Editors’ Note

We are excited to bring you another issue of the International Section newsletter as you are welcoming another fruitful and productive year ahead. In this issue, we have wonderful contributions from international scholars and students. This issue starts with the warm greetings from our new Section Co-chairs, Chiachih DC Wang and Makiko Kasai, to our Section members and a brief snapshot of the Section activities. It follows with inspiring thoughts and wisdom shared by the two 2012 Lifetime Achievement Award recipients: Drs. Lawrence H. Gerstein and Anthony J. Marsella. Our Graduate Student Research Awardee, Dr. Hung Chiao also shared her award acceptance note. A brief discussion was highlighted around the merging theme of biculturalism with a particular focus on self-initiated development of bicultural competence in clinical supervision among international clinical trainees in the US.

We hope you enjoy this issue. If you have any suggestions for the content of future newsletters, please feel free to contact us. You will also find a call for award nomination and manuscript submission for future issue in this newsletter. We wish you a happy, healthy, and prosperous new year!

Warmest regards,

Yi-Jiun Lin and Lillian Chiang
Co-Secretaries and Co-Editors

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Dear Members and Friends of the International Section!

We are excited about the opportunity to share with all of you some of our highlight activities and accomplishments via the spring 2013 issue of the newsletter. Our section had a great success at the 2012 APA convention in Orlando this past summer. We organized the International Scholars Welcoming and Orientation Breakfast and hosted more than 80 international attendees including more than 20 presidents or CEOs of psychological associations from around the world. During the breakfast meeting, one of the 2012 Lifetime Achievement Awardees, Dr. Larry Gerstein shared his experiences in research, training, and counseling services that promoted international counseling psychology. Another Lifetime Achievement Award recipient of this year, Dr. Anthony Joseph Marsella was not able to attend the convention but provided a written statement about his reflection of receiving this award. This year’s Outstanding Graduate Student Research Award went to Dr. Chiao Hung of the University of Missouri, Columbia in recognizing the high quality of her dissertation research that explored Filipina immigrants’ utilization of coping strategies within a cross-cultural transition. Furthermore, fifteen international leaders of counseling psychology associations or relevant organizations attended the International Leader’s Luncheon. The smaller group format provided a more intimate atmosphere for US and international counseling psychologists to get to know each other and to exchange the shared and unique challenges faced by counseling psychologists and professional mental health providers in different countries. We agreed to continue our international collaboration in the future.

This past year, all of our section’s board members were actively involved in the Globalization Special Task Group, one of the three presidential initiative projects proposed by the Division’s then President, Dr. Barry Chan. Twelve small tasks groups, each with 4-5 members residing in various countries working on a selected project over the past year, presented findings in the symposium of Globalization Counseling Psychology: Special Task Group Report from 23 Countries, which is another highlight moment for our section during the 2012 APA convention.

Together with IMOC, we organized and hosted the annual International Students Mentoring and Orientation Roundtable in the hospitality suite which also had a great turnout. It attracted about 30 international counseling psychology students from different training programs across the country. Many thanks to Dr. Sayaka Machizawa for her willingness to serve as the IMOC Chair during the 2012-2013. Providing mentorship and support to international students is in line with the core missions of our section and we will continue to offer similar programs in future APA conventions.

We would like to express our deepest appreciation to our past co-Chairs, Drs. Johanna Nilsson and Lifei Wang for the outstanding leadership and exceptional work they had provided to our section in the past two years. We are also grateful for our out-going board members, Drs. Majeda Humeidan and Kenneth Wang for their wonderful contributions.

Our section’s new treasurer is Dr. Jinhee Kang and new international membership officer is Dr. Chi-Ping Deng. In addition, Ashley Hutchison is the new student representative for our section. During the fall semester of 2012, the current members of the executive board had two Skype meetings to discuss our section’s programs at the 2013 APA convention and future events to increase members’ participation. In a short period of six years, the International Section has grown to have more than 275 members. Upon the strong foundation established by previous co-chairs and board members, we are committed to further enhancing our Section’s functions and services. If you would like to provide any input or volunteer your time to get involved in our section’s activities, please feel free to contact us or any of our board members.

