured the ravages of oppression informs us of the vastly complex ways in which we all process information, relate to others, and come to ‘be’ or live in society. It is a program of study and praxis that uncovers how oppression never ‘sits’ but rather flourishes, is resisted, and takes on different forms. On the flip side of those experiences colored by colonialism and oppression are the legacies --- cultural mores, values, belief systems, rituals --- of people across the globe that inform healthy ways of living and surviving, which mainstream psychology tends to diminish, ‘ghettoize,’ or erase entirely (see Cooper, 1990; Nicholas and Cooper, 1990; Noble and Cooper, 2013).

His accomplishments are multiple. He is President of the International Union of Psychological Science (IUPsyS) --- the first African to serve in this role. The IUPsyS represents over 1.5 million psychologists worldwide. He also is Vice-President of the International Social Science Council (ISSC). He was President of the Psychological Society of South Africa and its first elected Fellow. He is a Fellow of the National Academy of Psychology-India and Honorary Fellow of the British and Irish Psychological Societies, as well as Extraordinary Professor at the University of Pretoria and Honorary Professor at the University of Limpopo.

At a recent United Nations event where he served on a panel to address psychology’s contributions to social, environmental, and economic sustainability, he was described as playing “a key role in the anti-apartheid struggle, the advent of democracy in South African, the unification and ascendance of psychology and youth and community reconstruction and development during and after Apartheid” (p. 6). An outspoken citizen who called out practices of injustice during these earlier turbulent years, he was subjected to “gross human rights violations” as declared by the South African Truth and Reconciliation Commission.

We present further history about Dr. Cooper below, followed by a transcript of our brief interview with him.

Education and “Lived” Experiences

In the late 1960s, Dr. Cooper enrolled for a B. A. degree at the University College of the University of South Africa (UNISA) - Salisbury Island, Durban. In 1969, Cooper was suspended from the university for expressing political ideologies that were not in keeping with those of the institution’s administrators and faculty. It was a UNISA where he met frequently with the late Steven Biko, as well as Harry Nengwekulu, Strini Moodley, and Barney Pityana., “and it was through their discussions that the philosophy of Black Consciousness emerged” (www.sahistory.org.za/people/dr-sathasivan-saths-cooper). He sought to study at a university overseas in 1970 where he had received a scholarship, but the South African government denied him a passport. He later took part in the Durban Strikes of 1973, where he was arrested and charged for fomenting a strike and advocating black consciousness. He was later convicted for assaulting a security policeman. He also was instrumental in the organisation of the “Viva Freiumbo Rallies” held in South Africa in 1974, leading to his arrest and he was sentenced for six years. Beginning in 1976, he served his prison term at various places including Robben Island, the high security prison where he shared a cell block with the late Madiba Nelson Mandela and was released on the December 20th 1982.

As a political prisoner for nine years, Cooper realized that psychology could be a powerful force for liberation as well as oppression. He observed that psychologists employed by the prison system ostensibly contributed to the apartheid status quo; clearly, his observations helped invoke his thinking about how the reverse --- psychologists as instruments of liberation --- could occur. While in prison, he completed his B. A. degree in Psychology through the University of South Africa (UNISA). After his release in 1982, Cooper continued his studies at the University of the Witwatersrand in Applied Psychology and went on eventually to complete his PhD in Clinical/Community Psychology from Boston University as a Fulbright scholar in 1989.

His political involvements following his release from prison in 1982 never ceased. In February 1983, he was elected Vice-President of the Azanian People’s Organisation (AZAPO). He was again detained in June 1983 during the states of emergency in August 1984 and June 1986. Between
1990 and 2002, he worked in the Institute for Multi-Party Democracy, an organization whose members worked to foster dialogue between the various political entities and leading up to South Africa’s first democratic elections in April 1994.

In 2003, Cooper was appointed Principal and Vice-Chancellor of the University of Durban-Westville and steered the merger with the University of Natal, to establish what is now known as the University of KwaZulu-Natal (UKZN). In July 2012, Dr Cooper received the International Union of Psychological Science (IUPsyS) Achievement Against the Odds Award, in recognition of research he carried out “under extremely difficult conditions” (www.sahistory.org.za/people/dr-sathasivan-saths-cooper). As noted earlier, Dr. Cooper is the first African psychologist to hold the position of President of this organization, known as psychology’s global voice, and constituting 82 country members and 20 affiliated organizations.

In a recent piece that followed the death of former President Mandela, Dr. Cooper expressed high regard for him, as well as a perspective on how future dealings can occur in the troubled South Africa. He writes: “There was no rancor in any of our dealings with Madiba and the older ANC leadership, despite the periods of tension caused by the recruitment [of new members to the Black Consciousness Movement]. Our engagements were always cordial and grew to an easy comradeship and deepening mutual respect. Disagreements on political position never degenerated into acrimony. This is something that our polity sorely lacks, as is seen in our tense and violence-prone political discourse.”

The Interview

The practice of universalizing theory, research, and interventions that purports but does not include all people becomes staggeringly apparent when one examines the curriculums and readings of psychology programs in various countries and when one notes the absence of serious critique and dialogue about societal oppression’s significance to psychology. Africa alone consists of over 1 billion people, consequently greater attention solely to this continent can have tremendous implications for the expansion of psychological practices. Psychology, as we have come to know it now, is heavily influenced by Western traditions and values, yet endeavors to reformulate its most taken-for-granted theories and practices can produce a more inclusive articulation of well-being and effective praxis.

We were pleased to invite Dr. Cooper for an interview because of his commitment to a more inclusive psychology. Several months ago, I (first author) invited Dr. Cooper to take part in an online interview -- which he graciously agreed and completed, only to find out later that he and I would be at the East Africa Regional Conference in Psychology that November in Kampala, Uganda. Dr. Cooper allowed me the opportunity to ask him some further questions especially about matters we have in common -- an admiration for the work of Fanon and a passion for pan-African psychology and coalition-building.

CT and ST: Please explain your rationale for developing a pan-African psychology organisation.

SC: In many senses, Africa is the last frontier of psychology. The birthplace of most of humanity (the Khomani San of the Southern Kalahari, the oldest living tribe on earth, is genetically linked to almost every human being on earth) cannot boast development in psychology. As the quadrennial ICP2012 was being held on African soil (July 2012 in Cape Town) for the first time in the history of this international flagship in psychology (the first ICP was held in Paris in 1889), we felt that it was opportune for the leadership in African psychology that was present at ICP2012 to engage on psychology on the continent. The result was that the Cape Town Declaration was crafted by the African psychology leadership and which was acclaimed by delegates from 103 countries present at the Gala Opening Ceremony of ICP2012 on 22 July 2012, where the UN High Commissioner for Human Rights (Dr Navi Pillay, who was one of my lawyers in my student activism days) gave the keynote address and Nobel Peace Laureate Archbishop Desmond Tutu received the Steve Biko Award for Psychological Liberation from the Psychological Society of South Africa (PsySSA) and the Steve Biko Foundation. The first workshop (hosted by the Ghana Psychological Association) to consider the formation of PAPU and prepare for its launch was held in Accra, Ghana on 26-27 April 2013 and was attended by the leadership of psychology in West and North Africa. The 2nd workshop (hosted by PsySSA) was held on 26 September and was attended by the leadership of Southern African psychology associations. The last workshop will be held during EARCP in Kampala, Uganda on 8 November to which East and Central African psychology groupings have been invited. Attached please find the Draft PAPU Statutes.

CT and ST: Frantz Fanon's work has been prominent in post-colonial studies, but not so prominent in psychology programs. In your view, what are some of Fanon's most significant contributions to psychology?

SC: The need to eradicate inferiority amongst black people that has been inculcated by centuries of slavery, colonialism and conquest, and the quest for full selfhood of all human beings.

CT and ST: We read that you are urging psychology students in South Africa to serve in impoverished communities as part of their training. A brilliant idea. What measures already are in place OR are being developed to prepare these students to serve these communities most optimally?

SC: In almost all psychology training programs that lead to licensing and registration in South Africa, there are modules
that deal with culture, community, as well as violence (which is historic) so that these candidates are prepared for the reality confronted by the majority of South Africans. Most also do practicums and internships in majoritarian community settings. If one wishes to practice privately as a clinical psychologist, then one must do a compulsory year of Community Service (this is also done by medics and dentists) in under-served communities, and which is organized by the National Department of Health. Through PsySSA's lobbying and advocacy, the salary scales for psychologists in the public service are the same as that of medics and dentists; this is unique in the world and attests to the impact that psychology is making in post-apartheid South Africa. PsySSA also runs a psychology clinic on the Phelophepa (meaning ‘good clean’) Health Trains which reach unserved remote rural communities, which won UN awards for service delivery. We encourage students to participate in community-based mental health, educational enrichment and counseling programs so that they do not lose touch with the greater South African reality.

CT and ST: Relatedly, what guidance do you offer to African psychology students in how they can be most prepared for serving all people, from the privileged elite to the most impoverished?

SC: There is a holistic approach to dealing with any client in one of the most multi-cultural societies in the world. Gone are the days when it was a typical YAVIS client and, conversely, issues of impoverishment that affect the majority are not solely focused on; this would be most depressing and counterproductive for a rounded training. However, our curriculum still needs to be impacted on with a more African focus, which is what PsySSA and PAPU (Pan-African Psychology Union) are both committed to, and which is likely to be the new frontier for this last frontier of psychology.

CT and ST: What were the most challenging aspects of your own development as a psychologist, both in terms of training and in practice after you earned your degree?

SC: Creating relevance and reducing reliance on western approaches.

CT and ST: What have been the most rewarding aspects?

SC: Affirmation by the profession that the struggle for a more egalitarian and humanistic consideration of psychology is worthwhile.

CT and ST: In your opinion, what are basic foundational principles or areas of interest/study that all psychologists should have?

SC: The current foundations of scientific psychology (basic, biological, and I would emphasize social) are fundamental, but need to be generalized to the majority world, instead of remaining ensconced in minority western notions. Without a proper appreciation of psychology as a science, its applications and practice will suffer.

CT and ST: What is your opinion/view of the state of race relations in the USA? What are necessary steps toward improving those relations?

SC: In many instances race relations have improved, but there has been a rising narrowness and bigotry that masquerades in polished utterances (e.g., Tea-Party) that is more insidious and dangerous. This kind of racist entitlement will fester unless we point this out and show another way.

CT and ST: What is the role of psychologists in this process of addressing societal racism in the US?

SC: A huge role, which we shirk at the expense of our science and profession. e.g., Indicating the harm to self and others and how this can cloud our sense of actualization and achievement; working to reduce negative sensibilities (and the huge amount of emotion and angst that are so generated) that must influence our communities and the larger society, making common decency more distant. All of us are human, and the sooner we escape the terrible marks of our often racist upbringing, shed the bigotry that limits us and acknowledge each other, the sooner will we achieve greater understanding, harmony, peace and wellbeing. Put differently, it’s time all of us grew up and acted like thinking adults and not programmed automatons with inbuilt faults.

CT and ST: How is this role similar or different for psychologists in South Africa?

SC: Very similar, and psychologists are constantly relied on by the media to comment/understand/make sense of such issues, and they must do so without fear or favor.

Dr. Cooper will receive the 2014 APA Distinguished Psychologist in International Psychology Award at the Washington, DC annual conference in August.

References
Paris has played a pivotal role in the history of psychology. Some of the most important names in the discipline have worked and studied there, including Sigmund Freud, Alfred Binet, and Pierre Janet. Virtually all of the early luminaries had a connection to a single place and person in Paris. The place was La Salpêtrière; the person was Jean-Martin Charcot.

Pitié-Salpêtrière Hospital, or La Salpêtrière, exists today as a notable clinical and research hospital in the center of Paris. Originally a gunpowder factory (the name is derived from the French word for saltpeter, a key ingredient in gunpowder), the building became a prison for the Parisian underclass—a rug under which prostitutes, the poor, the mentally ill, and the cognitively handicapped were swept. A hospital was built on the site in the mid-eighteenth century, and over the course of a century and a half it developed from a squalid dumping ground into a major medical center. For the world of psychology, however, it was in the second half of the nineteenth century that La Salpêtrière developed its greatest legacy.

In 1862, Jean-Martin Charcot was appointed director of La Salpêtrière. Now widely considered the father of modern neurology, Charcot was instrumental in turning La Salpêtrière into a world-class center for medical discovery and technology. Over the course of his career, he made several momentous advances, leading to a better understanding of multiple sclerosis, amyotrophic lateral sclerosis, and several other neurodegenerative illnesses. In the process, he became France’s most famous doctor. A gifted teacher, many of his students, including Georges Gilles de la Tourette and Joseph Babinski, went on to notable achievements in medicine. While Charcot’s contributions to the field of neurology were substantial, in the latter part of his career he focused on a more controversial area. Some have even argued that he turned “Salpêtrière into something closer to a carnival than a teaching hospital,” (Harrison, 2011).

In the late 1800s, Charcot began to focus on the treatment of hysteria via hypnosis. In those years, hypnosis had fallen out of favor, relegated by the medical community to the realm of spectacle rather than a valid treatment option. Hysteria, too, was under debate. The condition was characterized by broad and varied somatic complaints with no apparent physical basis. Some physicians had begun to question the diagnosis, believing either that the list of symptoms was too broad to encompass a single condition, or that patients were in fact malingering rather than truly suffering. Originally thought to be a condition only women could experience due to its supposed basis in the womb, Charcot suggested instead that hysteria had a neurological origin (Hergenhahn, 2008), and thus could afflict both men and women (though his patients were primarily women).

Additionally, Charcot saw the susceptibility to hypnosis as a byproduct of the same neurological degeneration that caused hysteria. Thus, he believed that anyone who could be hypnotized was suffering from hysteria. He began to experiment with hypnosis in patients with hysteria in order to refine his understanding and diagnosis of the disorder. In 1877, he published the “Iconographie Photographique de la Salpêtrière,” a series of photographs of patients accompanied by text outlining what he believed to be the various stages of hysteria. The volume included “lurid clinical descriptions of the subjects’ sexual fantasies…and photographs of women and girls in varied stages of hystero-epilepsy and undress,” (Shorvon, 2007). The “Iconographie” was not universally appreciated—it was criticized at the time by the British Medical Journal (Shorvon, 2007) and more recently described as “pornography masquerading as intellectual inquiry” (Harrison, 2011). Nonetheless, many perceived the text to be of great clinical validity, and thus Charcot became a leader in the revitalized study of hysteria.

As noted previously, Charcot was notable for his teaching methods. Indeed, his theatrical demonstrations were famous, drawing physicians, medical students, and even lay people as spectators from around Europe. Charcot sought to
present patients who displayed the most prototypical presentations of various syndromes and disorders. While patients were hypnotized, Charcot found that he was able to induce symptoms of hysteria through the stimulation of “hysterogenic” zones—some of which were located near the breasts and pubic regions (Shorvon, 2007). While Charcot believed the basis for hysteria was located in the brain, he nonetheless demonstrated hysterical symptoms using these zones, and “treatments” such as an “ovary compressor,” a vise-like belt that applied external pressure to the ovaries via the abdomen. Many of his weekly presentations, which were given before a crowded amphitheater (Harrison, 2011), involved dramatic symptom presentations by his patients, who tended to be young, attractive women (Shorvon, 2007).

