

# THE INTERNATIONAL COUNSELING PSYCHOLOGIST

**Fall 2024**

The Newsletter of APA Division 17  
International Counseling Psychology (ICP)



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# Greetings from the Co-Editors

Dear Colleagues,

We are thrilled to bring you the Fall edition of the International Counseling Psychologist newsletter. It is a privilege to work on this platform once again, and we extend our deepest gratitude to our members and the committee co-chairs for their invaluable support and contributions to this edition. Your dedication makes this endeavor truly meaningful.

As we approach the new year, we reflect on the importance of our collective efforts in advancing social justice and multiculturalism within the field. As international women of color and psychologists in training, we are committed to fostering these values through our work and engagement with the community. This newsletter is a reflection of that commitment, and we hope it inspires and informs as much as it has enriched us in its creation.

We are excited to present this issue to you and sincerely hope you enjoy reading it as much as we enjoyed bringing it to life. Wishing you a joyous holiday season and a prosperous new year filled with growth, connection, and meaningful change.

Warm regards,  
Shreya Singh, M.S., & Sin U Lam, M.A.  
Co-Editors,



# Greetings from Current Co-Chairs

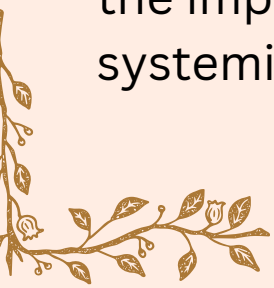
By Drs. Kayi Hui-Spears (U.S. based Chair) &  
Ae-Kyung Jung (Non-U.S. based Chair)



Hello and Warmest Greetings,

As we present this edition of The International Counseling Psychologist (ICP, Fall, 2024), we want to highlight our shared visions and commitment to advancing Counseling Psychology in the international context through the lens of SCP's core values. As we embark on our new term as co-chairs of ICP, we want to **foster social justice** and **build our structural competencies** through active efforts in **decolonizing mental health** by recognizing the historical oppression embedded in the Western framework of psychology and appreciating the rich traditions of **Indigenous healing** in the world.

Guided by our core values as Counseling Psychologists, we hope that members within and outside of the U.S. continue to embrace **critical consciousness** by examining and challenging the impacts of anti-Black racism, colonization, and other systemic oppressions within our field and in the world.







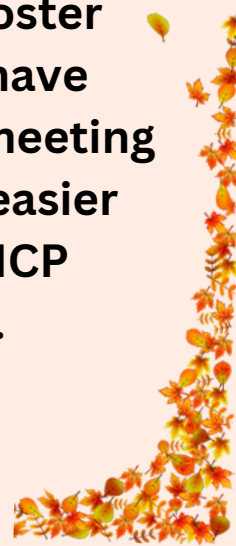
# Greetings from Current Co-Chairs

As leaders, our commitment to collectivism ensures that we collaborate rather than compete among resources in our pursuit of liberation and decolonization of international psychology.

Together, we hope to foster personal and collective wellness through a social justice framework that acknowledges both historical oppression and contemporary needs for healing rooted in indigenous traditions and practices in the world. We are looking forward to getting immersed in different programming and dialogues to expand our knowledge, skills, and advocacy efforts in the coming year.

We were thrilled to see so many of you at the recent APA Convention in Seattle, WA in August 2024. We want to extend our heartfelt gratitude to everyone who has actively contributed to our section over the past year. A special note of appreciation goes to our past Co-Chairs, Drs. Chun-Chung Choi and Hung Chiao as well as our dedicated Board members, whose tireless efforts have been crucial in organizing and hosting many of our section's events at the convention.

**In our ongoing commitment to enhance accessibility and foster greater participation, we are excited to announce that we have voted to eliminate membership dues during our business meeting at the APA convention. This change is designed to make it easier for everyone within and outside of the U.S. to engage with ICP and benefit from the opportunities and resources we offer.**



# Greetings from Current Co-Chairs

Our priority is to **strengthen our community** in support of international Counseling Psychologists and students in the post-pandemic era, who continue to be negatively affected by different **immigration barriers** and **xenophobia rhetoric**. We invite all members of the International Section, both within the US and beyond, to deepen your involvement with us. Joining our committees or the section Board is an excellent way to make a significant impact and help drive our initiatives forward. If you're interested in becoming more engaged but are unsure how to start, please don't hesitate to reach out to us with any questions.

