International Section of Counseling Psychology
Division 17, American Psychological Association

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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Welcome to our inaugural issue of the International Section Newsletter!

I feel very privileged to contribute to the International Section on Counseling Psychology as the editor of our Newsletter. When I moved to the United States in 2002 for my doctoral degree in Counseling Psychology at the University of Memphis, I became an international student. Although I had left my family and friends back in Turkey, I became a member of a new family: the Society of Counseling Psychology. It has been such a positive and welcoming experience to meet with internationals and others who are interested in international issues in the Society. With the formation of the International Section on Counseling Psychology, I hope we will have an excellent opportunity to support and communicate with each other in an organized way.

Our goal for this Newsletter is to foster communication and collaboration among international counseling psychologists. We hope there will be a voice in this Newsletter from different countries throughout the world with articles in different languages. Specifically, we hope to include featured interviews, articles, personal stories and experiences from international scholars, practitioners, and students from countries around the world. In each issue, we will feature a column “Counseling Developments Worldwide” and “Research Abroad” where we can learn more about individuals’ experiences outside of the U.S. “Cultural facts” will give brief cultural information about countries, regions or cultures. Announcements and news will provide updated information to the Section readers. In order to achieve these goals, we need your support and submissions. Please e-mail us your articles, essays, and announcements.

As with anything else that is new, we know it will take our Newsletter time to develop and improve. With your support and feedback, I hope each new issue will be better than the last. I trust you will enjoy reading this Newsletter and learn something new about a culture in each issue. Finally, I have been extremely fortunate to have excellent student volunteers at Purdue University who work with me to make the process of publishing this Newsletter a lot easier. Thank you very much to all the contributors and we hope to receive your submissions for our fall issue!

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.

Cultural Fact: Evil eye!

A belief know almost in every continent of the world, centers on the notion that certain people have the ability to cause harm. In Greek, the evil eye is called baskania. In the Spanish-speaking countries of South America, the evil eye is called mal de ojo, mal ojo, or simply ojo. In France, the term is mauvais œil; in Haiti, mauvais jé; in Holland, booz blick; in Germany, böse Blick; in Poland, zte oko; in Corsica, innocchiatura; in Norway, skørtunge; in Ireland, droch-shuil; in Scotland, bad Ee; in Persian [...] aghashi; in Arabic, ‘ayn; in Hebrew, ayin hara; in Tunisia, ‘ayn harsha; in Armenian, pasternak; in China, ok ngan; and in Turkey, nazar. In Italy, the evil eye possess many names. It is generally called malocchio, but in Tuscany and southern Italy it may be referred to as affascinamento or jettatura.
Welcome to the very first edition of our Section’s Newsletter! We are quite excited to see this in print, especially when considering our Section is not even a year old. We are so appreciative of the leadership provided by Dr. Ayse Ciftci Uruk (Purdue University) to manage all aspects of this Newsletter. We are also extremely grateful to her students, Arlene Vélez-Galán, Suejung Han, Chia-Chi Hu, Ji-yeon Lee, Yun-jeong Shin, and Eric VandeVordee, for investing their energies in this important project. Without all these individuals, we would not have a Newsletter at this point or such an informative and well designed Newsletter.

This has been an incredible first year for our Section. We have accomplished more than any of us could have expected. Our executive leadership team comprised of Mark Leach (Treasurer), Changming Duan (Membership Co-Chair), Johanna Nilsson (Membership Co-Chair), and Li-fei Wang (Secretary) have devoted a great deal of time to establishing the infrastructure for our Section and developing a plan for our future. Ping-Hwa Chen initially served as our Secretary, but needed to resign for personal reasons. We appreciate all of Ping-Hwa’s work for the Section prior to her resignation.

We are extremely fortunate to already have a very strong membership of over 160 individuals representing at least 10 countries from North America, Asia, Europe, Africa, Central and South America, and the Middle East.

Thanks to the outstanding work of Arlette Ngoubene-Atioky (Lehigh University), we have a fabulous website! Arlette has been tireless in her effort to create an exciting and informative website for us. We cannot thank her enough! Please consider using our “Message Board” webpage to facilitate conversations about topics relevant to our Section. Also, consider posting information about your interests to the “Members Interest” webpage. It would be terrific if we could see more activity on these webpages, as it would strengthen our relationships with each other worldwide and provide us with more relevant and meaningful information.

Another way we could accomplish these goals is to have you complete our Section Survey. This survey is designed to acquire background information on our members and to solicit your input on the future direction for our Section. Many of you have already completed the survey. We hope, however, that more of you will do the same. You can complete this survey by visiting the last page of this Newsletter.

In addition to our website, we also launched two listserves for our members since last August. Thus far, there has been some activity on these listserves. Again, we want to encourage greater use of these communication devices. They offer us a fantastic opportunity to dialogue with each other. We are greatly appreciative of Robert Kizer (University of Missouri-Kansas City) for organizing and managing these listserves.

Another of our tasks for this year was exploring the possibility of having abstracts published in multiple languages in The Counseling Psychologist. While we have made progress on this, the process and feasibility of accomplishing this task is still being explored.

Like last year, we will have many exciting Section programs at the APA Conference in San Francisco. There will be, for instance, a Section breakfast and meeting, various international leadership meetings, a program for mentoring students, an international symposium, and some poster sessions.

We are also pleased to announce our Section will be recognizing outstanding students and professionals at the APA Conference. Our Section leaders have created some Awards to be given for the first time at this meeting. Details concerning these awards appear in this Newsletter. Hopefully, many of you will be able to attend APA this year, so we can further strengthen our worldwide relationships and our discussions about international topics of interest.

It has truly been a very productive, exciting, and remarkable year for our Section. There are, however, a couple of tasks we still need to accomplish. We hope to create a Regional Section Advisory Committee, with representation from around the world. We also want to establish an “International Council of Counseling Psychology.” If you are interested in helping with either of these, please let us know.

In a very short time, we have developed a strong infrastructure for our Section. We look forward to making even more progress on strengthening our worldwide network of counseling professionals and students. This Newsletter with all its unique features also provides each of us with an international forum to share our ideas, observations, and experiences related to the practice and science of counseling worldwide. We encourage all of you to take advantage of this opportunity and we hope to learn even more about counseling around the world through the publication of future issues of our Newsletter.

Cultural Fact: South Korea!

The yin-yang circle, divided equally into a blue portion below and a red portion above, represents the dual cosmic forces of yin (blue) and yang (red). It symbolizes universal harmony, in which the passive and the active, the feminine and the masculine, form the whole. The four trigrams of Geon, Gon, Gam, and Li, which surround the yin-yang circle, denote the process of yin and yang going through a series of changes and growth.
Message from SCP President:
The Dawning of a New Opportunity
William D. Parham, Ph.D., ABPP

Colleagues and others reading this publication, we have been presented with another opportunity! I feel honored and pleased to welcome the International Section on Counseling Psychology (ISOCP) as the new member of our SCP family. As an added bonus, know that the publication you are holding in your hand represents their inaugural newsletter.

There are no accidents in life and coincidences are really fate manifesting itself at right and correct times. The challenge is in seeing alleged accidents and coincidences as opportunities to make higher-road self and organizational discoveries. With the introduction of the International Section on Counseling Psychology we have a bonafide opportunity to stretch ourselves in ways that allow us to make the good in the world better and in ways that allow us to respond differently to life’s more pressing challenges. It is no accident nor is it coincidental that the International Section on Counseling Psychology joins our family at this point in time and I encourage all of us to celebrate and embrace their arrival. As I see it, they represent a gift from which we will continue to reap many benefits.

The world is wonderfully complex and alluring with its abundant treasures and human resources. With the ISOCP we now have increased opportunities to grow as individuals and as a professional community by engaging in projects that allow us to use the world community as a lens through which we see ourselves. At the same time, and given the current degree of chilling global chaos, world citizens are starved for ways to restore a sense of balance and harmony to a global community that feels frighteningly out of control. Thus, building alliances with our brothers and sisters across the globe, engaging them in a discourse about the unrest, uncertainty and senseless aggression that is scary and too often fatal, and collectively generating solutions to calm the seemingly universal disarray represents a secondary benefit brought to us by the ISOCP.