Although—or perhaps because—his depictions of hypnosis and hysteria had become such a public sensation, Charcot’s theories drew acute criticism from a pair of other French physicians, Ambroise-Auguste Liébeault and Hippolyte Bernheim, who worked in the French province of Nancy. Liébeault, Bernheim and their associates (collectively known as the Nancy School) had studied hypnotism for several years. Their position was that rather than being emblematic of a disorder, the capacity to be hypnotized was, in fact, completely normal. Many ordinary people appeared susceptible to hypnosis. The Nancy School posited that this susceptibility was merely the result of a high level of suggestibility rather than some undetectable degeneration of the nervous system. Further, they argued that suggestibility was heightened during hypnotism, and that this suggestibility explained much of the behavior observed in patients.

In his presentations, Charcot would describe the symptoms he expected to induce in front of his hypnotized patients. Thus, according to the Nancy School’s theory of hypnosis, Charcot’s demonstrations of prototypical “hysterics” may have been nothing more than hypnotized individuals acting in accordance with suggestion. The criticism of Charcot’s work from the Nancy School was fierce, and their position on hypnotism took hold in the greater scientific community. Much of Charcot’s work in the study of hysteria was ultimately discredited. Near the end of his life, even Charcot admitted that the Nancy School’s position had been correct, and that his studies would not stand the test of time.

While Charcot’s work in the field of hysteria was ultimately widely criticized and did not result in the same sort of lasting impact as his work in neurology and medicine, it did serve to revitalize the academic discussion of hysteria and hypnosis. Moreover, an examination of these occurrences at La Salpêtrière—whether one judges them to be science, pseudo-science, or simply theatrics—provides a fascinating glimpse into the history and development of the field of psychology and psychotherapy.

Today, La Salpêtrière remains a major medical center where state-of-the-art treatment is available. Many notable figures have received care there, including former president Jacques Chirac and various members of European royalty. Princess Diana was brought there following her tragic automobile accident. The grounds themselves remain impressive with their period architecture. The campus of the hospital is also home to the Charcot Library, which consists of approximately 3500 volumes, including the “Iconographie Photographique de la Salpêtrière” and other patient records, as well as numerous medical texts, drawings, and annotations by Charcot and his students. The library is open to the public, although it remains a working library for medical students. Visitors are expected to remain quiet and respectful of the library’s patrons.

Charcot Library:
Location: 47 Boulevard de l’Hôpital, 75013, Paris, Fr.

Nearby Public Transportation:
Metro Line 5 (Saint-Marcel Station)
Metro Line 10, RER C (Gare D’Austerlitz)

Hours:
M-W: 9AM-1PM, 2PM-4:30PM
Th: 10AM-1PM, 2PM-5:30PM
F: 9AM-12PM

References
United Nations forum seeks to prevent genocide

Harold Takooshian, PhD

takoosh@aol.com

"What can nations do to prevent future genocides?"

On April 17, 2014, this was the focus of an interdisciplinary forum at the United Nations in New York City, on "Preventing genocide: Nations acknowledge their dark history." Over 150 students, professionals, and diplomats filled the Dag Hammarskjold Auditorium for three hours for this three-part forum, which was opened by Tigran Samvelian, Deputy Permanent Representative of the Republic of Armenia to the United Nations, and forum Chairperson Ani Kalayjian.

First, the screening of a moving new oral history film on the Armenian genocide of 1915-1923, River Ran Red, in which elderly Turks, Armenians, and American missionaries recounted their own harrowing experiences with the massacres in Anatolia 99 years earlier.

Second, Dr. Kalayjian's committee presented the 19th annual Krieger Awards to five high school students, who were chosen out of 300 essays, who wrote the best essays on "Preventing future genocides." In their responses, these students noted that some nations' attempts to deny their past genocides is unhealthy, since this prevents the healing that must occur to prevent future genocides.

Third, a distinguished panel of three experts from Turkey discussed "A century of genocides, 1913-2013: Lessons learned."

Professor Halil Berktay of Sabanji University, a graduate of Yale and Birmingham, addressed the question, "Why does his Turkish government continue to try to deny the Armenian genocide of 1915?" Like most nations, Turkey has always glorified its Unionist/Kemalist revolution as liberation from imperialist oppression, and it falsely viewed its Chris-
Psychology's Contributions to Sustainable Development: Challenges and Solutions for the Global Agenda

Katrina Martinez
atopyoutrep@gmail.com

On 24 April 2014, Conference Room 2 at the United Nations was filled with over 300 students, professors, NGO representatives, UN officials, practitioners, and more for a groundbreaking 7th Annual Psychology Day at the UN. This year's conference theme was, “Psychology’s Contributions to Sustainable Development: Challenges and Solutions for the Global Agenda.” It was flawlessly co-chaired by Dr. Lori Foster Thompson, UN NGO Representative for the Society for Industrial and Organizational Psychology (SIOP) and Professor at North Carolina State University, and Dr. Rashmi Jaipal, UN NGO Representative for the American Psychological Association (APA) and Professor at Bloomfield College. The afternoon was chock-full of dialogue surrounding the post-2015 agenda, and psychology’s role within it.

This year’s co-sponsors included the Permanent Mission of El Salvador to the UN, as well as the Permanent Mission of Uganda to the UN, among many others. During his opening remarks, the audience was pleased to hear from H.E. Ambassador Ruben Hasbun of El Salvador, that taking psychology into account in public policy is obvious to his government. He also reminded the audience so importantly that language and phrasing is vital in connecting psychology to Ambassadors and other government leaders. Later on during the panel session, H.E. Ambassador Kintu Nyago of Uganda stated that the assumption that some member states do not accept psychology is not right, rather, they do not appreciate its benefits. These words of encouragement to psychologists from UN Ambassadors fueled a vibrant energy throughout the rest of the afternoon and evening.

Joining us from the White House, Senior Policy Advisor Dr. Maya Shankar, the conference’s keynote speaker, presented “Designing Public Policies: A Person-Centered Approach.” During her presentation, Dr. Shankar exhibited a Behavioral Design for farmers in Businia, Kenya who did and did not use fertilizer in their crops. The results of this study showed the positive and sustainable effects on livelihood that implementing psychological findings into public policy can have. Dr. Shankar is also part of the Social and Behavioral Sciences Team that the U.S. established in an effort to implement best practices in policy making.

Throughout the conference, questions from the audience stirred the conversation, stimulating thought-provoking discussion from the speakers to dig deep into their expertise. How can the NGO community work to increase awareness of the importance of psychology at the UN? What is the role of grassroots movements to engage in psychological contributions? These were some of the questions from the audience. It was noted by Dr. John Lawrence, former principal adviser and deputy director of UN Development Programme and current Professor at Columbia University, that the audience was full of young people.

After a ten minute interlude following H.E. Ambassador Hasbun’s opening remarks and Dr. Maya Shankar’s keynote presentation, Dr. Roseanne Flores and Dr. Peter Walker moderated the much anticipated panel. This session focused on “Social, Environmental, and Economic Sustainability: Psychological Contributions for the United Nations Post-2015 Agenda.”

The panel’s first speaker, Dr. Saths Cooper, President of the International Union of Psychological Science, noted that the World Health Organization estimates that by 2030 the economic cost for mental illness will be $6 trillion! Thus, it is important that the usefulness of psychological science be made available to all, as not doing so could have detrimental effects.

Dr. Elke Weber, Professor and Director of the Center for Research on Environmental Decisions at Columbia University spoke about humans as creatures of rational deliberation. Dr. Weber believes that metrics of happiness which are starting to be used now are key, because people pay attention to what is measured.
Dr. John Lawrence presented on "Fostering Human Resourcefulness as a Priority for Public Policy." He challenged the audience with a few questions. Where does resourcefulness lay? Can it be measured? Taught? Defined?

As the final speaker for Psychology Day, H.E. Ambassador Kintu Nyago of Uganda spoke about the importance of democratic institutions in the bottom-up approach to engaging in psychological issues.

In her closing remarks, conference co-chair Dr. Jaipal spoke of the ease in working with the Psychology Day Planning Committee in creating such a successful event. “Perhaps because we’re all psychologists and we know about validating and reassuring one another and working together in the planning process, it was so easy,” she claimed. Perhaps leaving these words to resonate with the audience as the conference ended got those who do not usually work and consult with those in the psychology field to start doing so. With this statement, Dr. Jaipal highlighted the most relevant example of the conference’s theme, the importance of psychology to sustainable development.

After the conference, attendees continued to Cibo Restaurant to unwind and engage in the day’s discussions in a more casual manner.

Live tweets from the conference can be found on Twitter at @UNPsychologyDay. Young people interested to become more involved in the work of the United Nations can check options on the web: http://ngodpiexecom.org/2014/05/ngo-youth-representative-report-katrina-martinez/
the UN. Fordham University is one of approximately 27 universities with this prestigious association with UN DPI. We know that youth participation adds value to the UN and they can provide perspectives into issues that affect them. Fordham University’s Graduate School of Social Service student Anjanae Wilson has benefited from Fordham’s relationship with the United Nations, acting as a youth representative for a Belgium-based NGO, Close the Gap. “Working at the UN gives me a chance to learn international social development from the inside out,” said Wilson. “Before I started this relationship with Close the Gap, I did not think of technology in terms of social work or social justice. But I see how important it is to empower individuals in these developing communities.

Students can observe the work of the UN by representing an NGO at the UN. There are NGOs accredited with ECOSOC and NGOs associated with the Department of Public Information (DPI) all over the world. DPI hosts briefings for NGOs with high level UN speakers, webcasts and runs a NGO youth representatives program. As a designated NGO youth representative, students get a UN NGO security badge to access the UN. Every NGO has two spaces available for youth ages 18-32. Many UN associated NGOs around the world have no representatives at the UN in New York. Students can seek this opportunity to serve as their eyes and ears at the UN sitting in on meetings of interest to their NGO. Currently there are 325 NGO youth representatives and approximately 1300 NGOs with UN DPI association.

DPI enables youth reps the opportunity to organize a briefing and host monthly youth rep meetings. NGO youth reps can write articles for the NGO/DPI Executive Committee’s NGO Reporter and participate in the Learning Agenda program: aimed to serve youth reps by enhancing their experiences with networking, advocacy and career workshops. To learn more about youth reps program: http://www.un.org/youthenvoy/ opportunities/dpingo-youth-representatives/

2. Attend the annual UN DPI NGO conference/servce on conference planning subcommittees

This year’s premiere UN DPI conference for NGOs will take place August 27-29th, 2014 in NY with the theme “The role of civil society in the post 2015 development agenda.” To read more: http://post2015.iisd.org/events/65th-annual-un-dpingo-conference/ There are various subcommittees (media, workshops, intergenerational) students can volunteer to help with as part of the conference planning subcommittees including the youth subcommittee. This is an opportunity to take a leadership role, to have a voice, plan youth events and possibly contribute to an outcomes document of the conference. More information: http://outreach.un.org/ngorelations/2014/04/15/65th-dpingo-conference Another large UN conference you can attend hundreds of side events to network and learn about topics is the UN Commission on the Status of Women. Read here: http://www.unwomen.org/csw

3. Volunteer to serve on a NGO/DPI Executive Committee subcommittee

The NGO/DPI Executive Committee is a Board composed of 18 Directors elected from UN DPI associated organizations. The Board serves as a liaison between the 1,300 NGOs associated with the UN and the United Nations. There are various subcommittees students can get involved with: IT, Bylaws, Outreach, Nominations. The Youth subcommittee aims to involve youth with the UN & NGO conferences, youth orientation programs and work with youth reps. http://ngodpiexecom.org

4. Find your passion and niche

I get asked a lot by students how they can get a job or internship at the UN. Students can apply directly to the UN.org website for highly competitive UN internships in various UN Agencies, Programmes & Funds such as UNICEF, UN Women, World Food Programme. I have presented on panels with UN Human Resources several times who explain the YPP UN entrance exam and this is my best advice: seek creative ways to get into the UN through experiences with NGOs and networking opportunities that build your resume. Become familiar with the Post 2015 development agenda (http://www.worldwewant2015.org) for opportunities to get involved. Find an area you are passionate about, and align your efforts with that whether it is gender equality, education and health or water and sanitation. Find an NGO associated with the UN that works on the issues you passionate about and offer your talent, skills and initiative. Become their NGO youth rep at the UN, blog about their work, create a social media campaign, know your NGO. Maya Saoud- M.S. Education; BA History and Middle East Studies at Fordham. Students can also check if their school is a member of the UN Academic Impact Initiative (UNAI) which provides opportunities for them to attend UN university forums, global classroom chats etc.

Author Note
Kelly J. Roberts serves multiple roles with the United Nations: as the NGO main representative to the United Nations Department of Public Information (DPI) for Fordham University and NAFSA, the Association for International Educators, and Secretary/Chair of the Youth subcommittee of the NGO/DPI Executive Committee.
Healing Trauma of Domestic Violence Around the World
Symposium at 58th Session of the United Nations Commission on the Status of Women

Susan Smith, Blerina Marku, and Dr. Ani Kalayjian
drkalayjian@meaningfulworld.com

Bad things do happen; how we respond to them defines our character and the quality of our life. We can choose to sit in perpetual sadness, immobilized by the gravity of our loss, or we can choose to rise from the pain, learn the lessons, and treasure the most precious gift we have — life itself.

Walter Anderson (Revised by Dr. Kalayjian).

New York, NY, 20 March 2014 — In conjunction with the 58th Session of the United Nations Commission on the Status of Women, ATOP Meaningfulworld presented a parallel symposium on “Healing the Trauma of Domestic Violence Around the Globe” at 777 UN Plaza. More than 100 people participated in this conference, many standing at the back of the room, on raising awareness about domestic violence and sharing healing approaches to trauma transformation.

The objectives of this symposium were: 1) to present data on the ongoing prevalence of domestic violence throughout the world, particularly as it affects the most vulnerable groups and intersects with other global conflicts and traumas; 2) identify promising new psycho-spiritual approaches to healing the trauma of domestic violence and reinforce the value of integrative methods; 3) discuss the intergenerational inheritance of unresolved trauma; and 4) provide an experiential demonstration of one such healing method.

Following welcoming remarks by Blerina Marku, ATOP Meaningfulworld public relations coordinator, Dr. Ani Kalayjian, founder and CEO, shared an overview of women’s empowerment and healing initiatives spearheaded by ATOP Meaningfulworld in 45 countries around the world. She shared the good news, positive initiatives around the world, but also shared the sad news the statistics about domestic violence. Here are a few of these statistics: According to a 2013 global review of available data, 35% of women worldwide have experienced either physical and/or sexual intimate partner violence or non-partner sexual violence. However, some national violence studies show that up to 70% of women have experienced physical and/or sexual violence in their lifetime from an intimate partner. Some countries are doing very well, as according to World Economic Forum (WEF) for five years in a row; Iceland has been rated as a country with the world’s smallest gender gap. The rating means that Iceland is the country where women enjoy the most equal access to education and healthcare, lowest violence reported, and women are most likely to be able to participate fully in the country’s political and economic life.

At home, in the United States, Dr. Kalayjian shared in a very sad demeanor that 1 out of every 6 American women has been the victim of an attempted or completed rape in her lifetime (14.8% completed rape; 2.8% attempted rape). 17.7 million American women have been victims of attempted or completed rape. In 2003, 9 of every 10 rape victims were female (RAINN, 2013).

