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Submission Guidelines for
Peer-reviewed Articles
International Psychology Bulletin

The *IPB* publishes peer-reviewed research articles that focus on important issues related to international psychology. The review process takes approximately two months.

Please submit the following three documents in Microsoft Word format to Dr. Vaishali Raval at ravalvv@miamioh.edu:
   A cover letter
   A title page with the title of the manuscript, author names and institutional affiliations, and an author note that includes name and contact
      information of corresponding author
   A blinded manuscript that does not include authors' names or any identifying information

Cover letter
   In your cover letter be sure to include the author's postal address, e-mail address, and telephone number for future correspondence
   State that the manuscript is original, not previously published, and not under concurrent consideration elsewhere
   State that the manuscript adheres to APA Ethical Principles (Ethical Principles of Psychologists and Code of Conduct), and all co-authors
      are in agreement about the content of the manuscript
   Inform the journal editor of the existence of any published manuscripts written by the author that is sufficiently similar to the one submit-
      ted (e.g., uses the same dataset).

Blinded Manuscript
   Prepare manuscripts according to the *Publication Manual of the American Psychological Association (6th edition)*.
   Check APA Journals Manuscript Submission Instructions for All Authors
   The entire manuscript should be formatted in 12-point Times New Roman font, 1 inch margins, and double-spaced submitted as Mi-
      crosoft Word document. The entire manuscript should be up to 4000 words.
   The first page of the manuscript should include a title of the manuscript (no more than 12 words)
   The second page of the manuscript should include an abstract containing a maximum of 250 words, followed by up to five keywords brief
      phrases
   The remaining pages should include the text of the manuscript. For research articles, include introduction, method, results, and discus-
      sion. The format of a review paper will vary, and may include a brief introduction to the topic, review of the literature, and conclu-
      sions and future directions.
   Provide a full reference list as per the *Publication Manual of the American Psychological Association (6th edition)*.
   Present tables and figures as per the *Manual, if you have any*, at the end of the manuscript.
   Review APA's Checklist for Manuscript Submission before submitting your article.

Upon acceptance
Please note that if your article is accepted for publication in *International Psychology Bulletin*, you will be asked to download the copyright transfer form, complete and sign it, and return to the editor (ravalvv@miamioh.edu) before the manuscript can be published.

Inside This Issue

Division 52 IPB Spring Edition 2016

Jean Lau Chin, Ed.D.
APA 2016 Division 52 President
chin@adelphi.edu

Division 52 Executive Committee gathered at Pace University in New York City on March 2, 2016 for its Midwinter Meeting. This was an inaugural meeting as Lucio Forti, our new Webmaster and Richard Velayo, our Education and Training Chair helped to launch our first attempt to make these meetings available virtually to promote greater access for our members who could not join us face-to-face from all parts of the world.

International Leadership Network

My presidential initiative is to develop this network to promote mutual exchange and collaborate for scholarship, research, education and training on global and diverse leadership. Potentially, this network can: build a critical mass of scholars internationally to collaborate on issues in leadership, build a pipeline for leaders in psychology, create leadership development activities and training for new and existing leaders, and to address disparities in leadership via training, policy, and research.

We have created and grown our database of about 50 members and a working committee to plan the International Leadership Network. We are excited to have several meetings of the International Leadership Network in 2016 to plan and development this network and its activities at local and international conferences to include: APA, EPA, IUPsyS, and ICP. We hope to promote the visibility and availability of the Network through social media, APA, Monitor, and division publications.

Several virtual planning and development meetings and the symposium at the recent Eastern Psychological Association identified the following domains for 2016:

1. Training Network: Nancy Sidun and Linda Garcia Shelton are working to develop a mutual exchange for training of psychologists between institutions of higher education.
2. Leadership Research: Jean Lau Chin is working on building a network of cross-national research collaboration on Global and Diverse Leadership. Craig Shealy is doing the same on Authentic Leadership.
3. Leadership Training and Network development at international conferences (e.g., ICP, IUPsyS, IAAP): Richard Velayo is planning several symposia with virtual access and webcasting to develop training opportunities for leadership development, and development of the network. Our goal is to use web conferencing and archiving through video and chat so that the meetings can be made available to those unable to attend, or used for further collaboration and training.

4. Pipeline issues: We intend to promote the development of a younger generation of leaders. Using our division CONNECT and ECP committee, Craig Shealy and Cidna Valentin will explore this issue.
5. Other Suggestions:
    a. Internationalize Curriculum Development
    b. Start a blog to promote dialogue on leadership training, research collaboration, or curriculum development
    c. Develop a database of Leadership Success Stories
    d. Develop a compendium of psychologists in leadership roles
    e. Identify Leadership dilemmas

2016 Events for the International Leadership Network: Launched at the March EPA meeting, we videoconferenced and archived the meeting so that it would be accessible to those unable to attend in person. Please let us know if you would like to attend any of the meetings below.

1. Saturday, March 5 at 3:30 PM EST at the Eastern Psychological Association Convention, New York, NY, USA
2. July 22-July 25 at the International Council of Psychologists Conference, Yokohama, Japan (specific day/time to follow)
3. July 24-July 29 International Union of Psychological Science Conference, Yokohama, Japan (specific day/time to follow)
4. Saturday, August 6 at 10:00 AM UTC at the American Psychological Association Conference, Denver, CO, USA

You can also join our database (which will eventually be transferred to an online searchable database) by filling out a brief survey on: https://www.surveymonkey.com/r/IntnlDatabase

Strategic Planning

We began a planning process to develop a Strategic Plan which will be a blueprint for our division's future to identify "Where have we been?, Where are we now?, and Where might we go? in order to actualize the division's potential on international psychology". This process will continue into 2017 during Craig Shealy's presidency with more specific objectives to promote membership outreach, to revisit the division's identity, and to expand the division's international presence. As Craig says, if our outcome is "to draw upon the extraordinary knowledge, experience, and connections of our distinguished leaders, to create a prominent space for our students and early career colleagues to contribute and be heard, and to be supportive and listen deeply and respectfully to one another, we not only can fulfill our potential as *the* division of international psychology, but also chart a dynamic course together over the next two decades."

Two key questions posed to our EC which I ask all members to also respond to are:

1. What is your vision for how you and the activities you do can help to advance the mission of Division 52 or International Issues?
2. How might Division 52 promote the visibility of international issues specifically as it relates to what you are doing?

Strategic Planning Issues identified at Midwinter included:

1. Being *the* International Division:
   a. How can Division 52 weigh in on APA's role on international issues given that there are Memoranda of Understanding with about 15 psychological associations internationally?
   b. Should we revisit our mission as a division in the 21st century?
   c. How do we strengthen our identity of the division?
   d. How do market our division to be more visible, have our voice heard, and disseminate our positions?
2. Collaboration for research, training and practice:
   a. How do we engage psychologists internationally for research, training, and practice?
   b. Can we create an incentive system for international research collaboration for non-US based APA members to join our division? Many non-US based members are often looking for opportunities to publish in English and U.S journals. For example, a match system to connect US-based psychologists with non-US based psychologists with similar interests.
3. Supporting students and ECPs:
   a. Can we create opportunities both in the US and internationally? For example, international internships, international accreditation.
4. Policy:
   a. Where do we stand on policy and position statements on international issues? For example, advocacy, trauma, humanitarian, immigration, social justice, diversity.
5. Membership Outreach:
   a. How do we capitalize on those attending our Social Hours at conventions to become members of our division, especially the international guests?
   b. We have a much greater readership on our journal than membership in our division. We have more hits on our webpage, followers on our Facebook that is greater than the numbers of our membership. How do we reach them to join?
   c. Include information about the membership benefits on the membership page.
6. Communication and Publications: Promoting International Issues
   a. How can we grow Division 52's capacity to broadcast our EC meetings, convene groups and symposia to enhance our accessibility and importance as an international division? Lucio Forti and Richard Velayo are already beginning to do this and have recorded the EC meeting and International Leadership Network meeting to be made available to members.
   b. How do we promote visibility of our division

through our major publication outlets, the newsletter, journal, and book series? It was suggested to have each of our publications promote the products of one another, and cross solicit proposals and submissions.
   c. Division 52 International Psychology Book Series is an untapped resource of the Division. How do we get the word out to solicit more book proposals, mentor potential authors, and be more proactive in making the book series more visible through our website and newsletter? Suggest topics like an internationally oriented multicultural book? Interview individuals using a high quality qualitative method to find out best practices for international psychology?
   d. Increase the use of Social Media to promote the division's visibility and connection with international members, and to promote membership. Announce progress of projects and what's going on in the division on the website and newsletter.

Contact Us

The Division 52 leadership looks forward to engaging with our member to achieve our goals. As president, I especially invite you to join the ongoing discussion through the open forum on the Div52 Listserv or contact me at: ceoservices@yahoo.com If you are not currently a member of the listserv, please send a request to lforti@pace.edu

Call for Nominations
APA Division 52 Henry David International Mentoring Award

Henry David was a founding member of Division 52 and a significant contributor to international psychology. In honor of his contributions, Division 52 established the Henry David International Mentoring Award.

The recipient of this prestigious award will be honored at the 2015 APA Convention in Toronto. Nominations, including self-nominations, are welcomed. The Division 52 Henry David International Mentoring Award is presented annually to a member or affiliate of Division 52, who plays an exceptional mentoring role in an international context. Mentoring may be defined by any of the following activities:

(1) A psychologist who has served as a mentor for international students or faculty member for at least three years.

(2) A psychologist who has mentored students in the area of international psychology, by training, educating, and/or preparing students to be active participants in international psychology.

(3) A senior psychologist who has mentored early career psychologists who are now functioning as international psychologists.

OR

(4) An international psychologist working outside of the United States who serves as a mentor on his/her campus or at his/her agency.

Nominations should include a cover letter, vitae, and at least 3 letters of endorsement from former or current mentees. **Questions about the application procedure and nominations should be emailed to the Henry David International Mentoring Award Committee Chair, Lawrence Gerstein at lgerstein@bsu.edu.** The Committee will review the nominations. The Committee's recommendation will be reported to the Division 52 Board of Directors. **The deadline to submit materials is April 1, 2016.**

The Anne Anastasi Graduate Student Research Award Nomination
- International Psychology -

Two Graduate Student Research Awards

Anne Anastasi was president of the American Psychological Association in 1965 and was awarded the National Medal of Science in 1987. She made major conceptual contributions to the understanding of the manner in which psychological development is influenced by environmental and experiential factors. Her writings have provided incisive commentary on test construction and the proper application of psychological tests. She drew attention to the individual being tested and therefore to the responsibilities of the testers. She called for them to go beyond test scores, to search the assessed individuals' history to help them to better understand their own results and themselves. This award is thus named after her and was funded by the Anne Anastasi Foundation.

All Div52 applicants will be considered for this award, however the ones who demonstrate research that focus on psychometrics and differential psychology in respect to Anne Anastasi contributions to the field from an international perspective will be highly considered.

Each awardee will receive $300 and a certificate. The winner will be decided based on the student's vitae and research plan, plus a supporting letter from the student's advisor. There are no restrictions on nominees, self-nominations, as well as nominations by others.

- Deadline: June 7 -

Please send the following materials electronically to the 2016 Chair of the Committee, Suzana Adams, PsyD (suzea@mac.com) and to the members of the Committee, Mercedes A. McCormick PhD (mampsyyoga@aol.com) and Zhipeng Gao (gzhipeng@yorku.ca)

I. Cover Letter with the following information. Please attach the following checklist with your application.
- Name
- Email
- Institution
- A mentor's name and his/her email
- Focus of research and title
- There are 2 levels of the Anastasi Award: Students with 2 years or less of graduate study and those with more than 2 years of graduate study. Please indicate (check off) in your cover letter the one that best applies to you:
  ___Two years or less of study beyond the baccalaureate or
  ___More than two years beyond the baccalaureate.
- If applicable, year in which masters' degree was completed or projected year in which masters' degree will be completed.

_____

II. Please add to the Cover Letter the following attachments:
1. Research statement on your past/present/future work (2-3 pages, with limited number of important citations)
2. Your Curriculum Vitae
3. Supporting letter from one mentor, either attached or sent separately

Division 52/Psi Chi International Conference Travel Grant $1,500 US

Call to students living outside the US who are interested in the field of international psychology and plan to attend the August 4-7, 2016 APA Convention in Denver, Colorado!

In 2015, APA Division 52, International Psychology and Psi Chi, the International Honor Society in Psychology, collaborated through the D52 Building Bridges Committee to offer the inaugural **Division 52/Psi Chi International Conference Travel Grant.** In 2016 the travel grant will continue to provide assistance with travel costs to Psi Chi students who live outside the US,are interested in international psychology, and plan to attend and present at the APA convention in Denver, Colorado August 4-7 , 2016.

Eligibility:

1. Must be a current undergraduate psychology major or a student in a graduate psychology program outside the US or a recent graduate (defined as having completed an undergraduate psychology degree between November 1, 2015 and May 1, 2016.
2. At the time of submission, must be currently – and at least through August 2016 – living, working, and/or studying outside the US.
3. Must be a member of Psi Chi at the time of submission.

4. Must be a member of D52 at the time of submission (students may join at any time).
5. Must be able to cover any travel expenses beyond the $1,500 provided by the grant.
6. Must agree to attend and talk for 5-10 minutes about personal interests in international psychology at the D52 Awards Ceremony/ Hospitality Suite Program at the 2016 APA convention.
7. Must attend at least one other D52 session.
8. May not win more than one D52 travel grant.
9. May not win more than one Psi Chi travel grant that can be used to attend APA.
10. Must provide proof of acceptance to present research at the 2016 APA convention in Denver, CO.
11. Acceptance of research for presentation in any format (poster, talk) and within any division or affiliated group (such as Psi Chi) program at the 2016 APA Convention.

To Apply, Students Need to Submit:

I. Description of Interest (maximum 275 words, double-spaced):
1. A description of
   a. your interest in international psychology,
   b. how your participation at the APA Convention will strengthen your professional interest in the field of international psychology,
   c. meaningful experiences in psychology courses,
   d. volunteer experience,
   e. Psi Chi involvement,
   f. Division 52 involvement, if any

II. Eligibility Information:
1. A document or email text providing:
   a. Full name
   b. Contact information (email & phone)
   c. Name of university/college
   d. Name of the undergraduate/graduate department program
   e. Year in the program
   f. Expected graduation date
   g. Member status with D52
   h. Psi Chi member ID
   i. Full name and title of endorsing faculty mentor
   j. Endorsing faculty mentor email address

III. Faculty Mentors submit directly to Drs. McCormick and Zlokovich:

A brief (200 words maximum) document or email that includes:
1. A statement endorsing you for the travel grant,
2. Confirmation that your interest and academic efforts in international psychology will be enhanced by attending the APA convention, and
3. Assurance of your good standing as a student in the undergraduate/graduate psychology program.

<u>Deadline: Before midnight (Eastern Standard Time) June 30, 2016.</u>

Email all application materials to the Building Bridges Committee Chair:

Mercedes A. McCormick, Ph.D.
Chair of APA Div. 52 Committee on Building Bridges
With Psi Chi
2013 President of APA Div. 52
Pace University, New York 10038
mmccormick2@pace.edu

Application and Review Process:
Applications will be reviewed by the committee according to completeness of submission and strength of the description of interest in international psychology.

Winner Notification and Obligations:

The grant winner will be notified no later than May 30, 2016 and will be recognized in person at the Division 52 Awards ceremony in Denver, Colorado on August 6th. The winner will present a 5-10 minute talk at the D52 Awards Ceremony on August 6, 2016 on the benefits of being awarded the travel grant. In addition, the grant winner will be featured in an issue of the International Psychology Bulletin.

D52 and Psi Chi will present the winner with a check at the D52 Awards Ceremony after the winner has met all obligations. Obligations are attending the APA convention, attending at least one D52 presentation, presenting research included as part of the travel grant application, and speaking at the D52 Awards Ceremony. Any winner who does not attend the APA convention or D52 Awards Ceremony will not receive the grant funding.

**LEAVING A LEGACY
TO DIVISION 52**

*A Call for a Charitable Bequest
to APA Division 52*

If you are interested in making a charitable bequest or other planned gift to the Division of International Psychology, contact Susan Nolan at (973) 761-9485 or at susan.nolan@shu.edu or Lisa Straus at (202) 336-5843 or at estraus@apa.org.

A DVD about International Psychology: Perspectives and Profiles

Uwe P. Gielen
St. Francis College

Judy Kuriansky
Columbia University

As members of APA's International Psychology Division (52), we have created a DVD that informs students, faculty, professionals and others about the exciting new field of International Psychology. The DVD can be used in the classroom setting or for individual viewing.

The DVD's first section includes a 35-minute documentary entitled *International Psychology: What Students Need to Know*. It includes profiles of various international psychologists; advice for students from international psychologists in different parts of the world; students' descriptions of their international projects and how they have obtained funding; starting a career in International Psychology; activities and opportunities for students at the United Nations; resources to find out about International Psychology; and guidelines about whether International Psychology is a field that fits the student.

The DVD's second section offers an overview of *Pathfinders in International Psychology*, a recent book that traces the history of psychology through profiles of known and not-as-well-known, yet important, psychologists and psychiatrists from different regions of the world. The editors of the volume are leading international psychologists, Dr. Grant J. Rich and Dr. Uwe P. Gielen, who were interviewed by Dr. Judy Kuriansky.

In the 20-minute interview, the book editors offer fresh and illuminating views of historical figures in international psychology as conceived by an international group of contributors. The editors describe the biographies and contributions of 17 psychologists, psychiatrists, and healers who have been active in 14 countries around the world. The recounting begins with the colorful figure of Franz Anton Mesmer (1734-1815) who created and practiced Mesmerism in Austria, France, Germany, and Switzerland, and ends with a recounting of the inspiring biography of the South African anti-apartheid activist and clinical psychologist Sathasivan Cooper (*1950; also known as "Saths"), the current president of the International Union of Psychological Science. Altogether, the book covers a timespan of more than 250 years.

A brief additional video tracks the dramatic life and career of Dr. Cooper by tracing his life as a student in South Africa through his days in the struggle against apartheid, his imprisonment on Robben Island where he shared a cell block with Nelson Mandela, and his evolving career as a noted psychologist.

In Dr. Kuriansky's interview with Dr. Cooper, he discusses the development of psychology in Africa. In this process, he has accomplished many "firsts": he served as the President of the International Congress of Psychology (in 2012) that was held in Africa for the first time; he is currently the first President of the International Union of Psychological Science from the continent of Africa; and he is playing a crucial role in the foundation of the Pan African Psychology Union. The video ends with his hopes for psychology in the future.

A copy of the DVD can be ordered from Uwe P. Gielen (ugielen@hotmail.com). Please include your postal address in your email. The DVD will be sent free of charge (as long as supplies last).

References

Rich, G., & Gielen, U. P. (Eds.). (2015). *Pathfinders in international psychology.* Charlotte, NC: Information Age Publishing. [APA Division 52/IAP Book Series on International Psychology].

***International Perspectives* on Humanity's Sustainable Development Goals**

Stuart C. Carr

Incoming Editor for *International Perspectives in Psychology* (IPP, 2016)
Poverty Research Group
End Poverty & Inequality Cluster (EPIC)
Massey University
Aoteaoroa/New Zealand

Source: United Nations, 2016

Why is it that the people I meet and show *International Perspectives in Psychology* (IPP) always, palpably, react with excitement? Perhaps it has something to do with the fact that no other journal in psychology has such an ambitious and inspiring goal, or rather, set of goals. The role that this journal has set for itself - becoming the primary source for state-of-the-art information on how psychology can help to tackle human well-being and development - is quite simply unique.

This is certainly a focus with which our New Zealand-based, interdisciplinary team of 20+ academics in the self-explanatory *End Poverty & Inequality Cluster* (EPIC, 2015) identify. Like IPP, EPIC has a focus on global and local issues in everyday life. Our guestimate here in the Western Pacific is that there are many more networks and groups like ours 'out there' internationally, and that IPP is a natural home for us as readers, writers, and contributors.

As Professor Gibbons (2011) cogently captured in her inaugural Editorial, IPP is a journal that will "confront global problems such as poverty, economic disparity, health crises, intergroup antipathy, conflict and natural disasters." IPP promises - like the Division itself - to take psychology beyond its often quite personal individualized outlook towards broader and often structural issues shaping human life.

We can do so by "promoting greater global awareness throughout the discipline" and by engaging directly with some of the 21st century's 'wicked issues' (e.g., "initiatives on human rights, international ethics, immigration, women in developing countries… global trauma and disaster, collaboration with international organizations"). IPP is thereby not a repository for cross-country comparisons unless they speak to the well being of the world's citizens; its ethos is heavily applied and inclusive of research, policy and everyday professional practice ("create, distribute, and apply knowledge globally…leave global citizens a bit more connected and adept at solving the world's problems").

In keeping with this vision, the journal and Division's mission includes connecting with practice, policy development and implementation. In the past, Psychology has arguably struggled with this pivotal phase of taking research to society, for evaluation by society and for implementation in society. More recently however, the APA, in collaboration with other groups in Psychology, has made great strides and commitments in convening regularly with major multilateral agencies for human development at the United Nations (UN). The latter are effectively our 'global civil service,' which includes the UN's diverse chapters from UNDP through to ECOSOC.

Collectively these UN chapters have this year launched the "Sustainable Development Goals" (or SDGs). These SDGs have been put together with much international consultation, including some with our own profession. They will guide the resourcing and focus for global human development plans for the next 15 years. Crucially for IPP, and as the graphic at the head of this article indicate, the SDGs overlap remarkably, and perhaps not coincidentally, *with the very goals and mission that IPP has set for its own development.*

Granted that the world's wicked problems like poverty reduction, war and conflict, climate change, gender inequity and socio-economic inequality are inherently interdisciplinary, their solutions must be too. Expanding on IPP's readership and outreach to wider human development circles, for example in development economics, sociology anthropology and community development will enhance IPP's impact. This will enable fulfilment of its mission and purpose. Themed special issues and sections would be one way of enabling people working outside as well as inside of Psychology to easily locate and secure the best possible source of advice on the SDG that matters most to them. In our experience at EPIC there is a huge unmet demand globally regionally and locally for this kind of information, from the academy to the community, which reflects the multidisciplinary ethos of modern policy and practice.