The International Section on Counseling Psychology already has members representing numerous countries and provinces. They have enacted several outreach projects (e.g., international student mentoring program, international breakfast & presentations at the annual APA Convention) and other activities (e.g., launching of an exciting website) are at various stages of implementation. Their leadership in building global alliances will provide the SCP with opportunities to listen to our brothers and sisters of international descent differently and to, therefore, better identify ways of providing sensitive and culturally accurate and appropriate responses to the unique as well as our common-themed global challenges. Our embrace and support of the efforts that the ISOCP will make on behalf of all of us will result in opportunities for more illuminated expressions of self and organizational talents relative to our research, scholarship, clinical service delivery, consultation and social advocacy.

International Section News
International Section of Counseling Psychology Graduate Student Research Award

The Society of Counseling Psychology’s International Section is offering its inaugural award to recognize a graduate student demonstrating excellence in international counseling psychology research. Projects can be empirical or non-empirical but must fit with the mission of the Section to encourage, promote, and facilitate the scientist-professional model of counseling psychology in international contexts in the U.S.A. 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, 2007 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 inaugural 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 U.S.A. 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, 2007 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.
Mark your calendars, the 2008 International Counseling Psychology Conference will be held in Chicago on March 6-9th at the Chicago Hilton and Towers. This conference builds on the huge success of the 2001 Houston Conference. In 2008, it will be the first time we have attempted to go international in our conference planning efforts. There are lots of indicators within the Society that the time is right to move to an international platform, including three recent Presidential Addresses focused on international issues (Louise Douce, Punecky Heppner, and Roberta Nutt), the large attendance each year at the SCP International Scholars Breakfast during APA convention, and the International Forum in The Counseling Psychologist. Most important though is the creation and substantial membership of our International Section.

To help us think through all the ways to make the conference format more international in nature, we have formed an International Conference Planning Subcommittee co-chaired by Changming Duan and Larry Gerstein. We hope to have symposia with international foci as well as more international scholars in attendance. To accomplish this goal we need your help. Let Larry, Changming or I know about your ideas for keynoters, symposium topics, international scholars to invite, and ways to make our international colleagues experience a welcoming environment. We are hoping that lots of international students who are currently in the US attending counseling psychology programs will join us and present their research via the student poster session. We are also planning mentoring lunches for students and Early Career Professionals.

We are excited to be planning our next big Counseling Psychology Conference now less than a year away. The call for proposals will be out shortly. We plan to send the Call for Proposals via SCP email listservs, so look for the announcement on your International Section listserv in the near future. So start the process of planning with your colleagues to submit your ideas for presentation at the 2008 International Counseling Psychology Conference.

Other news from the Executive Board (EB) of the Society: The EB voted to change the SCP Bylaws to include two students as voting members on the Executive Board as well as on all SCP standing committees. Bylaw changes require a vote of the SCP membership at the SCP Annual Business Meeting. Bill Parham’s Presidential project “Stepping To The Plate” that started with community engagement activities in New Orleans will continue in San Francisco during the APA Convention time. Another Bylaw change that the EB recommended is to create new positions, the Coordinator of Community Engagement and the Coordinator of Emergency Response. The first position means that there will be an organized ways for counseling psychologists to be actively engaged with the convention city communities. The second positions means that we will have an organized counseling psychology response to community emergencies. There is much more news from the Society. The Society Newsletter will be out soon with the details of other important SCP activities. To save space, I have only hit the highlights here.

Announcements

Apply Now for 2007 APA International Travel Grants

The APA Office of International Affairs administers two travel grants:

1. The International Conference Travel Award covers or partially covers conference registration fees at international psychology conferences held outside the US and Canada. APA and APAGS members are eligible to apply. Preference will be given to: (a) Contribution to the conference program (e.g., 1st author, symposium chair, roundtable moderator); (b) Have not attended an international conference in 2005 or 2006; (c) Early career or graduate student psychologist. Applicants must submit an Application form (download at http://www.apa.org/international/awardintravel.html), Conference submission information, including confirmation of participation, and a Letter from your Department Chair indicating need. The submission deadline for round I is February 28, 2007; the deadline for round II is June 15, 2007.

2. The APA Convention Travel Grant for International Affiliates covers the registration fee at the Annual APA Convention. Eligible applicants are APA International Affiliate members. Preference will be given according to: (a) 1st author presentation at the APA convention; (b) Affiliate from a low income or a restricted currency country; (c) Have not attended an APA convention in the past 2 years. Application requirements include: Application Form (download at http://www.apa.org/international/awardintravel.html) and affiliate number. The submission deadline is June 15, 007.
Featured Interview:  
Dr. Joseph G. Ponterotto  
Stepping outside our comfort zones!  
BY YUN-JEONG SHIN

Dr. Joseph G. Ponterotto is a professor and coordinator of the Counseling Psychology Program at Fordham University’s Graduate School of Education. Dr. Ponterotto is a Fellow in the Society of Counseling Psychology (Division 17) and the Society for the Psychological Study of Ethnic Minority Issues (Division 45) of the American Psychological Association. He is one of the most influential leading scholars in multicultural counseling, education and training. He is the co-author of the Handbook of Multicultural Counseling and the co-editor of the Handbook of Multicultural Assessment: Clinical, Psychological, and Educational Application. His passion in multicultural and international psychology has been divulged to counseling psychology field through his influential work, as the journal editor of Journal of Counseling Psychology, and the multicultural consultant to universities, school districts, and mental health agencies nationwide. He shows ardent devotion in his bilingual and bicultural skills. I believe some of my current ideas on multicultural issues within counseling psychology?  

How did you become interested, both personally and professionally, in international issues within counseling psychology?  

My interests in multicultural and international issues began to form in my childhood. My father immigrated to the Bronx, New York at the age of 12, along with his younger brother and their parents. My mom’s parents also immigrated from Italy. Thus as a child I developed a strong sense of my identity as an Italian American. My father went on to get his Ph.D. and became a professor of modern languages. He impressed upon me at an early age how valuable and important it was to be multilingual. Then in 1966, at the age of 8, I moved to Italy for 14 months with my 5 siblings and parents. I attended an Italian, urban public school, where I became quite fluent in Italian and bicultural in identity. That year in Italy had a profound impact on me in a number of ways. At first, my adjustment to life in Italy was most challenging. It was the Viet Nam era, and there was strong anti-American sentiment in Rome, Italy (and elsewhere). My classmates had many stereotypes of Americans and I found myself defending either myself or my country every day during the first few months at school.

However, once I learned the language and culture, I started to make good friends and develop a bicultural skill set. I felt empowered and on top of the world as an eight year old as I could seamlessly shift from a more American lifestyle at home, to a fully Italian life style in my life style in the streets (where I spent a lot of time). In my family, though the second youngest (my younger brother was one year old, and I had two older brothers attending an English-speaking international school, and two older sisters who finished their formal educations) I was the most fluent in Italian, save for my father. Thus, at times, older family members relied on me for translating duties. I felt valued and needed for my bilingual and bicultural skills. I believe some of my current ideas on the “Multicultural Personality” (which I discuss below) had their roots back in 1966. Since then, I have returned to Italy many times, including a six month Sabbatical with my wife Ingrid in 1998. My two older sisters actually married Italian men and settled in Italy.

My professional interests in multicultural and international psychology really had their genesis with my move in 1980 from the Bronx, New York, to Santa Barbara, California, where I received my M.A. and Ph.D. in Counseling Psychology at UCSB. There I had the privilege and great honor to work very closely with Dr. Jesus Manuel (Manny) Casas, a pioneering multicultural psychologist of Mexican descent. Manny helped me forge the connection between my life experiences and professional work as a multicultural psychologist. Throughout my years at Santa Barbara I had the opportunity to work with Manny on a number of research projects centered in the multicultural counseling and multicultural education areas. Manny also brought me frequently into the multicultural communities of Santa Barbara, as he felt the campus life was not an accurate representation of the larger cultural communities. At present I still rely regularly on Manny’s wise counsel and we continue to work together on various projects and national committees.

What is your view about the current state of affairs regarding international issues in counseling psychology? What progress has been made? Where do we go from here?  