Best wishes,
Makiko Kasai & Chiachih DC Wang
Life Achievement Award Acceptance Remarks

~By Dr. Anthony J. Marsella

Officers and Members of the International Section of Division 17, Colleagues, Friends, Guests, Ladies and Gentlemen:

I deeply regret being unable to be with you today to receive the International Award that you bestow annually upon those individuals chosen for their contributions to internationalizing counseling psychology. Unfortunately, medical problems prevent me from traveling at this time. I wish to thank all those who have made this award possible, especially those friends and colleagues whose gracious words in nomination and support have left me filled with gratitude and appreciation.

I have not prepared any scholarly remarks in recognition of the award. For this you may be grateful. I will, however, in the future, circulate a paper that addresses the international challenges and opportunities we face in counseling psychology because of our global era. Like you, I am very mindful of the emerging issues and needs in our training, supervision, practice, research, and ethical and moral standards amidst our rapidly changing world.

Make no mistake about it: the most serious challenge we face as a profession, science, and nation is to respond ethically and morally to the massive and rapid changes that are occurring in population growth and distribution, poverty, racism, classism, violence, war, refugees and IDPs, corporate domination and hegemony, and climate changes – to mention only a few. :=) Indeed, the socio-political, technical, and scientific changes have overwhelmed our limited human capacities for adjustment, adaptation, and survival. We are, in my opinion, missing ethical, moral, and spiritual anchors in the face of the challenges we face.

Chris Hedges, one of the brilliant social commentators and activists of our times, has stated that he has given up trying to change the system of concentrated greed and power that he believes has taken us to the edge of destruction. He states that he now finds purpose in no longer trying to change the system, but rather by engaging in acts of resistance and social activism. Hedges’ words compel us to rethink our roles and purposes as counseling psychologists.

It is clear to me that we are now called upon to meet the challenges of our times, with new skills, duties, responsibilities relevant to a global era. Unlike Hedges, I still have some seeds of hope within me that we can, as counseling psychologists, respond to the “injustices” in our knowledge, policies, institutions, and cultures with a deliberate and intentional experienced consciousness of the powers we have for healing the world. This must be is the counselors’ stance and gaze.

In my opinion, there can be no greater calling for counseling psychologists today, than to become “counselors to the world. I now entreat you to work toward a society, nation, and world in which the disappointing presence of silence, passivity and indifference to the “injustices” that abound, will be replaced by compassion, engagement, and the relentless pursuit of justice. Ultimately, these states of being must be the arbiters of our work in counseling and psychology, the standards by which we judge purpose, success, and respect.

I will close my acceptance of this award with words I have tried to live by, even as I have too often failed: “Show, by your actions, that you choose peace over war, freedom over oppression, voice over silence, service over self-interest, respect over advantage, courage over fear, cooperation over competition, action over passivity, diversity over uniformity, and justice over all.”

Thank you for honoring me.
It is a great honor for me to receive this Lifetime Achievement Award. There are many other people that are much more deserving. It is also very special for me to receive this award and work with Professor Anthony Marsella. He is a giant in the field of international psychology and it is quite humbling to be his co-recipient of this award. As someone that practices Buddhism and believes in reincarnation, I must ask the question, "For which lifetime am I receiving this award? The current one, a previous one, and/or a future one?"

I want to thank the International Section Award Committee for selecting me and I also want to deeply thank my colleague, Professor Stefania Ægisdóttir, for nominating me. In many ways Stef, you are the reason why I became so actively involved in professional work with an international focus.

I grew up in Brooklyn, New York and from the time I can remember, classmates from around the globe including, for instance, individuals from Italy, Argentina, France, The Caribbean, Africa, Cuba, and Poland, surrounded me. Along with my elementary school classmates, my Great Aunt Madeline introduced me to the world outside of Brooklyn. She was a global traveler by cruise liner and she would bring me stamps from the countries she visited. My stamp collection and my required subscription in elementary school to the New York Times opened my eyes to the world beyond the streets of Brooklyn, as did my maternal grandmother who was born in Russia.

