Greetings to the Members, Affiliates, and Friends of the International Section of the Society of Counseling Psychology!

As the difficulties and challenges of the global and national political climate continues in 2018, we would like to start this greeting by reiterating that International Section is committed to global justice and the promotion of cross-cultural awareness and knowledge in the broader counseling psychology community. The International Section has another busy year of working together, promoting internationalization of counseling psychology via various activities to serve our members and affiliates. We are honored to have the opportunity to share these activities that are happening in our section through this summer issue of the Section newsletter.

First of all, we would like to honor the great work and commitment of our outgoing officers and share our gratitude to their leadership in the section throughout their tenure as the board members: Drs. Elena Yakunina (treasurer), Ae-Kyung Jung (Non US-Based Co-membership officer), and Shaznin Daruwalla (IMOC chair)! We would not have grown and thrived this year without their devotion to our community. We also would like to express our deepest appreciation to our board members, appointed officers and committee chairs who have committed their precious time and energy diligently to serve our community of international counseling psychology.

Our officers have worked hard on various projects to serve the community and shared their updated work in this issue. Especially the Special Task Force (STF) team has worked on the project of understanding of the International practitioners work experience and developing the resources for them for the past two years. We are excited to see their meaningful report of their two years of hard work on this important, yet, under-investigated issue. We hope you enjoy reading them and find their work inspiring!

Election: The International Section will continue to fulfill our mission as we continue to have the new officers who are committed to our vision. Currently we are in the process of electing new officers for the outgoing officers’ positions (Last voting day is July 4). Please cast your vote! Please remember that you need to maintain your active membership to have your vote counted. Great opportunity to update your membership!

Awards & Recognition: Our Awards & Recognition Committee (co-chaired by Drs. Jeeseon Park-Saltzman and Zhijin Lin) has been working hard to honor and recognize the professionals who have committed to the community of international counseling psychology and the graduate students’ research. The awardees will be announced at our International Scholars Welcome & Orientation Breakfast at APA Convention in San Francisco!
APA 2018 International Section Schedule

As the APA 2018 annual convention is fast approaching, we would like to share the major events that will be (co)sponsored by the APA Div. 17 International Section at the APA convention.

**AUG. 9, Thursday**

**International Scholars Welcome & Orientation Breakfast**
8-10am (Div 17 Hospitality Suite, Rm Nikko 3) Our Section will kick off the APA convention by hosting our annual Welcome & Orientation Breakfast meeting to greet international scholars and attendees from across the globe. During the meeting, we will hold our annual award ceremony and announce the election results for our new officers. We will also host a few groups of special guests (will update the guests later) at our Breakfast meetings.

**International Mentoring & Orientation Committee (IMOC) Annual Roundtable Discussions**
10-12pm (Div 17 Hospitality Suite, Rm Nikko 3) IMOC will hold the annual roundtable discussions to provide professional mentoring to international counseling psychology students as well as U.S. students interested in careers with an international focus.

**Division 17 Section Sponsored Roundtables**
11-11:50pm (Moscone Center Rooms 3022 and 3024) The International Section will independently sponsor one roundtable titled, “Enhancing Support for African International Students and Psychologists” and co-sponsor one roundtable with the Professional Practice Section, “Mentoring International/Immigrant Psychologists’ Building Independent Practice” and “International LGBTQ Advocacy: Ideas for Action” with the LGBTQI Section.

**Network for African Psychologists (NAP)**
4:55pm (Div. 17 Hospitality Suite Rm Carmel 3) NAP will hold its first official meeting at the APA convention. They welcome all of the new members!

**Taiwan Psychology Network (TPN)**
2-5pm (Div. 17 Hospitality Suite Rm Nikko 3): TPN will hold its annual meeting.

**International Psychology Practitioners Committee (IPPC)**
12-1pm (Div. 17 Hospitality Suite Rm Monterey 2): Annual Meeting IPPC will hold its annual meeting on the issue of immigration challenges for international practitioners.

**International Psychology Faculty Committee Annual Meeting**
12-1pm (Div. 17 Hospitality SuiteRm Carmel 2) This newly established Faculty Committee will hold its second in-person meeting for social connection and mentoring of early career international faculties.

**Association of Chinese Helping Professionals and Psychologists (ACHPP)**
2-4pm (Div. 17 Hospitality Suite Rm Carmel 1)
ACHPP will hold its annual meeting.

**Division 17 Student Poster Session**
6:6-6:50pm (San Francisco Marriott Marquis Hotel Golden Gate Room, C2): The Section will co-sponsor the Division 17/CCPTP/SAS Student Poster session. Our Section will present three student posters.

**AUG. 10, Friday**

**Meeting with the Leadership of Counseling Division at International Association of Applied Psychology (IAAP)**
11am-12pm (Div. 17 Hospitality Suite Rm Carmel 2)
International Section members and affiliates will have an opportunity to meet and greet the leadership team of Counseling division at IAAP so that we can expand our collaboration with the other international counseling psychology organizations.

**Joint Networks Meeting**
3-4pm (Div. 17 Hospitality Suite Rm Carmel 1)
The international psychology network groups (e.g., TPN, KPN, JPN, ACHPP, NAP, EPN) will hold their joint meeting as a base for international collaboration. There are more Network groups in the process of being formed in the Section, and new Network group members are welcome to attend!

**AUG. 11, Saturday**

**Korean Psychology Network (KPN)**
9-11am (Div. 17 Hospitality Suite Rm Carmel 1)
KPN will hold its annual meeting.

**LGBTQ+ Committee Annual Meeting**
10-11am (Div. 17 Hospitality Suite Rm Carmel 1)
LGBTQ+ Committee will hold their second annual in-person meeting for social connection and cross-national collaboration.

**The International Section Business Meeting**
11am-12:30pm (Div. 17 Hospitality Suite Rm Carmel 1)
We will hold our Section Business Meeting for our members and affiliates, and for anyone who is interested in joining and becoming involved in our Section.

This issue of our Section’s newsletter includes many meaningful and thought provoking articles and the products of the work of our section officers. We hope you find them exciting, inspiring and informative. We always welcome your feedback and suggestions for the International Section on how we can better serve our global community. We hope all the members, affiliates and friends of the International Section get further closely connected wherever you are so that we can expand our community that serve our mission together. Please check out our website for further information of our section.

http://www.div17.org/sections/international/ We look forward to seeing many of you at the APA 2018 Annual Convention in San Francisco in August!

**Jinhee Kang, Ph.D.**
University of Maryland, College Park

**Zhi-Jin Hou, Ph.D.**
Beijing Normal University
International Practitioners (Work) Experiences

ICP SPECIAL TASK FORCE STUDY REPORT
Bong Joo Hwang, Ph.D.
Jiyoon Lee, Ph.D.
Jingqing Liu, Ph.D.
Jungeun Kim, Ph.D.

The STF was hoping to increase awareness and knowledge of international practitioners’ experiences dealing with these immigration and visa issues by conducting this study and providing this report.