Initially, our progress in internationalizing counseling psychology was slow. We had The Counseling Psychologist which had an International Forum section and which promoted international issues to some degree, but these issues were certainly not well integrated into counseling psychology training, research, and service programs. Our focus during the last two decades has been more on domestic multicultural issues rather than international issues. However, I think we are gaining strong momentum now in the area of international and global counseling psychology. For example, at the 2002 International Congress of Applied Psychology held in Singapore, the association established a Division of Counseling Psychology. Among the North American psychologists who were influential leaders in this effort were Fred Leong, Paul Pedersen, Mark Savickas, and Richard Young. For our Newsletter readers who are interested in learning about the history and recent developments of international perspectives on counseling psychology, I refer them to the recent special issue of Applied Psychology: An International Review (January, 2007, 56 [1]), co-edited by Fred Leong and Mark Savickas. This is a landmark journal issue that should be required reading for all current counseling psychology students and professionals. I also urge our colleagues to read the latest updates on international perspectives in counseling psychology in a forthcoming chapter co-authored by Puncky Heppner, Fred Leong, and Hung Chiao, that will soon appear in the 4th edition of Brown and Lent’s Handbook of Counseling Psychology (2007).

In terms of “where do we go from here”? Well, we have a very long way to go. I’d say where we are now in terms of integrating international perspectives in the field is where we were in the 1970s with respect to integrating domestic multicultural issues into the profession. I will predict though, that within 20 years counseling psychology in North America will have a global perspective, and will balance competently both domestic multicultural issues and international issues.

Some directions I see for the field include: a) requiring foreign language competence of all students and faculty; b) increasing the number of master’s theses and doctoral dissertations conducted abroad; c) encouraging more graduate students to study counseling psychology abroad for at least 6 months, preferably a full year; d) expanding choices for the pre-doctoral internship outside North America, which will necessitate partnering with clinics, hospital, and centers internationally; e) integrating the inclusion of international-based literature and research into all coursework; f) moving beyond post-positivist, quantitative research paradigms to also embrace constructivist, qualitative paradigms. The forthcoming Heppner et al. (2007) chapter I referenced above presents other ideas in this vein.

(continued on page 8)
What are your suggestions for counseling psychologists – students, faculty, administrators, practitioners – to improve their competencies in working with international populations?

My instinctual response is to live abroad for an extended period of time. My development as a person and professional was significantly impacted by the extended periods I lived abroad, first as a child, and then as an adult. If one reads the life story experiences of other counseling psychologists who have lived abroad (e.g., through the Fulbright scholars program; see various issues of The Counseling Psychologist), they will find that all have been deeply affected by this experience. The Heppner et al. (2007) chapter reviews various international exchange programs currently in operation at some counseling psychology programs. But there are few of these; I’d like to see every program have cooperating international exchanges for a semester or year abroad, similar to what we see available for undergraduate students.

Counseling psychologists who want or need to remain state-side, can immerse themselves in international communities at home. Even the smallest towns in isolated areas are witnessing rapid growth of immigrant or migrant international visitors/workers. Though it is understandably difficult, we need to step outside our comfort zones, culturally and linguistically, be humble, listen to community elders, and try to learn more about international perspectives and worldviews. For those who work on college campuses, you can volunteer to assist the international student office; this is also a great place to begin or advance your international research program.

On a more intellectual level, we all now have access to English-language psychology journals from around the world; it is helpful to read non-North American journals to get a flavor for psychology globally. There are also increasing numbers of multi-lingual conferences around the globe, so we can combine some international professional development with travel experiences. A simply activity for an international perspective is to see foreign films with English subtitles.

Could you introduce your current research interests in the multicultural and cross-cultural areas and share your vision about how you plan to continue to contribute to the internationalization of counseling psychology?

I am very excited by our current research program which involves elaborating and expanding upon a new construct in psychology that we call the “multicultural personality.” We see the multicultural personality represented by a narrow matrix of personality traits that can be subsumed under broad models of personality such as the Big Five. We hypothesize that this narrow cluster of traits can predict personal and career adjustment for those living in increasingly culturally diverse societies such as the US. Our work integrates related theory and research anchored in the Netherlands, Italy, and the United Kingdom. I refer our interested readers to our new book, Preventing Prejudice: A Guide for Counselors, Educators, and Parents (2nd edition) (Ponterotto, Utsey, & Pedersen, 2006; Sage Publications) where we devote a whole chapter to the topic.

However, my most direct way of advancing the internationalization of counseling psychology is through my teaching and mentoring of graduate students. At Fordham University we have a large number of students interested in pursuing research, clinical, and teaching opportunities that reflect international perspectives. I try to integrate international issues in my day-to-day teaching and I mentor numerous dissertations in the broad multicultural area. I also advocate for the inclusion of qualitative (and mixed method) research as a means to more closely and intimately study international topics.

How can the international section of Division 17 integrate a domestic and international perspective?
Featured Interview: Dr. Paul Pedersen

“Now is the time!”

BY ERIC VANDEVORDEE

Dr. Paul Pedersen is a professor emeritus in the Department of Counseling and Human Services at Syracuse University and a visiting professor in the Department of Psychology at the University of Hawaii. He is the author of more than 40 books and 75 articles in the areas of counselor education, cross-cultural psychology, communication, intercultural training, international education, constructive conflict management, alternative and complementary therapies and educational development. Dr. Pedersen has been instrumental in the development of international psychology since its inception and is considered one of the leaders of the field.

Please share with us a brief overview of the history of counseling psychology and international work.

Teachers and authors who ignore or trivialize the thousands of years societies have spent developing counseling functions are not telling the truth to their students and readers. There’s no polite way to say this. Several books are now being published linking the rich traditions of counseling with the ancient approaches of indigenous people around the world. We have much to learn from our professional ancestors that will both help us better understand them and ourselves in a global context. Internationalism is emerging as the newest direction of the multicultural perspective as our students and readers become less and less willing to presume the exclusivity of a dominant culture perspective. To limit the history of counseling to the last century or two can no longer be tolerated according to our own accepted criteria of professional competence.

How did you become interested, both personally and professionally, in international issues within counseling psychology?

I grew up in a small Danish farming community with strong links to European culture and thought. We were not isolated even though I spoke Danish before I learned English. Our living room was lined with books and we took turns reading out loud in the evenings. I hitch-hiked through Europe one summer when I was going to college and that made a big impression on me. I taught philosophy and psychology for 3 years in Indonesia, 2 years in Malaysia and studied Mandarin for a year in Taiwan which established my career path as international. Teaching a term on the “Semester At Sea” program also helped. Books were of course important in shaping my thought but contact with individuals around the world had even more impact. I believe people don’t take sufficient advantage of opportunities for international exchange with other individuals.

What do you see as the function or the role of the international section in Div 17?

The Division 17 International Section can facilitate networking among colleagues from different countries. People from outside the US know a lot more about our thinking than we know about theirs. We need to catch up or we will become irrelevant to global issues. Collecting stories, cases, critical incidents, examples and experiences could provide a resource that members could build on, teach from and contribute to themselves. Indigenous psychologies around the world are challenging the Euro-American status quo in many ways. The section can ask its members to suggest needed resources, just as you are through this interview, and then proceed to provide those resources.

How can the international section contribute to multicultural research and practice?

I organized a 2 day pre-APA workshop in New York City, Lubin House, where we brought together about 40 authors of multicultural psychology and counseling books. Each participant was asked to bring a list of five important questions to which they did not know the answers. They were asked not to make any presentation but rather spend the discussion time in break-out groups struggling with these unanswered questions. As a result we published our list of findings which suggested alternative answers and sharpened the questions themselves. The section might replicate such a conference where we get together to discuss the unanswered questions we have on international aspects of multicultural research and practice. Otherwise we spend too much time defending what we think we know and posturing for one another in wasteful efforts.

How can the international section contribute to cross-cultural research and practice?