My Great Aunt Madeline’s daughter, Jan, also had a major impact on my global vision. She worked as an interpreter at the United Nations in New York City, and often shared stories with me about the inner workings of the U.N. and its member nations. My cousin Jan speaks 5 languages!

My father and paternal grandfather also had a great influence on my knowledge of the world. They were union presidents representing individuals from The Caribbean, Cuba, Puerto Rico, Eastern Europe, South, Central, and Latin America, and Africa. The dinner table in my home while growing up was rich with anecdotes about the culture of these countries and their citizens.

My first exposure to Asia came as a young teenager when reading the work of fiction by Hermann Hesse. I was absolutely fascinated with his ability to construct a literary story that integrated Buddhist philosophy, and at times, science, math, religion, and politics. As an older teen, I was introduced to China and the leadership and writings of Chairman Mao Tse-tung. Chairman Mao had a huge effect on my belief system. My first trip off the mainland was to Puerto Rico at the age of 18 followed soon thereafter for a 2-month back packing journey through Europe and the Middle East. Since then, I have traveled to many, many countries, and I joke that I am addicted to travel!

I have been so fortunate to have had the privilege to work with so many talented graduate students from outside of the United States. My students have taught me so much about their culture, my own culture, and the richness, similarity, and uniqueness of the human experience. I cannot thank them enough! I also have greatly benefited from my collaboration with my colleagues at Ball State University and all my other colleagues located around the globe!

I do have one regret I would like to share with you or should I say a shortcoming. I was born with a very poor ability to learn multiple languages, except for computer languages and math. If I had been wired differently, I am absolutely certain I could have learned a great deal more and had much deeper relationships with my students and associates from outside the United States. Certainly, my travels around the globe would have been enriched!

Let me end with something about this Section. We have grown very rapidly over the years. It is terrific to see so many people here from different parts of the world. Each year this breakfast has expanded and the representation from around the globe has increased. This development is quite encouraging and exciting as it is essential that our profession continue to internationalize. Those of us from the U.S have so much to learn from our international colleagues and students. More importantly, it is critical that the U.S-centric bias in psychology and in counseling is eliminated, and by expanding the international membership of this Section we can definitely make progress toward achieving this goal.

Thanks again for honoring me with this award. I look forward to many more years of service to this Section!
Graduate Student Award Acceptance Speech
~By Dr. Hung Chiao

The completion of this study took a great team, plenty of patience, tones of hard work, a great deal of support, full-hearted trust, and unconditional love. I am very fortunate to have a strong team composed of family members, mentors, teachers, friends, supervisors, and research participants who gave me all the above gifts. I really appreciate my parents providing unconditional love and support throughout my past 10 years away from home. Secondly, I appreciate my American parent, my academic advisor, Dr. Puncy Heppner for his unconditional support and guidance throughout the entire process. He taught me how to do research and writing from ground zero with patience and passion. His trust in me was the most powerful gift I’ve ever received. I believed his belief in me so that I believe myself. I also appreciate my mentors, Dr. Lisa Flores, Dr. Mary Heppner, as well as my dissertation committee, Dr. Mary Jo Neitz. They are amazing female role models in academia who inspire me a great deal. Speaking of teamwork, I want to acknowledge my core research team members, Chu-Chun Fu, Ran Zhao, and Lu Tian who spent hours and hours coding, discussing, and revising the coding of the data. I am also very grateful to my volunteer research assistant, Chinghui Hsu, Dorothy Addae, and Scott Thode who provided me tremendous help in the data transcribing process. Lastly, I am very grateful for my Filipina immigrant participants, who shared their time and life experiences with me and allowed me to share their life stories with my audience. I learned courage, resilience, modesty, humanity, as well as the power of trust, love, and vulnerability from them. They also reminded me how much privilege I have and helped me gain a stronger sense of responsibility as a Taiwanese in Taiwan. They are my heroines, and I hope I can contribute my research efforts to better their cross-cultural journey and social justice in Taiwan.