In the coming months, we will be calling for nominations for several positions on the International Section Executive Board. Keep an eye out for this announcement and consider stepping up to contribute your talents and perspectives. Additionally, we value your feedback and are eager to hear your ideas on how we can innovate and improve our section. Your input is invaluable, and we encourage you to share your thoughts and get involved in turning those ideas into reality.

**Join us in shaping the future of ICP—your involvement and enthusiasm can make a real difference!** Thank you for your support to ICP and our missions. Let this newsletter inspire you as we continue our journey together.

With warm regards and solidarity,  
Kayi & Ae-Kyung



# Greetings from Past Non-US Based Co-Chair

Dear ICP members,

It was my great honor to serve ICP in the Non US Based Co-Chair's position for the past few years. The more I participated, the more I realized how much has been done by our previous leaders, as well as much more needs to be done in the future. I believe that ICP will continue to serve our members under the new leadership of Drs. Hui-Spears and Jung, and the collaboration of new board members. Please stay connected and we'll continue to learn from each other. Together, stronger.

Best Regards,  
Hung



# Introduction: New ICP Officers

## Ethan Sahker, PhD. Communications Co-Manager

Hi all! I am so grateful for discovering ICP and I can confidently say that this international group of counseling psychologists provides fantastic support for those of us doing work away from our home countries. As a Communications Co-Manager, I hope to connect with more international psychologists to share this professional support. I am currently a Junior Associate Professor in the Graduate School of Medicine at Kyoto University in Japan. My research focuses on substance use treatment clinical epidemiology, discovering factors supporting recovery and identifying health disparities and social capital supports. Currently, I am focused on improving treatment access for underserved communities through intervention technologies in primary care. I am also interested in effective and compassionate multicultural mentorship, as my mentees are typically health science students in Japan.



## Masatsugu Sakata, Ph.D. Communications Co-Manager

Masatsugu Sakata, PhD is a clinical psychologist and a junior associate professor at Nagoya City University. His research focuses on preventive psychological interventions for depression and behavioral insomnia treatment. He has published several research papers in these fields on randomized controlled trials and systematic reviews on CBT. His most recent major publications are a component network meta-analysis of CBT for insomnia in JAMA Psychiatry (2024) and a factorial trial of internet-based CBT for subthreshold depression in BMJ Mental Health (2022). He published 28 research articles in peer-reviewed journals, including the above studies. He also has certification as a CBT therapist and supervisor from the Japanese Association of Behavioral and Cognitive Therapies and practices CBT for patients with major depression, anxiety disorders, addictions, and eating disorders.





# iLGBTQ+ Committee Chair

## Remedios B. Cubangbang-Moog RGC, RPm, CSCOP

I am deeply honored to introduce myself as the new Chair of the iLGBTQ+ Committee for the American Psychological Association (APA) Division 17, Society of Counseling Psychology, for the 2024-2026 term. With over 18 years of experience in the guidance and counseling field, I am dedicated to advocating for and supporting the diverse LGBTQI+ community within counseling psychology

Currently, I serve as the University Counselor for Graduate Students and Anchor Counselor for LGBTQI+ Students at De La Salle University (DLSU) Manila, Philippines, where I lead programs and initiatives focused on fostering inclusivity and promoting the well-being of LGBTQI+ individuals. I am also the Faculty Adviser for PRISM, DLSU's recognized student organization for LGBTQI+ individuals. Additionally, I am a Pioneer Trainer for LGBT Psychology 101 and a Founding Member of the Psychological Association of the Philippines (PAP) LGBT Psychology Special Interest Group.

My leadership roles, including serving as National Secretary (2021-2023) and National Vice President for Internal Affairs (2023-2024) of the Philippine Guidance and Counseling Association, Inc. (PGCA), and as Chair (President) of the Governing Council (2015-2018) of the Integrated Professional Counselors Association of the Philippines, Inc. (IPCAP), along with my active involvement in both national and international counseling



organizations, have enabled me to contribute to the growth and governance of counseling in the Philippines and globally.

As iLGBTQ+ Committee Chair, I am committed to continuing the advocacy for inclusive practices, expanding resources, and building a supportive network for LGBTQI+ professionals in counseling psychology.

I am truly excited to collaborate with all of you, combining our passion and advocacy to create positive change and strengthen our collective voice for the well-being of the LGBTQI+ community.

