ICP is a section 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.

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From the Editor’s Desk
Ayşe Çiftçi, Ph.D.

Welcome to the second issue of our newsletter! As our Section changes and develops, so does our newsletter. In this issue, we have incorporated a number of pictures of our members and Section activities at various events. We look forward to receiving your additions for the next issue!

You will also find featured interviews with our Section’s Award Recipients: Drs. Arunya Tui-compeepe and Mark Savickas, in addition to several interesting articles and personal stories related to international counseling psychology.

As you know, our newsletter - just like our section depends on input and contributions from our talented members and there are several ways to get involved! We encourage students to submit their work to be published in our “Student Perspective” column. Furthermore, since one of our goals for the newsletter is to foster better communication among its membership, please feel free to contact us with information or postings that you would like to share. Please e-mail us your comments, suggestions, personal stories, articles, announcements and pictures! The deadline for submission to our next issue is March 30th, 2008 – so there is plenty of time to gather your thoughts and pictures and send them on in! On a final note, please join us in Chicago for the International Counseling Psychology Conference!

Mission
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:

a. Research with international populations, cultures, or organizations.

b. Service (e.g., counseling, prevention, social justice and advocacy, consultation, program evaluation) to individuals, communities, cultures, and organizations.

c. Teaching and training of international graduate students or the education of other graduate students and mental health professionals interested in international issues.

d. Policy development and implementation related to cross-cultural issues in counseling psychology.

e. Networking and supporting counseling psychologists and other mental health professionals who are interested in a broad range of international issues.

f. Maintaining a forum where such individuals can openly and frequently share their ideas, common experiences, culture, and expertise.

g. Promoting cross-cultural collaboration among counseling psychology organizations around the globe.

Membership Update:
The membership in the International Section is flourishing. As of December 2007, we have 112 members and of these: 46% are APA members, 42% students affiliates, 9% international affiliates, and 2% professional affiliates. The members represents 28 different countries (Africa: 1 country; Asia: 9 countries; Europe: 9 countries; Middle East: 3 countries; North America: 2 countries; South and Central America: 4 countries).

Data from our membership survey show that 96% of the members joined the Section to develop relationships with professionals interested in international issues and 91% also joined the Section to increase their awareness of international issues in counseling and psychology and the internationalization of these fields. The survey also shows that 85% of the members are interested in collaborating with scholars and students around the world on research, presentations, and other projects. To support this interest, we will make a Membership Directory available by February of 2008. We would also like to thank all members for supporting the Section.

Cultural Fact: Chuseok-Korean
Thanksgiving Day / September

Chuseok and Seollal are the two biggest holidays in Korea. On Chuseok, people visit ancestral graves to thank their ancestors for a good harvest and for the well being of their family. Special foods for Chuseok are songpyeon (crescent-shaped rice cakes) and torantang (taro soup). Songpyeon is a rice cake hand-filled with any of various fillings made of bean, chestnut, jujube or sweetened sesame seeds, and steamed with pine needles. Along with newly picked fruits, these foods are presented at the altar for the ancestral memorial service.

Reference: Korean Tourism Organization
www.English.tour2Korea.com
San Francisco, Chicago and Boston: A Busy International Section
Larry Gerstein, Ph.D. and P. Puncy Heppner, Ph.D.
Co-Chairs, International Section-Division 17

Hello! It has been quite a busy year for our Section, leaders, and members. It is truly remarkable how much we have accomplished in just a very short period of time. Our achievements are a testimony to all of you. Thanks so much for taking such an active role in the development of our Section and the promotion of counseling psychology worldwide. Through all of your efforts, international issues and concerns are of greater interest and importance to our Division and our profession around the world.

We want to share with you a brief report about the Section since our last newsletter. There were many outstanding international programs offered by our Section and Division 17 at the 2007 APA Conference in San Francisco. We held a Section members’ breakfast and meeting that was attended by over 75 individuals including the current Division 17 President at that time, William Farham, the President-Elect, Linda Forrest, and the President of the Counseling Division of the International Association of Applied Psychology, Richard Young. Each of these leaders shared their greetings and their thoughts about the future for our Section, and international issues and counseling psychology in general.

An important highlight of this meeting was acknowledging our Section’s Award Recipients. This was the first time such Awards were given. The recipient of the Graduate Student Research Award was Dr. Arunya Tuicomepee, while the recipient of the Outstanding Lifetime Achievement Award was Dr. Mark Savickas. We want to once again congratulate these two individuals for their stellar international work. Further details about these recipients and their awards can be found in this newsletter.

At our Section meeting, we also asked those in attendance to help us brainstorm some potential goals for a Section Action Plan. Many excellent suggestions were put forth including: Create more interaction opportunities in the Section; Set up a booth by region for the International conference; Link international journal abstracts with the Section website; Form a Section language committee; Host an International Leader Meeting once a year; Collaborate with other international organizations; Develop video-type international symposiums for the International Conference in Chicago; Provide training and education to TCP reviewers to become sensitive to cultural and international issues; Develop a plan to edit and mentor international manuscripts (e.g., promote mentoring development; develop principles of international authorship to publish across different countries); and Reach clinicians across different countries. The group also recommended that the leaders of the Section prioritize the five most important actions to implement next year. We intend to turn our attention to this task in the very near future.

The Executive Board of the Section also met in San Francisco. Along with some other items, the Board discussed some alternative ways Section members could pay their annual dues (e.g., cash collection at APA conference), and methods to recruit new members and further engage current members in the Section. We also decided on a plan to hold an election for some new Section leaders. This election will occur in January 2008.

The final meeting we hosted at the 2007 APA Conference involved international leaders in the counseling profession. This is an annual event, and this year, we had a greater number of such leaders in attendance and a wider representation from around the world. There were 11 participants representing 5 countries (Canada, Israel, Korea, Taiwan, and United States). This group had a very lively and productive discussion. Some topics covered included: Goals and members for an International Council of Counseling Psychology; Locations for an annual meeting of such a Council; and an Action Plan for the Council in relation to the 2008 International Conference in Chicago.

Speaking of Chicago, our Section has generated an amazing list of programs for the International Counseling Psychology Conference to be held March 5-9, 2008. We have scheduled a full day (at no charge) of pre-conference programs (March 6) that we hope many of you will attend. We have an excellent lineup of presenters and facilitators for these programs as well as the others we will host during the Conference itself. There will be panel discussions, roundtables, posters, working groups, and invited speeches. Details about all of our programs can be found in this newsletter, and information about the Conference can be found at: www.internationalcounselingpsychologyconference.org

There will be a very large number of scholars from outside of the United States attending this conference and presenting their work. We are certain this Conference will be historic in many ways. For instance, we’re confident this Conference will include the largest number of international scholars interested in counseling that have ever attended a Conference in the United States.

Over 30 students and professionals have helped with the planning of our Section programs at the Chicago Conference and also the entire Conference itself. You will notice the fruits of their efforts the moment you attend the Conference. They have worked hard on developing a rich international climate for the Conference itself and a structure to foster cross-cultural dialogue, understanding, and respect. We cannot thank all of these individuals enough for their dedication, creativity, and outstanding work.

We truly believe the Chicago Conference will shape the future of counseling for many years to come and it will accelerate our Section beyond anything we can imagine. We want to warmly encourage you to attend this Conference. We look forward to seeing many of you in Chicago.

We also hope to meet many of you in Boston for the 2008 APA Conference. We will once again host a Section breakfast and meeting, and some programs. We know that many of our Section leaders and members have submitted program proposals so hopefully there will be a number of presentations on international issues at this meeting.

Again, we want to thank all of you for your commitment to our Section and international issues. Have a great holiday season! See you in Chicago!
Letter from SCP President

Greetings to International Section members

Linda Forrest, Ph. D.

The 2008 International Counseling Psychology Conference planning is in full swing. Over 600 proposals were submitted, 500 plus through the open “call for programs” process and another 100 plus through the Sections’ call for student poster proposals. Consuelo Arbona and Jonathan Schwartz, Co-Chairs of the 2008 ICPC Program Committee along with program committee members have been hard at work reviewing program proposals. Consuelo and Jonathan pulled all the proposals authored by scholars with addresses outside the U.S. (N=85) for a quick review process. We wanted to provide them with early notification so they would have plenty of time to request travel visas and book airline tickets. The good news is that we accepted 13 hours of symposia and 36 research papers bundled into 9 hours of research paper presentations from this group of proposals.