The Special Task Force (STF) created by the International Section of the American Psychological Association (APA)’s Division 17, Society of Counseling Psychology conducted a study on international practitioners’ work experiences. The STF was particularly interested in international practitioners’ experiences and challenges with their immigration and visa issues. The main reason that the STF conducted this study was to address the lack of published study on this population in general in spite of the fact that there has been increased international students’ population in professional counseling psychology programs in the U.S. For example, according to the Institute of International Education’s Open Doors report in 2017, international students consisted of a 5.3% of the total US college & university enrollment. Although there is no reported data on the exact number of the international doctoral students in counseling psychology, the number is likely to have increased over the last decade. According to Forrest (2010), the only published study that provides information on the number of international students in counseling psychology doctoral programs, a 8.2% of the students enrolled at the APA accredited doctoral counseling psychology programs was international students, which is a relatively small enrollment in comparison with the international students’ enrollment in other disciplines in the U.S. The STF members, however, think that the international student enrollment number in the professional psychology programs is likely to have increased since 2010, and thus there are likely to be increased international counseling psychologists who would seek employment opportunities in the U.S. after obtaining their degrees.

Another reason that the STF decided to conduct this study was there have been anecdotal evidences that particularly international practitioners were having challenges in obtaining their immigration and visa sponsorship in a process of employment. The STF was hoping to increase awareness and knowledge of international practitioners’ experiences dealing with these immigration and visa issues by conducting this study and providing this report.

Procedure

Four research team members met through phone conferences and follow-up emails to discuss the research procedures including research methods, target populations, and data analysis. The research team members developed demographic questions, and open-ended research questions about international practitioners’ work experiences.

The open-ended questions asked include a) what factors have led you to become a practitioner?, b) what are your current job responsibilities?, c) what kinds of challenges and difficulties have you had as an international practitioner?, d) if you hold H-1B visa, what have been your experiences of getting the work visa?, e) if you are applying for a permanent residency (i.e. Green Card) or holding a permanent residency, please describe how your experiences of going through the process, f) what are the most important things that you need to be successful as an international practitioner?, g) are you getting those to be successful?, and h) how does the current political climate affect your experience as an international practitioner?

The study was approved by an IRB office of the first author’s institution as well as the other authors’ institutions to be approved as a multi-site research study. A recruitment email for an online survey was sent to the International Section members and to the members of other professional groups that may likely to have international psychologists in their membership. Participants were recruited through several rounds of recruitment emails, and the research participation portal was open for about one year.

Participants

Twenty-two participants agreed to participate in the survey. Ten of them completed the survey, and twelve of them did not answer most of the questions except one question on whether they stayed or plan to stay after obtaining their degree.

All ten participants who completed the survey revealed their employment status, one being postdoctoral resident, eight being full-time staff, and one being “other.” In terms of work setting, all of them worked in the U.S.: eight at university counseling centers, one at an academic setting, and one at a private practice. Continent of origin include East Asia (4 participants), South Asia (2), North America (1), Central America (1), Africa (1), and Europe (1). U.S., or left or plan to leave after getting their degree, and the reasons for their decision. For this question only, twenty one out of the twenty-two who agreed to participate answered. Three participants responded that they have left or plan to leave the U.S., and the reasons include “an immigration related” for two people and “other” reason for one person. Eighteen participants responded that they have stayed or plan to stay. The reasons include, “more job opportunities” for the 44% of the participants who stayed or plant to stay, “securing permanent residency or visa sponsorship” for the 28%, and “personal or other reasons” for the 28%.
Regarding the participants’ immigration/visa status in the U.S., among the ten participants, five held a H-1B visa, two held a Permanent Residency, one held a Curriculum Practical Training (CPT), one held a US Citizenship, and one held a H-4 visa. The duration of living in the U.S. ranged from 1 year and 2 months to 10 years and 9 months.

All of the ten participants were women. Their age ranged from 31 to 38. Seven of them identified as Asian, one Black, one White, and one Biracial/Multiracial. Eight of them were heterosexual and two of them were Lesbian, Gay, Bisexual, or Queer (LGBTQ).

Research Team Members

All the STF members identify themselves as an international practitioner, and work at university counseling center setting in the U.S. The first author has 15 years of experiences at a university counseling center with various roles, and is well versed with various research methodologies including qualitative approaches (e.g. ethnography, Consensus Qualitative Study, content analysis, thematic analysis, etc.). The second author has approximately 7 years of employment at University Counseling Centers while having various clinical experiences, supervision and training, research, and teaching. The third author has worked at a university counseling center for 5 years providing a number of services including clinical work, supervision/training provision, outreach, and research. The fourth author has worked at university counseling centers for the past 6 years and has actively involved in various capacities including training, research, and outreach focused on international populations on campus.

Methodology

A qualitative approach to explore the themes from the participants’ written responses was applied (Ponterotto, 2005). The thematic analysis is based on a deep understanding of the meaning of participants written responses. The research team read the participants responses together to understand the data and explore the themes initially, and then the first author conducted initial coding by reading and identifying the themes and sub-themes of the participants narratives. The identified domains are determined mainly by the open-ended questions asked. Once the initial coding was completed, the results of the initial coding were share with the other STF research members for their feedback.

Once receiving the feedback from all the other STF research members, the first author incorporated the feedback and made changes in the coding and shared the coding structure again with the the team members. When all 4 of the research team members agreed on the coding, the analysis on the data was completed.

Results

The research team identified 7 domains and multiple themes under each domain, which are summarized in the Table 1. Domains and Themes (page 5, 6)

In this paper, we illustrate only the examples of the domain of International Practitioners Experiences due to the limited space.

Within the International Practitioners Experiences domain, fours themes were identified.

Multicultural issues at work

The participants reported 4 kinds of multicultural issues. First, one participant reported that finding a competent supervisor with cultural awareness was difficult. Second, another participant reported that his/her colleagues at work lack cultural sensitivity/multicultural competence in their work. Third, two participants stated that their colleagues particularly lack multicultural competence in working with international students. One of those participants put this way:

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... advocating for international students and being an international practitioner as I have felt that the counseling centers I have been or colleagues aren't aware of international students as an underserved population and a hidden minority.
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Lastly, one of the participants also recognized that the importance of being aware of his/her own multicultural competence issues while working in the U.S. as an international practitioner.

Racism & discrimination experiences

Five participants reported experiencing one of more of the following: microaggression, discrimination, and anti-immigrant environment.

One participant wrote: "I am working in a very conservative state, where a lot of the cultural factors don't support my personal growth and sense of community. Since the current political administration came into power, there have been more negative sentiment and lack of support for international community in this state."