In our view, Editors can and should play an active role in facilitating such outreach and impact, alongside their duties vis-à-vis the psychological community of research practice. Together with Editorial Board members we can be connected with policy-makers, think tanks and networks and be ready to act as a 'connector' between their profession and other networks in research, practice and consultation. This I will endeavour to do during my tenure as Editor of IPP.

Obviously, and as signalled in the inaugural editorial, Special Issues with a single theme are one way to group the material for instant access by focused readers, policy makers, practitioners and consultants. This initiative is already underway. In any case, it can create the journal equivalent of a 'point person' for specific issues on which psychologists and other professionals want information on evidence-based practice. A robust variation on the same basic option might be to include smaller Special Sections within single issues of the journal. These are normally focused on a single topic or sub-group of topics - say three or four papers, sometimes with a lead article and commentaries. This format was successfully applied for instance in the recent "Global Special Issue on Psychology and Poverty Reduction," as reviewed in IPP. The special sections format has also been engagingly applied in Division 14 - SIOP in its official journal *Industrial and Organizational Psychology: Perspectives on Science and Practice*. Decent work, living wages, and sustainable livelihood, clearly have a resonance with IPP and D52's ambit.

The future of any community of applied research practice rests on its early career scholars and practitioners. For the past two decades I have had the privilege to spend a lot of time building friendships and working relationships with emerging career researchers and practitioners from a diverse range of economies, political systems and cultures - including many materially marginalised groups and societies. Such connections are the lifeblood of any journal. They may add an additional pool, actually waves of talent who can be reviewers and proposers of special issue sections, lead articles and reviews for the journal. This kind of carrying capacity broadens international orientation; capacitates. Ultimately it can only enrich the perspectives that frame our research, practice and consultation, and the problems that face Humanity.

References

Carr, S. C., Thompson, M., Dalal, A., de Guzman, J., & Gloss, A. (2014). Psychology and Poverty Reduction: A Global Special Issue. *International Perspectives in Psychology: Research, Practice, & Consultation, 3*, 215-237.

EPIC (End Poverty & Inequality Cluster). (2015). EPIC focus. Auckland: Massey University, https://www.massey.ac.nz/massey/learning/departments/school-of-psychology/research/research-clusters/epic.cfm.

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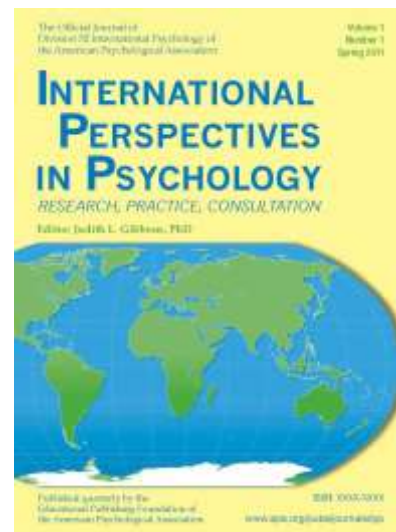
APA Council of Representatives Report

Harold Takooshian
D52 Representative, 2010-2015

On 1/1/2016, Neal Rubin began his three-year term as our D52 Representative to APA Council, as I ended my six-year term of 2010-2015. I am reporting here on Council activities up to 2016, and how much our division 52 has changed during these six years, from 2010-2016.

In 2015, we all saw the 160-member Council's near-total focus on "restructuring" eclipsed by another focus--the Hoffman Report--which resulted in one termination and several high-level retirements/resignations/recusals. APA President (and D52 Fellow) Barry Anton presided over a turbulent August meeting of Council in Toronto, where media assembled to broadcast the final vote (photo below). This Hoffman Report will continue to reverberate in Council in coming months (APA, 2015).

What is less publicized is the financial aspects of the Hoffman report. This was not clear at first, until Council requested and received a break-down of expenses to the Association, noted in Table 1 below. It was reported that APA Counsel's office, under attorney Nathalie Gilfoyle, initially allocated an estimated $400,000 for the cost of this independent report. When David Hoffman's law firm of Sidley Austin soon informed APA that this sum was inadequate, it was not feasible for APA to do anything but continue funding this IR, which eventually swelled ten-fold to $4-million. There were also ancillary expenses, which brought the total closer to $5-million, and rising. APA hopes to develop some strategy to replenish this unexpected expenditure in coming years. APA later posted 42 changes in the original report, now posted at http://www.apa.org/independent-review/index.aspx.

Table 1. Costs of the Investigative Report, as of 2015

	Hours	Fees	Expenses
Sidley Austin (David Hoffman)	10,0002	$3,945,692	$142,173
Wilmer Hale (APA outside counsel)	877	$654,369	$6,093
Powell Tate (Public relations)	492	$174,264	$632
Covington & Burlington (Insurance)	28	$16,233	$116
Transperfect (Transcription)		$2,415	$0
TOTAL	11,399	$4,792,973	$149,014

Division 52 News and Updates

In my six years on Council in 2010-2015, I have seen our fine D52 change in many ways. Back on March 5, 2010, at our D52 board dinner at Saint Francis College, during the EPA meeting in Brooklyn NY, then-President Danny Wedding was cheered as he described D52 as "the friendliest division in APA." A NYU student from Italy, Guilia Landi, wrote in our *International Psychology Bulletin* how attracted she was at EPA by the large room full of smiling faces. "Going to EPA and discovering all the opportunities within Division 52... I am extremely grateful to Dr. Rivka Meir... and would like to share the Division's vibrant and wide-reaching initiatives with other students" (Landi, 2010, p. 9). At EPA 2010, our D52 hosted ten packed sessions in two days, where, like Jennifer Doran (Stowell & Doran, 2010), Ms. Landi was one of over 50 students and professionals who submitted a D52 application to our Outreach Chair Rivka Meir to join D52.

Growth. As of 2010, D52 was a friendly and growing division, for many reasons. (1) Thanks to our past-President Gloria Gottsegen, our bylaws are highly democratic and transparent, requiring open meetings of the board (section 4.4), and a transparent election process where the candidates with the most nominations are put on the slate (section 7.3). (2) Semi-annual board meetings resembled reunions of old friends, and board minutes were published in the D52 Bulletin. (3) There was a healthy succession system, where students and ECPs were welcome to join committees and gain experience in D52 before becoming chairs, then stand for election as officers and possibly President.

Decline. As of 2016, it is sad to see so many negative trends in our division. Most obviously, APA (2016) data finds our D52 membership is now plummeting since 2011. When Table 2 compares four APA divisions formed since 1996, three have grown over 1,000 paid members, while D52 is now dropping since 2011, from 629 to 543. The same is true of our annual D52 apportionment ballot, where each member has 10 votes, and D52 has been plummeting towards zero votes: from 442 (2013), to 425 (2014), to 376 (2015), 330 (2016), to 305 (2017). Not least of all, board meetings since 2013 are often less than friendly, when some hard-working members are involuntarily removed from their roles, leaving others to avoid the division and its meetings. At our Au-

gust 2014 board meeting, someone posted a uniformed guard at the door to eject unwanted members, while an APA lawyer actively participated in the meeting. Some are now proposing that D52 changes its democratic bylaws (above) in ways to reduce transparency (though this first requires a 2/3 vote of the membership). In March of 2016 at EPA, with no D52 outreach committee, the D52 room was virtually empty for most of two days, with not a single D52 application in sight--so different from EPA 2010 and 2013 (Takooshian, 2013).

At a time when psychology now grows faster outside than inside North America (Zoma & Gielen, 2015), it is a sad irony that our growing division is now losing members (APA, 2016). Happily, our sedulous President Jean Chin has proposed a bold new International Leadership Network (ILN), to engage nonmembers. Sadly, more reforms are clearly needed, to re-create the value of D52 that attracted students like Giulia Landi in 2010.

On a personal note, it has been my pleasure to serve Division 52 as its Council representative the past six years. As one of the co-founders of our Division in 1997, I was honored to serve faithfully the Division on Council the past six years.

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Table 2. Number of paid members of four APA divisions formed after 1996

	1999	2011	2012	2013	2014	2015
52: International	802	629	608	582	581	543
53: Clinical child	1,300	1,768	1,809	1,773	1,767	
54: Pediatric	1,235	1,040	1,040	1,072	1,118	
56: Trauma	---	1,038	1,058	1,102	1,068	

Mapping People's Views Regarding Physician Assisted Suicide: A Five-Country Study

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Abstract

Whether physicians or other caregivers should intervene to end terminally-ill patients' lives has always been controversial. In euthanasia, physicians intervene directly and purposely to end patients' lives whereas in physician-assisted suicide (PAS) physicians provide patients with the means to end their lives by themselves. Studies examining the circumstances under which lay people consider PAS as acceptable and using the same set of realistic vignettes were conducted in five countries with quite different cultures: France, India, Kuwait, Togo, and Turkey. The vignettes depicting the condition of terminally-ill patients included information about the patient's age, the level of incurability of the illness, the type of suffering, and the extent to which the patient requests a life-ending procedure. A single cluster analysis performed on these five sets of data found eight qualitatively-different positions among participants: (a) PAS is never acceptable, (b) it is not very acceptable, (c) it depends on the type of suffering, (d) it depends on the level of curability, (e) it depends on the patient's age, (f) it depends on the patient's request and age, (g) it depends on the patient's request, and (h) it is mainly acceptable. Most participants were not systematically opposed to PAS. The most important factor in providing acceptability was advanced age. The dominant principle guiding participants' views was non-malevolence (not jeopardizing the patient's access to heaven). This principle tended to be superseded by principles of benevolence, autonomy and justice as religious beliefs vanished.

Keywords: physician-assisted-suicide, France, India, Kuwait, Togo, Turkey

The most controversial end-of-life decisions are those in which physicians actively help patients to die. In the case of physician-assisted suicide (PAS), patients are provided with the means to end their own life. Since patients themselves perform the lethal action – for example, by ingesting a solution of sodium pentobarbital -- the procedure is at their request and with their consent. In euthanasia, the physician either directly intervenes to end the patient's life (active euthanasia) or withholds or withdraws treatment needed to maintain life (passive euthanasia). The current study is a reanalysis of previously published data on people's views regarding the acceptability of PAS gathered in five culturally very different countries: France, India, Kuwait, Togo, and Turkey. Its main findings are discussed in lights of the four principles of bioethics suggested by Beauchamp and Childress (2001): autonomy, benevolence, non-malevolence and justice.

Legislation has been passed recently to permit and regulate euthanasia and PAS in the Netherlands and Luxembourg; euthanasia in Belgium and Colombia; and PAS in Germany and in the United States of California, Montana, Oregon, Vermont, and Washington (Steck, Egger, Maessen, Reisch, & Zwahlen, 2013; State-by-State Guide to Physician-Assisted Suicide, 2015). Similar legislation is under discussion in other U.S. states and elsewhere in the world, including in India (Mahapatra, 2011). It is important, therefore, for caregivers and policy makers around the world to appreciate the conditions under which end-of-life decisions are or are not acceptable to the public.

Assessing People's Views

Varied methodologies have been used to assess the overall level of acceptability of helping to end a patient's life and the main factors that affect people's acceptability judgments. Most investigators have used questionnaires. For instance, in the study by Cohen, van Landeghem, Carpentier and Deliens (2014), participants from 47 European countries were asked: "Please tell me whether you think euthanasia (terminating the life of the incurably sick) can always be justified, never be justified, or something in between"? (p. 144). The mean ratings in each country ranged from 1.52 to 6.79 (out of 10), indicating much greater acceptance in some countries (e.g., France: 6.75) than in other countries (e.g., Turkey: 2.21).

Other researchers have focused on the circumstances under which end-of-life decisions are considered as acceptable or not, using realistic vignettes (Anderson, 2008). For example, Kamble, Sorum, and Mullet (2012) presented Indian students with 36 scenarios depicting the condition of terminally ill patients, composed according to a four within-subject factor design. The information included (a) the pa-

tient's age (35, 60, or 85 years), (b) the level of incurability (or curability) of the illness (completely incurable or extremely difficult to cure), (c) the type of suffering (extreme physical pain or complete dependence), and (d) the extent to which the patient requests a life-ending procedure, euthanasia or PAS (no request, some form of request, or repeated formal requests). The authors observed wide differences in participants' response patterns, which they examined through cluster analysis. They found three contrasting positions. For 42%, PAS was clearly unacceptable if the patient was young, but it was clearly acceptable if elderly, and more so if the patient requested it. For 29%, it was mainly acceptable, but less so if the patient was younger or did not request it. For another 29%, it was mainly unacceptable, but less so if the patient was older or requested it. The material used by Kamble and colleagues (2012) in India has also been applied to samples of people in four other countries: (a) Kuwaiti students (Ahmed, Sorum, & Mullet, 2010), (b) French adults (Munoz Sastre, Gonzales, Lhermite, & Mullet, 2010), (c) Togolese adults (Kpanake, Sorum, & Mullet, 2013), and (d) young Turks (Bugay, Sorum, & Mullet, 2014). In each case, qualitatively different positions have also been found, and these positions are summarized in Table 1.

Table 1

Positions Regarding End-of-Life Decisions Observed in Previous Studies and Countries in which the Position has been Observed

Position	Overall Range of Ratings	Effects Observed	Countries
A. Never acceptable	All ratings very close to the zero end of the acceptability scale	No effects	Kuwait, Togo
B. Not very acceptable	All ratings in the unacceptability side of the response scale	Weak effect of patient's age	Kuwait, India
C. Type of suffering	Most ratings in the unacceptability side of the response scale except in the case of complete dependence	Effects of type of suffering, request and incurability	Kuwait
D. Incurability of the Illness	Ratings ranging between the two ends of the scale	Effects of incurability of the illness, patient's request and patient's age	Togo
E. Patient's Age	Ratings ranging between the two ends of the scale	Strong effect of patient's age, weak effect of request	India, Kuwait
F. Patient's Request	Ratings ranging between the two ends of the scale	Strong effect of patient's request	France
G. Mainly Acceptable	Most ratings in the acceptability side of the response scale	Weak effects of patient's request and patient's age	France, India

They varied from not acceptable irrespective of circumstances (the majority position in Kuwait), to mainly acceptable if patients requested it (the majority position in France), or acceptable if patients were elderly people (a common position in India). In Togo, the curability factor had a stronger impact than in other countries: when the illness was not completely incurable, the acceptability level was lower than when the illness was difficult to treat. For some people, the type of suffering matters, as among a minority of Kuwaiti for whom acceptability was lower in case of physical pain than in case of complete dependence.

A Reanalysis

Since the data from these studies were analyzed separately, however, direct comparisons between countries are difficult. In this article, we present the results of a single cluster analysis conducted on the whole set of data gathered in these five countries (Table 2). An analysis performed on a larger sample may, in addition, allow the detection of positions, especially minority positions that were missed in each separate analysis conducted at a country level. Furthermore, such an analysis may offer the common framework that is needed when direct international comparisons are made.

The five countries differ considerably in religious and philosophical backgrounds regarding life and death issues. According to Islamic bioethics, "the killing of a terminally ill person, whether through voluntary active euthanasia or physician-assisted suicide, is judged an act of disobedience against God" (Sachedina, 2005, p. 779). In the Hindu tradition, death is not the end of life but a transition through rebirth, between two successive lives in two different bodies (Desai, 1988). As a result, maintaining life at all costs is not viewed as an imperative. In Togo, the death of an old person,

in contrast to the death of a young person, is considered a great blessing for the whole society since it is seen as a ritual of passage into becoming an ancestor; that is, into the highest stage of the developmental trajectory of personhood (Moore, 2007). France is now a largely secular country where, regarding end-of-life issues, most people believe in the right to self-determination (Cohen et al., 2014). Finally, Turkey has a predominantly Muslim population, but, in contrast to Kuwait, a secular civil society, leading to divisions of many social issue, including end-of-life decision making (Karadeniz et al., 2008). As a result and as already shown in Table 1, a rich diversity of positions may be expected even if the number of countries considered is small.

Method

The participants in the five subsamples were either (a) adults in countries in which surveying people on societal issues was feasible and relatively common practice (France, Togo) or (b) university students in countries where surveying adults was not feasible (Kuwait, India). The material was described in the Introduction: a set of 36 scenarios indicating the patient' age, the level of incurability (or curability) of the illness, the type of suffering, and the extent to which the patient requests a life-ending procedure. An example of a vignette is the following: "Mrs. Silva is 85 years old. She has a serious illness, totally incurable given current knowledge. She is currently receiving the best possible treatment. She is completely dependent; she cannot breathe by herself and she cannot feed herself. She has asked clearly and repeatedly to resort to euthanasia or physician assisted suicide. Do you think physician assisted suicide would be an acceptable procedure in this case"? Adults were contacted in the streets of big cities, and university students were contacted on campus.

Table 2

Demographic Characteristics of the Five Subsamples

Country	N	Type of Participants	Mean Age (SD)	Percent. Females	Percent. Believers	Percent. Attendees
Kuwait	330	Students	20.80 (1.77)	67	100	100
Togo	302	Adults	32.35 (12.19)	52	96	
Turkey	129	Young people	25.92 (9.22)	48	100	
India	293	Students	22.86 (2.50)	62		92
France	292	Adults	35.59 (14.94)	53	48	9

Note: When data were not available, cells were empty. "Believers" refers to believers in God. "Attendees" refers to worship's regular attendees.

Results

A cluster analysis was performed on these data in accordance with the recommendations of Hofmans and Mullet (2013); that is, we used K-means clustering (Euclidian distances), a nonhierarchical centroid-based method. Nine clusters of participants were identified. Six of them are shown in Figure 1, with the mean acceptability ratings pooled across the levels of incurability and types of suffering. The three remaining ones are shown in Figure 2. Table 3 shows the percentages of participants from each country in each cluster.

The first cluster ($n = 270$) was the *Never Acceptable* cluster expected on the basis of prior studies (see Table 1). The responses were always very close to the unacceptability side of the scale ($M = .21$, $SD = .29$), and no effect of any factor was detected. The second cluster ($n = 132$) was the *Not Very Acceptable* cluster. The responses were mostly low but nevertheless significantly higher than in the first cluster ($M = 1.80$, $SD = .54$). The request by age interaction was significant, $F(4, 520) = 10.89$, $p < .001$, $\eta_p^2 = .08$.

The third cluster ($n = 60$, see Figure 2) was the *Type of Suffering* cluster ($M = 3.03$, $SD = 0.65$). Suffering was significant, $F(1, 118) = 109.65$, $p < .001$, $\eta_p^2 = .65$, as well as the Suffering x Request interaction, $F(2, 118) = 12.94$, $p < .001$, $\eta_p^2 = .18$. The fourth ($n = 45$) was the expected *Incurability of Illness* cluster ($M = 4.80$, $SD = .90$). Incurability was significant, $F(1, 44) = 395.37$, $p < .001$, $\eta_p^2 = .90$, as well as Request and Age, $F(2, 88) = 33.46$ and 32.40, respectively, $p < .001$, $\eta_p^2 = .43$ and $.42$.

The fifth cluster ($n = 242$, see Figure 1) was the expected *Patient's Age* cluster ($M = 5.16$, $SD = 1.07$). Request and Age were significant, $F(2, 482) = 105.95$ and $1,285.00$, respectively, $p < .001$, $\eta_p^2 = .31$ and $.84$. The sixth cluster ($N = 73$) was not expected (see Figure 2). The response pattern was similar to the one observed in the *Not Very Acceptable* cluster except that most values were higher ($M = 4.54$, $SD = .75$). It was termed *Request* x *Age* because of the strong interaction between these factors, $F(4, 288) = 46.58$, $p < .001$, $\eta_p^2 = .39$.