Call for Membership: The International Section of SCP (Division 17)

The International Section of the APA Society of Counseling Psychology (Division 17) is dedicated to encouraging, promoting, and facilitating a scientist-professional model of counseling psychology in international contexts in the U.S.A. and around the globe through research, teaching & training, services, and networking. If you are interested in joining the section, please complete the membership form which could be downloaded from our section’s website at http://www.internationalcounselingpsychology.org/ and mail the completed form with your membership fee (a check payable to Division 17 – International Section) to our Treasurer, Jinhee Kang, Ph.D. (jkang@umbc.edu) at 1000 Hilltop Circle, Baltimore, MD 21250.

The membership fee for U.S. professionals is $10 dollars per year and $5 dollars for U.S. based students. Membership fee is free for professionals and students who are not residing in the United States; however, donations are accepted at APA conventions. Lifetime Memberships are also awarded to those donating a reasonably prorated fee of over $100 to the International Section.
International Students in Clinical Supervision: Implications of Self-initiated Development of Bicultural Competence

~ Drs. Keum-Hyeong Choi, Seda Sümer-Richards and Jinhee Kang

IN recent years, Division 17 of APA has introduced initiatives to promote the globalization of counseling psychology and formed the Globalization Special Task Group to support the development of international understanding, collaboration, and relationships among counseling psychologists, psychologists, and counselors, both professionals and students, around the globe. (Chung, Nilsson, & Wang, 2012). For this mission to be successfully implemented, it seems imperative that the field should continue ensuring high-quality education and training for international students who are currently enrolled in counseling-related programs in the United States, given that it is more likely that these students who, upon returning to their home countries, would be in a position to make invaluable contributions to globalizing counseling psychology and enhancing the counseling professions around the world. In this article, the authors address some of the unique challenges that international students in clinical training experience and discuss how their cultural adaptation and subsequent identity issues may intertwine with their expectations and learning experiences in their clinical work.

Unique Challenges of International Students in Clinical Training

In addition to the psychosocial challenges common to international students in all academic disciplines, international students pursuing a degree for a counseling-related profession face unique concerns and stressors as they are required to demonstrate clinical competence: they are expected to effectively provide psychological services to American clients whose cultural backgrounds they may not yet fully understand as in most cases English is not their native language (Mori, Inman, & Caskie, 2009; Nilsson, 2007; Nilsson & Anderson, 2004; Nilsson & Dodds, 2006). Many international students feel anxious about and overwhelmed by taking on the therapist’s “helper” role. They are confronted by significant issues at the intersection of two processes of obtaining personal cultural competence and developing clinical competence. Those who are in an early stage of both counselor development and cultural adjustment may face particular challenges, as their lack of familiarity with the host culture and their limited proficiency in a second language exacerbate the typical struggles of beginning counselors who can be characterized as highly motivated but anxious, self-conscious, and limited self-awareness (Stoltenberg, 1981). This dynamic might appear similarly within the clinical supervision experience. While high level of dependency on supervisor is anticipated among those beginning their training as counselors, some international trainees, especially those who are from high-context cultures and are accustomed to deference in hierarchical relationships, may find it even more difficult to assert their needs and proactively seek support from their supervisor, fearing that they may be evaluated not only as culturally and linguistically unequipped but also as clinically incompetent.
Recognizing these unique challenges of international trainees, some contemporary researchers have investigated the impact of level of acculturation on international trainees’ perceptions about their effectiveness in clinical work and about their work with supervisors. The empirical findings suggest that trainees’ acculturation may indeed affect their experiences of clinical training; international trainees in the United States who were less acculturated with the host culture reported a lower level of counseling self-efficacy, weaker working alliances with supervisors, and more role confusion in supervision (Mori et al., 2009; Nilsson & Anderson, 2004). These researchers also extrapolated from their findings to argue that cultural discussion between international trainees and their supervisors not only might significantly improve their sense of clinical efficacy and their relationship with those supervisors but also was much needed by the international trainees. Although it is not certain that international trainees’ lower level of counseling self-efficacy actually results in ineffective clinical work, these findings clearly point to the importance of understanding the cross-cultural experiences of international trainees so that their cultural competence in clinical environments as well as in the United States is enhanced, thereby ultimately augmenting their personal and professional fulfillment during their stay in the U.S.