Continued on Page5
**Table 1. Domains and Themes**

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<th>Domains</th>
<th>Themes</th>
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| **1. Reasons to Become a Practitioner** | ● My passion & interests  
● My talents  
● Personal experiences  
● More job opportunity  
● Meaning of life |
| **2. Job Responsibilities** | ● Various clinical work  
● Teaching & research |
| **3. International Practitioners Experiences** | ● Multicultural issues at work  
○ Finding a competent supervisor with cultural awareness  
○ Colleagues’ lack of cultural sensitivity/multicultural competence  
○ (American) Colleagues’ lack of multicultural competence toward international students  
○ Own multicultural competence issues  
● Racism & discrimination experiences  
○ Microaggression  
○ Discrimination experiences  
○ Anti-immigrant political environment  
● VISA/Immigration issues  
○ General challenges of dealing with Visa/Immigration Issues  
○ Lack of Job opportunity  
○ Internship sites not accepting international interns  
○ Lack of visa sponsorship  
○ Difficulty taking time off  
● Acculturative stress  
○ General acculturative stress  
○ Lack of social support  
○ Family issues back home  
○ Marketing challenges in private practice |
| **4. H-1B Process** | ● Positive H-1B process  
○ Straightforward H-1B Process  
○ Smooth process due to a supportive employer  
○ Easy process due to working in a rural area  
● Difficult H-1B process  
○ Lack of H-1B visa sponsorship  
○ Employer’s lack of cooperation  
○ Employer’s mixed messaged on a visa sponsorship  
○ Had to navigate myself |
| **5. Green Card Process** | ● Relatively easy green card process  
○ Green card through partner  
● Difficult green card process  
○ Employer’s lack of support for a green card sponsorship  
○ Long & stressful process  
○ Institution’s waiting policy for staff |
### Table 1. Domains and Themes – Continued

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| **6. Ingredients for Success as an International Practitioner** | ● Active acculturation  
  ○ Language proficiency  
  ○ Awareness of own acculturation stage  
  ○ Adaptation to American professional work ethics  
  ○ Knowledge of American laws and practice  
  ○ Openness to learning  
● Self-care strategies  
  ○ Social support  
  ○ Resiliency  
● Multicultural competence  
  ○ Being social justice oriented and multiculturally competent  
● Supportive employer  
  ○ Cultural sensitivity  
  ○ Visa/Green card sponsorship  
  ○ Training opportunities  
  ○ Acknowledgement of my contribution  
● Supportive colleagues & communities  
  ○ Support from co-workers  
  ○ Mentorship and other support  
  ○ Support from international/professional community |
| **7. Current Political Climate's Impact on International Practitioners Experience** | ● Negative  
  ○ Feeling anxious/worried  
    ■ Immigration status/issues  
    ■ Potential job loss  
    ■ Future  
    ■ Confusing immigration rules  
  ○ Feeling unsafe/terrifying  
● Positive  
  ○ More pronounced work on international student issues  
● Neutral |

Continued on Page 7.
**VISA/Immigration issues**

Most of the participants reported their Visa/immigration issues as one of the major issues that they have experienced while working as an international practitioner in the U.S. They described their Visa/immigration issues as challenging and difficult. The five sub-themes include 1) general challenges of dealing with visa/immigration issues, 2) lack of job opportunity, 3) internship sites not accepting international interns, 4) lack of visa sponsorship, and 5) difficulty taking time off. There appears to be no many jobs that international psychologists, practitioners in particular, can apply to due to their visa/immigration status and a lack of jobs that sponsor work visa and permanent residency. Even finding an internship site was hard for one of the participants, who wrote, "Securing a pre-doctoral internship was very difficult despite an excellent record and I could not apply to a number of sites due to my F-1 status."

**Acculturative stress**

Some of the participants described acculturative stress as a part of their experiences. Four sub-themes include 1) general acculturative stress, 2) lack of social support, 3) family issues back home, and 4) marketing challenges in private practice. One participant described his/her general acculturative stress this way.

"Visa/immigration, discrimination, acculturation or feeling the need to adapt to survive, constant code switching, figuring out cultural identity development that has changed over time, holding clients’ distress related to being international while also holding mine (concerned about my future in the U.S. while international students voice also being worried about their status)."

The rest of the study results also indicated that the participants experience a number of challenges in working and living in the U.S. as international practitioners.

**Discussion**

The results of the study on international practitioners' experience illustrate some of the key issues that the international practitioners face in the U.S. Even though only 10 participants completed the survey, it is clear that the difficulties that international practitioners experience are stemming from mostly external factors, such as visa/immigration issues, lack of multicultural competence of co-workers, and discrimination experiences, in addition to the perhaps less external factors, such as learning and adapting to different language and culture.

This study may have limitations due to a small number of participants who completed the survey questions, a lack of diversity in work setting of the participants (i.e. international practitioners working mostly at university counseling centers in the U.S.), and potential biases from the research team members who are international practitioners themselves. Despite these limitations, we believe that this is an imperative and very first investigation on international practitioners' experiences.

In order to effectively address the challenges that international practitioners face, we believe that there should be more systematic approaches and efforts because most of the challenges are beyond the control of the individual practitioners. We suggest the following recommendations.

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<th>RECOMMENDATIONS</th>
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<td>1. Professional associations (e.g., APA) make continuous efforts in increasing awareness of international practitioners issues.</td>
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<td>2. Internship sites and potential employers put efforts to improve their competence in working with international interns and practitioners.</td>
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<td>3. Potential employers advocate international practitioners' visa and immigration issues.</td>
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<td>4. All stakeholders (i.e. international practitioners, potential employers, academic programs, APA, etc.) work together to improve the U.S. immigration laws and practices and make them more equal and sensible, which will benefit not only international practitioners but also the U.S. society in general.</td>
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In conclusion, we would like to strongly encourage everyone to engage in continuous dialogue and study on marginalized and oppressed populations, such as international practitioners, and facilitate any feedback and questions on the topic. 

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**Reference**


The need and challenges in teaching and training multicultural competence has been highlighted (Witherell, 2015; Consoli & Marin, 2016). To help students in applied psychology to gain higher levels of competence to serve diverse populations, applicable strategies will be addressed focusing on culturally responsive teaching/training, such as facilitation of experiential or creative activities in class (Barrett and Cantwell, 2007), and assignment in immersion got student clinicians, and incorporation of the contextual-based model (Gay, 2013) as well as integrating the affective, perceptional, and experiential dimensions of learning.

• For example, students are paired up to use Verb-Subject-Object sequence in every sentence for five minutes. Most students noted experiencing significant difficulty in conversing freely and easily, and achieve better understanding of international student experience in English speaking.

• The second exercise is to discuss considerations and their feelings when considering giving a gift to an international student in small groups.

• The third example is for students to spend about 15 minutes investing regulation requirements online for international students to: 1) maintain a full-time student status in the U.S. 2) maintain a satisfactory progress 3) steps to take a vacation outside of U.S., and 4) obtaining authorization for student employment (CPT/OPT).

• Furthermore, when analogies are presented for illustrate the differences between serving a domestic ethnic minority client and an international student from a culturally and linguistically different county. The last example is requiring students to reflect on their experience interacting with a minority population in a culturally appropriate way with a cultural guide (Arredondo, 2007).

In conclusion, the intersectionality of international student identity and needs require well-trained domestic student clinicians. Through non-aversive, creative, and experiential exercises which target on potential affective and perceptional biases and misunderstanding, students may be able to establish better understanding, reducing anxiety, and tend to the complex needs of international students.
Overcome Language Barriers in Counseling International Students
CLARE JINZHAO ZHAO, M.ED.
University of Denver

Abstract
This manuscript reviewed articles about counseling international students with a focus on language barriers in therapy. The three main sources of language barriers are communication styles, anxiety to communicate in a non-Native language, and linguistic barriers. The author also discussed approaches that help bridge the barriers and improve communication quality.