# Student Representatives

## Finneas Wong (he/him)

Finneas Wong (he/him) is an international counseling psychology doctoral student from Hong Kong currently studying at Arizona State University. His main research interest is in examining the intersection between racial-ethnic identities, associated risk, and gender



and protective factors, and related mental health and psychosocial outcomes. He is particularly interested in understanding how trans and nonbinary youth and young adults of color navigate, negotiate, and communicate their identities with their parents. Additionally, he hopes to develop/evaluate identity and culturally sensitive psychological measures and interventions by integrating innovative technology tools. As one of the new student representatives of ICP, Finneas looks forward to cultivating active engagement of section members through event organization, increasing visibility and exposure of the work done by international scholars through webinars and invited talks, and continuing efforts in advocating for Counseling Psychology to be recognized as STEM-designated on a federal level.

# Student Representatives

Nishi Ravi is a fourth-year doctoral student at Marquette University's Counseling Psychology Ph.D. program under the guidance of Dr. Sarah Knox. Originally from Chennai, India, she earned her master's in counseling from the University of Edinburgh, after which she returned to India to independently establish a private psychotherapy practice. Nishi is passionate about depth-oriented, relational psychoanalytic work, which is grounded in cultural humility, social justice, and intersectional equity. Currently, she holds multiple fellowship positions with psychoanalytic institutes and organizations across the US.

As the Div 17 ICP Student Representative, Nishi is dedicated to internationalizing and decolonizing counseling psychology. Her vision centers on fostering a global community to advance the field equitably within and beyond the US. She aims to spearhead initiatives that address the unique challenges faced by international students in counseling psychology programs. One of Nishi's objectives is to advocate for the reclassification of counseling psychology as a STEM degree, potentially enabling a 2-year OPT extension for international students. Drawing from her research, she plans to launch a collaborative global platform where international practitioners can share their experiences of culturally adapting Westernized psychotherapy models



# Introduction: New ICP Officers

## Sathya Baanu Jeevanba (they/she) U.S. Based Membership Co-Officer, Term: 2023-2025

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Sathya Baanu Jeevanba, Ph.D (they/she) - I'm a Counseling Psychologist based in Kansas City, Missouri. I'm currently in private practice - providing individual therapy and clinical supervision. My areas of clinical interest centers on helping folks navigate traumatic stress, identity-based and mood-related concerns, grief and loss. My practice is steeped in multicultural competencies, systemically-informed approaches, and feminist values.



More ICP Leadership Info [Here](https://socpd1.memberclicks.net/icp-leadership):  
<https://socpd1.memberclicks.net/icp-leadership>





# 2024 APA Highlights



Annual Welcome Breakfast and Award Ceremony @ APA



Excellent Contribution Award Recipient:  
Dr. Hung-Bin Sheu





# 2024 APA Convention Highlights



Our Current & Past Co-Chairs



International Mentoring & Orientation Roundtable



ICP Business Meeting





# 2024 APA Convention Highlights



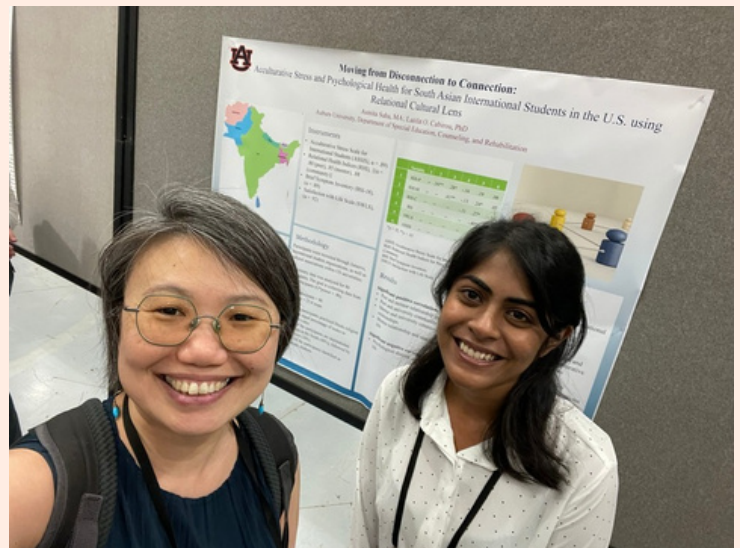
Celebrating our Past, Current, and Future: International Leaders Forum



Our Panelists: Drs. Makiko Kasai, Jinhee Kang, Li-Fei Wang, Bongjoo Hwang



Our Newsletter Co-Editor, Sin U, receives the APA Outstanding Social Justice & Advocacy Award!