“Cross-cultural” research and practice has typically described a field of comparative study matching the established perspective with culturally different perspectives. In the comparison one side usually comes out on top and it is frequently—perhaps too frequently—the established perspective. Perhaps we can stop using the more familiar established perspective as a gold standard and attempt to understand other indigenous perspectives from the viewpoint of their own cultural context. This presents an enormous challenge to the field of psychology and counseling in particular. I sometimes ask my students to look at the “reasonable opposite” of what they have always accepted to be true. The outcome is usually to find that the opposite of what we have always believed is also true! We need to escape from what Gilbert Wrenn called cultural encapsulation.

What is your view about the current state of affairs regarding international issues in counseling psychology? What progress has been made? Where do we go from here?

When I was a member of the APA Committee on International Relations in Psychology (CIRP) I tried, unsuccessfully, to get two projects running. The first project was to survey international authors who had published in APA journals. I assume that any international author who has published in an APA journal has probably had manuscripts rejected by those APA journals and I wanted to find out more about that rejection. Was their manuscript fairly critiqued? Were they being treated as fairly as US colleagues? Stories circulating on the grapevine suggest that colleagues from outside the US have a very difficult time getting published in APA journals. The second project was to publish abstracts of important psychological publications published abroad. We are told that more psychological research is now being done outside the US than within. They know more about us than we know about them. The APA abstracting journals “claim” to include international authors but a quick review of those journals indicates otherwise. Both plans were shelved “for further discussion at some future time.” Now is the time!
What are your suggestions for counseling psychologists to get involved in international work?

US Universities and colleges include a rich underutilized resource of international students and provide opportunities for personal contact for networking. The internet provides unlimited resources for reaching out to colleagues around the world. Travel can provide an important resource as the 3 month Semester At Sea provided to me. Learning a foreign language offers many new insights, especially if you follow up with time in the country where that language is spoken. Co-authoring and/or co-teaching or even international educational exchange of positions provide low cost opportunities. We are surrounded with opportunities but too often fail to recognize those resources. There is no excuse for ignoring the international resources around us.

Could you introduce your current research interests in the multicultural and cross-cultural areas and share your vision about how you plan to continue to contribute to the internationalization of counseling psychology?

I am writing about “inclusive cultural empathy” that contrasts conventional empathy goals—focus on the individual—with a more inclusive perspective of focusing on the cultural context surrounding that individual. We each “belong to” many different cultures with perhaps a thousand “culture teachers” sitting in our lap whom we have collected over our lifetime from relatives, friends, acquaintances and fantasies. This multiplicity imposes great complexity and confusion on our understanding of our selves, not to mention others. However many if not most cultures outside the Westernized individualistic countries accept that collectivistic perspective as reality. I have developed a Cultural Grid and a Triad Training Model to teach counseling psychologists about how to manage cultural complexity in meaningful ways. More information is available at http://soeweb.syr.edu/chs/pedersen

Some scholars have suggested that multicultural integration has been happening within some nations (e.g., United States), but less successfully between nations (Bochner, 1999). What do you think about this opinion?

The Creative and generosity of our webmaster, Stewart Pinceco & Co., has provided this opportunity for me to share Society news & notes with you and for you to share your thoughts, voice your concerns and express your hopes, dreams and desires. You have 24/7 access to the Blog. Be sure to check in regularly with our presidential blog that will be used monthly to communicate ideas and to stimulate discussion about a range of topics germane to our work. The goings-on at APA, especially the activities that are most relevant to us, will be shared on our blog. My goal is to provide an opportunity for everyone to be kept in the loop of discourse and information. http://division17.blogspot.com/

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The Civil Rights movement and pressure by special interest groups within the US and other countries have resulted in taking domestic cultural differences more seriously. However international perspectives usually lack the power to make those international perspectives more visible. It is a question of power—or powerlessness. We will not advocate for international perspectives until or unless we can see how it makes us and our work more convenient—or at least more meaningful. Until that time many of us will choose—wrongly—to pretend that “ours is best.” This is not to advocate relativism—to each her/his own—which would prevent discussion. We need to go beyond the rhetoric of internationalism toward meaningful action and demonstrate ways internationalism can make our work easier instead of harder, more rather than less meaningful. The global situation has never needed us more than it does today and if we ignore that need we do so at great peril.

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To pay or not to pay?: Legal and ethical issues in international students’ participation in research

Ana A. L. Baumann, M.S. & Melanie M. Domenech Rodriguez, Ph.D.
Utah State University

Research methods are typically drafted carefully to ensure that the research question on hand can be answered. Sample selection is influenced by issues of feasibility. For example, in the case of researchers interested in cross-cultural research, the cost of traveling abroad and the practical matters involved in data collection in another country may make cross-cultural research impossible to conduct. Research with samples of recently immigrated persons in the ethnic, national, and/or cultural group of interest might present a viable and defensible alternative to examine cross-cultural differences in the constructs of interest. Recently, however, the authors learned that there are major feasibility issues in conducting research using traditional methodologies with a sample of international college students. The primary purpose of this paper is to present one particular challenge, namely payment for participation, and the issues associated with engaging in this practice. Interpretations from university officials are presented, and risks and benefits of these different interpretations of the law are discussed. The paper ends with a call for policy clarification and a series of ethical points for consideration in either developing a new policy or making changes to existing policies.

Payment of international students

International students have a number of responsibilities and restrictions based on the visa that permits them to study in the US. These regulations are outlined in the Code for Federal Regulations (8 CFR). Most international students have an F1 visa, which requires the students to (a) be enrolled in an academic program, (b) have sufficient funding to be self-supported during the program, and (c) have a permanent residence abroad that the student is intending to return to after completion of the program requirements. In addition to these requirements, 8 CFR 214/2(f)(9)(i) states that international students with an F1 visa may not be employed for more than 20 hours per week while school is in session. The definition, however, of what constitutes employment is vague, and herein lays the challenge: does payment for participation in research activities constitute "employment"?

The answer is not clear. The federal code has been interpreted in different ways by different staff and directors of Offices of International Student Scholars’ (OISS) across the nation. In an informal poll of peer institutions\(^1\), we uncovered a great deal of inconsistency in how OISSs interpret and implement these laws. Six out of twelve institutions were contacted and asked about the university policy regarding paying international students for research participation. The reports we received showed that offices either (a) completely disallowed participation in paid research (\(n = 2\)), (b) allowed participation in paid research (\(n = 2\)), and (c) allowed participation depending on the type of research and/or remuneration (\(n = 2\)). Each is discussed below.

Disallowing participation. Some OISSs believe that research participation that is remunerated in any way (e.g., cash, gift card, or an item, such as a book or backpack) constitutes employment and thus is not allowable. Their argument is based on 274(a)(1)(c) which defines an employer as a person that "engages the services or labor of an employee to be performed in the United States for wages or other remuneration." Therefore, if an international student receives compensation for participating in a research, this participation can be considered as a service or labor.

Unconditional allowance. Some officials reported no concerns about international students’ remunerated participation in research. One officer was actually surprised by the question. She did not understand why an international student should receive a different treatment in research participation compared to the local students.

Conditional allowance. At least one officer reported that they approached each request for recruitment of international students into paid research on a case-by-case basis, considering the type of project, the amount of remuneration, and the tasks required of the students. Short duration projects, with modest or minimal remuneration, that were clearly promoting the mission of the university (therefore considered an educational activity for the international student) were allowed.

Evaluating the context of the research seems appropriate if an OISS is designating participation as “employment” versus “independent contracting.” The law 274(a)(1)(f) states that “the term employee means an individual who provides services or labor for an employer for wages or other remuneration but does not mean independent contractors as defined in paragraph (j).” If participation in research is considered to be more akin to independent contracting, then international students could participate in remunerated research. Nevertheless, independent contracting is not as simple: an employer hiring an independent contractor is required to fill out several documents.

As these informal contacts with staff of OISSs show, the interpretation and implementation of the 8 CFR 214/2(f)(9)(i) is not consistent across universities. Below are what we understand to be the risks and benefits of each of the recommendations from OISSs.

Risks and benefits to OISSs approaches

“Research as employment” interpretation. A conservative interpretation of the law would leave researchers with very limited ability to recruit international students. Potential solutions include: recruiting only students who are working less than 20 hours per week or not working at all, or recruiting international student participants on a volunteer-only basis. Additionally, researchers can collect data during times where students can work more than 20 hours (e.g., academic breaks). These options have practical implications (e.g., long time to achieving the necessary sample size), data implications (e.g., generalizability issues), and ethical implications (e.g., differential payment to national versus immigrant students for engaging in the same activities). More extremely, researchers may choose not to conduct research activities with international students, thus limiting the college experiences of them.