International students on the United States college campus are an increasing population whose unique concerns are traditionally overlooked. In 2017, the total number of international students who enroll in U.S. universities and colleges holding F-1 visa has surpassed the one million mark (Institute of International Education [IIE] 2017). Among the top ten sending places of origin, international students from at least nine countries/region identify languages other than English as their native language (IIE, 2017). International student community consists of not only graduate and undergraduate students but students in English as a Second Language (ESL) centers and spouses or dependents of them who also qualify for receiving mental health services in many university counseling centers. Although many studies suggested that they tend to underutilize on-campus mental health services (e.g., Hwang, Bennett, & Beauchemin, 2014), international students need professional support due to impacts by cultural adjustment and lack of social support. Hence, there is an urgent need for the university counseling center staff and practitioners in the local communities to provide culturally sensitive psychotherapy to this population.

Introduction
Acculturation levels, English proficiency, and perceived social support level have been found associated with international students’ psychological well-being (Dao, 2007).

Among these factors, English proficiency might be one of the most impactful factors that contribute to psychological distress and prevents international students from seeking psychotherapy as needed. Recent psychotherapy studies have emphasized the importance of providing culturally adapted treatments with a focus on clients’ complex social identities and their intersectionality. It would be ideal to provide services in international students’ preferred languages whenever feasible (Smith, Domenech Rodríguez, & Bernal, 2011). However, given that international students is a highly linguistically diverse population, most university counseling centers are unable to accommodate this request, and more than half of international student clients are reluctant to involve an in-session interpreter (Sandhu, 1994). Therefore, it is critical for clinicians who work with this population to increase knowledge and skills of overcoming language barriers in counseling international students when services are provided not in clients’ native language.

Constantinides (1992) identified international students’ language barriers as limited English proficiency in writing, reading, listening, and oral skills that hinder their academic performance. Improving English proficiency in adult years requires not only strenuous study and strong linguistic ability but also knowledge of the adopted culture (Takahashi, 1989). Some international students identified themselves as slow readers when it comes to English materials. They spend twice as long as native speakers to complete reading assignments. They spend more time in comprehending the sentences, looking up new vocabulary or phrases, and linking the context. Some international students reported struggling about some jargons or culturally specific examples, such as “Debbie Downer,” which at times greatly impact their comprehension and participation in class or group discussion. Some also pointed out that they acquired certain knowledge in their native languages other than English, such as “Shakespeare” and “Euclid–Euler theorem,” which prevents them sharing their thoughts.

In reviewing the literature about cross-cultural communication and psychotherapy for international students, three themes emerged regarding the sources of language barriers: communication styles, acculturation levels and anxiety to communicate in non-Native languages, as well as linguistic barriers. This article will analyze each source with recommendations for clinical services from previous studies and professional experiences.

Communication styles
Cross-cultural communication adds lots of barriers to psychotherapy. Several theories focus on how cultural differences impede communication instead of lacking adequate vocabulary and understanding of grammar.
First, people from high-context cultures (e.g., Japanese, Chinese) rely heavily on hidden information that is shared between the speaker and recipient in the conversation, whereas in low-context cultures (e.g., Mainstream American) much of the information is explicitly articulated. Counseling by its definition requires people to “talk about” their life experience, as well as associated thoughts and feelings. Hence, an international student from a high-context cultural might struggle with having to explicitly verbalize everything in treatment on top of worrying about one’s pronunciation and grammar. Their struggles partially attribute to discomfort in self-disclosure, and partially concerns for being misunderstood by the clinician who is not from the same culture. In a case study about providing culturally adapted dialectical behavior therapy to a Chinese international student, Cheng and Merrick (2016) offered several suggestions to tackle the abovementioned concerns: 1) that many international students are unfamiliar with the U.S. educational system and oftentimes their concerns are more or less related to academic stress, clinicians could consider alternate between several roles including counselor, teacher/instructor, coach, consultant, and advocate; 2) as majority of them do not have prior counseling experiences before or after coming to the U.S., it would be beneficial for clinicians to provide explanation about how psychotherapy work and how is the treatment relevant to other aspects of their life. Additionally, clinicians can also role model the use of direct communication with psycho-education about the differences between high- and low- context cultures (Lee, 2013). For instance, clinicians can model expressing feelings and thoughts such as by asking open-ended questions with several options or using self-involving statements with a focus on the client in session.

Even if international students are comfortable in addressing their mental health concerns, their native languages may be limited in expressing psychological concerns regardless stigma of mental health issues. Or some note that they have not acquired adequate English expressions to describe their concerns to English-speaking clinicians despite the fact that they are fairly fluent in addressing professional topics. Others also mention about having difficulty comprehending clinician’s statements and questions, such as “what brings you here today” (which can be understood as how did you commute to school). Clinicians then face obstacles to collect information whereas clients may feel not being understood or emotionally connected. With the doubt of whether the clinician is able to communicate with them, international students often decide to drop out of therapy prematurely. Analyzing from a working alliance (Bordin, 1994) perspective, the clients tend to feel a lack of agreement on tasks and affective bond. Therefore, it is believed that clinicians could benefit from the following approaches: 1) using plain and straightforward language and avoid culturally bound slangs, quotations, jargons, and special American English words; 2) using written English in verbal expressions until international students become more accustomed to overall English communication (Sandhu, 1994); and 3) match the speaking speed with the client.

A key component of communication is non-verbal language, which includes but not limited to facial expressions, eye contact, head nods, movement, body posture, and gestures. Non-verbal language is identified to account for 65% of communication in daily interactions (Birdwhistell, 1952). These behaviors that are appropriate in one culture may not be appropriate in others, which could lead to misunderstanding in the therapeutic relationship. As a result, clinicians need to be cautious when using non-verbal behaviors to connect with international students such as to express empathy.

Acculturation and anxiety

Acculturation orientation and level are commonly discussed in the cross-cultural literature, which is defined as individuals’ changes in language, customs, norms, and traditions as a result of encountering one or several new cultures (Berry, 1997). With substantial cultural differences on top of language barriers, a significant number of international students feel incompetent in communicating with locals, which further decreases their social self-efficacy and self-esteem (Lin & Betz, 2009; Barratt & Huba, 1994).