Congratulations to the Student Poster Awardee!










# Membership Co-Officers' Report 2024






## New U.S-based Co-Officer (2023-2025) & International-based Co-officer (2024-2026)



- Dr. Sathya Baanu Jeevanba was elected as the U.S-based membership Co-officer for a two-year term (2023-2025).
  - They join Dr. Ethan Sahker who is in the middle of his term as the International-based Membership Co-Officer.
  - Dr. Sanae Kishimoto was elected as the International-based Membership Co-Officer (2024-2026).
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### Membership Data Updated

- A call for membership updates was made to ensure member's contact information, email address, and career status is accurate.
  - Co-officers also updated the information on our Lifetime Members on ICP's sections website.
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# Membership Co-Officers' Report 2024 (contd.)



## International Section By-law Amendments

- The amendment related to membership dues was drafted by Drs. Ethan Sahker, Mijin Kim, and Student Representative Shirnelle Wilks.
- A notice for the Bylaw Amendment was shared on the ICP listserv. This notice announced an open vote to affect bylaw amendments under Article VIII, Dues and Finances for the International Section of Division 17 of the American Psychological Association.
- All members (International Affiliates, Professional Affiliates, and Student Affiliates) were notified of an open vote to amend the International Section bylaws.
- The votes resulted in the **waiver of membership dues**.
- An updated membership form will be released and shared on the listserv to help maintain ICP membership and recruit new members.



# Award Committee Report



The 2024 International Section Award Committee was composed by a group of ICP past awardees and esteemed international leaders and scholars. Our committee co-chairs, Dr. Tuicomepee, is a prominent leader in the Thai psychology profession, and Dr. Hung Chiao, has served in various counseling psychology organizations in Taiwan. Other committee members are various generations of international scholars working in administrative positions and/or publishing phenomenon international research in both international and US journals. We were happy to present our final selections of the Excellent Contribution Award, Dr. Hung-Bin Sheu, as well as the Graduate Student Outstanding Research Award, Li-Cih (Wendy) Hsu, in the 2024 APA International Scholars Welcoming Breakfast and Award Ceremony. Unfortunately, we were not able to deliver Lifetime Achievement Award this year. We hope to encourage our members to help nominate future awardees and honor their contribution to our field.

Best Regards,  
Hung





# International Section Award Committee Report



## Award Committee Co-Chairs

- Dr. Arunya Tuicomepee (2007 Graduate Student Outstanding Research Award, Chulalongkorn University, Thailand)
- Dr. Hung Chiao (ICP Non-US based Co-Chair, 2012 Graduate Student Outstanding Research Award, National Taiwan Normal University, Taiwan)

## Award Committee

- Dr. Itamar Gati (2010 Lifetime Achievement Award, The Hebrew University of Jerusalem, Israel)
  - Dr. John Romano (2020 Lifetime Achievement Award, University of Minnesota, USA)
  - Dr. Arpana Inman (2015 Excellent Contribution Award, Rutgers University-New Brunswick, USA)
  - Dr. Y. Barry Chung (2016 Excellent Contribution Award, San Diego State University, USA)
  - Dr. Brian TaeHyuk Keum (2019 Graduate Student Outstanding Research Award, Boston College, USA)
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# ICP 2024 Awards

## **The Excellent Contribution Award**

The Excellent Contribution Award recognizes a professional of ten (10) or more years of experience who has demonstrated significant contribution to international counseling psychology in one or more of the following areas:

- international counseling psychology research;
- cross-cultural collaboration; and
- service or training with an international focus.

## **Graduate Student Outstanding Research Award**

The Graduate Student Outstanding Research Award recognizes an international psychology research project that is done by a graduate student. Projects can be empirical or non-empirical but must fit with the mission of the Section to encourage, promote, and facilitate the scientist-professional model of counseling psychology in international contexts in the U.S. and around the globe. If the project has been published, published articles within 2 years are eligible for this award.