(continues on page 12)

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\(^1\) The names of these offices vary across campuses (e.g., International Student Office, Office for International Services, International Students and Scholars Office). For the sake of simplicity we are using one name.

\(^2\) Peer institutions are identified by the university and approved by the Board of Regents. They provide a reference for the university to compare performance with similar institutions. Similarities across institutions reflect status (e.g., land grant), types of programs offered, and student body size, among many other variables. There are 10 peer institutions identified for USU and the list is available at: http://aaa.usu.edu/p&a/InstResearch.htm.
The benefits of this approach are to avoid any potential perception of misconduct regarding international students and federal regulations for holders of F1 visas. Universities would avoid fines, researchers would avoid whatever consequences they could potentially face, and students would be protected from any potential problems with immigration enforcement.

"Research as Contracting" interpretation. Another interpretation of the law might result in the payment to international students for research participation through a "consultant" mechanism. If an international student participates in compensated research that is deemed to be in violation of 8 CFR 214.2(l)(9)(i), that student faces the loss of their visa and subsequent deportation or having to make the choice to remain in the country illegally. In the case of deportation or voluntary return to the country of origin, the student is unlikely to be able to complete their degree program. In the case of remaining in the country illegally, the employer may receive a fine for each undocumented student. Depending on the interpretation of the law, the fines may befall the university and/or the researchers. In the case of identifiable persons, these consequences include imprisonment (sec. 274(a)(1)(a)).

The benefits are that students participate in a valuable and common college experience. Additionally, important research questions can be answered in a cost-effective, feasible manner. In some instances, research specific to international students may lead to direct benefit to these students.

Recommendations from the case-by-case camp. Two OISS staff reported that the issue of payment for participation in research was a complex issue, and offered some potential solutions:

- **Use an I-9 form, an employment eligibility verification form.** This form contains the name of the student’s employer, and the researcher could verify the number of hours a student is working. Participants who do not work 20 hours per week could be eligible to participate in research. It is important to note, however, that international students cannot average hours across weeks.

- **Contact a lawyer.** OISS could evaluate each case and make decision as to whether the research participants will or not be allowed to receive compensation in consultation with a lawyer with expertise in laws pertinent to international students.

- **Conduct research during school "breaks".** International students are allowed to work 40 hours per week during summer. Researchers may conduct the study during breaks, such as Spring Break, Thanksgiving break, and between fall and spring semesters. In order to qualify for this, however, international students must be enrolled for the following academic semester.

**Conclusions and Points for Consideration.** There are no known laws or regulations that inform university policies and procedures surrounding remunerated participation in university-sponsored research. Consequently, universities have various approaches to allowing international students’ participation in research. In addition to the inconvenience that this might cause a researcher with a planned and IRB-approved study (or a grant approved, as was the case with the principal author), remuneration to research participants brings up a number of issues that need to be considered in clarifying relevant policies. These are:

1. **Risk inherent in ambiguity.** In addition to the risks already discussed, a major risk inherent in ambiguous laws is the potentially nature of interpretations based on political and/or social climate, or even personnel opinions. An international student enrolled at one institution could be told that she is able to participate in remunerated research and be unaware on the laws interpreted differently by different staff (e.g., when there is a change in OISS director).

2. **Justice: According to the Belmont Report (NIH, 1979), “equals ought to be treated equally.” The report states “Almost all commentators allow that distinctions based on experience, age, deprivation, competence, merit and position do sometimes constitute criteria justifying differential treatment for certain purposes. It is necessary, then, to explain in what respects people should be treated equally. There are several widely accepted formulations of ways to distribute burdens and benefits. These formulations are (1) to each person an equal share, (2) to each person according to individual need, (3) to each person according to individual effort, (4) to each person according to societal contribution, and (5) to each person according to merit.” From this perspective, justice is called into question when in comparative research, American citizens are paid for participating in research and international students are not paid for the same exact activities.

3. **Alienation: If one of the goals of universities’ admissions of international students is to cultivate and improve relationships for educational exchanges with other countries, it would be important then to consider the wellbeing of international students. How might an international student feel if he cannot receive compensation for participating in research activities that are part of the daily activities in a university setting? Research activities benefit the researcher, the university, and the particular group to which findings will be generalized. Moreover, in an academic context, participating in research is also seen as educational practice to the participant.

4. **Practical matters:** Finally, OISSs serve as gatekeepers for accessing samples of international student participants on college campuses. However, their role is not essential to the conduct of research. What happens in the case when international students participate in a research project incidentally (i.e., a research study that does not specifically seek to enroll international students)? Is the researcher responsible for screening out international students? Would the researcher and/or student be judged to be in violation of the law? What happens when staff from an OISS sees flyers recruiting international students and paying in exchange for their time and participation? Do they have the duty to report the research? Who would they report to?

It is reasonable to set limits to participation in research. Indeed, the Belmont Report outlines two other principles – respect for persons and beneficence—alongside justice. In the case of international students, participation in medical research with high levels of remuneration could put students at risk for coercion to participate because their sources of income are limited. These are the kinds of risks that would be detected by an Institutional Review Board and flagged on a research protocol. We would recommend a clear policy that allows participation in remunerated research and that outlines potential sources of risk to international students.

In summary, researchers, OISS, IRB and international students need more clarification concerning the feasibility of paying international students for their participation in research. There is a need for an open dialog with the INS to evaluate how to better proceed in this specific situation, so researchers and institutions can avoid problems and concerns with unclear laws.

**References**


Mentoring International Students in Counseling Psychology

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In the fall of 2004, Dr. P. Paul Heppner, Past President of the Society of Counseling Psychology (SCP), initiated a Special Task Group (STG) on Mentoring International Students as an effort to welcome and promote the involvement and professional development of international students in Counseling Psychology. Dr. Oksana Yakushko and I were appointed to co-chair this STG with a two-year term. In this article, I will briefly report the accomplishments of the STG and share my personal experience with the mentoring program.

Specifically, the primary charge of this STG was to: (a) encourage and increase active involvement and cohesion of international counseling graduate students in various activities and groups in the Society, and (b) mentor international graduate students to promote their professional development and identity as counseling psychologists. In order to achieve these objectives, we invited 17 students and counseling psychologists from 9 countries to be involved in the planning and implementation of the STG activities. Announcement about the mentoring program was distributed to the electronic listservs of various APA divisions and other professional psychological associations. Announcement was also made in the Division 17 newsletter and on the Student Affiliate Group (SAG) website.

By the spring of 2005, the STG recruited 55 international counseling psychology students from 21 different countries to participate in the mentoring program and 16 counseling psychologists with 9 different nationalities to serve as consultants for the students. In order to encourage the international students and consultants to connect with each other at the APA annual meetings, the STG organized several convention events. A roundtable proposal on “Mentoring and Fostering the Development of International Students in Psychology” was submitted, accepted, and presented at the 2005 APA convention. The roundtable discussions were facilitated by 14 international students and scholars from eight different countries. The presenters shared their professional development experiences, outreach efforts for international students, and involvement with international psychological organizations. The roundtable was well attended by around 80 international students and counseling psychologists.

In addition to the aforementioned roundtable, two meetings for international students were held in the Division 17 Hospitality Suite during the 2005 APA annual conference. A reception and orientation session was held to welcome international students and consultants, and about 60 international students participated in this meeting. During the orientation, we provided the participants with tips for getting the most out of the APA convention and introduced numerous ways for international students to get involved in the Society and SAG. We also held a business meeting for the STG committee members, reviewing the STG progress and discussing the strategic plan for the following year. Furthermore, Dr. Yakushko and I facilitated discussions for international students at the "You and Counseling Psychology: Charting the Future" Roundtable.