The reviews on the remaining 415 proposals (first authors with U.S. addresses) were completed by early November. The Program Committee has had to make some very tough decisions—over 125 of the submissions were for symposia (44 of which had international focus), 30 were roundtable proposals and another 30 were for continuing education workshops. Consuelo and Jonathan selected from among all of these proposals 85 hours of programming.

Recently, I reviewed the list of proposal titles. More good news, there are lots of titles that include a focus on international issues. And finally over 300 plus posters have been accepted for presentation with 105 of those being student posters—22 of the student posters have an international focus.

I am sure it was the members of the International Section who have helped us accomplish such a strong international representation among the program proposals. Thanks to all of you for networking with your international students and colleagues and for submitting program proposals with an international focus.

The International Subcommittee for the 2008 conference, being chaired by Changming Duan and Larry Gerstein, has been hard at work—my guess is that they are describing their concerted efforts to internationalize the conference elsewhere in this newsletter. Of special note is Michael Lau, a member of their subcommittee, who has been particularly helpful in thinking through the conference atmosphere and ways to make our international colleagues feel fully welcomed as the conference unfolds.

Recruit your students and colleagues to join us. I look forward to seeing all of you in March in Chicago for the Society’s fifth conference, and its first to extend to an international arena.

International Section News

International Section of Counseling Psychology Graduate Student Research Award

The Society of Counseling Psychology’s International Section is offering its annual award to recognize a 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. 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. 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 vita

Application materials must be sent electronically by midnight June 15, 2008 to Dr. Mark M. Leach, Chair, International Section Awards Committee, (m.leach@usm.edu) University of Southern Mississippi, Department of Psychology, 118 College Dr. #5025, Hattiesburg, MS 39406-5025

International Section of Counseling Psychology Career Award

The Society of Counseling Psychology’s International Section is offering its annual award to recognize a professional demonstrating a history of excellence in international counseling psychology 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. 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 will receive a plaque at the Section’s Annual Business Meeting during the APA convention and will be acknowledged in our Section Newsletter. 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 Times Roman 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.
2. A letter of support
3. A vita

Application materials must be sent electronically by June 15, 2008 to Dr. Mark M. Leach, Chair, International Section Awards Committee, (m.leach@usm.edu), University of Southern Mississippi, Department of Psychology, 118 College Dr. #5025, Hattiesburg, MS 39406-5025
Featured Interview: Dr. Mark Savickas

BY AZI GHAFFARI, M.S

Dr. Savickas is currently Professor and Chair of the Behavioral Sciences Department at the Northeastern Ohio Universities College of Medicine, and visiting professor of psychology (2005-2008) at Vrije Universiteit Brussel in Belgium, where he chairs the Life Design Research Group with participants from six countries. His 70 articles, 23 book chapters, and 500 presentations to professional groups have dealt with vocational behavior and career counseling. He is currently the editor for the Journal of Vocational Behavior and has edited the Career Development Quarterly for seven years. Additionally, he currently serves on editorial boards for the International Journal for Educational and Vocational Guidance (Belgium), Australian Journal of Career Development, the British Journal of Guidance and Counselling, L’Orientation Scolaire et Professionnelle (France), the Educational Research Journal (Hong Kong), and the Journal of Career Assessment.

He has served the International Association for Educational and Vocational Guidance (IAEVG) as the USA National Correspondent from 1992 to 1996 and now is in his eighth year on the Board of Directors for IAEVG. He is a member of the International Concerns Committee for the National Career Development Association (USA). He chaired the Career Psychology SIG in the Organizational Psychology Division of the International Association for Applied Psychology (IAAP). In that capacity, he organized three career psychology conferences (in Canada, Belgium, and Portugal) that were co-sponsored by the Career Psychology SIG of IAAP and the Vocational Psychology SIG in the Counseling Psychology Division (17) of the American Psychological Association. He served as section editor for the Vocational Psychology Section in the Encyclopedia of Applied Psychology sponsored by IAAP.

He is a fellow of the American Psychological Association and the Association for Psychological Science, and one of 40 fellows in the American Counseling Association. He received the John L. Holland Award for Outstanding Achievement in Career and Personality Research from the Counseling Psychology Division (17) of the American Psychological Association. In 1996, he received the Eminent Career Award from the National Career Development Association. An interview about his career was the subject of an article in the British Journal of Guidance and Counselling (2001).

The International Section of the Society of Counseling Psychology awarded Dr. Mark Savickas the International Lifetime Achievement Award this year. In his letter of recommendation Dr. Fred Leong stated, “In my estimation, there are few, if any counseling psychologists, who have contributed more to the advancement of international perspectives within counseling psychology than Dr. Savickas.”

How did you become interested, both personally and professionally, in vocational issues and international perspectives? How did your career interests change over time?

I became interested in vocational issues when I was waiting to begin my internship in school psychology. Because I had to wait nine months, I was offered a position in the college’s counseling center. The first student I met had career questions, and I was at a loss about how to help. I immediately enrolled in the career counseling course. It was 1970 and the instructor was using a new book entitled “Vocational Psychology” published by John Crites in 1969. I was fascinated by the book and decided to change from school psychology to career counseling. Later I was able to study with Crites and his mentor, Donald Super. In 1989 Super was organizing a symposium for the International Association for Applied Psychology in Kyoto, Japan. When Crites said he could not go, Super invited me.

Needless to say, it was a pivotal event in my career. As I traveled more with Super, he would introduce me to people and tell them that after he retired they should call me. This opened many doors in countries around the world.

I have found that meeting international colleagues and discussing their perspectives to be the best learning experience for me. I also love to learn about their cultures, heritage, and way of life. I am also privileged to have continuing appointments as a visiting professor at Vrije University in Brussels and at Loughborough University in the UK. My colleagues at these universities graciously teach me a great deal, as do my colleagues from six countries who form the Core of the Life Design International Research Team.

Please tell us about one of your proudest achievements.

Having been strongly influenced by the work of Alfred Adler, I do my best to focus on what I am doing rather than how I am doing. Thus, I avoid thinking about the question of proudest achievements. Instead, I reframe it into something like what have you done that has been useful to others? In response to this reframe question, I would say assisting new professionals from around the globe get a foothold in our field.

You are considered an inspiration to many counseling psychologists considering the vast contributions you have made to the advancement of international perspectives within counseling psychology. What suggestions do you have for counseling psychologists interested in vocational and international work?

My advice in this regard is to actively participate in international associations. Even if you cannot travel at this time, you can read their journals and newsletters as well as design collaborative studies. I particularly enjoy participating in the International Association for Applied Psychology and the International Association for Educational and Vocational Guidance.

Interestingly, the question states “vocational and international work.” So much of international work is vocational. Similar to our history in the US, most countries originate the field of counseling with decades of concentration on vocational issues. Counseling psychology does not yet exist as a separate identifiable discipline in most countries. To learn more about this, you might read the January (2007) issue of Applied Psychology: An International Review. This special issue, edited by

(continued on page 7)
Professor Frederick Leong, examines the current status of counseling psychology in a dozen countries.

How can the international section in Division 17 contribute to advancing international research and practice within counseling psychology?

I believe that the International Section in Division 17 is off to a superb start in this regard. The next step is to solidify the strong foundation that has been established rather than trying to grow too fast. Efforts to make formal linkages with other sections that have a particular focus (e.g., prevention or career) might lead to important collaborations on international projects. I also applaud the Section’s continuing visible presence at important international meetings. I know, for example, that we will have a good showing at the International Congress of Psychology in Berlin, Germany (July, 2008) and the World Congress of Psychotherapy in Beijing, China (October 2008).

What gaps do you continue to see within vocational and cross-cultural areas of research?

My biggest concern is the continued emphasis on translating US theories, inventories, and tests for use in other countries. As articulated by Graham Stead and others, indigenous theories and techniques will be better in the long run.

How have your experiences been with collaborating with international scholars?

The collaborations have been professionally enriching and personally rewarding. International projects are exhilarating because of the range of perspectives and insights on each problem at issue. Collaboration and travel are my textbooks for continuing education.

Featured Interview: Dr. Arunya Tuicumepee

“The key to success”

BY ARLENE VELEZ-GALAN, M.S

Dr. Arunya Tuicumepee was awarded the International Section’s Outstanding Graduate Student Research Award. She recently earned her doctoral degree from the University of Minnesota and is a faculty member in the Counseling Psychology Program, Faculty of Psychology, Chulalongkorn University in Bangkok, in her native country of Thailand. She has seven publications, two papers submitted for publication, and six presentations since 2001. She has also written a number of unpublished manuscripts. Much of her work, including her dissertation, has been in the area of risk and resilience associated with the recent tsunami disaster which killed thousands of individuals in Thailand. Dr. Tuicumepee was also awarded the CCFTP Outstanding Graduate Student Award. All of her papers and presentations were completed while she was engaged in demanding doctoral study, and doing so with English as a second language while making cultural adjustments as a first time student in the U.S.

