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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.
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I was very fortunate to interact with many international psychologists, counselors, and mental health service providers in the last couple of months in Chicago (International Counseling Psychology Conference), Turkey (International Congress of Counseling) and in Portugal (ORASI congress). These interactions have been extremely interesting: learning more about the professional boundaries and definitions (counselor versus psychologist), different training models, common mental health across countries, and stigmas about mental health. Not only discussing the cultural differences but also realizing commonalities across borders have been an eye opening experience once again.

In my hotel room in Portugal, I was thinking how small world is getting -- with globalization, we interact and communicate much more easily - - until I turned on TV and saw the news from Myanmar and China. I realized that world is still very big and there are so many things we are not aware about each other. Having these two thoughts (commonalities across countries and how unaware we are about each other), I truly hope we can use this newsletter as a way to interact and become more aware about each other. I invite each of you to forward this newsletter to a /colleague/peer outside of the United States and invite this person to share his/her country and mental health issues in this newsletter.

Hope to see you in Boston!
(Continued from page 3)

(Chair, Taskforces). Moreover, our success has resulted from the outstanding skills of a number of students and professionals who served on our various program committees and committees involved with the planning and implementation of the International Counseling Psychology Conference in Chicago. We cannot thank all these individuals enough for their tremendous contribution to our Section and the further development of an international focus in our profession. Finally, we want to thank all of you for your contribution and involvement in our Section. Without such a vibrant membership, we would not have grown so quickly or achieved our current level of success.

In 2006, we became an official Section of the Society of Counseling Psychology. Since then, we have established a strong infrastructure, a strong connection with leaders of the counseling profession worldwide, a rich tradition of embracing scholarship and diverse practice, and a deep appreciation for respecting and learning about one another’s culture. We cannot even envision where our Section will be in the next 10 years. We’re certain, however, that we will experience dramatic growth both in our numbers and our contribution to the counseling profession at large. We are also certain that our Section will be in good hands for the next two years and the years to come!

Our plan for the next couple of years is to continue to develop an International Council of Counseling Leaders. We have witnessed on numerous occasions, the many benefits of bringing together international leaders of counseling organizations. Our hope is to strengthen the network of such leaders so that we can learn from each other, support each other’s organization, engage in more collaborative research, and provide our diverse worldwide clientele with more effective and culturally appropriate services.

Coming back to the very near future, we want to invite you to our Section programs at the upcoming APA Conference in Boston. We will be hosting our annual International Scholars Reception and Breakfast (7:30 to 9 am) on Thursday, August 14. We want to extend an invitation to attend this breakfast to all of our international counseling/counseling psychology colleagues regardless of whether you are a member of our Section. In addition, we want to invite all of your to our Section business meeting that will take place from 9 to 11 am on Thursday, August 14. Finally, we will convene our annual breakfast meeting of leaders of counseling organizations from outside of the United States. This meeting is scheduled for Saturday, August 15, from 8 to 10 am. If you are a leader of an international organization and plan to attend, please email one of us by no later than July 15 so we can plan accordingly. All of these meetings will be held in the Hospitality Suite of the Society of Counseling Psychology, specifically Suite D or the Brewster Room of the Renaissance Boston Waterfront Hotel.

Our section is also hosting a conversation hour. We hope you can attend this as well.

Meeting International Scholars – Improving Research Collaboration Worldwide

Friday, August 15, 2-2:50
Convention Center 258B

In closing, we want to thank you for giving us the opportunity to serve as leaders of our Section. It has been a great honor, joy, and an extremely rich and rewarding experience. We want to highly encourage you to be an active member of our Section as well as consider serving as a leader of our Section. Our Section is made up of many exceptionally talented, warm, creative, supportive, and selfless people. If you choose to serve, the rewards you will receive will far exceed what you can give back to our Section!

We look forward to seeing you in Boston and continuing to be involved with this dynamic and exciting Section!

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5th World Congress for Psychotherapy East Meets West: The Global Challenges in Psychotherapy

October 12-15, 2008 ~ Beijing, P.R. China

Under the Auspices of: The World Council for Psychotherapy and organized by: China Association for Mental Health Chinese Psychological Society Department of Psychology, Peking University

For more information visit http://www.wcp2008.org
Letter from SCP President

Reflections on the International Counseling Psychology Conference

Linda Forrest, Ph. D.

What a thrill to be the President of the Society of Counseling Psychology during the 2008 International Counseling Psychology Conference. What an honor to open the conference and welcome everyone but especially our colleagues who came from other countries and to thank them for their dedication and sacrifices they made to join us in Chicago. It was a great honor to be able to introduce our four distinguished international speakers who together launched the international focus of the conference. Each of them traveled great distances to provide us with their insights and wisdom from their cultures, countries and continents.

Initially, we had over 180 individuals with addresses from outside the US on the conference program. Of those, 114 individuals from 45 different countries registered for the conference. And the final attendance reached 1444 registrants, including 109 international scholars representing 40 countries, and 742 students. We estimated the number of scholars who traveled from countries outside the US by using their home addresses on their registration forms, but we were not able to count the number of international graduate students and scholars present at the conference who are currently living in the US. Thus, we do not know how many individuals from other countries and how many other countries were actually represented by the conference attendees.

The large presence of international students further guaranteed a strong international and student presence at the conference. At the open microphone during the conference closing session, many students especially international students spoke passionately about what attending the conference meant to their professional development, their sense of connection to counseling psychology, and how good they felt about the directions they saw the profession heading. The conference venue was an ideal way for students to both understand counseling psychology, as it currently exists, but also to see counseling psychology’s future and potential.