At the 2006 APA annual convention, we held similar meetings again. During the international student reception/orientation meeting hosted by Yi-Jiun Lin, Pius Nyutu, and me, we provided a forum for international students to share their training experiences and offered tips on professional and personal development issues (e.g., conducting research and counseling in the United States, internship and job applications). At the business meeting, we reviewed our accomplishments during the two-year period and discussed ways to continue the STG tasks through the International Section and listerv.

In addition to the convention activities, the STG also created a website in 2005 (http://www.div17.org/international/) and set up a listerv with APA for international students in Counseling Psychology (div17_is@lists.apa.org) in order to facilitate information dissemination and exchange. I served as the liaison to the International Section and debriefed the Section members on the mentoring program activities. Finally, we matched international students with consultants and encouraged international students to seek consultations when they have questions about training and professional development issues. These various mechanisms were put in place to promote mentoring and active involvement of international students in the Society.

A common theme that I have observed in conducting this mentoring program is the feeling of disconnection and isolation that international students often experienced due to the nature of the sojourns (i.e., studying abroad, being away from families and friends, and dealing with cultural differences and sometimes discrimination on a daily basis). On the one hand, some international students do not feel that they receive adequate support in their training programs or have faculty and peers whom they can connect with. On the other hand, there are faculty members and supervisors who expressed their willingness to provide support for international students but did not know how to do so because they had limited knowledge about specific barriers encountered by international students or lacked experience working with this population. Unfortunately, this disconnection sometimes resulted in undesirable training experiences for international students and frustrations on the part of the faculty and supervisors. Therefore, the STG on Mentoring International Students was designed to bridge this gap.

As I was reflecting on my experience with the mentoring program, I was amazed by the connections among international students and between students and consultants that were made through this task force. International students at the APA conventions told me that they felt the meetings sponsored by the STG offered them “a sense of home” in the Society. The STG activities provided students with role models who share similar training experiences and have succeeded in our field. It was helpful for international students to hear others’ experiences and suggestions for professional development, which served to normalize feelings of isolations and struggles and to provide a sense of hope. International students learned that they are not alone in their sojourns and that cross-cultural mentorship is possible and can lead to fruitful collaborations among people from different cultures.

Personally, I appreciate the opportunities to connect with international students and scholars as well as others who are devoted to mentoring international students through this STG. I also would like to acknowledge the efforts of all of the STG committee members: Vinetha Belur, Dr. Chun-Chung Choi, Yuhong He, Yu-Ping Huang, Dr. Gisela Lin, Yi-Jiun Lin, Dr. Hsiao-Wen Lo, Pius Nyutu, Maki Obana, Christiane Oliar, Lan-Sze Pang, Dr. Jeeseon Park, Nima Patel, Tanya Razzhavakina, Sheetal Shah, Frances Shen, and Chia-Lin Tsai. Only through their dedications was it possible to create the mentoring programs. Moreover, the active involvement of many other consultants and international students in the STG activities played an essential role in the success of this task force. It was rewarding to get to know other international students through this STG, and it was inspiring to see that many professionals (international or not) in our field are devoted to training and mentoring of international students. It is my hope that these mentoring relationships continue to thrive and benefit everyone.

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In sum, I believe that the STG spearheaded the efforts to mentor international students in our field and that more should be done in the future to promote continued integration of international students in the Society. The emphasis on international students in the first issue of the International Section Newsletter reflects the Section’s commitment to mentoring international students and the Society’s long standing advocacy of multiculturalism. I believe that international students, through nurture and mentorship, can overcome cross-cultural barriers and bring unique contribution to our field by enriching the multicultural training environment for all students, enhancing our scientific understanding of universal and culture-specific psychological phenomena, as well as meeting the mental health needs of culturally and linguistically diverse clients in the United States and around the world.

**Editing “Across” Borders**

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The Chinese University of Hong Kong

I was honored to have served as Associate Editor of The Counseling Psychologist (TCP) from 1999 to 2002, at a time when I was not affiliated with a university in the United States (U.S.). After living in the U.S. for many years and teaching at two U.S. universities for 8 years, I moved to Hong Kong in 1996, returned to the place that I was born and raised, and began my academic career at The Chinese University of Hong Kong. When I made the move, I was eager to maintain my connections to counseling psychology in the U.S. Yet I also understand that being away from the academic community there, I would have to become more of an “outsider” as an “international” counseling psychologist. I was grateful to Puncky Heppner (former Editor of TCP) who invited me to be one of his Associate Editors, and gave me an opportunity to serve the counseling psychology community in the U.S. from long distance.

The internet revolution which is still happening today has made it possible for me to serve “across borders” from Hong Kong as Associate Editor of TCP. Through the internet platform, I was able to communicate with the editorial team, reviewers, and authors efficiently and geographic distance was really not a limiting factor. Most of the correspondence regarding manuscripts could be sent to the editorial office via e-mail. Even though submitted manuscripts received at the Editor’s office had to be sent to me via postal service, which often took a few extra days, editing “across” borders was actually a rather smooth and convenient process that might not be very different from editing within one’s borders.

I learned much through serving as Associate Editor of TCP. First, I learned to make the editorial process an educational experience for authors. Every single article submitted to TCP was written by authors who put into the manuscript a substantial amount of time, efforts, and intellectual labors, and they deserved the respect of editors and reviewers. Therefore, as action editor, I tried to use constructive languages to identify strengths and limitations, acknowledge efforts and merits, and encourage authors to continue in their work of scholarships. Regardless of the eventual editorial decision, it was important that authors, no matter how experienced or inexperienced they were in their academic journeys, learned from the review process, and identify ways that they could improve their manuscripts. Knowing that an editorial decision might impact the academic experience and careers of authors, I put lots of time into drafting letters to authors regardless of the editorial decision, going through them many times, to ensure that I communicated to authors clearly how their manuscripts could be improved based on comments from the peer reviewers.

Second, I learned to appreciate the different facets of knowledge that are core to counseling psychology. As an action editor, I get to read many articles on traditional as well as emerging areas of counseling psychology. This has greatly broadened my knowledge base in counseling psychology and beyond. At times I had to look for additional readings and references in the literature so that I could adequately act on submitted manuscripts on topics or areas that I was not as familiar. Looking back, being Associate Editor of TCP was an indeed an intense learning experience for me, and the knowledge that I have gained along the way have made me a better teacher, researcher, and scholar.

Third, I was able to transfer my experience and skills as Associate Editor of TCP to my current role as Editor of Asian Journal of Counseling, a journal published in Hong Kong focusing mostly on counseling theories and research in the Asian region. This is probably the most valuable outcome of my experience in editing “across” borders. Counseling psychology is still an emerging discipline in Hong Kong and China, and I have found the editorial skills I learned from the TCP experience to be highly valuable.

My experience in “editing across borders” is one of the many forms of international collaborations that will happen more often in the future. Advances in communication and information technologies have made it possible for individuals from different parts of the globe to connect and collaborate. Just as many products today are manufactured, produced and assembled in different locations around the world, research and practice in counseling psychology would benefit from different forms of international collaborations. At times, these collaborations might involve scholars from one country traveling across borders, to be on-site to teach, research, consult, learn, and serve. At other times, counseling psychologists could collaborate “across” borders in the comfort of their own homes and offices, similar to how I collaborated with the TCP editorial team, making use of communication technologies that allowed us to get our job done from our various locations.

I believe that the discipline of counseling psychology should benefit tremendously from becoming more international. We need to elevate the science and practice of counseling psychology beyond our own borders, and to join together in our efforts to apply our theories, research findings, and intervention strategies to solve global and regional concerns. As a counseling psychologist who was trained as an international student in the U.S., and one who has served on counseling psychology programs in the U.S. and in Hong Kong, I think that there is much that counseling psychologists from around the world can learn from each other.

* Cultural Fact: What do you say when someone sneezes?  
  - in most latin countries: “salud” (stay healthy)  
  - in Germany: “gezundheit” (be healthy)  
  - in France: “a tes souhaits” (make a wish)  
  - in the United States: “God bless you)  
  - in Turkey: “Çok yasas” (live long)  
  - in Ghana: “nkwa” (life)
Reflections of Repatriated Counseling Psychologist

Lynette H. Bikos, Ph.D.
Seattle Pacific University

Recently, a graduating doctoral student came to my office. Her husband works for a multi-national corporation (MNC) in Seattle and he had been invited to take a position in Taiwan. The assignment would mean global relocation for the family (including upper elementary aged children); she was particularly concerned about her career and the professional tasks that are typically completed post-graduation. At one point she asked, “Did living overseas hurt your career?” It only took me a moment to respond, “Actually, it launched my career.”