You have an outstanding record of publications and presentations. Being so productive and winning three awards during your graduate studies is a great accomplishment. What was the key to your success?

It has been a wonderful experience to win three awards at the 2007 APA conference in San Francisco. I sincerely want to thank the awards committee and those who have played a role in making these awards possible. I am very honored to be a recipient of the awards, and I accept them as honoring the process of developing my psychology expertise. For a key to success, I would say that “positive work/study environments and great mentors” are keys to being productive and achieving. During many years of my Ph.D. study, I had a regular meetings with my academic advisor and other faculty members to develop my study plan. A lunch meeting with other doctoral students in our program also was common. At the informal meetings, I usually addressed my academic and personal concerns (e.g., prelim exam preparation and other difficult situations). I believe that good interpersonal relationships enhance the quality of my work and help create a positive work/study environment. For an excellent mentorship, I am especially grateful to my faculty advisor, Professor John L. Romano, for his academic and
research assistance. I also thank my research project supervisor, Associate Professor Zha Blong Xiong, and other CSPP faculty members, Professors Thomas M. Skovholt, Patricia McCarthy Veach, and Thomas J. Hummel, and Associate Professors Sherri Turner, Kay Herting Wahl, and Michael F. Gah, for their contributions to my professional development as a scientist-practitioner and beyond.

Can you tell us about your research award and your work with tsunami victims in Thailand?

I received two research awards based on my Ph.D. dissertation about Thai youth and their 2004 tsunami experiences—the Graduate Student Research Award from the Society for the Counseling Psychology (Division 17: International Section) and the “Award of Merit” of the Competition for Student International Research Award from the Society for the International Psychology (Division 52). Regarding the tsunami work, it was an unexpected project. At the time, my academic advisor, Professor John L Romano, along with other U of M faculty members (Professors Gerald W. Fry and Michael R. Paige, and Associate Professor Fred N. Finley) and I arranged a trip to Thailand in January 2005 to work with the federally-funded project, “Strengthening Civil Society Through Education.” As we arrived, the 2004 tsunami swept the southern part of Thailand so the focus of counseling efforts quickly shifted from research about the counseling profession in Thailand to providing immediate counseling relief. Professor Romano and I, along with faculty and students from Chulalongkorn University, visited the tsunami-affected areas and provided mental health relief services, including counseling to the survivors. A year later, I conducted my doctoral dissertation to investigate the lives of 400 youths who survived the tsunami. My project, using a mixed methods examination, highlighted risk and protective factors associated with Thai youths’ experiences in the tsunami disaster. The findings revealed that about 10 percent of the behavior problem variance could be explained by the risk and protective factors: Family Functioning and Tsunami Experiences. The qualitative investigation of 40 youths revealed that the extent of loss was the salient risk factor. Informal supportive networks, including family, peers, and professionals, usually were described as protective factors. The research findings show the need for continued investigation of youths’ psychosocial concerns, especially the need to strengthen formal (school and community) professional services that extend beyond the acute phase of recovery. This work has become a remarkable journey for me; there has been progress, but there needs to be a lot more.

How did you become interested in pursuing a degree in counseling psychology?

It was a great joy when I worked on my Master’s thesis project at Chulalongkorn University, Thailand. I applied the “Logotherapy” of Viktor E. Frankl—in particular, a concept of the meaning of life to youth clients (one of whom was an HIV positive ex-prostitute). As a group leader, I used the small group process to help the clients find their meanings of life. At the end of my thesis project, the clients had significantly higher purpose in life scores and reported that they did not see themselves as victims anymore. They learned to be more active, rather than passive. Whether they succeeded or failed, they continued to take some chances to change their lives. Not only were my clients changed after joining group counseling, I also was affected by such intense experiences. I knew at the time that counseling was my passion. After I completed my master’s degree, I was appointed as a clinical instructor to the survivors. A couple of years later, I returned to Chulalongkorn University as an appointed faculty member. In 2000, the Psychology faculty at Chulalongkorn University was about to start offering a doctoral degree in Psychology, including a major in Counseling Psychology. The new Ph.D. program requires faculty members with a doctoral degree in counseling psychology. With support from the faculty and my family, I decided to study in the United States in order to learn the essential skills of counseling psychology to teach, research, and supervise our students at Chulalongkorn University.

Can you share your experience as an international student in the U.S.?

I have had mixed experiences as an international student. On one hand, I was fortunate to be admitted to the counseling program in which four (out of six in my Ph.D. cohort) doctoral students were international students (from Republic of China, South Korea, Turkey, and Thailand). We shared our journey in the U.S. and gave each other moral support when needed. The CSPP faculty members also have international affiliations or experiences as visiting scholars in other countries. They obviously acknowledged that my capability surpasses my English language skill. These positive experiences allowed me to begin to learn how to adjust to a new environment as well as to reach a human’s highest potential through classes, counseling practice, and research studies. On the other hand, I had the depressing experience of doing counseling in another language. At the beginning of my counseling practice, I really struggled to find the right words to reflect my client experiences, especially with a client (with minimal conversation) who was in crisis.

Did you encounter any particular challenges as an international student? How did you overcome those?

The most challenging thing for me as an international student was to perform counseling work in a fast-paced study/work environment. For example, when I worked as a pre-doctoral psychology intern at the Counseling and Psychological Services (CPS), University of California, Berkeley, I saw students who were in crisis, plus having multiple layers of presenting problems (both developmental and chronic adjustment issues). It was challenging to continue therapeutic work with those difficult and demanding clients within a brief model context. I was privileged to receive excellent supervision as I crafted my counseling skills and further developed my professional identity (it was my year as a counselor-in-training!). There was so much work for everyone (my clients, primary clinical supervisor, training director, clinical director, intern cohort, post MSW interns, post doctoral fellows, and other CPS staff members, including myself) to overcome such barriers as different expectations and theoretical orientations, culture and language issues, etc. In this regard, the flexibility and prompt responses (when needed) of the CPS faculty were very helpful; they allowed me to continue to accomplish the proposed internship goals. Also, I found that practicing my religion as a means for ensuring success during my study abroad was very helpful. Along with prayer and reading a Buddhist text, I do meditation regularly to find tranquility amidst stress-filled academic and counseling practices. The religious practice helped me to stay in touch with my home rituals and culture, as well as to meet the temporal demands of work and study in the U.S.

What are your future goals?

My ultimate goal is not only to fulfill my dream to be a competent, culturally appropriate counselor, but also to become a researcher in the field of counseling psychology. Accordingly, I have two main goals for the near future. My first is to bring the learned counseling model of a Ph.D. level from the U.S. to adopt or further develop with my Thai colleagues. I hope to help provide a model for better counseling services, to develop and engage in a mentoring/supervision system, and to become a competent counselor who initiates change effectively with Thai and other Asian clients. For this goal, I would like to have opportunities to develop a culturally appropriate model of counseling practice in Thailand. One of my interests is in integrating Eastern wisdom, such as mindfulness in Buddhism or yoga, and Western psychology into preventive counseling practices. Another goal is to do research, trying to build frameworks of understanding youth adjustments in normal and post-disaster situations. In recent years, I have developed a growing interest in preventive counseling and behavior/psychological problems among youths. My previous pre-dissertation project focused on the psychological well-being of Thai youth and their problem behaviors,

(continued on page 9)
such as drug use. In addition, in my previous appointment as a research assistant, I worked on a project with Asian delinquent youths in Minnesota (including Hmong, Laotian, Cambodian, and Vietnamese youth). The research studies show that failure at home and school is a primary contributor to the youths’ delinquent behaviors. I found that this problem is even worse when there has been a critical situation, such as encountering sudden losses due to a massive disaster or other unexpected devastating situations. In addition, I learned from my doctoral project concerning Thai youth in the 2004 tsunami disaster that their prolonged emotional and behavioral problems exist more than one year. As a counseling psychologist, I am genuinely interested in using my best counseling knowledge and skills to work with youths, regardless of their nationality, to help them construct their lives and to be responsible adults. In my view, a research project for youths should focus not only on an individual level (i.e., a within-individual and/or longitudinal research), but should include an interaction effect of an individual with his/her other dimensions (family, school, community, culture, and public policy).

What message would you like to give to students in counseling psychology, specifically international students?