Figure 1

Patterns of Results Corresponding to Six of the Nine Clusters

Note: In each panel, the mean acceptability judgments are on the y-axis, the three levels of patient request (No = No request, and Rep. = Repeated request) are on the x-axis, and the three curves correspond to the three levels of patient age.
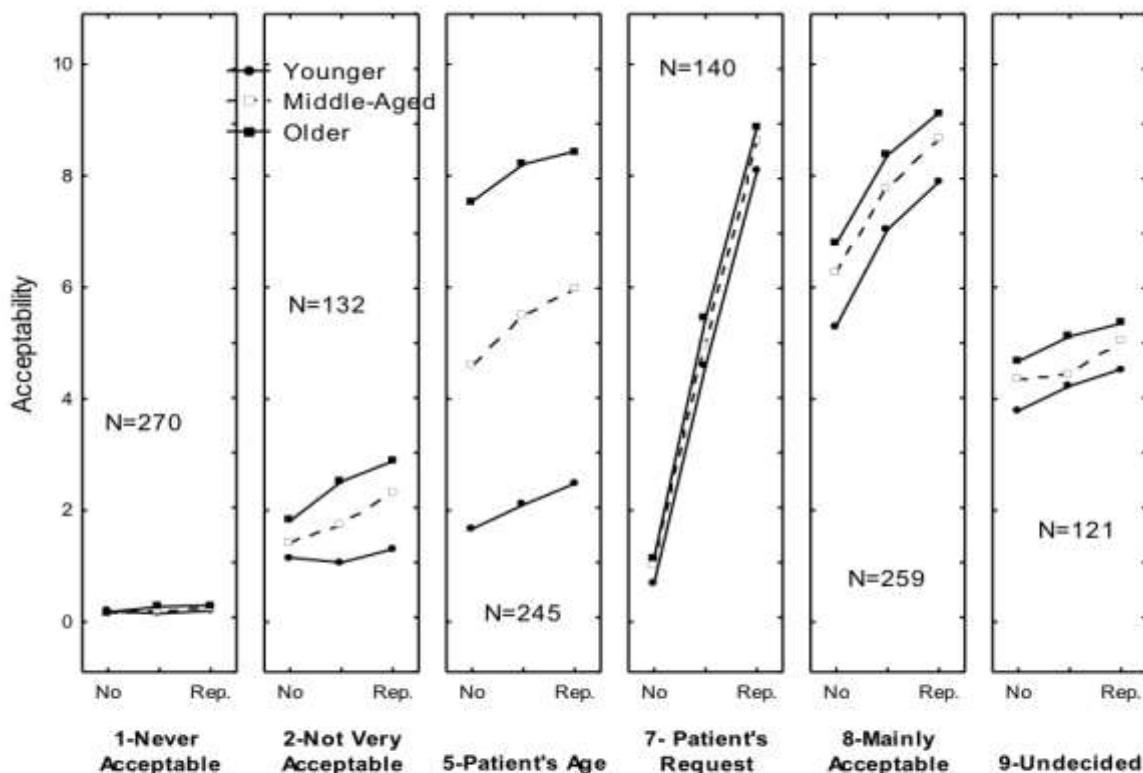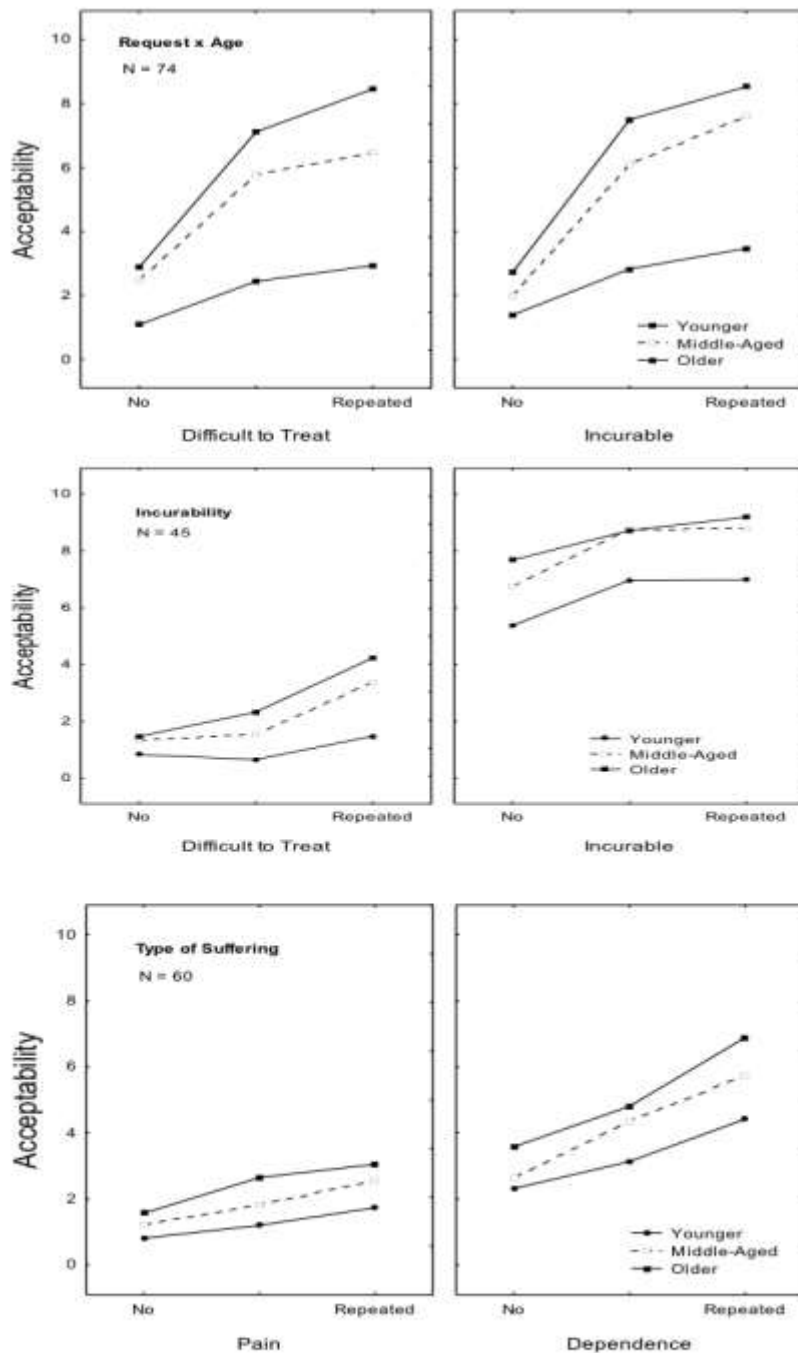
Figure 2.

Patterns of Results Corresponding to the Three Additional Clusters. Note: In each panel, the mean acceptability judgments are on the y-axis, the three levels of patient request are on the x-axis, and the three curves correspond to the three levels of patient age. The two panels in each row correspond to the two levels of the Curability factor or of the Type of Suffering factor.

Table 3

Number and Percentage of Participants in the Nine Clusters per Country

Cluster	Kuwait	Togo	Turkey	India	France	Total
1-Never Acceptable	159 (59)	72 (27)	27 (10)	4 (1)	8 (3)	270
2-Not Very Acceptable	65 (49)	36 (27)	6 (5)	15 (11)	10 (8)	132
3-Type of Suffering	20 (33)	25 (42)	8 (13)	7 (12)	0 (0)	60
4-Incurability	0 (0)	40 (89)	1 (2)	1 (2)	3 (7)	45
5-Patient's Age	30 (12)	55 (22)	31 (13)	118 (48)	11 (4)	245
6-Request x Age	8 (11)	20 (27)	4 (5)	35 (47)	7 (9)	74
7-Patient's Request	12 (9)	12 (9)	18 (13)	5 (4)	93 (66)	140
8-Mainly Acceptable	9 (3)	29 (11)	26 (10)	54 (21)	141 (54)	259
9-Undecided	27 (22)	13 (11)	8 (7)	54 (45)	19 (16)	121
Total	330	302	129	293	292	1346

The seventh cluster ($n = 140$) was the expected *Patient's Request* cluster ($M = 4.82$, $SD = 1.19$). Request and Age were significant, $F(2, 278) = 939.70$ and 49.80, respectively, $p < .001$, $\eta_p^2 = .87$ and $.26$. The eighth ($n = 259$) was the expected *Mainly Acceptable* cluster. The responses were always much closer to the acceptability than to the unacceptability side of the scale ($M = 7.47$, $SD = 1.13$). Request and Age were significant, $F(2, 510) = 344.04$ and 179.62, respectively, $p < .001$, $\eta_p^2 = .57$ and $.41$. Finally, the ninth cluster ($n = 121$) was not expected. It was termed *Undecided* because the responses were always close to the middle of the scale (M $= 4.62$, $SD = .69$). Request and Age were, however, significant, $F(2, 236) = 10.98$ and 23.58, respectively, $\eta_p^2 = .09$ and $.17$.

Figure 3 shows the Euclidian distances between the clusters' profiles of mean ratings. Three meta-positions can be distinguished: Not acceptable (including Depends on type of suffering), Mainly acceptable, and Depends on circumstances. Figure 4 shows the distances between countries' mean profiles of ratings. India and France were clearly at variance from the other three countries.
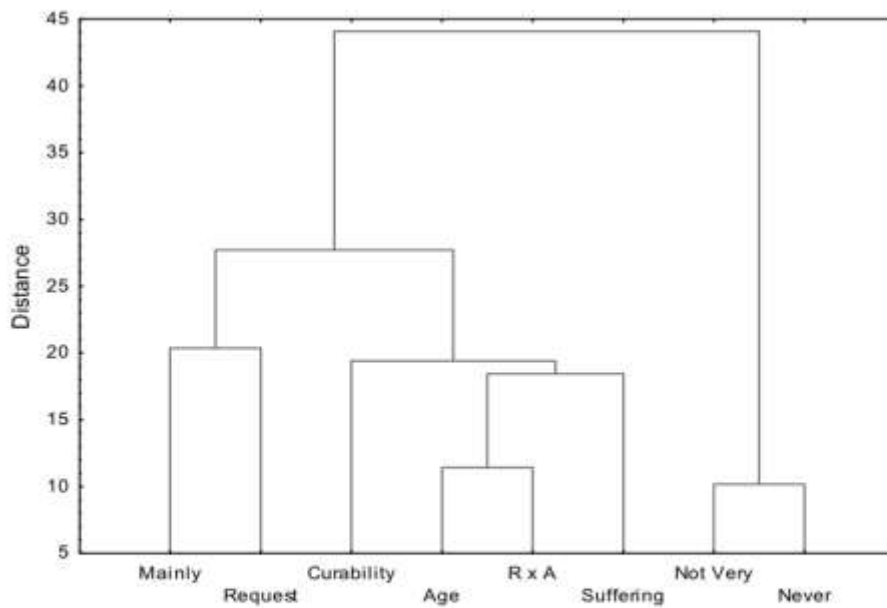
Figure 3.

Dendogram Showing the Euclidian Distances between the Eight Clusters Corresponding to a Clear Position. Note: Mainly = Mainly acceptable, Request – Depends on patient's level of request, Curability – Depends on the level of curability of the illness, Age – Depends on patient's age, R x A – Depends interactively on patient's age and request, Suffering – Depends on type of suffering, Not Very – Not very acceptable, Never – Never acceptable.

Figure 4.

Dendogram Showing the Euclidian Distances between the Five Countries

Discussion

The study compared the views on the acceptability of PAS of people from five culturally very different countries. It is clear that these views cannot be summarized easily as 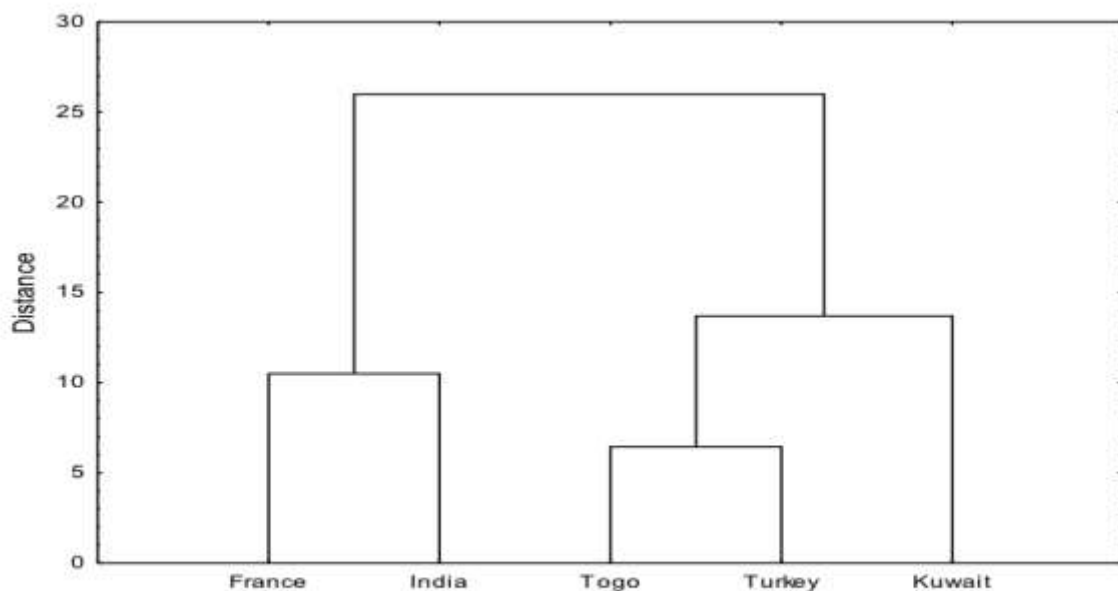single values along an acceptability/unacceptability dimension. Most of the time, circumstances mattered, and the circumstances that mattered most differed from one person to another, and all the more so if these persons lived in different countries. These findings are consistent with the view of Cohen et al. (2014, p. 150) that "euthanasia attitudes should be seen as a complex, multi-faceted concept."

Only in Kuwait, where most participants were practicing Muslims, did circumstances matter little: for 68% of them, PAS was never acceptable. Nonetheless, for a minority of them, one circumstance was decisive: the patients' age. When an elderly patient was suffering unbearable pain, they considered PAS as acceptable.

Among Togolese participants, the impact of circumstances was stronger than among the Kuwaiti. Although 36% of them also considered that PAS was not acceptable, 51% took at least one circumstance into account--the patient's age, the level of curability of the illness, or the type of suffering. The great importance given to patient's age by some participants is consistent with the traditional Western African view that, as indicated earlier, the death of an old person is considered a great blessing for the whole society. The importance given to the curability of the illness may reflect a tendency in a country where medical resources are scarce to interpret "difficult to treat" as indicating instead the difficulty of obtaining the treatment or its high cost to the family.

Among Turkish participants, circumstances also mattered more than among the Kuwaiti. If 26% were hostile to PAS, 48% took, like Togolese participants, at least one circumstance into account. In addition, 20% per cent were of the view that PAS was a quite acceptable procedure in all the cases presented. The sensitivity of some participants to the request factor was consistent with findings from a study of Turkish students (Özkara, 2004) showing that about nine out of ten of them agreed with the view that "everyone has the right to decide about his or her own life and health."

Among Indian participants, the most frequent position (52%) was that acceptability depended on the patient's age (except for some participants for whom age made no difference if the patient made no explicit request). In addition, 18% were of the view that PAS was quite acceptable in all the cases presented. The importance given to the patient's age was consistent with the idea that death can, from a traditional Hindu viewpoint, be either good or bad (Firth, 2005). Good deaths are non-violent deaths that occur at the right time, that is, in old age, when the dying person has had time to resolve conflicts. The high percentage of undecided people (18%) might, however, stem from the absence of an official body to define Hindu orthodoxy, which allows people to take different positions on end-of-life questions and, in some cases, to remain undecided. Finally, among French participants, the most frequent positions were that PAS was a quite acceptable

procedure in all the cases presented (48%) and that acceptability largely depended on patient request (32%). This finding was consistent with those of Cohen et al. (2014).

The study has limitations. First, the groups of participants were always convenience samples, of moderate size, and, in two cases, restricted to university students from only one site. Generalizations must, therefore, be made with care, especially since the variance in responses might reflect the difference in developmental stage of the participants and not the difference in the culture in which they lived. It would be important, therefore, to repeat the study in India, Kuwait, and Turkey, as well as in other countries, using old as well as young participants. Second, the participants responded to realistic vignettes but not to real patients. Third, the researchers did not ask further questions to elucidate, from the participants' perspectives, the reasons for the responses given in each case.

Owing to the great diversity of positions found, it may seem that the four principles of bioethics suggested by Beauchamp and Childress (2001) may fail to offer a convincing interpretative framework. We do not think so, however. In our view, when Kuwaiti participants considered that in no case was PAS acceptable, they applied their own version of the non-malevolence principle: (a) it would be risky for the ill person to disobey God's command because access to heaven could, as a result, be denied, and (b) it would be risky to the physician, for the same kind of reason, to help the patient to die (Sachedina, 2009). In the same vein, when Indian participants considered that the patient's age was the main determinant of acceptability, they also applied their own version of this principle: in the case of a young patient who is going to experience "bad death", any human intervention runs the risk of introducing severe perturbations into the karmic cycle of life (Desai, 1988). Table 4 presents an interpretation, in terms of the four principles, of the various positions found in the present study. This table shows, in particular, that the autonomy principle, which is highly valued in western countries, rarely applies.

In summary, (a) most participants did not appear to be systematically opposed to PAS; (b) the most important factor, overall, in providing acceptability was advanced age; (c) additional acceptability was, in some cases, provided by the patient's request or the type of suffering or the level of curability of the illness; (d) the dominant principle of bioethics intuitively applied by participants was the principle of non-malevolence, the meaning of which appeared to be not to interfere with God's or the gods' plan; (e) this principle tended to be superseded by the other principles as religious beliefs vanished; and (f) it was only in a secular country (France) that the principle of autonomy was dominant.

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Table 4

Analysis of the Eight Positions in Terms of the Four Principles of Bioethics

Position	Overall Percentage	Main Principles Involved	Rationale
1-Never Acceptable	20	Non-malevolence	Not interfering with God's commands, which would be risky for the patient after her death (and also for the helper).
2-Not Very Acceptable	10	Non-malevolence and Benevolence	Not interfering with God's commands although it is tempting to put an end to the patient's suffering
3-Type of Suffering	4	Non-malevolence and Benevolence	Not interfering with God's commands although it is tempting to put an end to the patient's life when it has become meaningless
4-Incurability	3	Non-malevolence and Justice	Not killing a patient who could be cured if adequate care was available
5-Patient's Age	18	Non-malevolence	Not interfering with Karma; that is, when the patient is too young to experience "good death".
6-Request x Age	5	Non-malevolence and Autonomy	Not interfering with Karma and, at the same time, respecting the patient wishes
7-Patient's Request	10	Autonomy and Justice	Strictly respecting the patients' wishes, irrespective of their personal characteristics
8-Mainly Acceptable	19	Benevolence	Putting an end to the patient's suffering

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Experience of Chinese Immigrant Parents in the United States
in an Advocacy-Based Group (POWER) during Initial Settlement

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Abstract

Migration is often a disorienting experience for immigrants, especially for new immigrants who migrate with children as they have additional challenges to ensure that their children's needs are met. Research recommends the advocacy-based theory for social services when working with new immigrants. The purpose of this study was to evaluate one such social services program, the POWER parent program, from the perspectives of new immigrant parents. The goal of this program was to strengthen the college-going culture for low-income immigrant communities in NYC by focusing on promoting advocacy and leadership skills among new parent immigrants with high-school aged children. Using a focus group and the method of content analysis, this study aimed to evaluate the experience of the new Chinese immigrant parents (n = 12) who attended POWER, the advocacy-based leadership program in New York City, between 2010-2012. Qualitative content analysis yielded 6 main themes. The emerging themes revealed that the parents have a strong desire and expectations of themselves to be both a good parent and a good US citizen, and attending POWER helps them increase necessary knowledge and skills, address the communication problem with their children, and empowers them to help other immigrant parents in their community.

Keywords: New Immigrants, Parent-Child Relationship, Advocacy-based Social Services, School Achievement, Cultural Competence

People are moving across the globe in unprecedented rates and numbers, with an estimate of over 200 million migrants in the world, and the U.S. has more migrants than any other country in the world (United Nations Population Fund [UNPF], 2015). Global migration has increased and become a complex issue that requires the evolution of public policies, including policies concerning social services, to address the complex needs of migrants. Migrants relocate for many reasons. Many relocate in order to escape persecution or to obtain better living conditions and opportunities. The experience of migration itself presents a challenge in terms of adjusting to a new country and culture, as well as doing so with limited resources. Recognizing new immigrants as change agents for the success of their community's settlement, advocacy-based approaches of services such as the community-organizing model (Biklen, 1983) may be used to improve immigrants' quality of life and success in settlement in the host country (Chang-Muy & Congress, 2009). These advocacy-based approaches strive to address immigrants' needs, empower them to recognize sociopolitical and structural aspects of their lives, and eventually become an advocate for themselves and their communities in their endeavor to become American. There is little research in general on the experience of new immigrant parents, especially those immigrating with children as they try to settle in the U.S., trying to meet the needs of their own and their children. The purpose

of this study was to examine the experience of immigrant parents with high school-aged children who participated in a New York-based advocacy program, POWER.

The Needs of New Immigrants with Children

For migrants, no matter what type of migration, settlement can occur in three stages: pre-settlement, on arrival or initial settlement, and post settlement (Singer & Wilson, 2006). Each stage may require a varying amount of time for each immigrant and family. Settlement and integration services targeting immigrant parents and children need to recognize these stages and aim to provide assistance unique for each stage. For many, pre-settlement is fraught with trauma and hardship. When immigrant families, especially low-income and poorly educated families, first attempt to settle in the new country, they may need substantial assistance just to survive (Yoshikawa, Weiland, Ulverstad, Perreira, & Crosnoe, 2014). Literature shows that at the intial settlement, many new immigrants may have unrealistic and often inaccurate expectations of life in their new country (Newland, Tanaka, & Barker, 2007). These expectations may in part be fueled by the host community's general expectation that the migrant become independent after the initial settlement stage (The Department of Labour, 2008). These expectations may cause added and intensified distress to the immigrants upon their arrival as well as tensions between them and the services of the host community.

New immigrants are uniquely challenged by many immediate needs, such as housing, food, employment, learning the new language, culture, and system, and many experience social isolation, culture shock, and discrimination from anti-migrant sentiment in the host country (Meleis, 2010). Immigrants with children also have their children's needs to be concerned about, especially high school-aged children, who may have more difficulty adjusting to the linguistic, social, and cultural challenges than younger children (Goldner & Epstein, 2014). Suárez-Orozco & Suárez-Orozco (2002) stated that immigrant parents often hold the belief that their children will have better educational opportunities and these parents begin to focus sharply on their children's education and schooling for a better future, which in the minds of the parents will make their sacrifice of leaving their home country worthwhile. The adjustment outcomes of immigrant parents are often related to the academic success of their children (Pong & Landale, 2013; Shields & Behrman, 2004). When settlement presents these parents with roadblocks, such as the challenging path to citizenship, unemployment, difficulty with acculturation, then the success of their children becomes these parents' main aspiration and hope (Goldenberg, 2001). While research has suggested that the intergenerational relationships between immigrants and their children in the U.S. have positive predictive effects for the health and wellbeing for both (Crosnoe, 2010), many Chinese immigrants experience extreme parental pressure that may be counterproductive for their growth (Zhou, 1997). This issue is even more likely to be intensified among recent immigrants with limited financial and informational resources who live at or below the poverty line.

Among new immigrants living in poverty in the U.S., high rates of problems have been documented, including mental health and impaired academic functioning (Pumariega, Rothe, & Pumariega, 2005). Research shows that immigrant students are among the populations that have the highest premature school dropout rates (Goldner & Epstein, 2014). For parents with high school-aged students, the needs of their children often involve important issues that the parents do not know how to remedy, such as how to navigate the American school system, the standardized tests, and college and financial aid applications (i.e., the Free Application for Federal Student Aid or FAFSA). These issues are substantially more difficult for immigrant parents with limited English proficiency. In addition, there are other needs of adolescents/emerging young adults that immigrant parents have to be aware of, such as peer relationships, potential dating issues, and cultural adaptation in the school environment (Juang, Syed, & Takagi, 2007). Social service programs that work with immigrant parents of high school-aged children may encounter these complex needs in their clients (Morse, 2005).