My story began in 1999 when my husband accepted a position in Ankara, Turkey. For our particular life structure the timing of the move was perfect. In fact, I was looking forward to the break from professional training and practice. The break did not last long. At 9-months into our expatriation, my husband invited an engineering colleague and his counseling psychologist wife to dinner. Within a few weeks after our first meeting, I interviewed with the department chair and senior faculty at Orta Doğu Teknik Üniversitesi’s (Middle East Technical University’s, [METU]) Faculty of Education’s, Department of Educational Sciences. The meeting was less-like-an-interview and more like an afternoon tea. I believe the only question was, “How do you like Turkey?” When they learned that I had taught (and enjoyed teaching) statistics and research methods, the deal was sealed. While the department chair learned that hiring a yabancı (foreigner) part-time was not possible, I was offered a full-time Assistant Professorship.

Teaching and researching at METU (as well as the entire expatriation experience) was life changing. The changes were simultaneously subtle and profound. In the remainder of this essay, I will reflect on some of the lasting impressions of these experiences.

My academic appointment began in September 2000. I found the classrooms and labs at university to be technologically superior to the doctoral intensive universities from which I graduated and interned. All faculty had individual PCs with internet access. The computer labs were equipped with the latest Microsoft Office software and SPSS. Moreover, technical support was readily available by graduate assistants who appeared at my door before I could hang up the phone. Typing was at first confusing. The Turkish alphabet (and, consequently its keyboard) contains three extra letters and does not contain a q, w, or j. Luckily, the computer assistants taught me to toggle the computer to an English setting. As long as I did not look at the keys, I could obtain the letters I needed.

My introduction to a university-hosted on-line literature database (i.e., EBSCO-host) was at METU. When full-text journal articles were not available (and at that time, many were not), access was sometimes a few miles down the road at the Ministry of Higher Education’s Library. Obtaining publications was a pleasure. I only needed to hand my assistant the copy of my list and browse the most current publications while they retrieved and copied requests of the manuscripts they had within their holdings.

In contrast, current edition textbooks were in short supply. Relative to the salary paid to the faculty, new, original, textbooks were a rare luxury (my accurately reported earnings to the IRS for a full-time position in 2000 were around $6,700). Common practice was for instructors to take selected chapters/readings to a copy center for reproduction for the class. Textbook companies appear to be savvy to this practice. Among 25 or so requests for complimentary exam copies, only one company responded. Similarly, classroom and housekeeping supplies appeared to be rationed. Faculty donated 2 million Turkish Lira (TL; about $2.00 U.S.) per month to cover coffee/tea and toilet paper and soap for the faculty-only restroom. In my 2.5 year appointment at METU, it appeared that the department ran out of copy paper around 6-9 months into the year. Once extinguished, faculty supplied their own paper for teaching and research.

Paper, itself, was an interesting issue. I recall trying to submit a manuscript to one of Counseling Psychology’s journals. At the time, the journal accepted only paper copies and required that the paper be submitted on 8.5 X 11 inch paper. As is common in Europe, the country utilized only A10 paper. “American paper” could not even be ordered from their Office Max equivalent. Although our manuscript was rejected, we were able to obtain the correct size of paper because my husband’s colleague brought several reams in her suitcase. Co-occurring with this struggle was a [then] Division 17 newsletter that advocated “More P.I.E” and included articles about White Privilege. I clearly remember torn feelings as I worked with colleagues who struggled to publish in American journals (a sole-authored publication in a foreign journal was a requirement for rank as an Associate Professor) when they (a) had limited access to the most recent editions of textbooks and full-text journal articles, (b) struggled to write highly technical manuscripts as non-native speakers (I lent a hand when an editor requested that a colleague have her paper reviewed by a native speaker), and (c) were required to submit their manuscript on paper unavailable on the continent. The profound impact of this experience has been continued introspection about ways I might unintentionally be an obstacle to others and not even realize it. Needless to say, I am very grateful for the gift of electronic submission and review.

My colleagues and students were generous collaborators. I was quickly invited to participate in research with the faculty and, in turn, my colleagues eagerly signed onto my ideas. The department funded a number of graduate research assistants. These students were helpful with responsibilities as mundane as copying, to proofreading manuscripts for English accuracy (a number of excellent ESL instructors were getting doctorates in Curriculum & Instruction), to translating and back- translating measures, and to joining as true research partners. There were a few obstacles to conducting research. For example, METU has no Institutional Review Board. Consequently, for research projects for which I was involved (and for collaborating faculty in other U.S. based institutions), we convened an ad hoc group of senior faculty and administrators who reviewed, questioned, and signed off on the project. Another technical aspect of teaching/researching in Turkey is the lack of malpractice insurance. Insurance sponsored by APA does not extend beyond the country’s borders and I found no equivalent in Turkey.

At times my yabancı (foreign) status was noted. Turkey’s geographical position is between the East and the West. This appears to be the legacy of its geopolitical history. Nearly 80 years ago, Atatürk (the founder of the Turkish Republic) claimed it as a secular. The fez and veil are disallowed altogether. Moreover, men who hold government positions are not to have facial hair and women are not to wear headscarves in government buildings. One day a doctoral math education student (whose head was covered) stopped in my doorway to inquire about the content of my statistics course. I thought it odd that she would not enter my office. As she left, a faculty administrator approached me with the question, “Do you not know the rules?” I learned that if that female student entered my office or classroom and refused to remove her headscarf that I should report her to the Departmental Chair. I found this rule discordant with my theology, my nationality, and my profession. I responded, “Do you realize that if I were in an American University that I would be fired for such behavior?” The administrator responded, “You are not at an American University.” In a country (continued on page 16).
where 26 political parties ran for control of parliament, where both Christians and fundamentalist Muslims are harassed by the police, and where the empty building for housing the European Union offices was built 30 years ago (Turkey remains an applicant), I simultaneously understand and am deeply troubled. I returned from Turkey with greater acknowledgment of complexity. My bicameral, capitalist, rapid-closure-seeking mentality has been challenged to seek multiple perspectives for many issues.

Most times my yabancı-ness was offered great latitude; for this, I am most grateful. When a research project involved data entry of nearly 1,000, 15-page, packets, I followed Karen O’Brien’s (my mentor) lead. I termed it a party (DataFest 2000), brought chocolate chip cookies, and scheduled breaks for get-acquainted activities and prizes. At Christmas and Easter, I took platters of holiday treats and explained why these were special days to our family. As my husband’s assignment came to a close, my dean (and department chair) informed me that they would not authorize my departure until I had found a replacement who would bring cookies in December. When an American Fulbright from Arizona turned up, they inquired as to whether I had passed along my recipes.

My 3.5 year stay in Turkey (2.5 at METU) was life-changing and life-giving. This year, a second advanced doctoral student took a year’s leave-of-absence to follow her husband’s MNC position to Morocco. Before departing, she stopped by my office to see if I had any research (in addition to her dissertation) that she could work on while she was there. My advice was to not bury herself in projects-from-home. Adapting to the expatriation would be sufficiently demanding. More importantly, my experiences in Turkey were at least as important to my life as my doctoral degree.

Counseling Developments Worldwide:

Psychological Counseling in Greek Higher Education Institutions

Dr. Maria Malikiosi-Loizos
Professor of Counseling Psychology
University of Athens

The need for psychological counseling in Greek higher education institutions was identified many years ago. But although there was empirical proof of the problems students face and consequently an urgent need for psychological counseling, nothing existed in Greek higher education institutions till 1989. The first effort to establish a student counseling center was made at the University of Thessaloniki in 1988. But it was founded by the Psychiatry Department and its emphasis was definitely psychiatric. In 1989, following a proposal from the Psychology Department, the University of Ioannina started operating a counseling center under the heavy pressure of some urgent student needs.