The number of symposia, research presentations, roundtable discussions, continuing education workshops, and working groups that involved cross-national collaborations is a testament to the strength of connections that already exist among counselors and counseling psychologists around the world. ICPC provided the platform for many more scholars to meet colleagues with similar interests and develop future collaborations.

Yet, best of all for me was meeting personally so many colleagues from other countries and hearing their stories about counseling and counseling psychology in their countries. I cherish the special moments I had with individuals, the warmth and connection that expands and enriches me and makes me committed to building further connections across cultures, countries and continents.

My email has been full of moving and passionate “thank you” messages from many—it has been pure pleasure to realize how many individuals had affirming and positive experiences at the conference. Now, it is my turn to thank those who played such an important role in making the conference a success. I want to say a huge thanks to

(Continued on page 6)
Changming Duan, Larry Gerstein and Puncky Heppner and all the other members of the International Section and ICPC International Subcommittee who helped plan the conference. Building on the excellent work and success of the International Section, the ICPC broadened and deepened the cross-cultural and cross-national collaborations and extended the global community among counselors and counseling psychologists. Without the many leaders and volunteers from the International Section, the 2008 International Counseling Psychology Conference would not have happened. The International Section was the first formal effort to extend the Society of Counseling Psychology beyond the boundaries of the US. The 2008 International Counseling Psychology Conference expanded on your dream. Hopefully ICPC will enrich your Section with new members and extend the International Section’s reach to new countries and continents. I am eager to watch the membership of the International Section grow as a result of ICPC and watch the new collaborations and connections that result.

(Continued from page 5)

A 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

Cultural Fact: Mexican Independence Day
~ September 16

On this day, Mexicans all over the world celebrate Mexico’s independence from Spanish rule. Every year at 11:00 P.M. on the night of September 16th, thousands gather to observe the President of Mexico give the “Grito” or cry of Independence from the balcony of the National Palace. Then he rings a bell, which is the signal for the festivities to commence. This ritual recreates the moment in which in the early hours of September 16, 1810 Father Hidalgo, gathered his followers in Dolores Guanajuato and rang the bell of his little church, calling everyone to fight for liberty.

Announcement Division 17

A Call for Membership: Recruiting International Counseling Psychologists

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Reactions to the 2008 International Counseling Psychology Conference and the Internationalization of Counseling Psychology

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PhD Student, Counseling Psychology

Briemle, Mirko, B.S.
PhD Student, Counseling Psychology

Duan, Changming, Ph.D.
Associate Professor
University of Missouri-Kansas City
Div. 17 International Section, Membership Co-chair

The International Counseling Psychology Conference 2008 was a great success. Scholars from all over the world enjoyed the diversity and variety offered. The table for the International Section of the Society of Counseling Psychology provided information on membership sign up, collaboration opportunities, and general news about the section. Our table was reportedly one of the busiest at the conference. Students and faculty from around the US and the world were interested in the International Section and many new members joined the International Section. Visitors to the table were eager to find opportunities to collaborate with scholars on international projects.

The international section received requests and information on collaboration options from thirty-six attendees representing numerous countries including Japan, Mexico, France, India, Kenya, Taiwan, Spain, Malaysia, Taiwan, and the U.S.A. Special thanks are expressed to all volunteers who brought liveliness and creativity to the APA Division 17, International Section Table.

Diversity was characterized through attendees from all inhabited continents of the world. The Closing Session Committee from the International Section of the Society of Counseling psychology interviewed international and domestic scholars to receive feedback about conference impressions, important developments, and future ideas. The comments were generally characterized as positive. Students and faculty alike greatly enjoyed the variety of cultural backgrounds found within attendees. A plethora of poster sessions, discussion tables, and symposia provided opportunities to interact with a very welcoming and highly international counseling psychology community. Keynote speakers and continuing education workshops offered the latest updates in the field of counseling psychology and pointed out future directions. The range of programs included important topics such as the unique considerations of international students, multicultural integrative approaches and theories, and how to publish. Numerous attendees expressed gratitude for being included in this conference. For example, one attendee stated that her international research has previously been rejected from publication because of its limited relevance to the US. ICPC gave her a chance to present her research and feel a sense of connectedness with the international and U.S. community.

In response to questions about the internationalization of counseling psychology, reactions were mixed. There was not always agreement on what internationalization means and should look like, but all agreed that it was important to open this conversation with as many perspectives present as possible. Respondents indicated that com-

(Continued on page 8)
munication, travel, and immigration are leading to a sense that "the world is getting smaller." Many respondents reported a recommendation of caution and sensitivity. Especially in today's socio-political world, some attendees stated that the internationalization of Counseling Psychology must not equate to "the U.S. exporting its theory and practice to the world." Instead, these respondents stated that there must be a mutual respect for one another with the attitude that we can learn from each other. Furthermore, some respondents expressed caution in developing theories that try to be applicable to the great variety of civilizations around the world.

In the spirit of the conference, respondents expressed a desire to continue having conferences such as ICPC that encourage international collaboration and further the dialogue concerning internationalization. In addition, some suggested that a future ICPC be held in an international location. What is the next step? How does counseling psychology recognize its own biases and continue to grow in its cultural competency? These are questions that we must continue to ask if we are to be competent psychologists in our world. No matter what happens in counseling psychology in the coming years, there is no doubt that it must consider the diversity of the human experience both within and without of each individual nation.