I definitely agree with a Danish existential philosopher, Soren Kierkegaard, who once said that “Life is not a problem to be solved, but a reality to be experienced.” Being a student in a faraway country was not a pleasure at all for me. There was limited social network and support, as I was apart from beloved family, friends, and colleagues. However, it was a paradox, as I found very profound positive experiences. For example, I learned that constant and countless support from my family has made me feel as if I were home no matter where I am in this world. In addition, being a counselor in a different world, I learned to recognize a cultural difference. I learned a great deal about how culture shapes human adjustment and behaviors among my diverse clients and classmates. I have also learned to accept the challenges and have entered into a kind of negotiation with the new environment to succeed in my studies and increase my expertise. The experiences have been very valuable for my career as a counselor.
Turkey Redux: Twenty-Nine Years Later: The Fulbright program and Turkish experiences

J. Jeffries McWhirter Ph.D., ABPP
Professor Emeritus
Arizona State University
and
Visiting Fulbright Professor
Hacettepe University

In April of 2006 I had an incredibly rich and invaluable month as a Fulbright Senior Specialist (FSS) in the same department on the same campus twenty-nine years after I had served as a Fulbright-Hayes Senior Fellow/Professor. My FSS project was to teach, do research, and consult at Hacettepe University in Ankara, Turkey with my former students—and their students. What an experience! Of the 12 or so students that took my classes and to whom I became close in 1977-78, I was able to be in contact with five of them. Several work as professors in the department including the department chair. Being able to make presentations at the two universities in Izmir and in Adana where their former students were professors—an dean was especially meaningful. I was astonished at some of the major changes and improvements that have occurred in the field.

Before I discuss my trip to Turkey, I would like to sing the praises of the Fulbright program. To the best of my memory, I first heard about the Fulbright program when I read that C. Gilbert Wrenn, counseling psychology professor at the University of Minnesota and Arizona State University, very late in his illustrious career was awarded a Fulbright to a University in England to work with British academics to establish counseling/counseling psychology programs in their country. I later discovered that a number of American academics in counselor education and counseling psychology were involved in this effort. I thought that was a wonderful thing—to be able to travel to another country to teach and do research. Consequently, when I became a university professor, I dreamed of that as a goal for myself.

Sometimes dreams come true. I cannot believe how good the Fulbright program has been to me and mine. In 1977-78 my family and I traveled to Turkey so I could complete my Fulbright assignment. We book-ended that nine-month experience with three month stops in England, Scotland, and Italy and, at the back-end, three months in a variety of European countries including another long stay in England. My five children were between the ages of seven and 15 during that year. What a rich, rich experience for all of us which I have written about elsewhere (McWhirter, 1983; 1986; 1987a; 1988). During the year in Turkey, we were fortunate enough to attend the European Fulbright meeting in Berlin. On the way back to the US, the Fulbright Commission in Spain and Portugal were helpful in arranging lectures and workshops for me in those countries. I got to see things that I never thought I would ever see.

For my second sabbatical I was awarded a second Fulbright—this time to Australia. Two Australian Colleges of Advanced Education (CAE) had put in a request for someone to do some of the things I do. The Australian Fulbright commission asked if I would be willing to split my year at two different CAEs: Six months in Sydney—at Catholic College of Advanced Education—and six months in Perth—at Western Australia College of Advanced Education. I was delighted with this arrangement and had an amazing year seeing lots of Australia. At the outset, our three youngest children planned to go with Anna attended teacher training programs at both CAEs and Mark and Paula attended secondary school both in Sydney and Perth. Our older sons were in Peru and had not planned on the Australia trip but an attack of hepatitis changed that. They joined us in Perth to recuperate and took several Aboriginal Studies courses. During that year, I was also invited on a Fulbright inter-country exchange to spend a month lecturing in a distant education program in counseling at Massey University in New Zealand. I was also able to publish a monograph (McWhirter, 1987) identifying counseling and counseling psychology programs in both Australia and New Zealand (McWhirter, 1987 b).

Some years later, my daughter Paula, who is now an assistant professor in the counseling psychology program at the University of Oklahoma, decided that she wanted to increase her Spanish fluency so that she could do therapy in Spanish. During her Ph.D. program, she was awarded a student Fulbright to Chile where she collected dissertation data and obtained a good number of pre-internship, supervised hours in Spanish. My son, Benedict, and daughter-in-law, Ellen, both on the counseling psychology faculty at the University of Oregon, were each awarded professor lecture/research Fulbrights to two different universities in Chile. Partly based on the research they did in Chile during their Fulbright year, Benedict has been awarded a Spencer Foundation grant to continue that research. All of my children would be considered internationalists, have good command of a language other than English, and all have a major commitment to diversity. The Fulbright program was instrumental in this.

My most recent Fulbright under the new Senior Specialist Fulbright program, was arranged in collaboration with my former student and translator Nilufer Voltan Acar. In 1977-78, Nilufer had just returned from the University of Utah where she was studying under a Fulbright for a master’s degree in social work. She was working diligently on her Ph.D. in psychological counseling from Hacettepe University and she attended the four classes that I taught at Hacettepe during that year, translating for me in the two classes where students did not have English proficiency. We did some research together. She was also helpful to me in a variety of other ways. Several months after I returned to Arizona State University, Nilufer visited and stayed with us for several weeks in order to use the ASU library and consult with me about her dissertation which she subsequently completed. We continued to stay in touch over the years. We collaborated on several projects including writing and publishing a book on child rearing and parenting training in Turkish, now in its fourth edition (McWhirter & Voltan-Acar, 2005).

Nilufer continued to progress through the academic ranks during the last 29 years and is now a professor, doctor, and chairperson of the Department of Psychological Guidance and Counseling at Hacettepe University. She has continued to maintain a very strong record of publication that includes both refereed journal articles and a half dozen or so books. She is one of the top scholars in Turkey in counseling and counseling (continued on page 11)
(continued from page 10)

psychology. She has been very consistent in attempting to adopt psychological and counseling concepts, approaches, and constructs that have been promulgated in the US and Europe to verify their usefulness in Turkish culture.

The primary focus of my Fulbright Senior Specialist project was to continue some of the research I had been doing in Arizona. My ASU students and I have developed psychosocial education group manuals that have been useful in helping young people reduce negative emotions and behaviors – anger, depression, anxiety – and increase more positive ones – empathy, optimism, prosocial skills. I sent our research manuals to Nilüfer. She and her students translated them into Turkish, provided Turkish examples, and conducted three studies (a fourth is currently being implemented) with Turkish students. For my Fulbright Senior Specialist project, I collaborated with Nilüfer’s research teams on these studies. In addition to this project, I lectured two classes, gave public lectures, keynoted conferences, and delivered several large presentations to various University personnel. Some of these experiences are listed below:

• I had four or five meetings with Ph.D. students and several of the Assistant faculty to discuss the articles that the students are writing on the research project. Between meetings, I read and critiqued articles to help the students improve their professional writing in English. English is, of course, the students’ second language.

• The above activity provided an entry for one of the Assistant Professors at Hacettepe University and another one at Çukurova University in Adana to request that I edit their articles for English language journals.

• I provided lectures to masters students on group content and process and on interventions for guilt and shame.

• I provided a public lecture to 250 to 300 citizens in the Chankaya municipality on adolescent substance abuse. The participants in this lecture included students, parents, city administrators, teachers, counselors and guidance workers, and University personnel. After my presentation, I was interviewed and this interview was later aired on the evening news. The mayor of the municipality is interested in developing a book for parents based on the content of my presentation and I will probably collaborate with Nilüfer on this project.

• I delivered a series of professional lectures, seminars, conferences, and keynote addresses at Hacettepe, Dokuz Eylül University in İzmir, and Çukurova University in Adana. It was a rich and valuable month because of the work that I did. However, this trip was especially meaningful because I got to see just how well the students I worked with 29 years ago are doing. I am very, very, very proud of them. They are doing wonderful work. And equally important, I was very impressed with their students. If it is not too presumptuous, I almost think of them as my academic grandchildren.

I was also impressed by the fertile activity that is going on in counseling psychology in Turkey. Our Turkish colleagues continue to advance the field in a country that is quite different than ours. I know that I was only a small part of the US history of counseling in Turkey. Other US colleagues – Norm Kagan, C. H. Patterson, Tom Skovholt, Rex Stockton, for example have held Fulbrights to Turkey and their contributions are notable. However, I am arrogant enough to believe that I had at least a small part in developing the field there. My former students indicated that I influenced them greatly in group work and in their use of gestalt and cognitive behavioral interventions. And, perhaps, this influence may continue.