# ICP 2024 Awardees

## The Excellent Contribution Award

### Dr. Hung-Bin Sheu



**Hung-Bin Sheu** is an Associate Professor in the Department of Educational and Counseling Psychology at the University at Albany, SUNY. He received his doctorate in Counseling Psychology from the University of Maryland, College Park. His research interests focus on career development and adjustment, multicultural counseling and training, health behavior and disparities, and cross-cultural counseling research. Dr. Sheu has taught graduate level courses in multicultural counseling, vocational psychology, research methods in counseling psychology, structural equation modeling, and advanced practicum in counseling psychology. He has served on the Editorial Boards of the Journal of Counseling Psychology (Associate Editor from 2020 to 2022) and the Journal of Vocational Behavior published in the U.S. and the Bulletin of Educational Psychology published in Taiwan.

#### **Associate Editor**

Journal of Counseling Psychology. 01/2020 – 12/2022

#### **Editorial Board:**

Journal of Counseling Psychology (2010-present),  
Journal of Vocational Behavior (2010-present),  
Bulletin of Educational Psychology (Taiwan) (2023-present)

**Associate Professor,**  
Counseling Psychology,  
University at Albany, SUNY

**Fellow,** American Psychological Association  
(Division 17)

**Treasurer,** American Psychological Association  
(Division 17-SVP, 2022-2024)

**Chair,** Dept. of Educational and Counseling Psychology, University at Albany, SUNY (2019-2022)

# ICP 2024 Awardees

## **“A 25-year Journey of Cultural Exploration and Humility: Are we there yet?”**

### **Dr. Hung-Bin Sheu**

Greetings from Taiwan! I am glad to have the opportunity to say hello to you all from my home country as a visiting scholar at my alma mater, National Taiwan Normal University, this semester.

I want to thank Division 17 – International Section, aka International Counseling psychology (ICP), leadership team (e.g., Drs. Chun-Chung Choi, Hung Chiao, Kayi Hui-Spears, Ae-Kyung Jung) and Award Committee for giving me the 2024 Excellent Contribution Award in Seattle, WA back in August. It is a singular honor to be recognized by the ICP community!

Time really flies! It has been 25 years since I left Taiwan for the U.S. to pursue graduate training in Counseling Psychology and in Statistics and Measurement. While there were bumps along the way, it has been a smooth ride as I navigate Taiwanese and U.S. cultures and cope with personal and professional challenges. My positive cross-cultural adaptation experience is largely attributed to the excellent mentorship I've received. I am deeply grateful for the unwavering support from Drs. David Jepsen (University of Iowa), Robert Lent and Gregory Hancock (University of Maryland, College Park), Steve Brown (Loyola university Chicago), Meifen Wei (Iowa State University), and Lisa Flores (University of Missouri – Columbia) in the U.S. as well as Drs. Shu-Ren Jin and Shelley Tien in Taiwan. I am also filled with gratitude for the support I have received from peers and friends. Without them, I wouldn't have gotten this far

Next, I will take this opportunity to share my experience in promoting internationalization of counseling psychology through research. While my scholarship also involves other topics and research designs, here I will focus on research that is more directly related to the mission of ICP– promoting a scientist-professional model of counseling psychology in international contexts in the U.S. and around the globe through research with international populations and cultures.



## **“A 25-year Journey of Cultural Exploration and Humility: Are we there yet?”**

Mental health is a global issue, yet it is often studied in separate and isolated cultural contexts. While this approach allows for developing a deep understanding of psychological issues within a cultural context, equally important are comparisons of psychological theories across cultures. Direct cross-cultural comparison studies are scarce in our field, perhaps due to the efforts and resources needed for preparing research materials in different languages, recruiting samples from different countries or cultural groups, and tackling the complexity and uncertainty in data analysis.

With the curiosity about whether a theory developed in Western society can be generalized beyond its cultural boundary, I have been interested in directly comparing psychological theories across different cultural, racial/ethnic, and linguistic contexts. Specifically, one of my research programs is designed to examine cross-cultural validity of a psychological model derived from Albert Bandura's social cognitive theory. This social cognitive well-being model hypothesizes that social cognitive variables of self-efficacy, outcome expectations, and goal progress will mediate the effects of personality, environmental, and cultural factors on one's adjustment and well-being outcomes.