The Development and Implementation of Clinical and Counseling Psychology Registration System

Qian Mingyi, Zhong Jie, Yao Ping, & Xu Kaiwen

Department of Psychology, Peking University

Psychotherapy and psychological counseling are the application area of clinical psychology and counseling psychology. As there is increased need for psychotherapy and counseling for the general population in China, the profession of psychotherapy and counseling grows quickly, and the number of professionals in this field rapidly increases. With the development of clinical and counseling psychology, high quality professionals are not only in urgent need in the current society, but also are critical to the social prestige and academic solemnness of this field. In order to facilitate regular, ordered and healthy development of Chinese clinical and counseling psychology, it is an urgent task to develop an academic registration system, which is relatively well-founded and adaptive to Chinese situation, to regulate this field. Therefore, leading by CPS Executive Council, three different work groups, mainly consisting of CPS Clinical and Counseling Psychology Committee members, were established to develop CCPRS.

These three work groups are registration criteria development work group for professional agency and individual professionals in clinical and counseling psychology of CPS (taking charge of setting up criteria for registration, and developing the initial documents of codes of ethics for clinical and counseling practice), registration processing work group (responsible for the implementation of registration provisions, audition of qualifications of the applicants in accordance with the standards), and ethic work group (in charge of implementing

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International Section Membership Catalogue

Visit our website

http://www.internationalcounselingpsychology.org

You can find it under the tags: “about us” and “members interests”. The catalogue contains member’s contact information and research interest.

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Under the guidance of CPS, 3 work groups worked separately with clear job division and also cooperated with each other, and the relevant documents were drafted out and finalized based on the preliminary investigation and large amount of preparatory work done by Clinical and Counseling Psychology Committee of CPS.

Here are the specific procedures.

1. January to December, 2005 Some members of Clinical and Counseling Psychology Committee conducted some preliminary investigations and preparation for the registration system, including researching related registration systems of different organizations in foreign countries, such as APA, ACA, BPS, EAP, and so forth, as well as related systems in Hong Kong and Taiwan.

2. Jan 7th, 2006 The first working meeting regarding the issues of registration system was held in Beijing by three work groups, and the first edition of registration provisions and codes of ethics for counseling and clinical practice were discussed and formed.

3. May 24th, 2006 Second registration work meeting was held in Hangzhou, and members of three work groups attended the meeting. They amended and formed the second edition of registration provisions and code of ethics

4. Jun 30th, 2006 The third registration work conference was held in Beijing. Members of three work groups amended and confirmed the draft of Hang Zhou edition. They decided to submit the application of the registration system to CPS Executive Council. Besides, they audited the first group of supervisor candidates.

5. Dec 28th, 2006 Members of three work groups applied for starting the project of registration system and it was approved by CPS Executive Council. The three work groups were also confirmed by the Executive Council in Beijing.

6. Jan 14th, 2007 Three work groups gathered together to hold a work conference in Beijing Victory Hotel, and amended the documents of registration provisions and code of ethics based on the previous work and finalized the documents.

7. Feb 5th, 2007 CPS held an executive meeting in Beijing, and registration criteria and code of ethics of CCPRS were discussed and acknowledged unanimously. The members of Executive Council supported and affirmed this work, especially regarding the establishment of ethic principles. Furthermore, many members provided a lot of useful suggestions on further work.

Two main documents which was approved by CPS Executive Council are:

The Registration Criteria for Professional Agencies and Individual Professionals of Clinical and Counseling Psychology of Chinese Psychological Society (Registration Criteria for short in the following);

Code of Ethics for Counseling and Clinical Practice of Chinese Psychological Society (Code of Ethics for short in the following)

Main content of Registration Criteria are the following:

1. Principles and polices for Registration

2. Registration criteria for master program of clini-
The registration principles of the registration system are the following:

1. Non-profit principle: this is a non-profit professional qualification registration system;

2. Quality control principle: this system aims at controlling the quality of training program, training agency, training projects, and professionals of Chinese counseling and psychotherapy;

3. Non-imperative principle: individuals and organizations that meet the criteria can apply for register voluntarily.

The registration of master and doctoral training program requires that the program have a specific training manual which contains the training objective, the admitting criteria and procedure for the applicants, training process, quality control of training outcome, and so on. There should be a teaching team of clinical or counseling psychologists responsible for teaching and training, and a coordinated, well-organized training procedure for the training program. In specific, there should be a provision about both contents and hours of foundation courses, and theories and practice of clinical and counseling psychology courses. Hours of clinical practice and being supervised should be prescribed specifically (no less than 100 hours for both clinical practice and being supervised for a master level student; no less than 150 hours for clinical practice and no less than 100 hours for being supervised for a doctoral level student.)

The registration criteria for the intern training agency requires a written declaration or a manual, in which, the objective and content of the intern training should be described specifically, and the requirements and expectations for the quantity and quality of the task that the intern fulfils should be clearly stated. The interns should be provided training program and requirements by the intern site. In addition, there are specific requirements in the registration system for the number of registered psychologists and supervisors in the agency.

To be a registered clinical and counseling psychologist, applicants must comply with the ethic principles, with no malpractice record, be recommended by 2 registered psychologists, and have no less than 150 hours clinical practice, and no less than 100 hours of being supervised within 2 years after getting a master degree. Supervisor applicants must accumulate no less than 800 hours of clinical practice, and no less than 80 hours of practicing supervision after being registered as a clinical and counseling psychologist. In addition, they must attend to continuing education program with prescribed content and hours.

The main content of code of ethics for counseling and clinical practice include:

General principles

1. Professional Relationship
2. Privacy and Confidentiality
3. Professional Responsibility
4. Psychological Testing and Assessment
5. Teaching, Training and Supervision
6. Research and Publication

(Continued on page 11)
7. Resolving Ethical Issues

The general principles of codes of ethics include welfare, responsibility, honesty, justice and respect.