Preliminary results on the research studies are promising and are being prepared for publication in a Turkish or an American research journal. Briefly, though, young people who participated in SOAR (Gilboy, McWhirter, & Wallace, 2002) demonstrated better social skills than those in a no treatment control group. However, none of these gains were significant. On the other hand, our ART package (Boewe & McWhirter, 2002) which uses art projects to reduce fear and anxiety significantly reduced anxiety of participants in two of three groups and almost reached significance in the third. The study designed to reduce anger using the SCARE program (Herrmann & McWhirter, 2001) is currently in process. Perhaps even more important is the fact that we now have these manuals translated into Turkish, adapted to Turkish culture, and available for prevention programs and additional research.

The need for prevention programs is evident. Just prior to my arrival in Turkey, there had been a series of student knife assaults on other students in Turkish schools. During one of my presentations to the audience asked about this in reference to the school shootings that have occurred in this country. I responded by indicating that the number of recent school stabbings, while a new experience for Turkish schools, is perhaps a foreshadowing of possible future events in Turkey. I stated that when Turkey’s youngsters were able to obtain handguns more readily, the problem was likely to get worse. About the time I made this prediction in Adana, a Turkish student in another part of the country was shooting her classmate.

Unfortunately, some of the ways in which the United States is a world leader is not good. Because counselors and counseling psychologists have developed prevention and intervention programs to deal with some of our own problems, put us in a position to be of help to developing countries like Turkey. The Fulbright program continues to be a way in which this might be accomplished.

References


(continued on page 12)
international students when studying in a foreign country. Building the staff to be more knowledgeable of the needs and issues faced by international student processes within the United States. This enables the Counseling Center staff gaining a deeper understanding of Center and the International Services Center, collaboration results in a centered environment focusing on relationship building, culture pro

In part, the Counseling Center's mission (2007) highlights: "culturally mindful of cultural differences, stays true to the mission of the collaboration to occur. Collaborating, fostering relationships, and being entities and uncover the common threads that set the foundation for relationship building, it is important to acknowledge the mission of the Counseling Center and International Services Center. Through

Bridging the Gap between Two Cultures: A University Counseling Center and an International Students’ Office

Shari-ann James, Ph.D. - Licensed Psychologist
University of Central Florida

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An important aspect of establishing a relationship is creating a presence and building a working alliance. Relationship building involves getting to know the staff, the environment, and the way in which staff work and communicate with each other. Throughout my work at the University of Central Florida, a conscious effort was made to meet with staff from the International Services Center. The staff became more aware and in tune with the services offered at the Counseling Center, as I entered into their space as a presenting guest at their staff meetings. In these meetings, I was able to share the services and resources that are available for international students at the Counseling Center. This allowed for increased visibility of the Counseling Center within the International Services Center, as they now had an established contact to consult with from the Counseling Center. Furthermore, the experience also gave insight into the way they connect and interact with each other. Finally, establishing a primary contact with the assistant director, within the International Services Center, allowed for a direct one to one relationship which led to streamlined communication.

Other opportunities unfolded that led to a continued presence within the International Services Center. At the beginning of each semester, the International Services Center hosts the welcome reception for incoming and current international students. This experience allows students to bond as they participate in icebreaking activities with each other. They are also provided information and resources pertaining to various departments and organizations on campus. For example, students were provided with giveaways and information about programs and services within the Counseling Center. In addition to the welcome reception, there was an orientation for incoming students at the beginning of the semester, which enabled me to present on issues related to culture shock, as well as provide information regarding the specific programs tailored to their needs as they transition to the United States.

Aside from the welcome reception and orientation, which provided the first steps for students as they transitioned to the United States, there were also opportunities for in-depth conversations pertaining to several topics of interest. These topics were presented to facilitate dialogue and discussion. Issues that were presented fell within the realm of American culture, customs and values, allowing students to gain insight into the American classroom and learn how educational systems vary from culture to culture.

In establishing a relationship with the International Services Center, one part of the process is connecting with staff. The other part is connecting with international students as demonstrated through efforts at the welcome reception, orientation, and facilitating presentations. Individuals hold varying values and perceptions about counseling and therapy. Some cultures perceive the counseling field as taboo and that awareness will in turn allow staff to be better equipped to work with this population, resulting in the creation of services that are in sync with the needs of international students. In addition, the collaborative process also involves the International Services Center gaining an understanding of how the services and programs offered through the Counseling Center can meet students’ needs. In building the relationship between the two offices, several components are taken into consideration: (a) Visibility and being a presence within the consciousness of the staff at the International Services Center, (b) building awareness for the counseling center staff about the international student population, and (c) engaging in joint initiatives.

Visibility

With all the diversity in the world, people of different religious groups, color, race, education, development, and maturity, there is one thing in common among all of us. One thing that ties each one of us to every other one, we are all moving into the future, at the same speed, simultaneously on this journey. –Anonymous

The overarching goal of the collaboration between a university Counseling Center and an International Services Center is to pool and share resources. Even though the Counseling Center and the International Services Center may come from different worlds and perspectives in their approach to students, their common focus is helping students live and learn within the United States. As a licensed psychologist at the University of Central Florida’s Counseling Center since September of 2005, and a former international student, I serve as a liaison to the International Services Center.

Relationship building comes to the forefront as one begins to conceptualize the bridging together of two cultures; that being the Counseling Center and the International Services Center. Through relationship building, it is important to acknowledge the mission of the entities and uncover the common threads that set the foundation for collaboration to occur. Collaborating, fostering relationships, and being mindful of cultural differences, stays true to the mission of the Counseling Center and the mission of the International Services Center. In part, the Counseling Center’s mission (2007) highlights: “culturally sensitive counseling, training, consultation, and other collaborative and programmatic services”. The International Services Center’s mission statement (2007), in part, highlights: “providing a quality, client-centered environment focusing on relationship building, culture programming and outreach”.

Within the process of relationship building between the Counseling Center and the International Services Center, collaboration results in the Counseling Center staff gaining a deeper understanding of international student processes within the United States. This enables the staff to be more knowledgeable of the needs and issues faced by international students when studying in a foreign country. Building

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its services are only utilized by those who suffer from severe pathology. Therefore, in a quest to normalize and demystify therapy, the Counseling Center organizes meetings with student organizations to help increase awareness. On campuses throughout the United States, there are a host of student led international organizations. By facilitating discussions among its members, some of the stigma associated with counseling and therapy may be alleviated, thereby allowing students to gain insight into the process of counseling.

Within an informal context, having a social outlet while building a support system and connecting with others, eases the transition of international students’ within the United States. Throughout the year, the International Services Center hosts several activities and social events for students to foster relationships, such as international movie night, global coffee hour, language tables, international fair, the international fashion show, and international culture night. I attended the World Cup Community Festival sponsored by the International Services Center and the International Student Association (ISA). This experience provided me an opportunity to maintain my relationship with the International Services Center staff and partake in the spirit of the tournament with international students.

Building Awareness

With the staff from the International Services Center and international students encompassing varying perceptions about counseling services, it was important for them through the process of collaboration with the Counseling Center to gain insight into the counseling world. It is also important to bridge the gap between the Counseling Center and the International Services Center by promoting and increasing awareness of the international student population within the counseling center staff. As part of our professional development workshops for Counseling Center staff, professionals from the community or within the Counseling Center, present seminars of varying topics to the Counseling Center staff as well as other professionals within the community. At the seminars, attendees within the mental health professions are rewarded with two continuing education credits. During this program, I took the opportunity to present on the topic titled, “Think Global: Building awareness and understanding of international students”. Throughout the seminar, participants were exposed to the experiences and challenges of international students, and their cultural adaptation within the United States. In addition, participants gained an understanding of the dynamics represented in an inter-cultural classroom within a university system. Finally, they were able to understand and build awareness of various themes and strategies when working with international students.

Joint Initiatives

In an effort to provide support for international students, the Counseling Center joined forces with the International Services Center to provide programs for international students. An international students’ group was established, to provide a place where international students can share and explore their experiences of living and studying in the United States. Some of the topics addressed were issues related to homesickness, establishing friendships, family pressures and expectations, culture shock, education and career issues, and cross-cultural communication. The group met weekly in the International Services Center, away from the Counseling Center to minimize the stigma sometimes associated with counseling services. Although the group provided support for the few international students that were in attendance, there was still some hesitancy on the part of international students to partake in the group. The group then changed into the cross-cultural awareness group which presented a different focus. These series were more structured and less informal than the international students group. Within the cross cultural awareness series, a topic was designated every week.