In the past decade, this research program has recruited more than a dozen samples from different countries (e.g., China, Singapore, Korea, Taiwan) and produced published articles and conference presentations. Its findings provide evidence for measurement equivalence of research tools and for structural equivalence of hypothesized relations between variables across cultural and racial/ethnic groups. In other words, evidence gathered so far has supported the psychological constructs included in the theory and their measurements as well as identified theoretical hypotheses that can be generalized across cultures while revealing possible theoretical modifications needed to better account for the experiences of those who have different cultural, racial/ethnic, and linguistic backgrounds.



# ICP 2024 Awardees

## “A 25-year Journey of Cultural Exploration and Humility: Are we there yet?”

### Dr. Hung-Bin Sheu

After a lot of work, I am excited about this research program bearing fruit with interesting findings! There is much to discuss about cross-cultural counseling research, but that's beyond the scope of this newsletter article.

Looking back, this might not be the smartest way to conduct research if success is measured by the quantity of publications. However, it satisfies my curiosity about cross-cultural validity of existing psychological theories. One should not automatically assume that theories developed in one culture will be applicable to other cultures. This is an empirical question, and therefore requires empirical attention. I am glad that my research offers directions for modifications and expansions which make the theory (i.e., social cognitive well-being model) more culturally relevant. More importantly, findings of such research can then be used to inform the development of interventions. Culturally appropriate and competent counseling practice requires a rigorous empirical foundation that examines and clarifies the parts of the psychological theory which may be universally applicable and other parts which may be specific or relevant to different cultural groups.

It has been a joyful journey of cross-cultural exploration and adaptation. It is also a humbling experience that expands my cultural horizon and challenges my cultural identity. So, after 25 years, are we there yet? The answer is obviously no. There is still much more to learn and inquire. I will continue to enjoy exploring cultural opportunities and being put out of my comfort zone and challenged by brilliant colleagues and students who have kept me humble.

Finally, thank-you to ICP for providing a loving and fun community for us. Wishing everyone a beautiful and healthy holiday season!

Hung-Bin Sheu 謝宏彬

Hung-Bin Sheu  
12/15/2024 from Taiwan





# ICP 2024 Awardees

## Graduate Student Outstanding Research Award

**Li-Cih (Wendy) Hsu**, M.S.

Georgia State University  
Ph.D., Counseling  
Psychology  
(2021-Present)

Advisor: Donnie Davis,  
Ph.D.

**Pre-Dissertation:**  
Cultural Humility when  
Navigating Connection  
with  
Different Cultures  
**Dissertation:** The Initial  
Development and  
Validation of the Third  
Culture Experience Scale



### Awards and Recognitions

Asian for Mental Health Scholarship (2021)  
Dean's Research Fellowship (2021-current)  
Outstanding Mental Health Counseling Student Award (2021)  
Doctoral Preparation Track Fellowship (2020-2021)  
HKU Worldwide Exchange Scholarship, HKU 2016  
Reaching Out Award, HKU, HKSAR 2015

# ICP 2024 Awardees

## Graduate Student Outstanding Research Award

**Li-Cih (Wendy) Hsu**, M.S.

Li-Cih (Wendy) Hsu is a 4th year doctoral candidate at Georgia State University. She also has a Master's in clinical mental health counseling and a Bachelor's in psychology. Wendy was born and raised in Taiwan, and she did college in Hong Kong, America, England and Singapore. Her experiences between the East and the West has brought her to the field of counseling psychology, wanting to understand her own identity development and belonging, as well as helping others in similar situations.

Her research interests centers on understanding the experiences of individuals living in between cultures. She has a heart for supporting populations such as international populations, bicultural and third culture individuals, individuals in interethnic romantic relationships, and Asian Americans. She works with collaborators within and beyond her department to publish papers and work on projects related to positive psychology virtues and interventions, as well as cross-cultural and multicultural experiences.

# Research Article

Li-Cih (Wendy) Hsu, M.S.

## Am I a Third Culture Kid (TCK)? A Scoping Review on Measures of TCK Identification

Today, significant populations of people live in a culture other than the one they were born in. In an increasingly globalized economy, many people now live for extended periods of time in new cultural environments without knowing whether their residency will be permanent or temporary. Third Culture Kids (TCKs) represent one such group that needs more attention within counseling psychology (Useem & Useem, 1967).

TCK is a term used to designate individuals who have spent a significant part of their developmental years living in a country other than at least one parent's passport country or countries due to their parents' work/employment (Pollock et al., 2017). Although the term was initially applied to children of specific organizations that send families to work in other countries (e.g., diplomats, military, missions, business), the term has broadened in usage, offering a sense of community and shared identity among those navigating between cultures (Tan et al., 2021).