Bochner (2006) described three social networks for international students, i.e., co-nationals, non-conational international students, and host nationals. Each of which serves a particular psychological function. Specifically, the function of interacting with host nationals is largely utilitarian, such as academic advisor, school administrators, classmates, as well as counseling services (Sam & Berry, 2006). Lack of personal experiences with English-speaking individuals makes it harder for international students to feel comfortable and relaxed with host national clinicians. Gudykunst’s (1993) Anxiety/Uncertainty Management theory further explained how communication barrier leads to international students’ anxiety in therapy sessions. He noted that effective cross-cultural communication is based on managing the anxiety and uncertainty of speaking a non-native language at a level that is either too high or too low (Gudykunst, 1999). When it is too high, Gudykunst (2005) described interactions with host nationals as “a series of crises.” Many international students identified feeling “embarrassed” in class to a point that he/she avoids sharing ideas in front of host nationals. Their anxiety level is too high to facilitate a formal/informal conversation/speech. Their self-doubt regarding pronunciation and expression limited her academic performance. Understanding the mechanism of international students’ anxiety in verbal communication and how it relates to their acculturation levels will help clinicians better navigate the therapeutic relationship. Clinicians may try to acknowledge the clients’ anxiety, and link to their acculturative stress to explore whether or how the anxiety impacts the therapeutic relationship and other aspects of their life.

Linguistic barriers

This category focuses on communication difficulties caused by lacking sufficient vocabulary, violating basic grammar rules, and confusing accents.

International students are vulnerable for being regarded as less intelligent, less educated, and less socially attractive because of their non-native English accents (Gill, 1994; Hein, 1997; Stewart, Ryan, & Giles, 1985). These perceptions will potentially lead to stereotyping and discrimination on international students. Theories on cross-cultural communication focus on prosodic aspects of language (e.g., emphasis, intonation), pragmatic aspects (e.g., exchange of compliments, politeness, taking of turns in conversation), and rules of emotional expression (Berry, Poortinga, Breugelmans, Chasiotis, & Sam, 2012). Different rules about above aspects may lead to misunderstanding. For example, pronouncing a question with falling intonation might be common in certain languages, yet it is interpreted negatively in a different language. Or an individual’s over-emphasizing almost every word in a sentence with a falling intonation might lead to being perceived as “rude” by native-English speakers. As a clinician, one need to learn about different accents and how to respond appropriately, and possibly address confusions without making the client feel offended.
There also are international students who seek mental health services and still try to increase English proficiency. In order to better support them, clinicians are encouraged to utilize some media and interactive activity such as approaches in art therapy. Linesch, Ojeda, Fuster, Moreno, and Solis (2014) discussed several advantages of art therapy approaches when facilitating a therapy group for non-native English-speaking immigrant clients. Therapists in this case study invited the participants to make art pieces such as using a boxed recordset to create a "book" or using woolen yarn and cloth to create artworks. The participants reported improvement on reflecting on their changes in values, understanding their identities, learning their personal and cultural history, as well as expressing deep feelings inside related to acculturation process (Linesch et al., 2014). Similar strategies have also been applied to group and individual therapy for international students. For instance, international students are encouraged to draw "river of my life" to depict differences before and after relocating to the U.S. and how these changes impact their mental health (e.g., New York University, 2015).

Many studies have discussed outreach activities and multicultural intervention programs for international students such as advertising on-campus counseling services, providing psycho-education about adjustment difficulties, and support groups for certain population. Yet few studies focused on the counseling process. It would be beneficial for researchers to further develop and examine approaches that use media other than verbal communications such as drawing to help facilitate the session.

With a deeper understanding of language barriers in counseling international students, this article summarized the sources and recommendations for overcoming such difficulties in hopes to better support this population. With this discussion, researchers in the field of cross-cultural psychology and clinical/counseling psychology can further explore clinical approaches and assessment tools for clinical competency in empirical studies.

Reference:


This article briefly examines the differences in emotional regulation and coping behaviors between individuals possessing traditional value systems versus modernistic value systems. The data utilized in this analysis is based off of a previous scale construction study with 173 Taiwanese American and Chinese American participants. Specifically, the six items that were retained under the factor, Coping and Image Management, included items measuring forbearance coping and Loss of Face. This article provides a brief introduction to these two concepts as related to the scale construction items. Finally, counseling implications are discussed for when mental health providing professionals work with more traditional clients who may utilize emotional regulation and coping techniques such as forbearance coping and Loss of Face.

Our research investigates the continuity and changes in peoples’ value systems over time. Specifically, we are interested in examining if and how traditionality and modernity, a unidimensional concept, evolve. This article briefly examines the differences in coping behavior between individuals described as “traditional” versus individuals described as “modern”. Traditionality is described as an unchanging indigenous belief system which is culturally bound to the individual’s ancestral culture. On the other end of the spectrum, modernity is the cultural adaptation of these culturally bound indigenous belief systems that transform with global social shifts.

173 self-identified Taiwanese American and Chinese American participants’ data were analyzed in one of my larger studies involving scale construction quantifying traditionality and modernity (Chang, 2017). Exploratory factor analyses revealed a five factor structure including Coping and Image Management, Family Relationships, Indigenous Spiritual Practices, Family Gender Roles and Cultural Adherence. This particular article will focus on the factor, Coping and Image Management, which was a six item subscale differentiating coping behaviors between traditional and modern Taiwanese Americans and Chinese Americans. Exploratory factor analysis revealed interesting differences between how an individual who identifies closer with traditional values copes versus an individual with more modernistic values.

Forbearance Coping

Forbearance coping is a culturally specific technique (Kuo, 2016; Noh, Beiser, Kaspar, Hou & Rummens, 1999), where an individual hides his/her emotions and/or problems from others in order to maintain collective harmony (Wei, Liao, Heppner, Chao & Ku, 2012). Forbearance coping aligns with the collectivistic tendency of Asian-American/Pacific Islanders (AAPI) to refrain from burdening others by minimizing conflict and confrontation (Noh et al., 1999). Forbearance coping includes aspects of “avoidance”, “withdrawal” (Kuo, 2016, p. 1095) and indirectness (Noh et al., 1999). Additionally, this type of emotional regulation technique may include muting, or suppressing, one’s own emotions. Emotional suppression can oftentimes lead to an illusion that an individual has more self-control because poor self-control is stigmatized by others as “weakness” (Li & Lin, 2004, p. 61).

In my particular study, exploratory factor analysis revealed three items associated with forbearance coping: “I believe emotions should be hidden or controlled, especially in public”, “I ignore my emotions when I am upset” and “I believe that I should feel the same way that everyone else is feeling”. These particular items indicate that a traditional individual may add an extra step of emotional appraisal in determining whether the emotion that is being experienced, or externally shown, will impact others. Thus, these three items reveal a controlled motivation behind his/her emotional regulation. This is counter to many western ideologies where emotions are individualized and often externalized experiences. For instance, the item “I ignore my emotions when I am upset” explains that an individual utilizing forbearance coping is still able to maintain psychological well-being through deciding to regulate one’s own internal experience instead of creating potential external disagreements that may negatively impact others.
Another dimension of forbearance coping includes a self-sacrificial nature, where other's needs are prioritized over the individual's own needs (Li & Lin, 2014; Wei et al., 2012). Subsequently, forbearance coping is viewed as an indirect form of coping because these individuals wait for “their friends and family to sense their needs instead of expressing it as people do in individualistic culture” (p. 61). The indirectness is important to maintain the collectivistic spirit of avoiding conflict (Noh et al., 1999). The self-sacrificial nature is appraised as culturally appropriate in order to preserve relational harmony and/or minimize conflict and detract negative attention upon oneself. Thus, items such as “I believe that I should feel the same way that everyone else is feeling” and “I believe emotions should be hidden or controlled, especially in public” tap into the indirectness and self-sacrificial nature of forbearance coping.