Cross-cultural Experiences of International Students

Generally speaking, international students’ cross-cultural experiences are rich, intense, and complex. More recently, the concepts of acculturation and acculturative stress have been applied to the cross-cultural experiences of international students, on the assumption that the cross-cultural adjustments that follow direct contact with a new culture result in cognitive and behavioral changes (John & Sandhu, 2007). The acculturation theory highlights the personal struggles inherent in the constant negotiations between maintenance of one’s culture of origin and the contact with and participation in the host culture that shape one’s acculturation strategies (i.e., assimilation, separation, marginalization, and integration/biculturalism; Berry, 1997; Berry & Kim, 1988). These strategies are assumed to determine a degree of changes over a number of domains, specifically, language, cognitive style, attitude, style of relating, and identity. Although these immigration-based acculturation theories can be useful in understanding international students’ experiences in a new cultural context, international students’ experiences are distinguished from those of immigrants because their cultural identification during their stay in the United States is based on their status as “sojourners” who are expected to quickly adjust to U.S. culture in order to academically succeed and navigate within the U.S. educational system and then also resume their lives in their native countries upon return. Their sense of cultural identity that is determined by this status may significantly determine their individual decision as to how much acculturation and what strategy of acculturation is acceptable. Due to this status as temporary visitors to seek education, their sense of self and cultural group identity within the host culture is not clearly affirmed. Even in a clinical training environment, the educational materials to promote multicultural competence in counseling training—primarily designed to develop self-awareness in trainees who are Americans of European and other ethnic background—do not reflect international students’ cross-cultural experiences. In addition, the existing theoretical models on racial/cultural identity development in the United States do not accurately capture the experiences of international students, largely because of their unique challenge to reformulate their cultural identity during their stay in the United States as sojourners.

Implications of Bi-cultural Identity on Cultural Competence

This article posits that international students’ reformulated and evolving cultural identity has a significantly impact on their approach to acculturation and subsequently determines their sense of cultural competence. In articulating the five models of second-culture acquisition, LaFromboise, et al. (1993) emphasize having a personalized sense of cultural identity as a key factor in developing cultural competence within a given culture: “in order to be culturally competent, an individual would have to (a) possess a strong personal identity, (b) have knowledge of and facility with the beliefs and values of the culture, (c) display sensitivity to the affective processes of the culture, (d) communicate clearly in the language of the given cultural group, (e) perform socially sanctioned behavior, (f) maintain active social relations within the cultural group, and (g) negotiate the institutional structures of that culture” (p. 396).
A study with a sample of general international students also provided empirical evidence for the importance of personal identification with a host culture and its timing in cultural adaptation; international students’ greater identification with host nationals within the first month of their overseas sojourn resulted in fewer sociocultural problems at 6 months, while the use of avoidant coping styles soon after arrival increased psychological distress later in the sojourn (Kennedy, 1999). International trainees who must attain cultural competence as quickly as possible in a new culture in which they must demonstrate clinical competence require effective approaches to reformulate their cultural identity and build their cultural skills and competence while they are studying in the United States.

The conceptual basis of one such approach, bicultural identification and the alternation model of biculturalism proposed by LaFromboise et al. (1993), enables international trainees to direct and shape their acculturation experiences and thus control their own personal and professional growth. Contrary to the early notions of acculturation, which required that acculturating individuals choose an identification with either a host or a native country, the alternation model suggests that it is possible for an individual to know and understand two different cultures, alter behavior to fit a particular social context, and have a sense of belonging in the new culture without compromising his or her sense of original cultural identity. This model addresses the psychological struggles inherent in international trainees’ sojourn and has the advantage of giving international trainees ownership of what their best interests might be; (a) it minimizes the internal conflicts stemming from fears of dealing with the negative consequences of acculturation upon reentry to their native countries, and (b) it restores their sense of self-agency in planning and initiating contacts with American culture and in participating in a range of situations that would enhance their cultural competence. That sense of self-agency may directly affect their competence in working with American clients in a clinical setting.