Although overall, the gender gap narrowed slightly across the globe in 2013, as 86 of 133 countries showed improvements, change is definitely slowly crawling, and need to take a faster pace, she added.

Dr. Kalayjian concluded by saying, “The human race is like a bird with two wings, one male and the other female. If we are not mindful and make sure the right and left wings are coordinated and harmonious, the human race cannot move forward and prosper.” Thereafter, in the therapeutic ambiance of candles, literature, and poignant testimonials on the trauma of domestic violence, experts offered insight on coping strategies leading to healing and transformation.

Rev. Dr. Victoria Jeanne Rollins, founder of the LOVE Task Force on Nonviolent Living, New York, NY, gave a presentation on “Reclaiming Life: Love’s Transformative Power to Heal the Wounds of Trauma.” She defined LOVE as an action verb that, combined with the mindful choice to recognize, honor, and nurture the divine spirit within, allows us to transform, to heal ourselves and others. Overcoming fear of pain, hurt and denial are primary challenges in the process of healing and preventing further physical, social, spiritual, emotional, sexual, and economic violence. Rev. Rollins discussed genocide all over the world as the ultimate manifestation of hatred, with women and children the most innocent and vulnerable victims. To transform hate into love — to allow healing and transformation to occur — one must open the heart to acknowledge and release pain so that strength, resilience, and responsibility can prevail. Rev. Rollins described patriarchal privilege as pervasive globally, including in the
First World. She also spoke about the intersection between human abuse and animal abuse.

Lorne Schussel, a PhD candidate in clinical psychology at Teachers College, Columbia University, New York, NY, discussed his research on the nascent literature of consciousness, health, and spirituality within the framework of a post-materialist paradigm. He shared clinical findings on his intervention known as the “Best Self-Visualization Method,” which has been featured on The New York Times, Huffington Post Live, and ABC Online. He explained that in order to dissociate from manifestations of dysfunction or violence, one must access the state of consciousness of the spiritual “best self.” By practicing loving kindness and integrating the “best self” into all interpersonal and worldly interactions, peace is causally manifested at micro and macro levels. Mr. Schussel concluded by leading symposium attendees in a “Best Self Visualization and Experiential Meditation Exercise.” The audience members shared that they felt empowered, relaxed, centered, and happy.

Symposium participants were diplomats, academics, civil society representatives from more than 50 countries, healers, spiritual leaders, and students. An interactive session followed led by Dr. Kalayjian, where symposium participants were invited to share their services and events pertaining to the topic of healing the trauma of domestic violence. The following representatives of local and international NGOs shared:

Laila Amatullah-Jalyl, LMSW and co-chair of Roosevelt Island Women’s Health Organization, Inc., New York, NY, shared the NGO’s commitment to empowering women today with the knowledge of wellness for a healthier tomorrow. She extended a cordial invitation to RIWHO’s monthly programs.

Itoro Exeanabu, Partnership for Justice, Lagos, Nigeria, spoke about her NGO’s commitment to equality, justice, and globalistion of human rights standards in Nigeria, where it works at all levels to offer services to victims of human rights violations and create linkages for the promotion and protection of human rights. She emphasized the need to educate and provide services to women and girls as the primary victims, as well as to boys who might be victimized. For more information, please visit www.nijng.org.

Elena Chebotarevy, PhD, People’s Friendship University of Moscow, Russia, shared information about the university’s cross-cultural understanding program and its research, practices, and trainings focusing on improving communication with immigrants and with foreign countries both near and far. For more information, please visit www.ipkruhn.ru.

Jaspreet Kaur, legal fellow, Voices for Freedom, New York, NY, spoke about violence and genocide against the Sikh population of India in 1986. She shared her NGO’s efforts to advocate for freedom of faith and human dignity, as well as provide legal help to immigrants, many of whom are students. For more information, kindly visit www.voicesforfreedom.org.

After an organic lunch consisting of whole grains, legumes, salads, nuts, and berries, which was prepared with love by Dr. Kalayjian, she closed the symposium with Collective Healing: A Heart to Heart Circle of Gratitude and Love.

We express our deepest gratitude to the event’s co-sponsors: ATOP Meaningfulworld, Voices for Freedom, Armenian Constitutional Rights Centre, Armenian American Society for Studies on Stress and Genocide, World Wide Network for Gender Empowerment, Fielding Graduate University, and the Institute for Multicultural Counseling and Educational Services.

Reference
Current Issues Around the Globe

Founded in 1990, the Association for Trauma Outreach & Prevention (ATOP) Meaningfulworld, a charitable organization affiliated with the United Nations Department of Public Information, has achieved international recognition as a leader in training humanitarian outreach professionals as well as responding to two decades of global and local disasters. ATOP is committed to health and global education promoting state-of-the-art scientific theory, peace, forgiveness, consciousness research, internship, and the development of best practices to train mental-health professionals, teachers, psychologists, art therapists, nutritionists, practitioners of alternative medicine, clergy, nurses, mediators, interfaith ministers, and lay persons committed to servicing the self and humanity. Meaningfulworld Humanitarian Outreach Program teams have helped rehabilitate survivors from more than 45 calamities, making a daily difference in people’s lives by helping transform tragedy and trauma into healing and meaning-making through post-trauma growth, resilience, emotional intelligence, mind-body-eco-spirit health, visionary leadership, empowerment, and artful collaboration through a new world view.

Our Motto: When one helps another, BOTH become stronger.
Current Issues Around the Globe

My Vision for International Psychology and the Meaning Conference

Paul T. P. Wong, PhD, CPsych
drpaulwong@gmail.com

I am pleased to announce that The 8th Biennial International Meaning Conference will be held in Vancouver, Canada, July 24-27, 2014. This year, the International Network on Personal Meaning (INPM) will join forces with the Constructivist Psychology Network (CPN) to form the First Congress on the Construction of Personal Meaning. More importantly, INPM’s Meaning Conference will focus on international and cross-cultural issues of personal meaning.

I want to take this opportunity to share my vision for International Psychology through a brief history of the INPM and its Biennial Meaning Conferences. This will give my colleagues a glimpse of one man’s adventure or misadventure to create a forum for International Psychology.

Back in 1998, when I was the Director of the Graduate Counselling Program at Trinity Western University, I founded the INPM to advance the mission of Viktor Frankl in a way that is broader than his classic Logotherapy (Frankl, 1985). Frankl’s main focus was to help people become conscious of their personal responsibility to fulfill their unique life tasks of serving others and discover the meaning in seemingly meaningless situations (e.g., suffering and terminal illness). It is through the seeking and construction of meaning that one finds significance, fulfillment, and vitality in a chaotic and turbulent world.

I found Frankl’s vision to be both moving and compelling, particularly his uplifting message to the suffering masses that they can still live with meaning and dignity in the face of adversity and death. Frankl has provided the missing pieces lacking in contemporary positive psychology, which focuses on the well-being of people in neutral and positive territories. As a result, I have developed existential positive psychology (Wong, 2009, 2014) to integrate logotherapy and positive psychology.

While maintaining the basic tenets of Logotherapy, I have reached out to meaning researchers and practitioners from different countries with different theoretical stripes in order to develop a truly broadly based, universally applicable roadmap for meaning-seekers around the world. We are pleased that Vienna’s Viktor Frankl Institut recognized INPM from the very beginning and now has formally recognized the INPM as an Accredited Member Institute of the International Association of Logotherapy and Existential Analysis at the Viktor Frankl Institute Vienna.

Here is a more detailed version of its mission statement: “INPM is dedicated to advancing health, spirituality, peace and human fulfillment through research, education and applied psychology with a focus on the universal human quest for meaning and purpose. We accomplish this mission through research, publications, conferences, and public education.”

Another significant extension of logotherapy is our attempts to incorporate culture in meaning research and therapy (Wong, 2011). As indicated in this mission statement, INPM focuses on the universal human needs for spirituality and meaning as pathways towards a better world of harmony, peace, and fulfillment. We have adopted the strategy of organizing International Meaning Conferences as an inclusive “big tent” for people from different countries and different theoretical camps.

The first International Meaning Conference was held in Vancouver in July 2000, with Irvin Yalom, Ernesto Spinelli, C. R. Snyder, and David Myers as keynote speakers. The main theme of the conference was “ Searching for Meaning in the New Millennium.” I intentionally invited leaders from existential and positive psychology camps to speak at the same conference to address the fundamental needs of human beings for meaning and happiness. My vision was that the Conference would serve as a springboard for a meaning-based global positive revolution in the new millennium (Wong, 2008).

The international and cross-cultural emphasis became clearer at our second conference, also held in Vancouver, in July 2002. The theme of this conference was “Freedom, Responsibility and Justice.” The most memorable event of that conference was that we were able to have Arun Gandhi, grandson of Mahatma Gandhi and Director of the Gandhi Institute for Non-Violence, as one of the keynote speakers. He was able to draw a few hundred from the Canadian South Asian community to hear his keynote address.

On average, we have had over 300 attendees from more than 30 countries at our Meaning Conferences. Looking back, sometimes I felt my efforts to create an international psychology forum where all voices are heard and a thousand flowers bloom is more like the adventure of Don Quixote tilting at windmills. It was difficult and costly to bring in psychology leaders from different countries, but it was even
more difficult to get leaders from different theoretical camps to dialogue with each other. However, I am encouraged by the strong interest among the younger researchers and graduate students in developing a more global and integrative perspective. I am also encouraged that personal friendships were formed among attendees from different countries. We have also published two volumes of conference proceedings, The Positive Psychology of Meaning and Spirituality (2012) and The Positive Psychology of Meaning and Addiction Recovery (2013). The third volume will focus on international and cultural issues in the research and applications of meaning.

After more than 10 years, I have not given up my vision in spite of the challenges. Neither the colonizing of American psychology, nor the indigenous movement serves as a promising model of international psychology. A third alternative, as demonstrated in INPM’s mission and Meaning Conferences, is to bring psychology leaders together to integrate theoretical and methodological issues on existential topics that have a universal appeal, such as: How can we be fully functioning human beings? What makes life worth living?

Now we are ready for our 8th Biennial Meaning Conference, with a special focus on international and cross-cultural dimensions of meaning in life. This Conference represents my latest efforts to bring together psychology leaders from different countries to address various aspects of meaningfulness, such as:

- What makes life worth living regardless of circumstances?
- How does meaning contribute to healing and flourishing?
- What kinds of goals or values contribute to meaningfulness and why?
- What is the role of culture in shaping one’s concept of meaningfulness?
- What are the international and cultural differences in well-being and meaning?
- Is meaning subjective, objective, or a mixture of both?
- How can we build a science of meaning beyond self-report measures?
- Do we need ultimate meaning that transcends the self and its limitations?
- How could a secular meaning system give us a sense of ultimate meaning?

In the midst of global trends of secular materialism and sectarian religious fundamentalism, existential positive psychology, as introduced here, may offer a more promising alternative for better world. I do hope that some members of Division 52 will share my vision and partner with me in advancing a truly international and cross-cultural existential positive psychology of meaning and well-being. I look forward to seeing many of my international friends at the conference. For those who are interested in participating, please visit [www.meaning.ca/conference](http://www.meaning.ca/conference) or write to me directly at drpaulwong@gmail.com.

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**Ecela: Studying psychology in Spanish in Argentina**

Carolina Soto

[psychology@ecelaspansh.com](mailto:psychology@ecelaspansh.com)

Spanish is the second largest language spoken in the United States, and the numbers clearly show its growing impact. In fact, there are more Spanish speakers in the US than there are in Spain, with 69 million Americans speaking Spanish as a first or second language, and 6 million more studying Spanish.

Only half of those who speak Spanish also identify themselves as being able to speak English “very well.” This means that approximately 34.5 million Spanish speakers struggle with or are not confident in their English skills. Many of these people prefer and seek out professionals who can communicate with them in their native tongue.

Nelson Mandela famously said, "If you talk to a man in a language he understands, that goes to his head. If you talk to a man in his language, that goes to his heart." By speaking Spanish, patients can feel more comfortable and open up to their therapist or counselor.

The ability to speak Spanish, and to understand the culture, is quickly becoming a necessity within the area of

References


psychology. Ecela Buenos Aires, a Spanish immersion school, offers a special program that combines language immersion with psychology in the Argentine culture. Why Buenos Aires? After all, Mexico, Costa Rica, and Ecuador are more convenient and with excellent Spanish schools.

Simply put, the Argentine culture has a unique relationship with psychology. One survey by a Buenos Aires psychologist Modesto Alonso and his colleagues in 2012, found there were an estimated 202 psychologists for every 100,000 people. In comparison, the American Psychological Association reported that the Bureau of Labor Statistics in the United States found approximately 33 psychologists per 100,000 people that same year. Looking beyond these numbers unveils a vast difference in perception of psychology’s role in the two cultures.

In the United States, there is a stigma around receiving mental health treatment. It is something that people feel should be kept secret. However, this stigma does not exist in Argentina. It is not uncommon for every member of an Argentine family to regularly attend some form of therapy.

Although psychotherapy sessions are not necessarily cheap in Argentina, typically ranging from 50 to 500 pesos ($10 to $100), therapy is not something reserved for the rich and elite. Patients can receive free sessions from the state medical system and many unionized workers have insurance plans that cover dozens of visits every year. Regardless of socioeconomic status, psychoanalysis plays a prominent role in this country.

Psychology has literally made its way onto the Argentine map: Plaza Guemes in northern Buenos Aires is nicknamed “Villa Freud” due to the high concentration of practicing psychologists in the area.

Students enrolled in the six-week Spanish immersion course earn an equivalent of two college semesters worth of credit. The psychology field seminar includes role-playing and specialized vocabulary, site visits to locations such as addiction clinics and counseling centers, and introductions to the country’s unique practices.

There are no Spanish prerequisites in order to take this course, but the stronger one’s Spanish already is, the more beneficial it will be for her. However, this shouldn’t be a point of intimidation as key points are generally communicated in English.

Ecela Buenos Aires will be offering two sessions of this language immersion course in summer of 2015. The first session will begin in May and the second in July 2015.

To the inspiration behind the program, Ken Ingraham, Ecela Spanish co-founder and president, explains “Part of our organizational mission is to support the Spanish-speaking population back in the USA” (Mr. Ingraham is from New Hampshire.) “Our combined psychology and Spanish immersion program does just that by helping future therapists and practitioners relate to and communicate with the community.

Similarly Ecela also offers special Spanish immersion programs for future health care workers, legal professionals, anthropologists, and social workers. Future plans include special programs for elementary education, emergency response, and criminal justice majors.

Mr. Ingraham added: “For most of us learning Spanish is tough. Very tough. And usually without any immediate payoff other than a grade. However, once realizing the field applications of Spanish the desire to genuinely learn skyrocket. It stops being just a language requirement and becomes a real benefit to a student's life and career.”