Although individualistic culture may deem terms such as “avoidance” and “withdrawal” as negative, some research has noted that these particular dimensions of forbearance coping strategies can be helpful. Noh et al. (1999) discovered that forbearance coping is a strategy utilized by people of color to reduce the impact of experienced discrimination. For instance, “confrontation might exacerbate the distress due to discrimination because direct responding can contribute to instigation and escalation of conflict and hostile interaction” (p. 294). In order to cope with a potentially dangerous or helplessness-inducing situation, an individual may choose to utilize forbearance coping to avoid any further escalation. This more passive aspect of coping behavior can help when reducing the directness of experiencing unwanted or negatively appraised emotions (Kuo, 2016).

In a seminal article on forbearance coping, Wei et al. (2012) investigated whether international students’ level of psychological distress was related to forbearance coping. Specifically, the researchers investigated whether forbearance coping predicted psychological distress when moderated by acculturative stress and identification with heritage culture. The researchers noted that international students with a weaker identification to their heritage culture were most vulnerable to acculturative stress when utilizing forbearance coping tendencies to cope with distress.

Thus according to the scale items, if a conflict were to arise in a traditional individual, then this individual will likely prioritize other’s happiness over his/her own preferences. The results from the scale construction study imply that traditional individuals are less likely to rely on their own individual interpretation of emotional reactions in order to maintain a collective harmony because strong displays of emotions may cause discomfort to other traditional individuals. Moreover, individuals may benefit from the use of forbearance coping when other traditional individuals from the same cultural heritage are able to identify if something is wrong and serve as a support system.

**Loss of Face**

Loss of Face (LOF) is a well-documented area within the AAPI population. “Face” is a social construct that originated in Chinese culture to represent others evaluation of an individual's accumulation of success and morality (Leong, Byrne, Hardin, Zhang & Chong, 2018). Loss of Face is when the individual's face, or public reputation, has been demoralized, whether due to an individual and/or familial consequence. Given the collectivistic nature of Asian cultures, LOF is particularly stigmatic for the individual and individuals' closest social groups.

The postpriori items retained after factor analysis in my study revealed three items associated with LOF: “I believe maintaining one's image at all times in public is extremely important”, “My family would be ashamed of me if I did something bad in public” and “I believe bringing prestige and honor to the family is more important than my self-satisfaction”. These three items support literature regarding LOF as an element of coping behaviors in AAPI. The first two items (i.e. “I believe maintaining one’s image at all times in public is extremely important” and “My family would be ashamed of me if I did something bad in public”) are accordance with the general understanding that LOF includes both an individual and familial aspect. If a conflict were to arise in a traditional individual, then the individual will likely refrain from overtly expressing emotions that may be frowned upon because these traditional individuals are seen as representative of their families and not as a single member. The third item (i.e. “I believe bringing prestige and honor to the family is more important than my self-satisfaction”) is particularly noteworthy given the specific reference to success. This item holds the connotation that experiencing success is particularly important to represent the family image, rather than just the individual. If the individual feels like he or she is not performing well enough in accordance to their family's expectations, then the individual may feel as if he/she has brought disgrace and shame to the whole family, which potentially disrupts that person's social relationships.

Although LOF includes a collectivistic dimension where preservation of harmony and reputation is important (Leong et al., 2018; Zane & Yeh, 2002), the consequences for utilizing LOF strategies could be damaging. Like forbearance coping, LOF is an indirect form of expression. Kam and Bond (2008) concluded that “Avoidance makes impossible the expression of angry feelings and of dissatisfaction with the relationship, hindering possible relationship repair and leaving the relationship damaged” (p. 182). Thus, LOF can lead to relationship deterioration because the indirect nature of LOF strategies impedes direct problem-solving, which may be ameliorated if an individual were to react with confrontation or anger. Furthermore, LOF can lead to symptoms of depression when relationships, particularly family relationships, are in conflict (Li, Li & Niu, 2016, p. 131).

Like forbearance coping, LOF has been associated with shame and avoidance (Kam & Bond, 2008). Experiencing shame and avoidance can lead to lower rates of seeking professional counseling (Leong, Kim & Gupta, 2011; Li & Lin, 2014) because “often, mental illness of an individual reflects failure on the family and can translate toward disgrace of the whole family unit” (Leong et al. 2011, p. 143). The fear of shaming oneself and one’s family creates a barrier for help-seeking behavior, since the stigmatic nature of experiencing shame or being shamed creates heightened avoidance towards willingness to share any potentially humiliating information with others, including counseling professionals. Thus a traditional individual is more likely to endure mental hardship if it means that the individual will save face for himself as well as his family, whereas a more modernistic individual will be less likely to utilize saving face strategies as a decision-making factor in help-seeking behavior.

Abe-Kim, Okazaki & Goto’s (2001) study reported that AAPI with higher tendencies of LOF were also “more traditional in orientation” (p. 243). The study discovered that acculturation was negatively correlated with three particular subscales on The Loss of Face scale, including Reading/Writing/Cultural Fluency, Ethnic Interaction, and Affinity for Ethnic Identity and Pride. Specifically, American born AAPI were less likely to endorse LOF than internationally born Asian students. The results from Abe-Kim et al.’s (2001) study that LOF is negatively correlated with traditionality were confirmed by Chang et al.’s (2003) study, which reported that younger and better educated (i.e. elements that are associated with modernity) Singaporeans were less likely to incorporate LOF in making everyday decisions with believing face is an outdated concept.
Conclusion

This article briefly covered some current literature connecting six items in the postpriori factor, Coping and Image Management, to current literature. This particular factor, Coping and Image Management, sheds more light on the complexity of coping behaviors, emotional expression, and management of a public persona. Coping and Image Management possessed two particular sub-factors of forbearance coping and Loss of Face. The forbearance coping items assessed the likelihood that an individual controlling one’s own emotions in order to maintain social harmony and adopting a collectivist outlook rather than an individualized internal experience. The LOF items assessed the expression and maintenance of a public persona as a means of representing oneself and one’s family in a more favorable light.

The six specific scale items are particularly noteworthy to examine given the misnomer that AAPI have lower rates of psychopathology (Leong et al., 2011). In reality, the statistics being examined are erroneous because of the underutilization of counseling services by AAPI; thus increasing the invisibility of mental concerns in AAPI. Although LOF is a common phenomenon, it has been associated with increased depression symptoms (Li et al., 2016) and may hinder help-seeking behavior (Leong, Kim & Gupta, 2012; Li & Lin, 2014). Additionally, forbearance coping has been linked with increased distress if experienced with acculturative stress (Wei et al., 2012).

Having a culturally competent understanding of how a traditional person copes from a modernistic person is key to better understanding how certain individuals conceptualize well-being. Avoiding conflict, maintaining amicable relationships and utilizing a collectivist mentality are common methods of coping for AAPI (Wong, Kim & Tran, 2020). Therefore, it may be particularly difficult for a traditional AAPI to maintain well-being if he/she cannot successfully navigate balancing LOF and forbearance coping in an individualistic culture, or are working with culturally unaware counselors.