The benefit for international trainees of developing bicultural identity can be also found in Arnett’s (2002) concepts of developing bicultural identity in globalization-based acculturation. He claims that around the world, most individuals now develop a bicultural identity under the influence of globalization and therefore face a great new challenge. Specifically, he describes “bicultural identity” as combining “a local identity,” rooted in individuals’ culture of origin, that embodies the ethnic traditions, norms, and practices with which they were raised and “a global identity” that emerges as they adapt to the demands of a global world with interacting diverse cultural traditions. Global identity can be viewed as selectively incorporating cultural components from the various practices to which a person has been exposed (Chen, Benet-Martinez, & Bond, 2008); it is particularly relevant to the acculturation experiences of international trainees who are adapting to one of the world’s dominant cultural systems in the course of their education and professional activities. By organizing their experiences in a bicultural self, international students in clinical training in the United States can use their personal and professional interactions during their study to consolidate their global identity. Arnett (2002) argues that in a globalized world, “identity becomes based less on prescribed social roles and more on individual choices, on decisions that each person makes about what values to embrace and what paths to pursue in love and work” (p. 781); in addition, he asserts one’s cultural identity should be actively created and re-created.

International students in clinical training in the United States can use their personal and professional interactions during their study to consolidate their global identity. Arnett (2002) argues that in a globalized world, “identity becomes based less on prescribed social roles and more on individual choices, on decisions that each person makes about what values to embrace and what paths to pursue in love and work” (p. 781); in addition, he asserts one’s cultural identity should be actively created and re-created.

Implications of Self-initiated Development of Cultural Competence

Lastly, taken from the field of positive psychology, provides further guidance as to how international trainees can embrace the notion of bicultural identity that leads to cultural competence. Personal Growth Initiative (PGI; Robitschek, 1998) is defined as a person’s active and intentional involvement in the process of trying to change him- or herself; it is defined as self-directed, intentional engagement in the growth process, which involves cognitive, affective, and behavioral changes in all areas of life. International trainees should themselves deeply contemplate, plan,
and direct changes that involve developing and strengthening bicultural identity, clearly aware of and purposeful about how such an identity would benefit their personal and professional lives. PGI was found to be associated with acculturation (Robitschek, 2003), suggesting that individuals who have a high level of PGI may be more likely to actively engage in the acculturation process, exploring the aspects of the new culture that they wish to integrate into their behaviors and attitudes and examining the aspects of their culture of origin that they wish to retain. Inevitably, the acculturation process is stressful, for it entails changes in major aspects of one’s self.

Pederson (1995) claimed that international students’ experiences of acculturation should be viewed not as necessarily negative but as a positive and creative process, able to stimulate, motivate, and enhance their intercultural learning and ultimately lead to greater self-awareness and personal growth. It is our hope that international students in clinical training in the field of counseling psychology will develop a sense of ownership of their personal and professional growth and initiate bicultural competence with the appropriate level of support provided by the training programs and clinical supervisors. Doing so may not only benefit them as the persons of future-therapists, by significantly improving their clinical training experiences during their study in the United States, but may also help support the globalization of counseling psychology around the world.

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**Call for Membership: Recruiting International Counseling Psychologists**

As evidenced by the recent International Counseling Psychology Conference, The Society of Counseling Psychology - Division 17 is deeply committed to expanding the boundaries of international dialogue and collaboration within the discipline of Counseling Psychology. As such the membership committee is actively seeking to increase international membership within the division. To this end, the membership committee is inviting members of the International Section to disseminate information on divisional membership and actively encourage your international colleagues to consider joining the Society.

For International Counseling Psychologists, there are two options available for membership within Division 17. Those with membership in APA can join the Division for an additional $37 (US). For those who are not members of APA, the category of international affiliate is available for dues of $17 (US). Both categories include access to divisional listservs and subscriptions to the Division 17 newsletter and The Counseling Psychologist, the official journal of Division 17. In addition to these benefits are the more intangible benefits associated with being part of a professional community dedicated to improving the psychological well being of all people. Additional information on the joining the Division can be found at www.div17.org/about_membership.html
Snapshots: 2012 APA Convention in Orlando, Florida

Recognition of past Section co-chair, Dr. Lifei Wang

Recognition of past Section co-chair, Dr. Johanna Nisson

Dr. Lawrence H. Gerstein
Lifetime Achievement Awardee

President of Division 17, Dr. Barry Chung at international scholars’ welcome and orientation breakfast