Given that a definition of TCK has been identified in prior seminal works as critical to strengthening research with TCKs (e.g., Tan et al., 2021), the present study presents a scoping review of the psychology literature to examine how TCK has been defined in the literature to date. We narrowed our focus to quantitative studies for the current study; also, compared with Tan et al. (2021), our search included gray literature (i.e., unpublished studies). Accordingly, the research questions guiding the present scoping review are: (1) How is TCK defined, and what measurement strategies have been used to assess TCK identification? (2) Was TCK identity defined by the researcher(s) or participant(s)? We included a total of 39 peer-reviewed articles and 47 theses or dissertations and two conference papers (total  $n = 88$ ).

# Research Article

To answer how TCKs are defined within the current literature, we coded studies for whether they included elements of Useem's three-part TCK definition in their operational assessment of TCK-identification. That is, we coded whether studies' participants were reported to (1) have the exposure of growing up outside of parents' culture during developmental years (exposure), (2) have a shared community with others sharing similar experiences (community), or (3) have actively created or integrated a third/new culture (integration). These elements of the definition of TCK were adopted from conceptual work by Useem and Useem (1967).

To address how TCK identification was measured, we included three potential codes: no measure, researcher's definition, or a specific developed measure was used to record participants' identification. The first code is associated with the weakest approach: The researcher just assumed based on the sample (e.g., international school) that all participants were TCKs. The second code involves a somewhat stronger approach: The research defined TCK in the recruitment materials or the survey and they excluded subjects who they believed did not comply with the inclusion criteria of the study. The third code involves directly measuring TCK identification through a developed measure.

To address by whom TCKs were identified, we coded who got to determine TCK identification: participant or researcher. Examples of researcher-identification included using demographic questions, picking a classroom of students in an international school, or describing what a TCK was in recruiting materials without asking participants directly whether they identified themselves as a TCK. Examples of self-identification included asking directly whether participants considered themselves to be a TCK, or, to pick from a multiple set of choices how they identify, with TCK being one of them.

We found that all but one paper ( $n = 87$ , 99%) operationalized TCK identification based on just one part of the definition—exposure to another country—they did not incorporate the other two key components of the original conceptualization (i.e., community, integration)

# Research Article

—the parts most associated with the conception of somehow belonging to a third culture. Of the 88 studies coded, we only found two studies that included a measure of TCK identification. Twenty-eight papers (32%) did not include a measure at all. In 58 papers (66%), the researchers gave their definition of TCK in recruitment materials, assuming that participation in the study confirmed they met certain inclusion criteria or through assessing whether participants endorsed certain demographic questions in the actual survey.

Thus, extant quantitative scholarship has largely ignored a key aspect of seminal conceptual work on TCKs. Conceptual clarification is needed to even begin to integrate the study of TCKs into relevant lines of work. We offer the following definition to counseling psychologists and others to guide future work with TCKs. A TCK is someone who has (1) lived in a state of mobility or transience during their developmental years (including young adult years) in a location with a mainstream culture that is different from the cultural heritage of their parents/caregivers, and (2) their process of cultural identity development (e.g., appraisal, meaning-making, self-identification) involves identifying with a group of people who share a similar TCK identity, perhaps spanning other ethnic differences (e.g., race or nationality), due to their mutual experience of (1).

This omission of TCKs from the counseling psychology literature points to an area of incredible potential for our field, especially considering our connection to college counseling centers and young adult mental health (Choi et al., 2010), international counseling (e.g., Wang & Çiftçi, 2019), and leadership in the areas of acculturation and enculturation scholarship (e.g., Yoon et al., 2011). This review integrates scholarship on TCKs with other theories that consider how the perspective of the individual affects their stress, identity development, and experience of oppression. It also allows advocacy and clinical interventions for populations that have lived in-between cultures, moved beyond national boundaries, and hold multiple ethnic/racial group memberships and norms.