Advocacy-based programs for marginalized populations often aim to increase a sense of hope and a belief that every family and community has strengths, despite their compromised situation (Bruner & Rapp, 2001), through community engagement and organizing (Biklen, 1983). Specifically for immigrants, the advocacy-based approach entails a practice that examines ecological resources to support change and growth and manages to meet immigrants' unique needs (Cicchetti, Rappaport, Sandler, & Weissberg, 2000), and fosters cultural competence to target needs and strengths that exist in the minority children's cultural group (Cross, Bazron, Dennis, & Isaacs, 1989; Niessen & Schibel, 2007). A longitudinal study examining the effectiveness of a community-based advocacy and learning program for Hmong refugees found that over the course of the intervention, the migrants' levels of distress decreased, and the following outcomes increased: participants' quality of life, satisfaction with resources, English proficiency, and knowledge for the U.S. citizenship exam (Goodkind, 2005).

Overall, the effectiveness of these services are contingent upon the clarity and timeliness of the targeted needs of both the parents and their children and the connection they have with other community members within a specific location in which they are being settled.

New Wave of Asian American Immigrants in New York City

Immigrants have increasingly comprised the large portion of the U.S. population. As a racial group, Asian Pacific Americans (APA) have the highest percentage growth (46%) between the 2000 and 2010 censuses compared to other major race groups (U.S. Census, 2012). New York City (NYC) has the largest APA population of any U.S. city, making up approximately 15% of the city's population (Asian American Federation, 2012). According to the latest census, Chinese are the largest Asian group in New York City, with

more than a half million residents and expanding 34% from 2000 to 2010 (Asian American Federation, 2012). About one quarter of APA children in NYC are foreign born, and about half of APA youth live below the poverty line and in linguistic isolated households (CEO, 2013). The new wave of Chinese immigrants in the past decade is mostly from the Fuzhou province in China (Guest, 2003), who tend to speak solely Mandarin and the Fuzhou dialect at home.

Despite the illusion that Asian immigrants represent a 'model minority' and fare better than other ethnic minority groups, there is large variation along the lines of class and history of migration in Asian populations (Abelmann & Lie, 1995; spiritu, 1997; Kao & Tienda, 1998; Sue & Okazaki, 1990). Chinese immigrant workers in NYC are nearly twice (1.8 times) as likely to earn minimum wages as native-born workers (US Census, 2006). In NYC, foreign-born adults with low incomes are less likely to have Medicaid than the U.S.-born (29% vs. 42%; NYC Department of Health and Mental Hygiene, 2006).

Considering these needs, many immigrants face particular challenges when it comes to supporting their children in schools. Immigrant families often lack the knowledge of systems and resources, leaving their children in school feeling isolated and marginalized as they navigate the system alone. NYC Department of Education (2006) reported that 1 in 4 APA high school students does not graduate on time or at all; 1 in 5 APA students is an English language learner (ELL); and 30% of APA ELL students prematurely dropped out of schools in 2005-2006.

The POWER group

To address the needs of APA families, a program titled POWER was launched by the Coalition of Asian American Children and Families (CACF). Based in NYC and formed in 1986, CACF is a pan-Asian children's advocacy organization that fights for improved policies, services and funding for APA youth and families. In partnership with a local community site, Asian Americans for Equality (AAFE), the POWER group was CACF and AAFE's parent leadership program focused specifically on APA immigrant parents in the community of Flushing, Queens. The goal of this program was to strengthen the college-going culture for low-income minority communities in NYC, particularly in the targeted neighborhood of Flushing, Queens. Flushing is home to one of the largest dynamic Asian communities in NYC, with Asians comprising 71% of the residents (Asian American Federation, 2012).

As a concentrated immigrant population in the area, many residents in Flushing face challenges in pursuing education due to linguistic, cultural and economic barriers. CACF and AAFE worked with the administration, staff, youth and parents of 2 local high schools in the community. Many of the families that CACF and AAFE worked with are not just the first to be en route to attend college in the US, but the first in their family to attend any type of higher education. Each year, this POWER group consists of 12-15 parents, all of whom are living at or below the poverty line and speak solely Chinese-

Mandarin and Fuzhou dialect at home. Since it is based in Flushing, this particular program cohort, the POWER parents, were recruited from the 2 local high schools. There was a multi-prong approach in recruitment for the POWER parents. There were recruitment workshops held throughout the first year of our Flushing program aimed for parents to participate at the start of the next academic year. The CACF's staff managing this program was bilingual, and the workshops were held in Chinese, and all of the recruitment materials sent out were translated into Chinese. Flyers and recruitment information were also mailed and sent home to every Asian parent. In addition to recruitment workshops, CACF staff also attended the Parent-Teacher Association meetings and the Parent-Teacher conferences at the schools. At the parent teacher conference, CACF staff would assist in interpretations at the meetings. This provided more face-time with the parents while generating trust and buy-in from the immigrant parents, as they now would perceive the CACF staff member as a resource at the school. In doing so, a relationship was formed, and parents became more inclined to attend school events whenever the outreach was performed by the CACF staff member, in addition to enrolling in the POWER leadership program. The POWER program recommended that the parents commit to one full academic year by attending a 2-hour session each month. The parents were also encouraged to attend their child's parent teacher conferences and their PTA meetings. One of the goals for this program was to increase parent engagement in both formal and informal settings. During the monthly sessions, a variety of topics were covered. There were know-your-rights workshops for parents attending a NYC public school, which would entail their rights to language access in schools, the structure of public school systems, as well as pathways to graduation. There were also workshops on college readiness, which included financial aid, the different types of colleges, and the different criteria that colleges look for. Other workshops entailed parent engagement, financial literacy, cultural competency, and advocacy. These included information on the larger community and on the history of Asians in the United States and examined the different values and cultural expectations between an Asian context and an American context. In addition to these monthly meetings, there were supplemental events such as the program launch event, graduation event, free English language courses and college trips. In Flushing, one of the events the POWER parents organized was a college workshop for other Asian immigrant parents. The goal of the POWER program was to develop the parents' capacity in their own active engagement as members and organizers of the program, enable them to better support their immigrant families at home, in the school, and in the larger community, and focus on long terms goals such as college readiness.

Purpose of the present study

The present study aimed to explore the experience of new immigrant parents who migrated within the last two years of the study and participated in the POWER program,

an advocacy-based group. Specifically, the study proposed to examine (1) the needs and challenges of new Chinese immigrant parents and (2) ways in which their participation in POWER helped address these needs and challenges. The study gathered data from a focus group conducted with Chinese-speaking immigrant parents from the two high schools located in the neighborhood of Flushing, Queens and analyzed that data using content analysis methodology (Elo & Kyngas, 2007).

Method

Participants

The participants were 8 females and 4 males with the mean age of 41.9 (SD = 4.8, rage 35-50); 90% completed only high school or less. All of the participants were Chinese immigrants from China and spoke Mandarin and the Fuzhou dialect as their primary languages and lived at or below poverty line, based on their reported income (ranging from $8,000-$22,000 per household with an average of 2-3 people in the household). Nine out of twelve (75%) participants had lived in the U.S. for less than one year and all of them had been in the US for less than two years.

Procedure

After CACF's Review Board approved the study, flyers about the focus group were given to all the POWER parents, and those interested in participating contacted the program coordinator to sign up. A total of 12 Chinese immigrant parents out of 20 who attended the POWER group from 2011-2012 volunteered to participate in one two-hour focus group, designed to examine their experiences as POWER group attendees. The author facilitated several open-ended questions with a bi-lingual Mandarin Chinese/English facilitator, who translated the questions to the participants, and four other bilingual translators sitting next to every three parents to actively ensure that every parent's responses were accurately translated back to the author in real time. Prior to the beginning of the focus group, both verbal and written consent in Chinese was obtained by the program coordinator (co-author) from every participant.

The focus group interviews were audiotaped, transcribed, and translated into English by two bi-lingual volunteers, blind to the study. Following the content analysis strategies described in Elo & Kyngas (2007), the first author coded the transcripts and developed salient emerging themes by selecting key words and recurring words as the unit of analysis. Based on the limited knowledge of the experience of Asian immigrant parents in advocacy-based groups, the author chose to analyze the data using the inductive analysis method of content analysis. This process involves open coding, creating categories of themes, and abstraction (Creswell, 2003; Elo & Kyngas, 2007; Polit & Beck, 2004). The abstraction step refers to the fact that subthemes are selected to be grouped under a main theme on the basis that they "belong" to that particular group (Elo & Kyngas, 2007). The transcripts

were then coded by the second author using the same process. Any discrepancies were discussed until a final set of themes was agreed upon by the two coders.

Measure

A semi-structured interview guide with 7 open-ended questions (see Appendix A for the questions) was used in the focus group to collect perspectives of all participants regarding their experience of attending the POWER group.

Results

The focus group was structured in a way to ensure that every participant was able to voice their opinion by going around the room for each question. The participants were given the choice to pass, but none of them took the offer, and 100% of the participants answered all the questions. As a result of the open coding, category building, and abstraction, there were a total of 6 main themes, representing salient perspectives of the focus group interviews.

Theme 1: Desire to be a good resident in the U.S. as a new immigrant

All parents agreed that it is very important for them to be informed and made more aware of American culture, including values, the legal system, and financial and housing situations. This knowledge reflects the importance of having their basic needs addressed, in addition to helping their children focus on attending a good college. Some of the participants' responses that illustrated this theme were:

"We just got in America without knowing about American's situation, and we wanted to learn all different things like the houses, loans and banks...to be successful" (F, 50).

"I want to understand the system here, so I can be a good American" (F, unknown age).

"I want to know about tax returns" (F, 39).

"Chinese and American have different cultures, we as parents, we won't know these if we don't attend the meeting, like, we understand after the person explained to me" (M, 37).

Theme 2: Desire to be an informed and good parent

All participants stated that one of the main reasons that they attended the POWER group concerned their desire to be a good parent for their children and want to be informed of the college preparation process in order to help their and to select the best college for them. Some of the participants' responses that illustrated this theme were:

"I also want to know about the school, and the tips on college (after entering college), and help my kids easier and

quicker to get into colleges" (F, 44).

"Me too - for kids, we don't know about the situations about American and American schools, I want to know more about it to help my kid go to a good college" (M, 37).

Theme 3: Gaining financial, linguistic and informational resources about the US educational system

Many parents stated that challenges as an immigrant parent for them mainly included the lack of knowledge about college preparation in the U.S. and the inaccessibility of financial resources due to their own and their children's limited English proficiency. Some of the participants' responses that illustrated this theme were:

"Just… know nothing. For example what score does a college need – we don't know about it. And we don't have money for top colleges, just want to know what are the ways to help him/her go to a good college and save money at the same time" (M, 43).

"We can ask many questions. If we have anything we don't understand we can ask them [the group leaders]. Like last time, I have question on loans and schools my children can go to" (F, 39).

"My child is still a ninth grader; I don't know what's going to happen to him next" (M, 37).

"I don't have a reliable job. Coming here helps me know more about options" (M, 36).

Theme 4: Addressing the lack of parent-child communication upon migration

10 out of 12 parents stated that the lack of parent-child communication was a challenge. Some of the parents expressed that their children are not likely to share with them the information or experience that they have at school. These parents agreed that it is difficult to be a good parent for them without their children sharing their experience with them. Attending the POWER group is an opportunity that these parents have to hear and learn from other parents and from the facilitators about common issues related to the American school system and the challenges that their children may face. Some of the participants' responses that illustrated this theme were:

"I know lot of things that I can't know in school (from the meeting), because my child does not necessarily tell me everything in school. He handles things by himself, I get information from here." (F, unknown age).

"Sure it is about communication with children. Parents and children think differently. That's common, because the age gap is a lot - we understand the society differently" (F, 39).

Theme 5: Solution for current challenges

All parents agreed that the POWER group is one of the reliable places to receive information. It is one of the significant solutions for their current challenges in relation to the lack of knowledge and information, the limited financial and linguistic resources for themselves and their children, and the lack of communication between them and their children. Some of the participants' responses that illustrated this theme were:

"We asked Teacher XX, what score ranges fit to which college, and he answers us almost every problem" (F, 35).

"I was told just what the process of applying for college is, and what academic score he needs" (M, unknown age).

"Yes, we can tell my friends about college applications, and we believe everything we heard from here is true. We can't tell if it is true if not from here" (F, 43).

Theme 6: A shift from receiving to giving: The opportunity to help others and exercise community engagement

When asked about the meaning of advocacy, all of the parents endorsed the opportunity to give back to the community and help other immigrants in their community by passing on the knowledge they learned from the POWER group. In addition, through helping other parents in the community, the parents acknowledged their voice as valuable and empowering for other immigrant parents facing similar issues. Some of the participants' responses that illustrated this theme were:

"We learned a lot, this place not only helped my kid, but also other parents and children" (M, 37).

"To me, advocacy means to speak out for your community about concerns that are important" (F, 39).

"Because I have lots of new immigrant friends who are struggling, their kids are not from these two high schools therefore they cannot attend the meeting. We should expand it to the larger society" (F, 45).

"I like the opportunity to help other parents in our community who do not attend this group. They need help with their kids too" (F, unknown age).

Discussion

This study sought to understand the experiences of new Chinese immigrant parents about their participation in an advocacy-based group during their initial settlement in NYC. The emerging themes revealed that the parents have a strong desire to be both a good parent and a good citizen, despite limited necessary knowledge and assis-

tance. These expectations, while they may not be unrealistic, require targeted support from the host community to materialize. The current challenges that they experienced as immigrant parents with children preparing for college mainly included the lack of information and knowledge about college preparations in the U.S. and their limited English proficiency as a barrier to fully understand the process. In addition to language and cultural barriers, many immigrant parents had a limited financial literacy of the U.S. system and did not know how to open savings and checking accounts, how to complete tax return information, or how to build financial histories in order to achieve financial independence and accumulate wealth (Amuedo-Dorantes & Pozo, 2002). A lack of options for viable employment is also a daunting issue to many new immigrants. These barriers make it distressful for new immigrants, who are expected to be financially independent soon after their settlement, based on the U.S.'s policy on immigration (The Department of Labour, 2008). All of the parents come from low-income backgrounds, and most of them never attended college in China. These needs are consistent with well-documented needs for new immigrants (Meleis, 2010). The POWER program provides information intended to strengthen knowledge in these areas. POWER provides workshops and educational presentations to increase knowledge of basic US financial literacy.

The barriers of class, language, and culture all contribute to parenting challenges for parents. Many immigrant parents do not know how or have the time to engage in their child's school-related activities. Many studies show a positive link between parental engagement and student academic success and achievement (Schaller & Rocha, 2007; Sobel, Kugler, 2007), including among Asian immigrant families (Crosnoe, 2010). However, this link is interrupted by the generational gap between the new immigrants and their children in this sample. Unaddressed intergenerational gap may lead to intergenerational conflicts, which are negatively associated with mental health outcomes among immigrants and their children (Ansary, Scorpio, & Catanzariti, 2012; Buki et al., 2003). The POWER program provides a safe space for parents to share their feelings and experiences and ask questions regarding the common needs that their children may have. This type of safe space provides validation, knowledge exchange, and emotional support (Seif, 2005). A safe space is also supported in the literature of adult learning as an essential element for transformative learning because ideal learning conditions promote a sense of safety, trust, and openness (Nino, Cuevas, & Loya, 2011).

Drawing from these challenges, the participants acknowledged that the variety of services for parents, including college preparation, legal and financial counseling, and English proficiency classes, are important for their success in building a new life in the U.S. As the lack of bilingual staff for these supports is one of the major barriers for the success of the immigrants and their children in school (Lake Snell Perry Mermin/Decision Research, 2005), attending the POWER group became very essential for the participants in this sample.

The shift from being the recipient of help to being the helper is another thematic response from this study's participants, which confirmed the importance of advocacy and leadership elements for new immigrants (Chang-Muy & Congress, 2009). All of the parents in this study acknowledged that attending this group empowered them to become an advocate for their community by passing on the information to other new parents who are not in the group. Throughout the year, the POWER parents were asked to create a college readiness campaign for the larger immigrant community. This is one of the activities that accentuates the community engagement and advocacy skills among the POWER parents. The desire and motivation to give back to the community is echoed by other immigration studies as well (Findley & Martos, 2015; Weng & Lee, 2015). For example, a recent study (Weng & Lee, 2015) on the civic engagement experience of giving back to the community among new immigrants found a desire to maintain ethnic identity and connection, seeing ethnic community as an extension of family, and a sense of duty and connection as major themes. The parents in this study expressed the desire to expand this group to make it available for other parents not living in their immediate community. This activated motivation for civic engagement proves the effectiveness of such an advocacy-based program for its ability to serve a wider range of immigrants through empowerment and leadership of the program participants. This internal motivation to help and connect with their ethnic community appeared to be activated by their participation in the group and drove them to engage in civic engagement plans as one protective factor for their settlement in the U.S.

POWER is not the only parent group serving new immigrants in NYC. There are other available parent programs for immigrants in NYC (NYC Mayor's Office of Immigrant Affairs, 2015); however, most programs provide specific services, such as English as a second language classes, job training workshops, and early childhood development. Because new immigrants with high school-aged children often face several unique challenges, POWER aims to be a well-rounded and advocacy-based program for financial literacy and college readiness and to play an essential role in increasing parent engagement and empowerment during the initial settlement stage. Advocacy-based organizations can not only provide linguistically and culturally appropriate services to connect with immigrant parents and their children, but also empower these parents to become leaders and advocates for members of their community who are faced with similar settlement challenges.

Limitations and Future Research

There are several limitations to be noted of this study. First, it consisted of only one group of 12 participants. More focus groups of the participants from different cohorts in the program are recommended to increase the representativeness of the findings. Second, the findings might not generalize to other new immigrants in other settings. These experiences may be unique to the participants included in the study. A replication of a similar study is recommended in new immigrant parents from the Fuzhou province who attend similar

programs. Third, a self-select bias may be at play as these participants volunteered to be in the study. Their experience may be qualitatively and characteristically different from parents who attended the group but were not in the study. Lastly, while the first author is an outside researcher contracted to conduct focus group interviews, the second author is part of the CACF's POWER program. Several strategies were used to minimize the effects of the authors' personal biases (e.g., the author's use of extensive journaling and memos throughout the study to reflect on and minimize the influence of these possible biases, and the use of bi-lingual volunteers who were blind to the study, and the study's participants to be involved in the translation and coding of the data). However, it is important to acknowledge that despite these strategies the second author's connection to the POWER group may have influenced the participants' responses and the focus group process.

Future research that explores the following issues would be beneficial: (1) long-term outcomes of advocacy-based services for new immigrants and their children, (2) the effects of participation in advocacy-based services on mental health outcomes among immigrants and academic outcomes among their children, (3) factors that are necessary for addressing intergenerational gaps and strengthening parent-child relationship among new immigrants to prevent intergenerational distress. Lastly, there should be further systematic exploration of the development, maintenance, and use of internal motivation in civic engagement as part of settlement for new immigrants.

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Appendix A: Semi-structured interview guide

1. What are the reasons that you joined the POWER group?

2. What do you get from attending the POWER meetings?

3. What did you expect to learn in the POWER group? And what do you still want to learn in this group?

4. What are the difficulties and challenges you have faced when you help your children apply for college?

5. You've all talked about the difficulties and challenges, what do you think might be the solutions for these challenges?

   a. Probing question: What have you tried to do to solve these difficulties?

6. What do you think will help parents advocate for their children who are applying for college?

7. In what ways can the POWER group improve in order to help more new immigrant parents with children?

Closing question: Is there anything else you would like to share with me in regards to your participation in the POWER program?

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Parent-Child Representations in Children's Family Drawings in Bulgaria, Italy and the Netherlands

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Abstract

We investigated cultural variations in parent-child representations of Dutch ($n = 112$), Italian ($n = 82$), and Bulgarian ($n = 121$) children's family drawings. The drawings were selected to represent highly individualistic (Dutch), individualistic (Italian), and collectivistic (Bulgarian) cultures. Using the Pictorial Assessment of Interpersonal Relationships (PAIR, Bombi, Pinto, & Cannoni, 2007), all drawings were coded with regard to Cohesion, Distancing, Similarity, and Value in parent-child representations. Dutch children scored higher on Distancing and lower on Cohesion, compared to the Italian and Bulgarian children, whereas Bulgarian children scored higher on Cohesion and lower on Distancing compared to the other two samples. We conclude that children's drawings represent individualistic and collectivistic traits in the relationship between self and parental figures.

Keywords: Children's drawings, parent-child representation, Bulgaria, Italy, the Netherlands

This study investigates the representation of parent-child relationships in children's drawings across three European cultures by exploring potential cultural variations underlying these representations. Research has consistently found that children's drawings provide a window into the child's view of family dynamics and self-perception within the family. Children draw their environment and relationships in socially and culturally relevant ways (Dennis, 1966). Research has also shown that culture and embedded local values within social and cultural systems affect the representations of children's drawings (LaVoy et al., 2001; Nuttall et al., 1988; Rübeling et al., 2010). For instance, LaVoy and colleagues (2001) compared Japanese and North-American children's drawings showing that Japanese children drew significantly fewer smiles than North-American children. Presumably, Japanese children have developed boundaries between the private self and public self, whereas the American children have been taught the value of social emotion. The Japanese culture emphasizes group identification and a strong feeling of belonging. Such society's high social values are reflected in the Japanese drawings, showing larger figures as the self in comparison to the American children (LaVoy et al., 2001). The comparison between Chinese and U.S. children's drawings made this distinction even clearer. American children expressed a greater sense of individualism, seen by depicting themselves alone, whereas the Chinese children expressed a greater sense of collectivism, drawing significantly more figures as part of their family than the US children (Nuttall et al., 1988). These studies show that children's drawings can be used as a valid tool to explore culturally relevant representations across cultures.

Cultural differences have also been ascribed to the distinction made between cultures of individualism (independence) and collectivism (interdependence). Individualism can be defined as a complex set of behaviors based on the concern for oneself detached from the immediate family or social environment (e.g., Western cultures; Shiraev & Levy, 2010)The self-construal related to individualism is characterized by an emphasis on personal accomplishments, success and the development of a unique personality (Shiraev & Levy, 2010). Collectivism, on the other hand, is characterized by "strong ties" where individuals subordinate their personal goals to the goals of some collective, which is usually a stable in-group, like their family (e.g., Asian cultures; Hofstede, Hofstede, & Minkov, 2010). In this line of reasoning, parent-child relationships may be related to independent or interdependent self-construal. Parents from individualistic cultures focus on parenting the child as an independent self, whereas parents from collectivistic cultures emphasize interdependent upbringing (Rübeling et al., 2010). As the relationship between parent and child differs between cultures, it would be reasonable to expect that these differences are expressed in children's drawings. A more detailed description of parent-child relationships of the target groups and study context is presented below.