The chapter of professional relationship involves prescription of informed consent, dual relationship and intimate relationship; provisions about fee for service, professionals not use his position for personal gain, and the relationship between colleagues and with professionals in related field.

The chapter of privacy and confidentiality includes the establishment of privacy principle in professional work environment, situation of exemption of privacy principle, conservation and the use of data such as case records, data of testing, correspondences, tapes and videotapes.

The chapter of professional responsibility includes the requirements for professionals to receive continuing education and supervision, self-care of professionals, and the attitude of being honest, objective, and accurate when to face the public, and the media, and to advocate themselves and the professional services.

In the chapter of psychological testing and assessment, psychologists are required to use psychological testing after receiving proper training, to follow the regulations of testing selection, utilization, scoring, interpretation and test development, and not to misuse psychological testing tools.

In the chapter of teaching, training and supervision, psychologists are required to be honest, serious and responsible when they are teaching, training and supervising. It is required that the objective of teaching and supervising is to improve the student’s professional competency. Psychologists should be aware of the importance of maintaining professional relationships, should be honest and fair when evaluating the students, trainees, or supervisees, and should not take the advantage of teaching for personal gain.

In the chapter of research and publication, professionals are asked to respect the rights of subjects and report the results honestly. The right of participants should be respected. Research results should be reported honestly, plagiarizing is banned.

The chapter of resolving ethical issues provides the framework and procedures for resolution about ethical issues and ethic dilemmas, and for making ethic complaints.

The work of CCPRS caused a certain degree of attention internationally, especially from Prof. Schnyder, the chairman of International Psychotherapy Federation (IPF). Chairman of the World Council of Psychotherapy (WCP) Prof. Pritz repeatedly expressed his support for the work. Besides, because of the participation in the drafting of CPS code of ethics for counseling and clinical practice, Prof. Qian Mingyi was recommended to be the draftsman of on the documents of code of ethics for counseling and clinical practice for Asian Federation for Psychotherapy (AFP). And the ethic codes of AFP was written on the basis of the ethic principles of this registration system.

The working processes for registration of 2006-2007 are as the following:

- On June 30th of 2006 108 registered supervisors were approved, following the recommendation from the committee members of the three work groups of CCPRS and self application, and the auditing and voting by the registration work group and the ethic work group separately.

- Moreover, in March of 2007, each registered supervisor recommended three clinical and counseling psychologists as candidates, according to the Interim Procedures for Psychologist Registration. Registration interim procedures emphasize on recommending those professionals who have been working in the field of counseling and psychotherapy for many years, with higher professional level but without a master degree in

(Continued on page 12)
their educational level. Psychologist applicants were recommended by two supervisors and will be audit by both registration work group and ethic work group. By May of 2007, first batch of registered psychologists will be voted out.

- By July 1st of 2007 registration for the first batch of psychologists will be finished. After July 1st of 2007, qualification of psychologist applicants will be audited according to the criteria of the registration system.

Some specific work for further improvement of the registration system are the following:

A website for registration system (http:// www.chinacpb.org/) will be developed and it will be connected with CPS website.

The documents of ethic codes and registration criteria, as well as the list of registered psychologists and supervisors will be put on the website.

Furthermore, regulation rules for the registration system and specific managing procedures will be set up and improved. Democratic decision-making rules will be carried out and implemented in the process of making the specific managing procedures in order to safeguard the academic authority and seriousness of the registration system.

Training on ethic principles and on theory and practice of supervision will be provided to the first batch of registered psychologists and supervisors.

When possible, teaching staff necessary for developing the field of clinical and counseling psychology would be trained, and course plan could be designed according to the requirements for the training program for graduate students of clinical and counseling psychology in the registration system.

Meanwhile, the registration system will be advocated for the related professionals. After July of 2007, it will be advocated to the media to extend its publicity and to facilitate the awareness of the system of both professional and non-professional groups. If possible, we will try to make the related government department get to know the system and support us, will also try to make the relevant documents of the registration system including the documents of ethic codes influence the provisions of relevant national legislation and administrative regulations.

This registration system, which is based on large amount of investigation and scientific researches, consulted with some successful and mature practices in western countries with well-developed psychology and in Hong Kong and Taiwan, is a product of efforts and wisdom of hundreds of Chinese (including Hong Kong) professionals in clinical and counseling psychology. We hope that the registration system could have some impact in the professional field, and provide some positive and constructive values for improving the quality of professional work, facilitating healthy and continuing development in the professional field.

中国心理学会临床与咨询心理学专业注册系统的建立和实施

钱铭怡 钟杰 姚萍 徐凯文
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摘要：本文的目的：介绍中国心理学会临床与咨询心理学专业注册系统的建立和实施情况。文中介绍了临床心理学专业注册系统的建立和实施情况。文中介绍了临床心理学专业注册系统的建立和实施情况。文中介绍了临床心理学专业注册系统的建立和实施情况。文中介绍了临床心理学专业注册系统的建立和实施情况。进一步介绍了这一系统的注册督导师、心理师的相关情况和近期的工作计划及方向。

关键词：中国心理学会 临床心理学 咨询心理学 注册系统 伦理守则

心理治疗和心理咨询属于临床心理学和咨询心理学专业的应用领域。近年来，随着我国民众对于
心理治疗和心理咨询需求的增大，心理治疗和心理咨询行业也得到了迅速发展，从事各类心理治疗和心理咨询专业人员快速增加。随着中国临床心理学和咨询心理学的不断发展，高素质的临床与咨询心理学专业人员不仅成为当前社会的迫切需求，也关系到我国临床与咨询心理学领域的社会声望和学科的严肃性。为了推动和促进中国临床与咨询心理学正规、有序和健康发展，建立一套相对完善的、适应中国国情的临床与咨询心理学专业人员和机构学术性注册系统成为一件迫在眉睫的工作。为此，在中国心理学会常务理事会的直接领导下，由中国心理学会临床与咨询心理学专业委员会的委员为主，建立了三个不同性质的工作组承担了建立《临床与咨询心理学专业机构与专业人员注册系统》的工作。