Additionally, concepts such as LOF and forbearance coping stresses the importance of having a collectivist mentality. It can be challenging for mental health practitioners to notice when a traditional AAPI may be suffering from internal turmoil when taking into account the elements of indirectness, avoidance and fear of being shame that are common with LOF and forbearance coping strategies. Therefore, it is particularly important for mental health practitioners to assess whether these emotional regulation concepts are active in order to provide adequate support.

Although this article emphasized the potential downfalls of LOF and forbearance coping, utilization of these two emotional regulation techniques are also linked to positive outcomes. Forbearance coping also can be used as a protective factor regarding certain issues such as dealing with discrimination (Noh et al., 1999) or negative emotions (Kuo, 2016). Wei et al. (2021) discovered forbearance coping was a helpful coping technique for international students that strongly identified with their heritage. Similarly, LOF has been demonstrated to protect against being sexually assaulted (Hall, Teten, DeGarmo, Sue & Stephens, 2005).

In conclusion, the intersection of LOF and forbearance coping needs further investigation. As depicted in this study, forbearance coping and LOF are important constructs related to the differences between how a traditional Taiwanese-American and Chinese-American copes in relation to their more modernistic counterparts. In addition, given the culturally bound definitions of traditionality and modernity, further investigations are needed to determine different emotional regulation strategies, and the impact they have on coping behavior, in different ethnicities beyond Taiwanese-Americans and Chinese-Americans.

References


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The International Psychology Practitioners Committee (IPPC) in Div. 17 International Section is dedicated to providing support and peer-mentoring to international practitioners in need of support for their professional and personal development. The IPPC members in 2017-2018 currently consist of 20 practitioners, who are working mainly in University Counseling Centers in the U.S.

The IPPC members have been participating in monthly virtual team peer-mentoring meetings via Skype, exchanging emails for networking and support, and ongoing chats on an app. The topics discussed on monthly Skype meetings were not limited to professional issues, but also a personal life. Professional issues were extensively covered such as clinical and professional challenges at work, isolation and microaggressions as international practitioners, bicultural identity, early- and mid-career development issues, a visa sponsorship and green card process, resources for getting a H1B visa sponsorship and green card negotiation with the institution, obtaining a licensure, and continuing education.

In addition, the IPPC members deeply empathized with and empowered each other during the meetings while sharing their unique experiences and challenges of a work-life balance, life transition, moving and family relocation, and self-care strategies. The IPPC members often shared that this group is so warm and safe to disclose their unique challenges as an international practitioners working in the U.S., to ask any questions and get feedback on any clinical and personal issues, and to get validation and normalization for ongoing challenges.

At 2018 APA Convention in San Francisco, the IPPC is planning to have an annual meeting on Thursday, August 9, 2018 at 12-1pm (Div. 17 Hospitality Suite Rm Monterey 2) to discuss the issues of immigration challenges for international practitioners in different work settings with panels. Please join us!

Please join us for the APA Division 17 Student Poster Session! It will be held on Thursday, August 9, from 5:00-6:00pm at the Division 17 Social Hour. Students from each Division 17 section will be presenting posters of their research. This year, the three submissions selected by the International Section examine the topics of help-seeking attitudes among Kuwaiti international students, mental health in German college students, and attitudes toward immigration in the United States. We look forward to seeing you there!

As part of their 2018 SCP Leadership Academy project, Dr. Stephanie Carrera and Dr. Hanna Suh are assessing the need for cross-national collaboration programs for U.S.-based and international university counseling center professionals. Their project mentor is Dr. Jeff Prince, who is the Executive Director of UC Berkeley’s Counseling and Psychological Services (CAPS). He is the co-founder and current director of the Berkeley International Institute for Student Counseling and Mental Health, which is a training program originally created between CAPS and Shanghai Jiao Tong University in China. This institute brings in 10 counseling professionals from China for a three-week learning experience for professionals who are counselors, academic advisors, or student affairs professionals. Throughout their three weeks, they attend seminars about crisis counseling, group therapy for students of color, interdisciplinary collaboration, and other topics relevant to working with college students.

Concurrently, UC Berkeley sends two or three of their staff each year to Shanghai to teach about college counseling and learn best practices to work with East Asian international students.

For this project, Stephanie and Hanna are interested in ways Division 17 members can engage in cross-national collaboration programs at domestic and international counseling centers. We are excited about potential benefit such programs can have for members of the International Section. In the near future, we will be sending out an online survey to assess training needs of current domestic and international counseling psychologists. We are open to any suggestions or feedback you may have about this project. If you would like to contact us, please email us at scarrera@northwestern.edu or hannasuh@buffalo.edu
**International Mentoring and Orientation Committee (IMOC)**

*Shaznin Daruwalla, Psy.D, IMOC Chair, Oregon State University*

This is my final report as IMOC Chair, and I write it with mixed emotions: pride in team’s accomplishments, excitement about IMOC’s future, and sadness at leaving. That said I am confident that the next Chair will carry this work forward and upward!

Here are some year-end highlights: the Mentoring Program Subcommittee - fantastically co-led by Sunny Ho and Mijin Kim - matched 6 mentoring pairs during 2017-18. Under their co-leadership, IMOC has solidified the mid-year (February/March) recruitment cycle. This was also the first time that the Mentoring subcommittee promoted the mentoring program on the APAGS listserv to broaden its reach and recruitment base. The Membership and Publicity Subcommittee, co-led by Asmita Pendse and Niyatee Sukumaran, will be collaborating with the Mentoring Program subcommittee to update IMOC’s Membership survey as a way to expand our membership.

Another exciting collaboration is between IMOC’s Professional Development subcommittee and APAGS-CARED (APAGS sub-Committee for the Advancement of Racial and Ethnic Diversity). APAGS CARED has recently taken on several new initiatives in order to advocate and provide support for international graduate students. IMOC’s PD subcommittee Chair, Hsui-Hui Chen, and Jhodi Bowers from APAGS-CARED will be working on creating a webinar series for international students on recognizing and responding to racism in the U.S. context in various settings (e.g., academic, clinical). While this is an under-discussed topic within the international community, it is a significant source of stress for international students in the U.S. This project is currently in its planning phase, and will hopefully launch in the next academic year. Stay tuned!

Finally, Bo Hyun Lee, APA Convention Program Chair has been busy preparing for the Mentoring Roundtables, our regular offering during the Annual Convention. This year we have four topics (internship; academic and research paths; clinical career; careers outside of the U.S.), and some of our mentors are first-time participants! We’re very excited to expand our group of mentors, and hope to see you there.

As I reflect on the past two years, I feel honored to work with a group of passionate and dedicated international graduate student professionals and licensed professionals; I cannot wait to hear of your future accomplishments! I wish IMOC great success!