The Present Study

This study explored cultural variations in representations of parent-child relationships in drawings of children in three European countries (i.e., Bulgaria, Italy, and the Netherlands) as representatives of individualistic and collectivistic cultures. Bulgaria, an Eastern European country, represents a collectivistic culture in comparison to the other two Western European countries. Bulgaria has been rated with 49 out of 100 points on individualism and showing a higher degree of un-

equal power in comparison to the Netherlands and Italy. Bulgaria is described as having strong family ties (Davidkov, 2004). Characterized by long term commitment and loyalty towards the family (nuclear and/or the extended family) and belongingness to the family is high (Hofstede, 2010). Bulgarian parents teach their children to obey and children are thought to treat their parents with respect. There are tight rules for children, they are encouraged to think in term of "we" and respect and harmony between the family members are important (Davidkov, 2004). Studies have shown that collectivism has a strong presence in Bulgaria, presumably because of the communistic and totalitarian systems of the past (Kulkarni et al., 2010).

The Netherlands is one of the most individualistic countries in Europe and scores 80 out of 100 points on individualism with strong equal power distribution (Davidkov, 2004). In comparison to Bulgaria, Dutch parents teach their children in terms of "I". Children treat their parents as equals and vice versa. Dutch family ties can be described as weak. Parents have lenient rules towards their children and they stimulate their children to speak their minds. Young adults are encouraged to leave the house. Parents see this as part of their education; acquiring the experiences they need to handle life as autonomous individuals (Reher, 1998).

Italy has been scored 76 out of 100 points on individualism due to the fact that large cities became more individualistic in recent years (Davidkov, 2004; Hofstede et al., 2010). However, Italy is more collectivistically oriented compared to the Netherlands and less than Bulgaria (Smith, Dugan, Peterson, & Leung, 1998). Similar to Bulgarian family ties, the Italian family ties are described as strong. Children from Italian families live longer within the household compared to their Dutch counterparts. Parents support and protect their children until the child is ready to leave the household, normally for marriage or when financially independent (Reher, 1998).

This study investigates cultural variations in parent-child representations in Bulgarian, Dutch and Italian family drawings. Dutch children's drawings have been chosen as representative of an individualistic culture, Italian drawings represent an individualistic culture but less individualistic than the Dutch, and Bulgarian drawings represent a collectivistic culture. The following hypotheses were tested:

Hypothesis 1: Bulgarian drawings will show higher cohesion compared to Italian and Dutch drawings, denoting higher interdependence in the parent-child relationship.

Hypothesis 2: Dutch drawings will show higher distancing compared to Bulgarian and Italian drawings, expressing higher independence in the parent-child relationships.

Hypothesis 3: Bulgarian drawings will show higher similarity and collectivistic features compared to Italian and Dutch drawings.

Hypothesis 4: Bulgarian children's will show higher value compared to Italian and Dutch, conveying higher degree of power distance among family members.

Method

Participants and Procedure

Participants were 338 children (184 female, 154 male) aged 7 to 14 years of whom 123 were Dutch, 94 were Italian, and 121 were Bulgarian (Table 1). Drawings were collected as part of a larger multi country projects in Bulgaria, Italy and the Netherlands. Based on Bombi, Pinto, and Cannoni' method (2007), all children were given an A4 sheet of white paper and were asked to draw their family. The children were free to use the sheet as they wanted, horizontally or vertically, and to use crayons, pencils or pens provided to them. The children were free to draw what they thought was their family, including pets, surroundings, activities, or attributes. A time limit of thirty to forty-five minutes was set. Afterwards, children were asked to identify the figures (e.g., self, mother, father, peers, etc.).

The Pictorial Assessment of Interpersonal Relationships (PAIR; Bombi et al., 2007) was used to code children's representation of family relationships. PAIR explores the differences between one pair of individuals in this case the mother-child and father-child dyad. The four PAIR scales that were used in this study were: Cohesion, Distancing, Similarity and Value. *The Cohesion Scale* measures the degree of interdependence among partners with 6 subscale. Three out of the six subscales refer to the direction of partner's action. *C1 Looking at*: Is one figure looking at the other? *C2 Moving towards*: Does the posture of one figure tend to reduce space between two figures? *C3 Coordinated activity*: Is the activity of one figure coordinated with the activity and/or presence of the other figure? Three of the six subscales of Cohesion refer to the organizational space. *C4 Proximity*: Are the two figures near one another? *C5 Common area*: Are the two figures both located in a shared area, distinct from the remaining space in the sheet? *C6 Union*: Are the two figures united by a graphic element? Each subscale provides a dichotomous score with higher scores indicating high interdependence and lower scores - more independent, individualistic view of the relationship (Bombi et al., 2007). *The Distancing Scale* measures the degree of autonomy among partners, comprising 6 subscales. Three of the six subscales refer to the direction of the partner's action and not to its content. *D1 Looking away*: Does one figure actively avoid looking at the other? *D2 Moving away*: Does the posture of one figure tend to increase the space between two figures? *D3 Independent activity*: Does one figure act by itself? Three of the six subscales refer to the organizational space. *D4 Remoteness*: Are the two figures far apart? *D5 Individual area*: Is one figure set in an area of its own distinct from the remaining space in the sheet? *D6 Separation*: Are the two figures separated by a graphic element? The subscale provides dichotomous score with high scores indicating higher degree of autonomy or independence, and low scores - an interdependent view of the relationship. Simultaneous presence of indices in cohesion and distancing is possible (Bombi et al., 2007). The *Similarity Scale* measures the psychological affinity among figures and consists of 5 subscales each scored from 0 (little or no simi-

larity) to 2 (strong similarity). Two of the five overall sub-scales refer to stable aspects of the figures. *S1 Height*: Are the two figures of the same height? *S2 Position*: Are the two figures in the same position? Three of the five subscales refer to changeable aspects of the figures. *S3 Body*: Do the two figures have the same face and body form? *S4 Attributes*: Do the figures show attributes of the same type and form? *S5 Colors*: Are the colors of the two figures' body and attributes the same? A high score on similarity indicates a more identical pair of figures, which is a collectivistic trait; a more diverse pair of figures reflects individualistic features (Bombi et al., 2007). The *Value Scale* measures the comparative value among figures. It comprises 5 subscales, each given a score from 0 (identical or very similar value) to 2 (value disparity). Three of the five subscales refer to the figures' importance. *V1 Space occupied*: Do the two figures occupy an equal amount of space? *V2 Dominant position*: Is the relative location of the figures on the page equal? *V3 Body detail*: Do the two figures have an equal number of body parts? The remaining two subscales refer to the figures' elaboration. *V4 Number of attributes*: Do the two figures have the same number of attributes? *V5 Number of colors*: Do the two figures have the same number of colors? High scores indicate a difference in power that the pair of figures display (Bombi et al., 2007).

Table 1

Sample Description by Gender, Age and Country

	Bulgaria	Italy	The Netherlands	Total	Group differences
	(*n* = 121)	(*n* = 94)	(*n* = 123)		
Gender, n (%)					
Female	64 (52.9%)	50 (53.2%)	70 (56.9%)	184 (54.4%)	$\chi^2 (1, 338) = .72$
Male	57 (47.1%)	44 (46.8%)	53 (43.1%)	154 (45.6%)	
Age					
Mean (SD)	12.45 (1.44)	9.24 (1.55)	9.79 (1.80)		$F(2,338) = 123.81^*$
PAIR, Mean (SD)					
Cohesion	.90 (.90)	.80 (.76)	.58 (.71)		$F(2,353) = 5.83^*$ $\eta^2 = .03$
Distancing	1.75 (.86)	1.82 (.79)	2.20 (.90)		$F(2,353) = 10.37^*$ $\eta^2 = .06$
Similarity	7.02 (1.86)	7.74 (1.47)	6.17 (1.54)		$F(2,353) = 11.47^*$ $\eta^2 = .06$
Value	1.51 (1.42)	2.24 (1.56)	1.82 (1.44)		$F(2,353) = 6.63^*$ $\eta^2 = .03$

Note: PAIR = Pictorial Assessment of Interpersonal Relationships. $^* p < .001$.

Results

Analyses were conducted in three steps. First, all drawings were coded by two independent raters whose inter-rater reliability ranged between .86 and 1.00. Second, bivariate Pearson correlations between mother-child and father-child dyads on every PAIR scale were conducted. There were positive and significant correlations between mother and father dyads on cohesion (r(338) = .56, p < .001), distancing (r (338) = .24, p < .001), similarity (r(338) =.74, p < .001) and value, r(338) = .73, p < .001. Therefore, composite variables were created for all the scales consisting of a total score of each scale regarding mother-child and father-child comparisons. Third, Multivariate Analysis of Covariance (MANCOVA) was performed with Cohesion, Distancing, Similarity and Value as dependent variables and Italian, Dutch and Bulgarian culture as the independent variables and with age as the covariate. There were significant effects for cohesion (F(2, 338) = 5.834, p < .003, η^2 = .03), distancing (F (2, 338) = 10.37, p < .001, η^2 = .06), similarity, (F(2, 338) = 11.47, p < .001, η^2 = .06), and value (F(2, 338) = 6.63 p < .001. η^2 = .03) (see Table 1). Post-hoc Bonferonni comparisons showed that in line with the first hypothesis, cohesion was higher in drawings of Bulgarian children, denoting a higher degree on interdependence among family members. Similarly, as expected, the independence among family members was higher in the Dutch drawings compared to the Italian and Bulgarian ones, which confirms the second hypothesis (Figure 1). Contrary to the third hypothesis, similarity was highest in Italian rather than in Bulgarian drawings. The last hypothesis was also not confirmed as Italian rather than Bulgarian drawings had higher scores on value between parents and children.

Figure 1

Examples of Family Drawings of Bulgarian, Dutch and Italian Children

Figure 1a

Drawing of Bulgarian girl (second figure from left), age 10, representing high Cohesion, low Distancing, low Similarity and high Value

Figure 1b

Drawing of Dutch girl (third figure from the left), age 11, representing low Cohesion, high Distancing and low Value
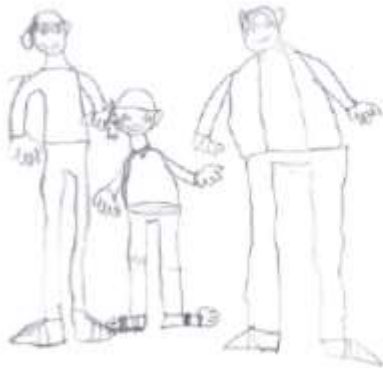
Figure 1c

Drawing of Italian boy (middle figure), age 9, representing high Cohesion, low Distancing, high Similarity and high Value

Discussion

The purpose of this study was to explore cultural variations in representations of parent-child relationships in drawings of children with different cultural backgrounds. We found that Dutch children's drawings represented high individualistic features and Bulgarian children demonstrated high collectivistic features, whereas the Italian sample represented moderate individualistic combined with collectivistic traits. In fact, in line with the first hypothesis, Bulgarian children's drawings showed a significantly higher score on cohesion (e.g., proximity and union between child and parents) compared to the Dutch, indicating a higher degree of interdependence. In line with the second hypothesis, we found that Dutch children's drawings were scored significantly higher on distancing in comparison to the Bulgarian and Italian drawings. The Netherlands is a highly individualistic country, where the self is perceived as autonomous and separate. Dutch children drew more distance between the child and parent, depicting independent activities, reflecting autonomy and independence of the child. Drawings provided by Bulgarian children showed the opposite, confirming a more interpersonal bond and cohesion between parents and child (Rübeling et al., 2010).

With regards to the third and fourth hypotheses, no significant differences were found between Bulgarian and Dutch children's drawings on similarity and value in parent-child representations. Possible explanations for these discrepancies could be found in the characteristics of autonomy and relatedness. It has also been suggested that individualistic and collectivistic traits may coexist at the same time in different situations (Sahin & Mebert, 2013). Yet, with regard to similarity in parent-child representations, a significant cultural group difference emerged. The Italian drawings showed a higher degree of similarity among figures compared to Bulgarian and Dutch. Italy has been considered as an individualistic country with collectivistic traditions, especially in terms

of family relationships. Traditionally, the immediate family is a tight unit of relevant representation in sharing values and traditions (Rabaglietti et al., 2012), possibly explaining such strong similarity in parent-child dyads drawn by Italian children.

Significant cultural differences were also found between Italian and Bulgarian drawings on the value scale (denoting power distance relationships). Unequal power is a characteristic for collectivistic cultures, therefore, it would have been expected to be high in Bulgaria, but instead, was found to be high in Italy. As explained by Hofstede (2001), Italians believe in hierarchy and accept different power distributions. Another alternative explanation could be found in some details when scoring similarity and value scales, namely, the diversity of color. The Italian children drew mostly in black and white compared to the Bulgarian and Dutch who used different colors. The lack of color could result in a higher overall score on similarity and value scales, which would not necessarily explain cultural differences but use of diverse materials.

In summary, the results showed cultural variations in parent-child representations among Dutch, Italian and Bulgarian children. Overall, the Dutch scored low on cohesion and high on distancing (low on similarity and value), according to expectations and evidence that the Netherlands is an individualistic culture. The scales of cohesion and distancing indicate that Bulgarian families tend to be more collectivistic and interdependent compared to the Italian and Dutch. On the other hand, the Italian sample showed more collectivistic traits than previously expected, indicating a seemingly collectivistic culture on some aspects, but also having individualistic traits as seen in the cohesion and distancing scores.

The study has some limitations. First, future research could expand on different developmental stages. The PAIR uses different coding schemes for complex and elementary drawings drawings to control for age differences. However, age could still have an effect on how individuals perceive their culture. For example, older children could have

a different understanding of the parent-child relationship in terms of power. Adolescents go through a period of change needing more freedom and autonomy (Noller & Callan, 1986). Thus, expressing more freedom and autonomy means a change in power, and not necessarily an individualistic trait. Further studies should use the PAIR in different age groups of children and adolescents. Second, although PAIR has shown to be a good tool to detect how children understand interpersonal relationships and how they discriminate between different categories of relationships, it would be useful to add other methodological tools. As Bombi and colleagues (2007) pointed out, drawing and language are both able to understand central aspects of parent-child relationships, but also differ in their sensitivity to specific aspects of the relational experience. For example, verbal report of a relationship may focus more on doing things together, or being near each other. Drawings, on the other hand, depict other relational indices, such as looking at each other and sharing a common area. It would be interesting to explore if children's verbal narratives would resemble individual aspects of family life (e.g., "I") or collective joint activities (e.g., "we"). It is also important to note that even though statistical significance was reached in testing our hypotheses, the substantive significance of these effect sizes was small to medium. Arguably, other factors may contribute to explain the variance in drawings, such as age or developmental period, drawing ability, or dynamics related to interpersonal relationships within the family. Despite these limitations, we can conclude that this study showed unique aspects as well as interesting similarities and differences among children's family drawings. The method used to examine these aspects, the PAIR, showed to be a good instrument to explore cultural variations in parent-child relationships in Bulgarian, Italian and Dutch children's drawings.

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Experiencing the Dynamics of Cultural Identity

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Contemporary developments such as globalization and technological advancements require the discipline of Cross-Cultural Psychology to adjust its operationalization of culture. Whereas it was viable to define cultural groups alongside national borders (i.e., "being Turkish, due to being *from* Turkey), and to study culture and acculturation as categorical and static entities in the last few decades (e.g., by using the acculturation model of Berry, 1997), such an operationalization does not seem valid anymore (van de Vijver, Blommaert, Gkoumasi, & Stogianni, 2015). Cross-border migration and web-based communication have led to more faded and permeable cultural boundaries. Today, an increased number of individuals negotiate various cultural identities and identify as "multicultural" (e.g., Chen, Benet-Martínez, & Bond, 2008; Hong, Morris, Chiu, & Benet-Martinez, 2000); thereby challenging traditional conceptualizations of culture. My personal experiences from childhood to present day illustrate the drawbacks of static and categorical approaches, and highlight the need for truly dynamic conceptualizations of culture and multiculturalism (Aydinli & Bender, 2015).

Culture has always played an important role in my life. Being born to Turkish parents in South-Western Germany made it impossible for me to escape the process of acculturation. I had to explain to others how to pronounce my first name correctly as early as kindergarten and this quickly made me realize that "I am somehow different from others". Experiences such as those shaped my cultural identity. They taught me that I am Turkish-German, or rather only Turkish, as it was the "Turkishness" that set me apart from other children in kindergarten, from classmates at school, and from fellow students at university. This distinctiveness unwittingly led others to categorize me as *"the Turkish"*, which in turn affected how I viewed, identified, and labeled myself. Driven by these experiences, I developed a genuine interest in studying

culture. As a result, I attended a joint PhD in Social/Cross-Cultural Psychology between Tilburg University (the Netherlands) and Koç University (Turkey).

Before I moved to the Netherlands, I had primarily considered myself *"Turkish",* while knowing that, at times, I can also be German, or at least think and behave like a German, even without considering myself German. After arriving at the department of Cross-Cultural Psychology at Tilburg University, the way I viewed and perceived myself changed. There was no distinctiveness anymore. I was faced with a multicultural environment consisting of Dutch, German, Turkish, Bulgarian-Italian, Chinese, South African, Kenyan, Indonesian, and Spanish colleagues and friends. I once again experienced acculturation, but this time from a different perspective. For the first time I felt to be Turkish, German, everything and nothing *at once*. I literally felt like myself, "Arzu", rather than the Turkish girl in kindergarten, school or university. Going beyond these artificially drawn boundaries of cultural groups (i.e., breaking through cultural group borders that were created by the environment and assumed impermeable) has been an invaluable gift for me; it has been a genuine experience of how context and cultural identity work together.

After I spent two years in Tilburg, in February 2013, I moved to Turkey to complete my PhD studies at Koç University. Again, my distinctiveness reappeared, and my German accent when speaking Turkish revealed that I am different. People around me, both within and outside the university, considered me as assertive, direct and cold, as disrespectful of hierarchies, as sticking too much to rules and principles, as being over-concerned with work and so on. Simply, for them I was *German,* which also affected how I have been viewing and defining myself: Each time when I met German students in the hallways of Koç University, I experienced feelings of sympathy. We apparently had something in common; being distinctive (as Germans) in a primarily Turkish context.

Today, as an Assistant Professor of Psychology at Bahçeşehir University in Turkey, I am again acculturating; especially to my role as a lecturer which offers numerous opportunities of experiencing culture. For instance, I recently learned that for my students "asking the instructor for feedback" means criticizing, questioning or rejecting the instructor's evaluation; hence, a clearly inappropriate act. This clarification provided me with insight why very few students request feedback on their papers or assignments.

I truly consider myself lucky for these experiences as a child, student, PhD candidate, and assistant professor. They substantially shaped my personal understanding of culture and cultural identity, as well as my research agenda. To me, culture is not static anymore; it is in constant interaction

with various contexts, roles, and cultures that we find ourselves in (Oyserman, 2011). Now, I realize that I am actually more than just "the Turkish" or "the German", and that it is my environment and the (non-) distinctiveness in it that determines how I view, identify, and label myself, resonating with the call for a more dynamic approach to study culture (see "polycultural psychology" by Morris, Chiu, & Liu, 2015). Contemporary cross-cultural research should do justice to the requirements of a globalized world and move beyond a static understanding and assessment of culture that merely offer a snapshot of cultural identities and orientations. Instead, research should acknowledge that culture is a dynamic construct, which strongly interacts with the different contexts in which we find ourselves throughout our lives. Examining the interplay between culture and context will enhance our notion of culture and multicultural identity, advance the practices that we apply for their assessment, and eventually lead to more valid predictions.

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The Ph.D. Experience in Sweden: Having it "Just Right" and Applying "the Fika Model"

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First of all, I am very honored to be invited to share my experiences with students and colleagues from APA Division 52 International Psychology about being a Ph.D. student in Sweden. Since the Ph.D. program may look different depending on the university or department at which you are enrolled, I will share my experiences of being a doctoral student at the Department of Psychology in Sweden's second largest city, Gothenburg. The best way to describe what it is like to be a doctoral student in Sweden is to provide a brief introduction to Sweden's cultural context. So what makes Sweden so special besides being the home of ABBA, IKEA, Pippi Longstocking, and the Nobel Prize?

Often, Swedes themselves call their country "the land of the *just right,*" which means that Swedes live by the motto of not having anything too much or too little – we simply want everything to be *just right*. Thus, Sweden may be viewed as Northern Europe's own Goldilocks. However, when we look at Sweden's cultural context, Sweden is any-

thing but *just right*; *extreme* might be a more suiting label. According to the World Value Survey (WVS6, 2015), which measures different aspects of culture, Sweden differs significantly from all other countries in the world, even our closest neighbors Denmark, Norway, and Finland. Sweden stands out as having the most beliefs in emancipative values and as the second most secular-rational country in the world. In other words, Sweden is a country that does not emphasize the importance of religion, traditional family values, or deference to authority; instead it is a country that values equality, whether it is about gender, ethnic background, or sexuality. In addition, Sweden has a well-established well-fare system with paid sick leave, paid parental leave, and subsidized health care. All Ph.D. students are employees with paid salary from day one and are allowed benefits such as free health care, paid prescription drugs, as well as being guaranteed at least 28 paid vacation days a year. Therefore, being a doctoral student in Sweden is a privilege.

To be admitted to the doctoral program at my department, candidates are required to have a Master's degree in Psychology and to submit a dissertation plan along with their applications. Then, a selection committee reads and evaluates the quality of the applications and the candidates who are valued as suitable for the doctoral program are invited to interviews. Usually, the Ph.D. program takes four years in Sweden. At my department, all new doctoral students take compulsory courses in statistical methods the first semester. Then, it is up to the student, together with his or her supervisor, to choose which courses to take. Quite a few of these courses are reading courses created by the students themselves in order to get an in-depth knowledge in areas related to their dissertation. Within the four years of the Ph.D. program, the students are supposed to conduct and report a minimal of three studies, at least one of which is required to be accepted by and published in a peer-reviewed journal.