The contact information to learn more about the Spanish & Psychology program is psychology@ecelaspanish.com. Phoning (347) 329 5506 will forward you to the South America administration office. The website is http://ecelaspanish.com/program-info-spanish-psychology/
Global Coaching

Joshua Ehrlich, PhD
Chairman, Global Leadership Council
josh@globalleadershipcouncil.com

Executive coaching began in the 1960s as a way to help leaders become more effective given the limitations of group training. It was typically delivered by former business leaders and Human Resource professionals given their credibility and understanding of the business context executives typically face. Over the years psychologists have entered and become a significant presence given their specialized skills. Psychologists have worked to professionalize the field, given its multi-disciplinary nature and lack of standards and barriers to entry. However, there are still a multitude of coach associations, the largest being the International Coach Federation (ICF), The European Coaching and Mentoring Council (EMCC), and the Worldwide Association of Business Coaches (WABC). There are also thousands of coach training institutions that offer certificates, some with affiliations to the coach associations and many without. Most coach training occurs outside of university settings with varying levels of oversight, standards and research basis. Coaching is still in the ‘Wild West’ and far from established profession.

As companies have become increasingly global, global coaching has emerged to help leaders manage global organizations. However, there is no consensus about what is required to be a global coach. Some believe it takes a global mindset and good cross-cultural communication skills to call yourself a global coach. Others feel it is essential to have lived and worked outside their home countries. Many people call themselves global coaches even if they only do virtual or phone coaching with global leaders, or simply coach local leaders who work for multinational organizations. Some feel this is not true global coaching. Finally, some argue there is no such thing as global coaching— they believe that good coaching is a process that transcends cultural boundaries (Holt, 2014). Global leaders can be defined as people who influence others from different cultures, countries, political and social systems (Gebelein & Livermore, 2013). For simplicity, we can define global coaches as people who develop global leaders, whatever the context.

My identity as a global coach has developed over the last 20 years of doing this work. One driver came from my colleagues, the other from my clients. I found myself working with leaders from other parts of the world, who then took jobs in still other parts of the world. In order to keep up, I had to expand my awareness, flexibility and skill set. I also started meeting coaches from other parts of the world, going to global conferences, and working towards coaching as a unified global profession. Supervising coaches from other parts of the world added to my sense of being part of something larger, and writing articles and getting feedback from around the world continued the trend. So a major part of my pull was enjoying being part of a global community of coaches.

I recently wrote a chapter on Global Coaching for a book due out this Spring. Global Coaching is a collaborative work from coaches across the world, and is edited by Dr. Katherine Holt. My chapter is primarily about how we can remain grounded and centered as we leave home—how we can find a secure base within ourselves and within a community of practitioners. It is also about how we stay present as our clients race faster and faster, and drag us into mindlessness if we are not careful. I present a variety of tools for helping ourselves and our clients stay connected by:

- Identifying our foundation (understanding our values and purpose)
- Clarifying our roles (to what extent are we doers or leaders)
- Paying attention mindfully (being present to body, mind and emotions)
- Learning to reflect (looking back, forward, inward and outward).

Learning to track and focus our attention in the present—i.e., becoming mindfully intelligent—has a tremendous number of benefits from clarity and creativity to stronger relationships and longevity (Ehrlich, 2012). Mindfulness is a powerful coaching tool and framework for global coaches.

I learned from the other authors of Global Coaching that global coaches work from a variety of perspectives and employ a range of models. There is no standard approach or way of creating an identity as a global coach. However, there are a number of threads that bind us. Being a global coach has to do with more than our activity (actually doing work with global companies and global executives). Being a global coach has to do with our mindset (having a global perspective), our competence (understanding of global organizational and leadership issues), and our identity (thinking of ourselves as global citizens).

There are several recent positive developments in global coaching. A number of assessment tools from universities and global consulting firms have emerged to help leaders understand their styles compared to leaders from other cultures. The standard 1:1 coaching assignment is still a dominant mode of intervention. However, far fewer of these are remedial than 20 years ago. While coaching started with the goal of ‘fixing’ bad behavior and saving careers, now most assignments are proactive and developmental. The goal is to help a leader learn skills they need to operate at the next level. In addition, many companies are incorporating coaching into broader leadership development programs where an executive may get only a few sessions with a coach to debrief some assessments, or may be part of a group where a coach facilitates a number of sessions over several months. In es-
sence, coaching is now used as a tool for broader leadership and cultural development as well as to help drive organizational competitiveness.

How coaches are working is also changing. Coaches are becoming more connected in international networks and collaborating more than ever before. As the world becomes more interconnected, the model of the solo practitioner is going away. Coaches are increasingly joining global networks so they can learn from each other and support multinational clients. This is driving a new level of professionalism. Psychologists have long understood the need for supervision. Coaches are just now embracing supervision, with some of the push coming from corporations who are either recommending or requiring it. The challenges facing the world (poverty, famine, environmental destruction) are also challenging coaches to help support global transformation and to begin coaching for global good.

Global coaching (and coaching in general) faces significant threats. As more coaches have entered the field, coaching has become commoditized and the prices coaches can demand have fallen. There are now coaches all around the world, so fewer coaches are being asked to fly around the world. And as new telecommunications emerge, we need to travel even less. Technology also has begun to offer just in time development solutions that challenge the need for coaches (including expert systems, e-learning programs and apps). Some coaches predict the end of an era (Peterson, 2014). However, I believe isolated senior executives will continue to need a safe place to go with their concerns, and the demands of global leadership will continue to make leaders turn to coaches for help. Those brave leaders will work to transform themselves in the context of a human process no app can replace.

Global coaching remains an emerging field, and as more coaches join the field, the level of supervision they provide must rise. This is driving a new level of professionalism. Psychologists have long understood the need for supervision. Coaches are just now embracing supervision, with some of the push coming from corporations who are either recommending or requiring it. The challenges facing the world (poverty, famine, environmental destruction) are also challenging coaches to help support global transformation and to begin coaching for global good.

Using 360-degree feedback to compare Russian and American university students

Anna Formozova
Higher School of Economics-Moscow
formozova@gmail.com

Adelya Urmanche
Higher School of Economics-Moscow

Abstract
How much do domestic and international students vary in their views of the education their school offers them? With the world-wide rise in the numbers of international students, schools must adapt to these students’ needs. This study explores an evidence-based method to compare the views of domestic and international students across nations. Here, a standardized 20-item scale (Grafman, 2010) was completed by 926 U.S. and 122 Russian students, using "360-degree feedback" (Riggio, 2012) to compare domestic and international students' views on their school. Based on our 3 hypotheses, we found: (1) Individuals varied widely on an 80-point scale—from 31 to 74. (2) A 2 x 2 analysis found the four means were the same (Russian domestic= 53.4, Russian international= 49.8; US domestic= 53.2; US international= 54.1), but the profiles were different—with 9 out of 20 items different for Russian international students compared with only 2 of 20 for US international students. (3) Russian students' views varied significantly with the gender, employment, and number of years in school. Policy implications of this method and preliminary findings are discussed.

Introduction
The number of international students is already rising sharply world-wide in this new century (Sidhu, 2006). The Institute of International Education (2013) reported a total of 819,664 international students studying in the U.S. during the 2012-2013 academic year, up from 586,223 in the 2002-2003 academic year. In Russia too, the Ministry of Education finds numbers of international students are growing steadily, following an abrupt drop with the cessation of funding for foreigners in 1991. From the low of 52,600 in 1993, the number of international students in Russia grew steadily over the next two decades, reaching 129,690 in the year 2012 (UNESCO, 2012). Simultaneously, the number of Russian and American students studying abroad is also rising, as part of a global trend. UNESCO data on global flow of tertiary level students finds a growing number choose to study abroad—for just one semester or their entire degree. In the past three decades, international students have increased five-fold, from 0.8 million worldwide in 1975 to 4.1 million...
in 2010. This growth has accelerated during the period, mirroring the processes of economic and social globalization. The global increase in the number of international students also reflects the overall increase in tertiary enrolment (OECD, 2012).

How does living abroad affect international students? What are the challenges these students face abroad? Researchers find that international students face many challenges in adjusting to their new environment—both overseas students in the USA (Poyrazli, 2005), and U.S. students abroad (Murray, 2005). These challenges may impact their academic success, psychological well-being and the educational institution's effectiveness to retain these students (Poyrazli, 2005). Variables that influence an international student's academic experience include the student's English proficiency, involvement in the college community, and level of interaction with faculty members (Poyrazli, 2005). The most important variable determining what students get out of their time abroad is language (Murray, 2005).

360 Degree Feedback

How do domestic and international students view the quality of their educational experience, and how do these views compare? Though 360-degree feedback is now routine in outstanding U.S. corporate and nonprofit firms (Chase, 1997), it is surprisingly rare for colleges to survey their students’ views—even in this time of educational outcomes. In organizations, 360-degree feedback is defined as “a method of gathering performance appraisals from a worker’s supervisors, subordinates, peers, customers, and other relevant parties” (Riggio, 2008, p. 474), to provide systematic performance appraisals by multiple members of a working unit, to help in organizational development. Most corporations routinely circulate anonymous Employee Attitude Surveys (EAS) annually, to chart changes in employee morale over years and departments.

A university is one type of organization which, like all others, relies on its members (both students and faculty) to achieve its mission. With 360-degree feedback in academe, students can offer feedback on the performance of their university, to yield data on its areas of success and failure. Furthermore, the recognition and use of multiple raters allows for a more inclusive and less biased method of appraisal (Chase, 1997; Fletcher, Baldry, & Cunningham-Snell, 1998). With numbers of international students rising at a fast pace worldwide it becomes crucial that educational organizations provide the necessary setting for foreign students to succeed. Furthermore, the feedback offered by international students offers rich material for comparison with the opinions of the domestic students, both in Russia and in the U.S. (USA/ Russia), and by type of student (domestic/ international). (3) Biodata. The attitude scores will vary with students' biodata, such as gender, and years in school.

Method

Participants

Participants were a sample of convenience of 122 students at one Higher School of Economics campus who voluntarily completed this survey. Of the sample, 76% were female. The average number of years spent at university was 2.09. These responses were compared with those of previously collected Fordham students (Grafman, 2010).

Materials

As part of a larger survey on 360-degree feedback in educational organizations, we used a standardized 20-item questionnaire to survey 122 students at the Higher School of Economics in Moscow, to compare their views with an earlier group of 926 U.S. students at Fordham University in New York. At Fordham University in 2009, a one-page, 39-item survey was developed, for students to offer their anonymous views on their school (Bartel, 2009). In this survey, four 0-20-point scales assessed attitudes toward Facilities, Professors, Students, Other—yielding a total score of 0-80 (Vasquez, Mullolland, & deLacy 2010). Items #21-39 assessed other biodata—like age, gender, years in school, employment, daytime/evening study, and international student status. At National Research University Higher School of Economics in fall 2013, this survey was translated into Russian and items inapplicable to the HSE community were removed (such as full-time or part-time student, religion). The survey in Russian was only 25 items.

Procedure

Students were asked for their frank views by completing this anonymous survey, and offered a free summary of the findings in the future. The data was coded, using SPSS to analyze how much students’ satisfaction varied by their demographics—such as daytime/evening study, students’ employment, years spent at the university, international vs. domestic students. Only 25 of 39 items from each set of data collected at Fordham was used in the comparison, since the Russian version of the questionnaire was similarly abridged. The coded data was divided into four groups, by origin of the students: USA Domestic, USA International, Russia Domestic and Russia International. The scales totals were calculated by combining the target variables. Group differences were calculated by means of the t-test, and bivariate correlations. Scale reliability was tested using Cronbach’s alpha (The total scale α= 0.81).

Results

Variation

Students in Russia varied widely, with total scores ranging from 31 to 74 on the 0-80 scale.
Differences

The overall means of the four groups of were not significantly different: Russian domestic= 53.4, Russian international= 49.8; US domestic= 53.2; US international= 54.1. Yet in Table 1, this concealed a more subtle difference in profiles. Nine of 20 items were significantly different for Russian international students compared with only 2 of 20 for US international students. Russian international students scored significantly lower on the facilities scale, with a mean= 11.2 compared to domestic students= 13.7. International students awarded lower scores to the library, student services and computer facilities. Conversely, U.S. international students at Fordham University scored higher than domestic students on the facilities scale. International students at HSE did not score significantly higher in the professors scale, the only item in which a marked difference was evident was number 8 – “Most professors here [at HSE] are an expert in their subject.” * * * International students agreed with this item significantly more than domestic students did.

The remaining four items on which international students at HSE scored differently from domestic students are the following: “The student organizations add much to activities on campus.” “Academically, this school is among the best schools in the nation.” “Deans seem available and helpful to students.” “The location of this campus is very good.” They scored higher than domestic students only on the last item.

The two items that were significantly different for international students at Fordham differed from domestic students at Fordham were: “computer facilities” and “most professors are available to students outside the classroom.”

Biodata

In the correlations in table 2, we see that in Russia, students' views of their school varied significantly based on their employment status, years at school, and gender. Moreover, these correlations differed for domestic and international students. Most notably, the longer domestic students are in school, the lower their regard for their school, including its facilities and other students--but this is in the opposite for international students who lean in the direction to like the school more. Also, international students who are employed are much more likely to like their school, including its facilities and other students. Most notably, the longer

Discussion

Clearly, this research identifies subtle yet significant differences in two nations, between domestic and international students. Also clearly, the research is limited by its small sample of convenience of 122 Russian students, to compare with a larger group of 926 U.S. students, studying in just two schools. However, on a deeper level, the method here is as important as the findings. If the goal of this research was to use a 360-degree feedback survey to assess cross-national differences in an educational organization, this research finds that the scales were reliable, and identified significant differences among students that have policy implications. The method in this study provides a natural guide for further research. With 360 degree feedback in academe, researchers can encompass any number of cross-cultural samples and a variety of different educational settings in their work. In the future, a dean or department chair is in a better position to obtain a larger, more representative sample of students, and could well use this method to canvass the student body on an annual basis, to develop evidence-based policies to maximize the educational organization’s effectiveness and levels of student satisfaction.

References


Vasquez, D., Mulholland, K., & deLacy, R. (2010, April 24). Fordham Attitude Survey. Presentation to the 38th Hunter College Psychology Convention, New York City.

Author Note

An earlier version of these findings was presented to the First Moscow Psi Chi Conference on Behavioral Research, 27 October 2013, Higher School of Economics, Moscow. The bilingual 360-degree survey form is available from the authors on request. Our thanks to Dr. Harold Takooshian. Direct any inquiries to:

formozova@gmail.com, adelyas@aol.com
Table 1.