Future Collaborations

The future holds promise for continued efforts to maintain the relationship with the International Services Center, through involvement in projects and activities. To foster the relationship, there will be continued facilitation of presentations and the development of new projects. For example, inviting an advisor from the International Services Center to address, with the Counseling Center staff, the rules and regulations international students have to abide by when living and working within the United States. Additionally, providing a seminar for International Services Center advisors to address issues such as cultural sensitivity, knowing how and when to make a referral for counseling services, and issues related to signs of distress or adjustment difficulties. Finally, developing a mentoring program for current international students and American students, to work with incoming international students as they transition to the United States.

References


Shari-ann James, Ph.D., completed her doctoral study at the University of Georgia and is currently a licensed psychologist at the University of Central Florida. Her professional interests include multicultural issues, international students, relationship concerns, developmental issues and training and supervision.
While cross-cultural psychological research enhances our understanding of diverse cultures, it may present various challenges to investigators. These challenges may range from recruitment of participants to the use of culturally equivalent valid instruments. APA Ethics Code (APA, 2002) and Guidelines on Multicultural Education, Training, Research, Practice, and Organizational Change for Psychologists (APA, 2003) provide guidelines for multicultural and cross-cultural research; however, Marshall and Batten (2003) argue that specific challenges that the cross-cultural context presents are not sufficiently addressed in existing ethical codes. The purpose of this paper was to review the literature regarding common ethical and methodological issues that researchers conducting cross-cultural research might face.

Conceptual and Theoretical Equivalence of Constructs and Theory

Marshall and Batten (2003) suggest that researchers need to be aware of the incongruence between their own theoretical frameworks and those of the group or culture in the research project. The differences between the researcher and the participant need to be respected and the researchers should avoid projecting their own values onto the research process. As Sue and Sue (1990) pointed out earlier, the definition of healthy and normal psychological functioning is mainly based on Western European values which encourage individualization, self-actualization, and assertiveness as the conditions for healthy human functioning. However, factors that constitute healthy human functioning may show variations across cultures. Furthermore, the meaning of the constructs may not be the same across different cultures. Researchers (e.g., Fontes, 1998) who draw attention to these differences suggest that the investigators have to make sure that the constructs of interest truly exist in the participants’ culture.

Sample Equivalence

The data of cross-cultural studies is often collected from students mainly because students are easier to access. Goodwin (2002) suggest that students across different countries show wide variations in terms of their age, religion, and socioeconomic backgrounds, and therefore are not always comparable. According to Goodwin, variations in the definitions of the concepts across different cultures might be another important factor affecting sample selection. For example, comparing a sample of “small businessman” from two cultures might be problematic since “small businessman” may not necessarily represent the same group of people in two different cultures. Goodwin argued that even the concepts such as “representative sample” may not mean the same thing across different societies. When conducting cross-cultural research, researchers should make sure that the participants across different countries are comparable.

Sensitivity to Within Group Differences

One of the challenges that researchers face is to select and define the national or ethnic group membership of research participants. Studies frequently categorize people into broad categories such as African American, Hispanic, Asian, and so forth. This type of approach produces overgeneralization about the given culture and neglects the subcultural or individual differences within that culture. When conducting cross-cultural or multicultural research, factors such as acculturation, language, regional variation, and familial immigration history should be taken into account. Although it may not be possible to include all these variables in a single research study, researchers should acknowledge the possible influence of these variables on results (Fish et al., 2002).

Protecting the Rights of Participants and their Community

APA Ethics Code (APA, 2002) makes it clear that it is the researchers’ ethical obligation that participants should not have any harm. While ethical guidelines protect the rights of individual research participants, Fontes (1998) argued that the ethical guidelines should not only protect the individual participant but also his or her cultural community as a collective entity. Banyard and Flanagan (2005) argued that the cross-cultural research is commonly conducted by western researchers and they bring their own views and biases to their research. In addition, Banyard and Flanagan suggested that using the same techniques across different cultures may lead to biases and may mean comparisons made between cultural groups are not valid. These type of comparisons may even harm cultural communities being investigated. For example, using intelligence tests that were developed and standardized on North American samples may not be a valid test of intelligence among South Americans. The conclusions based on this type of comparison may unfairly portray other cultures as inferior.

Fontes (1998) suggested that research teams should brainstorm the possible emotional, physical, social, and political risks of the planned study and the possible ways of avoiding these risks. She also suggested that researchers may benefit from conducting focus groups in which the research study is described and participants are asked on ways to make the study more valid, beneficial, and less harmful. As Tapp, Kelman, Triandis, and Coelho (1974) noted, in addition to protecting participants from harm, it is also important to make sure that the research will enrich and will be beneficial to the culture or country.

Informed Consent

In some cultural or ethnic groups, limited or no familiarity with the research process and terminology can be a barrier to obtaining a truly informed consent. In such cases, educating the participants about the research process and terminology may enhance informed decisions to participate. Another important factor that might affect a participants’ decision to participate is the language. The language of the informed consent should be understandable and clear to the participant so that he or she can make a truly informed decision. Especially in cases where there is no direct correspondence of the research terminology of Western science and those of the culture of the participant, the investigator should take steps to ensure that the participant fully understands the informed consent. Making an oral presentation of informed consent in conjunction to the written form might be one of the ways of helping participants to fully understand the informed consent (Fish et al., 2002). According to Marshal and Batten (2003), informed consent needs to be given special attention in some cultures where ethics is a more fluid concept. They suggest that the informed consent must be asked for and given at almost every step of the research process to assure that it is valid and that the participants remain fully informed and cognizant of each aspect of the research proceedings.

Assessment

APA’s Guidelines on Multicultural Education, Training, Research, Practice, and Organizational Change for Psychologists (APA, 2003) suggest that culturally sensitive researchers should be knowledgeable about a broad range of assessment techniques and standardized instruments. These guidelines also suggest that when conducting multicultural
Conducting cross-cultural research requires a lot of time, effort, and attention to several cultural variables on the part of the investigator. Understanding the impact that various cultural variables have on research process and results is of critical importance in conducting culturally sensitive research. Selecting the appropriate research design, using appropriate strategies for recruitment of participants, protecting the rights of the participants and their community, and using equivalent instruments are some of the areas that ethical issues might arise when conducting cross-cultural research. In addition to these areas, the studies reviewed above seemed to suggest that researchers’ ethical obligation should go beyond avoiding harm to the participants in order to make sure that the research will be enrich and beneficial to the host country.

Goodwin (2002) suggested that conducting successful cross-cultural research involves some vital elements, such as following ethical rules, showing a genuine interest in understanding participant’s view of research and the implications of this viewpoint on their responses, and having a real sensitivity to the values and meanings of the country in which the research is taking place. This type of awareness and sensitivity will not only enhance ethical practice and appropriate methodology, but is essential in order to interpret the results meaningfully.

Counseling Developments: Training of International Counselors

Six years ago, Dr. Daphne Hobson, director of Lehigh University International Programs, and Dr. Nick Ladany designed a post-baccalaureate certificate in international counseling, that included a component geared toward international school counselors. International schools are academic institutions that provide K-12 & Post-secondary schooling to students whose parents mostly work in government-related positions (e.g. The American School of Saudi Arabia or the American University of Paris). Most of these schools have counselors in charge of providing vocational and psychological assistance to the third culture students, children and adolescents who live in three distinct cultures (country of origin, country of residence, and the diplomatic/internationally diverse culture). Most counseling degrees do not focus on the complex multicultural issues international/third-culture students face daily, such as acculturation, adjustment and cultural identity issues, anxiety/stress, grief, language barriers, war/trauma and politically related distress, etc.

After two years, internationally-located students encouraged Lehigh to establish a master’s degree program in International Counseling which was implemented in the spring 2005. Courses in the Post-baccalaureate Certificate and the Master of Education in International Counseling are offered through a two-way delivery system, face to face and online. Summer institutes in Lugano, Switzerland and later in Cusin, Ecuador, and Puerto Vallarta, Mexico, were established in order to provide off-campus international counseling seminars where students interacted and addressed critical issues on multicultural and multinational counseling. Doctorate students at Lehigh University Counseling Psychology program were given the opportunity to join counselors at these summer institutes. Counseling Psychology students all reported about the gain in multicultural growth from the critical discussions on counseling around the world. The two-week intensive summer institutes held in Cusin and Puerto Vallarta therefore became an international forum where participants gained didactic and experiential training in helping skills but also learned to critically reflect upon the implementation of counseling in their country of residence.
The International Programs is embarking into a new geographical summer location. The 2008 International Counseling Summer Institutes will take place in Sligo, Ireland. Sligo, known for its breathtaking landscape and eternal hospitality, brings new cultural endeavors, experiences, and most importantly learning opportunities. In a desire to further invest in cultural openness, this new location will hopefully further challenge counseling psychology students and the international community as well as provide an opportunity for a glimpse of counseling in Ireland. Current and prospective counseling students are welcome to register to this new international adventure. For further information about Lehigh University international counseling programs, please contact Arlette Ngoubene Atioky at ajn3@lehigh.edu.