I got accepted to the Ph.D. program in August 2014 and I am currently in my second year. Doing reaserch on identity has been my dream since I figured out that identity has been the common topic of over ten years of prior studies in psychology, sociology, history of ideas, social anthropology, and musicology. And the dream came through. I am a member of the Gothenburg Research unit on Youth development (GReY) where I am fortunate to have Professor Ann Frisén (University of Gothenburg) and Associate Professor Moin Syed (University of Minnesota) as my supervisors. Currently, I am working simultaneously in two very interesting projects named GREEN and GoLD. GREEN (Gothenburg Research on Ethnicity-related Experiences and identity Narratives) is a project investigating young people's identity and experiences related to ethnicity. GoLD (the Gothenburg Longitudinal study of Development) is a longitudinal study that has been continuing for more than 30 years with the overall goal to investigate cross-generational patterns of identity and personality development in early adulthood. In addition to these research projects, I am currently taking a course on scientific communication, in which we learn ways to better communicate our research to the broader society.

Being a Ph.D. student, diving into the things that interest you the most, trying to find answers to the questions you have, travelling all around the world to hear about the latest research findings, and meeting international students and scholars; these are the aspects of research that drive and motivate me the most. However, being a doctoral student is not all milk and honey. It is a constant questioning of yourself, your abilities, and the work that you do. It is an emotional rollercoaster, with ups and downs, where you just have to buckle up and try to enjoy as much of the ride as possible. I think these struggles are universal and that many Ph.D. students around the world would agree.

At times, it may be easier to feel isolated and alone as a Ph.D. student at my department since there are very few mandatory courses we take together with other students. Therefore, it is especially important to have a surrounding social support system of colleagues and friends that keeps you going. Fortunately, we have a very strong cultural practice that may serve as a protective factor against these potential feelings of loneliness. It is called a *fika.* A fika has been described as a Swedish practice where all employees, professors and students take a pause together over a cup of coffee and a pastry (or two), and engage in conversations (McLean & Syed, 2015). Taking a fika with people from other areas of research and at different stages of their scientific careers often provide new angles and ideas for your research, and is something I would encourage every Ph.D. student to engage in.

If you are interested in becoming a doctoral student in Sweden, the first step is to connect with a Professor, learning about what they are working with, and investigate if they are searching for a Ph.D. student. Since all departments tend to have slightly different procedures, it is good to learn about the specific application and acceptance procedure at that particular department. Most importantly, do not forget to follow the instructions. For Swedes, not following the rules is a deal breaker and a common reason to why many applications are denied according to our Head of Department. I would recommend inviting for a fika where you and the Professor can discuss mutual research interests.

Going forward, I still have both my Licentiate defense (a half term exam) and my final dissertation defense ahead of me. What happens after the years as a Ph.D. student is hard to anticipate. As a doctoral student, without a clinical background, it is sometimes hard to see how to continue and move forward in your career. Probably, I will apply for a Post-Doc, either in Sweden or abroad. Hopefully by then, I will have built a rich network with fellow researchers with potential for future collaborations and research projects. My goal is to be able to continue having it just right and spreading the word about the fika model wherever I go.

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PhD in Psychology: An Experience from Portugal

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I am grateful for the opportunity to share my PhD experience in Portugal and I would like to start by affirming that I am a doctor since I finished my bachelor's degree in Psychology. This might sound strange, but in Portugal, it is something normal to occur. When addressing someone unknown, for example in an e-mail, a person's name does not seem to be enough, so "Dr." is usually placed before it. Titles are used on a daily basis and, according to Hofstede (1994) this might be due to Portugal's high score on power distance. This result indicates that hierarchy is extremely present and accepted in the Portuguese culture, leading to an unequal distribution of power. Therefore, individuals holding a bachelor's degree are admitted to have privileges for their position, at least in the way they are addressed. Consequently, my perception is that in Portugal, there are as many doctors as there are women named Maria (*i.e.* the most popular female name). However, I am aware that, although many people are called doctors due to the Portuguese culture, the number of individuals pursuing a PhD degree has been constantly increasing. Data shows that in the last ten years, the number of completed PhD degrees doubled, and the last available data point out that in 2013, there were 2668 Portuguese holding a PhD degree (PORDATA, 2015). Having this in mind, and not forgetting the aim of this short article – to share my PhD experience in Portugal – next I am going to answer the following two questions: What is needed to be a PhD student in Portugal, and what is it like to be a PhD student in Portugal?

What is Needed to Be a PhD Student in Portugal?

In order to apply for a PhD program in Psychology at ISCTE-IUL, it is necessary to hold a master's degree in Psychology and to design a PhD project planned to be conducted over a period of three years. A supervisor should approve the PhD project and afterwards a panel evaluates it, along with the candidate's resume. Based on this evaluation, the candidate may be admitted for the PhD program and then the adventure begins.

During the first year, a PhD student is required to attend different courses and complete the correspondent assignments, covering thematic (*e.g.* health psychology) and methodological seminars (*e.g.* SEM, meta-analysis) as well as receive training in academic skills (*e.g.* academic and scientific writing). Besides this, students enrolled in the first year of the PhD program are required to organize a conference aimed at bringing together national and international PhD students, in a context of scientific exchange and discussion. Students have the opportunity to present and discuss their research project with a senior researcher. This public presentation of the PhD project is the one to which the students commit themselves to complete over the upcoming three years, after successfully completing the first curricular year of the PhD program. Besides conducting the PhD project, at the end of each one of the three years, students are required to complete a report describing the progress made with the research project and what they plan to do next. The supervisor

and a senior scholar evaluate the report independently and provide some feedback. Then, PhD students are ready to advance to the next year.

What is it Like to Be a PhD Student in Portugal?

I consider that dedicating three years to the PhD project may be a solitary process. That's why I believe it is important to adopt some useful habits which can lead to a successful end of this journey. Some of the habits which I embraced and which help me see the light at the end of the tunnel are related with my professional and private life.

Regarding the professional life habits, I considered that after completing the curricular year of the PhD program, it could be useful to continue attending some of the thematic and methodological seminars offered at ISCTE-IUL. They provide me with the opportunity of learning about others' research and different ways of analyzing data. At the same time, I found out that the pre-conference workshops are very interesting ways of improving my knowledge about a specific topic and of sharing ideas with other PhD students/early career scholars. Having this in mind, every time I hear about an interesting conference where I could disseminate my research, I check the conference website in search of the offered pre-conference workshops, lunch with senior scholars or other activities which may contribute to the development of my PhD career and make it less solitary.

In this sense, I consider that networking is a powerful tool which can be developed through the professional life habit of attending conferences and becoming a member of one or more associations. On one hand, conferences bring together scholars who work in a similar area as mine and provide the opportunity for presenting and discussing the encountered results with other PhD students and senior scholars. On the other hand, associations help me know about the upcoming conferences and other important events in the specific research area they are promoting. Therefore, in my opinion, it is very important to wisely choose the association you would like to become a member of, so that you receive useful information related to your own research area. For example, my research is about the contemporary Portuguese migrants' cross-cultural adaptation in the United Kingdom. By taking into account its cross-cultural aspect, I decided to become a member of the International Association for Cross-Cultural Psychology (IACCP). Then, after conducting a qualitative study and consulting the most recent statistics about the contemporary Portuguese migration, I realized that it is mostly composed by young (under 30 years old) and highly qualified individuals; hence I considered that it would be interesting to become a member of the Society for the Study of Emerging Adulthood (SSEA) as well as the European Association of Developmental Psychology (EADP). Besides being a member of the EADP, I had the opportunity of being a member of its Early Researchers' Union, where I represented Portugal and participated in the 3rd Writing Week Event. This was an extremely enriching experience, since I had the opportunity to share research experiences with other PhD students, participate in several lectures given by very successful scholars and contribute to the writing of a systematic review article on immigration paradox and morbidity hypotheses. Another valuable output of my association membership is the participation at the 3rd IACCP Summer School, where I was fortunate to work with other PhD students on the elaboration of a research project, which brings together our research interests.

Participating in research projects related to my research interests is another professional life habit that I adopted. My supervisor, Dr. Marta Gonçalves has been challenging me to broaden research horizons and make the most of these three years of doctoral studies, by acquiring new skills and constantly training the existing ones. Therefore, she invited me to participate as a research assistant in several research projects related to family, mental health and intergeneration relations, and encouraged me to apply for a post-graduate grant for lecturing activities. As a result of this, besides carrying out the studies proposed in my PhD project, I was fortunate to participate in the whole research process of other research projects and to provide lectures to several classes of graduate and undergraduate students.

So far, the described professional life habits seem to follow an internationalization path. This is not by accident that it happened, and I believe that it is the direction that we are mostly encouraged to follow. When looking back to the opening ceremony of the PhD program, I clearly remember one of the expressions used by the director: "Spread your wings and fly!" Therefore, going abroad, getting to know other researchers who work on a similar topic and possibly establishing cross-cultural collaborations is extremely valued in Portugal. In my opinion, this actually makes sense since most of the grant opportunities appreciate international collaborations.

Nonetheless, I should not forget to mention that, at the national level, there are some professional life habits that I adopted, which to some extent complement the previously mentioned ones. For example, when looking for associations to become a member, I decided to explore the existent ones in Portugal. Through this search, I found out that there is an Emigration Observatory which aims to collect relevant information for the characterization of the Portuguese emigration and make a contribution to the definition of public policies in this area. Regarding policies, there is also a government organization named High Commissioner for Migration, which I decided to follow closely, since I believe that research results should be disseminated to policy makers, in an attempt to promote change in the field.

Besides this, another professional habit I adopted at the national level goes back to the first year of the PhD program, when I joined one of the research groups present at the Center for Social Research and Intervention (CIS-IUL). It is called Health for All (H4A) and aims to bring together junior and senior scholars whose research interests focus on one of the following four areas: 1) risk perception and health communication; 2) health of social minorities; 3) equality promotion and participation in the health-care processes; 4) health and places. During regular meetings, we present and discuss research projects and manuscripts (ready to be submitted) elaborated by H4A's members or invited scholars.

The PhD project and all the other professional habits I adopted, compose my job at the moment. Therefore, I usually go to my office on a daily basis. Sharing the office with other PhD students is an enriching experience because we can share our doubts, distresses and victories. Having lunch together is also nice, because we take a break from work and come back more refreshed to continue it. Nonetheless, there is life outside of work, and this way of thinking may also contribute to making the PhD project a less solitary one. The private life habits I adopted involve mainly being around loves ones (friends and family) and engaging in activities that I enjoy (*e.g.* sports, dancing lessons, travelling and knowing other cultures). My aim is to divide the 24 hours per day between professional and personal life habits as well as sleeping. Nonetheless, I must confess that this is something I am constantly working on, since just as the participants in my master's thesis mentioned: The work-life conflict requires lots of skills to master it; practice and patience being only two of them.

Conclusions

I believe that equilibrium between the adopted professional and private life habits will continue making the PhD project a less solitary one. In addition, it may contribute to its successful completion. As soon as this happens, I could officially be addressed as a doctor, contrary to what has been happening so far in Portugal: Being addressed as a doctor due to holding a bachelor's degree.

Having this in mind, my advice for an international student who would wish to complete his/her doctoral degree in Portugal are:

1) Accept the possibility of your title being "Dr." even when you just started your doctoral degree. Consequently, expect a lot of formality and bureaucracy, combined with a high degree of tolerance and will to help. Portuguese are known for their hospitality, so although there are a lot of rules and procedures that are followed, whenever something cannot be solved, Portuguese are willing to help you.
2) Search the several doctoral degrees offered by most Portuguese universities, in order to identify the one which interests you the most. Usually on the university's website you can find a full description of the PhD degree, its requirements, offered grants and some testimonials. Nonetheless, for more opinions you can search for groups formed in the social networks or ask your professors if their academic and research networks include someone from Portugal who you can contact and ask for some advice.
3) Check the professional life habits I adopted, which include joining various organizations locally and internationally for networking, research and continuing education purposes. Maybe you could adopt some of them, but do not forget the personal life habits! Try your best to find equilibrium between the two of them.
4) Enjoy Portugal's beautiful weather, with its illuminated capital, Lisbon, which was considered Europe's Leading City Break Destinations in 2013 (World Travel Awards, 2015).

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"Internationalizing the Teaching of Psychology (IToP)" Research Team:
Promoting A Global Perspective in Students

Richard Velayo, Ph.D., Sarika Persaud, Wallis Back, and Sahiba Bhatnagar
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There are a growing number of psychology instructors and researchers who are exploring ways to incorporate greater international content and infuse enhanced international perspectives in the courses they teach. One strategy in achieving this goal is by providing students the opportunity to join research teams that encourage international and cross-cultural research in psychology.

At Pace University (New York City), there are several full-time faculty members who mentor both undergraduate and graduate students as an important part of their academic experience. In fact, of the 18 full-time faculty members who represent a variety of scholarly interests, at least seven consider themselves as having interests in the areas of cultural and/or international psychology. More specifically, 5 of the 11 active faculty-led research teams (http://www.pace.edu/dyson/academic-departments-and-programs/psychology---nyc/research-groups) provide valuable research mentorship for student academic and professional development. Students may become involved in any or some of research teams as part of their major or program of study by registering for an independent study course, a mentored lab class, or through a thesis or dissertation project. One of the research teams worth noting is called the "Internationalizing the Teaching of Psychology (IToP) team led by Dr. Richard Velayo, Professor of Psychology at Pace University. His research group called "Internationalizing the Teaching of Psychology (IToP) Team (http://rvelayo.jimdo.com/itop-team/) involves research that focuses on strategies that help infuse international content and promote a global perspective within the discipline of psychology at the higher education level. More specifically, IToP's research involves projects related to the following: (1) identifying effective pedagogical strategies to internationalize psychology courses, (2) developing an assessment tool for an internationalized psychology course, and (3) applying Internet

-Based Technologies (IBTs) as teaching and research tools to help infuse international content. Research projects generally involve the design and development of online surveys, identification of and access to resources (e.g., instructors, courses, multimedia materials), and curriculum-based applications of IBTs. Student involved in his team get to present their individual or group projects at local, regional, national, and/or international conferences. Some of the psychology conferences at which the IToP team has presented include the annual meetings of the American Psychology Psychological Association, Eastern Psychological Association, Greater New York Conference on Behavioral Research, Hunter College Psychology Conference, International Council of Psychologists, and Pace University Psychology Conference.

Since fall 2014, there have been 10 students who have been part of the IToP research team. There are currently 3 students (one doctoral and two masters) this fall, and at least three others (masters-level) will be joining in the spring semester. Each student is actively undertaking research projects of interest to them, which ties in with one of the topics related to the IToP team research subtopics (as mentioned above). At each weekly meeting, students provide the entire team with updates about their individual work and discuss preparations for presentations (e.g., poster, paper, symposium) at an upcoming conference. Students are encouraged to present their work at student-focused, local, and/or regional conference held during the latter part of that semester or the following semester. This fall 2015 semester, the IToP team highlight three student research projects. Below are brief descriptions written by current IToP students about their projects.

Wallis Back (wb94354n@pace.edu)(M.A. in Psychology)

"Exploring Attitudes Toward Entheogen Therapy as a Means of Improving Spiritual Well-being"

The integration of spirituality into modern western psychological therapy practices has rapidly been gaining relevance, as recent research findings show it to be an integral part of an individual's overall well being. Simultaneously, the increasing approval and funding for entheogenic substance research has re-opened the doors into psychedelic studies and their immense potential for improving spiritual well-being. There lacks research however, on the relationship between an individual's level of spiritual well being and their attitude towards the use of entheogenic substances in therapy. My current research study aims to explore the relationship between these two constructs in both users and non-users of entheogenic substances, in order to better define and understand differences and relationships that emerge between them. I have created and administered an online questionnaire, and I am currently in the process of data analyses for data collected from over 350 participants. Further research may provide a means to more effectively develop and target therapy training and programs to help facilitate higher levels of spiritual and over all well-being.

Sahiba Bhatnagar (sb17859n@pace.edu) (M.A. in Psychology Student)

"Exploring the Integration of Eastern Mindfulness Practices into Western Approaches to Therapy"

My independent study explores perceptions of implementing eastern mindfulness practices in western therapy. After conducting a literature review I found research has shown that despite a participant's perceptions of mindfulness and meditation before experiencing it, almost all experiences of mindfulness were found to be positive when practiced in a therapeutic setting. Additionally, I explored populations that these new therapeutic interventions could be beneficial for. Incoming first year undergraduate students are vulnerable to experiencing depression and anxiety from the life transition. Through surveys, this population also expressed a desire for more education of their faculty and staff on mental health practices as well as peer led mental health groups. With this information I have proposed two research questions: How is mindfulness perceived among the undergraduate college population in America? Using these perceptions, what are the best ways to implement mindfulness based therapy onto campuses? I plan to conduct this research with a combination of surveys and interview/focus groups. The surveys I plan to use are the Five Facet Mindfulness Questionnaire and The College Adjustment Scale.

Sarika Persaud (ap75294n@pace.edu) (Psy.D. student in School Clinical Child Psychology)

"Adolescent Mental Health in the Caribbean: Integrating Religion & Psychoeducational Training"

My experiences growing up as a part of the Indo-Carribean community have led me to take a personal interest in the alarming rates of suicide and depression in Guyana. My research focuses on developing psychoeducational interventions for adolescence, which can be implemented in local schools as a way of providing grassroots mental health services in Guyana. I am exploring the potential of integrating local religious communities as a way of empowering post-colonial communities to find value in their own systems, and using existing methods of healing to supplement the use of evidence-based practices. This preliminary research on this topic will eventually lead into my doctoral dissertation in the Psy.D. Program in School Clinical-Child Psychology program at Pace University.

These student-initiated projects exemplify research that contributes to international content that may be infused in teaching. Such research projects provide not only content that may be shared with other research team members, but also be archived as student research projects accessible to other students and instructors in the departmental for instructional purposes or to motivate further international research. Additionally, such projects help cultivate a more international perspective about the discipline of psychology and a greater appreciation for psychological constructs taking into consideration the cross-cultural and cross-national contexts in which they apply. There is tremendous value in involving students in the process of internationalizing the teaching of psychology. More importantly, it is essential to prepare them for a society that is increasingly becoming global.

For more information about this presentation and of the IToP team, please contact Dr. Richard Velayo at rvelayo@pace.edu or Sarika Persaud (Dr. Velayo's graduate research assistant and Psy.D. student) at ap75294n@pace.edu.

(From left to right): Sarika Persaud, Wallis Back, Sahiba Bhatnagar, and Richard Velayo, Ph.D.,
(Photo taken at 27th Annual Greater New York Conference on Behavioral Research, St. Francis College, Brooklyn Heights, NY)
[Photo taken by Sheriney Frederick, *MA in Psychology student*.]

Phases of Public and Private Education at University Level in Mexico: A Local Teaching Experience

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In Mexico, out of the 100,000,000 applicants in higher education, only 10 % are the lucky ones who enter one of the public universities, research centers or federal polytechnics. Due to the lack of space in the public institutions, the private sector has grown considerably. There are many different academic demands between these two sectors that require different strategies for career success as a lecturer in Mexico. Public institutions, like state universities or the National University, receive a specific public budget. In contrast, private institutions have earned prestige and gained private tuition support over the years through their appealing offerings for students.

In this paper, I discuss the implications of private and public alternatives. I base these insights on my 14 years of teaching experience in psychology. Currently, I have a full time position in one of the most renowned private universities. At the same time, I am also a lecturer at the National University, the biggest and most prestigious public university in the country.

Private universities are sustained through tuition paid directly by students. This creates a great deal of pressure on teachers from university authorities. Teachers are pressured to balance between entertaining students, being mentors, and being friends with them while at the same time demanding discipline and performance. For obvious reasons, these things are very difficult to do at the same time. The students have the right to demand a good quality of education, which is reasonable but often misinterpreted. Some students interpret this right as the teacher is there to give them all the benefits and best grades, and they expect the teacher to be subordinate. This creates a great deal on pressure on professors, especially at the end of the semester, when students evaluate their professors. Through this evaluation, students have significant influence. If a professor is graded badly (regardless of how many years of teaching and experience) she or he runs the risk of being denied a promotion or in the worst case scenario – of being fired.

Private universities have smaller numbers of students per classroom. This is in contrast with public universities where auditoriums are used for teaching more often than are classrooms, especially in the first semesters. Thanks to the small groups in private universities, there is an atmosphere of interaction and intimacy between professors and students. At their best, small classes improve the learning environment and help to hold all the students´ attention. At the same time, because of this type of interaction, the role boundary between professor and student may erode.

In the public sector, there is a big distance between professor and students not only in the physical dimensions of the teaching space but also in the large number of students per instructor. Enrollment can be above 50 students in classes and can be 100 in medical classes. In public institutions the professor may adopt a cold and strict attitude towards students without repercussions since student evaluations do not affect his or her job.

In the private sector, curriculum changes take place more easily, due to the need to recruit students. In contrast, in the public sector, this process is slower since more people compose the council board and they have more complicated and restrictive regulations. Private education gives more importance to popular subjects. Both systems support lecture freedom for professors. Private education assures a whole content curriculum that meets program standards due to students' course evaluations. In public education, the professor has the freedom to include or change any subject without running the risk of being fired. A student's learning experiences depends on the quality and skill of the professor.

In private universities, the range of research is very limited since they support their own philosophy or meet popular needs. However, the public universities can provide financial support for any idea in order to develop proposals, as long as it does not exceed the university budget. Private full time professors can develop academic, research and management jobs while public professors can focus in just one field. Still, professors try to work in more than one field in order to get job promotions.

Good and bad students are found in both types of institutions. In my experience, I have students who need to work and study at the same time. The difference is that the students in private schools work to pay their tuition. In public institutions, students work in order to survive. In conclusion, both types of education have advantages and disadvantages. I enjoy and learn a lot from being among these two worlds.

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The Tragedy and Legacy of Phineas Gage

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On September 13, 1848, Phineas Gage, the 25-year old foreman of a railroad construction crew in Cavendish, Vermont, USA, suffered a horrific accident and, inadvertently, made history. As it turned out, the accident he experienced on that fateful day would have important implications for psychology, neurology, and related fields. In fact, his case would end up playing a crucial role in the entire history of brain science.