*A 2x2 comparison of domestic/international students' ratings in Russia/USA*

<table>
<thead>
<tr>
<th></th>
<th>USA</th>
<th>Russia</th>
<th>USA</th>
<th>Russia</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Domestic (n = 827)</td>
<td>International (n = 89)</td>
<td>Domestic (n = 120)</td>
<td>International (n = 20)</td>
</tr>
<tr>
<td>“Overall I am satisfied with the …”</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>cafeteria</td>
<td>1.6</td>
<td>1.8</td>
<td>2.3</td>
<td>*3.0</td>
</tr>
<tr>
<td>library</td>
<td>2.7</td>
<td>2.9</td>
<td>2.8</td>
<td>*1.8</td>
</tr>
<tr>
<td>student services</td>
<td>1.9</td>
<td>2.0</td>
<td>2.9</td>
<td>*1.6</td>
</tr>
<tr>
<td>campus security staff</td>
<td>2.9</td>
<td>2.9</td>
<td>3.0</td>
<td>2.8</td>
</tr>
<tr>
<td>computer facilities</td>
<td>2.7</td>
<td>*2.7</td>
<td>2.7</td>
<td>*2.2</td>
</tr>
<tr>
<td><strong>Facilities (range = 0 to 20) (α = .61)</strong></td>
<td>11.6</td>
<td>12.4</td>
<td>13.7</td>
<td>*11.2</td>
</tr>
<tr>
<td>“Most professors here…”</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>are interested in their students’ education</td>
<td>3.2</td>
<td>3.1</td>
<td>3.2</td>
<td>3.1</td>
</tr>
<tr>
<td>present course material in a stimulating way</td>
<td>3.0</td>
<td>2.9</td>
<td>2.9</td>
<td>2.5</td>
</tr>
<tr>
<td>are an expert in their subject</td>
<td>3.3</td>
<td>3.1</td>
<td>3.1</td>
<td>*3.7</td>
</tr>
<tr>
<td>have high morale.</td>
<td>3.1</td>
<td>2.9</td>
<td>2.7</td>
<td>2.7</td>
</tr>
<tr>
<td>are available to students outside the classroom</td>
<td>3.1</td>
<td>*2.9</td>
<td>2.5</td>
<td>2.6</td>
</tr>
<tr>
<td><strong>Professors (range = 0 to 20) (α = .72)</strong></td>
<td>15.7</td>
<td>12.4</td>
<td>14.4</td>
<td>14.5</td>
</tr>
<tr>
<td>“About students here…”</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>They are hard-working.</td>
<td>2.9</td>
<td>3.1</td>
<td>2.6</td>
<td>2.5</td>
</tr>
<tr>
<td>I like the diversity among them</td>
<td>2.8</td>
<td>2.9</td>
<td>3.1</td>
<td>2.9</td>
</tr>
<tr>
<td>There is a sense of &quot;college life&quot; among them</td>
<td>2.3</td>
<td>2.4</td>
<td>2.5</td>
<td>2.0</td>
</tr>
<tr>
<td>They are friendly.</td>
<td>3.0</td>
<td>3.1</td>
<td>3.0</td>
<td>3.3</td>
</tr>
<tr>
<td>They are well-prepared for college work.</td>
<td>2.8</td>
<td>2.9</td>
<td>2.6</td>
<td>2.8</td>
</tr>
<tr>
<td><strong>Students (range = 5 to 20) (α = .69)</strong></td>
<td>13.8</td>
<td>14.3</td>
<td>13.9</td>
<td>13.5</td>
</tr>
<tr>
<td>The student organizations add much to activities on campus.</td>
<td>2.6</td>
<td>2.7</td>
<td>3.0</td>
<td>*1.6</td>
</tr>
<tr>
<td>Academically, this school is among the best schools in the nation.</td>
<td>2.1</td>
<td>2.2</td>
<td>3.6</td>
<td>*2.7</td>
</tr>
<tr>
<td>Deans seem available and helpful to students.</td>
<td>2.6</td>
<td>2.6</td>
<td>2.4</td>
<td>*1.8</td>
</tr>
<tr>
<td>The location of this campus is very good.</td>
<td>3.4</td>
<td>3.4</td>
<td>0.9</td>
<td>*2.6</td>
</tr>
<tr>
<td>Tuition and fees are reasonable compared to other schools.</td>
<td>1.6</td>
<td>1.7</td>
<td>1.7</td>
<td>2.1</td>
</tr>
<tr>
<td><strong>Other (range = 0 to 20) (α = .43)</strong></td>
<td>12.2</td>
<td>12.6</td>
<td>11.5</td>
<td>10.6</td>
</tr>
<tr>
<td><strong>TOTAL (range = 5 to 80) (α = .81)</strong></td>
<td>53.2</td>
<td>54.1</td>
<td>53.4</td>
<td>49.8</td>
</tr>
<tr>
<td>Female</td>
<td>49%</td>
<td>50%</td>
<td>81%</td>
<td>50%</td>
</tr>
<tr>
<td>Employment (0= no, 1= part-time, 2= full-time)</td>
<td>0.8</td>
<td>0.6</td>
<td>0.5</td>
<td>0.3</td>
</tr>
<tr>
<td>Years at Fordham/HSE</td>
<td>2.2</td>
<td>1.7</td>
<td>2.3</td>
<td>1.1</td>
</tr>
<tr>
<td>Evening Studies</td>
<td>34%</td>
<td>37%</td>
<td>2%</td>
<td>65%</td>
</tr>
<tr>
<td>like the university website (0-4)</td>
<td>2.3</td>
<td>2.4</td>
<td>2.7</td>
<td>2.3</td>
</tr>
</tbody>
</table>

* Note: These 12 asterisks indicate a significantly lower or higher mean for international than domestic students (p < .05).
Table 2.
Correlations of biodata with views of Russian students, comparing domestic and international students

<table>
<thead>
<tr>
<th></th>
<th>Years</th>
<th>Employment</th>
<th>Gender</th>
</tr>
</thead>
<tbody>
<tr>
<td>Facilities (0-20)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Domestic:</td>
<td>-.30 **</td>
<td>-.16</td>
<td>.22 *</td>
</tr>
<tr>
<td>International:</td>
<td>.33</td>
<td>.07</td>
<td>-.15</td>
</tr>
<tr>
<td>Professors (0-20)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Domestic:</td>
<td>-.19</td>
<td>-.10</td>
<td>.11</td>
</tr>
<tr>
<td>International:</td>
<td>.22</td>
<td>.53 *</td>
<td>-.39</td>
</tr>
<tr>
<td>Students (0-20)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Domestic:</td>
<td>-.38 **</td>
<td>.00</td>
<td>.09</td>
</tr>
<tr>
<td>International:</td>
<td>.13</td>
<td>.16</td>
<td>-.27</td>
</tr>
<tr>
<td>Other (0-20)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Domestic:</td>
<td>-.40 **</td>
<td>-.07</td>
<td>-.06</td>
</tr>
<tr>
<td>International:</td>
<td>.10</td>
<td>.06</td>
<td>.10</td>
</tr>
<tr>
<td>Total (0-80)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Domestic:</td>
<td>-.43 *</td>
<td>-.10</td>
<td>.12</td>
</tr>
<tr>
<td>International:</td>
<td>.28</td>
<td>-.06</td>
<td>-.24</td>
</tr>
</tbody>
</table>

Correlations significant at p < .05 (*) or p < .01 (**), based on 122 Russian students (102 domestic, 20 international).

Years = number of years in school, Employment = 0 none, 1 part-time, 2 full-time.
Gender = 1 male, 2 female.

Current Issues Around the Globe

Professional Psychotherapeutic League of the Russian Federation

Sofia Kamalova
oppl.doc@gmail.com

The Professional Psychotherapeutic League (PPL) of Russia was formed in 1996, after the nation's economic collapse in the 1990s--with sharp increases in poverty, unemployment, and economic inequality. In the mid-1990s, the total population of Russia dropped by about three-quarters of a million people, as life expectancy also dropped greatly. The system of state social security and welfare was nearly destroyed. Alcohol-related deaths shot up 60% in the 1990s, while deaths from cardiovascular diseases skyrocketed 100%. Extreme poverty, unpaid wages and social instability resulted in a rapid 40% increase in official crimes rate. The overall situation posed a continuing challenge for the society, which had to struggle for living in tough and extreme conditions, adjusting to dramatic changes in values and norms of behavior.

These social needs drew theorists into practice, but the quality of training was relatively low due to the lack of qualified trainers and practice-oriented education programs. Many so-called “specialists” had just a brief training course in psychology (as little as two months long). No laws regulated the training of psychotherapists.

By the time the PPL was found in 1996 in Krasnoyarsk, Eastern Siberia, a growing need for psychological services for the general public had arisen in Russia. In USSR, psychotherapeutic services existed within the framework of psychiatry, and psychology was mainly an academic discipline, though a well developed one.

A new professional union called PPL soon spread itself throughout the country, linking psychotherapists and psychologists with each other and with society. Soon the mission of the PPL expanded to weeding low-qualified therapists out of practice, at the same time giving them opportunities to acquire the needed skills and proper education.

In 2014, PPL now has over 8,000 members, and unites professionals in psychotherapy, psychology and counseling.

Increasing popularity and demand for psychotherapy in society puts great responsibility on professional unions. As the biggest psychotherapy community in Russia, PPL assumes this responsibility, and sets the following directions and goals as priorities:

- We create the image of a professional psychotherapist and try to set up the highest ethical and professional standards for the members of our professional union.
- We provide our members with further education and professional development they may need.
- We give our members broad opportunities to undergo personal therapy or supervision.
- We contribute to the development of competitive and legal psychotherapeutic market and grant employment assistance for the League members.
- We ensure ethical support and provide professional defense to our members and their clients.
- We ensure psychological enlightening and awareness about our profession within Russian society.
- We deepen and enrich scientific work within our professions.
- We collect, update, and publish registers of psychotherapists practicing within the Russian Federation.

The internal organization of the PPL is represented by the Central Board and regional branches. The Central Board includes president, vice-presidents, executive director, international relations officer, executive and scientific secretary, board members and committee leaders.
The PPL has more than 40 regional branches in a majority of the subjects of Russian Federation, and in many Russian-speaking countries of the Commonwealth of Independent States (former parts of the USSR).

The main governing body of the PPL gathers once a year for the annual convention, where PPL officers and the delegates of regional branches present reports, summarize yearly activities, make important decisions, and ratify plans for the next year.

Nowadays we have three levels of membership. (1) Observing members are psychotherapists and psychologists in the process of training, with at least 570 hours of psychotherapy. (2) Next, consultative members are newcomers in psychotherapy, just starting their professional activities. (3) Full members are “Mature” psychotherapists, with at least 3-5 years of work experience. The League fosters professional development – from a neophyte in psychotherapy to a skilled and respected professional.

The League organizes conventions, congresses and scientific conferences that have a significant impact on the professional community. During the past fourteen years, we have organized 200 major events and more than 5,000 local activities.

The most recent big event, the First Eurasian Congress for Psychotherapy, held in Moscow and throughout Russia in July 2013, gathered more than 2,000 participants from more than 40 countries.

The PPL represents Russia at the world’s largest events in psychotherapy and counseling, bringing there national delegations.

We put lots of efforts in organizing variety of training facilities. The PPL organizes intensive training marathons, during which the participants learn from each other, psychotherapeutic journeys that combine recreation, education and deep personal development.

PPL tries to ensure legal support for our profession, and works to draft a bill on psychotherapy. The script of the bill has already been composed, and we work hard on pushing it through to the State Duma of Russian Federation.

Our volunteering committee has made many acts of rendering psychological help to people who suffered from disasters and terrorist attacks in Krymsk, Khabarovsk, and Vladivostok.

The PPL launched a successful Youth Section in 2011, which hosts its own conferences and meetings during major scientific events.

We are successfully collaborating with media. Many PPL members regularly appear on TV and radio broadcasts to popularize our profession.

We actively engage in publishing activities. At present, we have published more than 50 books by the stars of world psychotherapy and by Russian talented authors. We also support publishing activities of our members and help distributing their books.

We publish a monthly journal “Psychotherapy,” a “Psychotherapeutic newspaper” in Russian, and annual World journal “Psychotherapy” in English. Electronic versions of the materials are available on our website for free download: [www.oppl.ru](http://www.oppl.ru)

Nowadays the PPL is very interested in international cooperation, as we still need to learn and discover many things from our Western colleagues—above all, the peculiarities of legal regulation.

We successfully collaborate with the European Association for Psychotherapy, Pan-Asian Federation for Psychotherapy, and World Council for Psychotherapy, and we constantly seek for new international partnerships and affairs.

From our point, we can share our own experience in organizing professional communities and familiarize colleagues with the diversity of new Russian methods and techniques developed during the past decade.


Address correspondence to Sofia Kamalova, Scientific secretary, PPL Russia, [oppl.doc@gmail.com](mailto:oppl.doc@gmail.com) +7 916 062 00 26
The Challenges of Rising Multiculturalism in Russia

Eve Markowitz Preston
Independent Practice, New York City
drevepreston@live.com

“When students from scores of different countries come together to learn, how well do they adapt?” “How tolerant are native students toward visitors from other nations?”

These are some of the questions drawing research attention at a university in Russia that has attracted students from 140 countries worldwide.

The Peoples’ Friendship University of Russia is like “a little U.N.,” said Professor Elena Chebotareva, a psychologist who spoke at Marymount College in New York City on March 19.

Goals at the Moscow-based institution include “training students to work in any country, develop their individuality, and adapt to any conditions,” said Chebotareva, who was visiting with other faculty and students of the Department of Social and Differential Psychology, where she said students and professors work collaboratively as “one big team.” Her team in New York included Elena Belovol, Anastasia Chebotareva, Ludmila Dmitrieva, Olga Kadilnikova, Asiyat Murkazanova, Vladimir Shurupov, Valeria Tarakhova.

Chebotareva and her colleagues appeared at a public forum, “Psychology in Russia: New Trends,” hosted by Marymount’s Professor Henry Solomon. She presented results of some recent research on tolerance – noting, for example, correlations between intolerance and extreme forms of ethnic identity and interethnic relations, and between tolerance and hardiness.

“Tolerant students want to achieve, but may doubt their ability to do so,” Chebotareva said, adding that the intolerant may “love risk (and have) good curiosity but cannot (always) plan and organize good enough to achieve what they want.”

Some graphs in the Powerpoint presentation suggested that tolerant and intolerant students may differ only slightly on certain dimensions. However, Chebotareva later said that the conclusions she had presented were statistically significant.

Students and visiting psychologists in the audience asked questions about the correlates of tolerance, research generalizability, and the practice of psychology in Russia.

In the former Soviet republic, psychologists are not paid well unless they are relatively well-known, Chebotareva noted. The most successful tend to be social psychologists working as business consultants or at recruitment agencies. Psychologists also get jobs in clinics, schools, a “911 service,” and facilities assisting children with special needs. The need for psychologists is growing. Chebotareva noted that some international graduates can fare better working in Russia than in the country they came from. She cited the case of a Colombian psychologist who had set up a counseling center in Russia because he felt that in his home country “there is no opportunity to work as a psychologist well-paid.” At Marymount, Professor Henry Solomon presented Chebotareva with a medal from the Manhattan Psychological Association, for sharing her exemplary work with New York colleagues.

The work of PFUR is described at www.rudn.ru/en Chebotareva “made history” recently when her university installed the first chapter of Psi Chi, the international honor society in psychology, in mainland Europe, said Professor Harold Takooshian of Fordham University, who recently returned from a four-month Fulbright program in Russia. This installation appears at www.youtube.com/watch?v=ggtdPVAPjJY

Current Issues Around the Globe

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Traditional vs. Non-Traditional Paradigms in Psychology: The Challenges Associated with International Outreach

Chrystina A. Dolyniuk, PhD
Rider University
cdolyniuk@rider.edu

Abstract

The traditional research paradigm relies on controlled circumstances and minimal confounds, a situation that typically does not occur in international outreach and does not easily lend itself to observing human development in dynamic cultural systems. This paper describes community-based international research as a form of ethical outreach that aims to provide targeted and effective support to those in need. Urie Bronfenbrenner’s ecological systems (1979; 1994) are utilized to explain many of the challenges observed when addressing the needs of vulnerable individuals in diverse settings. The observations of an autism specialist who has traveled to Ukraine twice to meet the changing and growing needs of children with autism spectrum disorder are contextualized within this framework.