Mark your calendars!

2008 International Counseling Psychology Conference

The 2008 International Counseling Psychology Conference will be held March 5 to 9, 2008 in Chicago, Illinois. The conference program will span the issues critical to the practice and science of Counseling Psychology and is relevant to students, early career psychologists, academics, training directors, practitioners and consultants. Conference programming will include practice developments, evidence based treatment approaches, the latest new developments in research design and statistics, legislative advocacy and social justice, and issues specific to education and training from program and student perspectives. There will be continuing education programs, including a full day workshop on ethics.

This conference is sponsored by the Society of Counseling Psychology (APA Division 17), the Council of Counseling Psychology Training Programs (CCPTP), and the Association of Counseling Centers Training Agencies (ACCTA). The conference is being designed to be relevant locally and globally and builds on the work of the previous Counseling Psychology conferences (e.g., Houston, Atlanta)!

Please join us in 2008 and extend this announcement to your students, colleagues, and/or graduates.

Pre-Conference Programs of the Division 17 International Section

“Contextual and Functional Diversity: Global Voices of Counseling Psychology”

Thursday, March 6, 2008

Chicago, Illinois

7:30-9 International Section Leaders Meeting

9-11 Symposium - Training implications of the internationalization movement in counseling psychology (Co-Sponsored by International Section & CCPTP)

Co-Chair, Changming Duan, Ph.D.
University of Missouri-Kansas City
Kansas City, MO

Co-Chair, Cindy Juntunen, Ph.D.
University of North Dakota

11-12 Symposium - Contemporary research and practice of counseling international students

Chair, Mark Leach, Ph.D.
The University of Southern Mississippi
Hattiesburg, MS

Presenter, Johanna E. Nilsson, Ph.D.
University of Missouri-Kansas City
Kansas City, MO

Presenter, Amina Özelsel, Ph.D.
Jacobs University
Bremen, Germany

12-1 Symposium - Multinational Perspectives on Supervision and Training

Chair, Georgios Lampropoulos, Ph.D.
Florida State University
Tallahassee, Florida

Presenter, Yoko Mori
Lehigh University
Bethlehem, PA

Presenter, Arpana G. Inman, Ph.D.
Lehigh University
Bethlehem, PA

Presenter, Keeveon Bang, Ph.D.
Korea Digital University
Kyungkido, Korea

1-3 International Section Working Group Leaders Meeting

3-4 Symposium - Embracing peace psychology: Counseling psychologists as scientist-practitioners

Chair, Lawrence H. Gerstein, Ph.D.
Director, Center for Peace and Conflict Studies
Ball State University
Muncie, Indiana
Forgiveness research in South Africa and the United States: Opportunities and Challenges
Presenter, David N. Dixon, Ph.D.
Ball State University
Muncie, Indiana

Presenter, Heather Wood, M.A.
Ball State University
Muncie, Indiana

Walking beyond the violence of the past: Roles for counseling psychologists in post-conflict settings
Presenter, Scott L. Moeschberger, Ph.D.
Taylor University
Upland, Indiana

Traumatization among former political detainees in South Africa
Presenter, Ashraf Kagee, Ph.D.
Stellenbosch University
Stellenbosch, South Africa

4:30pm Roundtable Discussions - International Students' Social and Information Hour
Co-Chair, Johanna Nilsson, Ph.D.
University of Missouri-Kansas City
Kansas City, MO

Co-Chair, Elif Celebi, M.A.
University of Missouri-Columbia
Columbia, MO

Table 1: International Student Visas and Work Visas
Y. Barry Chung, Ph.D.
Georgia State University
Atlanta, Georgia

Mirko Briemle, M.A.
University of Missouri-Kansas City
Kansas City, MO

Table 2: Getting Involved - in APA, Division 17, and the International Section
Mark Leach, Ph.D.
The University of Southern Mississippi
Hattiesburg, MS

Güler Boyraz, M.S.
The University of Memphis
Memphis, TN

Table 3: Mentoring & Support
Johanna Nilsson, Ph.D.
University of Missouri-Kansas City
Kansas City, MO

Danah Barazangi, M.A.
University of Missouri-Kansas City
Kansas City, MO

Table 4: Practicum and Internship
Changming Duan, Ph.D.
University of Missouri-Kansas City
Kansas City, MO

Abby Myers, M.A.
Georgia State University
Atlanta, Georgia

Table 5: Supervision
Nick Ladany, Ph.D.
Lehigh University
Bethlehem, PA

Arlette Ngoubene Atioky, B.A.
Lehigh University
Bethlehem, PA

Table 6: Networking
Lynette Bikos, Ph.D.
Seattle Pacific University
Seattle, WA

PeiWei Li, B.A.
Indiana University
Bloomington, Indiana

Table 7: Returning Back Home after Being Trained in the U.S.
Rachel Gali Cinamon, Ph.D.
Tel Aviv University
Ramat Aviv, Israel

Elif Celebi, M.A.
University of Missouri-Columbia
Columbia, MO

Conference Programs:
Division 17 International Section and International Subcommittee
March 7-9, 2008
Chicago, Illinois

Symposium: Multinational Perspectives on Supervision and Training II
Youngkyun Yoo, Ph.D.
Yonsei University
Seoul, Korea

Georgios Lampropoulos, Ph.D.
Florida State University
Tallahassee, FL

Symposium: International Counseling Psychology Initiatives: Challenges and Successes
Tina Q. Richardson, Ph.D.
Lehigh University
Bethlehem, PA

Guerda Nicolas, Ph.D.
Boston College
Chestnut Hill, MA

Angela DeSilvia
Boston College
Chestnut Hill, MA

Symposium: Cross-cultural collaborations: Issues to consider and recommendations
Rachel Gali Cinamon, Ph.D.
Tel Aviv University
Tel Aviv, Israel

Kwong-Liem Karl Kwan, Ph.D.
University of Missouri-Columbia
Columbia, MO
Symposium: Counseling Psychology and International Psychology: Future Possibilities
Co-sponsored with APA Division 52 (International Psychology)

Chia-Chih DC Wang, Ph.D.
University of Missouri-Kansas City
Kansas City, MO

Michael J. Stevens, Ph.D.
Illinois State University
Normal, IL

Lawrence H. Gerstein, Ph.D.
Ball State University
Muncie, IN

P. Paul Heppner, Ph.D.
University of Missouri-Columbia
Columbia, MO

Neal Rubin, Ph.D.
Illinois School of Professional Psychology
Chicago, IL

Symposium: HIV/AIDS and Africa: Counseling Strategies and Issues
Chair, Johanna Nilsson, Ph.D.
University of Missouri-Kansas City
Kansas City, MO

Rex Stockton, Ed.D.
Indiana University
Bloomington, IN

Ashraf Kagee, Ph.D.
Stellenbosch University
Matieland, South Africa

Symposium: National policy and practice for counseling youth in Korea
Chair, Li-Fei Wang, Ph.D.
National Taiwan Normal University
Taipei, Taiwan, R.O.C.

Chang Dai Kim, Ed.D.
Seoul National University
Seoul, South Korea

Young Soon Kim, Ph.D.
Chung-nam Youth Counseling Center and Han Counseling Association
Korea

Hanna Choi, Ed.D.
Incheon Youth Counseling Center
Korea

Symposium: Building International Research Teams: Issues, Opportunities, and Challenges
Co-sponsored with APA Division 17 Vice President for Science Affairs

Co-Chair, Robert W. Lent, Ph.D.
University of Maryland College Park, MD

Co-Chair, Lawrence H. Gerstein, Ph.D.
Ball State University
Muncie, IN

Crossing the Atlantic: Iceland – U.S. collaboration
Stefania Aðgísladóttir, Ph.D.
Ball State University
Muncie, IN

Sif Einarsdóttir, Ph.D.
University of Iceland
Reykjavik, Iceland

Laura Nota, Ph.D.
Università degli Studi di Padova
Italy

Salvatore Soresi, Ph.D.
Università degli Studi di Padova
Italy

Steven D. Brown, Ph.D.
Loyola University Chicago
Chicago, IL

Cross-Cultural Research Collaboration between Taiwan and U.S.: Benefits and Challenges
Lifei Wang, Ph.D.
National Taiwan Normal University
Taipei, Taiwan, R.O.C.