The job of Phineas Gage and his crew was to prepare the railroad bed for the Rutherford & Burlington Railroad. The boulder impeding their progress was to be blasted away using gunpowder. Phineas was in charge of the explosives. His usual procedure was to drill a hole in the offending rock, fill the hole with gunpowder and sand, and tamp the mixture down with a three and a half foot long tamping iron – the smaller the space the greater the explosion. After alerting his fellow workers, he would light the fuse and run for cover. He had done this many times before, with great success. This time things did not go so smoothly.

On this occasion, after filling the hole with gunpowder, Phineas apparently turned away from the rock, distracted. The tamping iron, still in his left hand, touched the rock and created a spark, igniting the gunpowder. The resulting explosion sent the sharp end of the tamping iron through his left cheek, into his head, exiting at the top. Phineas was thrown back, although he never lost consciousness. The tamping iron was later found more than thirty yards away, encrusted with brain matter.

Phineas spoke immediately after the accident, fully aware of what had happened to him. His fellow workers, aghast at the obvious damage to him, put him on a cart and brought him three-quarters of a mile to the tavern where he had been boarding. Two doctors eventually tended to him, positioning the large skulls fragments back into place and removing the smaller ones. Neither doctor had any hope that Phineas would survive. Phineas, on the other hand, was more optimistic – he spoke of going back to work the next day.

Phineas soon developed a fever – infections were major killers in those days. Other signs suggested he was in great physical distress. The local undertaker even measured Phineas for a coffin. But one of the attending physicians, Dr. John Harlow, refused to give up, working with Phineas day

after day, trying everything in his medical arsenal. To almost everyone's surprise, including his family, by November Phineas was well enough to travel to his mother's home in nearby New Hampshire. Harlow visited him there shortly after the New Year. Although he had lost the sight of one eye and the opening in his skull had not completely closed, Phineas appeared to have regained much of his strength and Harlow declared him to be in good health.

After only a short convalescence, Phineas was eager to return to his old job. But now he had a new problem. The railroad declined to hire him back. They realized that his personality had changed. While he had once been one of their best workers -- industrious, friendly, and well-organized, he had become argumentative and short-tempered, and his language had become vulgar and profane. He had difficulty planning and his friends no longer cared to be with him. His personality had changed so much that Harlow would later write "he was no longer Gage."

Phineas was the object of much scientific inquiry and observation as the news of his accident and recovery became known. One important result of the accident was to demonstrate that a brain could suffer tremendous damage, but the person could still survive, largely intact. A logical conclusion was that it was possible to operate on the brain. The second major discovery was to strongly suggest that personality could be found in the brain – something that seems obvious to contemporary thought, but was much less obvious then.

Information on Phineas after the initial excitement is not well-documented and is based almost entirely on the account of his mother and Dr. Harlow. It is known that he participated in one of P. T. Barnum's exhibitions -- a poster has been found describing his appearance. It is also known that he traveled to Chile to become a stage coach driver on the route between Valparaiso and Santiago, a distance of 75 miles. Stage coaches in that part of the world typically used six horses, and managing them would have taken considerable skill. Gage's mother said that Phineas was very good working with animals. Still, it would have been a strenuous job. After seven years in Chile, Phineas returned to the U.S. in somewhat fragile health.

At first Phineas stayed with his mother who had moved to San Francisco to be near her daughter. He briefly held several jobs, but began suffering from seizures that became increasingly debilitating. When he died on May 20, 1860, age 36, the cause of death was listed as epilepsy. The usual assumption is that his death was the result of the earlier brain injury, with his deterioration due to the subsequent scarring and other changes in the brain that took place over time. He was buried in San Francisco, with his tamping iron at his side. But his story does not end there.

Dr. Harlow had lost contact with Phineas when he was in Chile. When Harlow later contacted Gage's mother and found out that Phineas had died, he made an unusual request. Would his mother consider having the body exhumed and the skull and tamping iron sent to Harlow for further examination? Gage's mother, clearly understanding the scientific importance of her son's accident, complied with his request.

Harlow conducted a number of measurements of the skull. One of the first things he noticed was that even though Gage lived long after the accident, his skull had not completely healed. When Harlow completed his work with the skull, both it and the tamping iron were deposited in the Warren Anatomical Museum of the Harvard University Medical School. There they remain, a reminder of the continuing quest to understand the relationship between brain and behavior.

Places to Visit

The town of Cavendish is located in Windsor County, Vermont. The population was 1,367 at the 2010 census. The town is approximately 95 miles northeast of Albany, NY, and 160 miles northwest of Boston, MA. In the Cavendish Town Green, at the intersection of High St. and Rt. 131, there is a Memorial to Gage, placed there at the 150th anniversary of the accident. It gives directions to several locations relevant to the story of Phineas Gage.

The Warren Anatomical Museum is part of the Countway Library of Medicine's Center for the History of Medicine at Harvard University, Cambridge, MA. The Museum's Exhibition Gallery is located on the 5th floor of the Countway Library and displays 300 cases and artifacts from the larger collection, including the skull and tamping iron of Phineas Gage. The Museum Gallery is open to the public, free of charge, Monday through Friday, 9:00am-5:00pm. The Exhibition Gallery is closed on weekends and during certain Harvard University holidays.

Village Green in Cavendish

Site of the Accident

Phineas Gage
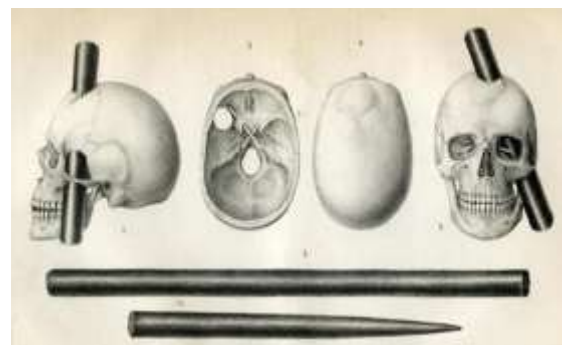
Skull and Tamping Iron

Articles

Diversified path to the psychological career: Europe vs. USA

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Abstract

Written from the social psychological perspective of social representations, this review paper presents some aspects of the current situation of European psychologists. Opportunities and challenges of academic path and private practice as a psychotherapist are outlined in four countries: France, Italy, Poland and Romania, based on interviews with recent psychology graduates and examination of the official information in original languages in each geo-cultural context. Starting from education, through career choices, numerous possibilities of professional affiliation to the larger context of the general public, a comparison of Europe with the United States brings about a number of surprises and recommendations for enriching intercultural interaction.

Keywords: psychologist, psychotherapist, social representations, psychological associations, European psychology

Introduction

If there were a continuum from unity to diversity in psychology on a given continent, most probably the majority of continents would opt for a position much closer to diversity. In fact, European psychology tends to be considered as diverse as its countries or even regions.

This review paper is written from the theoretical perspective of social representations (Moscovici, 1976, 1988), which used to be considered primarily as a French tradition of research (Farr, 1987) that is slowly becoming a more diffused, genuinely European alternative to the dominant social cognition approach imported from the United States. In line with the indigenous psychology (Kim, Yang, & Hwang, 2006), it pays attention to the context where commonsense knowledge is transmitted and transformed. Since it is impossible to take into account every single European country, four contexts of France, Italy, Poland and Romania have been chosen. While the authors interviewed students who graduated in psychology in each of these countries, they also gathered the official information from national psychological associations and government websites in original languages. Given the diversity among European countries, the choice of

these four contexts was thus due to the authors' linguistic abilities and knowledge about conditions in each country. Such awareness of context appears as necessary when the researchers (who are also products of culture) assess social representations since "it is hard to remove the powerful lenses of individualism from our sense making – in both everyday and research contexts" (Howarth, 2002, p. 258).

Clearly, psychology is not all about research. Therefore, in the contemporary scenario of economic difficulties faced by Europe, this review paper presents some perspectives of young people who decide to embark on the diversified path to the career as a psychologist. It includes the required education, possible further steps, prospective employment and options of professional affiliation, specifically in two cases: of a psychotherapist primarily involved in private practice and of a researcher in academic setting. In the United States, in 1973 it was proposed to use different degrees to designate the practitioner's role (PsyD) from the scientist role (PhD); the former focuses primarily on clinical service and less on research (Norcross et al, 2004) by training students to practice what they learn about the full spectrum of psychological science, while the latter gives the fundamentals of practice, but its primary job is training students to conduct research (Peterson, 1997).

Realizing a bit more about the challenges that European psychologists are facing and being aware of some underlying assumptions that many of them may have concerning the discipline, can be useful when implementing international relations on a professional level or simply travelling to Europe for private reasons and successfully managing personal encounters.

Literature review

The recent literature on the career path of a psychologist in research and private practice that compares the situation in the United States and in Europe is not yet very extensive, probably due to dynamic and ongoing changes in various European countries. Arnett (2008) points out to the need of studies in psychology that are not solely focused on the "rich who get researched", while Donn and colleagues (2000) specifically compare North America with Europe. In terms of psychology and psychotherapy in health care, Van Broeck and Lietaer (2008) propose a review of legal regulations in 17 European countries. Another way to assess differences between the two continents consists of pointing out the competences that a psychologist should possess according to pre-established standards (Bartram & Roe, 2005) and his or her career prospects (Sternberg, 1997). More detailed comparisons of approaches to psychotherapy in Europe and United States include relational (Aron, 2007), experiential (Greenberg, Watson, & Lietaer, 1998), cognitive-behavioral (Hoffman et al, 2012) and psychoanalytic psychotherapy (Jacobs, 2002), to mention just a few. On the other hand, some authors focus on career prospects of psychology students in Europe (Knight & Vainre, 2011) and in the United States (Borden & Rajecki, 2000). Last summer in Canada the topic of this article has been treated by Giua and Dryjanska (2015).

North American standards

The American Psychological Association (APA) provides clear and comprehensive information concerning the career path in psychology (APA, 2011). In the United States, it is possible to earn bachelor's and master's degrees in psychology. While some doctoral programs require a master's degree in psychology, more commonly applicants can enroll in the doctoral programs with a bachelor's degree and work directly on a doctoral degree. The majority of doctoral degrees take 5–7 years to complete, and a one-year internship is necessary in order to become a professional clinical psychologist. According to the APA (2011), "some universities and professional schools offer a PsyD degree in lieu of the traditional research doctoral degree (PhD) or EdD degree. These PsyD degrees, with their emphasis on clinical psychology, are designed for students who primarily want to do clinical work exclusively." Moreover, one has to be licensed as a psychologist to exercise independent practice of psychology anywhere in the United States. The state licensing boards review applicant's educational background and their successful completion of at least two years of supervised professional experience before granting the permission for him or her to take the licensing exam. Information about state and provincial licensing requirements is provided by the Association of State and Provincial Psychology Boards (ASPPB).

Diversity of psychology in four European countries

Four European countries discussed in this review paper include France, Italy, Poland and Romania – diverse contexts that nonetheless present some similarities when it comes to a career path in psychology, often thanks to the processes prompted by the European Union, of which all of these states are members. Each one with distinct language, customs, history and other aspects of culture offers a unique context for the development of self as a psychologist. In line with the recommendations of Hermans (2001), this paper emphasizes increasing complexity and shifts attention from core to contact zones, discussing the social representations of North American psychologists by their European colleagues.

Education

At least in its early stages, the education required of a European psychologist is currently quite similar across different countries, at least concerning the number of years of study required. This fairly recent situation concerns current psychologists in their early thirties and younger. In 1999 almost thirty European ministers responsible for higher education signed a joint declaration – the official starting point of the so-called Bologna Process, aimed at creation of a common European Higher Education Area by 2010. As a result, "governments have developed policies that fit the European agenda towards converging systems of higher education'' (Huisman & Wende, 2004, p. 355). Their main focus - the introduction of the three-cycle system (bachelor/master/doctorate), strengthened quality assurance and easier recognition of qualifications and periods of study – brought about the fairly unified length and requirements of the early stages of career in psychology: from three to four years to earn a bachelor degree in psychology, one to two years for a master degree in psychology and a minimum of three years for a doctorate in psychology.

While the Bologna Process regulates quite well the academic career in psychology focused on research (on a doctorate level, a PhD), more ambiguity concerns the private practice career in psychology focused on psychotherapy (on a doctorate level, a PsyD). Typically, the latter have a tougher admission process and the programs tend to be more expensive. It is worth mentioning that while the term "PhD" is familiar to the majority of psychologists, "PsyD" tends to be less known in continental Europe where these types of programs are often known as "specializations" ("spécialisation en psychothérapie" in French, "specializzazione in psicoterapia" in Italian, "specjalizacja" in Polish and "specializare în psihoterapie" in Romanian). In general, European PhD programs in psychology are accredited by the national ministries of education, as opposed to "specialization" programs in psychology (mainly in psychotherapy) accredited by the national ministries of health.

Table 1 summarizes the minimum number of years necessary to complete different types of degrees in psychology, based on national legislation.

Table 1. Comparison of the minimum number of years necessary to get a degree in countries under scrutiny, based on national legislation (Civic Impulse, 2016; Lege nr. 288 din 24, 2004; Loi n° 2013-660, 2013; D.M. 270/04, 2004; Dz. U. 2005 Nr 164 poz. 1365, 2005)

COUNTRY	BACHELOR	MASTER	DOCTORATE
France	≤ 3 years	≤ 2 years	≤ 3 years
Italy	≤ 3 years	≤ 2 years	≤ 3 years
Poland	≤ 3 years	≤ 1.5 years	≤ 2 years; ≥ 4 years
Romania	≤ 3 years	≤ 1 year	≤ 4 years
USA	≤ 4 years	≤ 1 year	≤ 4 years

Career in private practice

In Europe, a person is generally considered as a psychologist upon completion of their master degree in psychology or a minimum of five years of university training (Van Broeck, & Lietaer, 2008). Italy constitutes an exception: holders of a degree must pass a state examination, complete a one-year supervised internship and register as a member of the National Council of Psychologists ("Ordine degli Psicologi" in Italian). Following this first step, those interested in private practice need to obtain a license or a title of a psychotherapist. A close equivalent of the North American PsyD, the "specialization" tends to be awarded by specific schools of thought, such as specialization in cognitive-behavioral therapy, systemic-relational therapy, hypnosis, psychodynamic therapy, etc. Schools that integrate more approaches have become more popular, especially in Eastern Europe, not to mention specific concentrations or sub-specializations that apply a certain kind of therapy to children, adolescents or other specific groups of clients or patients. However, historically the origins of training in psychotherapy in Europe are marked by a "solitary supremacy of psychoanalysis" (Gemignani & Giliberto, 2005, p. 171).

Once the expensive and lengthy supervised training is completed, a young psychotherapist faces the challenge of finding the recipients of his or her services. In France, the situation is particularly unstable (Bernaud, Cohen-Scali, & Guichard, 2007) due to the decrease in state involvement (various French ministries used to clearly define qualifications, recruitment processes, career conditions and monitoring of activities of French psychologists) and the pressure from the European Union to start establishing new standards, often from Northern Europe.

Based on the results of a national survey conducted in 2012-2013 with 1500 Italian psychologists registered as members of the National Council of Psychologists ("Ordine degli Psicologi" in Italian), Bosio and Lozza (2013) reported that the average annual income of recent graduates is slightly above the poverty threshold defined by the Italian National Institute of Statistics (ISTAT). Simply put, employment opportunities for psychologists are scarce and not very attractive. Due to the financial crisis, it is also difficult to find and/or keep clients in private practice, which results in unemployment and underemployment. Notwithstanding, the number of Italian graduates in psychology has been declared as "very high, considering the Italian population as a whole" (Job, Tonzar, & Lotto, 2009, p. 311), with the increase of approximately 10% per year.

In Poland, where psychology is a fairly new discipline for decades restricted by Marxist philosophical approach (Kaczkowski, 1967), professional psychologists face the challenge of the lack of legal regulations that would protect them from the infiltrations of pseudo-scientific methods and diagnostic tools (Brzezinski, 2014). In turn, this has negative consequences on the social representations of psychologists among the general public. Various myths penetrate Polish society, such as "psychologists always analyze every-

thing and everyone around them", "every psychologist is a psychotherapist", "those who study psychology do it to solve their own mental problems", etc.

Similarly, in Romania the levels of stigma and discrimination against people with mental illness and therefore a shame attached attending psychotherapy are quite high (Evans-Lacko et al., 2012). School/educational psychology tends to be a popular orientation among students since parents often declare to be more willing to invest in psychotherapy for their children rather than themselves (Negovan & Dincă, 2014).

As in Poland, myths and erroneous perception of psychotherapy cause potential patients or clients to turn to other types of therapy, such as complementary and alternative, instead of psychotherapy (Dumitrașcu, 2014).

In general, in Europe there is a plethora of psychotherapy approaches and various entities that offer supervised training. On the other hand, due to negative attitudes of the general public towards the mental healthcare including interventions by psychotherapists, ongoing efforts through large nationally and locally based programs that fight the stigma shall be further implemented and monitored (Evans-Lacko et al., 2012).

Overall, in Europe the differentiation between a psychologist (someone who has a degree in psychology) and psychotherapist (someone who is licensed to run a private practice) is not very clear among lay people. For the most part, they do not realize that it is necessary to be a psychologist in order to become a psychotherapist, and the two terms are used interchangeably, which creates confusion and contributes to some myths about the profession. Moreover, the media have widely contributed to the social representation of a psychotherapist anchored in the figure of a psychoanalyst, the use of a couch and specific setting, making it more difficult to convey to the general public how diverse and dynamic are the numerous approaches to psychotherapy.

Academic career

As a result of the Bologna Process, European psychologists involved in research have a much more linear career path. Mainly affiliated with universities, upon completion of a doctorate program, successful candidates enter highly competitive academic career, usually at first benefitting from post-doc positions or research grants. Across Europe, they dedicate time to research and teaching, publishing results and presenting them at national and international conferences.

What differs them from their counterparts in the United States? A study of personal homepages of European academic psychologists revealed that they almost exclusively offer information about result-oriented research activities and publications. Additionally, it is common for them to provide links that demonstrate a network of academic connections. According to Dumont and Frindte (2005), self-presentation is limited to information about academic work, possibly due to their understanding of personal homepages that follows "the common ethos of science, that is to say, scientific results

should be independent of the scientists who produce them" (Dumont & Frindte, 2005, p. 81).

Another issue concerns the choice between publishing in English (encouraged by many European monitoring and evaluation entities) or native language. Being able to read and write scientific papers in English is a must to join the global discourse, yet at the same time researchers from non-English speaking countries have the duty to publish in their native languages in order not to lose considerable part of their native audience (Brzeziński, 2014).

Thanks to the international language of science and opportunities of funding from the EU (unlike private practice), academic career tends to be more international and involves significant mobility opportunities across Europe. Alongside numerous benefits, some authors nevertheless point out the challenges of this situation, such as transience and risk identified by Richardson and Zikic (2007) as two important dimensions of the "darker side" of pursuing an international academic career.

Professional affiliations

Virtually every European country has some sort of a national entity for psychologists. Their authority, function and character vary considerably within Europe.

Among the four countries considered in this paper, Italy stands out as one with the most developed and complex structure of possible professional affiliations open to graduates in psychology. On the one hand, practitioners are obliged to become a part of the National Council of Psychologists ("Ordine degli Psicologi" in Italian) that requires a five-year diploma in psychology, proof of at least one-year supervised practice, satisfactory grade on the national examination and payment of annual membership fees. On the other hand, those interested in the academic career have an easier path of simply applying for the membership of the Italian Psychological Association (AIP in Italian) following the acquisition of a PhD degree and payment of annual membership fees. While the National Council of Psychologists ensures recognition of a professional (dealing mainly with the Italian Ministry of Health), the Italian Psychological Association (AIP) provides opportunities for the exchange of research during conferences and gives voice to the academic community in discussions with the Italian ministry of education.

The French scenario somewhat mirrors the Italian one, with the Federation of French Psychologists ("Fédération Française des Psychologues et de Psychologie" in French) for practitioners (but also open to academicians and students) and the French Psychological Society ("Societé Française de Psychologie" in French) that caters mainly to psychologists in the world of higher education.

In Poland and Romania, national psychological associations recognize respective national diplomas in psychology and offer opportunities for further training, dialogue with governmental entities and professional growth. Polish Psychological Association ("Polskie Towarzystwo Psychologiczne" in Polish) and College of Romanian Psychologists

("Colegiul Psihologilor din România") try to appeal to both academicians and practitioners, also providing lists of available opportunities of further training.

Each one of the associations (except for the National Council of Psychologists) publishes scientific journals and belongs to the European Federation of the Psychologists' Associations. This entity has the ambition to appeal to all psychologists by promoting the EuroPsy, a European qualification standard for psychologists and a registry of European professionals who have achieved it. However, for example in case of Italy the Federation did not partner with the National Council of Psychologists (which would be the best choice, given its authority over examinations and official Italian registry). Moreover, it is not very well known and many psychologists may not see a point of acquiring additional certification beyond national standards, especially since the procedure requires time and money necessary for obtaining official translations and notarized paperwork.

Throughout Europe, specific associations that often (but not always) correspond to the APA divisions exist in an independent way on different levels: regional, national, European and international. For example, in case of psychotherapists, a school that offers specialization in systemic-relational therapy may belong to the European Family Therapy Association. Similarly, academicians usually have a specific area of interest in psychology and tend to be active within that area on different levels. For instance, a social psychologist from Poland may choose to become a member of the Polish Society of Social Psychology (PSPS) as well as the European Association of Social Psychology. A fairly common practice in scientific societies is the requirement of presenting recommendations from two active members in order to apply.

Overall, the world of associations and societies is quite complex. There is no simple rule that would apply to all countries. While generally in Europe being a psychologist still means having graduated after five years of studies in this discipline, in Italy it additionally requires being enlisted in the national registry of the National Council of Psychologists. All other associations are on a voluntary basis and the fact that someone's name cannot be found on the list of members does not mean that they cannot legally present themselves as psychologists.