这三个工作组是：中国心理学会临床与咨询心理学专业机构与专业人员注册标准制定工作组（重点负责组织注册系统注册标准和伦理条文草案的制定工作）、中国心理学会临床与咨询心理学专业机构与专业人员注册工作组（重点负责注册条文的执行工作，依照标准对有关申请机构和人员的资格进行审查）、中国心理学会临床与咨询心理学专业伦理工作组（重点负责伦理条文的执行和解释工作，对提出注册申请的专业人员和机构进行专业伦理的审核和监控，并为专业人员提供伦理问题的培训和相关问题的咨询和建议，接受伦理问题的申诉，并负责处理违反专业伦理守则的案例）。

这三个工作组在心理学会指导下，明确分工、密切合作，在中国心理学会临床与咨询心理学专业委员会前期调研和大量准备工作基础上，起草并最终确定了相关文件。

具体工作过程如下：
1、2005年1-12月，由临床与咨询专业委员会部分委员就注册系统的起草进行前期调查和准备工作，包括国外、港台的有关注册系统调查。

2、2006年1月7日，三个工作组的筹备组成员在北京就注册系统问题举行了第一次会议，讨论并形成注册条文和伦理条文草案第一版。

3、2006年5月24日，三个工作组的筹备组成员在杭州举行了第二次注册系统工作会议，修改并形成注册条文和伦理条文草案第二版。

4、2006年6月30日，三个工作组的筹备组成员在北京举行了第三次注册系统工作会议。对杭州会议的文本进一步修改和确认，并确定了向中国心理学会常务理事会报告的申请事宜。并对第一批督导候选人进行了审核。

5、2006年12月28日，三个工作组的筹备组向中国心理学会常务理事会正式申请开展此项工作，得到常务理事会的支持。三个工作组得到常务理事会的确认。

6、2007年1月14日，三个工作组在北京胜利宾馆举行了工作会议，对前期工作基础上进一步修改并形成最终的注册条文和伦理条文草案。

7、2007年2月5日中国心理学会在北京召开的常务理事会一致讨论通过了中国心理学会临床与咨询心理学注册系统的注册标准及伦理守则。到会理事对我们的工作均持支持和肯定的态度，特别肯定我们的伦理守则的建立。许多理事还对我们的进一步的工作提出了很好的建议。

获得中国心理学会常务理事会通过的文件是：
《中国心理学会临床心理学与咨询心理学专业
注册标准的主要内容包括：
1. 注册原则和政策
2. 临床与咨询心理学专业硕士培养方案注册标准
3. 临床与咨询心理学专业博士培养方案注册标准
4. 临床与咨询心理学实习机构注册标准
5. 心理师注册标准
6. 督导师注册标准
7. 继续教育或再培训项目的注册标准

注册系统的注册原则：
(1) 非营利性原则：本标准是一个非营利性质的专业资格注册体系。
(2) 质量控制原则：本标准是一个针对中国心理咨询与心理治疗的专业培养方案、机构、培训项目和专业人员的质量控制体系。
(3) 非强制性原则：达到本标准的个人和机构可以自愿提出注册申请。

硕士、博士培养方案的注册要求该方案必须有明确的培养手册以表明其培养目标、硕士候选人的准入标准和程序、培养过程、培养结果的质量控制等事项。培养方案须有能够承担相应的教学和培养责任的临床或咨询心理学教学团队；有一个整体协调的、有组织的培训流程。其中对基础课程、临床与咨询心理学理论与实务的课程的内容、时间均有规定；对学生在临床实习、接受督导师督导的时间也有具体规定（硕士实习时间不少于100小时，接受督导不少于100小时；博士实习时间不少于150小时，接受督导不少于100小时）。

实习机构的注册要求该机构具有书面的声明或者手册，具体描述实习的目标和内容，明确提出对实习学生工作的数量和质量方面的期望和要求，机构须提供给实习学生培训计划和要求，另外注册标准对机构中获得本系统认证的心理师、督导师人数也有具体要求。

伦理守则的主要内容包括：

总则
1. 专业关系
2. 隐私权与保密性
3. 职业责任
4. 心理测量与评估
5. 教学、培训和督导
6. 研究和发表
7. 伦理问题处理

伦理守则的总则内容包括：善行、责任、诚信、公正、尊重五项原则。

专业关系一章中内容涉及知情同意、双重关系、亲密关系的规定，涉及专业收费，专业人员不得利用职务之便谋取私利，以及专业人员与同行、其他相关专业人员的关系的规定。

隐私权与保密性一章中内容涉及在专业工作中确立保密原则、保密原则的例外情况，对个案记录、测验资料、信件、录音、录像等资料的保存、使用的规定等。
2006年6月30日经过中国心理学会临床与咨询心理学专业机构与专业人员注册标准制定工作组、注册工作组、伦理工作组委员的推荐和本人的自荐，经由注册工作组、伦理工作组两轮审核及民主投票，推选出108位中国心理学会临床与咨询心理学注册系统的注册督导师（以下简称“督导师”）。