P. Paul Heppner, Ph.D.
University of Missouri-Columbia
Columbia, MO

Roundtable: Globalization and Indigenization of Counseling Psychology Around the World
Co-Chair, Changming Duan, Ph.D.
University of Missouri-Kansas City
Kansas City, MO

Co-Chair, Ping-Hwa Chen, Ph.D.
National Taiwan Normal University
Taipei, Taiwan, R.O.C.

Co-Chair, Arlette Joëlle Ngoubene Atioky, B.A.
Lehigh University
Bethlehem, PA

Asia/Asia American
Sharon Robinson Kurpius, Ph.D.
Arizona State University
Temple, AZ

Deborah A. Gerrity, Ph.D.
American University of Antigua
St. John's Antigua
West Indies

Kwong-Liem Karl Kwan, Ph.D.
University of Missouri-Columbia
Columbia, MO

Asia
Elfa Chan, EdD
Hong Kong Baptist University
Kowloon Tong, Kowloon
Hong Kong

Yu'Wei Wang, Ph.D.
Southern Illinois University
Carbondale, IL
Hongying Chen, M.S.
Ball State University
Muncie, IN

Canada
Lynn Miller, Ph.D.
The University of British Columbia
Vancouver, British Columbia

Europe
Stef Ágúsdóttir, Ph.D.
Ball State University
Muncie, IN

Maria Mallikios-Loizos, Ed.D.
University of Athens
Athens, Greece

Middle East
Deniz Canel Cinarbas, Ph.D.
University of Alberta
Edmonton, Alberta

Canada
Danah Barazonji
University of Missouri-Kansas City
Kansas City, MO

Africa/South Africa
Piana Vojk, Ph.D.
Altadena, CA

Arlette Joëlle Ngoubene Atioky, BA
Lehigh University
Bethlehem, PA

South America
Susana Verdinelli, Psy.D.
Argentina

North America
David Shen Miller, M.S.W.
University of Oregon
Eugene, OR

Heather Wood, M.A.
Ball State University
Muncie, IN

Student Posters:
Division 17 International Section
Chicago, Illinois

Friday, March 7, 2008

2:2:50
Yoko Mori and Arpana G. Inman, Supervision with International Trainees

4:4:50
Geoff J. Bathje, Social Justice in Tanzania, Africa

Taneia Blue and Erin E. Hardin, International Student Adjustment: A Follow Up to Intra/Interpersonal Factors That Predict Better Outcomes

Julia Conrath and Yu-Wei Wang, Stress, Coping Efficacy, and Quality of Life in a Diverse International Student Population

Silvia Donatelli and Ayse Ciftci, College Adjustment and Well-Being: First Generation College Student and Immigrant Child Dual Status

Azadeh Ghaffari and Ayse Ciftci, Immigration and onset of disability: Understanding the implications for counseling psychologists


Yuhong He, Women’s Career Development in Mainland China: Cultural Context, Practice, and Research Implications

Timothy Hess, Terence J. G. Tracey, Salvatore Soresi, and Laura Nota, The structure of the Career Beliefs Inventory on a sample of Italian High School students

Feng-feng Hu, Wei-su Hsu, and Yu-Wei Wang, Vicarious Traumatization, Self-Care, and Organizational Support for College Counselors in Taiwan: Examining Moderating Effects

Jennifer Lovell and Ruchi Brahmacari, Examining Internalization of Beauty Ideals in Women International Students from India: A Pilot Study

Sulani Perera, Psychological Ramifications of the Asian Tsunami in Sri Lanka: A Cultural Analysis

Sarah Stebbe, Travis A. Booth, Jenny A. Gallagher, and Scott L. Moeschberger, Reconciliation and Emotional Healing Among Ex-Combatants in Northern Ireland

Wendi L. Tai and Daryn Rahardja, Counseling psychologists’ role in serving international students

Heather Wood and David Dixon, Group Categorizations and Attitudes Regarding Intergroup Forgiveness and Guilt Assignment

Saturday, March 8, 2008

12:12:50
Michael J. Klemens, Psychological Well-Being, Ethnic Identity, and Socio-cultural Adaptation among College-Aged Missionary Kids

Amethyst Reyes Taylor and Ma. Teresa Tuason, Parenting in Filipino Transnational families

1-1:50
Natasha M. Ali and Michael Waldo, Possibilities for Peace: Enhancing Cross Cultural Transformative Mediation

2-2:50
Sili Zhou, Students’ Sadness Regulation Modes, Parents’ Reactions, and Students’ Interpersonal Capacity for Intimacy

3-3:50
Megumi Omonishi, Y. Barry Chung, and Phillip E. Gagne, Asian international students’ openness to counseling, examining perceived English fluency and acculturation level
Working Group of the Division 17
International Section
“Internationalizing Counseling Psychology: Challenges, Opportunities, and Strategic Planning”
Led by Lawrence H. Gerstein & P. Paul Heppner
March 2008 - Chicago, Illinois

This working group will meet during the International Counseling Psychology Conference. The group is designed to further the efforts of a group of professionals and students who have been engaged in a discussion about the history of counseling psychology worldwide and the potential for expanding the profession’s appropriate role and function around the globe. Through a combination of structured and experiential activities workshop participants will assess the strengths and weaknesses of various counseling theories, strategies, and research and training paradigms employed both in and outside of the United States (U.S.) for use with non-U.S. populations. Participants will also discuss the challenges (e.g., honoring indigenous models of counseling and research; applying U.S. models; language barriers; cultural assumptions and biases; collaboration; relevance of training) and opportunities (e.g., experiencing a new culture; establishing new professional relationships; investigating cross-cultural validity) of working in an international arena and with international populations.

Based on these discussions, the participants will begin the process of developing a strategic plan designed to assist counseling psychologists to effectively and appropriately function as scientist-professionals in various cultures and nations around the world. Emphasis will be placed on identifying potential realistic and visionary objectives and actions linked with research, practice, theory, training, policy, and collaboration. Further, participants will begin to conceptualize a plan to enhance Division 17’s involvement in the international arena and Division 17’s contribution to APA’s international agenda. Additional expected outcomes of this workshop include identifying a team of individuals interested in publishing a major contribution in The Counseling Psychologist on furthering the internationalization of our profession.

Are you a member?

How to Join

Please download here (.doc) for instructions

The membership fee for U.S. professionals is $10.00 dollars per year. The membership is free for students and professionals who are not residing in the United States. Proceeds will be used for activities, such as operating expenses, section projects, and annual student and professional awards for best research/theory presentation on international issues. Please make the check payable to Division 17-International Section, and mail it together with a copy of the membership form to:

Mark M. Leach, Ph.D.
Treasurer, Division 17 International Section
Department of Psychology
University of Southern Mississippi
118 College Dr. #5025
Hattiesburg, MS 39406-0001
Members in Action at APA in Washington, D.C. and San Francisco
Call for Submissions for the Newsletter:  
International Section of Counseling Psychology

We would like to invite students and professionals to submit articles and announcements for the upcoming Spring 2008 newsletter. The deadline for submitting your manuscripts/announcements is March 30th. In addition, the editorial team is requesting members’ suggestions regarding the content and issues that the newsletter could address.

General Requests:
(1) Please share 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 in the International Section, etc.).

(2) Submit manuscripts on international issues related to research, teaching, or practice in Counseling Psychology.

(3) Submit brief reports (300 words or less) for the column, “Counseling Developments Worldwide.”

(4) Please suggest areas of content/issues that you would like the Newsletter to include (e.g., column by Counseling Psychologists outside U.S.).

Please email your manuscript submissions by March 30th to Ayşe Çiftçi, Ph.D., Editor, Newsletter: International Section of Counseling Psychology (ayseciftci@purdue.edu).

Submission Guidelines
Articles should be written using 12-point, Times New Roman font according to the style of the Publication Manual of the American Psychological Association (5th Ed.). A brief abstract (50 words or less) of the article should be included with each manuscript submission. Manuscripts should not be 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 (ayseciftci@purdue.edu) as file attachments using Microsoft Word. Please include a statement that the manuscript has not been submitted for publication or published elsewhere.

Please include this information when submitting other types of documents (maximum 100 words):  
1) Conferences/upcoming events (e.g., date, place, theme, registration, links, etc.);
2) Relevant grants (deadlines, proposal guidelines, eligibility, etc.);
3) Member news/achievements (e.g., dates, awards, awarding agency, etc);
4) Position announcements (type of position, eligibility, application deadline, contact information, etc.);
5) Other announcements (e.g., collaborative projects, research studies);
6) Volunteer opportunities