## **“I’m just European... Don’t call me white”: International student-athletes experiences with activism and perceptions of their acquired white U.S. racial identity**

### **Abstract**

To better understand the experiences of white international student-athletes (WISAs) navigating their white racial identity and participation in race-based activism, we interviewed nine WISAs playing NCAA Division I and II Women’s Basketball about their engagement in racial justice activism and their understanding of the Black Lives Matter (BLM) movement. Our data represents a snapshot of the historically significant moment in the Summer of 2020, when heightened attention on the BLM movement led to an influx in racial justice athlete activism. Three domains emerged from our findings: (a) what it means to be an international student-athlete; (b) perceptions and participation in the BLM movement; and (c) making sense of race in the United States. We provide recommendations on how university staff across departments can foster formal and informal learning environments to help WISAs deepen their multicultural knowledge and awareness of racial identity and develop skills to navigate nuanced identity experiences.

**Keywords:** international student-athletes, white racial identity, athlete activism, white college athletes, multicultural education

**Lei Wang (1), Hillary I. Friedman (2), Cait E. Carpico(2), Kasey Chambers (3),  
& Frank J. Sestito (2)**

(1) Liberate The Block

(2) Department of Graduate Psychology, Chatham University

(3) Department of Psychology, University of North Texas

# Member's Research Article



## Study Aim



The primary aim of the study was to understand the experiences of white international student-athletes (WISAs) as they navigate their racial identity and engage in race-based activism. We sought to explore how these athletes perceive their involvement in racial justice activism, particularly in relation to the Black Lives Matter (BLM) movement. This exploration was timely, given the heightened attention on racial justice during the Summer of 2020, which coincided with the COVID-19 pandemic and increased awareness of anti-Black racism



## Methods

We used a qualitative research design, specifically using Consensual Qualitative Research (CQR) as the method of data analysis. The research team consisted of five members, including graduate students and a faculty member, who were trained in qualitative methodology. The participants were recruited after obtaining Institutional Review Board (IRB) approval and included nine NCAA women's basketball players who identified as white or white-passing international students in the United States. The participants were aged 18 years or older and were on Division I or II teams. The mean age of the participants was 21.11 years (SD = 1.90, range = 18-23). Eight participants identified as white; one identified as white-passing (white and Asian). Seven identified as heterosexual; two identified as lesbian. The average time in the United States was three years (SD = 1 year and 10 months, range = 5 months-3 years and 6 months). The mean number of languages spoken was 2.78 (SD = 1.09, range = 1-4). Eight participants were currently in undergraduate degree programs. Eight participants went to schools in the Northeast: one in the South.

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## Results

The findings of the study revealed three domains related to the experiences of WISAs:

- 1. What it means to be an international student-athlete:** Participants expressed feelings of connection and disconnection with their peers based on shared identities and cultures. Some reported feeling more understood by coaches from similar backgrounds, while others felt less connected to teammates who did not share similar identities or languages. They reflected on their roles as athletes and the responsibilities that come with their visibility and privilege in advocating for racial justice.
- 2. Perceptions and participation in the BLM movement:** The participants discussed their team participation and individual engagement with the BLM movement and how it influenced their understanding of racial issues in the United States.
- 3. Making sense of race in the United States:** The participants navigated their racial identities in a context where they were often perceived as white, despite their international backgrounds. They drew comparisons to what they observed in their home country. They grappled with the complexities of their racialized experiences and specifically, participants developed three ways of coping with an acquired U.S. racial identity (rejecting a racial identity, accepting new racial identity only in the U.S. context, and internationalizing new racial identity). Participants also discussed their emotional responses towards learning about race and racism.

The study provided a snapshot of the significant moment in the Summer of 2020, highlighting the influx of racial justice activism among athletes and the unique perspectives of WISAs during this time.

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## Implications



The implications of this study are multifaceted, particularly for university staff and departments working with international student-athletes. We recommend fostering both formal and informal learning environments that can help WISAs deepen their multicultural knowledge and awareness of race and racism. This includes developing skills to navigate nuanced identity experiences and promoting discussions around race and activism within athletic programs.

By understanding the experiences of WISAs, universities can create more inclusive environments that acknowledge the complexities of racial identity, and the unique challenges faced by international students. This study emphasizes the importance of supporting international student-athletes in their engagement with social justice issues and providing them with the resources needed to navigate their identities in a racially charged environment.

Overall, the research contributes to the growing body of literature on racial identity and activism among international student-athletes, highlighting the need for continued exploration of these themes in the context of higher education and athletics.

**Note: The full manuscript is available upon request. Please feel free to email Dr. Lei Wang at [drleiwangphd@gmail.com](mailto:drleiwangphd@gmail.com)**





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