Dr. Hung Chiao
Graduate Student Research Awardee
**International Section of Counseling Psychology Award Nomination**

**Excellent Contribution Award & Lifetime Achievement Award**

The Society of Counseling Psychology’s International Section is offering its new annual *Excellent Contribution Award* to recognize a professional demonstrating *significant contribution in international counseling psychology in recent years* in one or all of the following areas: (a) international counseling psychology research; (b) cross-cultural collaboration; and (c) service or training with an international focus. *Candidates who demonstrate a long history of excellence in international counseling psychology in any of the aforementioned areas* will be considered for the *Lifelong Achievement Award*.

Applicant submissions 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 USA and around the globe. The award winner(s) will receive a plaque and will be invited to give a speech at the Section’s Annual Business Meeting during the APA convention. The award winner(s) will also be acknowledged in our Section Newsletter and the APA Monitor. To be eligible for this award, applicants must be a counselor or counseling psychologist anywhere around the world and they must be members of the Section. Members of the Executive Board are not eligible for the award. Application/support materials should include the following items:

1. If based on research, a descriptive summary of the candidate’s international research, including references (maximum three pages, 12 point font). The work may be published, in press, and/or ongoing projects. If based on collaboration or service/training, a two-page summary addressing the areas of requirement will be sufficient.
2. A letter of support
3. A copy of the applicant’s vitae

**Graduate Student Research Award**

The Society of Counseling Psychology’s International Section is offering its annual award to recognize a graduate student demonstrating excellence in international counseling psychology research. 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 USA and around the globe. *Published articles cannot be submitted for this award.* The award winner will receive a plaque at the Section’s Annual Business Meeting during the APA convention and will be acknowledged in our Section Newsletter and the APA Monitor. To be eligible for this award, applicants must be (at the time of their application) enrolled in a graduate program in counseling or counseling psychology anywhere around the world and they must be members of the Section. Application/support materials should include the following items:

1. A 500-1000 word summary of the project
2. A letter of support from either the training director or the student’s project advisor.
3. The candidate’s vitae

**REMINDER**

Please send application materials electronically to **Dr. Yi-Jiun Lin**, International Section Awards Committee, at **ylin1234@umd.edu** and the application must be received by **March 1, 2013** to be considered.
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We would like to invite students and professionals to submit articles and announcements for the upcoming Summer 2013 newsletter. The theme of the upcoming issue will continue to be on globalization of counseling psychology. The deadline for submitting your manuscripts and announcements is March 15th, 2013.

Information on submission

Topics may include:
(1) Manuscripts on international issues related to research, teaching, training, or practice in Counseling Psychology.
(2) Announcements - Sharing of pertinent information or activities relevant to International Section members (e.g., upcoming events, international conferences, member news/achievements, relevant grant deadlines, position announcements, opportunities to collaborate, volunteer opportunities).
(3) Brief reports (300 words or less) for the column, “Counseling Developments Worldwide.”
(4) Suggestions - Recommendations for content and issues that you would like the Newsletter to include.

Submission Guidelines

Manuscripts:
Articles should be written using 12-point, Times New Roman font according to the style of the Publication Manual of the American Psychological Association (6th Ed.). A brief abstract (50 words or less) of the article should be included with each manuscript submission. Manuscripts should be no longer than 2,000 words. Personal information should not be included on the title page to ensure an unbiased review. Articles should be submitted electronically (ylin1234@umd.edu) as file attachments using Microsoft Word. Please include a statement that the manuscript has not been submitted for publication or published elsewhere.

Announcements:
Announcements should be no longer than 100 words. Below are reminders to include pertinent information for various types of announcements.
1) Conferences/upcoming events - date, place, theme, registration, links
2) Relevant grants - deadlines, proposal guidelines, eligibility
3) Member news/achievements - dates, awards, awarding agency
4) Position announcements - type of position, eligibility, application deadline, contact information.

Please email your manuscript submissions by March 15th to Yi-Juin Lin (ylin1234@umd.edu), Ph.D., Co-Editor, Newsletter: International Section of Counseling Psychology.