进一步2007年3月由督导师按照《心理师注册暂行办法》推荐自己了解的3位临床与咨询心理工作者作为候选人。注册暂行办法着重推荐的是那些多年从事心理治疗和咨询工作，具有较高的专业水准，但在学历方面达不到硕士水平的专业人员。心理师将由本人提出申请，两名督导师推荐，经由注册工作组、伦理工作组两轮审核，2007年5月经民主投票产生第一批心理师人选。

2007年7月1日前，完成对首批心理师的注册工作。2007年7月1日后，心理师候选人资质审核将按照注册标准实行。

进一步完善注册系统的具体工作：

建立注册系统的网站（网址：http://www.chinacpb.org/document/zhucexitong_0.asp），并与总会的网站做连接；在网上公布伦理、注册标准两个文件，并公布注册心理师和督导师名单；进一步制定和完善系统内部各项管理制度和工作细则，在制定细则的过程中要贯彻和执行民主决议制度，维护注册系统的学术权威性和严肃性；对第一批注册督导师和心理师进行伦理及督导理论和方法的培训；可能的情况下，培养与临床心理学和咨询心理学学科建设中必要的师资，课程计划可以按照注册系统中临床与咨询心理学研究生培养方案的条款设计。

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与此同时，在专业人员内部进行宣传，在2007年7月以后，开展对媒体的宣传，扩大宣传范围，促进专业领域和非专业领域对注册系统的了解。在可能的情况下，争取影响政府有关部门了解和支持这一注册系统，也争取包括伦理在内的注册系统的有关条文能影响国家的立法和相关行政条例。

本注册系统是在大量调查和科学研究的基础上，参照西方心理学发达国家和我国港澳台地区的一些成功和成熟的做法，集合了国内上百位中国（含香港）临床与咨询心理学专业人员的力量和智慧，经过反复研讨最终形成的。希望这一注册系统能够在专业领域内部形成一定影响，对提升专业领域的工作质量，促进专业领域的健康、可持续发展起到积极的建设性的作用。

The 10th Anniversary of the Minnesota International Counseling Institute: Celebrating Pioneering Work in International Relationships and Dialogue

Julie M. Koch and Michael Goh, Ph.D.
University of Minnesota

Since 1989, the Minnesota International Counseling Institute (MICI) has been held biennially, celebrating and promoting cross-cultural exchange related to counseling and psychology around the world. The MICI was begun by four faculty members in the Counseling and Student Personnel Psychology program at the University of Minnesota, Twin Cities. Tom Skovholt, John Romano, Sunny Sundal Hansen, and Kay Thomas decided to organize the first and only international counseling institute in the United States when they noticed that international students faced many cross-cultural challenges when students returned home to teach or practice counseling and psychology. They were joined in 2001 by Michael Goh, and these five will serve as the organizing faculty of the upcoming 10th anniversary of the MICI in 2008. The MICI faculty is motivated by their own international experiences in countries such as Turkey, Greece, Malaysia, Singapore, Nigeria, Norway, Japan, Korea, China, and England. These countries represent a sampling of locations where the MICI faculty have either studied, volunteered with the Peace Corps, taught or lectured, or have been Fulbright scholars.

More than an ordinary learning experience, the MICI provides participants a forum to engage in dialogue, debate, and exchange about current counseling psychology topics. While there is a traditional learning component, such as seminars taught by the MICI faculty members and presenta-

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Tions from other University of Minnesota scholars, much of the “MICI experience” revolves around the opportunities to engage in informal, unstructured interactions. Tom Skovholt recounts his favorite memory from an MICI: “the participants sang Happy Birthday to John Romano in eight different languages; Japanese, Afrikaans, Thai, Hebrew, Korean, Chinese, Norwegian and English. There was … a strong sense of unity while also respecting difference.” Sunny Hansen also recalls her favorite memory, when participants were on a boat ride, but the boat was stuck on a sandbar. “Three guests jumped out of the boat and pushed us off the sandbar – an MICler from Canada and two Russians. Wonderful international cooperation!” Others recall that their favorite moment was when a participant from Nigeria sang “Born Free” at the end of the Institute.

The MICI provides a unique opportunity for international participants to present papers or research. As Michael Goh says, “The fact that we have participants who return two or three times suggests that this is not just a typical conference where you go and passively present a paper or listen to a talk and go home.” Rather, programming is organized to maximize interaction and allow participants to receive feedback about their work. Presentation topics have included career development (e.g. Structure of Vocational Interests of Black South African Secondary School Learners, Renette du Toit, South Africa, 1997), school counseling (e.g. Freedom, Awareness, and Creativity: A triad model for guiding creative and talented students, Masry Hannourah, Egypt, 2003), adolescent/youth counseling (e.g. Counseling Emerging Adults, Moshe Israelavivi, Israel, 2003), academic development/counseling (e.g. Culture, Counseling, and Problem-Solving Behaviors of Business Students, N. Panchanatham, India, 1997), country/culture-specific (e.g. Greif Response Among Bereaved Hong Kong Chinese, Yenny K.Y. Tsui, Hong Kong, 2001), counselor training/development, supervision, organizational development, and others.

Time is allotted for participants to engage in unstructured dialogue, which in the past has included current issues their countries may currently face in the field of counseling psychology as well as difficulties and successes in their own practice and research. In 2008, in order to facilitate further unstructured exchange of ideas, a new component has been added: “Global discussions” will involve the addition of small-group discussions at the end of each presentation in order for participants to share their reactions and discuss the implications and application of the material in their respective home countries.