Keywords: autism, community-based research, global outreach, international psychology

Introduction

International psychologists utilize science and practice to address global needs. As stated by the American Psychological Association, international psychologists strive to be culturally inclusive and contextually informed, with the ultimate objective of improving individual and group circumstances. In some cases, international psychologists apply psychological principles to the development of public policy or may address the specific consequences of particular global events.

International psychologists face unique challenges that broaden our understanding of the human condition. In Scholarship Reconsidered, Boyer suggested that research is not only the discovery of new knowledge, it also involves the integration of information across disciplines into larger contextual frameworks, the responsible integration of that information to consequential problems, and, in some cases, the transmission of information to others (Boyer, 1990). The measurable results of such endeavors are often changes in levels of knowledge and improvement in the lives of human beings.

Much of what international psychologists do falls into this non-traditional framework. For example, traveling from one country to another to share knowledge, provide intervention, or conduct training for individuals in need might fall (within Boyer’s framework) under the categories of application or teaching. However such endeavors would not be considered scholarship under a traditional experimental paradigm.

Humanity is complex. Its characteristics are boundless and the form of scholarship or intervention that may be appropriate is equally complex. Similarly, culturally-sensitive research processes, particularly those that address the real needs of vulnerable populations, are often convoluted. In what follows, a comparison is made between traditional science and community-based international research. In this article, community-based international research is synonymous with the term outreach since it provides a culturally-informed avenue for observing and addressing the critical needs of individuals around the globe.

Comparison of Traditional Research to Community-based International Research

The term research suggests a systematic search for answers using logical methods of investigation. This traditional paradigm is appropriate for many investigations but is not always suited for investigations that employ human subjects with critical needs. In traditional empirical research, for example, a literature review is conducted that examines existing data in the discipline, hypotheses are generated from these data and a method is identified to gather more information. Variables within this paradigm must be defined, limited, and controlled, or they will complicate the results and prevent the researcher from drawing the appropriate conclusion. Consequently, after the investigation is completed, a logical analysis of data is conducted to explain the results. Ultimately, hypotheses are either supported or refuted. These new “findings” are then added to the existing database and form the basis of future investigations.

International psychologists who provide intervention and support to vulnerable groups are rarely in a position to conduct such systematic traditional research. Specifically, psychologists who travel to foreign settings and work in situations that are not systematically defined, may not have an existing database to work from, especially if research or intervention has never been provided to the group of individuals of interest. While international psychologists are prepared to apply what they know from familiar settings, new challenges often surface that complicate application of established data. For example, international psychologists may find it difficult to control the circumstances they are working in due to cultural or political barriers or may find themselves engaging in spontaneous investigations to address factors that did not exist in familiar settings. International psychologists work in these circumstances not because they are careless about the quality of their work, but rather because they are respectful of their colleagues who often face extraordinary challenges. They recognize that human participants often face critical needs that require immediate attention. As ethical professionals who are often called upon to share information and skills that other professionals may not have, international psychologists are required to employ an applied practitioner model as a standard, and not always by choice. Consequently, interna-
tional scholars utilizing a community-based model are forced to adapt quickly to changing circumstances and unforeseen variables. The end result may be more difficult to interpret, but it does allow for immediate and necessary support to people who need it most. In the following sections, this scenario is grounded in Bronfenbrenner’s theoretical perspective and applied to meaningful cultural examples.

Urie Bronfenbrenner’s Theoretical Perspective on Human Development

Urie Bronfenbrenner (1917-2005) was an American trained psychologist and the co-founder of Head Start, a federally-funded Early Intervention Program that encourages school readiness in children from low-income families. Bronfenbrenner’s developmental perspective has had a significant impact on intervention and research across multiple human service disciplines. Specifically, he is best known for his Theory of Ecological Systems (Bronfenbrenner, 1979, 1994). In The Ecology of Human Development: Experiments by nature and design, Bronfenbrenner made a compelling argument for clinicians to address the dynamic circumstances in which every human being develops. He emphasized how social, political and historical circumstances might affect the individual development of children over the course of their lifespan and suggested that developmental intervention should be guided by informed inquiry of the unique factors that effect change in human functioning. Bronfenbrenner’s perspective was consistent with that of other developmentalists of the time (e.g., McCall, 1977) who suggested that experimental methods are not well-suited to the study of development in natural life circumstances and that, for practical and ethical reasons, it is impossible to manipulate and control all relevant factors during developmental investigations. Over the course of his career, Bronfenbrenner ultimately described five different dynamic systems that impact on the lives of every human being. These ecological systems frame modern developmentalists’ understanding of various life circumstances.

Developmental conditions are different for human beings around the globe. Therefore, the most crucial responsibility for international researchers is to account for these unique circumstances and integrate them into a meaningful ethnography that might be useful for future intervention and research. In what follows, a description of the key forces that shape progress for children with autism in Ukraine is provided. While the information presented here is based on the observations of the author as a Fulbright Specialist over the last several years, the scenarios are likely to parallel the observations of the author as a Fulbright Specialist over the last several years, the scenarios are likely to parallel the experiences of children with autism in other developing countries.

Comparison of Systems in the United States and Present Day Ukraine

Ukraine is a country with a turbulent past and an uncertain future. Crucial historic events that began with a series of civil protests in November 2013 have affected the lives of Ukraine’s citizens and have recently impacted on social, political and cultural spheres. At the same time, Ukraine’s citizens have expressed the hope to improve life circumstances for their children, particularly those with disabilities. In recent years, there has been a grassroots push, primarily by parents, to raise awareness of certain conditions, like autism, and to encourage communities to consider inclusive educational practices, promote opportunities for individuals throughout the lifespan, and to develop outreach and training opportunities for professionals. Slowly, autism is receiving attention in Ukraine and is identified and accepted more readily in some urban centers (e.g., Lviv or Kyiv), but it is still likely to be misunderstood, particularly in rural centers. As such, Ukraine poses a unique paradox for the researcher willing to address the critical needs of its children with autism. On the one hand, the time is right to raise awareness of autism, provide intervention and training. On the other hand, the ecological systems of this group are in constant flux and pose unique challenges for contemporary investigators.

Microsystems

According to Bronfenbrenner, microsystems exert the most immediate and direct impact on a developing child. These systems may include, but are not limited to, a child’s family and school. At the very core, a child with autism is immediately and directly impacted on a daily basis by the home or the school environment and, in many cases, by both. When comparing the United States to present day Ukraine, children at risk in the United States are clearly at an advantage over children in Ukraine because most American parents are aware of autism and can easily recognize red flags long before a diagnosis is made. Furthermore, young children in the United States are regularly identified at an early age, since the Modified Checklist for Autism Toddlers – Revised (M-CHAT-R; Robins, Fein, & Barton, 1999) is used by pediatricians to spot children at risk during routine medical exams.

The same proactive system is not in place in present day Ukraine and many parents of children at risk may not be familiar with the hallmark signs of autism. While it is true that the Internet has allowed parents across the globe to readily access information about autism, the fact remains that at the present time, systems are not in place in Ukraine that allow most practitioners to provide systematic screening and intervention from an early age. Thus, many Ukrainian children with autism are recognized long after the formative years. In severe cases, children are placed into restrictive hospital-like settings due to a lack of appropriate services, or may be isolated from their peers and shut out from educational opportunities. Furthermore, whereas children living in city centers like Lviv or Kyiv may have some opportunities to access services, children living in other parts of the country may not have running water or Internet access, let alone the opportunity to benefit from evidence-based treatments. Additionally, there appear to be dramatic differences in the level of autism awareness between Western Ukraine and Eastern
Ukraine. In part, this is a function of the broadest historical system, the chronosystem, which will be described later in this article.

Mesosystems

At the next level, mesosystems are comprised of the linkages and processes between two or more microsystems (Bronfenbrenner, 1994). Since most American children attend school from an early age, and many currently attend daycare, the opportunity for communication exists between the school and family systems regarding how children are growing and developing in both systems. In fact, multidisciplinary teams often track progress of children at risk in the United States and allow for immediate intervention, support and evaluation across contexts, when there is a concern regarding a child’s progress. While American families may choose not to participate in this process or even refuse services, laws encourage family participation and advocacy.

By contrast, if parents or professionals in Ukraine identify a concern from an early age, families often face the challenges of seeking assessment and appropriate intervention alone. Furthermore, despite greater global awareness of autism and increased outreach efforts in many countries, there continues to be an obvious shortage of trained autism specialists in Ukraine. Consequently, the linkages and processes between critical microsystems often do not exist, posing a real barrier for families who seek support, diagnosis and/or services.

Exosystem

The exosystem is a broad representation of the social structures and resources within a child’s community (Bronfenbrenner, 1979). In many ways, children do not directly participate in this system but are certainly affected by it because of the opportunities presented to their parents or the professionals who serve them. For example, in the United States, regional community agencies, university-based research centers or advocacy organizations like Autism Speaks provide opportunities for parents and professionals to seek support, assistance, or training, and often impact the quality of life of children with autism. Specifically, American communities are generally aware and accepting of autism, local agencies often sponsor events to raise awareness of autism, university-centers might provide outreach services or training, and parents are able to find support relatively easily.

In comparison, while community awareness of autism is presently on the rise in Ukraine, community resources are few and far between. Therefore, while some organizations and institutions of higher learning may offer short-term training opportunities by visiting scholars or international experts, professionals and parents may need to travel long distances to access those opportunities. At the same time, the personal burdens and financial costs associated with such opportunities often prevent individual participation, thereby limiting the skills and knowledge that are eventually conveyed to children who have particular needs.

Macrosystem

The macrosystem consists of the overarching pattern of cultural systems that shape a society’s perspectives and beliefs (Bronfenbrenner, 1979). The Constitution of the United States legally ensures respect of human rights, an appreciation of diversity, and equal opportunities for all its citizens. These belief systems historically laid the foundation for educational laws that guarantee a free and appropriate public education and individualized educational programming for children with all types of disabilities. Assessment, diagnosis and delivery of services occur through a team effort where multiple disciplines communicate recommendations based on individual needs. Thus, psychologists, behavior analysts or other specialists, have generally been accepted as an extension of this multidisciplinary process that strategizes to promote positive solutions to psycho-educational challenges.

By sharp contrast, dramatic recent events in Ukraine epitomize the challenges and struggles citizens must endure to protect basic human rights and achieve a true democracy. To date and under the current legal and political systems, children living in Ukraine are not afforded the same educational rights and opportunities as children in the United States. While in part this is due to a limited number of professionals trained in evidence-based practices, the bigger cultural issue seems to be that children with autism are sometimes viewed as having a medical ailment or mental illness that requires a medical treatment. This perspective most likely originates from the fact that only psychiatrists diagnose autism in Ukraine and their role in the process focuses solely on medical treatment. Evidence that citizens in Ukraine typically view autism as a medical condition may also be seen in the language used to describe autism as an illness. As a result, children with autism may not receive educational services in their regular schools because staff often perceive the condition as purely biogenetic and believe these children are best served by medical professionals in more restrictive contexts. In fact, recent interactions with professionals from various disciplines suggest that professional dialogues regarding children with autism rarely occur between educational and medical service providers. Consequently, there is little, if any, multidisciplinary effort to support and inform all professionals regarding children’s individual needs throughout the lifespan.

Cultural superstitions and religious beliefs may also interfere with Ukrainian citizens’ willingness to accept a diagnosis or seek services for their children in need. In fact, seeking a mental health professional for any reason is often perceived by citizens as a sign of weakness. Consequently, many parents may not seek support because they are fearful of stigma. In combination, these complex socio-cultural factors do not allow for the majority of children with autism to receive those services that are available in Ukraine, or to integrate into the community. In fact, the contemporary cultural perspective tends to be largely non-inclusive and misinformed.
Chronosystem

The chronosystem was not included in Bronfenbrenner’s original ecological perspective but was described later as the parameter that extends the environment into the third dimension (Bronfenbrenner, 1994). As such, the chronosystem describes time and historical factors. When considering the chronosystem of the United States, one must consider the unique historical factors that currently impact on the development of children with autism in the United States. Particularly, numerous significant historical dialogues and modifications have taken place leading to legislation, the screening of autism in pediatricians’ offices, diagnosis using a recently revised diagnostic manual (i.e., DSM-5), and access to treatment of autism at numerous evidenced-based sites across the United States. Over time, research has allowed Americans to understand that autism is a spectrum of disorders that encompasses children with various abilities and levels of functioning. Consequently, children with autism spectrum disorder are generally accepted, easily recognized and supported in the United States. Most citizens in the United States are aware of autism at some level, particularly since the condition is regularly presented in all forms of media. All of this is the direct result of the historical time frame which has encouraged an increase in knowledge and concern over autism in the mainstream American culture.

Unlike citizens in the United States who have experienced a peaceful society and economic advantages for several centuries, citizens living in Ukraine have experienced trauma, war, and economic hardship throughout history. At present, the chronosystem in Ukraine is dominated by turbulent political changes and violent historic events. Naturally, these crucial events dominate daily life and do not allow for a general cultural concern over autism. While parents and professionals of children with autism are desperately striving for greater awareness, support and training across the country, autism is not a concern for the majority of Ukrainian citizens during this decade and has only been studied in Ukraine since the mid-to-late 1990’s when the first official cases of autism were documented (Feinstein, 2010). At the present time, progress in research and intervention are likely to be stifled since unrest, socio-economic instability, and the threat of war dominate citizens’ lives. More importantly, Eastern Ukraine and Western Ukraine are each dominated by different languages and cultural influences, creating real barriers for national changes, standard education, and communication. Adding to this complexity is the fact that Ukraine has high rates of HIV/AIDS, Fetal Alcohol Spectrum Disorder and hepatitis (see website of World Health Organization), all of which are greater public health concerns than autism and, while recently published increases in the incidence of Post-Traumatic Stress Disorder (PTSD) were not found, psychologists in Ukraine are currently identifying PTSD as a major psychological concern following violence in Kyiv in February 2014. Since escalation of violence continues throughout many regions of Ukraine, trauma will continue to impact on many individuals’ lives. In combination, these factors have a significant and lingering psychological effect on the citizens of Ukraine and dramatically impact how quickly changes are likely to occur for children with autism in Ukraine.

The Right Time and Process for Global Outreach

Given the complexities in ecological systems, it may not be possible to utilize traditional means to investigate ecological systems across cultures. In fact, as the previous examples illustrate, arduous challenges exist for those willing to conduct intervention research in Ukraine and in other countries facing similar challenges. However, despite the challenges, outreach efforts frequently employ an ethical agenda and, as such, the time may be opportune to investigate certain topics globally. For example, this may be the ideal time to address the needs of children with autism since the estimated worldwide prevalence rate is becoming increasingly evident (Elsabbaugh, et al., 2012). As a result, many advocacy and research agencies are currently prioritizing the need to systematically investigate autism cross-culturally (Kopetz & Endowed, 2012). In September 2013, The World Health Organization, in response to the World Health Assembly’s resolution, held its first ever international conference on autism. This meeting represents early efforts to try to improve life circumstances, research and outreach for all children with autism. Similarly, the Autism Speaks Global Autism Public Health Initiative currently aims to partner with communities worldwide to advance access to services. This global interest in autism is crucial to the chronosystem because it adds to the success of international outreach.