Then, in 1990, following the proposal from the Psychology Department, the University of Athens established its own counseling center. Since 1991 a counseling and vocational guidance centre started also operating at the University of Athens. Shortly after, the Technological Educational Institutions (TEI) of Greece started their own counseling centers. In 1995 the Peer Counseling Center started operating in the Department of Early Childhood Education of the University of Athens, based on the philosophy that peers can console, appease, befriend one another, mediate in conflicts and reconcile those who are alienated from one another, in an environment where relationships are based on equality. It is being run voluntarily by students trained in basic counseling skills, and it is the only one existing in Greece so far.

At present, and in addition to the above, student counseling centers operate in most Greek universities. However, the funding is insufficient and the ratio of mental health professionals to students is very low, so that student needs can not yet be sufficiently met.

Psihologiky Symvoulvistiky sta Ellinikà Anwtata Ekpaideutikà Idrwymata

Η ανάγκη για την ύπαρξη ψυχολογικών συμβουλευτικών στα Ελληνικά Ανώτατα Εκπαιδευτικά Ιδρύματα αναγνωρίστηκε εδώ και πολλά χρόνια. Ωστόσο, τα προβλήματα που αντιμετώπιζαν οι φοιτητές και τα ανάγκη για την ψυχολογική συμβουλευτική, καθώς και η ύπαρξη συμβουλευτικών στα Ελληνικά Ανώτατα Εκπαιδευτικά Ιδρύματα, επέκτειναν στα τελευταία χρόνια.

Η πρώτη προσπάθεια ιδρύσης έναν Κέντρου Συμβουλευτικής για φοιτητές έγινε στο Πανεπιστήμιο Ηλείας Θεσσαλονίκης το 1988. Βρέθηκε το Πανεπιστήμιο Ιωαννίνων, ήταν ένα εκπαιδευτικό κέντρο για τους φοιτητές, που αντιμετωπίζανταν. Το 1990, μετά από πρόταση του Πανεπιστήμιο Ιωαννίνων, άρχισε να λειτουργεί Συμβουλευτικό Κέντρο για τους εκεί φοιτητές, στις προηγούμενες και κάποιες επιπλέον ανάγκες.

Από το 1990, κατόπιν προτάσεως του Πανεπιστήμιο Αθηνών, έγινε ένα εκπαιδευτικό κέντρο για τους φοιτητές του Πανεπιστήμιο Αθηνών. Από το 1991 έχει επικεφαλής Κέντρου Συμβουλευτικής και Επαγγελματικού Προσανατολισμού στο Πανεπιστήμιο Αθηνών. Αργά αργότερα, έχει διαφέροντας συμβουλευτικά κέντρα στα Τεχνολογικά Εκπαιδευτικά Ιδρύματα (ΓΕΣΚ) της χώρας για τους φοιτητές.

Το 1995 έχει επικεφαλής την Λειτουργία του Πανεπιστήμιο Αθηνών, έχει επικεφαλής Κέντρου Ομίλων στο Τμήμα Εκπαίδευσης και Αγωγής του Πανεπιστημίου Αθηνών. Το Πανεπιστήμιο Αθηνών, βασισμένο στην επικεφαλής Κέντρου Συμβουλευτικής και Επαγγελματικού Προσανατολισμού στο Πανεπιστήμιο Αθηνών. Αργά αργότερα, έχει διαφέροντας συμβουλευτικά κέντρα στα Τεχνολογικά Εκπαιδευτικά Ιδρύματα (ΓΕΣΚ) της χώρας για τους φοιτητές.

Σήμερα, και με συμπληρωματικά με άλλα τα παραπάνω, λειτουργούν συμβουλευτικά κέντρα για τους φοιτητές στα Περισσότερα Ανώτατα Εκπαιδευτικά Ιδρύματα της χώρας. Διατυπώστες όμως, η χρηματοδότηση είναι ανεπαρκής και το ποσοστό ειδικών ψυχικής υγείας και φοιτητών που μπορούν να εξυπηρετηθούν είναι πολύ μικρό, με αποτέλεσμα να μη μπορούν να αντιμετωπίζουν οικονομικά οι ανάγκες των φοιτητών.
Student Perspective
Yun-Jeong Shin, M.A., Eric VandeVordee, B.A., and Arlene Vélez-Galán, M.S.*
Purdue University

It is with great pleasure that we welcome you to the student column of the newsletter of the International Section of Division 17! We feel honored to be a part of history by being active witnesses in the development and growth of the International Section. In the global city called the United States our sincere hope is to lay a foundation of curiosity, dedication, and enthusiasm on which other students can build for decades to come.

When invited to participate, we each jumped at the chance to play a central role in this publication. We view our participation as a fabulous opportunity to contribute to a budding section of the division. Whether our involvement stems from wanting to learn more about the international psychology movement, or the desire to gain further knowledge of research, practice, training, and social justice issues in our profession around the world, each of us brings a unique perspective to the group.

As future therapists and researchers it is essential to know about counseling psychology developments beyond U.S. borders. Students have an important role to play in the future of this newsletter and in international psychology as a whole. After all, the students of today will be the researchers and practitioners of tomorrow, and as such, our participation in the continued development of counseling psychology worldwide can help shape the field. We need to be aware of the influence we have over our future. Students’ involvement can play a vital role in integrating international perspectives on multiculturalism and diversity issues. It is our responsibility to create the environment we want to see.

The purpose of this column is to provide a place where students can share their points of view regarding the effect of current issues around the world on the practice of counseling psychology. The sharing of worldviews will allow us all to enrich our knowledge about human diversity and positively influence our practice. Each issue of this newsletter will have a regularly appearing column that will focus on a variety of student issues, such as personal experience as international students, graduate programs, training, mentoring, and more.

We would like to invite and encourage our fellow students to write, as everyone’s involvement will only make the column more successful.

Our hope is that this column will be both a venue for networking, and a port of communication between counseling psychology students around the world. Facilitating and establishing network and supports could lead to promote cross-cultural collaboration in the future.

In a world of increasing globalization, the distance between different cultures, both geographically and psychologically, shrinks every day. As we all move closer together, interaction is inevitable, but collaboration is ideal. The choice is yours.

*Author order listed in alphabetical order

The International Counseling Psychology Website
Arlette Ngoubene Atioky, B.A.
Lehigh University

After much anticipation and enthusiasm, the International Section of Counseling Psychology launched its official website on September 23rd 2006. The role and dedication of this website is to enrich and increase communication and information-delivery between current and aspiring counseling psychologists all around the world.

The website outlines the goals, objectives, and proceedings of ICP as well as maintains members and students up-to-date on current and/or future international professional opportunities. The ICP website bridges geographical gaps between international members and offers membership to a listserv and message board. The website also provides an easy access to critical information such as how to join the ICP section and/or how to submit research proposals to the Newsletter of the International Section of Counseling Psychology (ISOC). An online directory of key international psychological contacts and a list of references pertinent to the International Counseling Psychology field are other endeavors aimed at strengthening this new section of the Division 17 of the American Psychological Association.

Future directions for the website include an availability of multimedia resources as well as a webpage designed for international counseling psychology students. Finally a website that unites the international counseling psychology community and promotes the scientist-practitioner model through trans-national lenses!

To take advantage of the resources that ICP has to offer, please visit the website at http://www.internationalcounselingpsychology.org.

Cultural Fact: Belgian Waffles!
The Belgian Waffle was introduced into North America during the 1964 New York World’s Fair by the Belgian Maurice Vermersch. Since most Americans didn’t know where Brussels actually was, he marketed traditional “Brussels Waffles” as “Belgian Waffles”
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. The call for program proposals will follow soon as will a web address where you can obtain further details. In the meantime, for more information, please contact the 2008 Conference Coordinators, Linda Forrest at forrestl@uoregon.edu or Laura Palmer at palmerla@shu.edu.

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

If you are a member
Please complete this survey:
www.surveymonkey.com/s.asp?u=830573120185

Your responses will help us further develop our Section!
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 2007 newsletter. The deadline for submitting your manuscripts/announcements is October 19th. 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.”

(3) 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 19th to Ayse C. Uruk, Ph.D., Editor, Newsletter: International Section of Counseling Psychology (ayseuruk@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 (ayseuruk@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