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**Resource List for International Students and Practitioners from Special Task Force Group**

*Chun-Chung Choi, Ph.D. University of Florida, ccchoi@ufl.edu*

*Elena Yakunina, Ph.D. University at Buffalo, elenayak@buffalo.edu*

The Special Task Force initially met and decided to work on two projects, a research project on international practitioners’ experiences and a project on gathering resources for international students and practitioners. We took on the latter project and began to search for helpful resources for international students and practitioners. Both of us have an international student background, and are aware of the various challenges that international students and practitioners experience. In particular, dealing with immigration issues has been one of the most challenging issues that we have experienced and have known for, and thus we accumulated resources to address the immigration and legal issues that international students and practitioners face.

We have put together a list of resources for international practitioners starting from their last year of graduate school when preparing for internship. We provided sample CPT and OPT application procedures as well as H-1B visa application process. We also gathered information for immigration lawyers and their contact information from over 30 States should you needed a place to start for this process and questions. Please know that we do not endorse any attorney on the list.

If you are interested in receiving the resource list, please contact us or the International Section Co-Chairs. We also welcome any other suggestions or addition resources that can be added to the list.
**Board Members**

**Co-Chairs (2016-2018)**  
Jinhee Kang, Ph.D.  
University of Maryland, College Park  
jkang79@umd.edu

Zhi-Jin Hou, Ph.D.  
Beijing Normal University  
zhijinhou@163.com

**Co-Chair Elects (2017-2018)**  
Bong Joo Hwang, Ph.D.  
Arizona State University  
bongjoo.hwang@asu.edu

Hana Suzuki, Ph.D.  
Ritsumeikan University  
hanakosu@gmail.com

**Past Co-Chairs (2016-2017)**  
Yu-Wei Wang, Ph.D.  
University of Maryland, College Park  
ywang122@umd.edu

Fatima Rashed Al-Darmaki, Ph.D.  
Zayed University  
Fatima.Aldarmaki@zu.ac.ae

**Membership Co-Officers**  
Ae-Kyung Jung, Ph.D. (2016-2018)  
Gyeongin National University of Education  
emillianaa@gmail.com

Pius N. Nyutu, Ph.D. (2017-2019)  
Fayetteville State University  
pxnyutu@unfcsu.edu

**Treasurer (2016-2018)**  
Elena Yakunina, Ph.D.  
University of Buffalo Counseling Services  
elenayak@buffalo.edu

**Secretary (2015-2017)**  
Kayi Hui, Ph.D.  
Ohio State University  
hui.68@osu.edu

**IMOC Chair (2016-2018)**  
Shaznin Daruwalla, Psy.D  
Oregon State University  
imoc.div17@gmail.com

**Appointed Officers**

**Student Representatives (2017-2019)**  
Brian Taehyuk Keum  
University of Maryland, College Park  
tbkeum@umd.edu

Yunkyoung Loh Garrison  
University of Iowa  
yun-garrison@uiowa.edu

**Newsletter Editor**  
Heweon Seo, Ph.D.  
University of Buffalo  
heweonse@buffalo.edu

**Website Master**  
Arlette Ngoubene-Atioky, Ph.D.  
Chatham University  
ANgoubeneAtioky@chatham.edu

**Listserv Manager**  
Pius N. Nyutu, Ph.D.  
Fayetteville State University  
pxtyu@unfcsu.edu

**Facebook Manager**  
Ashley Hutchison, Ph.D.  
University of North Dakota  
ashley.hutchison@und.edu

**APA Division 17 Student Poster Session/International Section Poster Coordinator**  
Ingrid (Bayer) Weigold, Ph.D.  
University of Akron  
weigold@uakron.edu

**ICP Committees**

**International Psychology Practitioner Committee Co-Chair**  
Jiyoon Lee, Ph.D.  
The City College of New York  
easyo929@gmail.com

Jingqing Liu, Ph.D.  
University of Oregon  
jingqing.liu@gmail.com

**Faculty Committee Co-Chairs**  
Meiwen Wei Ph.D.  
Iowa State University  
wei@iastate.edu

Hang-Shim Lee, Ph.D.  
Konkuk University  
hangshim@konkuk.ac.kr

**Research Committee Co-Chairs**  
Bong Joo Hwang, Ph.D.  
Arizona State University  
bongjoo.hwang@asu.edu

Arlette Ngoubene-Atioky, Ph.D.  
Chatham University  
ANgoubeneAtioky@chatham.edu

**LGBTQ+ Committee Co-Chairs**  
Hung Chiao, Ph.D.  
Asia University  
hungchiao@gmail.com

Shaznin Daruwalla, Ph.D.  
Oregon State University  
shaznin@gmail.com

**Awards & Recognition Committee Co-Chairs**  
Zhi-Jin Hou, Ph.D.  
University of Missouri  
d.alexis.m@gmail.com

Jeeseon Park-Saltzman, Ph.D.  
Indiana University  
park-saltzman.1@osu.edu
I am Clare Jinzhao Zhao, a doctoral candidate majoring in Counseling Psychology at University of Denver. I would like to invite Asian international students to participate in my dissertation research (IRB#1151739-1). Participants will be asked various survey questions and basic demographic and background information such as age. The online survey will take 20-30 minutes. After completing the survey, you can enter a participant raffle randomly awarding $20 Amazon gift cards to every five participant. Please note this is completely voluntary. You may participate via this link: https://www.surveymonkey.com/r/J9DqLZR. Questions about the study please e-mail or contact the researcher at clare.jinzhao.zhao@gmail.com.

We would like to invite students and professionals to submit articles and announcements for the Winter 2018 newsletter. The deadline for submitting your manuscripts or announcements is November 15, 2018. In addition, the editor 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 (2,000 words or less) or brief reports (300 words or less) on international issues related to research, teaching, or practice in Counseling Psychology for the "Counseling Worldwide" series.
3. Please suggest areas of content/issues that you would like the Newsletter to include (e.g., column by Counseling Psychologists outside the U.S.).

Please email your manuscript submissions by November 15, 2018 to Heweon Seo, Ph.D., Editor, Newsletter: International Section of Counseling Psychology (heweonse@buffalo.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 (6th ed.). An abstract (50 words or less) of the article and a brief description of your affiliation, professional interests, and degree(s) (50 words or less) should be included with each manuscript submission. Articles should be submitted electronically (heweonse@buffalo.edu) as file attachments using Microsoft Word. Please include a statement that the manuscript has not been submitted for publication or published elsewhere and that appropriate references (in APA style) have been included in the manuscript.

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.
It is exciting to publish this newsletter issue before APA 2018 in San Francisco. I hope the ICP schedule at APA in this issue will help you plan in advance, so you won’t miss all the exciting events and meetings offered by our dynamic and diverse community!

Special thanks to Drs. Bong Joo Hwang, Jiyoon Lee, Jingqing Liu, and Jungeun Kim for their dedicated work for the special task force study. I believe their report would serve as a platform in advocating the needs of interpersonal practitioners in the U.S. I also appreciate the contributions of Dr. Yi-An L. Burleson, Clare Zhao, Dr. Pearl S. Chang, and Norman R. Godoy for their articles on Counseling Worldwide.

If you have any suggestions for the content of future newsletters, please feel free to contact me. I hope this newsletter will help you stay connected to and involved in the ICP community.

I look forward to meeting many of you at APA!