Nonetheless, the methods and strategies to actualize global outreach are not clear. Every country faces different challenges and the steps taken to gather information, provide training, change policy or advance services are unique to each dynamic context. Consequently, the most effective form of global outreach is likely to be a community-based action model that empowers the community to consider the questions or hypotheses that are most meaningful to individuals of that community at the moment when global partners are willing to conduct intervention and research. Specifically, in an ideal situation, all community stakeholders become partners in the research process and help establish joint research objectives. This allows the international scholar to work more effectively in new or unfamiliar systems, bridge communication barriers and conduct culturally-sensitive observations and analyses. It also sets a realistic plan as to what can be accomplished when international psychologists may not be onsite regularly to oversee investigations.

Community-based international research may be described as research conducted at an international community site that not only focuses on the participants of the community, but also on the culture and community setting. Ideally, community-based research will equitably involve all members of the community in the research process (Minkler & Wallerstein, 2008; Israel, Shulz, Parker & Becker, 1998). When stakeholders are not interested in participating in the process, it may be for several reasons including their lack of...
interest, lack of acknowledgement of their role in the process, or misunderstanding regarding the value of research. Therefore, when community members choose not to participate, particular attention should be paid to the specific cultural reasons, as those reasons may be equally as important as the original research agenda.

**Conclusion and Implications**

Table 1 compares the differences between the traditional research process to the process undertaken by international researchers meeting critical needs of vulnerable groups in diverse international settings. The comparison lists the key elements of community-based international research and compares them to the key elements of traditional research. Furthermore, it illustrates how international scholars utilizing community-based models are forced to adapt quickly to changing circumstances and unforeseen variables. For example, prior to establishing trust and building partnerships, community-based international research involves learning about the country and culture. Similarly, since a database may not exist for the topic in question, a literature review is not likely to be fruitful prior to developing hypotheses. Instead, hypotheses or research questions are likely to emerge out of joint conversations with stakeholders and preliminary discussions or investigations that may be conducted on site. Finally, data will need to be explained both logically and culturally, with attention to important socio-cultural factors that regularly affect microsystems, exosystems, and macrosystems during the given historical time frame. While a community-based model of research is not straightforward, it is better suited to meet the specific needs of global partners than a traditional research model.

Community-based models of research will not appeal to scholars who view themselves as traditional scientists and have been trained in a classic research paradigm. However, this applied method is appropriate in situations where scholars are called to conduct outreach with vulnerable and diverse individuals. Furthermore, those who are ready to take initiative and engage this paradigm will forge exciting new research paths. In doing so, new international partnerships will emerge that meet the growing and changing needs of individuals around the globe.

Table 1
*Comparison between a traditional research process and community-based outreach in other countries.*

<table>
<thead>
<tr>
<th>Traditional Research</th>
<th>Community-based international research</th>
</tr>
</thead>
<tbody>
<tr>
<td>Establish trust and build partnerships *</td>
<td>Learn about country and culture</td>
</tr>
<tr>
<td>Literature review</td>
<td>Identify dynamic ecological systems</td>
</tr>
<tr>
<td>Develop hypotheses/research questions based on existing data</td>
<td>Establish trust and build partnerships *</td>
</tr>
<tr>
<td>Identify/Control settings for research</td>
<td>Bridge communication barriers</td>
</tr>
<tr>
<td>Develop appropriate empirical method to test hypotheses or investigate research questions</td>
<td>Verbal, nonverbal, professional terms</td>
</tr>
<tr>
<td>Human subjects / Ethical institutional review(s) *</td>
<td>Work in new or unfamiliar systems</td>
</tr>
<tr>
<td>Control for extraneous variables</td>
<td>Recognize some systems may not exist</td>
</tr>
<tr>
<td>Conduct observations/Collect data *</td>
<td>Identify potential confounds in naturalistic research settings</td>
</tr>
<tr>
<td>Analyze data/ Explain results logically *</td>
<td>Keep journal of factors that cannot be controlled at the time of investigation</td>
</tr>
<tr>
<td>Support / Refute hypotheses or Answer questions</td>
<td>Collect information before data collection</td>
</tr>
<tr>
<td>Develop new hypotheses or questions for subsequent study</td>
<td>Recognize that literature and data may not exist on topic of interest or critical need</td>
</tr>
<tr>
<td>Repeat process *</td>
<td>Establish research need with community partners</td>
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<tr>
<td></td>
<td>Develop joint objectives and research questions based on conversations with stakeholders and preliminary investigations</td>
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<td></td>
<td>Develop culturally-sensitive community-based method of investigation</td>
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<td></td>
<td>Human subjects / Ethical institutional review(s) *</td>
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<tr>
<td></td>
<td>Conduct observations / Collect data *</td>
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<tr>
<td></td>
<td>Analyze data / Explain results logically * and culturally</td>
</tr>
<tr>
<td></td>
<td>Examine changes or future needs in current ecological systems</td>
</tr>
<tr>
<td></td>
<td>Decide whether joint research objectives have been met</td>
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<tr>
<td></td>
<td>Identify new objectives based on the dynamic and changing needs of the community</td>
</tr>
<tr>
<td></td>
<td>Repeat process *</td>
</tr>
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The international measurement of school perceptions: school environment, school climate and student attitudes

Jennifer E. Symonds

Darwin College, University of Cambridge
jesymonds@gmail.com

Abstract

Across the globe, students’ perceptions of school are gathered for the purposes of school reform, student evaluation and psychological research. But what is being measured, by whom and to what effect? This brief report catalogues common theoretical and practical foci, discusses their use by different stakeholders and identifies core research questions. It describes how current studies are unintentionally limited by concommitting constructs in measures: including educational-structural and daily experiences, students and schools, and independent psychological phenomena. This presents a concern for meta-analysis and international comparison. Finer grained measurement and comparison of perceptions with objective environmental data are recommended.

Introduction

School perceptions are a window into psychology and school environment. Although this access is valuable for understanding human development and reforming education, current efforts to measure school perceptions readily distort the view. Commonly, students are asked 2 types of questions about their schools. The first is to objectively describe their school environment using frequencies and prevalence. How often are you set homework? (from the Longitudinal Study of Young People in England: LSYPE), nominate 3 friends from the following list of students (example of sociometry by Hardy, Bukowski & Sippola, 2002), are there places in your school to go at break times? (evaluation of school built environment by Rudd, Reed & Smith, 2008). The second is to make personal judgments about school that disclose emotion (I feel anxious before a test), motivation (I try hard in lessons), attitude (my French lessons are enjoyable), value (school is useful) and belief...
(school is useful) and belief (I am an efficient learner). These perceptions are elicited in subdomains such as relationships, pedagogy, safety, physical environment and feelings of school connectedness (e.g. Zullig, Huebner & Patton, 2010) or refer to school overall as in school satisfaction (e.g. Salmela-Aro, Niemivirta & Nurmi, 2003). Studies tend to use these perceptions to represent the quality or ‘climate’ of individual schools (Anderson, 1982) or students’ intrapsychic qualities that differ according to gender, ethnicity and academic performance (Verkuyten & Thijssen, 2002).

School perceptions data are aggregated at different levels. Studies by multinational organizations (e.g. the Program of International Student Assessment (PISA), Trends in International Mathematics and Science Study (TIMSS), Progress in International Reading Literacy Study (PIRLS) and Health Behavior in School Aged Children study (HBSC)) gather multiple samples that are more or less representative of their country depending on the study design. Larger nationally representative samples are collected by governments and other agencies, such as the US National Education Longitudinal Study of 1988 (NELS:88). More affordable regional and local studies are conducted by a wide range of stakeholders including universities, non-profits, private consultancy firms and schools. This activity means for a large global body of school perceptions data with divergent sociohistorical roots (in the Longitudinal Study of Young People in England, some school motivation items trace to the British Cohort Study of 1970 and the National Child Development Study of 1958).

Generally school perception studies have diagnostic or discovery focused ambitions. By comparing countries, schools and students, studies can identify relative weak points and areas for improvement in education. These assessments can be published as open access reports depending on the stakeholder (e.g. Currie, Gahbain, Godeau et al., 2008) and are synthesized by reviews for school and educational structural reform (e.g. Carnegie Council on Adolescent Development, 1989). Other studies test hypotheses to develop knowledge on psychology. Some aim to discover how school perceptions operate as part of the psychological system (Loukas & Robinson, 2004) and contribute to behavior (e.g. achievement: Samdal, Wold & Bronis, 1999). Others focus on how school environment or school structures interact with school perceptions, using a person-environment interaction framework (for example linking mathematics teachers’ efficacy to students’ valuing of mathematics: Midgley, Feldlaufer & Eccles, 1989). Longitudinal research considers the growth, antecedents and outcomes of school perceptions within school tiers and across school transition points (e.g. Symonds & Galton, 2014). Although this psychological research may illuminate universals it also provides local knowledge on the sample of origin, thereby offering both discovery and diagnostic possibilities.

Convoluting dissimilar objects in scales is a particular issue for school perceptions studies, given their broad target area. Qualitative research finds that students can feel one way about their school experiences (I dislike attending school) but another about school as a sociological entity (I think schooling is worthwhile) (Symonds & Hargreaves under review). Studies that group both types of ‘school’ may find lower reliability coefficients for those items depending on whether it is more daily life or deeper values that are being studied. Also some measures convolute perceptions of school environment (the LSYPE: people think my school is a good school) with intrapsychic evaluation (and I work as hard as I can in school). This may mask the power of certain associations, for example having a low teacher-pupil ratio may contribute more to school social status than to motivation. There may be interesting person-centered patterns for different items within scales indicated by lower internal validity, although this becomes less obvious as sample size grows.

International comparisons of school perceptions struggle with the raft of dissimilar scales and local variants on item wording, even when constructs are clearly defined. Testing for measurement invariance, for example confirmatory factor analysis of similar items measuring the same type of motivation in Australia, the US and Canada (Watt, Shapka, Morris et al., 2012) can help readers better understand what is being compared, as can comparing individual, same worded items. Even in the latter case, qualitative study on what items mean to individuals living in different cultures may be necessary to more accurately interpret results, and conclusions should be tempered by acknowledging we are comparing measurements rather than naturally occurring phenomena (Gorard 2010). Reviewers are also concerned about the purpose of comparing different countries and schooling systems, advising researchers to make a theoretical case before simply utilizing data that has structural comparative potential. Timing is another critical issue as results may be influenced by comparing different age groups or school systems where the timing of transition differs, as these factors can have temporary and residual effects on perceptions (Symonds & Galton, 2014).

With these issues in mind, researchers can employ certain strategies to make meaningful and useful school perceptions studies. First they might better distinguish between constructs and possibly develop new scales to measure specific phenomena such as boredom in lessons (Pekrun, Hall, Goetz et al., 2014) as there is no evidence that all students have internally consistent feelings of boredom, enjoyment, value, motivation and interest at school, nor that these constructs necessarily group with specific cognitive behavioral strategies. To the same extent researchers should avoid combining self-perceptions and evaluations of environment unless they seek to analyze a global school perceptions construct or use highly subjective measures of both which may create comorbidity through psychological bias. By creating more fine grained measurements, researchers will have more to compare which should yield a clearer map of the psychological system and its relationship to the environment. Also this will help to match scales across samples. Second there is a need for more objective ratings of environment, for example
by scoring behavior through systematic observation (e.g., Hargreaves & Galton, 2002) and by using frequencies and prevalence (e.g. I have observed less than 5 of my classmates, 5 to 10 of my classmates… to smoke cigarettes at school). This will allow researchers to associate psychology and behavior with different levels of environment within schools (e.g. emotional engagement and the prevalence of group work in English, mathematics and drama) and across schools (e.g. emotional engagement and peer group size) using hierarchical modelling. Here we should see a turn from studies that illuminate which measurements are most independent statistically to the production of specific, substantive information that can be used by policy makers and educational practitioners to improve schooling.

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Social Support: A Psychological and Cultural Perspective

Naji Abi-Hashem
najabi.hashem@gmail.com

It is always refreshing to revisit an old concept and redefine it in light of modern psychological and cultural changes. Perhaps, we can describe social support as enjoying warm and secure bonding, living in a tight community, having a close circle of friends, being part of a family-oriented home, belonging to an intimate sphere of people, flourishing in an interactive environment, having daily input from significant others, relying on colleagues in time of need, and growing up in a warm culture. All of these, and more, are features portraying the rich aspects of social support. Although the styles, means, techniques, and manifestations change across time and location, the core nature, function, and value of meaningful support remain the same.

The psychosocial literature is full of definitions, discussions, and illustrations of what it means to have nurturing relationships with tangible resources. Fundamentally, the concept of social support can be defined as an available help, a ready assistance, and a personal care from many sources and places, together sharing sustainable aid in different ways and forms, at different times and stages, and for different
reasons and a variety of needs.

Social support is rather a phenomenon that facilitates survival in time of crisis, connects a particular need with a corresponding resource, empowers function during difficulty, and increases resiliency in time of adversity. Therefore, the benefits of such a support are both in intervention and prevention to enable further mobility and enhance personal growth. This phenomenon draws from the gains of living in close community (bonding, intimacy, and sustenance) and the new emphasis of positive psychology (health, strength, and virtue). (Abi-Hashem, 1998, 2011a; Peterson, Ruch, Beerman, Park, & Seligman, 2007; Seligman, 2008).

Mainly, the idea of “needing support” is connected with the human experience during struggle, loss, crisis, and distress. However, a genuine and “comprehensive support” is equally important during times of stability, accomplishment, contentment, and celebration. These landmarks and positive events become more meaningful and even richer when shared, because as human beings we are inherently relational at the core. The benefits of connecting on deep levels are obvious and substantial (Seeman, 1996). Similar to the process of identity formation, the meaning of an individual self, or the construction and building of a character, mutual interaction and open expression of deep feelings, thoughts, and experiences will affirm and consolidate these affirmative events and qualities and engrave them in the repertoire of our daily memory and personality. Therefore, authentic social support is necessary throughout life span and the stages of life journey.

People’s background and cultural heritage actually determine, to a large extent, whether they reach out to others and share a high moment or a pleasant event as well as to seek assistance and care in a low moment or a negative happening. Those who are not used to tight communal living may have a hard time requesting or receiving help. And if they do, they may not internalize the supportive care deeply and may have a hard time relying on their solidarity at any time or stage of the journey. (Berkman & Glass, 2000; Seeman, 1996; Uchino, 2009).

In some communities, support is readily available not only because of the tight connections but also because of the social, moral, and spiritual obligations. As the simple yet profound Arabic proverb says, el-nass lihaadha (inherently, people are for each other). In time of need or suffering, relatives, neighbors, and friends remain with the one(s) who are struggling until the agony or tragedy passes. If you live in tight communities, you will not suffer alone or struggle in isolation! Personal space and privacy are not sacred lines. Personally, when I am in the East, I have to make an effort to be alone by myself. And when I am in the West, I have to make an effort to mix with other people. These properties do not come natural in their own social settings and cultural contexts.

Supportive care is the tendency to look after one another due to blood kinship, special friendship, physical proximity, or life camaraderie. In some regions of the world, having social support is more than having a collection of separate relationships. Rather, it is like being in a tribal experience where the relational glue binds people and families together in a natural fashion. Such bonds go beyond individuals or small civic units to create unity and solidarity among people-groups, communities, and even nations. To a Western observer, or someone coming from totally urban, individualistic, or autonomous lifestyles, this kind of social glue may sound like a clinical dependency or psychological dysfunction. In urban and industrialized societies, the overwhelming spread of virtual technology and the vast dependence on digital communication, people are beginning to lose the art of face-to-face relationship and heart-to-heart connection. Disconnectivity, poor social skills, and loneliness are increasing and becoming the main struggles of this 21st century (Cacioppo, Hawkley, & Berntson, 2003).