Social representations of psychologists

Introduced by Moscovici (1976), social representations were a construct that encompassed commonsense knowledge and lay theories about a new phenomenon in France in the fifties – psychoanalysis. Shared by certain groups of society, these opinions, judgments, images and metaphors served the function of familiarization and enabled communication. Moscovici realized that social representations could be extended to other phenomena, since they reflect how people think and interpret surrounding reality using a number of processes. Since then, Moscovici has considerably elaborated his theory (1988, 1998, 2011) and many social scientists have used social representations in their research.

Recently, de Rosa, Fino and Bocci (2013) have taken the original object of the seminal study – psychoanalysis and psychoanalysts to examine their social representations in France and Italy, also taking into account the information from various sources in the Internet. Without doubt, among the general public in Europe the distinction between a psychologist and psychotherapist is not very clear, let alone familiarity with different types of therapies. Movies, in particular by Woody Allen (Gordon, 1994), constitute a source of images that nurture laymen thinking about psychotherapy.

How about European psychologists themselves? Professionals are not free from commonsense thinking about their occupation. Romaioli and Contarello (2012) have conducted interviews with cognitive-behavioral, constructivist, psychodynamic and systemic-relational therapists in order to identify the representational processes that they employed to organize knowledge about change in their clients' lives. Social representations of therapists would often reify the metaphors used, showing their ideological attachment to the system of thought of a specific school. As shown by Romaioli and Contarello (2012), reified metaphors are the phenomenological description of different kinds of psychological problems, enabling the identification of linguistic repertoires more practicable for the therapist, aimed at constructing effective communication during therapy sessions. For example, cognitive-behavioral therapists represented change in terms of a slow and cumulative acquisition of instruments with which to cope with everyday difficulties (a metaphor of an encyclopedia); while psychodynamic therapists represented change as a regeneration of one's own roots that enables new growth (a metaphor of a tree). Such research (Romaioli & Contarello, 2012) is an example of the application of a narrative or conversational approaches to the study of social representations of a specific object – in this case the process of change in the lives of clients of psychotherapists. It also has an added value of appealing to metaphors that are likely used in other cultures, such as the metaphor of a tree (Raval, & Kral, 2004), in order to understand the process of socially constructing reality.

Overall, the European general public as well as psychologists themselves faced with the complex world of psychology and psychotherapy have developed articulate ways of thinking and representing these phenomena, rich in images, metaphors and rhetoric devices. In Europe, there are multiple points of reference on various levels and the lack of a single firmly established authority concerning standards, accreditation, monitoring, definitions and ethics. In North America, the American Psychological Association constitutes such a point of reference to universities and practitioners. Unsurprisingly, many Europeans turn to its standards, especially when it comes to the publication manual.

Conclusions

While this review paper concentrates on educational input rather than performance output, the authors recognize the need for considering both aspects, following the definition of the content of psychologist's profession and its various specializations across Europe (Roe, 2002). Considerable differences persist between North American and European models of clinical psychology training (Donn, Routh, & Lunt, 2000), although efforts are being made towards the standardization of the profession of a psychologist and continued professional development (Poortinga, 2015), yet for some common standards (especially publication manual), the American Psychological Association is a firm point of reference.

What are some practical recommendations to a North American psychologist when interacting with her European colleagues? First, instead of referring to a "PsyD" it is much better to ask about a "specialization" of a psychotherapist, enquiring about her particular school of thought or approach, years of study and supervised practice. Concerning a "PhD", misunderstandings are not very likely. However, while throughout the entire Europe someone is a doctor in psychology only after obtaining a doctorate degree, Italy constitutes an exception: even a BA in psychology legally entitles a person to the title of a doctor in psychology ("dottore" in Italian, abbreviated "Dott." or "Dr").

Asking about a license in Europe can also be tricky. Each country has different regulations and it is safest to first enquire about what are some national regulations concerning private practice and if there is an obligatory, public national registry of psychologists and psychotherapists. A conversation about different associations and societies could also open up a whole new world, quite distinct from the American Psychological Association and its divisions. Moreover, there seems to be a tendency among European psychologists not to go into as many personal details as their colleagues from the United States, emphasizing the results of their research, publications and professional status.

In sum, when interacting with European psychologists it is wise to first define and explain both contexts. The efforts to overcome the human tendency to ethnocentrism in psychology should be mutual and conscious (Takooshian, 2003). Such exchange among researchers probably brings fewer surprises than among psychotherapists, but will surely be fruitful, eye opening and stimulating in both cases.

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The Development of Psychology in Brazil: Its Early History

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The history of Brazil and of Brazilian Psychology are intrinsically related. The political, economic, social, educational, juridical and philosophical aspects had a grand influence in the development process of the Psychology. Earlier psychology themes were learned with the Jesuits (1500 – 1808) at the catechesis of natives and children at settlers, encompassing emotion, memory, behavior and adaptation. Provisions made by the Portuguese Court to live in Brazil in 1808, involved concern about public health and hygiene. Psychopathological disturbances involving addictive behavior and mental disabilities were treated by psychiatry hospitals or led to prison – with the medical support of the Brazilian Social Hygiene Movement (Furtado, 2012; Mitsuko, 2012; Vilela, 2012).

During the period of 1808-1900, philosophical and physiological knowledge from Europeans and North American professors, provided important information for Brazilians, involving psychological topics related with passion and emotion, assessment and possible treatment for mental hallucinations, epilepsy and hysteria (Soares, 2010; Vilela, 2010; CRPSP, 2011). Pioneers who made early studies in Brazil about Psychology were self-taught and started to study psychological knowledges in the Teacher Training Institutions. It is impossible to mention all the pioneers, and some remain anonymous. To mention a few: Anita Paes Barreto (1907 – 2003); Annita de Castilho e Marcondes Cabral (1924 – 2004); Aníbal Cipriano da Silveira (1902-1979); Antonio G. Penna (1917 – 2010); Dante M. Leite (1928 – 1976); Durval Marcondes (1899 – 1981); Eliezer Schneider (1910 - 1998); Emilio Myra y Lopes (1896 – 1964); Father Antonius Benkö (1920 – 2013); Franco Lo Presti Seminerio (1923 – 2003); Paulo Rosas (1930 – 2003); Mathilde Neder (1923 -); Mother Cristina S. Doria (1916 – 1997); Nise da Silveira (1905 -1999); Raul Carlos Bricquet (1887 – 1953); Silvia Tatiane Maurer Lane (1933 – 2006); Therezinha Lins de Albuquerque (1926 -); and Ulisses Pernambucano de Melo Sobrinho (1892 – 1943). The pioneers were responsible for important landmarks of psychology in Brazil, as noted in Table 1 (Furtado, 2012; Mitsuko, 2012; Vilela, 2012; Lisboa & Barbosa, 2009).

Table 1. *Landmarks of Psychology in Brazil*

1890's	Earlier dissertation thesis by physicians to conclude Medical Schools with psychological themes
1906	First Experimental Psychology Brazilian Lab
1930's	First classes of Psychology – Graduate courses of Philosophy, Educational and Medical Graduation Courses
1940's	First scientific journals in Psychology
First societies of psychology
1950's	First Psychology graduate courses in the Universities of Sao Paulo, Minas Gerais, and Rio de Janeiro
1960's	First post-graduate programs in Psychology
1962	Officially recognition by the President Joao Goulart of the Psychology in Brazil as a science and a professional practice (August 27, 1962)
1971	Creation of the Councils of Psychology

Psychologists' discussion of abuses in the political practices within the society has been one of the important issues for the social psychology. The Brazilian League of Mental Hygiene, founded in 1923, created a psychology laboratory for psychiatry studies that later on became influenced by eugenic practices, leading the exit of many psychologists of the league. By the 1940's, most of the abusive practices of the Brazilians Social Hygiene Movement became extinct. (Furtado, 2012; Mitsuko, 2012).

Another roadblock for the development of the psychology and its benefits for society was the military dictatorship (1964 - 1985). It induced a socially committed psychology practice. The abusive political practices included threat, exile and torture of many psychology professors. After this dark period, by the 1990's there was an increased number of Psychology courses and post-graduate programs with more published studies--a scenario that continues until today (Soares, 2010; Vilela, 2012).

Nowadays, Brazil has 270.605 psychologists, 23 Regional Psychology Councils and a Federal Council of Psychology (CFP, 2016). There are 401 Courses of Psychology and 64 Post-graduation Programs. Many discussions of possible improvement of practices and research remain (Tourinho & Bittencourt, 2010). Nevertheless, one must consider all the victories over past challenges to Psychology in Brazil since its inception, becoming nationally and internationally recognized as a respected science and profession.

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Reports

Volunteering in the Kingdom of Bhutan

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For many travelers who are into "off the beaten path" types of destinations, the Kingdom of Bhutan, a nation of around 600,000 nestled in the Himalayas, represents the holy grail of destinations. It is a nation seldom visited by tourists, a large part of that likely due to the approximately $250USD/day fee imposed on travelers for a mandatory guide, accommodations, and food. As such, the culture remains comparatively uninfluenced by the Western world. It is a nation that welcomed television and the internet as recently as 1999, and where both men and women wear traditional Bhutanese clothing as part of their everyday dress.

So, in the summer of 2014 when the opportunity arose to volunteer at the Jigme Dorji Wangchuck National Referral Hospital (JDWNRH) in Thimphu, the capital city, I jumped at it. I was there for almost 3 months, and it was an unforgettable experience for which I'll always be grateful to Health Volunteers Overseas (HVO), the organization which arranged my placement, provided my accommodation, and allowed me to experience this fascinating country without the exorbitant tourist fees.

The mission of HVO centers around empowering local healthcare professionals in developing nations and furthering the quality of healthcare provided. It accomplishes this by sending licensed healthcare professionals from a number of different countries to various locations around the globe to work alongside local professionals, provide didactics, presentations, and make suggestions as treatment situations arise. It also provides fantastic opportunities for healthcare professionals from Western nations to learn about the culture and healthcare practices of the locals and to exchange knowledge. As such, the aim is much less about imposing one's own ways and training on local healthcare workers than it is about collaboration and mutual learning.

The hospital I was placed at has a small psychiatric and substance detox unit that accepts volunteer therapists (psychologists, social workers, MFT's, etc.) or psychiatrists for 3-month placements. When I was there, there were 2 psychiatrists in the entire country, both located at JDWNRH, and no graduate-level trained psychologists, or graduate schools that offered such training.

The psychiatrists, one Bhutanese and the other foreign-born, principally saw patients on an outpatient basis but would also make rounds on the inpatient unit. The hospital itself is a referral hospital that sees patients from across the country. And although Bhutan is small, the infrastructure- namely the oftentimes windy, dirt roads- makes traveling to the hospital for treatment a long and trying ordeal for many of the patients.

For me, this meant that the patients I saw- both on the inpatient unit and on an outpatient basis- were often from distant locales and would only be in Bhutan to receive treatment for short periods of time. This of course provided its own set of unique challenges, as did the fact that most patients spoke Dzongkha (the official language), Nepalese, or some local dialect much more fluently than English.

Thankfully, I had Ugyen, the local therapist with whom I worked most closely. Upon receiving his bachelor's degree in psychology in India and returning home to take a position at the hospital, he became the defacto therapist on the unit. I can't imagine being thrust into that role after my bachelor's degree! Luckily for me and for the patients he served, Ugyen is a wonderfully personable, intelligent, and empathic person. And, through his various interactions with HVO volunteers, readings done in his own time, and his undergraduate training, he is quite a solid therapist.

Ugyen and Myself In Front of JDWNRH

Being that my work there would take place over just a short period of time, my focus was not on direct patient care but in working with Ugyen in a collaborative, supervisory role to improve his skills as much as possible in the three months I had with him. He also served as a capable translator when I needed one!

During our time together, I worked with Ugyen on developing Cognitive Behavioral Therapy skills. This approach seemed to fit well with the shorter-term nature of the therapy that was often conducted in our outpatient setting. And, not unlike the patients we might see in the West, many who presented for treatment had some variations of anxiety or depressive disorders that seemed to be quite amenable to CBT treatment.

In spite of its international reputation as one of the the "happiest nations on earth" (Bhutan is the country whose government actually measures Gross National Happiness) and a peaceful Buddhist nation, Bhutan struggles with many of the same mental and behavioral health issues as other countries, sometimes to an extreme extent. Alcoholism is rampant, as is domestic violence, physical and sexual abuse of minors (often at the hands of those most trusted such as teachers and monks), and so forth. (Arora, 2013; Dorji, 2014; Global Initiative, 2016; Kelly, 2013; Royal Government of Bhutan, n.d.; Sundas, 2016.). This meant that we saw a steady stream of such cases in both the inpatient and outpatient settings, which was both discouraging but also heartening in that it meant that people were reaching out and accessing these relatively novel resources available to them.

In addition to many of the mental health and social issues I was accustomed to seeing in the USA, there were also various fascinating, unique, and culturally laden cases, which often didn't fit neatly into any DSM diagnosis that I was familiar with. Among these were several cases that were understood locally as possession. Prior to my experience in Bhutan, I had assumed that what was known in some quarters of the world as spiritual possession could most likely be classified as some type of psychotic disorder such as schizophrenia, well-known to the west. While such cases certainly were brought to our attention, other cases could not be so easily categorized.

For instance, I saw a 10th grade boy in the hospital following a suicide attempt. He was admitted first into intensive care after trying to hang himself, being found unconscious by his brother. He was not able to talk for some time, and in addition to the bruising on his neck appeared to have some residual cognitive impairment due to hypoxia. Interestingly, he seemed to be just as happy as could be and denied any kind of difficulty in school, personal, or family life. His family members denied noticing any change in behavior or depression leading up to the event. He had no memory of hanging himself and was absolutely puzzled about why he would attempt such a thing, particularly because everything seemed to be going well for him. He was quite surprised when he woke up in the hospital and heard about what had happened.

When I met with the attending physician who was treating him, he explained to me that many Bhutanese people, himself included, believe that the soul of someone else who has died may inhabit the body of a living person, causing them to act as the deceased person had acted. The doctor explained to me that what had probably happened was that since the boy was attending a school where a female student had hanged herself recently, her spirit likely then possessed him, causing him to hang himself.

Needless to say, it was fascinating to see how culture, religion, and traditional medicine interacted in case conceptualization and treatment. Unfortunately, all too often I did observe instances where people with sometimes severe mental illness were deprived of treatment in favor of exorcisms or isolation and inhumane treatment. Psychology and psychiatry are very new disciplines in the country, and for them to become known, understood, and accepted will take many more years, I suspect.

In other ways, however, Bhutan has a lot to teach the West when in comes to family and community support of patients with severe mental illness. I was always impressed by how the patients on the inpatient and detox wards always had some family members or friends at their side. I was also impressed with the general compassion with which the staff treated patients.

Outside of my work at the hospital, I passed a simply amazing time with the wonderful, hospitable, and friendly people of Bhutan. Some of the best hiking and trekking in the world can be found there, and some of the scenery- monasteries built high up in the mountains seemingly clinging to the very ledges they overlook- is breathtaking.

Tiger's Nest Monastery, Bhutan

I encourage anyone who is interested in this volunteer possibility to check out the HVO program: https://hvousa.org/ourwork/programs/special-projects/

I continue to volunteer with HVO in helping to screen potential volunteers, and would be happy to speak with anyone who would like more information. I can be reached at darrenkensmith@gmail.com

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Dr. Pir receives Organization of the Year award for IMCES, the organization she founded in 1989, for her tireless commitment to serving the culturally and linguistically diverse communities in Los Angeles.

Dr. Pir Honored with "Organization of the Year" Award for Commitment to Diversity

Tara Pir, PhD
Founder and President, Institute for Multicultural Counseling and Education Services, Inc. (IMCES)

Dr. Pir was recently honored with the prestigious "Organization of the Year" award presented in Washington, D.C. by PR News in recognition of the demonstrated commitment to diversity by her organization, the Institute for Multicultural Counseling and Education Services, Inc. (IMCES).

IMCES was selected for this distinction from a long and impressive list of organizations, agencies, academic institutions, professional associations and other nonprofits that have demonstrated a commitment to diversity and excelled at communicating their diversity achievements, such as Covered California, Anthem Foundation, the Canadian Alliance on Mental Illness and Mental Health, the California Endowment, and the Medical University of South Carolina. Entries were judged by a blue-chip panel of public relations executives, the staff of PR News, and peers.

Dr. Pir made the strong commitment to contribute to the community in two major domains:

Commitment to Providing Comprehensive Services to the Community
IMCES, a nonprofit organization as a community clinic that Dr. Pir established in 1989 has, from its beginning, demonstrated a strong commitment to promote social justice and human rights in action on a day-to-day basis, based on the principle of inclusion by design. From day one, IMCES has focused on addressing disparities in access to health, mental health, social and legal services among culturally diverse communities.

Dr. Tara Pir at Awards Ceremony with Organization of the Year award in recognition of her demonstrated commitment to serving the health, mental health, social, and legal services needs of diverse target population in Los Angeles County through professionals with cultural and linguistic expertise in over 10 languages.

IMCES receives the Organization of the Year award for its commitment to diversity with the focus on practicing the principle of inclusion by design demonstrated throughout its organization.

Dr. Pir consistently moves from vision to action. For example, with the belief that health and mental health is the human right of everyone, she creates an even ground for everyone to walk on by providing the highest standard clinical services and advocacy programs for the most needy, underserved, vulnerable, diverse populations in Los Angeles County through professionals with cultural and linguistic expertise in over 10 languages.

Commitment to Professional Workforce Development

Dr. Pir's strong commitment to high standard, relevant workforce development for the helping professions in community based services led to the developing of doctoral and residency programs with a focus on leadership and practicing inclusion, accredited by the American Psychological Association (APA). Her programs have been recognized as unique, futuristic models for clinical training in psychology nationally and internationally. For more information about IMCES, please visit our website at www.imces.org.

Dr. Pir meeting with Congresswoman and former Speaker of the House, Nancy Pelosi, at U.S. Capital event, describing IMCES's commitment to service provision as well as high standard workforce development, the APA accredited clinical training program for the helping profession of psychology.

Dr. Pir and staff demonstrating the power of commitment to diversity and inclusion for multicultural, multilingual needed service provision to our vulnerable population in Los Angeles County.

Tara Pir Received National Award for Pioneering International Service

Leland Keel
lelandkeel@imces.org

Dr. Pir was recently honored with the prestigious "Organization of the Year" Award presented in Washington, D.C. by PR News, in recognition of the demonstrated commitment to diversity by her organization, the Institute for Multicultural Counseling and Education Services, Inc. (IMCES).

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IMCES was also recognized for its workforce development. IMCES has developed doctoral and residency programs accredited by the American Psychological Association (APA), with a focus on leadership and inclusion. Her programs have been recognized as unique, futuristic models for clinical training in psychology nationally and internationally. For more information about IMCES, please visit our website at www.imces.org.

Many government officials saluted Dr. Pir and IMCES at the Awards reception, such as former House Speaker Nancy Pelosi. For any details, check wwww.imces.org

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Note: **S. Leland Keel, JD, MBA**, is General Counsel for the IMCES in Los Angeles CA.

PHOTO caption (l to r):
Congresswoman
Nancy Pelosi
congratulates Dr. Tara Pir.

Dr. Tara Pir with her
award-winning IMCES
staff in Los Angeles.

Announcements

Meaning Conference 2016 - Call for Papers

The International Network on Personal Meaning (INPM) is pleased to announce the **9th Biennial International Meaning Conference** (Second Wave Positive Psychology Summit) to be held July 28-31, 2016 in Toronto, Canada.

This is the only international conference focusing on **second wave positive psychology** (PP2.0), which embraces the dark side of life and empowers humanistic values. It emphasizes cutting-edge research and innovative positive interventions from the world's leading psychologists, including **Michael Steger**, **Carol Ryff**, **Clara Hill**, **Itai Ivtzan**, **Piers Worth**, **Veronika Huta**, **William Breitbart**, **Crystal Park**, **Dmitry Leontiev, Robert Neimeyer**, **Mick Cooper, Kirk Schneider**, **Suemay Chan**, **Paul T. P. Wong**, and more.

In addition to several pre-conference workshops for professionals in mental health and the workplace/organizations, the highlights of the conference include:
Second Wave Positive Psychology Summit to explore the new frontiers of positive psychology in research and applications,
Panel on Meaning-Centered Interventions in professional practices, and a multi-disciplinary
Panel on Terrorism and Heroism consisting of **Jordan Peterson, Michael Lerner, Alex Batthyany,** and **Alex Pattakos**.

To encourage research in PP2.0, we invite graduate students to enter a **Scholarship Competition**; for details, click here.

To submit a **Proposal (Symposium, Workshops, Papers, or Posters**), click here. The submission deadline is April 30, 2016, and notifications will be sent before May 25, 2016. Please note that the early bird registration deadline is May 31, 2016.

For more information on the conference, pre-conference workshops, and registration, click here.

The Role of Psychology in Positive Social Change

International headlines document the challenges of political extremism, racism, refugee flows, and violent conflict. Political psychology is an approach within the broader discipline that is uniquely positioned to be able to address research questions on these social challenges. Moreover, political psychology focuses on what resources and processes can be mobilized for constructive social change. That is, from intergroup relations to civic engagement to political movements, this focus integrates social, developmental, and clinical psychology to address political questions.

Want to learn more about Political Psychology?

Queen's University Belfast has launched a new video describing our unique Masters degree in Political Psychology, the only one in the UK. Queen's has a longstanding international reputation for its social psychological research on political issues and is situated in Belfast, a city which has experienced one of the most protracted conflicts in the world. Following the peace process, Belfast is now in the process of fostering cohesion between divided communities. This context provides students with opportunities to apply their learning to real life political phenomena.

Through the Masters degree, students gain knowledge and skills for a career in public policy or employment in local or national government, international and European organisations, political parties, the media, and lobby groups. This program also serves as a foundation for a future PhD in Political or Social Psychology or another cognate discipline and subsequently pursue an academic career.

For students entering in fall 2016, there are 2 x £2,000 scholarships available! To be eligible, students (nationally and internationally), will have to apply, be accepted and enrolled onto a MSc programme this year. For more information about the program, scholarships, or to watch the video, please visit:
http://www.qub.ac.uk/schools/psy/StudyingAtTheSchool/PostgraduateTaught/PoliticalPsychology/

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