It seems, however, that the most meaningful piece of the MICI for participants, as well as faculty, is the unique opportunity it presents in stimulating not only professional, but also personal, development. As Tom Skovholt says, “It has been like an energy jolt each time we have had it. And this energy has been a gift to me from the MICI. Our work as counselors, therapists, teachers, advisors, researchers and administrators takes enormous wells of energy. The coming together of people, from so many places and also from the same place … has been stimulating, educational and enlightening.” John Romano also reflects: “I have met international scholars from across the globe, and kept in touch with several of them throughout the years. MICI has given me a much greater appreciation of the role of counseling and psychology in various countries … these associations have caused me to re-examine my own professional values and beliefs as they relate to U.S. models, theories, and practices of counseling and how they may or may not

(Continued from page 18)
apply to other parts of the globe."

The MICI is typically limited to 20-30 participants. Participants from the U.S. as well as international students in the U.S. are welcomed. The small group is maintained deliberately by the MICI faculty in order to facilitate mutual learning and dialogue. The 10th MICI will be held August 7-10, 2008, in Minneapolis, Minnesota and is intended as a reunion of past MICI alumni and friends. First-time participants are always welcome. To learn more about the 10th anniversary MICI, please visit: http://cehd.umn.edu/EdPsych/CSPP/MICI/default.html or contact Michael Goh at gohxx001@umn.edu.

Career in Clinical Setting for International Students: An IMOC Report

Kaori Wada, MA
McGill University

Chun-chung Choi, PhD
University of Florida

Shu-Ping Lin, PhD
Gouverneur Hospital

Jeeseon Park, PhD
McGill University

During the 2007 APA convention in San Francisco, the International Mentoring and Orientation Committee (IMOC) of the International Section hosted an orientation program for international students in counseling psychology programs. As an extension of the Special Task Force on Mentoring of International Students that started the mentoring and orientation program for international students in 2005, the IMOC came into its existence in 2007. After a brief greeting by Dr. Linda Forrest, the president of Div. 17 and an introduction of the IMOC by Dr. Jeeseon Park (McGill University), a co-chair of the IMOC, attendees broke into roundtable discussions on topics such as careers in academia or clinical setting, applying for internship, and working with advisors and clinical supervisors. The roundtable discussions were productive; the student attendees had ample opportunity to discuss the unique challenges of international students, and to ask questions to the facilitators who are themselves former international students. The facilitators provided them with valuable tips that were based on their experiences. The remaining part of this article describes the summary of a roundtable discussion on career in clinical setting, which was facilitated by Dr. Chun-chung Choi (University of Florida) and Dr. Shu-Ping Lin (Gouverneur Hospital).

**Question 1:** Is it true that it is hard for international students to get a job in the U.S. after graduation?

The challenge for international students is that they have to convince their potential employers to sponsor them for a work visa. Some employers may say that the visa-issuing process is costly and time-consuming, but more often than not it is not as bad as they believe. Know the rules and educate your potential employer.

Both facilitators agreed that it is easier to find a job in practice settings than in academia. Some employers, especially university counseling centers, actively seek to hire international students. They are more likely to have sponsored former international students, and are therefore familiar with the legal aspects of hiring international students. However, some university counseling centers may be contradictory in their hiring policies; they say they are seeking candidates who are competent in working with international/ethnic minority students, but are unwilling to sponsor international students for work visas. International students seeking academic positions seemed to have fewer obstacles receiving sponsorship for a working visa in this regard.

Getting a job at a hospital site is even more challenging for international students, coupled with the tendency that hospital sites prefer clinical psychologists to counseling psychologists. Moreover,
internship sites at Veterans’ Affairs are restricted to U S citizens. Having fewer chances of getting trained at hospital sites, international students have less chance of getting hired.

Despite legal challenges, however, international students should not feel inferior to other students. Dr. Choi commented that with increasing globalization, there are more opportunities for international students; he stated, “Your bilingualism and biculturalism are your assets”.

**Question 2: What are the things I should do or should not do during my grad school years in order to increase my post-graduation marketability?**

General tips for American students hold true for international students: develop solid clinical skills, cultivate areas of expertise, accumulate assessment hours to make your portfolio more competitive, and network with professionals in the field. However, there are some additional points that international students should be aware of. For example, use Curricular Practical Training (CPT) for internships if you are planning to stay in the US after graduation. Make sure that your internship period does not exceed a year; otherwise you will lose the opportunity to apply for Optional Practical Training (OPT), which allows you to work for one year after graduation. When you join professional organizations, actively seek individuals with international backgrounds and those who are interested in your work. They are more likely to provide professional guidance and emotional support as you are going through the process of obtaining your degree and acquiring a position.

**Question 3: Is it possible to do a private practice after graduation?**

In general, you will need to be hired by an organization that will sponsor you for a work visa. From this perspective, it is difficult for international students to have a private practice right after graduation. You will be able to open private practice once you obtain a green card. While you’re on work visa, you can’t have an income from any other sources other than the institution that is sponsoring you. In addition, working for an institution has some advantages for new graduates, such as receiving supervision for licensure, financial stability, and opportunities for establishing a network of referral sources. You could have a private practice on a part-time basis. When you decide to go on to private practice fulltime (after you get a green card), location will be key to the success of your business. Practicing where there’s a large proportion of your ethnic group will be to your advantage.

As an increasing number of international students are accepted into counseling psychology programs, it is crucial that their academic, training, and career needs are addressed. The roundtable discussions provided the participants with practical tips regarding international students’ unique challenges such as cultural difference, language barriers, and visa issues. IMOC plans to have another meeting during the next APA convention in Boston. We welcome both current and former international students as well as faculty and supervisors who work with international students to our meeting!