Although there is no single comprehensive or operational definition for social support, many designations that have emerged mostly gravitate around interpersonal relationships and social ties. Therefore, a new and contextualized approach to the meaning of social support is necessary to improve the understanding, discussion, and research of related topics (Williams, Barclay, & Schmied, 2004). Already, several studies have shown that people with meaningful soul connections, like having many close friends, family members, and neighbors, enjoying a stable married life, belonging to sociopolitical groups or religious-spiritual faith communities, appear to live longer with less cognitive decline or aging-related problems. The well-being that is produced by social support is known as the “buffering” model because it protects people from the harmful effects of mental-emotional isolation, other stressors, and of navigating through life alone (cf. Berkman & Glass, 2000; Seeman, 1996; Cohen and Willis, 1985).

A major factor in determining the efficacy of social support has been in the perception about receiving it. There are three main components of such perception: the characteristics of the supporter, the support-evaluation made during
the interaction between the perceiver and the supporter, and the overall biases of the perceiver (Lakey, McCabe, Fiscarco, & Drew, 1996; Uchino, 2009). However, for persons who are highly anxious, avoidant, or resistant, in spite of their access to various resources and supportive aids, their emotional stability, personal functioning, and general well-being remain inhibited and reduced (Chao, 2011). Negative experiences and losses, tensed interactions and conflicts, separation from loved ones, and feelings of loneliness and isolation are associated with a high risk for maladjustment and dysfunction and eventually can lead to psychiatric morbidity and mortality (cf. Cacioppo, Hawkley, & Berntson, 2003; Stroebe, Schut, & Stroebe, 2007).

Different groups, communities, and cultures manifest and utilize intimate support in different ways. Cultural mediators are major factors in shaping social support. Not only is there wisdom in multiple perspectives but also there is a capital of physical, emotional, and existential resources readily stored in every community. Such capital helps group members in their belonging needs, identity formation, personal growth, caregiving skills, and character maturation.

Factors that determine the readiness to receive, offer, or become part of a meaningful supportive-network include not only personality traits and preferences but also cultural norms and religious values. Most of the research studies on social support focused mainly on European-Americans and Western populations (Kim, Sherman, Taylor, 2008). Non-Western communities, such as Asian, Hispanic, and Middle Eastern do not quickly and explicitly broadcast their needs or easily ask for personal help. For a purely Western mind, this may appear as inhibition or resistance. The assumption is that persons should ask for help when they need it, based on the notion that their well-being should come first, as a main priority. Non-Westerners, however, would find it more difficult to boldly seek or openly ask help, especially for private matters. Discretion is exercised and self-disclosure in some areas does not come natural (cf. Brockett, 2013; Chen, 1995; Helmes & Gallou, 2012). The assumption is that friends and relatives should spare others unnecessary burdens (they have enough on their own). In general, people are more apt to help than to seek help. They may be open and transparent in some areas but reserved and secretive in others. In addition, there is an inherent fear of possible negative consequences, e.g., exposing secrets, affecting the reputation of those involved, and subjecting self or others to criticism, ridicule, or public shame (cf. Kim, Sherman, Taylor, 2008). Tangible access to social support also constitutes a challenge especially for foreigners, immigrants, and transplant as they face unfamiliar surroundings and lack of community and as they struggle with finances, language, acceptance, and mobility. Hopefully, any help or assistance available can be presented to them in a culturally sensitive manner so they can benefit well and begin to navigate the new hosting society on their own gradually and effectively (Abi-Hashem, 2011b, 2013; Sue & Sue, 2008).

Morality and virtues, like the sense of honor and dignity, the sense of shame and guilt, the sense of obligation and duty, the sense of freedom in checking on others or asking them for help, etc., determine what is socially appropriate, normative, acceptable, and culturally tolerable. Related concepts to the notion of supportive care are the social integration and the social capital. These concepts refer basically to the well-developed relationships among the people in the community where every one is able feel included, accepted, and recognized as well as integrated within the whole assembly, especially in times of need. Thus in many ways, social support is a function of culture, values, norms, faith, heritage, and tradition (Abi-Hashem, 2011a; Amren, 2009; Berkman & Glass, 2000; Liang & Bogat, 1994; Kim, Sherman, & Taylor, 2008).

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Pennsylvania State University - Harrisburg
School of Behav. Sciences and Education
777 W. Harrisburg Pike, W-311
Middletown, PA 17057
Tel: 717-948-6040
Fax: 717-948-6519
E-mail: poyrazli@psu.edu

President-Elect (2015)
Mark D. Terjesen, Ph.D.
Associate Professor
St. John’s University
8000 Utopia Parkway
Marillac Hall SB36
 Jamaica, NY 11439
Tel: 718-990-5860
Fax: 718-990-5926
E-mail: terjesem@stjohns.edu

Past President (2013)
Mercedes A. McCormick, Ph.D.
33 Hudson Street, #2810
Liberty Towers East
Jersey City, NJ 07302
Mobile: 917-363-7250
E-mail: mmccormick2@pace.edu

Treasurer (2012-2014)
Susan A. Nolan, Ph.D.
Chair, Department of Psychology
Seton Hall University
400 South Orange Avenue
South Orange, NJ 07079
Tel: 973-761-9485 (work)
E-mail: susan.nolan@shu.edu

Secretary (2014-2016)
Sayaka Machizawa, Psy.D
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The Chicago School of Professional Psychology
325 N. Wells Street
Chicago IL 60654
Tel: (312) 410-8953
Email: smachizawa@thechicagoschool.edu

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Harold Takeoshian, Ph.D.
Psychology Department
Fordham University
113 West 60th Street
New York, NY 10023
Tel: 212-636-6393
E-mail: takoosh@aol.com

Members-At-Large
2929 E Camelback Rd., Suite 114
Phoenix, AZ 85016
Tel: 602-400-6804
E-mail: szuzha@gmail.com

Brigitte Khoury, Ph.D. (2014-2016)
American University of Beirut Medical Center
Department of Psychiatry
P.O. Box 11-0236
Riad El SOBi, 1107 2020
Beirut, Lebanon
Tel: +961-3-607591
E-mail: bk03@aub.edu.lb

Janet A. Sigal, Ph.D. (2014-2016)
Psychology Department
Fairleigh Dickinson University
Teaneck, NJ, 07666
Tel: 201-692-2314
E-mail: janet2822@aol.com

Southwest University
P.O. Box 2340
Chattanooga, TN 37401
Tel: 423-353-9546
Fax: 423-246-1618
E-mail: rvelayo@gmail.com
Web: http://webpage.pace.edu/rvelayo

**APA Division 52 Liaison to the Committee on International Relations in Psychology (CIRP)
Florence Denmark, Ph.D.
Interim Chair
Robert S. Pace Distinguished Research Professor
Pace University
1 Park Row
New York, NY 10038
Tel: 607-346-1551
Fax: 212-346-1618
E-mail: fdenmark@pace.edu

**APA Division 52 Liaison to the Office of Ethnic Minority Affairs (OMA)
Chalmers Elaine Thompson, Ph.D.
Associate Professor of Counseling and Counselor Education
Indiana University School of Education
Indianapolis, IN
E-mail: chamthom@iupui.edu

**APA Division 52 Liaison to the Office of International Affairs
Martha S. Zlovakovich, Ph.D.
Executive Director, Psi Chi, the International Honor Society in Psychology
825 Vine Street
Chattanooga, TN 37401
Tel: 423-771-9962 (direct line)
Tel: 423-756-2044 (central office)
Fax: 423-265-1529
E-mail: martha.zlovakovich@psihi.org

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Sharon G. Horne, Ph.D.
Associate Professor
Director of Training, Counseling Psychology
University of Massachusetts Boston
Boston, MA 02125
E-mail: sharon.horne@umb.edu

*Award, Book
Renee Goodstein, Ph.D.
Psychology Department
St. Francis College
180 Remsen Street
Brooklyn, NY 11201
Tel: 718-489-5437
E-mail: rgoodstein@stfranciscollege.edu

**APA Division 52 Liaison to APA Division 35
Sharon Brennan, Ph.D.
7 East 68th Street, PL 3
New York, NY 10065
Tel: 917-353-8076
E-mail: dsharonbrennan@earthlink.net
Board Members

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Joan Christler, Ph.D.
Psychology Department, Connecticut College
New London, CT 06320-4196
Tel: 860-439-2336 (work)
Tel: 203-877-0379 (home)
Fax: 860-439-5500
E-mail: jchristler@conn.edu

*Building Bridges Committee*
Mercedes A. McCormick, Ph.D. (chair)
33 Hudson Street, #2810
Liberty Towers East
Jersey City, NJ 07302
Mobile: 917-363-7250
E-mail: mmcmccormick@pace.edu

*Committee for Multicultural Mental Health Practices Around the World*
Brigitte Khoury, Ph.D
Associate Professor, American University of Beirut Medical center
Dept. of Psychiatry P.O. Box 11-0236
Riad El1 801h, 1107 2020
Beirut, Lebanon
E-mail: bk03@aub.edu.lb
Tel: 961 1350 000 Ext. 5650/1

*Communications*
Uwe P. Gielen, Ph.D.
St. Francis College
180 Renssen Street
Brooklyn, NY 11201
Tel: 718-489-5386
Fax: 718-522-1274
E-mail: ugielen@hotmail.com or ugielen@sfc.edu

*Curriculum and Training*
Craig N. Shealy, Ph.D.
Executive Director, International Beliefs and Values Institute
Professor of Graduate Psychology, James Madison University
MSC 7401, Johnston Hall
Harrisonburg, VA 22807
Tel: 540-568-6835
E-mail: craigshealy@gmail.com

*Early Career Professionals/Psychologists*
Suzana Adams, Psy.D.
2929 E Camelback Rd., Suite 114
Phoenix, AZ 85016
Tel: 602-400-6804
E-mail: suzgha@gmail.com

*Federal Advocacy Coordinator*
Nancy M. Sidun, Psy.D., ABPP, ATR
Kaiser Permanente-Hawaii
1441 Kapiolani Blvd., Suite 1600
Honolulu, HI 96814
Tel: 808 778-0204 m
nancy.m.sidun@kp.org
n.sidun@hawaiiantel.net
Joy K. Rice, Ph.D.
Psychiatric Services
2727 Marshall Court
Madison, WI 53705
Tel: 608-238-9354
Fax: 608-238-7675
E-mail: jkrice@wisc.edu

*Information Clearinghouse*
Bernardo J. Carducci, Ph.D.
Indiana University Southeast
E-mail: bcarducci@ius.edu

*Award, Student International Research*
Sheila J. Henderson, MBA, Ph.D.
Interim Associate Provost, I-MERIT
Alliant International University
1 Beach Street
San Francisco, CA 94133
Tel: 415-955-2030
E-mail: shenderson@alliant.edu

*Award, France*
Sarah Dufresne, Ph.D.
Institut des langues et des civilisations orientales
75005 Paris, France
Tel: 33 1 44 07 12 44
Fax: 33 1 44 07 12 43
E-mail: sarah.dufresne@ipsl.cnrs.fr

*Award, Germany*
Silke Kruppa, Ph.D.
Institut fuer Sozialwissenschaftliche Forschung (IZF)
Kaiserstrasse 11
52074 Aachen, Germany
Tel: 0241-80 19-30
Fax: 0241-80 19-30
E-mail: kruppa@izf.aachen.de

*Award, Japan*
Seiji Sawamura, Ph.D.
Graduate School of Engineering Science
Osaka University
2-1, Yamadaoka, Suita, Osaka 565-0871, Japan
Tel: 81-6-6850-5853
Fax: 81-6-6850-3305
E-mail: sawamura@kansai.kyoto-u.ac.jp

*Award, Italy*
Paola Massa, Ph.D.
[Details not provided]

*Award, Scandinavia*
[Details not provided]

*Award, Switzerland*
[Details not provided]

*Award, Turkey*
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Pittsburgh, PA 15260
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Fax: 412-624-4428
E-mail: frieze@pitt.edu

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Saint Louis University
Department of Psychology
221 North Grand Blvd.
St. Louis, MO 63103
Tel: 314-977-2295
Fax: 314-977-1014
E-mail: gibbonsj@slu.edu

Richard S. Velayo, Ph.D., Associate Editor
Pace University
41 Park Row, Room 1310
New York, NY 10038
Tel: 212-346-1506
Fax: 212-346-1618
E-mail: rvelayo@gmail.com
Web: http://rvelayo.com

*Long-Range Planning
Ann Marie O’Roar, Ph.D., ABAP
E-mail: annoroar@bellsouth.net

Laura Johnson (co-chair)
Associate Professor of Psychology
University of Mississippi
205 Peabody
University, MS 38677
Phone: (662) 915-5185
Email: ljohnson@olemiss.edu

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Oregon State University
2840 NW Glenwood Drive
Corvallis, OR 97330
Tel: 541-207-3363
E-mail: nancy.russo@asu.edu

Nominations and Elections
Mercedes A. McCormick, Ph.D.
33 Hudson Street, #2810
Liberty Towers East
Jersey City, NJ 07302
Mobile: 917-363-7250
E-mail: mmccormick2@pace.edu

*Outreach
Artemis Pipinelli, Ph.D.
E-mail: drappinelli@gmail.com

Program
Kim Kassay, Psy.D. (Chair)
School Psychologist, Westport Public Schools
Adjunct Professor, Queens College
E-mail: kassay29@gmail.com

William Pfohl, Psy.D., NCSP (co-chair)
School and Clinical Psychology
Western Kentucky University
E-mail: william.pfohl@wku.edu

Robyn Kurasaki, Psy.D. (Past Chair)
Garden City Park UFSD
300 New Hyde Park Road
New Hyde Park, NY 11040
E-mail: rkurasaki@gmail.com

*Publications
Uwe P. Gielen, Ph.D.
St. Francis College
180 Remsen Street
Brooklyn, NY 11201
Tel: 718-489-5386
Fax: 718-522-1274
E-mail: ugileen@hotmail.com or ugileen@sfc.edu

*Student
Valerie Wai-Yee Jackson, MPH (Chair)
Clinical Psychology Doctoral Candidate
California School of Professional Psychology at Alliant International University
1 Beach Street, Suite 100
San Francisco, CA 94133
E-mail: vjackson@alliant.edu

Mercedes Fernández Oromendia (Co-Chair)
Counseling Psychology Doctoral Student
University of California, Santa Barbara
Gevirtz School
University of California
Santa Barbara, CA 93106-9490
E-mail: mfernandezoromen-dia@u mail.ucsb.edu

*Trauma, Disaster, Violence, and Prevention
Ani Kalayjian, Ed.D., RN
135 Cedar St.
Cliffside Park, NJ 07010
Tel: 201-941-2266
E-mail: drkalayjian@meaningfulworld.com
Web: www.meaningfulworld.com

*Use of Technology Task Force
Kyle Rundles, PsyD
E-mail: kylermaerundles@gmail.com

Webmaster/Website Technology
Ji-yeon Lee, Ph.D.
Assistant Professor
Counseling Psychology
Seton Hall University
E-mail: jiyeon.lee@shu.edu