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**Cultural Fact:**
**Culture of Morocco**

The traditional dress for men is called djellaba; a long, loose, hooded garment with full sleeves. For special occasions, men also wear a red cap called tarbouche and typically referred to as Fez. Nearly all men wear babouches—those soft leather slippers with no heel, often in yellow. Many women do as well but others wear high-heeled sandals, often in silver or gold tinsel.
Counseling Psychology and International Issues – Some Reflections

Chia-Chi (Alicia) Hu, M. Ed.
Purdue University

It was August 2004 when I first flew more than 6,000 miles from Taiwan to West Lafayette, Indiana to begin my doctoral training in Counseling Psychology at Purdue University. As I reflect on my four-year journey, the first thing that comes to mind is Dr. Sandra Shullman’s keynote address at the International Counseling Psychology Conference. I was quite impressed when Dr. Shullman enlightened the audience by stating, “This is a ballroom full of privilege.”

Am I privileged as an international student? Yes, I am.

I have been enjoying my privilege of studying in a university that has 5,000 international students and scholars from over 270 countries, an experience that has greatly stretched and broadened my understanding about myself and the world. I have realized that I cannot properly understand and interact with other international individuals without further investigation of the historical roots and current situation of their home countries. Otherwise, I may commit the “fundamental attribution error” to label people’s behavior as their unique personality and ignore the contextual influences. For example, the quiet nature of some international students could be perceived incorrectly as a personality feature rather than their cultural interaction norms.

The past history among Taiwan, China, Japan, Russia, and the U.S. was complicated. At this point, there is not enough mutual understanding among these countries. As an international student from Taiwan, I have reflected on my biases and stereotypes, and my lack of knowledge in the history and current politics. For example, I watched an animation of the atomic bombing of Hiroshima with my Japanese and Russian friends. I was able to review WWII occurrences from Japanese and Russian student’s viewpoints and empathize the suffering in those two countries. What happened in Nanking and Hiroshima in WWII cannot be reversed; however, the pain can be remembered and the future similar mistakes can be avoided in the future. In addition, it has been very meaningful to read about Chinese writers’ wounds and resilience during the Cultural Revolution in their autobiographical narratives. I realized that I do not have enough knowledge about recent Chinese history in the twentieth century. The more I understand the history and current dynamics among countries, the more I see the multi-faceted nature of history. History is told by human beings, especially, the victorious sides. Most of the time, we are exposed to a single perspective, and we form impressions from very little or biased information. Unfortunately, less complicated/differentiated schemas contribute to extreme reactions/judgments based on little new incoming stimuli (Fiske & Taylor, 2007).

Dr. Shullman’s speech reminded me that our privilege as counseling psychologists leads us to a greater social responsibility. Therefore, my attention shifts to the rising international conflicts and escalating economic competition, and how the increasing threat and competition causes individuals to favor in-group rather than out-group (Fiske & Taylor, 2007). For example, the trading imbalance and the possibility of American economic recession have stirred up some anti-China sentiments in the U.S. The past and current economic and political situations deeply interact with each international student’s adjustment, as well as each American psychologist’s perspectives and emotional reactions to international individuals. These stereotypes and automatic feelings, both positive and negative, guide our interactions and preferences both inside and outside our counseling work and classrooms.

What can we do as counseling psychologists? I have found that the counseling psychology training has been very helpful in the following ways (a) We are more aware of the contextual influences on personal issues, (b) We strive to understand others’ subjective experiences without the interference from biases and emotional reaction, and (c) We have increased our knowledge of how to reduce biases by engaging in a more deliberated social cognition process. The only issue that remains is that we need more opportunities to apply the concepts mentioned above when reviewing international and cross-cultural matters.

In the past hundred years, the U.S. has been an influential political and economic power, allowing the American counseling psychology field to deeply connect to most parts of the world. The growth of economic trading and the rising global environmental issues in the past two decades also strengthen the interdependence among countries. It is my belief and hope that counseling psychologists can play an important role in facilitating mutual understanding of past historical wounds and create peaceful resolution of current tensions.

Reference:
2008 International Counseling Psychology Conference Sights

International Colleagues

Award Winners

Keynote Speakers

Carrie handing award to Dr. Leung
SPECIAL ISSUE

Interdisciplinary Research in Guidance Counseling, Counselor Education, or Counseling Psychology

Guest Editors:
Senel Poyrazli, Ph.D.
The Pennsylvania State University-Harrisburg (USA)

Michael J. Stevens
Illinois State University (USA)

Call for Manuscripts

The Eurasian Journal of Educational Research (http://www.ejer.com.tr) is seeking to publish original scholarship that is interdisciplinary in nature and is in the areas of guidance counseling, counselor education, or counseling psychology. The aim of the journal is to increase understanding of learning and teaching in pre-primary, primary, secondary, higher and adult education, and to contribute to the improvement of educational processes and outcomes.

We are seeking interdisciplinary research that involves quantitative, qualitative, and/or conceptual methods of investigation, research with an applied focus, or research that examines and/or proposes policies or interventions. To be considered for this special issue, at least one of the authors would need to be in guidance counseling, counselor education, or counseling psychology. The other authors could be from other specialties of psychology (e.g., educational psychology, clinical psychology, developmental psychology) or education (e.g., elementary education, educational leadership). Manuscripts that are geographically related to Europe, Asia, and the Middle East are preferred.

Manuscripts should be submitted to the guest editors via email at poyrazli@psu.edu
A confirmation of the receipt of the manuscript will be sent to the authors within two weeks of the submission.

Manuscripts should be submitted by December 15, 2008.
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 Fall 2008 newsletter. The deadline for submitting your manuscripts/announcements is October 31st. 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 October 31st to Ayşe Çiftçi, Ph.D., Editor, Newsletter: International Section of Counseling Psychology (ayse@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 (ayse@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